I. Application for Registration of a New Program

This application is for New York degree-granting institutions seeking to register a new program that is below the doctoral level. Save this file, enter the requested information, and submit to the State Education Department.

- Proposals for new distance education, teacher certification, educational leadership certification, and professional licensure programs may require additional information, in addition to this core application.
- Certificate and advanced certificate proposals: use the certificate forms at www.highered.nysed.gov/ogce/. This expedited option is not available for teacher, educational leader, or professional certification/licensure programs.

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<tr>
<td>-</td>
<td>Program to prepare licensed professionals</td>
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</tr>
<tr>
<td></td>
<td>199 Chambers Street</td>
</tr>
<tr>
<td></td>
<td>New York, NY 10007</td>
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<tr>
<td>Additional information:</td>
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<td>If any courses will be offered off campus, indicate the location and number of courses and credits:</td>
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<td>Diploma Programs</td>
<td>If the program is credit bearing and will lead to a Diploma or Advanced Diploma, indicate the registered degree program(s) to which the credits will apply: Community Health Education</td>
</tr>
<tr>
<td>Contact person for this proposal</td>
<td>Name and title: Erwin Wong, Dean of Academic Affairs</td>
</tr>
<tr>
<td></td>
<td>Telephone: 212-220-8322</td>
</tr>
<tr>
<td></td>
<td>Fax: 212-220-8319</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:ewong@bmcc.cuny.edu">ewong@bmcc.cuny.edu</a></td>
</tr>
<tr>
<td>CEO (or designee) approval</td>
<td>Name and title: Robert Messina, Acting Provost and Senior Vice President</td>
</tr>
<tr>
<td></td>
<td>Signature and date: 10/28/13</td>
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<tr>
<td>Signature affirms the institution’s commitment to support the proposed program</td>
<td>If the program will be registered jointly with another institution, provide the following information:</td>
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<td>Partner institution’s name:</td>
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<td>Name and title of partner institution’s CEO:</td>
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<tr>
<td>Signature of partner institution’s CEO:</td>
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</table>
BOROUGH OF MANHATTAN COMMUNITY COLLEGE

OF

THE CITY UNIVERSITY OF NEW YORK

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

EFFECTIVE FALL 2014

SPONSORED BY THE DEPARTMENT OF
HEALTH EDUCATION

APPROVED BY

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
ACADEMIC SENATE
October 23, 2013

College Representative: Senior Vice President Sadie Bragg, Office of Academic Affairs
Contact: Senior Vice President Sadie Bragg, Office of Academic Affairs
Telephone: 212 220 8320
Fax: 212 220 8319
Email: sbragg@bmcc.cuny.edu

Provost’s Signature: [Signature]
Provost’s Name: Sadie Bragg
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Appendix B  Catalog Description of Required Courses
Appendix C  Syllabi for New Courses
Appendix D  Program Scheduling (SED Table 1)
Appendix E  Faculty Teaching Assignments (SED Table 2)
Appendix F  Employment Postings
Appendix G  Projected Expenditure for the Proposed Program (SED Table 3)
Appendix H  Projected Revenue Related to the Proposed Program (SED Table 4)
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[2]
ABSTRACT

Borough of Manhattan Community College (BMCC) of the City University of New York (CUNY) proposes an Associate in Science (A.S.) degree program in Community Health Education. The curriculum includes lower division health education, humanities, biology and mathematics that will prepare student graduates of the program for transfer into upper division degree programs in Community Health Education without loss of credit. An articulation agreement between the proposed A.S. Community Health Education degree at BMCC and the Bachelor of Science (B.S.) degree in Community Health Education offered by York College has been finalized. In addition, BMCC will also seek articulation agreements with B.S. Programs at Brooklyn College, Hunter College, Lehman College, Queens College, and New York State universities such as SUNY Cortland.

I. PURPOSE AND GOALS

Borough of Manhattan Community College proposes to offer an Associate in Science (A.S.) degree in Community Health Education. This degree will enable students to transfer to upper division bachelor degree programs in Community Health Education and to enter the career fields of health education and public health. The goals of the program are to: 1) train BMCC students for careers in Community Health Education; and 2) increase the representation of ethnic minorities in health-related fields. Students graduating from this program will be qualified to join the cadre of paraprofessionals and professionals trained to address New York City’s chronic disease epidemics and health disparities among ethnic minorities. Specifically, students graduating from the program will:

1. Demonstrate the knowledge and skills necessary to plan, develop, implement and evaluate disease prevention and community health programs.

2. Demonstrate the knowledge and skills necessary to act as liaisons between health care providers and consumers.

3. Enter the fields of health education and public health as underrepresented minorities, thus expanding the pool of qualified minorities within the field.

4. Demonstrate basic core competencies in health education, which will enable them to compete with other applicants for entry level positions within the field.

5. Demonstrate basic core competencies in health education, which will lead to further education and career advancement.
Community Health Education has seen expansion and growth since the 1990’s. This growth is expected to continue over the next decade as our nation envisions “a society in which all people live long, healthy lives.” To achieve this goal, the national Healthy People 2020 initiative proposes to eliminate preventable disease, eliminate health disparities across racial/ethnic groups, and create social and physical environments that promote good health for all. Health education is an essential component of this national agenda. Health educators promote, maintain, and improve individual and community health by assisting individuals and communities to adopt healthy behaviors. In addition, they collect and analyze data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies and environments. As the nation endeavors to provide the public with this kind of information, state and local governments, hospitals, and businesses will increasingly see the need to employ health educators. Borough of Manhattan Community College (BMCC) is in a unique position to meet this need because of its mission to provide access to higher education to economically and socially disadvantaged ethnic minorities. Furthermore, the College’s well established Health Education courses offer a solid foundation upon which to build.

II. NEED AND JUSTIFICATION

U.S. Healthcare

Despite technology and scientific advances, our nation’s leading causes of death are primarily related to socioeconomic factors, lifestyle choices and behaviors. Our nation’s renewed focus on identifying, measuring, tracking, and reducing health disparities through a determinants of health approach, has driven a demand for a workforce that can close the gap between clinical health care professionals and consumers. In addition, rising healthcare costs have prompted insurance companies, employers, and governments to find ways to curb cost. Subsequently, emphasis has been placed on preventive care and primary care management. Research shows that one of the most cost-effective ways to teach people how to live healthy lives and avoid costly treatments for illnesses is to employ health educators.

Studies have shown that community health educators are essential to the delivery of coordinated, quality health care. Community health educators have demonstrated their value and effectiveness.
in addressing diabetes\textsuperscript{7}, hypertension\textsuperscript{8}, environmental justice\textsuperscript{9}, sexual health education\textsuperscript{10} and HIV/AIDS prevention.\textsuperscript{11}

The most recent data from the Bureau of Labor Statistics clearly state that the employment of health educators is expected to grow by 18 percent by the year 2014, thus positioning a career in health education in a growth category that is faster than the average employment growth for all occupations through 2018.\textsuperscript{12} Job prospects are considered to be favorable, particularly for those who have specific health education degrees coupled with field experience. Job growth will be driven by the rising costs of healthcare, increased awareness of preventable diseases, the need for early detection of diseases, and an increasing recognition of the need for qualified health educators\textsuperscript{13} (see Appendix F).

The proposed A.S. Community Health Education program is designed to prepare students for transfer to other Community Health Education bachelor degree programs that will prepare them for positions in public health, environmental health, school health and gerontology, as well as graduate and professional schools. We currently have an articulation agreement with York College (see Appendix J) and BMCC will continue to seek articulation with other CUNY/SUNY senior colleges to ensure transferability of courses to B.S. programs in Community Health Education.

Employment Trends

Students with Community Health degrees work under a variety of titles, such as: Health Educator, Public Health Educator, Community Health Consultant, Health Promotion Specialist, Diabetes Educator, Child Development Specialist, Community Health Education Coordinator, Education Coordinator, Caseworker, Health Counselor and Family Health Promoter. They are employed in a variety of settings, including hospitals, clinics, nursing homes, and mental health facilities, managed care organizations, federal, state and local government agencies; colleges and universities; non-profit organizations; research organizations; medical supplies, equipment, and pharmaceutical industries; and private practice. A recent (January 2011) web related job search for community health educator jobs in New York City identified 60 positions, including case management assistants, Medicaid service coordinators, benefits and documentation assistant, intake workers, research assistants, health educators, public health advisors, community service aide, food benefits counselors, and case managers. Job requirements included both associate and bachelor degrees, experience in community health and experience in health care environments. This search

\textsuperscript{9} D’Fallon LR, Deary A, Community-Based Participatory Research as a Tool to Advance Environmental Health Sciences," Environmental Health Perspectives, 110(supp 2)(2003): 165-169.
\textsuperscript{13} Occupational Outlook Handbook, 3.
demonstrated a demand for community health educators and salary ranges that increase with advance degree status. It was noted that entry level or persons in the health field with an associate degree start at $20,000 – 30,000 dollars while those with bachelor degrees may earn between $35,000 and 40,000 dollars; those with a master degree may earn upwards to $60,000 dollars. Clearly, students with associate degrees in community health education have advancement opportunities as they continue their educational careers beyond the community college experience. These management positions are representative of the civil servant jobs that students with associate degrees in community health education may aspire to as they continue their educational advancement in the field of community health (see Appendix F).

III. STUDENT INTEREST/ENROLLMENT

An A.S. degree in Community Health Education at BMCC will produce graduates who are capable and uniquely skilled to provide culturally and linguistically appropriate services to the most vulnerable populations of New York City. Our student population is 90% minority, representing the ethnic groups most at risk for developing preventable, chronic diseases. Of our minority students, 33.5% are African American and 36.7% are Hispanic¹⁴, the two ethnic groups most affected by socioeconomic factors that lead to disproportionate rates of morbidity and mortality. Training our students to become community health educators will have a particularly positive impact on the health of hard-to-reach ethnic minority populations.

The proposed Community Health Education program will target students currently enrolled in Health Education courses at BMCC and those students who have traditionally expressed a strong interest in the college’s Nursing program but are unable to access the aforementioned curriculum because enrollment has been capped and waiting lists exist. In Fall 2010 there were 603 students classified as “undeclared health majors,” (i.e. students who were interested in Nursing but could not enroll in the program). These students have a continued interest in health related fields but are often forced to change majors or transfer to other colleges. During this same semester, approximately, 3,768 students were enrolled in courses offered by the Health Education Department. Many students were either enrolled concurrently in more than one course offered by the department or had previously taken health education courses. A survey of 2,007 of these students at the end of the Fall 2010 semester indicated that 46% were interested in a Community Health Education A.S. degree program¹⁵ (see Appendix A). This same survey was administered online at the beginning of the Spring 2011 semester and of the 482 students who completed the survey, 57.1% indicated they would be interested in a Community Health Education A.S. degree program.

Additional college data reveal a significant number of alumni currently graduating from and enrolled in health related degrees at other CUNY schools. Of alumni who graduated between 2000 and 2009, 205 earned health related degrees at other CUNY schools and 82 were currently enrolled

In health related degree programs.\textsuperscript{16} Of the alumni earning health related degrees, 42% were African American and 23% were Hispanic (Figure 1.). Of those enrolled in health related degree programs, 47% were African American and 23% were Hispanic (Figure 2).

![Figure 1.](image1)

![Figure 2.](image2)

**Demand**

The U.S. Department of Health and Human Services, Advancing Excellence in Health Care National Healthcare Disparities Report (2008) states that overall, disparities in health are not getting smaller.\textsuperscript{17} In fact, for Hispanics, African Americans and the poor, most core access measures remained unchanged or worsened. Local data also highlight a continuation in health disparities. Although the New York City Department of Health states that “differences in health outcomes based on race, ethnicities or economics, can be reduced,”\textsuperscript{18} such differences persist. People living in poor neighborhoods, African Americans and Hispanics have higher death rates than other groups, are more likely to be obese, more likely to have heart disease, more likely to have diabetes and more likely to die of cancer. In addition, alcohol, drug use and mental illness are all more prevalent in poor neighborhoods.

Within the health profession, goals have recently been put forth that place a particular value on the recruitment of minorities who reflect target populations identified as most at risk. The particular classification of “at risk” refers to the health vulnerabilities of ethnic minorities. According to the U.S. Department of Health and Human Services, Health and Resources Services Administration (HRSA) Office of Minority Health (OMH) diversifying the healthcare workforce is paramount to addressing health disparities.\textsuperscript{19} Both OMH and the Institute of Medicine (IOM) acknowledge the severe underrepresentation of racial and ethnic minorities in health professions as a barrier to care for minority populations.\textsuperscript{20} The reduction of health disparities will require a systemic effort on the part of universities, government institutions and health and social service organizations to motivate students to follow health career paths. BMCC’s proposed program in Community Health Education would contribute greatly to this effort.

\textsuperscript{16} Borough of Manhattan Community College Office of Institutional Research and Assessment, personal communication, March 2011.


Recruitment
The proposed program will be of high quality and it is anticipated that it will attract many prospective applicants. As mentioned above, the program will attract those students classified as undeclared health majors. It is expected that 60% of Year 1 students would come from this pool of students. Based on results from the recent student interest surveys, we expect an additional 23% of Year 1 students to come from students currently enrolled in our department courses. The remaining 17% of Year 1 students will be new. Following Year 1, we expect the proportion of new to existing students to increase incrementally, resulting in approximately 80% of Year 5 students being newly enrolled (Figure 3).

Projected Enrollment
We expect to enroll approximately 35 students in the first year of the program (Figure 3). A steady influx of 30-50 students per year would result in approximately 180 students by Year 5 (Figure 3).

<table>
<thead>
<tr>
<th></th>
<th>YEAR I</th>
<th>YEAR II</th>
<th>YEAR III</th>
<th>YEAR IV</th>
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<td>Totals</td>
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Admission
Students seeking admission to the Community Health Education degree program must first satisfy the general requirements for entry to BMCC; completion of either a high school diploma or a New York State Equivalency Diploma. Upon acceptance, students must take the CUNY Assessment Test (CAT), which measures proficiency in reading, writing, and mathematics. Every course in the Community Health Education curriculum will have prerequisites, which must be satisfied before enrollment in a course is granted. The definition of these levels will appear in the college bulletin under the heading Basic Skills Guide.
IV. CURRICULUM

The proposed Community Health Education A.S. degree program will be housed in the Health Education Department at BMCC. Completion of the Community Health Education degree program will require students to complete courses in the following areas: 1) General Education, 2) Community Health Education, and 3) Community Health Education Electives. The 60-credit Community Health Education A.S. degree program would consist of 30 General Education required credits, 24 Community Health Education required credits, and a minimum of 6 Community Health Education elective credits. See Appendix B for course descriptions. BMCC’s Health Education Department currently offers on a regular basis all the courses listed in the proposed program with the exception of Introduction to Community Health Education and Health Counseling (see Appendix C).

Proposed A.S. in Community Health Education curriculum

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<th>REQUIRED COMMON CORE</th>
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<td>ENGLISH COMPOSITION(^{21})</td>
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<td></td>
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<tr>
<td>MATHEMATICAL &amp; QUANTITATIVE REASONING(^{22})</td>
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<td>LIFE &amp; PHYSICAL SCIENCES(^{23})</td>
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<tr>
<td>TOTAL REQUIRED COMMON CORE</td>
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<tr>
<th>FLEXIBLE COMMON CORE</th>
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<tr>
<td>WORLD CULTURE AND GLOBAL EXPERIENCES(^{24})</td>
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</tr>
<tr>
<td>U.S. EXPERIENCE IN ITS DIVERSITY</td>
<td>3</td>
</tr>
<tr>
<td>CREATIVE EXPRESSION(^{25})</td>
<td>3</td>
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<tr>
<td>INDIVIDUAL AND SOCIETY</td>
<td>3</td>
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<tr>
<td>SCIENTIFIC WORLD(^{26})</td>
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<td>TOTAL FLEXIBLE COMMON CORE</td>
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\(^{21}\) Students will be advised to take ENG 101 and ENG 201

\(^{22}\) Students will be advised to take MAT 150

\(^{23}\) Students who have taken BIO 425 (Anatomy & Physiology) have fulfilled this requirement

\(^{24}\) Students will be advised to take a MOD LANG course

\(^{25}\) Students will be advised to take SPE 100 AND an ART/MUS course

\(^{26}\) Students will be advised to take PSY 100
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<th>MAJOR REQUIREMENTS</th>
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<tr>
<td>HED 110 Comprehensive Health Education</td>
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<td>HED 202 Drug Use in American Society</td>
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<tr>
<td>HED 220 Human Sexuality</td>
<td>3</td>
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<tr>
<td>HED 235 Nutrition for Health</td>
<td>3</td>
</tr>
<tr>
<td>HED 240 First Aid, Safety and Cardiopulmonary Resuscitation</td>
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<tr>
<td>HED 250 Stress: Awareness, Understanding &amp; Management</td>
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<tr>
<td>HED 301 Introduction to Community Health Education</td>
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<tr>
<td>HED 302 Health Counseling 27</td>
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**ELECTIVE COURSES:** Choose minimum of 6 credits.

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<td>HED 210 Critical Health Issues</td>
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<td>HED 225 Health Concerns of Women</td>
<td>3</td>
</tr>
<tr>
<td>HED 230 Consumer Health Survey</td>
<td>3</td>
</tr>
<tr>
<td>HED 260 Wellness and Cardiovascular Care</td>
<td>3</td>
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<tr>
<td>HED 270 Health Perspectives of Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>SOC 161 Health in Urban Communities</td>
<td>3</td>
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<tr>
<td>Electives (Choose 6 credits)</td>
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27 Includes field experience.
A.S. Community Health Education Semester Sequence
The following is a sample of how a student would complete the A.S. in Community Health Education degree in four semesters.

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<td>English Composition</td>
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<tr>
<td>XXXxxx</td>
<td>Mathematical &amp; Quantitative Reasoning Course</td>
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<tr>
<td>XXXxxx</td>
<td>Creative Expression Course</td>
</tr>
<tr>
<td>HED 120</td>
<td>Comprehensive Health Education</td>
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<tr>
<td>XXXxxx</td>
<td>Creative Expression Course</td>
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</table>

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<tr>
<th>Second Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>XXXxxx</td>
<td>English Composition</td>
</tr>
<tr>
<td>XXXxxx</td>
<td>Life &amp; Physical Sciences Course</td>
</tr>
<tr>
<td>HED 301</td>
<td>Introduction to Community Health Education</td>
</tr>
<tr>
<td>XXXxxx</td>
<td>Individual &amp; Society Course</td>
</tr>
<tr>
<td>XXXxxx</td>
<td>World Cultures &amp; Global Issues Course</td>
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<td>Scientific World Course</td>
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<td>XXXxxx</td>
<td>U.S. Experience in Its Diversity Course</td>
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<tr>
<td>HED 202</td>
<td>Drug Use in American Society</td>
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<tr>
<td>HED 220</td>
<td>Human Sexuality</td>
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<td>Nutrition for Health</td>
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<td>HED 240</td>
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<td>HED 302</td>
<td>Health Counseling</td>
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<td>HED XXX^1</td>
<td>Elective</td>
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<tr>
<td><strong>Subtotal</strong></td>
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</tr>
</tbody>
</table>

^1Electives chosen from HED elective courses.

**TOTAL** 60

V. FACULTY

The BMCC Health Education Department, in keeping with the College’s mission, is dedicated to providing high quality education and career preparation, responding to the needs and interests of our student body and to the surrounding community we serve. It is committed to academic excellence with a focus on the dignity and worth of each individual. Existing full time faculty are capable, and in fact, teach several sections of the proposed Community Health Education A.S. degree program courses and are qualified to teach the new courses. Sample Curriculum Vitae’s of qualified Health Education faculty are attached as appendices (see Appendix I).
VI. COST ASSESSMENT

The proposed program can be established without requiring BMCC to increase significantly its expenditures in faculty, space and equipment. All but two of the required major courses are currently being taught by Health Education faculty. The Department has the faculty and supplies for the two new proposed courses, Introduction to Community Health Education and Health Counseling. Moreover existing faculty, facilities and equipment will be enough to meet program needs for at least 5 years. 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. The Program Director will supervise and administer the program. See Appendix G for cost and expenditure tables.

