HUNTER COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH AN INTERDISCIPLINARY PROGRAM IN

HUMAN BIOLOGY

LEADING TO THE
BACHELOR OF ARTS DEGREE

Anticipated Date of Implementation Fall 2013

SPONSORED BY THE DEPARTMENTS OF
ANTHROPOLOGY AND BIOLOGICAL SCIENCES

Approved by

THE HUNTER COLLEGE SENATE

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ABSTRACT (250 words)

Here we are proposing a Human Biology Program. The Human Biology Program is designed to provide students with the ability to analyze and address humanity in a multidisciplinary framework that includes behavioral, cultural, social, and biological approaches. The purpose of this program is to guide students towards an integrated view of humans through a wide array of courses in departments including Anthropology, Biological Sciences, Psychology, Sociology, and Urban Public Health. This integrated view is lacking in any single major or combination of major and minor currently offered. The Human Biology Program accomplishes this integration through its unique structure. Additionally, this major will provide an option for students who may not be able to enroll in their intended major for other reasons. All students in the Human Biology major will take a 19-28 credit “core” of courses, then they will choose one of three 18-credit tracks of courses, and finally take a 3-credit “capstone” course. Graduates of the Human Biology Program will have attained a broad array of integrated knowledge and skills that will allow them to pursue careers or advanced studies in a number of fields, both academic and applied.
1. Purpose and Goals

Among living beings, humans have a unique set of characteristics. We have culture, complex social interactions, and exceptional cognitive faculties. At the same time, humans are a biological species with requirements for life, health, and well-being. As both biological and cultural beings, humans are connected to the rest of nature by the evolutionary process. A complex interplay of social, cultural, and evolutionary factors continues to shape us, leading to the current spectrum of human diversity.

Here we are proposing a Human Biology Program. The Human Biology Program is designed to provide students with the ability to analyze and address humanity in a multidisciplinary framework including behavioral, cultural, social, and biological approaches. The purpose of this program is to guide students towards an integrated view of humans through a wide array of courses in departments including Anthropology, Biological Sciences, Psychology, Sociology, and Urban Public Health.

Human Biology will be excellent preparation for future studies in medicine and the allied health professions. Indeed, as one of our letters of support points out (W. Jungers), it has been argued that evolutionary biology should be a cornerstone of premedical education (Nesse et al. 2010, *PNAS* 107 S1). The Human Biology major will certainly provide critical groundwork for pre-professional studies in the allied health professions, but students may need to take additional courses to fulfill entry requirements for various professional schools or programs. Students in the program that are interested in professional studies or other allied health programs will be encouraged to seek advising from the appropriate pre-professional office. As such, the Human Biology Program will establish close ties with these pre-professional offices at Hunter College. An emphasis on future healthcare-related training for our Human Biology students dovetails well with the fast pace of growth projected for many of these careers, as indicated by the United States Bureau of Labor Statistics (BLS) Outlook Handbook (www.bls.gov/ooh/occupation-finder.htm). The letter from William Jungers, Chair of the Stony Brook University School of Medicine’s admissions committee, is similarly supportive of the Human Biology curriculum as preparation for “diverse careers in biomedical research and healthcare delivery” (see attached). Additionally, the recent external program review of Hunter’s Department of Anthropology expressed enthusiasm about the possibility of a Human Biology Program at Hunter College. The report thought that Human Biology would “attract many new undergraduate students” and “reduce pressure on other departments”.

As noted by the external reviewers, Human Biology will provide a well-rounded background for careers including nutrition, education, environmental management, health education, health care administration, marketing, forensics, research, and animal care and conservation. A recent search of job boards (e.g., Idealist.org) and employers
restricted to the NYC-area generated a large number of employment opportunities for students with skills similar to those graduating with a BA degree in Human Biology. These include educational, research, and administrative positions in places such as museums (American Museum of Natural History), NGOs (Doctors Without Borders), governmental organizations (City of New York), hospitals (Memorial Sloan Kettering Cancer Center), and universities (Yeshiva University). A sample of job advertisements is found in Appendix L. These are solid, interesting, entry-level positions with paths for advancement. Importantly, the search of job sites revealed that our students would have even more employment opportunities available to them with only a modest amount of further training and employment experience. We also have letters of support indicating that our majors would be suitable candidates for employment and/or internship positions from individuals at the Social Sciences Research Council, the Memorial Sloan-Kettering Cancer Center, and the Children’s Hospital and Research Center in Oakland. Naturally, a broader geographic search would generate a much larger number of additional employment leads. Furthermore, as outlined in an attached letter, Susan McCarty, Hunter College’s Director of Career Development Services is very enthusiastic regarding the internship prospects of our Human Biology majors. Director McCarty outlined a number of possible internship sites for Human Biology students. These internship opportunities would likely broaden and strengthen our student’s employment prospects as well. The Human Biology Program Director anticipates working closely with Career Development Services to assist Human Biology students for finding both employment and internship opportunities.

In addition, graduates of the Human Biology Program will have attained a broad array of knowledge and skills that will allow them to pursue advanced studies in a number of academic fields, such as anthropology, biology, human biology, psychology, public health, and sociology.

All letters of support and job advertisements are provided in APPENDIX L.