VII. EVALUATION

Institutionalized processes currently are in place at BMCC for evaluating the effectiveness of degree programs. These processes are appropriate for evaluating new degree programs as well. Like all other academic programs at BMCC, the new A.S. degree in Community Health Education will undergo self-study and external evaluation via the college’s Academic Program and Review Process. In addition, the College distributes annual reports containing indicators of program effectiveness to departmental chairs that include, by degree program: enrollment by gender and race/ethnicity; number of graduates by gender and race/ethnicity; two-year graduation, transfer, program persistence and college attrition rates; three and six-year graduation rates by gender and by race/ethnicity; and, among BMCC transferees, first-term GPA and one year retention rates in CUNY BA programs by gender and race/ethnicity. The enrollment data will be especially useful when evaluating the first few years of the program’s existence.

Processes are also in place for direct and indirect assessment of student learning in new degree programs. At the course-level, learning outcomes, or objectives, are clearly stated in each course syllabus. These objectives serve as the basis for college, departmental, program, course and section level assessment of student learning. One way in which direct assessment of student learning is conducted is through the implementation of the college’s General Education Assessment Plan. The plan directs each academic department to assess students’ learning of the relevant stated general education outcomes. Specifically, this kind of assessment is conducted in courses in which the course learning outcomes align with the general education goals. In addition, the College administers an annual Assessment of Student Learning survey of courses in which students are asked to rate their perceptions of what they have learned in the course. Instructors are provided with the results that allow them to compare their section results with the overall results for that course, all courses taught in the program/department and the College. Faculty may then
revise their courses based on the assessment results. These previously institutionalized processes ensure the framework for a thorough evaluation of programs as they are newly instituted at BMCC.
APPENDICES
APPENDIX A

STUDENT INTEREST SURVEY
Community Health Degree Program Survey

The Health Education Department is conducting a survey of student interest in a Community Health Degree Program. Community Health Education is the study of personal, community and corporate health with the goal of preventing disease and promoting wellness in individuals, families and communities. Community Health professions include: health education specialist, health promotion directors, patient advocates, health administrators, school health teachers, and corporate wellness employees. Please answer the following questions.

Please answer the following.

1. Gender
   a. Male
   b. Female

2. Age
   a. 16-24 years old
   b. 25-29 years old
   c. 30-34 years old
   d. 35-39 years old
   e. 40 and above

3. Race
   a. African descent
   b. Asian or Pacific Islander
   c. Caucasian
   d. Hispanic or Latino/a
   e. Native American

4. Number of semesters COMPLETED at BMCC
   a. One
   b. Two
   c. Three
   d. Four
   e. Five or more

5. What college degree program are you currently enrolled in?
   a. Business
   b. Child Care/Early Childhood Education
   c. Computer Science
   d. Allied Health
   e. None of the above

6. What college degree program are you currently enrolled in?
   a. Nursing
   b. Office Automation/Operations
   c. Writing and Literature (English)
   d. Multimedia Programming & Design/Video Arts Technology
   e. None of the above

7. What college degree program are you currently enrolled in?
   a. Liberal Arts
   b. Human Services
   c. Engineering
   d. None of the above

8. What college degree program are you currently enrolled in?
   a. Math
   b. Science
   c. Theatre
   d. None of the above

9. Fill in the circle on the scan tron for each HED course you have taken. You can choose more than one and please include your current course. If none, leave blank and skip to next question.
   a. HED 100-Health Education
   b. HED 120-Human Sexuality
   c. HED 200-Health Education
   d. HED 220-Human Sexuality
   e. HED 240-Human Sexuality
   f. HED 260-Human Sexuality
   g. HED 280-Human Sexuality
   [15]
b. HED 104-Health Education & Wellness  
   (Fitness Lab)  
   c. HED 202-Drug Use In America

10. Fill in the circle on the scantron for each HED course you have taken. You can choose more than one and please include your current course. If none, leave blank and skip to next question.  
   a. HED 235-Nutrition for Health  
   b. HED 240-First Aid & CPR  
   c. HED 250-Stress Management  
   d. HED 260-Wellness & Cardiovascular Health (Fitness Lab)

11. If BMCC were to offer an Associate in Science degree in Community Health Education would you be interested?  
   a. Yes  
   b. No

12. If BMCC were to offer an Associate of Arts degree majoring in School Health Education would you be interested?  
   a. Yes  
   b. No

13. If BMCC were to offer an Associate in Science degree majoring in Gerontology would you be interested?  
   a. Yes  
   b. No

14. If you had to choose, which certification would you be most interested in?  
   a. Personal Fitness Instructor  
   b. Group Fitness Instructor  
   c. Health Coach  
   d. None of the above
APPENDIX B

CATALOG DESCRIPTION OF REQUIRED COURSES
HED 110 Comprehensive Health Education
This course in health educations offers a comprehensive approach that provides students with the knowledge, skills, and behavioral models to enhance their physical, emotional, social, intellectual and spiritual health as well as facilitate their health decision-making ability. Areas of specialization include: alcohol, tobacco and abused substances, mental and emotional health, human sexuality and family living, nutrition, physical fitness, cardiovascular health, environmental health and health care delivery. HED 110 fulfills all degree requirements for HE 100. Students who have completed HED 100 - Health Education will not receive credit for this course.

HED 201 Health Education and Wellness
This course is designed to develop positive health related attitudes, values, and habits. These traits will promote physical, mental and social health and wellness. The student will attain a broad spectrum of health information and skills and then apply that knowledge and skill in a laboratory fitness program.

HED 202 Drug Use in American Society
This course examines the use of licit and illicit drugs across cultures within the context of personal health and wellness. The historical, pharmacodynamics, psychological, emotional and social aspects of licit and illicit drug use, as well as drug abuse, will serve as the foundation for this examination.

HED 220 Human Sexuality
This course examines the integration of the physiological, psychological and social aspects of sexual being within the framework of health and wellness. The course provides the opportunity for students to explore the research and theories regarding: love, relationships, marriage, birth-control, pregnancy, sexual behavior, variations in sexual behavior, sexual disorders, sexually transmitted diseases/infections and communication, as well as the issues surrounding these topics.

HED 225 Health Concerns of Women
This health course is aimed to be a practical course for students and to affect their lives in a positive way. It provides an opportunity to gain information and insight into the physical, psychological, and social aspects of women's health concerns.

HED 230 Consumer Health
Historical events and contemporary factors affecting the availability, control, and monitoring of American Health Care products and services are explored. Such factors include: the private and public financing of health care, public and private monitoring of health care; and the ethical issues of medical care in America. The purpose of the course is not to advocate any particular health care philosophy, product or service, but to provide the student with the skills and factual base for making informed decisions in the health care marketplace.
HED 235 Nutrition for Health
This course examines what people, advertising and science recommend for our nutritional needs. It tackles subjects such as vitamin supplement, dieting, health food, pregnancy and diet, diet foods, and the diet industry. The course is designed to help students make informed choices regarding their nutritional needs and goals.

HED 240 First Aid, Safety and Cardio-Pulmonary Resuscitation
Students in this course acquire knowledge essential for safe living, including the causes and preventions of accidents. The student learns the practical skills of first aid and cardio pulmonary resuscitation. Students are eligible for certification provided they meet Red Cross standards.

HED 250 Stress: Awareness, Understanding and Management
This course is designed to provide students with a comprehensive overview of the psychological, physical, and social understanding of the stress response. The course will explore the divergent ranges of the human stress response, while emphasizing the use of positive stress in an academic setting. Opportunities will be provided for students to learn concrete scientific measures, gain practical insights, and adapt viable stress management techniques. The purpose of the course is not to advocate any one particular technique, but rather to enable students to make informed decisions about stress management approaches toward enhancing health.

HED 260 Fitness & Cardiovascular Health
This course focuses on preventive heart care utilizing: nutritional plans, cardiovascular stress management, cardiovascular knowledge, and individualized cardiovascular fitness programs. In the classroom and fitness laboratory, students explore, devise and practice educational and fitness strategies to improve their overall cardiovascular health.

BIO 110 General Biology
Basic cellular structure, tissue organization, physiological process, reproduction, and genetics are studied. Special attention is given to selected zoological specimens with particular emphasis upon man.

BIO 425 and 426 Anatomy and Physiology I and II
This two-semester course explores the human body as an integrated, functional complex of systems. Terminology, structure and function of each organ-system, with emphasis on their interrelationships, are explained. Required of students in the health services technologies; available to all other students for elective credit. Prerequisite for BIO 426 is BIO 425. Two terms required. Prerequisite: CHE 118 or CHE 121, or departmental approval NOTE: BIO 425 and BIO 426 do not meet the science requirements in the liberal arts curriculum.

ENG 101 English Composition I
This is the first college level writing course. Readings are used to stimulate critical thinking and to provide students with models for effective writing. Students become acquainted with the process of writing, from pre-writing activities to producing a final, proofread draft. Grammar
and syntax are discussed as needed. At the end of this course, students take a departmental essay examination that requires them to compose, draft, and edit a thesis-centered essay of at least 500 words. Prerequisite: Pass the CATR and CATW tests

**ENG 201 English Composition II**
This course is a continuation of ENG 101. It helps the student further develop composition skills through literary analysis. Students continue to focus on the writing process as they are introduced to a variety of literary genres including the short story, drama, poetry, and/or the novel. Students complete a documented paper based on library, electronic, and field research. Prerequisite: ENG 101

**CHEM 110 General Chemistry**
This course is designed specifically for the non-science major. It explores the world of atoms and molecules and relates this submicroscope world to the daily life of the student. Topics to be discussed include plastics, foods, the environment, genetics, and drugs.

**MAT 150 Introduction to Statistics**
This course covers basic statistics, including: measures of central tendency, measures of dispersion, graphs, correlation, the regression line, confidence intervals, the significance of differences, and hypothesis testing, including z-tests, t-tests, and chi-square tests.

**SPE 100 Fundamentals of Speech**
The aim of this course is to develop effective skills in speech communication. The student examines how to generate topics and organized ideas, masters elements of audience psychology and practices techniques of speech presentation in a public forum. All elements of speech production and presentation are considered.

**PSY 100 General Psychology**
This course stresses adaptive human behavior in relation to the environment. Topics considered include: origins and methods of psychology, neuropsychological bases of behavior, maturation, motivation, emotion, learning, frustration, and conflict.

**SOC 100 Introduction to Sociology**
This course analyzes the structure, processes and products associated with group living. Attention is focused on the concepts of social organization, culture, groups, stratification, major social institutions, and significant trends in group living.

**AFL(SOC) 161 Health Problems in Urban Communities**
This course analyzes the relationships between economic and social factors, and the delivery of health care services in urban communities. Attention is given to community needs related to HIV/AIDS, tuberculosis, mortality rates, prevention, and education. Guest lecturers and workshops are presented.
APPENDIX C
SYLLABI FOR NEW COURSES

HED 270  HEALTH PERSPECTIVES OF DEATH AND DYING
HED 301  INTRODUCTION TO COMMUNITY HEALTH EDUCATION
HED 302  HEALTH COUNSELING
HED 270 COURSE SYLLABUS
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Health Education Department

Course Name: Health Perspectives of Death and Dying
Section: HED 270
Lecture Hours: 3

Term:
Class Hours:
Credits: 3

Professor:
Office:
Phone: 212-220-xxxx
Email: e-mail@bmcc.cuny.edu
Office Hrs:

Course Description: The course experience provides students, utilizing Dubos’ Multi-dimensional Health Model, an understanding of death and dying from a physiological, emotional, spiritual, and behavioral perspective with additional emphasis on legal and ethical issues. Topics to be explored include: therapeutic care plans as they relate to diseases and disorders of the terminally ill; medical preparation for death, inclusive of DNI (do not intubate), DNR (do not resuscitate) and health proxy laws; an examination of the emotional and physiological impact on the health of the caregiver as well as that of the terminal patient; an examination of funeral rituals and grieving practices involved in the healing process of bereavement, as well as unique circumstances of death involving suicide and euthanasia. Overall, the course explores death within the multiple dimensions of health and wellness on the continuum of the life cycle.

Prerequisite: HED 110
Basic Skills: ENG 088; ESL 062; ACR 094; MAT 041, MAT 051 or MAT 012

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will identify and apply fundamental concepts and research methods, utilizing Dubos’ Multi-dimensional Health Model, while exploring the relationship between an individual’s response to dying and society’s influence on the death process; this involves religious, cultural, economic, and psychological aspects.</td>
<td>Report on the Socio-ecological Perspective of Terminal Illness, Written Examination</td>
</tr>
<tr>
<td>2. Students will examine the epidemiology of death and be able to identify the leading causes of death. Students will further explain how an individual’s place within society may lead to significant experiences that have the potential to contribute to death and dying.</td>
<td>Epidemiological Report on Leading Causes of American Death and the Contributing Risk Factors, Written Examination</td>
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<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>3.</td>
<td>Students will examine multiple information sources and the relevant legal issues in order to critically address the ethical dilemmas inherent in situations of death and dying.</td>
</tr>
<tr>
<td>4.</td>
<td>Students will assess ethical views and articulate their underlying premises, such as in the development of health proxy laws or in the case of euthanasia.</td>
</tr>
<tr>
<td>5.</td>
<td>Students will articulate through ethical use of data and information sources, such as court cases, arguments for and against specific medical interventions during end of life care.</td>
</tr>
<tr>
<td>6.</td>
<td>Students will identify the transformational role of science and technology, including DNI (do not intubate) and DNR (do not resuscitate) orders, as it relates to premature death and extension of life.</td>
</tr>
<tr>
<td>7.</td>
<td>Students will also examine the emotional and physiological impact on the health of the caregiver as well as that of the terminal patient.</td>
</tr>
<tr>
<td>8.</td>
<td>Students will examine the funeral rituals and grieving practices involved in the healing process of bereavement.</td>
</tr>
<tr>
<td>9.</td>
<td>Students will identify, analyze, and engage with local, national, or global trends, such as insurance coverage, health proxy laws, funeral rituals, and grieving practices, and analyze their impact collectively on end of life planning.</td>
</tr>
</tbody>
</table>
Below are the college's general education learning outcomes.

<table>
<thead>
<tr>
<th>General Education Learning Outcome</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Reasoning - Students will be able to apply the concepts and methods of the natural science.</td>
<td>Comprehensive End of Life Care Plan</td>
</tr>
<tr>
<td>Values - Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility</td>
<td>Comprehensive End of Life Care Plan</td>
</tr>
<tr>
<td>FI</td>
<td>Students will retrieve, evaluate, and interpret information from a variety of sources and points of view when researching the cultural and societal practices that significantly influence how one approaches medical decisions required during terminal illness.</td>
</tr>
<tr>
<td>FII</td>
<td>Students will evaluate evidence and arguments critically when researching plans for end of life care.</td>
</tr>
<tr>
<td>FIII</td>
<td>Students will produce well-reasoned written or oral arguments using evidence to support conclusions put forth in a variety of care plans developed for the terminally ill.</td>
</tr>
</tbody>
</table>


**Other Resources:** Health Education Department Wellness Lab.

**Use of Technology (If Applicable):**

**Evaluation and Requirements of Students**

<p>| Exam One: | 15% |
| Exam Two: | 15% |
| Exam Three: | 15% |
| Final Exam: | 15% |
| Assignments: | 40% |
| TOTAL | 100% |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction and Overview</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Epidemiology, Prevention and Attitudes Toward Death</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Death and the Process of Dying</td>
<td>3,4</td>
</tr>
<tr>
<td>3</td>
<td>Examination 1</td>
<td>1-4</td>
</tr>
<tr>
<td>4</td>
<td>Funeral Rituals and Cultural Differences and Death</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Care of the Dying</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Emotional Issues Related to Death and Dying</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>Examination 2</td>
<td>5-7</td>
</tr>
<tr>
<td>8</td>
<td>Ethical Principals and Dilemmas</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>Legal Issues</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>Healthcare and Management Planning</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>Examination 3</td>
<td>16-18</td>
</tr>
<tr>
<td>12</td>
<td>Hospice Care and other Community Resources</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>Bereavement</td>
<td>9,10</td>
</tr>
<tr>
<td>14</td>
<td>End of Life Scenarios</td>
<td>11</td>
</tr>
<tr>
<td>15</td>
<td>Examination 4</td>
<td>8-11</td>
</tr>
</tbody>
</table>
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Introduction of Community Health Education  
HED 301  
Lecture Hours: 3

Class Hours:  
Term  
Credits: 3

Professor: 
Office:  
Office Hours:  
Email:

Course Description: Health educators promote, maintain, and improve individual and community health by assisting individuals and communities to adopt healthy behaviors. This is accomplished primarily through the planning, implementation, monitoring, and evaluation of programs designed to encourage healthy lifestyles, polices, and environments.

The purpose of this course is to provide students with an overview of the field of community health education and an opportunity to develop skills in needs assessment and program planning. We will review the importance of health behavior as a contributor to current public health problems, as well as the role of health education and health promotion in addressing these problems. Students will learn how to use the planning frameworks for conducting needs assessments and designing and evaluating health promotion programs. Theories of health behavior change will be introduced and their applications explored. Examples of health education and health promotion programs will be presented from health care, community, school and workplace settings.

Prerequisite: HED 110  
Basic Skills: ENG 088; ESL 062; ACR 094; MAT 041, MAT 051 or MAT 012

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Students will describe the various dimensions of health and wellness and explain the importance of personal decision-making and behavior change in a wellness lifestyle.</td>
<td>1. Examination and homework assignments.</td>
</tr>
<tr>
<td>2. Students will analyze the significance of personal health as it relates to communities and populations.</td>
<td>2. Examination and homework assignments.</td>
</tr>
<tr>
<td>3. Students will obtain and analyze population health data.</td>
<td>3. Examination and homework assignments.</td>
</tr>
<tr>
<td>4. Students will review the leading health indicators and major causes of death in the United States.</td>
<td>4. Examination and homework assignments.</td>
</tr>
<tr>
<td>5. Students will examine the major social, psychological</td>
<td>5. Examination and homework assignments.</td>
</tr>
</tbody>
</table>
and educational theories in health education.

| 6. Students will assess needs and interests of specific communities. | 6. Examination and homework assignments. |
| 7. Students will examine the core components of program planning including: community assessment, problem definition, program design, implementation and evaluation. | 7. Examination and homework assignments. |
| 8. Students will design a health education program based on identified community health needs. | 8. Examination and homework assignments. |
| 9. Students will examine health education instructional strategies for different populations. | 9. Examination and homework assignments. |
| 10. Students will create effective health education materials. | 10. Examination and homework assignments. |

Below is the college’s general education outcome that will be covered and assessed in this course:

<table>
<thead>
<tr>
<th>General Education Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills: Students will be able to write critically and effectively</td>
<td>Examinations and homework assignments</td>
</tr>
<tr>
<td>Values: Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.</td>
<td>Examinations and homework assignments</td>
</tr>
</tbody>
</table>


**Other Resources:** Health Education Department Wellness Lab.

**Use of Technology (If Applicable):**

**Evaluation and Requirements of Students**

- Exam One: 20%
- Exam Two: 20%
- Exam Three: 20%
- Final Exam: 20%
- Assignments: 20%
- TOTAL: 100%
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction and Overview</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>History of Community Health Education and Health Promotion</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Health Education/Health Promotion Models and Theories</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Examination 1</td>
<td>1-2</td>
</tr>
<tr>
<td>5</td>
<td>Epidemiology and Needs Assessment</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Program Planning, Design and Development</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Program Marketing</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Examination 2</td>
<td>3-5</td>
</tr>
<tr>
<td>9</td>
<td>Program Evaluation</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Evidenced Based Health Education Programs</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>Emerging Priorities in Health Education</td>
<td>7,8</td>
</tr>
<tr>
<td>12</td>
<td>Examination 3</td>
<td>6-8,14</td>
</tr>
<tr>
<td>13</td>
<td>Reducing Health Disparities</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>Community Partnerships and Collaborations</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>Examination 4</td>
<td>9,15</td>
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HED 302 COURSE SYLLABUS
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Health Education Department

Course Name: Health Counseling
Section: HED 302
Course Hours: 4

Term: Class Hours: Credits: 3

Professor:
Office:
Phone: 212-220-xxxx
Email: e-mail@bmcc.cuny.edu
Office Hrs:

Course Description: This course is designed to provide health education students with an understanding of theories and models upon which behavior change is based and with strategies to impact health behavior change. Students will acquire basic health behavior counseling and coaching skills and practice principles involved in motivation and program adherence and retention. Each student will gain experience working in the field of community health education through a field placement assignment.

Prerequisite: HED 110
Basic Skills: ENG 088; ESL 062; ACR 094; MAT 041, MAT 051 or MAT 012

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will identify the fundamental concepts of behavior change theories and apply them in developing a behavior change program, which enlists socio-ecological strategies; interventions will be based on scientific research and influenced by psychological, economical and socio-environmental factors.</td>
<td>Behavior Change Program Assignment Written Examination</td>
</tr>
<tr>
<td>2. Students will examine how individuals within society choose certain health behaviors and lifestyles based on experiences and values.</td>
<td>Behavior Change Program Assignment Written Examination</td>
</tr>
<tr>
<td>3. Students will assess ethical views and articulate their underlying premises in determining which interventions and counseling skills are appropriate for individuals and population groups.</td>
<td>Assignment: Case Studies for Behavior Change Written Examination</td>
</tr>
<tr>
<td>4. Students will identify appropriate and ethical data-gathering instruments that assess personal health risks and facilitate health behavior change for individuals and population groups.</td>
<td>Assignment: Health Behaviors and Lifestyle Assessment Written Examination</td>
</tr>
<tr>
<td>5. Students will analyze the transformational impact of scientific research and technology on individuals and society by examining effective health promotion campaigns, such as the seatbelt campaign’s effect on driving behavior and the resultant decrease in automobile fatalities.</td>
<td>Assignment: Report on Health Promotion Campaigns Written Examination</td>
</tr>
<tr>
<td>6. Students will identify, analyze, and engage with local, national, or global trends, such as reducing</td>
<td>Assignment: Report on Health Promotion Campaigns Written Examination</td>
</tr>
</tbody>
</table>
Below are the college’s general education learning outcomes.

<table>
<thead>
<tr>
<th>General Education Learning Outcome</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Reasoning- Students will be able to apply the concepts and methods of the natural science.</td>
<td>Assignment: Health Behaviors and Lifestyle Assessment</td>
</tr>
<tr>
<td>Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.</td>
<td>Assignment: Behavior Change Program Assignment</td>
</tr>
<tr>
<td>Students will retrieve, evaluate, and interpret information from a variety of sources and points of view when researching lifestyles and behaviors that put individuals at risk for disease and injury.</td>
<td>Assignment: Report on Risk Factors for Chronic Disease</td>
</tr>
<tr>
<td>Students will evaluate evidence and arguments critically when identifying behaviors known to foster and those known to hinder well-being.</td>
<td>Assignment: Report on Health Promotion Campaigns</td>
</tr>
<tr>
<td>Students will produce well-reasoned written or oral arguments using evidence to support conclusions about factors that hinder health behavior change and maintenance.</td>
<td>Assignment: Report on Health Promotion Campaigns</td>
</tr>
</tbody>
</table>


**Other Resources:** Health Education Department Wellness Lab. Use of Technology (If Applicable):

**Evaluation and Requirements of Students**
- Exam One: 15%
- Exam Two: 15%
- Exam Three: 15%
- Final Exam: 15%
- Assignments: 20%
- Field Experience: 20%
- TOTAL 100%
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction and Overview</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Health Behavior Change and Health Counseling</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Legal and Ethical Issues in Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Examination 1</td>
<td>1-3</td>
</tr>
<tr>
<td>5-6</td>
<td>Behavior Change Theories: Trans-theoretical Model and Theory of Planned Behavior</td>
<td>Class Handouts</td>
</tr>
<tr>
<td>7</td>
<td>Behavior Change Theories: Theory of Reasoned Action and Health Belief Model</td>
<td>Class Handouts</td>
</tr>
<tr>
<td>7</td>
<td>Behavior Change Theories: Stimulus Response Theory and Social-Cognitive Theory</td>
<td>Class Handouts</td>
</tr>
<tr>
<td>8</td>
<td>Examination 2</td>
<td>Class Handouts</td>
</tr>
<tr>
<td>9</td>
<td>Health Assessments</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Observation and Responding Skills</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Influencing Skills</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>Examination 3</td>
<td>4-6</td>
</tr>
<tr>
<td>13</td>
<td>Client Centered Counseling and Motivation</td>
<td>7,8</td>
</tr>
<tr>
<td>14</td>
<td>Behavior Change: Contract, Plan and Management</td>
<td>9,10</td>
</tr>
<tr>
<td>15</td>
<td>Examination 4</td>
<td>7-10</td>
</tr>
</tbody>
</table>
College Attendance Policy
At BMCC, the maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four hour class that meets four times a week. You are allowed five hours of absence, not five days. In the case of excessive absence, the instructor has the option to lower the grade or assign an “F” or “WU” grade.

Academic Adjustments for Students with Disabilities
Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

BMCC Policy on Plagiarism and Academic Integrity Statement
Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s website, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).
APPENDIX D

SAMPLE PROGRAM SCHEDULING
Table 1: 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>Check course classification(s)</th>
<th>Term: Spring 1</th>
<th>Check course classification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>XXXxxxx English Composition Course</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>XXXxxxx Mathematical &amp; Quantitative Reasoning Course</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>XXXxxxx Creative Expression Course</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>HED 110 Comprehensive Health Education</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>XXXxxxx World Cultures &amp; Global Issues</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Check course classification(s)</th>
<th>Term: Spring 2</th>
<th>Check course classification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>XXXxxxx U.S. Experience in its Diversity</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>HED 202 Drug Use in American Society</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>HED 220 Human Sexuality</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>HED 235 Nutrition for Health</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>HED 201 Health Education and Wellness</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term:</th>
<th>Check course classification(s)</th>
<th>Term:</th>
<th>Check course classification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>Term:</td>
<td>Check course classification(s)</td>
<td>Term:</td>
<td>Check course classification(s)</td>
</tr>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>Program Totals:</td>
<td>Credits:60</td>
<td>Liberal Arts &amp; Sciences: 30</td>
<td>Major: 24</td>
</tr>
</tbody>
</table>
Table 2: Full-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Program Courses to be Taught</th>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 110 Comprehensive Health Education</td>
<td>ALL</td>
<td>FT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HED 301 Introduction to Community Health Education</td>
<td>ALL</td>
<td>FT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HED 202 Drug Use in American Society</td>
<td>Rachel Torres</td>
<td>FT</td>
<td>Ed.D Health Education Teachers College Columbia University, MPH Columbia University School of Public Health</td>
<td>CHES Certified Health Education Specialist</td>
</tr>
<tr>
<td></td>
<td>Patricia DeFillippo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HED 220 Human Sexuality</td>
<td>Philip Belmontro</td>
<td>FT</td>
<td>Ph.D. Health Education Ohio State University MS Health Education Western Kentucky University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesley Rausis (Program Director)</td>
<td></td>
<td>Ed.D Health Education Teachers College Columbia University MPH Columbia University School of Public Health</td>
<td></td>
</tr>
<tr>
<td>HED 235 Nutrition for Health</td>
<td>Gloria McNamara</td>
<td>FT</td>
<td>Ph.D. Ed.Psych &amp; Health Behaviors MS Nutrition Hunter and Graduate Center of CUNY</td>
<td>RD Registered Dietician</td>
</tr>
<tr>
<td>HED 240 First Aid, Safety and Cardiopulmonary Resuscitation</td>
<td>Michael Basile</td>
<td>FT</td>
<td>EdD Nova University MS Developmental Disabilities Long Island University</td>
<td></td>
</tr>
</tbody>
</table>
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Program Courses to be Taught</th>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 250 Stress: Awareness, Understanding and Management</td>
<td>Lesley Reams (Program Director)</td>
<td>FT</td>
<td>EdD Health Education Teachers College Columbia University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MPH Columbia University School of Public Health</td>
<td></td>
</tr>
<tr>
<td>HED 302 Health Counseling</td>
<td>Olivia Cousins</td>
<td>FT</td>
<td>Ph.D. Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boston University</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ed.M. Harvard University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sharie Hansen</td>
<td>FT</td>
<td>MSW CUNY Hunter</td>
<td></td>
</tr>
</tbody>
</table>
Community Health Worker (CHW) Job Description

Position Summary

The main purpose of this position is for a minority community health worker to recruit overweight or obese Hispanic and African American adults ages 21 and older into a behavioral weight loss study entitled Project Scale. The CHW will work with a team of health professionals to provide participants with an opportunity to lose weight and improve their long term health. This full-time position is based in the South Bronx and Harlem. The study participants will be individuals who receive their health care at Lincoln Medical and Mental Health Center, Renaissance Health Care Network (a group of seven community health centers) and worship at two to four churches in the Harlem and the South Bronx.

Essential Duties and Responsibilities

1. Determine eligibility and recruit participants at the assigned site
2. Daily telephone/ email reporting of recruitment and follow-up activities
3. Participate in weekly recruitment reporting meetings
4. Participate in regular scheduled meetings on updates of study techniques
5. Participate in regularly scheduled staff development trainings to maintain and improve personal knowledge base about obesity
6. Provide support to participants and help them discover solutions for overcoming barriers to healthy behavior change
7. Conduct weekly to monthly telephone and home visit follow up interviews of participants study progress on losing weight and engaging in the target health behavior change
8. Maintain up-to-date case records documentation reflecting client contact and service plan.
9. Complete all required documentation inclusive of electronic documentation, in a timely fashion in accordance with project guidelines.
10. Provide advocacy and health education services to participants identified with medical and/or social barriers that may be inhibiting their ability to participate fully in the program being offered
11. Communicate all concerns to project director as necessary, seeking support and guidance proactively.
12. Represent the program at other agencies, coalitions, etc.
13. Conduct presentations and educational workshops in-house as well as in other agencies in the community.

Posted 02/09/2012
Qualifications:

- Associate Degree in Human Services, Community Health Education or closely related field.
- A minimum of one year experience working in a community agency.
- Good writing skills
- Ability to work independently and also with a team.
- Good engagement and communication skills.
- Willing to conduct outreach activities and home visits.
- Computer literate
- Data entry skills
- Bilingual (Spanish speaking) preferred.

In the cover letter please reference the name of the organization or person that referred you.

Rosie Ramos, CCRC
Research Coordinator
Weill Cornell Medical College
Center for Integrative Medicine
Division of Clinical Epidemiology & Evaluative Sciences Research
646-962-5037 (office)
646-962-0620 (fax)
m2023@med.cornell.edu
**Job**

**Health Educator (Bilingual English-Spanish)**

Posted on: March 8, 2013
Posted by: The Washington Heights CORNER Project

**Description**

**Position Description:**

- Oversee the New York City Department of Health and Mental Hygiene (NYCDOHMH) Enhanced Condom Distribution program to expand access to free NYC condoms in Northern Manhattan.
- Identify appropriate non-traditional venues (e.g., barbershops, bodegas, motels) that currently do not participate in the NYC Condom Distribution initiative; once a location is identified, staff will assess their eligibility to provide condoms, review proper storage procedures, identify a contact for the site, and provide ongoing technical assistance.
- Oversee and coordinate one part-time Community Liaison and two stipend Peer Educators to strategically engage non-traditional sites, high risk venues, tabling/healthfair events, and street-based outreach for condom distribution; provide ongoing day to day supervision of schedule, documentation, and follow up.
- Serve as the liaison between the NYCDOHMH Condom Distribution Program staff; provide monthly narrative reports, data entry, audit-worthy documentation of distribution sites (e.g., date, time, photo of storefront, contact name and signature of receipt), ordering of supplies, and organization of NYCDOHMH condoms in the office.
- Participate in weekly outreach meetings; work alongside the Community Development Coordinator to discuss outreach and engagement strategy, team outreach, and community contacts.
- Provide health education and training to both peer educators and community contacts on various types of condoms, proper condom storage, safer sex practices, risk reduction, and HIV/STI prevention; provide HIV testing and STI testing referrals as appropriate.
- Identify and coordinate outreach staff and peers to participate in tabling and healthfair events in Northern Manhattan; provide condoms, lubricant, safer sex materials, and referrals at events, flexible to work weekends and late night hours depending on events.
- Identify community-based organizations for potential referral services, follow up on existing linkages, and provide agency information sessions and promotional materials for staff and participants as appropriate.
- Collaborate with the Program Director and Data Entry Assistant to identify areas in need of improvement or communicate changes to direct service staff and peers to ensure audit-worthy documentation.
- Provide direct client services, including but not limited to syringe exchange, health education, crisis intervention and referral services.
- Collaborate with the Program Director and Community Development Coordinator to create, revise, and review new and existing health education literature and promotional materials, responsible for NYCDOHMH specific health education materials and safer sex kits.
- Submit monthly reports to Program Director documenting outreach.

**Location**

566 West 181st Street, Second Floor, New York, New York, 10033, United States

**Details**

**Start date**
April 1, 2013

**Application deadline**
March 22, 2013

**Education requirements**
No requirement, Public Health, Social Work, Health Education, Community Development

**Languages needed**
English, Spanish

**Level of language proficiency**
Conversational & written English, Conversational Spanish

**Employment type**
Full time

**Professional level**
None specified

**Salary range (annual, U.S.$)**
36,000 - 36,000

**Salary details**
Commensurate with experience

**Benefits**
Health Insurance, Vision, Dental, 401(k), generous paid time off

**Job function**
Social science, New York City, Public Health, LGBTQ, Substance Use, New York, Coordinator, Project management, Harm Reduction, Group Facilitation, Health Education And Health Promotion, Health and medical, Coordination, Community Outreach.
activities, successes and challenges, community linkages, peer program updates, suggestions for improvement and other topics as assigned

- Initiate new ideas for improving public relations, marketing, and material development
- Administrative duties related to payment requests, supply inventory, and internal program materials
- Reports to the Program Director and assists Program Director and Community Development Coordinator in other duties as assigned

Position Requirements:

- Minimum two years experience providing outreach-based services, including but not limited to health education, group facilitation, counseling, referrals, low-threshold case management, prevention education, risk reduction interventions, and safer substance user strategies and education (NYC experience preferred, familiarity with Northam Manhattan a plus)
- Management/supervision experience preferred. Ability to communicate to staff and peers the daily tasks they are to complete in an empowering way; Ability to motivate staff to create new service strategies and improve current activities
- Knowledge of program implementation and evaluation a preferred; Bachelors degree in a relevant area (Public Health, Public Administration, Health Services Administration, Social Work, Community Organizing) a plus
- Knowledge of infectious disease transmission and prevention practices (HIV, Hepatitis C), health education, outreach strategies, harm reduction theory and practice
- Commitment to advocacy and activism in the intersecting crises of HIV/AIDS, homelessness, criminal injustice, drug user health and a harm-reduction based drug policy
- Organized, detail-oriented, outgoing, creative, motivated, with the ability to implement new ideas
- Excellent oral, written communication and organizational skills, ability to communicate ideas to supervisor and supervisees

- Flexible team player, good sense of humor, great attitude and people skills are a must
- Computer skills, including experience with MS Word and Excel, graphic design skills preferred, familiarity with electronic health records (EHR) and/or ARMS a plus
- Scheduling flexibility; ability to work afternoon, evening, and weekend shifts

- Physically able to climb stairs, move and lift boxes and supply packs weighing up to 20 pounds
- Individuals from the Washington Heights, Hamilton Heights and Inwood areas are strongly encouraged to apply.
- Bilingual (Spanish) required

Washington Heights CORNER Project is an Equal Opportunity Employer and is nondiscriminatory relative to race, ethnicity, religion, national origin, sex, gender expression, sexual orientation, age, disability, medical status, or history of incarceration.
Job

Harm Reduction Counselor (Temporary)

Posted on: January 23, 2013
Posted by: BronxWorks

Description

BronxWorks is a large social services organization with over 25 sites, serving individuals and families, from toddlers to seniors in the Bronx. One of 6 finalists in the New York Times Nonprofit Awards, we have maintained steady growth since 1972 and are one of the premier nonprofits in New York City. Learn more about BronxWorks and our many programs at www.bronxworks.org.

We offer a competitive salary and a generous benefits package. BronxWorks is an equal opportunity/affirmative action employer and service provider. Auxiliary aids and services are available upon request to individuals with disabilities.

Join a team committed to high quality Harm Reduction services in the Bronx at BronxWorks, an agency with a record of 40 years of meeting community needs.

The Harm Reduction, Recovery Readiness and Relapse Prevention program, based in our Positive Living Department, provides services for HIV+ individuals struggling with issues related to substance use and also offers rapid HIV testing at BronxWorks drop-in center for the homeless, the Living Room. The temporary Harm Reduction counselor would mostly facilitate groups, including groups about recovery readiness, relapse prevention, and strengthening coping skills to address health, stress and other issues facing PLWHIA. The counselor would also provide some individual sessions to address individual needs of program participants. Responsibilities of the counselor include entering services provided into the computer-based documentation system, e-SHARE. In addition, the counselor would help with intakes for people getting tested for HIV at the drop-in center for the homeless.

The ideal candidate would have experience working with people who use alcohol and/or drugs as well as people who have been diagnosed with HIV. In addition, the ideal candidate would have experience facilitating groups and providing individualized sessions to substance users and/or PLWHIA. A working knowledge of and commitment to harm reduction principles and practice is preferred.

Requirements:

- Associates degree
- Bilingual skills in English and Spanish are preferred
- Certified Alcoholism and Substance Abuse Counselor (CASAC) (preferred)

This part-time position would involve offering two groups per day - either in the morning or the afternoon, for a total of 15-20 hours per week.

How to apply

Location

60 East Tremont Avenue, Bronx, New York, 10453, United States

Details

Start date
January 28, 2013

Education requirements
2-year degree

Employment type
Part time
Temporary

Professional level
Entry level

Salary details
competitive

Benefits
not applicable

Job function
Direct social services, CASAC, Harm Reduction Training, Social Ser, Advocacy, Counseling And Case Management, Counseling, Hiv/Aids Program, Health and medical, Counselor, Course

Owner's areas of focus
Mental health, Multi-service agency, Family, Community development, Drug abuse, Job and workplace, Immigration, Youth, Housing and homelessness, Victim support, Multi-service community agency, Seniors and retirement, Education, Women

Map

3/19/2013 10:00 AM
Job

Counselor/Youth Specialist 1
Posted on: March 1, 2013
Posted by: BronxWorks

Description

BronxWorks is a large social services organization with over 25 sites, serving individuals and families, from toddlers to seniors in the Bronx. We have maintained steady growth since 1972 and are one of the premier nonprofits in New York City. Learn more about BronxWorks and our many programs at www.bronxworks.org.

We offer a competitive salary and a generous benefits package. BronxWorks is an equal opportunity/affirmative action employer and service provider. Auxiliary aids and services are available upon request to individuals with disabilities.

The Families Together Program seeks a Counselor/Youth Specialist 1 to work 30 hours on Saturdays per week during the 36 weeks of Families Together programming. The applicant must have an Associate’s Degree and have social service experience working with youth and facilitate groups for youth. Applicants will provide individual counseling and family sessions and submit documentation for all groups and sessions.

How to apply

Please email a resume and cover letter to Diana Mendez, dmendez@bronxworks.org

Location

60 East Tremont Avenue, Bronx, New York, 10453, United States

Details

Start date
March 11, 2013

Education requirements
2-year degree

Employment type
Part time
Temporary

Professional level
Entry level

Salary details
competitive

Job function
Direct social services, Hiv / Aids, Youth Program, Youth, Counseling, Health and medical, Education, Hiv Aids Education, Hiv - Aids Prevention, Families And Children

Owner’s areas of focus
Mental health, Multi-service agency, Family, Community development, Drug abuse, Job and workplace, Immigration, Youth, Housing and homelessness, Victim support, Multi-service community agency, Seniors and retirement, Education, Women

Map
Job

Family Support Worker
Posted on: December 19, 2012
Posted by: Public Health Solutions (NYC)

Description

Bushwick Bright Start, a Program of Public Health Solutions, seeks a Family Support Worker to provide families with home-based, culturally competent services in the Bushwick Healthy Families NY Program. Bushwick Bright Start identifies expecting families in Bushwick, Brooklyn at risk for child abuse and/or poor health and/or child development issues and provides weekly home visiting services. The goal is to help the families enrolled develop positive interactions with their infants, master good parenting skills, increase their knowledge about child development and the use of health and social services and to improve educational and/or employment status for the parents. Families are enrolled during pregnancy or immediately after birth and are eligible to receive program services until the child enrols in school.

Specifically, the Family Support Worker will:

- Promote optimal child development, enhance parent-child relationships and improve family support system through weekly home visits.
- Provide prenatal, parenting and health education.
- Identify and refer for contacts/appointments at other supportive agencies, including health care appointments.

Qualifications:

- Must be bilingual (Spanish)
- At least two years of experience home visiting and working with low-income, racially and ethnically diverse urban families, preferred.
- High level of maturity and experience working with children (0-3 years old) and their families, preferred.
- Strong knowledge of early childhood development, parenting skills and development of parent-child relationships, preferred.

How to apply

For more information about working at Public Health Solutions and to apply for this position, visit our website at www.healthsolutions.org. We accept online applications only.

Public Health Solutions is an EOE.
Job

Clinic Registrar – Outpatient Mental Health Clinic

Posted on: December 27, 2012
Posted by: Comunilife Inc

Description

Comunilife is one of New York City’s premier providers of housing, mental health, and HIV/AIDS services. Our programs benefit more than 2,500 people each year — helping them overcome challenges related to extreme poverty; chronic homelessness; serious behavioral and medical issues; and linguistic and acculturation barriers.

Our staff members enjoy the benefits of working with a supportive team of supervisors and peers; of receiving in-depth training and ongoing opportunities for professional development; and of being part of an organization that truly recognizes, celebrates, and promotes personal and cultural strengths.

RESPONSIBILITIES: Comunilife’s Bronx Mental Health Clinic is seeking experienced Registrars for front of very busy office. Must have 2-3 years of experience in a hospital, medical office or clinic performing similar work as a Medical Registrar or Medical Receptionist. Must be able to greet clients with courtesy and professionalism, provide appointments, verify insurance coverage, follow-up with third-party payors, and provide professional telephone services, including transferring calls effectively. Bilingual English/Spanish required.

QUALIFICATIONS: Minimum of an Associates Degree with 2-3 years experience in a clinical setting as a registrar; bilingual Spanish. Bachelor’s degree preferred. MS Office, basic word processing, spreadsheet and database skills, proficiency in any billing software, IMA a plus. Knowledge working with SPMI, MICA, and HIV/AIDS afflicted adult population a plus.

How to apply

We offer a competitive salary and benefit package commensurate with experience. Interested applicants should forward a cover letter and resume with salary requirements  to recruitment@comunilife.org. Please refer to the specific job title for which you are applying when submitting your application. Cover letters and resumes may also be faxed to Human Resources at 212-964-3446. Comunilife is an equal opportunity employer.

Location

Bronx, New York, United States

Details

Education requirements
2-year degree

Languages needed
English and Spanish

Employment type
Full time

Professional level
Professional

Job function
Customer service, Health and medical

Owner’s areas of focus
Housing and homelessness, Drug abuse, Mental health

Map
Job

Activity Specialist Position at Queens Collegiate

Posted on: December 10, 2012
Posted by: Queens Community House

Description

Activity Specialist Position at Queens Collegiate

Queens Community House is a multi-service settlement house founded in 1974 to assist, strengthen, and help improve the quality of life of individuals, families, and communities. Queens Community House in collaboration with the Department of Youth and Community Development and the Department of Education provides a comprehensive enrichment After-School program for students enrolled in Queens Collegiate’s 6th, 7th, and 8th grade. Our program engages students in fun activities to assist with the development of leadership and critical thinking skills. The QCH staff at this school-based program is comprised of a professional team working under the direction of a site director and in collaboration with the school staff in ensuring that program goals are met.

Summary of Responsibilities:

The primary duty of the Activity Specialist will be to plan and implement a discipline or content-specific program activity such as, but not limited to: STEM (Science, Technology, Engineering and Math) Dance, Leadership Drama, Creative Writing, Fitness (ex: Zumba, Aerobics, Art, etc) The Activity Specialist must be able to engage the participants, and is responsible for participant retention for the duration of their program. The Activity Specialist must create and implement a culminating event at the end of their program.

In addition, the Activity Specialist must be able to:

- Plan, develop lesson plans and lead activities that integrate the goals of the program.
- Coordinate with leadership specialist in lesson plan or theme development, trip ideas and after school workshops that complement the overall activities of the program.
- Must have an energetic, compassionate and adaptable attitude.
- Effective group management and communication skills.
- Ability to demonstrate good judgment if a crisis situation presents itself.
- Should have excellent problem solving, written and oral communication skills.
- Assist in the recruitment and retention of participants.
- Ensure accurate record keeping (i.e. Daily attendance) and group lesson plans including daily attendance records.
- Ability to work in a team environment.
- Clear fingerprint background requirements by the Dept of Health.

Location

108-25 82nd Drive, Forest Hills, New York, 11375, United States

Details

Education requirements
- 2-year degree

Employment type
- Part time

Professional level
- None specified

Job function
- Direct social services, Education

Owner's areas of focus
- Sports and recreation, Housing and homelessness, Job and workplace, Immigration, Youth, LGBT, Travel and transportation, Human services, Multi-service community agency, Seniors and retirement, Education

Map
Qualifications:

- At least two years of college
- At least 1 year of experience conducting enrichment activities with youth
- Effective group management and communication skills
- Ability to motivate participants to participate in activities
- Strong work ethic and professional demeanor

Part Time: $21 per hour, Monday-Thursday 3:15-5:15pm total of 6 hours week

How to apply

Please send cover letters and resumes to:

Marsha Ormejuste

E-mail: Mormejuste@queenscommunityhouse.org
Job

Youth Development Coordinator
Posted on: December 4, 2012
Posted by: Food Bank For New York City

Description

Primary Purpose of Job

The purpose of this position is to plan, coordinate and support the daily operation of youth development and CookShop nutrition education programming in public school and community-based setting. The Youth Development Coordinator will be responsible for recruitment of schools and interns; training; maintaining relationships with program sites through regular communication, site visits and technical support; documentation and other program support and development. The Youth Development Coordinator will also serve as the primary liaison for the CookShop for Teens internship component, responsible for preparing, coordinating and implementing the day-to-day tasks and agendas and student interns. Working within a fast-paced environment, this position requires an individual with youth supervision experience and an interest in educating, engaging and organizing youth around food and nutrition issues (project management and curriculum development/ critique).

Principal Duties and Responsibilities

- Coordinate and oversee recruitment, program development and management of CookShop for Teens sites and interns to participate in youth development and nutrition education programs – citywide travel required.
- Provide technical assistance to CookShop schools, sites, teachers and school administration to support the implementation of a comprehensive nutrition education program and assurance that program curricula are implemented in accordance with approved standards;
- Support trainings and workshops, and coordinate and conduct site visits and focus groups with participating program sites, including overseeing preparation of materials and supplies.
- Lead efforts of integrating the CookShop for Teens component into the other CookShop components and across departments at the Food Bank.
- Process all program documentation including filing and organization of program materials;
- Develop a strong youth presence at the Food Bank, including online content (website and social media), coordination on development of multimedia projects (street interviews, mini-documentaries, etc.), bi-annual teen nutrition e-zine or newsletter and an end-of-the-year show case/think tank for participating CookShop for Teens sites.
- Attend youth development related conferences, community based meetings, etc. to actively seek and field potential partnerships and youth development best practices and conduct market research on teen nutrition programs and provide best practices recommendations based on analysis.
- Research and develop effective, engaging and nutrition focused content for internship meetings and CookShop for Teens curriculum.

Location

355 Food Center Drive, New York, New York, 10474, United States

Details

Education requirements
2-year degree, Bachelors Degree

Employment type
Full time

Professional level
None specified

Job function
Food service, Education

Owner's areas of focus
Hunger Relief, Multi-service agency, Poverty and hunger, Human services, Education, Disaster relief

Map
• Seek ways to engage the entire Food Bank in youth development and facilitate ways for Food Bank staff to serve as subject matter experts and increase interns skill set and knowledge base (two-way professional development)
• Research potential grantors, investors, angel donors and work with Business Partnerships to help expand the CookShop for Teens component and make program more palatable to donors.
• Supervise any assigned staff.
• Additional duties as assigned.

Qualifications

• Bachelor’s degree preferred with a minimum of 2 years experience in nutrition/culinary/health education, youth development or other related field.
• Ability to develop production plans that culminate with a deliverable (online content, newsletter, etc.)
• Experience teaching/ supervising youth, facilitating groups and youth organizing activities and conducting “train the trainer” and educational workshops required.
• Excellent administrative, organizational and project coordination skills.
• Strong written/verbal communication skills and ability to work independently and as part of a collaborative team.

• Ability and enthusiasm for working and communicating with diverse populations required (including school Administration, upper level management, teachers and teens.)
• Interest and familiarity with food poverty and nutrition policy a plus.
• Proficiency in all MS office applications required.
• Fluency in Spanish and/or other languages strongly preferred.

How to apply

Click on link or copy and paste the code below to link the posting.

https://home.eease.com/recruit/?id=3377651

No phone calls please. Only potential interviewees will be contacted. Visit our website at foodbanknyc.org.

Food Bank For New York City is an Equal Opportunity Employer.
Job

HIV Prevention Specialist

Posted on: November 28, 2012
Posted by: Planned Parenthood of New York City

Description

We are currently recruiting for a full-time HIV Prevention Specialist for Project Street Beat’s Brooklyn office, located at 1405 Fulton Street Brooklyn, NY.

This is a non-exempt position reporting to the HIV Prevention Coordinator.

POSITION SUMMARY

Uses team approach to assist consumers who are HIV positive or at high risk for HIV infection, to change risk behaviors and reduce the transmission of HIV and AIDS. During both daytime and evening shifts (includes combination of 9am-5pm, 2pm-10pm, 4pm-12pm or 12 midnight-8pm), reaches out to target populations including commercial sex workers, intravenous drug users, other substance users, and people with multiple HIV risk factors. Performs outreach activities in communities of color and where consumers congregate including methadone clinics, shooting galleries, strolls, community parks and street corners. Establishes trusting relationships and provides street based services including emergency food, transportation, HIV counseling and rapid testing, Hepatitis C risk assessments and referrals to Project Street Beat mobile medical unit for services.

Enrolls consumers into the program by completing intake forms and documenting progress notes appropriately. Refers appropriate consumers to the case management component of Project Street Beat or other community-based organization for service plan development and intensive services.

EDUCATION AND EXPERIENCE QUALIFICATIONS

Requires Associates degree or equivalent appropriate life/professional experience. Must have minimum 2 years of experience working with target populations that have a wide range of social problems, including but not limited to prostitution, involvement with the criminal justice system, intravenous substance use and extended periods of homelessness due to child abuse and neglect and other family-related issues. Bilingual Spanish/English preferred but not required. A valid New York State driver’s license devoid of any violations is required. Must have HIV medical overview and HIV pre- and post-test counseling certificates of attendance.

How to apply

Interested candidates should email their resume and cover letter with salary requirement to the Human Resources Manager. Please include the subject of the email as HIV Prevention Specialist. All emails should be submitted to:

resume@ppnyc.org

Location

Brooklyn, New York, United States

Details

Education requirements
2-year degree

Employment type
Full time

Professional level
None specified

Salary range (annual, U.S. $)
20,000 - 35,000

Benefits
Excellent Benefits Package

Job function
Direct social services, HIV, Testing, Outreach, Health and medical, Street outreach

Owner's areas of focus
Clinical Services, Sex Education, Public Health, Public Affairs, Advocacy, Health and medicine, Family Planning, Reproductive Health, women's health, women's rights, Reproductive Rights, Reproductive Justice, Public Policy, Education, Activism, Women

Map
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Case Manager

Posted on: October 26, 2012
Posted by: Turning Point

Description

Position Description

The Case Manager for MSA department will provide case management, crisis intervention to 20-30 HIV positive and non-HIV positive clients and their families.

Essential Job Functions

The following duties are mandatory requirements of the job:

- Case finding, soliciting referrals from outside sources, linkage development
- Needs assessments, appropriate referrals, advocacy, emergency interventions
- Design and implementation of supportive or comprehensive service plans for clients, as appropriate
- Perform individual prevention education and harm reduction interventions as needed
- Client contact minimum of twice a month – inclusive home visits
- Escort clients to service related appointments when needed
- Ensuring adherence to confidentiality, HIPAA rules and documentation
- Use team approach to ensure quality client service and AIDS Institute compliance
- Case conferences and networking, both internal and external
- Documenting medical monitoring of client’s HIV related care
- Discharge and transfer planning
- Entry of data and case notes into ARS and IMA databases
- Occasional facilitation of group activities for clients
- Completing AIDS Institute required number of annual training hours
- Participation in HIV Care Network activities as assigned
- Participation in Turning Point activities and events

Other Responsibilities

- Performs other related duties as required and assigned

Education and Certification:

BA or BS with 1-2 years experience, or some college with over two years experience.

Special Skills and Knowledge:

In addition to the above-listed job responsibilities and educational requirements,

Location

5220 4th Avenue, Brooklyn, New York, 11220, United States

Details

Education requirements
2-year degree

Employment type
Full time

Professional level
None specified

Job function
Direct social services

Owner's areas of focus
Housing and homelessness, Education, Multi-service community agency

Map

Map data © 2012 Google
the ideal candidate for this position possesses most or all of the following:

Case management or counseling experience, knowledge of HIV/AIDS, entitlements, substance abuse, and homelessness. Must have excellent English written and verbal skills. Basic computer literacy. Spanish speaking is preferred for this position.

How to apply

Turning Point
Attn: HR Department
5220 Fourth Avenue
Brooklyn, NY 11220
Fax (347) 391-2124
E-mail: hr@turningpointbrooklyn.org
NO PHONE CALLS PLEASE!
2013-14 Institute for Family Health Community Healthcorps

The Institute for Family Health is a nonprofit organization dedicated to improving the quality and availability of family practice services to medically underserved populations. Founded in 1963, IFH operates 16 full-time and 8 part-time federally funded community health centers throughout Manhattan, the Bronx, and the Mid-Hudson Valley, including a school-based health center and eight part-time sites that serve the homeless. Members are placed in direct service projects at our health centers in Manhattan, the Bronx, and the Mid-Hudson Valley. Examples of previous HealthCorps projects available at the Institute include: acting as a diabetes educator; coordinating prenatal care groups and offering prenatal health education; serving as an educator and support person for patients who access reproductive health care services; coordinating a health mentor program for under-served teens; working as a care manager for the Homeless; acting as a care manager for the Homeless; serving as a nurse practitioner; working as a breast-feeding advocate and educator in Kingston, NY; coordinating a health mentor program for under-served teens; working as a care manager in our social work department; and many other direct service roles.

Further help on this page can be found by clicking here.

Member Duties: Examples of previous HealthCorps projects available at the Institute include:
- Acting as a diabetes educator; coordinating prenatal care groups and offering prenatal health education.
- Acting as a case manager for Healthcorps for the Homeless.
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- Acting as a case manager for Healthcorps for the Homeless.

Program Benefits:
- Stipend
- Childcare assistance if eligible
- Health Coverage
- Living Allowance
- Education award upon successful completion of service
- Training

Terms:
- Permits attendance at school during off hours
- Permits working at another job during off hours

Service Areas:
- Health

Skills:
- General Skills
- Community Organization
- Counseling
- Medicine
- Teaching/Tutoring
- Education
- Public Health

SUMMARY

Program Type:

AmeriCorps State / National

Program:

2015-14 Institute for Family Health Community Healthcorps

Program Start/End Date:

09/01/2013 - 07/25/2014

Work Schedule:

Full Time

Education Level:

College Graduate

Age Requirement:

Minimum: 18
Maximum: 99

Program Locations:

New York City (NYC) Long Island CT NJ NY

Languages:

Spanish

Accepting Applications:

From 09/12/2013 to 08/25/2013

Contact:

Miriam Wood
10 E 10th St
New York, NY 10003
2128338000x1379
mwood@institute2030.org
www.institute2030.org

Listing ID:

39669

3/19/2013 9:33 AM
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Job

HIV Prevention Intervention Specialist

Posted on: October 28, 2012
Posted by: AIDS Council of Northeastern New York

Description

The position of Prevention Intervention Specialist for Project HOPE will develop and provide comprehensive group and individual level behavior change interventions with men who have sex with men (MSM).

Major activities of the position include:

- Observe and abide by the HIV Confidentiality Law.
- Work as a member of the Project HOPE team to plan and conduct comprehensive group and individual level behavior change interventions with at risk MSM.
- Coordinate the Peer Associate program, including recruitment, training, oversight and documentation. Act as a point of contact to program Peer Associates.
- Conduct confidential HIV, syphilis, Hepatitis C and STI screening in venues serving targeted community according to NYS DOH guidelines. Conduct comprehensive pre- and post-test counseling and/or individual level risk reduction counseling sessions to high-risk individuals within the designated community settings.
- Maintain accurate records in accordance with New York state regulations and agency protocols. Maintain documentation and statistics on activities to comply with reporting requirements.
- Develop and implement strategies to engage population including enhanced outreach, health communication and individual level interventions.
- Network with community service providers and businesses serving the target population to increase accessibility of testing services, and maintain and implement effective referral mechanisms.

Minimum requirements:

- Associates degree in Human Services, Sociology or related area
- Bachelor's degree preferred
- One year experience working with the target population
- Ability to provide HIV, STI, and related information to the target population
- Must have valid driver's license and independent means of transportation
- Must have ability to work a flexible schedule, including evenings and weekends
- Previous phlebotomy training a plus

Location

927 Broadway, Albany, New York, 12207, United States

Details

Start date
October 26, 2012

Education requirements
2-year degree, Human Services, Social Sciences, Social Services, Public Health

Languages needed
English

Employment type
Full time

Professional level
Entry level

Salary details
low thirties

Job function
Counseling, Direct social services, Education, Health and medical, Social science

Owner's areas of focus
LGBT, Human services, Multi-service agency

Map
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Hide

Job

Teen Recreational Leader

Posted on: October 25, 2012
Posted by: Police Athletic League of New York

Description

HOURS: Tues/Thurs Eves 6:30pm-9:30pm

Position Title: P/T Teen Recreational Leader

Department: Juvenile Justice and Reentry services

Reports To: Administrative Staff

Job Summary

Responsible for working with young people between the ages of 13 to 19. Implementing, leading, and/or supervising a broad range of recreational, social and educational activities that include but are not limited to organized sports, games, tournaments, competitions, social and special events, cultural arts and life skills. Under the direction of Administrative staff, plan, organize and manage recreational activities in the Center’s game room, and perform administrative duties that support and facilitate the above primary functions.

Major Duties & Responsibilities

1. Model and uphold all Agency rules.

2. Implement structured and unstructured indoor recreational programs for young people.

3. Develop strong rapport with all youth based on strength based perspective.

4. Serve as an adult role model and engage youth using healthy behavioral modeling.

5. Help youth to develop positive pro-social behaviors using sports and recreation as a vehicle.

6. Work in conjunction with other specialists and volunteers to develop programming and offer a wide range of activities, relevant to the needs of the participants and center.

7. Present ideas and suggestions for improving programs as often as possible. When presenting a problem or offering constructive criticism, also present an alternative solution.

8. Build positive relationships with youth and adults and serve as a role model with respect to demeanor, communication and behavior.

Location

441 Manhattan Avenue, New York, New York, 10026, United States

Details

Education requirements
2-year degree

Employment type
Part time

Professional level
Professional

Salary details
Commensurate with experience

Job function
Administration

Owner's areas of focus
Youth, Education, Sports and recreation, Volunteering, Job and workplace

Map
9. Ensure that program areas are neat and clean; put away equipment and supplies, and pick up litter.

10. Quickly identify and seek to resolve conflicts and behavioral problems in consultation with the Night Manager, Assistant Director or Director of Juvenile Justice and Reentry Services.

Additional Responsibilities

1. File incident reports (accidents, injuries, altercations, etc.) no later than the day of the incident.

2. Submit weekly, monthly, written and verbal reports as requested.

3. As assigned, maintain a program bulletin board announcing current and upcoming program events and displaying photographs of program participants.

4. Sign daily attendance sheet and submit every week to administrative staff.

5. When directed, attend meetings with staff, parents, volunteers and community residents as needed to assist in program delivery and promotion of programs.

6. Interact with parents and keep open lines of communication to better understand and manage the children.

Skills/Knowledge Required

- A minimum of sixty credits towards a degree from an accredited college or university in Recreation, Psychology, Sociology, Education, Counseling, or a related field.
- A minimum of two years of work experience in a non-profit youth or social service agency.
- Demonstrated skills and competency in youth service and recreation.
- Demonstrated ability to engage high risk adolescent youth.
- Understanding of conflict resolution, mediation and mentoring concepts.
- Good communication skills, both oral and written. Ability to speak professionally to staff, members, parents, groups and community residents.
- Familiarity with office protocols involving dress, demeanor, record keeping, confidentiality, staff meetings, visitors, and employee use of supplies and equipment.

How to apply

Please send resume to BFeenagh@nychc.org
Subject: Medicaid Service Coordinator

Medicaid Service Coordinator (Brooklyn, NY)

Date: 2011-04-26, 11:36AM EDT
Reply to:mailto:job-vacancy-2347050785@craigslist.org?subject=Medicaid%20Service%20Coordinator%20(Brooklyn%2C%20NY)&b od=0A%0Ahttp://3A%2F%2Fnework.craigslist.org%2Fbrk%2Fhpo%2F2847050785.html%0A

Company:

Trinity Hope Inc. is a nonprofit organization that provides services to developmentally disabled and mentally challenged people.

Salary is Provided.

Job Description:

We are seeking an experienced individual to work with clients located in Brooklyn, NY. This is a full time position.

Job Requirements:

Minimum Education Level:
Associate Degree in Health and Human Services. An RN is eligible as well.

Minimum Experience Level:
1 year working in Health and Human Services Field or 1 year experience as a service coordinator.

Please Note:
You must be experienced.
Driving is a plus.

If you are currently enrolled for a Bachelor's Degree you must show proof of completed coursework credits received that are equivalent to an Associate's Degree.
If you have a Master's Degree in Health and Human Services you are not required to have any experience.

You may contact by e-mail at JOBS@TRINITYHOPEINC.ORG
www.trinityhopeinc.org

- Location: Brooklyn, NY
- This is at a non-profit organization.
- Principals only. Recruiters, please don't contact this job poster.
- Phone calls about this job are ok.
- Please do not contact job poster about other services, products or commercial interests.

PostingID: 2347050785

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Job Search

Civil Service Title: Public Health Sanitarian
Office Title: Public Health Inspector (PHIS, I)
Bureau: Bureau of Childcare
Location: Multiple Locations in NYC
JVN #: 816-11-139125
Salary Range: $35,436 Flat Rate (Full-time)
Number of Positions: 1

Job Summary:
The Bureau of Child Care is the regulatory agency for childcare services (public and private) operating within New York City. The Bureau regulates Group Child Care, as provided for in the New York City Health Code, Article 47, and provides licensing and registration services for Group Family Child Care, Family Day Care and School-Age Care, as regulated under New York State Department of Social Services Regulations. The Bureau is committed to ensuring a safe and healthy environment for all children in childcare.

The Public Health Sanitarian (Health Inspector) makes periodic inspections of Day Care facilities to enforce pertinent laws, rules and regulations for environmental hazards, defective plumbing, inadequate water supply, overflowing cesspools, condition of sewers, condition of gas heating equipment, animals not properly controlled or housed, window guards, insect or rodent infestation, noxious odors, or other unsanitary and/or mental hygiene hazardous conditions. Inspectors operate in establishments under permit or jurisdiction of the NYC Department of Health and Mental Hygiene by principles of sanitation, vermin control and other areas of environmental health. Inspectors conduct investigations and complaints regarding nuisances, unsanitary conditions, quality and purity of foods, improper food handling and personal habits of handlers and inadequate or unsatisfactory water supply. These environmental safety inspections include but are not limited to: classrooms, playgrounds, kitchens, basements, boiler rooms, cellars and outdoor playgrounds. Respond to complaints and conduct safety assessments and criminal record checks on family day care, group family day care and after-school program sites. Issue Tribunal summonses and close establishments for non-compliance with the NYC Health Code. Investigate applications for permits to operate establishments under the NYC Health Code. Conduct special studies and surveys. Attend and testify at Tribunal hearings. Represent the Department of Health and Mental Hygiene at public meetings and perform other public relations tasks. Experience Required:

1. A Baccalaureate degree from an accredited college, with at least 30 semester credits in the biological and/or physical sciences. I.e., biology, botany, chemistry, geology, physics, physiology, and zoology or

2. An Associate degree from an accredited college, with 12 semester credits in the biological and/or physical sciences, and five years of experience as a public health technician assisting sanitarians and engineers in carrying out the various elements of prevention and control programs affecting the public's health.

*AN OFFICIAL TRANSCRIPT MAY BE REQUIRED TO VERIFY THE REQUIRED CREDITS IN THE BIOLOGICAL AND/OR PHYSICAL SCIENCES.

Special Notes:
At the end of one year of satisfactory service in Assignment Level I, and completion of any training required under the New York State Health Code, incumbents will be assigned to Assignment Level II subject to a one-year probationary period.

NOTE: NEW YORK STATE RESIDENCY IS REQUIRED WITHIN THE FOLLOWING COUNTIES: NYC, WESTCHESTER, NASSAU, SUFFOLK, ORANGE, PUTNAM, AND ROCKLAND.

Full-time: 40 Hours/Week

Position #: 011901
Grant Funded
Benefits & Documentation Assistant (Ref# 11-40)

About Seedco:
Seedco is a $60+ million national nonprofit organization that works with local partners to create economic opportunities for disadvantaged job seekers, workers and neighborhood entrepreneurs. Seedco uses practical, effective strategies to address the challenges confronting individuals who are struggling to leave poverty and achieve economic progress. Working on these issues for more than two decades, Seedco is a leader in implementing innovative, multi-partner initiatives that foster financial advancement and security. Please visit www.seedco.org for more information.

Position Overview:
The Benefits & Documentation Assistant for the Back-to-Work program will work with BTW CBOs (Community Based Organizations) to assist with retention documentation collection to enhance the benefits services provided to employed clients. Though based out of Seedco's headquarters, this position will be mobile, with the Assistant rotating between CBOs regularly. This is a temporary position expected to last through October 2011.

Responsibilities:
- Builds participant awareness of retention services;  
- Conduct weekly post-employment weekly follow-up with participants to obtain feedback on the job, identify reasons for job loss, identify past and present job retention barriers, and engage participants in post-employment services available onsite;  
- Collect employment retention documentation from program participants;  
- Discuss retention supportive services, workshops, incentives, work supports, opportunities for upgrade training, and career advancement;  
- Provide benefits counseling to clients to prepare them for the impact of employment on their benefits eligibility and amounts;  
- Screen clients in EarnBenefits to assess eligibility for benefits;  
- Provide clients with assistance in applying for Food Stamps, Medicaid and other benefits after they lose their transitional benefits; and  
- Providing basic financial education around budgeting and banking, assisting clients in opening bank accounts, and making referrals to credit counseling and in-depth financial education programs.

Qualifications:
- High School diploma or GED required; Associate's degree or above preferred;  
- Prior experience in Customer service or social service setting, particularly in low-income communities preferred;  
- Bilingual skills in Spanish preferred;  
- Must be reliable and be able to work independently;  
- Strong computer skills required;  
- Excellent verbal communication skills;  
- Basic knowledge of government benefits programs a plus;  
- Willingness to travel locally in NYC on a regular basis (transportation expenses will be reimbursed); and
• Must be available to work evenings.

To Apply:
Interested applicants should send their resume and a brief cover letter to: jobopenings@seedco.org, with the subject line “Benefits & Documentation Assistant (Ref: 11-40)”. Due to the large volume of applications we receive, we are unable to personally acknowledge the receipt and status of each one. Only candidates selected for an interview will be contacted.

Please visit our website http://www.seedco.org/careers for other job opportunities.

• This is a non-profit organization.
• Principals only. Recruiters, please don’t contact this job poster.
• Please, no phone calls about this job!
• Please do not contact job poster about other services, products or commercial interests.

PostingID: 2325367398

--- Message from "Saved by Windows Internet Explorer 8" on Sat, 30 Apr 2011 23:31:42 -0400 ---
Message from "Saved by Windows Internet Explorer 8" on Sun, 1 May 2011 00:07:51 -0400

Subject: PT Enrollment Specialist

PT Enrollment Specialist (Bronx)

Date: 2011-04-21, 2:54PM EDT
Reply to: see below

Homes for the Homeless (HFH) is the largest single provider of transitional housing in New York City. At our five American Family Inns, families receive the education, job training, and support services necessary to maintain permanent housing and become self-sufficient.

HFH seeks a PT Enrollment Specialist for its South Bronx location to interview all residents with eligible children to process their applications for day care, ensure continuing enrollment, and maintain a waiting list.

Qualifications:
- Minimum of 2 yrs experience working with children and families
- 60 credits toward a degree OR an Associate's Degree
- Strong written and oral communication skills
- Ability to question and assess children and adults
- Proficiency in maintaining necessary records/paperwork
- Ability to work a flexible schedule (20 hrs a week). Schedule: MWF 9am - 12pm & TTH 1pm - 5pm
- Bilingual a plus

How to Apply:

Please email cover letter and resume in MS Word or PDF format to employment@hfhnyc.org. Be sure to put "Enrollment Specialist" in the subject line. No phone calls or email inquiries will be accepted.

- Location: Bronx
- Compensation: $15/hr
- This is a part-time job.
- This is at a non-profit organization.
- Principals only. Recruiters, please don't contact this job poster.
- Please, no phone calls about this job!
- Please do not contact job poster about other services, products or commercial interests.

PostingID: 2339005647

No contact info? If the poster didn't include a phone number, email, or other contact info, craigslist can notify them via email.

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Subject: Youth Counselor - Part-time

Youth Counselor - Part-time (Yonkers/Mt. Vernon)

Date: 2011-04-04, 3:36PM EDT
Reply to: mailto:h.r@westhab.org?subject=Youth%20Counselor%20-%20Part-time%20(Yonkers%20Mt.%20Vernon)&body=%0A%0AH%2Fnework.craigslist.org%2Fwch%2Feco%2F2305127845.html%0A

Westhab is seeking candidates to work in the afternoons/evenings and weekends at our community-based youth centers in Yonkers and Mount Vernon. Candidates should be knowledgeable about youth development, passionate about working with high-needs youth, organized, and reliable. Services include providing academic assistance and leading enrichment groups. Bachelor's Degree preferred, some college required. 25 Hours/Week.

Send resume to h.r@westhab.org

AGENCY PROFILE:
Westhab is the leading provider of housing and supportive services for the homeless, special needs and low-income populations in Westchester County. Since 1981 Westhab has developed and managed a wide range of housing options, and has provided necessary social service supports. We are committed to quality service and to an environment in which caring, talented individuals contribute and flourish. (EOE)

Location: Yonkers/Mt. Vernon

- Compensation: $12/HR
- This is at a non-profit organization.
- Principals only. Recruiters, please don't contact this job poster.
- Please, no phone calls about this job!
- Please do not contact job poster about other services, products or commercial interests.

PostingID: 2305127845
Subject: Intake Worker

Intake Worker

Date: 2011-04-05, 5:16PM EDT
Reply to: see below

The Educational Alliance, a 501(c) (3) nonprofit located in Downtown Manhattan seeks an experienced Intake Worker to manage phone and in-person reception of new and existing clients for all outpatient behavioral health programs and assume responsibility for the non-clinical intake and referral of clients.

The Intake Worker will verify client eligibility for enrollment and services and obtain proof of eligibility for all clients; track authorizations for services from HMOs; monitor re-authorizations for services from HMOs in advance of expiration; receive referrals and manage timely assignment of new clients; maintain log books for all referrals; prepare and send letters for intake, missed appointments, payment schedules and needed documentation; accept payments, log payment information and provide receipts and maintain reports for new and discharged clients.

The Intake Worker will also provide administrative support to outpatient behavioral health programs; keep room assignments; submit purchase requests; provide reception area coverage; complete and maintain ongoing correspondence, statistical information and reports as assigned; assist callers with program information; schedule appointments for psychiatrists; provide logistical support for client groups – food, childcare, and location; place reminder calls to clients confirming upcoming appointments; maintain daily program schedules and room assignments; perform security check of the building before the shift ends; open and close facility.

QUALIFICATIONS:
High School Diploma or equivalent required, with a minimum of 4 years clerical and/or administrative experience. College degree preferred. Bilingual English/Spanish, English/Cantonese or Mandarin preferred. Ability to work evening hours as needed. Excellent computer skills, willingness and ability to learn new software required. Exceptional customer service skills required. Have ability to maintain confidentiality of records and information. Consistently demonstrate excellent communication, organizational, and interpersonal skills. Work as a team-player, be able to multi-task and handle challenging situations.

Please apply at: [https://home.easee.epd.com/recruit?rid=571206](https://home.easee.epd.com/recruit?rid=571206) or by visiting Careers section of our website at: [www.ecalliance.org](http://www.ecalliance.org)

The Educational Alliance is committed to being an equal opportunity employer, and does not discriminate because of race, color, creed, gender, religion, national origin, disability, age, pregnancy, genetic predisposition or carrier status, marital status, or sexual orientation. Accommodations will be provided to qualified individuals requiring them.

This is a non-profit organization.

- OK to highlight this job opening for persons with disabilities
- Principals only. Recruiters, please don't contact this job poster.
- Please, no phone calls about this job!
- Please do not contact job poster about other services, products or commercial interests.

PostingID: 2307452401
Title: Education Specialist
Speciality: Education, Education, Education
Date: 3-22-2013
Location: New York, NY
Area code: 212
Text term: FULLTIME
Pay rate: 
Length: 
Position ID: 12-0518
Group ID: 10440358

Job description:

Description
Job Title: Education Specialist
Department: Quality Management
Reports To: Education Manager

Position Summary:

The Education Unit within the Department of Clinical Excellence at Senior Health Partners (SHP), a managed long-term care plan (MLTCP), is responsible for ensuring that the training of personnel (both new hires and current employees) meets the highest standards of operational excellence.

The Education Specialist will orient newly hired clinical and administrative support staff at SHP/HF, SHP Partnerships and Management Service Organizations (MSOs) in organizational systems, scope of business and policies including continuing education. Approximately 50% of time will be dedicated to course delivery and related best practices, 30% to the processes involved in course development and 20 % to other related duties.

Essential Duties and Responsibilities:

* The Education Specialist will orient newly hired clinical and administrative support staff at SHP/HF, SHP Partnerships and Management Service Organizations (MSOs) in organizational systems, scope of business and policies including continuing education. This will involve:

  * delivering instructor-aided training, both in person and via distance-learning media, by using blended learning activities on the company’s organizational systems, scope of business (e.g. product and processes), SHP/HF policies and State regulatory guidelines (e.g. member rights).

  * Responsibilities include assessing, developing and maintaining educational materials and program design to ensure that operational and regulatory needs are achieved; as well as developing internal organizational materials such as a job aid for business units in departments such as care management, compliance, appeals & grievances, enrollment and clinical eligibility.

  * As a key facilitator, the Education Specialist oversees timeliness in communicating evolving information across departments, and provides ongoing training to internal staff and external business partners. Coordinates creative solutions and takes ownership of daily assignments for seamless communication and systematic completion of routine and special projects. Evaluates staff competencies during training and communicates observations to hiring and departmental managers.

  * The Education Specialist plans, develops and effectively incorporates training materials into learning experiences, such as course outlines, participant and leader guides, and PowerPoint presentations.

  * Dissects sometimes complex information and creates user friendly training materials to be taught at varied levels and learning styles to meet audience expectations and requirements.

  * Develops curricula that can be understood while in training and away from the classroom setting including shared departmental and learner storage systems that can be easily referenced. Applies effective adult learning principles and training methodologies in order to promote engaging learning experiences.

  * Travels to SHP Partnerships and Management Service Organization (MSOs) throughout the 5 boroughs, and Westchester and Nassau Counties as needed.

  * Traveling to other HF and external business partner site locations as required.

  * The Education Specialist will also support computer applications such as Outlook, shared network directories and VPN/Citrix.
platform, and troubleshoot new hire challenges during the training cycle. Ensures that employees who are transitioning from an in-house to a virtual work environment are prepared with equipment training by collaborating with their respective business units.

* Handles other duties as assigned with occasional need to work additional hours at the beginning or end of the day.

Qualifications Summary:

Education:

Required: Associate’s degree.

Preferred: Bachelor’s degree.

Work Related Skills and Experience:

Minimum Qualifications:

Technical Skills:

Intermediate Microsoft Word, Excel, PowerPoint and experience using a corporate email system (e.g. Microsoft Outlook, Lotus Notes, etc.) are required. Proficiency in navigating internet browsers, computer hardware, multi-tasking with multiple electronic documentation systems, coping between multiple software systems and databases.

Experience:

* Associate’s Degree in Education, Business, Communications or Health related field and at least 5 years of work experience delivering instructor-led training, both in-person and via distance-learning media.

* Must be able to write training documentation, manuals and job aids.

* Intermediate Microsoft Word, Excel, Outlook and PowerPoint, a must.

* Requires leadership skills and expertise in the planning, development, implementation and assessment of learning and development activities, and be able to interpret training materials as a Subject Matter Expert (SME).

* Excellent communication skills in one-to-one and small group settings, as well as, with all corporate levels.

* Ability to command an audience, know how to talk to your audience and establish credibility.

* Excellent verbal and written communication skills essential.

* Must be able to work both independently and in a team setting that is fast-paced and ever-changing while demonstrating the development of detail required to complete tasks accurately and efficiently.

Preferred Qualifications:

Experience:

* Knowledge of Adult Learning Theory.

* Experience with telecommuting staff (virtual environment).

* Experience creating finished training materials and building online courseware using authoring tools.

* Exposure to Medicare/Medicaid Managed Care or Healthcare.

* Experience working with any one of the following systems: CareEnrise Clinical Management Software (CCMS),

* Citrix, Electronic Medical Record (EMR) database containing Patient Health Information (PHI),security tools such as encryption, Sunguard Maces Service Module (electronic archiving), Virtual work platforms (VPN), VoIP.

Physical Demands:

While performing the duties of this job, this employee will be occasionally crouching, reaching, bending, keying, standing, driving, traveling and lifting/carrying and pushing/pulling 1-20lbs.

Work Environment:

This employee will occasionally be outdoors, hot, cold and frequently indoors.

HealthFirst offers a comprehensive benefits package including, but not limited to:

* Medical

* Dental
- Vision
- Basic Life and Accident Insurance
- Supplemental Life Insurance
- Dependent Life Insurance
- Short-Term Disability
- Buy-Up Short Term Disability
- Long-Term Disability
- Flexible Reimbursement Accounts
- Healthfirst 401(k) Plan
- Employee Assistance Plan
- Commuter Savings Program
- Eligibility for Annual Bonuses
- Generous Paid Time Off program
- Paid Candidate Referral Program

Conditions of Employment: Employee must pass pre-employment screening which includes a background check and drug testing. Employee must present documentation to verify minimum of high school educational requirement.

Disclaimer: The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

All qualified applicants will receive consideration for employment without regard to age, race, color, religion, sex, national origin, disability or veteran status.

healthfirst
Web: http://www.healthfirstny.org

http://seeker.healthcallings.com/jobsearch/servlet/JobSearch?op=30...
STAR (Safe Teens Acting Responsibly) program will serve youth in Central Brooklyn and Corona, Queens to promote comprehensive adolescent reproductive sexual health using evidence-based, medically accurate curriculums to provide comprehensive adolescent sexuality and reproductive health workshops in partner schools, Faith Based Organizations, and other Community Based Organizations. Train a group of peer educators (STAR core group) in comprehensive sexuality education and the importance of family planning health services in order for them to obtain leadership roles and disseminate information in their communities. Ensure access to comprehensive reproductive health care and family planning services for adolescents to prevent pregnancies, sexually transmitted diseases (STDs), and HIV/AIDS.

Position: Health Educator

Reports to: CAPP/STAR Youth Program Director

Main Function: The Health Educator will work under the supervision of the Program Director to implement CAPP curricula and programming at partnering schools and organizations. Conduct weekly educational health related workshops (individual or series of workshops) designed to educate youth on adolescent sexuality topics, pregnancy prevention and character education.

Duties to include:

- Assist the CAPP/STAR Program Director in establishing and implementing policies and procedures consistent with the CAPP goals.
- Provide training workshops and team building activities for STAR peer mentors – core group youth.
- Provide and/or assist with arranging translation, transportation, and other practical support services.
- Refer CAPP youth for extracurricular activities, recreation, job training, employment, etc.
- Assist in meeting the goals of the CAPP Community Advisory Council.
- Complete and submit all required workshop evaluation summary reports, pre and post tests to Program Director on a monthly basis.
- Oversee and assist with all intervention and prevention services which may include: scheduling core group meetings, community service projects etc including monitoring attendance and the maintenance of client records.
- Facilitate individual and group work, prevention and intervention activities, family support services, educational sessions and social/recreational/community service activities.
- Provide and follow up on referrals to community services providers, including advocating for youth and problem solving with community agencies and health providers.
- Travel to off site locations to provide services.

Location: 182 4th Ave, Brooklyn, NY 11217

- Compensation: Salary: $32K
- This is a non-profit organization.
- Principals only. Recruiters, please don't contact this job poster.
- Please, no phone calls about this job!
- Please do not contact job poster about other services, products or commercial interests.

PostingID: 2338304141

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--- Message from "Saved by Windows Internet Explorer 8" on Sun, 1 May 2011 00:28:08 -0400 ---
Sexuality Educator - PART TIME

Posted on: February 2, 2011
Posted by: Planned Parenthood of New York City

Description

We are currently recruiting for 10 part-time Sexuality Educators for the Education & Training department, located at 26 Bleecker Street, NY, NY. This position requires 16 hours per week, working mainly in the late PM/Evening hours.

This is a non-exempt position reporting to the Project Coordinator(s).

POSITION SUMMARY

Responsible for teaching comprehensive, evidence-based sexuality education curriculum (Making Proud Choices) in targeted after-school programs and/or youth organizations. Collects information from participants and compiles statistics appropriately. Maintains close working relationships with after-school programs and community-based organizations throughout select communities in New York City. Demonstrates ability to facilitate Making Proud Choices lessons and activities. Actively engages participants in activities and events which promote healthy sexual choices and responsible behavior aimed at reducing teen pregnancy and sexually transmitted infections including HIV. Refers participants to sexual and reproductive health services. Participates in team meetings and planning meetings. Collects required data for progress reports. Stays current on research related to sexuality and reproductive health. Helps to identify youth trends in the served communities. Demonstrates up-to-date knowledge via periodic assessments. Works as a member of the Education Department; staff team and maintains high standards of professionalism. Represents the Department at selected internal and external meetings. Flexibility in work schedule and willingness to travel are essential.

QUALIFICATIONS

Requires 1-2 years of experience providing educational workshops and presentations to youth. Must have excellent oral and written communication skills. Must have experience working with diverse populations and knowledge of sexual and reproductive health. Applicants should have an interest in community involvement and leadership. Bilingual (Spanish/English) preferred. Must have PM/evening availability and be flexible with work schedule. Must be willing to...

Location

26 Bleecker Street, New York, New York, 10012, United States

Details

Start date
March 1, 2011

Application deadline
March 16, 2011

Education requirements
No requirement

Employment type
Part time

Professional level
- None -

Salary details
$15/hr

Job function
Sexual & Reproductive Health, Sex Education, Education

Owner's areas of focus
Clinical Services, Sex Education, Public Health, Public Affairs, Advocacy, Health and medicine, Family Planning, Reproductive Health, women's health, women's rights, Reproductive Rights, Reproductive Justice, Public Policy, Education, Activism, Women
Health Promotion Specialist (85884) Jersey City,

New Jersey

Job Description

Position Description

The Health Promotion Specialist role supports the execution of key wellness initiatives or an identified book of business. The role identifies the right wellness program mix and the program setting to educate, engage and activate employees to achieve health improvement goals. In partnership with the SIGMA account team, the HPS recommends the appropriate delivery and coordination of wellness programs including event scheduling and appointment coordination, community and vendor programs, and monitors effectiveness of the programs. The focus of the Health Promotion Specialist is the working well population of employees in aggregate. A core objective of this position is to facilitate wellness programs that educate and influence employees at the workplace to lead healthy lifestyles. As such, the incumbent must be able to demonstrate that they are a positive role model for the healthy behaviors that they promote.

General Responsibilities

- Assist sales partners with assessment of client’s employee health challenges and objectives, helping them to design a wellness program that is customized to their workforce, goals and budget. The assessment will utilize health assessment data and may factor in claim/utilization data, employee survey data, or other data as appropriate.
- Consult with sales partners to convey the importance of the establishment of the right framework for an effective wellness program, i.e., leadership support, a wellness committee, the appropriate incentive structure, and supporting organizational policies related to wellness
- Wellness Campaigns
  - Coordinates health-related group activities among population over a defined time period (walking groups, weight loss support groups, etc) and reviews aggregated data for impact on the population
- Coordinates on-site seminars and classes
- Assist employer HR/management with coordination of wellness event/fair (member of employer led planning committee)

Skills/Qualifications

- Highly skilled in making presentations and influencing others.
- Excellent communications skills both in writing and verbally.
- Self-starter, able to work independently to get results
- Minimum of 2-3 years experience in health and wellness field
- Certified through the National Commission for Health Education Credentialing, Inc. (NCHEC) or State Board, or National Wellness Institute/ANN/CHAP/Chapman Institute -- candidates may achieve certification within one year post-hire
- Bachelor’s degree in health education, health promotion, or related field preferred
- Travel may include overnight

To apply, please click here...
APPENDIX G

PROJECTED EXPENDITURE for the PROPOSED PROGRAM
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[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 financial aid).
The Five-Year Financial Projections for Program

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<td>Laboratory Equipment</td>
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SUPPLIES AND EXPENSES (OTPS)

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CAPITAL EXPENDITURES

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<td>Facility Renovations</td>
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<td>Other (list separately)</td>
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<tr>
<td>Other (list separately)</td>
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<td>6800</td>
<td>7300</td>
<td>6600</td>
<td>6600</td>
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<tr>
<td>Exp Worksheet)**</td>
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</table>
APPENDIX H

PROJECTED REVENUE RELATED to the PROPOSED PROGRAM
The Five-Year Revenue Projections for Program
COMMUNITY COLLEGE WORKSHEET

Tuition & Fees:
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.
Number of Majors (Enter # of EXISTING FULL TIME In State Students)
Tuition Income (Specify Rate per credit) calculates 2% increase per year
Total Tuition
Student Fees (enter ANNUAL program fees other than standard CUNY fees)
Total Fees
Total Instate Tuition & Fees

<table>
<thead>
<tr>
<th>Year</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</td>
<td>20</td>
<td>36</td>
<td>50</td>
<td>50</td>
<td>35</td>
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<tr>
<td>Income</td>
<td>$3,900</td>
<td>$3,978</td>
<td>$4,058</td>
<td>$4,139</td>
<td>$4,221</td>
</tr>
<tr>
<td>Total</td>
<td>$78,000</td>
<td>$143,208</td>
<td>$202,878</td>
<td>$206,936</td>
<td>$147,752</td>
</tr>
<tr>
<td>Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>$78,000</td>
<td>$143,208</td>
<td>$202,878</td>
<td>$206,936</td>
<td>$147,752</td>
</tr>
</tbody>
</table>

Tuition & Fees:
Number of Majors (Enter # of EXISTING FULL TIME Out of State Students)
Tuition Income (Specify Rate per credit) calculates 2% increase per year
Total Tuition
Student Fees (enter ANNUAL program fees other than standard CUNY fees)
Total Fees
Total Out of State Tuition & Fees

<table>
<thead>
<tr>
<th>Year</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
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<tbody>
<tr>
<td>Tuition</td>
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<td>Total</td>
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<tr>
<td>Fees</td>
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<td>Total</td>
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TOTAL EXISTING FULL TIME TUITION REVENUE

<table>
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<th>Year</th>
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<th>Year Three</th>
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<tr>
<td>Revenue</td>
<td>$78,000</td>
<td>$143,208</td>
<td>$202,878</td>
<td>$206,936</td>
<td>$147,752</td>
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</table>
Tuition & Fees:
Number of Majors (Enter # of EXISTING PART-TIME In State Students)
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15
Tuition Income (Specify Rate per credit) calculates 2% increase per year
Total Tuition
Student Fees (enter ANNUAL program fees other than standard CUNY fees)
Total Fees
Total Instate Tuition & Fees

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
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</thead>
<tbody>
<tr>
<td>10</td>
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<td>14</td>
<td>24</td>
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<tr>
<td>$165</td>
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<td>$179</td>
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</tbody>
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Tuition & Fees:
Number of Majors (Enter # of EXISTING PART-TIME Out of State Students)
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15
Tuition Income (Specify Rate per credit) calculates 2% increase per year
Total Tuition
Student Fees (enter ANNUAL program fees other than standard CUNY fees)
Total Fees
Total Out of State Tuition & Fees

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
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<tbody>
<tr>
<td>$260</td>
<td>$265</td>
<td>$271</td>
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TOTAL EXISTING PART TIME REVENUE

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TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)

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<tr>
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</tr>
<tr>
<td>who would NOT have</td>
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<td>enrolled in another</td>
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<td>Number of Majors (Enter</td>
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<tr>
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</tr>
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<td>Rate per credit)</td>
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</tr>
<tr>
<td>calculates 2% increase</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>per year</td>
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<tr>
<td>Total Tuition</td>
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</tr>
<tr>
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</tr>
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<td>ANNUAL program fees</td>
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<td>CUNY fees)</td>
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<td>Total Fees</td>
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<td>Total Instate Tuition &amp;</td>
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<tr>
<td>Tuition Income (Specify</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Rate per credit)</td>
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<td></td>
<td></td>
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<tr>
<td>calculates 2% increase</td>
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<tr>
<td>per year</td>
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<td>Total Tuition</td>
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<tr>
<td>Student Fees (enter</td>
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<tr>
<td>ANNUAL program fees</td>
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<tr>
<td>CUNY fees)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
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<td></td>
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<tr>
<td>Total Out of State</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>TOTAL NEW FULL TIME</td>
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<tr>
<td>TUITION REVENUE</td>
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<td></td>
</tr>
</tbody>
</table>

|                         |          |          |            |           |           |
| $78,000                 | $143,208 | $202,878 | $206,936   | $147,752  |
| 5                       | 17       | 30       | 54         | 111       |
| $3,900                  | $3,978   | $4,058   | $4,139     | $4,221    |
| $19,500                 | $67,626  | $121,727 | $223,490   | $468,585  |
| 0                       | 0        | 0        | 0          | 0         |
| $19,500                 | $67,626  | $121,727 | $223,490   | $468,585  |
| 0                       | 0        | 0        | 0          | 0         |
| $19,500                 | $67,626  | $121,727 | $223,490   | $468,585  |
| 0                       | 0        | 0        | 0          | 0         |
### Tuition & Fees:  
**Number of Majors (Enter # of NEW PART-TIME In State Students)**  
**Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15**  
**Tuition Income (Specify Rate per credit) calculates 2% increase per year**

<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>$0</td>
<td>5</td>
<td>22</td>
<td>47</td>
<td>54</td>
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<table>
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<tr>
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<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>$165</td>
<td>$168</td>
<td>$172</td>
<td>$175</td>
<td>$179</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 Instate Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Tuition & Fees:  
**Number of Majors (Enter # of NEW PART-TIME Out of State Students)**  
**Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15**  
**Tuition Income (Specify Rate per credit) calculates 2% increase per year**

<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>$260</td>
<td>$265</td>
<td>$271</td>
<td>$276</td>
<td>$281</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Tuition</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>$260</td>
<td>$265</td>
<td>$271</td>
<td>$276</td>
<td>$281</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>
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<td>$0</td>
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</table>

### TOTAL NEW PART TIME REVENUE

<table>
<thead>
<tr>
<th>$0</th>
<th>$0</th>
<th>$0</th>
<th>$0</th>
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</thead>
</table>
TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)

<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>$19,500</td>
<td>$67,626</td>
<td>$121,727</td>
<td>$223,490</td>
<td>$468,585</td>
</tr>
</tbody>
</table>

# CURRENT FTEs (use prorated FTEs for PT Students)
Appropriation per FTE (FY13)

STATE REVENUE FROM EXISTING SOURCES -LINKS TO REVENUE SPREADSHEET ROW 9

<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>$2,272</td>
<td>$2,272</td>
<td>$2,272</td>
<td>$2,272</td>
<td>$2,272</td>
</tr>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>

# NEW FTEs (use prorated FTE for PT Students)
Appropriation per FTE (FY10)

STATE REVENUE FROM NEW SOURCES -LINKS TO REVENUE SPREADSHEET ROW 11

<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>$2,272</td>
<td>$2,272</td>
<td>$2,272</td>
<td>$2,272</td>
<td>$2,272</td>
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<tr>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>

FOR YEARS 2-5 INCLUDE CONTINUING FTE FROM PREVIOUS YEARS

Other Revenue From Existing Sources (specify and explain)-
LINKS TO REVENUE SPREADSHEET ROW 13)
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)
## Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Revenue[3]</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>01. From Existing</td>
<td>$66,000</td>
<td>$121,176</td>
<td>$171,666</td>
<td>$175,099</td>
<td>$125,021</td>
</tr>
<tr>
<td>02. From New Sources[5]</td>
<td>$16,500</td>
<td>$57,222</td>
<td>$103,000</td>
<td>$189,107</td>
<td>$396,495</td>
</tr>
<tr>
<td>03. Total</td>
<td>$82,500</td>
<td>$178,398</td>
<td>$274,666</td>
<td>$364,206</td>
<td>$521,516</td>
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<tr>
<td><strong>State Revenue[6]</strong></td>
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<td></td>
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<tr>
<td>04. From Existing Sources³</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>05. From New Sources</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>06. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>Other Revenue[7]</strong></td>
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<td>07. From Existing Sources³</td>
<td>$0</td>
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<td>$0</td>
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<td>$0</td>
</tr>
<tr>
<td>08. From New Sources</td>
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<tr>
<td>09. Total</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>Grand Total[8]</strong></td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>10. From Existing Sources³</td>
<td>$66,000</td>
<td>$121,176</td>
<td>$171,666</td>
<td>$175,099</td>
<td>$125,021</td>
</tr>
<tr>
<td>11. From New Sources</td>
<td>$16,500</td>
<td>$57,222</td>
<td>$103,000</td>
<td>$189,107</td>
<td>$396,495</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$82,500</td>
<td>$178,398</td>
<td>$274,666</td>
<td>$364,206</td>
<td>$521,516</td>
</tr>
</tbody>
</table>

---

1. Specify the inflation rate used for projections.
2. Specify the academic year.
3. Please explain how tuition revenue was calculated.
4. Existing sources means revenue generated by continuing students. Please remember to account for attrition and graduation rates.
5. New sources means revenue engendered by new students. The revenue from new sources from one year should be carried forward to the next year.
6. Public institutions should include here regular State appropriations applied to the program.
7. Specify what is included in "other" category.
8. Enter total of Tuition, State and Other Revenue, from Existing or New Sources.
I over to the next year as revenues from continuing sources with adjustments for inflation.
APPENDIX I

FACULTY CURRICULA VITAE
Olivia H. Cousins, Ph.D.

Abbreviated Vitae

Professional Degrees
Ph.D. in Sociology  Boston University  1984
Concentrations in Medical and Community: Specialties in Maternal, Child & Minority Health
Masters (A.M.)  Boston University  1975
Concentration in Afro-American Studies: Specialty in Psychology & History
Masters (Ed.M.) Harvard University Graduate School of Education  1972
Concentration in Education & Social Policy
Bachelor of Arts (B.A.) University of Dayton  1970
Psychology major; Sociology minor.

Summary of Accomplishments
- Undergraduate and Graduate Teaching
- Applied & Administrative Work
- Curriculum Development
- Program Development & Implementation
- Program Evaluation
- Directorships of Special Community & University Projects
- Board Membership: Local & National Organizations
- Excessive Research & Travel
- Author of Institutional Reports
- Professional Presentations, Papers & Publications
- Writer
- Artist

Teaching & Academic Administrative Positions
September 1996 to Present  Full Professor of Health Education, Tenured
City University of New York  Borough of Manhattan Community College

Taught Health Intro courses along with specialty courses in Women’s Health Concerns, Curriculum and Project Development. Department Chair: 2001 to 2005 - responsibilities included structuring & writing departmental reports, coordination & writing of the 2003 & 2004 Academic Program Review reports; recruitment, screening & hiring in Health Education positions; staff & full time faculty evaluations; coordination of adjunct faculty recruitment, hiring and evaluation; coordination of student evaluations. OTTPS budget proposals, requisitions & distribution. Membership on Heritage Committees. Specialized work with the Women’s Resource Center.

September 1994 to 1995  Adjunct Professor in Women’s Studies.
City University of New York  Hunter College

Taught Seminar course on Reproductive Rights Education Project, accompanied by internship placement.

September 1990 to 1999  Associate Professor of Health Education (Tenured 1992)
City University of New York  Borough of Manhattan Community College


Research Experience
July 1992 to June 1995  Co-Principal Investigator and Project Coordinator for the BMCC College Opportunity to
Prepare for Employment (COPE) Program; principal grant writer, developed & implemented faculty training, coordinated & evaluated BMCC Program; coordinated student recruitment efforts
June 1993 to August 1995 Co-Principal Investigator and Consultant for the BMCC Black Men/Women's Initiative
June 1984 to June 1985 Consultant for the Freedom House Institute on Schools & Education, Stay in School
January 1979 to Dec. 1983 Principal Investigator for the Roxbury Comprehensive Community Health Center Prenatal Care Study, Roxbury, Massachusetts

Applied Experience
January 1986 to July 1987 Associate Planner for the Massachusetts State Department of Public Health. Responsible for planning and implementation of the state's Closing the Gap (prenatal) campaign, Boston, MA
Reproductive Health Coordinator for the Massachusetts State Department of Health. Restructured the Women's Health Unit and implemented the Reproductive Health Care Initiative, Boston, MA
April 1985 to December 1985 Clinical Sociologist, Freedom House Institute. Coordinator of the Youth Advocacy & Assistance Program, Roxbury, MA
August 1984 to June 1985 Director, Lena Park Community Development Corporation, Dorchester, MA
Restructured & Organized After School Program

Professional Publications, Presentations & Forums/Conferences
2008 Underground Railroad Conference, Philadelphia, Moderator
The Sister Fund Faith and Feminism Dialogue: meditations on the black Madonna, Talk and Art exhibition, Union Theological Seminary, James Chapel, May 2007
Miami University (Ohio) Gendered Resistance Conference film discussant 2005
New York University Yan Yali Pamben Black Women's Writer's Conference Panelist 2004
City University Women's Leadership Conference, Keynote Speaker, NYC 2005
BMCC CLUE Project, increased poverty rates: connections to health, 2005
NY Women's Foundation Forum on the Girl's Project, convener/committee member 1997
AVCN Life Designs Seminar for Community Women Leaders, convener/coordinator 1996
Beijing Update, White House Teleconference and Regional Forums New York Regional chaired by Women's Environment and Development Organization, Committee member 1995
BMCC Prep Con Fourth World Conference on Women, convener/coordinator 1995
CUNY Graduate School, Women's Studies: Expanding the NY Women's Activist Agenda, Steering committee member/moderator 1995
Forward Motion. Welfare reform and the price of educational access: fighting for our lives. Spring, 1995, No. 60 (Vol. 14:2) 1995

Advisory Memberships/Community Service
John Mercer Langston Institute Youth Leadership Project: Brooklyn, NY & Oberlin, OH 2008 to present
Fulton Art Fair, Inc., Coordinator, Brooklyn, NY 2006 - 2008
John Mercer Langston Historic House, site restoration (owner/steward) 2004 - present
Our Lady of Victory RC Church, Victory Arts Project, Brooklyn NY 1999 to present
The Sister Fund, Board member 1996 - 2000
Volunteer Coordinator for Beijing Report Back

Honors and Awards
Historical Preservation Award, Oberlin Club of Negro Business & Professional Women's Clubs, Inc. 2009
Oxford Round Table, Oxford, England, Discussant/Participant, 2000
BMCC Title III Fellow
Who's Who Among American Teachers 1998
BMCC Student Government Awards for Academic and Service Contributions, 1989-2008
BMCC Certificate of Recognition for Participation In the Development of Writing/Reading Emphasis Courses, 1994
Bridge Street A.W.M.E. Christian Education Service Award, 1994, 1995
LESLEY L. RENNIS

November 2012

Birthdate: 12/16/68
Birthplace: St. Louis, MO
Citizenship: USA

22 Lincoln Terrace
Yonkers, NY 10701
(914) 751-2338
Lesley.Rennis@gmail.com

ACADEMIC TRAINING

1991 BS Michigan State University
Microbiology

1994 MPH Columbia University School of Public Health
Population & Family Health

2002 EdD Columbia University Teachers College
Health Education

DISSERTATION

Archetypes of spiritual awakening: The 12-step journey of redemption, Columbia University Teachers College, 2002

TRAINERSHIPS

2007-2008 Aspen Institute Sector Skills Leadership Academy

2007-2008 Citizens Committee for Children Community Leadership Course

2006-2007 Wellness Coach, Wellcoaches Corporation

2003-2006 National Institutes of Health, Health Disparities Scholar

2002-2004 Post-Doctoral Research Fellow, Columbia University, Division of Substance Abuse, New York State Psychiatric Institute

1999-2000 Pre-Doctoral Research Fellow, Columbia University, Division of General Medicine, Center for the Active Life of Minority Elders

PROFESSIONAL ORGANIZATIONS AND SOCIETIES

2005 Wellcoaches Corporation

2004 American Council on Exercise

2000 Kappa Delta Pi Honor Society, Teachers College, Columbia University

HONORS

2008 NIDA Women & Gender Junior Investigator Award

2003-2002 Kappa Delta Pi Honor Society, Teachers College, Columbia University

1999-2000 Teachers College, Columbia University Minority Group Scholarship

1994 Summer Intern, Association of Schools of Public Health and Centers for Disease Control

1993 National Association of Health Services Executives Scholarship

1991 Washington University Helen Nash Scholarship

1990-1991 Michigan State University Don Bolin Scholarship

EMPLOYMENT

2008-Present Borough of Manhattan Community College, Deputy Chair, Health Education Department

2006-2008 Abyssinian Development Corporation, Vice President Health and Social Services

1994-2006 Columbia University Mailman School of Public Health

TEACHING EXPERIENCE AND RESPONSIBILITIES

Sept 2003-Present Associate Professor of Health Education, Borough of Manhattan Community College

Jan 2000-May 2008 Adjunct Associate Professor, Columbia University Teachers College

Aug 2005-June 2006 Adjunct Assistant Professor, College of Mount Saint Vincent

RESEARCH AND EVALUATION EXPERIENCE


Research Scientist, Community Research Group, Columbia University, "Recreating Safe Streets to Permit Physical Activity," August 2005-October 2006. This project studies the use of policy innovations to counter violence and create safe streets in an urban neighborhood.

Co-Investigator; Community Research Group, Phoenix House, "The Prevalence and Relationship of Overweight and Obesity Among Men and Women in a Long-term Residential Treatment Program," October 2004-October 2006. This project is a pilot study to investigate the prevalence of obesity among clients in a therapeutic community.

Research Scientist, Community Research Group, Columbia University, "Developing a Structural Response to the AIDS Epidemic," August 2005-June 2006. This project developed a health and social campaign to address the structural problems that underlie the AIDS epidemic.

PEER-REVIEWED ARTICLES

BOOK CHAPTERS

CURRICULUM FACT SHEETS

PRESENTATIONS
Sept 2006, "Overweight and obesity in the Therapeutic Community: Treatment implications," 23rd World Conference of Therapeutic Communities.
Gloria Shire McNamara

Abbreviated Vitae

Education:

Ph.D. Educational Psychology: Health Behaviors - CUNY Graduate Center, 2010
M.Ph. Educational Psychology: Health Behaviors - CUNY Graduate Center, 2008
M.S. Nutrition - City University of New York, Hunter College, 1982
B.S. Dietetics - State University of New York, Oneonta College, 1980

Professional Licenses and Certificates:

R.D. - Registered Dietitian (American Dietetics Association) - 1982
IBCLC - International Board Certified Lactation Consultant - 1992
CDN – Certified Dietitian Nutritionist (NY State Education Department) - 1999

Research:

Principal Investigator - Training Students’ Self-regulation of Motoric Flexibility: the Effects of Modeling and Self-evaluation (2010)
Principal Investigator - The Effect of Computerized Feedback on College Students’ Dietary Beliefs, Practices and Intake (2009)

Publications:


Health Fairs: A Feasible Venue to Promote Health Awareness Among Students – full text published in BMCC's Inquirer (Fall 2007)

Eat to Win Booklet - author, copyright 1994, NYCDOH, Project LEAN
Wellness at Work Booklet - author, copyright 1998, NYCDOH Work Wellness Program


Employment History:

Employer: City University of New York, Borough of Manhattan Community College
Position: Instructor (September 2002 – 2009)
          Lecturer (January 2009 – December 2010)
          Assistant Professor (January 2011 – present)

Responsible for instruction of Health Education 100 course, comprising nutrition, fitness, human sexuality, and substance abuse education. Additionally, taught HED 225: Nutrition for Health to students seeking advanced knowledge for careers in the health field. Involved in grant writing, committee work, conducting research, supporting student services, and curriculum development for Health Education Department and CUNY BMCC at large.

Employer: City University of New York, Brooklyn College (graduate school)
Position: Adjunct Instructor (December 1999 – May 2000)

Responsible for instruction of Clinical Nutrition and Disease graduate course, utilized medical case studies and clinical trials research. Provided career counseling for students entering the profession and those applying for dietetic internships.

Organization: N.Y.C. Board of Education, Office of School Food & Nutrition Services
Position: Private Consultant
Dates: March 2000 – September 2001
Participated in the development of the Hazard Analysis Critical Control Points (HACCP) Training Program for over 8,000 Office of School Food and Nutrition Services (OSFNS) employees. Responsible for manual development and intensive food safety instruction of OSFNS employees, who upon completion received HACCP certification.

Employer:      NYC Department of Health, Office of Chronic Disease Prevention  
Position:      Research Scientist 1  
Dates:      May 1993 - February 2000  
Participated in the design of New York City’s municipal health plan, utilizing federal and state public health models. Responsible for implementing services and achieving objectives stated in the municipal health plan, which pertained to chronic disease prevention. Managed multi-hundred thousand-dollar budget, materials development and community outreach. Obtained grant funding for several projects, such as the Wellness at Work Program and Project LEAN, which were supported by Henry J. Kaiser Family Foundation, Mary Lasker Heart and Hypertension Institute, NYSDOH, and MHRA.

Memberships:  
American Dietetics Association (ADA)  
Greater New York Dietetics Association  
New York City Nutrition Education Network (NYC NEN) – Nutrition Ed Subcommittee  
Northeastern Educational Research Association
ARTICULATION AGREEMENT BETWEEN YORK COLLEGE OF CUNY and BOROUGH OF MANHATTAN COMMUNITY COLLEGE
Section A:

ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

To be eligible for admissions, students will be required to:
- Junior Standing
- Overall GPA of at least 2.25
- Any major course with a grade of C- or less must be repeated to earn a passing grade of C or better; limited to one opportunity to repeat a course
- Successful completion of courses or their equivalents as seen in Section C
- York College will accept transfer credit only, not course grades

Section B:

RETENTION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

To be retained in anyone of University of Bridgeport’s Graduate Level Health Programs, students must have:
- Maintain an a cumulative GPA of at least 2.25
- Earned a minimum grade of C or better in each prerequisite and/or major course
- No program courses can be taken more than twice.
- Borough of Manhattan Community College graduates with an Associate Degree in Community Health Education will receive 60 credits toward York College’s Bachelor of Science degree in Community Health Education.
- Total transfer credits granted toward the baccalaureate degree: 60
- Total additional credits required to complete baccalaureate degree at York College: 60
LETTER OF ARTICULATION BETWEEN BOROUGH OF MANHATTAN COMMUNITY COLLEGE AND YORK COLLEGE, CITY UNIVERSITY OF NEW YORK

Agreement initiated by: Borough of Manhattan Community College (BMCC)
Effective Date of Agreement: 3/21/2013
Signed Date of Agreement: 

Sending College: BMCC
Department: Health Education
Program: Community Health Education
Degree: A.S

Receiving College: York College
Department: Health Education
Program(s): Community Health Education
Degree: B.S

PURPOSE:
York College and Borough of Manhattan Community College hereby enter into this agreement to facilitate the opportunity for students for students who wish to transfer from Borough of Manhattan Community College’s Associate of Science degree in Community Health Education to York College’s Bachelor of Sciences degree in Community Health Education. The attached Sections A, B, and C of this agreement specifies the conditions and requirements for a York College student’s admittance into one of University of Bridgeport’s graduate health programs.

CHANGES:
Neither party may change this agreement unilaterally. Proposed changes in policies and curricula (i.e., admission, curriculum and degree requirements, and course numbers, content, and/or catalog descriptions by either party), must be communicated in writing to the other party, and jointly agreed upon in consultation with the relevant officials of each institution. Any changes agreed upon must be signed, dated, and attached to this original agreement. It is highly recommended that the department chair of the respective college programs jointly complete Sections A, B, and C of this agreement at least every two years.

NOTICE OF CANCELLATION:
Either party may independently cancel this agreement by notifying the other party no less than one academic year before the intended date of cancellation.

York College agrees to accept into the Bachelor of Sciences degree program in Community Health Education students from Borough of Manhattan Community College who successfully complete the Community Health Education curriculum and degree requirements described in Sections A, B, C, and D of this agreement; thereby receiving an Associate of Science degree. Successful completion of the Community Health Education program curriculum at Borough of Manhattan Community College includes attainment of at least 2.25 cumulative grade-point average.
Section C:

Course to Course Equivalencies and Transfer Credit Awarded*

About the Major

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

<table>
<thead>
<tr>
<th>General Education Courses:</th>
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<tbody>
<tr>
<td><strong>Sending College: BMCC</strong></td>
<td><strong>Receiving College Equivalent: York College</strong></td>
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<tr>
<td><strong>Course</strong></td>
<td><strong>Description</strong></td>
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<td>XXXxxx</td>
<td>English Composition¹</td>
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<tr>
<td>XXXxxx</td>
<td>English Composition¹</td>
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<tr>
<td>XXXxxx</td>
<td>Mathematical &amp; Quantitative Reasoning²</td>
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<td>XXXxxx</td>
<td>Life &amp; Physical Sciences³</td>
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<td>XXXxxx</td>
<td>World Cultures &amp; Global Issues⁴</td>
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<tr>
<td>XXXxxx</td>
<td>U.S. Experience in its Diversity</td>
</tr>
<tr>
<td>XXXxxx</td>
<td>Creative Expression⁵</td>
</tr>
<tr>
<td>XXXxxx</td>
<td>Creative Expression⁵</td>
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<td>XXXxxx</td>
<td>Individual &amp; Society</td>
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<tr>
<td>XXXxxx</td>
<td>Scientific World⁶</td>
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<td><strong>Subtotal General Education Credits</strong></td>
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<table>
<thead>
<tr>
<th>Curriculum Requirements:</th>
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<tr>
<td><strong>Sending College: BMCC</strong></td>
<td><strong>Receiving College Equivalent: York College</strong></td>
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<tr>
<td><strong>Course</strong></td>
<td><strong>Description</strong></td>
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<tr>
<td><strong>Major Requirements 24 credits</strong></td>
<td><strong>Required &amp; Major Discipline Courses</strong></td>
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<td>HED 110</td>
<td>Comprehensive Health Ed</td>
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<tr>
<td>HED 202</td>
<td>Drug Use in American Society</td>
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<tr>
<td>HED 220</td>
<td>Human Sexuality</td>
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<td>HED 235</td>
<td>Nutrition for Health</td>
</tr>
<tr>
<td>HED 240</td>
<td>First Aid, Safety &amp; Cardiopulmonary Resuscitation</td>
</tr>
</tbody>
</table>

¹ Students will be advised to take ENG 101 and ENG 201
² Students will be advised to take MAT 150
³ Students who have taken BIO 425 (Anatomy & Physiology) have fulfilled this requirement
⁴ Students will be advised to take a MOD LANG course
⁵ Students will be advised to take SPE 100 AND an ART/MUS course
⁶ Students will be advised to take PSY 100
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HED 301</td>
<td>Intro to Community Health Ed</td>
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</tr>
<tr>
<td>HED 250</td>
<td>Stress: Awareness, Understanding &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>HED 302</td>
<td>Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HE 312</td>
<td>Health &amp; Disease</td>
<td>3</td>
</tr>
<tr>
<td>HE 211</td>
<td>Stress and Health</td>
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<tr>
<td>HE 321</td>
<td>Health Counseling</td>
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**Major Electives – (Choose 2 courses from the following; totaling a minimum of 6 credits)**

<table>
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<th>Description</th>
<th>Credits</th>
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<td>HED 201</td>
<td>Health Education and Wellness</td>
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<tr>
<td>HE 150</td>
<td>Fitness for Living</td>
<td>2</td>
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<tr>
<td>HED 270</td>
<td>Health Perspectives of Death &amp; Dying</td>
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<td>PSY 283</td>
<td>Psychology of Death and Dying</td>
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<tr>
<td>HED 230</td>
<td>Consumer Health Survey</td>
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<tr>
<td>HE 315</td>
<td>Consumer Health</td>
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<tr>
<td>HED 260</td>
<td>Wellness &amp; Cardiovascular Care</td>
<td>3</td>
</tr>
<tr>
<td>HED 210</td>
<td>Critical Health Issues</td>
<td>2</td>
</tr>
<tr>
<td>HED 225</td>
<td>Health Concerns of Women</td>
<td>3</td>
</tr>
<tr>
<td>SOC 161</td>
<td>Health in Urban Communities</td>
<td>3</td>
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**Subtotal Curriculum Requirements:** 30

**Subtotal Transferred Curriculum Requirements**

b—free elective credits towards BS degree

<table>
<thead>
<tr>
<th>BMCC Credits Transferred to York College</th>
<th>Community Health Education Curriculum Requirements</th>
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<tbody>
<tr>
<td>General Education Requirements</td>
<td>30</td>
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<tr>
<td>Community Health Education Curriculum Requirements</td>
<td>24</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
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<td>Total Credits Transferred</td>
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<table>
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<tr>
<th>Remaining Credits for B.S. in Community Health Education at York College</th>
<th>York College</th>
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<tbody>
<tr>
<td>General Education Requirements</td>
<td>15</td>
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<tr>
<td>Community Health Education Curriculum Requirements</td>
<td>24</td>
</tr>
<tr>
<td>Free Electives (including Psychology elective)</td>
<td>21</td>
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<tr>
<td>Total Credits Remaining</td>
<td>60</td>
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</table>

**D. SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE**

**General Education Requirements: 42-51 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>From Required Core</td>
<td>3</td>
</tr>
<tr>
<td>World Cultures and Global Issues</td>
<td>From Flexible Core</td>
<td>3</td>
</tr>
<tr>
<td>U.S. Diversity in its Experience</td>
<td>From Flexible Core</td>
<td>3</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>From Flexible Core</td>
<td>3</td>
</tr>
<tr>
<td>Individual &amp; Society</td>
<td>From Flexible Core</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Remaining General Education Credits:** 15

**Required Community Health Education Discipline Courses: 24 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE 201</td>
<td>Foundations of Health and Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HE 219</td>
<td>Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HE 223</td>
<td>Health Behavior</td>
<td>2</td>
</tr>
<tr>
<td>HE 224</td>
<td>Laboratory in Health Behavior</td>
<td>1</td>
</tr>
<tr>
<td>HE 331W1</td>
<td>Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>HE 471-474</td>
<td>Field Work</td>
<td>6</td>
</tr>
<tr>
<td>HE 481</td>
<td>Organization and Administration of Health Education</td>
<td>3</td>
</tr>
<tr>
<td>BIO 281</td>
<td>Human Structure and Function</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Remaining Community Health Discipline Credits:** 24

**Required Community Health Education Elective Courses: 12 credits**

**Total Remaining Community Health Elective Credits:** 0

**Required Psychology Electives: 3 credits (choose 1)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 215</td>
<td>Human Development I: Infancy/Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSY 216</td>
<td>Human Development II: Adolescence/Maturity</td>
<td>3</td>
</tr>
<tr>
<td>PSY 332</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 338</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Remaining Psychology Elective Credits:** 3

**Free Electives: 24-33**

**Total Remaining Free Elective Credits:** 18

**In accordance with Pathways**
It is also understood that the Health Education Department at Borough of Manhattan Community College will identify students who wish to participate in the articulation, and will recommend the Community Health Education program at York College to those students who successfully complete the Associate degree program at their Community College.

THE SENDING AND RECEIVING INSTITUTIONS' PROCEDURES FOR PUBLISHING THE AGREEMENT.

Notice and curriculum details of the articulation agreement will be played in the respective college catalogs, recruiting brochures, websites and on the CUNY TIPPS website. The respective transfer and academic advisors at each institution will be informed and provided with copies of this agreement. It is suggested that York College Program's faculty advisors coordinate each academic semester, with sending college program faculty, a specific date that the York College program faculty advisors will be on the Borough of Manhattan Community College's campus to meet with interested transfer students.

The York College's Department of Health and Physical Education will coordinate efforts with York College's Admission Office to make certain that materials are sent with recruitment officers for Borough of Community College's Transfer Day.

PROCEDURES FOR EVALUATING THE AGREEMENT:

Annually, York College's Community Health Education program, with the assistance of Institutional Research will track Borough of Manhattan Community College's Community Health Education program students who transfer to York College. York College will share the following data with Borough of Manhattan Community College's Community Health Education program: retention and graduation rates, cumulative and major GPA's, national and/or state licensing and certification exam results where appropriate, and employment and graduate school data where available.

Sadie Bragg, of Senior Vice President for Academic Affairs at Borough of Manhattan Community College

Erwin J. Wong, Academic School's Dean

Philip Belcastro, Chairperson of the Department of Health and Physical Education at Borough of Manhattan Community College

Dr. Ivelaw Griffith, Provost and Senior Vice President for Academic Affairs at York College

Dr. Lynne W. Clark, Dean of the School of Health and Behavioral Sciences

Dr. David Ajuluchukwu, Chairperson of the Department of Health and Physical Education at York College
THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
ARTICULATION AGREEMENT FORM

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Borough of Manhattan Community College
Department: Health Education
Program: Community Health Education
Degree: Associate in Science (A.S.)

Receiving College: York College
Department: Health and Physical Education
Program: Community Health Education
Degree: Bachelor in Science (B.S.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

Students transferring from BMCC’s Associate in Science Community Health Education program to York College’s Bachelor in Science Community Health Education program must meet the following general requirements:

1) Students must have a cumulative grade point average of at least 2.25 on a 4.0 scale.
2) York College will accept transfer credits only, not course grades.
3) Except for students entering with an Associate Degree, all courses must be completed with a grade of “C” or higher to be accepted as transfer.
4) Grade of C or better in a credit-bearing mathematics course worth three or more credits.*
5) Grade of C or better in freshman composition, its equivalent, or a higher-level English course.*
6) At most 60 semester credits will be accepted towards the York College B.S. degree in Community Health Education.
7) Students eligible for transfer to York College under this agreement must have met at least the minimum requirements for admission to BMCC, including a U.S. high school diploma or its equivalent.
8) During the period of this agreement, both institutions agree:
   a) To monitor the academic performance of BMCC students who wish to matriculate at York College under this agreement, identify problems, and work cooperatively to ensure smooth transfer with minimal academic disruption.
   b) To notify each other concerning any contemplated curricular changes, which would affect the future of this agreement.

*(Effective 10/1/08, per University policy)

About the Major

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

### General Education Courses:

<table>
<thead>
<tr>
<th>Sending College: BMCC</th>
<th>Receiving College Equivalent: York College</th>
<th>Credits Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Description</strong></td>
<td><strong>Cr.</strong></td>
</tr>
<tr>
<td>XXXXXX</td>
<td>English Composition¹</td>
<td>3</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>English Composition¹</td>
<td>3</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>Mathematical &amp; Quantitative Reasoning²</td>
<td>3</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>Life &amp; Physical Sciences³</td>
<td>3</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>World Cultures &amp; Global Issues⁴</td>
<td>3</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>U.S. Experience in its Diversity</td>
<td>3</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>Creative Expression⁵</td>
<td>3</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>Creative Expression⁶</td>
<td>3</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>Individual &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>XXXXXX</td>
<td>Scientific World⁷</td>
<td>3</td>
</tr>
</tbody>
</table>

**Subtotal General Education Credits** 30
**Subtotal Transferred Gen Ed Credits** 30

### Curriculum Requirements:

<table>
<thead>
<tr>
<th>Sending College: BMCC</th>
<th>Receiving College Equivalent: York College</th>
<th>Credits Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Description</strong></td>
<td><strong>Cr.</strong></td>
</tr>
<tr>
<td><strong>Major Requirements 24 credits</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HED 110</td>
<td>Comprehensive Health Ed</td>
<td>3</td>
</tr>
<tr>
<td>HED 202</td>
<td>Drug Use in American Society</td>
<td>3</td>
</tr>
<tr>
<td>HED 220</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>HED 235</td>
<td>Nutrition for Health</td>
<td>3</td>
</tr>
<tr>
<td>HED 240</td>
<td>First Aid, Safety &amp; Cardiopulmonary Resuscitation</td>
<td>3</td>
</tr>
<tr>
<td>HED 301</td>
<td>Intro to Community Health Ed</td>
<td>3</td>
</tr>
<tr>
<td>HED 250</td>
<td>Stress: Awareness, Understanding &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>HED 302</td>
<td>Health Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Electives** — (Choose 2 courses from the following; totaling a minimum of 6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Cr.</th>
<th>Course</th>
<th>Description</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 201</td>
<td>Health Education and Wellness</td>
<td>3</td>
<td>HE 150</td>
<td>Fitness for Living</td>
<td>2</td>
</tr>
</tbody>
</table>

¹ Students will be advised to take ENG 101 and ENG 201
² Students will be advised to take MAT 150
³ Students who have taken BIO 425 (Anatomy & Physiology) have fulfilled this requirement
⁴ Students will be advised to take a MOD LANG course
⁵ Students will be advised to take SPE 100 AND an ART/MUS course
⁶ Students will be advised to take PSY 100
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 270</td>
<td>Health Perspectives of Death &amp; Dying</td>
<td>3</td>
</tr>
<tr>
<td>PSY 283</td>
<td>Psychology of Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>HED 230</td>
<td>Consumer Health Survey</td>
<td>3</td>
</tr>
<tr>
<td>HE 315</td>
<td>Consumer Health</td>
<td>2</td>
</tr>
<tr>
<td>HED 260</td>
<td>Wellness &amp; Cardiovascular Care</td>
<td>3</td>
</tr>
<tr>
<td>HED 210</td>
<td>Critical Health Issues</td>
<td>2</td>
</tr>
<tr>
<td>HED 225</td>
<td>Health Concerns of Women</td>
<td>3</td>
</tr>
<tr>
<td>SOC 161</td>
<td>Health in Urban Communities</td>
<td>3</td>
</tr>
<tr>
<td>Subtotal Curriculum Requirements</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Subtotal Transferred Curriculum Requirements</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

b—free elective credits towards BS degree

### BMCC Credits Transferred to York College Community Health Education

<table>
<thead>
<tr>
<th>Requirement</th>
<th>York College</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>30</td>
</tr>
<tr>
<td>Community Health Education Curriculum Requirements</td>
<td>24</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits Transferred</td>
<td>60</td>
</tr>
</tbody>
</table>

### Remaining Credits for B.S. in Community Health Education at York College

<table>
<thead>
<tr>
<th>Requirement</th>
<th>York College</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>15</td>
</tr>
<tr>
<td>Community Health Education Curriculum Requirements</td>
<td>24</td>
</tr>
<tr>
<td>Free Electives (including Psychology elective)</td>
<td>21</td>
</tr>
<tr>
<td>Total Credits Remaining</td>
<td>60</td>
</tr>
</tbody>
</table>

### D. SENIOR COLLEGE UPPER DIVISION COURSES REMAINING FOR BACCALAUREATE DEGREE

#### General Education Requirements: 42-51 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>From Required Core</td>
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<tr>
<td>World Cultures and Global Issues</td>
<td>From Flexible Core</td>
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<td>U.S. Diversity in its Experience</td>
<td>From Flexible Core</td>
<td>3</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>From Flexible Core</td>
<td>3</td>
</tr>
<tr>
<td>Individual &amp; Society</td>
<td>From Flexible Core</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Remaining General Education Credits: 15

#### Required Community Health Education Discipline Courses: 24 credits

<table>
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<tr>
<th>Course Code</th>
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<th>Description</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HE 201</td>
<td>Foundations of Health and Wellness</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>HE 219</td>
<td>Health Services</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HE 223</td>
<td>Health Behavior</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>HE 224</td>
<td>Laboratory in Health Behavior</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>HE 331WI</td>
<td>Program Planning</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HE 471-474</td>
<td>Field Work</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>HE 481</td>
<td>Organization and Administration of Health Education</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BIO 281</td>
<td>Human Structure and Function</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Total Remaining Community Health Discipline Credits: 24

#### Required Community Health Education Elective Courses: 12 credits
<table>
<thead>
<tr>
<th>Required Psychology Electives: 3 credits (choose 1)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 215 Human Development I: Infancy/Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSY 216 Human Development II: Adolescence/Maturity</td>
<td>3</td>
</tr>
<tr>
<td>PSY 332 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 338 Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Remaining Psychology Elective Credits       | 3 |

<table>
<thead>
<tr>
<th>Free Electives: 24-33</th>
<th></th>
</tr>
</thead>
</table>

| Total Remaining Free Elective Credits | 18 |
E. 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 faculty from each institution's respective departments, selected by their Chairpersons.

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

Each semester York College will provide the Borough of Manhattan Community College 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; d) the aggregate GPA of these enrolled students.

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

This articulation agreement will be publicizing on the Borough of Manhattan Community College's website, and the York College website. Transfer advisers at BMCC will promote this agreement with eligible students.

F. Additional Information (e.g., financial aid, transfer scholarships)

G. Advisor Recommendations

Borough of Manhattan Community College students who plan to transfer into the Bachelor in Science Community Health Education degree program at York College are advised to choose the Program Requirements and Program Electives listed below in order to satisfy the requirements for the Associate of Science degree in Community Health Education at BMCC and to ensure that the maximum number of credits are transferred to satisfy the Community Health Education major requirements at York College. Refer to the college website for a list of the general requirements for the Community Health Education Associate of Science degree.
APPENDIX K

LETTERS OF SUPPORT
September 21, 2012

Dr. Erwin J. Wong
Dean for Academic Programs and Instruction
Borough of Manhattan Community College
199 Chambers Street
New York, NY 10007

Dear Dr. Erwin J. Wong,

It is with pleasure that Coney Island Hospital supports Borough of Manhattan Community College’s proposed Community Health Education Program. Community health education is an area of study that is of great importance to Coney Island Hospital which provides medical care and provides health services specifically designed to prevent chronic diseases to patients from the five boroughs of New York City.

Based on your proposed curriculum, which includes biology, psychology, nutrition, human sexuality, drug and alcohol use, health education, stress management, and health counseling, I am confident that the graduates of this Associate in Science Degree Program, specializing in Community Health Education would be an asset to the workforce.

Your listed coursework, combined with the rigorous field experience built into the proposed curriculum, would qualify the program’s graduates for a number of positions, such as a patient care associate, medical clinical associate, research assistant I, clinical research assistant, clinical research coordinator I. Furthermore, the experiential learning would provide graduates with a competitive advantage. These positions are found among lists of hard-to-fill jobs in healthcare and confirmed by past trends observed at Coney Island Hospital. As one of eleven acute-care hospitals of the NYC Health and Hospitals Corporation, Coney Island Hospital has a crucial need for these skilled and trained workers.

It is with high regard that I enthusiastically support your proposal. The proposed Community Health Education A.S. Degree Program will not only benefit the students at Borough of Manhattan Community College but will also benefit the communities beyond its walls where the need to educate the public to reduce the impact of chronic diseases has never been greater. Once they complete your course of study the students in this program will play key roles in disease prevention and care management in our neighborhoods. With this in mind, Coney Island Hospital supports the Community Health Education Program proposed by the Borough of Manhattan Community College.

If I can be of additional assistance, please do not hesitate to contact me. My direct telephone number is 718-616-3122 and my fax number is 718-616-4122.

Sincerely,

[Signature]

Yung Lee
Director of Training and Staff Development

cc: Phillip Belcastro, PhD, Chair, Health Education
Leslie Rennis, EdD, Deputy Chair, Health Education
Gloria McNamara, PhD, RD, Deputy Chair, Health Education
October 16, 2012

Dr. Erwin J. Wong  
Dean for Academic Programs and Instruction  
Borough of Manhattan Community College  
199 Chambers Street  
New York, NY 10007

Dear Dr. Erwin J. Wong,

It is with pleasure that American Diabetes Association – Greater New York supports Borough of Manhattan Community College’s proposed Community Health Education Program. Community health education is an area of study that is of great importance to institutions like ours that provide health care and services specifically designed to prevent chronic diseases.

Based on the proposed curriculum, which includes biology, psychology, nutrition, human sexuality, drug and alcohol use, health education, stress management, and health counseling, I believe graduates of this Associate in Science Degree Program, specializing in Community Health Education would be an asset to the workforce.

This coursework, combined with the field experience built into the proposed curriculum, would qualify students to serve as volunteers/interns at our institution, gaining valuable transferable skills and networking opportunities. Furthermore, the experiential learning would provide graduates with a competitive advantage.

Thus, the proposed Community Health Education A.S. Degree Program will not only benefit the students at Borough of Manhattan Community College but the community beyond. Chronic diseases continue to rise and health educators are needed in the community to assist in disease management and prevention. With this in mind, the American Diabetes Association – Greater New York supports the Community Health Education Program proposed by the Borough of Manhattan Community College.

Sincerely,

[Signature]

Andrea Maddox-Smith  
Senior Vice President, Key Market East/Field Programs
October 26, 2012

Dr. Erwin J. Wong
Dean for Academic Programs and Instruction
Borough of Manhattan Community College
199 Chambers Street
New York, NY 10007

Dear Dr. Erwin J. Wong,

It is with pleasure that the Young Men's Health Initiative at Columbia University Mailman School of Public Health supports the Borough of Manhattan Community College's proposed Community Health Education Program. Community health education is an area of study that is of great importance to institutions like ours that provide health care and services specifically designed to prevent chronic diseases and to promote the health and well-being of the adolescent and young adult males who use our clinical services. Health education provided in our clinic and in our community partner agencies is a critical component of a holistic approach to health care.

Based on the proposed curriculum, which includes biology, psychology, nutrition, human sexuality, drug and alcohol use, health education, stress management, and health counseling, I believe graduates of this Associate in Science Degree Program, specializing in Community Health Education would be an asset to the workforce. Students prepared in a program such as this is exactly what programs like mine need.

This coursework, combined with the field experience built into the proposed curriculum, would qualify students to serve as volunteers/interns at our institution, gaining valuable transferable skills and networking opportunities. Furthermore, the experiential learning would provide graduates with a competitive advantage. Having your students in our clinic would benefit the students, as well as enhance the health education services we are attempting to provide.

Thus, the proposed Community Health Education A.S. Degree Program will not only benefit the students at Borough of Manhattan Community College but the community beyond. Chronic diseases continue to rise and health educators are needed in the community to assist with disease management and prevention. With this in mind, the Young Men's Health Initiative/Young Men's Clinic at Columbia University Mailman School of Public Health and New York-Presbyterian Hospital support the Community Health Education Program proposed by the Borough of Manhattan Community College.

Sincerely,

Bruce Armstrong, D.S.W., LCSW
Associate Clinical Professor of Public Health
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
Health Education Department
Department Meeting
November 9, 2011
2pm Room N755

Attendees:  P. Belcastro, G. McNamara, S. Aidiniou, S. Hansen, L. Rennis, R. Torres, P. DeFillippo, M. Basile, O. Cousins

Minutes

1) Minutes
   • Approval of October 12 minutes tabled for next meeting.

2) Announcements
   • Teaching observations were due November 4th and have all been completed.

3) Committee Reports
   a) HED Research Committee
      • HED Assessment Report was completed, faculty will be given copies.
   b) Curriculum Committee
      • Death and Dying course syllabus submitted to Dean Wong
      • Report regarding Pathways submitted.
      • CASAC (Credentialed Alcohol Substance Abuse Counseling) Certificate Program was described by Professor DeFillipo. Professor DeFillipo will research further the requirements for a certificate program at BMCC.
      • A Personal Trainer Certificate Program requires strength training to be included in the course work.
      • The letter of intent (LOI) for Community Health Education degree was passed by the BMCC curriculum committee; the next step is to obtain approval from BMCC’s Academic Senate.
      • The LOI for the Gerontology Degree Program has been submitted to Dean Wong.

4) Pathways – General Education
   • HED faculty will continue to teach HED 100 and HED 110. In addition the department discussed an introductory health course for non-natives and creating a course, such as Environmental Health.

5) Old Business
   • Student Evaluations for faculty are due December 11, 2011.

6) New Business
   • Students are invited to participate in the Tobacco Free CUNY Poster Contest.
   • Students are invited to participate in the 5k Run on December 7th.

7) Adjournment
   • Meeting adjourned at 4pm.
City University of New York  
Borough of Manhattan Community College  
Health Education Department  
Department Meeting  
May 9, 2012  
1pm  
Room N755


Minutes

Agenda Item 1: Approval of minutes tabled for meeting of May 16, 2012

Agenda Item 2: Announcements

- Faculty advised to submit to Dr. Belcastro in writing within the coming week their accomplishments in the past year.
- Dr. Belcastro will be conducting annual evaluations by the end of this month.

Agenda Item 3: Committee Reports

- HED Curriculum Committee
  - Letter of Intent for the Community Health Education Degree Program was approved by CUNY Central with minor conditional revisions (additional letters of support requested).
  - A meeting with York College was scheduled for May 17, 2012 to discuss articulation between the proposed joint School Health Education Degree Program of BMCC’s Health Education Department and Teacher Education Department with York College’s School Health Education Program.
  - The Letter of Intent for the Gerontology Degree Program has been forwarded to Dean Wong for approval.

Agenda Item 4: Pathways- General Education

- The Academic Senate of BMCC called for the repeal of the PATHWAYS (Resolution B.I.14) to be adopted on June 27, 2012.
- The BMCC Academic Senate calls upon the Board of Trustees to initiate a new planning process and implementation mechanism for the transfer process.

OLD Business: (not applicable to today’s meeting)

New Business:

- Prepare for HED’s State of Our Nation, Our City’s, Our Students’ Health event.

Adjournment: Meeting adjourned at 2pm.
City University of New York  
Borough of Manhattan Community College  
Health Education Department  
Department Meeting Minutes  
September 12, 2012

Members Present:  
Sophia Aidiniou  
Michael Basile  
Philip Belcastro  
Olivia Cousins  
Patricia DeFilippo  
Lisa Grace  
Sharie Hansen  
Gloria McNamara  
Lesley Rennis  
Yuliya Shneyderman  
Rachel Torres  
Julia Watson

Professor Belcastro convened the meeting.

Approval of Minutes
Professor Watson was appointed secretary during department meetings for this semester.

Introduction of New Faculty
Lisa Grace is returning to the department as a full-time faculty member. Yuliya Shneyderman and Julia Watson are new full-time faculty members.

Some of the new additions to the department have been a result of the onset of sudden illness of some long-standing faculty. It was agreed that some type of "Sunshine Committee" should be started this semester. Professors Aidiniou and DeFilippo will look into collecting money and sending flowers to Professor Nyako, for a speedy recovery, and Dean Wist, for his retirement.

PSC-CUNY Research Awards  
Announcement made that PSC-CUNY grant applications are due December 15, 2012.

Phi Beta Kappa  
An academic honor society for full-time students. Professors are requested to announce in class and encourage their students to apply. Many scholarships are available to members.
Meeting adjourned 4:00pm.
Respectfully submitted
Julia Watson