Hunter Faculty Interests and Commitment

Perhaps one of the most critical aspects of the proposed Human Biology Program is the manner in which it unifies and builds on existing faculty strength at Hunter College. At the core of this proposed program is the physical anthropology faculty. Physical anthropology at Hunter College is composed of four faculty members with significant research and teaching interests in human biology and related fields. These anthropology faculty train students in and conduct research on human and primate nutrition, anatomy, genetics, paleontology, energetics, and ecology. These faculty are committed to the success of this program. Another significant strength lies within the departments of Biological Sciences and Psychology, where the faculty train large numbers of students. Biological Sciences, for example, has an excellent series of introductory biology courses taught by existing tenure-line faculty. Some of these
departments have already established relationships over curricula (e.g. bioinformatics, behavioral neuroscience). Chairs of participating departments have been consulted and are supportive of this proposal.

National Trends

“Human Biology” has recently emerged as an important and attractive major program at many leading universities. Human Biology programs differ from traditional biology programs in a few key ways. Foremost, these programs are concerned with biological questions that involve humans. In addition, most Human Biology programs holistically consider humans as whole biological organisms within a broader social, cultural, and environmental context. In addition, these programs explore the interdependence of humans and the natural world. The premier Human Biology program is at Stanford, where the mission is to link “biological, behavioral, social, and cultural perspectives” on humans. While Stanford’s program has a relatively long history, new programs in Human Biology are cropping up across the country. At the new UC Merced campus, a Human Biology major was instituted. Indiana University recently graduated their first class of Human Biology majors. In addition, Cornell University’s Division of Nutritional Sciences has a Human Biology, Health, and Society major and the University at Albany (SUNY) has a Program in Human Biology. Harvard University recently organized a new department of Human Evolutionary Biology. As we show, our faculty strengths and student interest in both the natural and social sciences will allow Hunter College to join these other campuses in offering a similar program. Therefore, we choose to title this program “Human Biology” both to emphasize the similarity to the other multidisciplinary Human Biology programs across the country and also to differentiate this major from the existing majors at Hunter College.
2. Need and Justification

There are two main reasons that Human Biology is poised to be an exceptionally important major at Hunter College.

First, a Human Biology program builds on our current strength in the sciences, expands our strength in the social sciences, and links departments together in an exciting, intellectually cohesive framework. Students currently interested in organismal biology, human evolution, and related fields do not have a major that is tailored to their needs, despite the fact that Hunter has faculty strength in these areas. At Hunter, the Biology major does not have a significant organismal or evolutionary component. In addition, the Hunter Anthropology major does not give students the option to specialize in physical anthropology or take extensive coursework in biology or other departments. Students interested in these areas will be attracted to a Human Biology Program. A Human Biology student with these interests would be well prepared to pursue graduate studies in physical anthropology, biology, human biology, psychology, etc. As described in the next section, a large proportion of Hunter College students in related fields express interest in Human Biology as a major.

Second, there is a need at Hunter to serve our students interested in pre-professional programs in the fields of health (hereafter referred to as pre-professional students) with a more holistic view of humans. Because Human Biology examines humans at the level of the “whole organism,” it is directly relevant to students interested in human health. Our Human Biology Program will include courses ranging from human anatomy to human nutrition to human gender. Currently, a pre-professional student is able to take courses in all of these areas, but they would likely be an addition to their major requirements, placing undue burden upon them. In addition, such a course of study would lack pedagogical and scholarly cohesion. The Human Biology Program will unify courses such as these into a coherent, intellectually rigorous major with a “capstone course” experience. We anticipate that this multidisciplinary major will be very attractive to students interested in health related fields.

Third, the Human Biology Program provides an attractive option for pre-nursing students who are not accepted into Hunter’s nursing program. Currently, approximately 350 pre-nursing students take their prerequisite courses their first year. During this period, they apply to the nursing program, and by the end of the year, 100 students are accepted into the program. The remaining 250 students either withdraw from Hunter or attempt another major. Those who attempt another major often have a delayed graduation due to the fact that the nursing prerequisite courses can only be used for the nursing degree—in fact institutional research shows that less than 40% of prenursing students who are not admitted to the nursing earn a Hunter degree. The
Human Biology Program incorporates many of the nursing prerequisite courses (e.g., CHEM100/101/120/121 and STAT113). This, along with its focus on health, make it an appealing major for those students who do not enter directly into the Hunter nursing program. This would have the effect of increasing student retention and decreasing time to graduation for these students. Furthermore, we anticipate that the Human Biology program will expand our students' horizons in novel ways beyond a sole focus on pre-medical or pre-nursing preparation.
3. Student Interest/Enrollment

Evidence for student interest in the program derives from a number of sources. One group of interested students would be those interested directly in human biology. These students now have options within anthropology, biology, and psychology majors, though none of these majors are a perfectly suitable choice for students interested in human biology. Another source of students are those interested in evolutionary or organismal biology. At Hunter, there is not a track within the Department of Biological Sciences that focuses on evolution. Students interested in evolutionary biology would be well suited to the Human Biology major. Finally, the largest student group that we predict to be interested in the major is the pre-professional contingent. Often, these students major in biology or other sciences. Pre-professional students will be both interested in, and well served by, a major that blended life and social sciences, specifically in approaching humans.

We gauged student interest in the proposed Human Biology major by polling 10,000 Hunter College students in Human Biology-related majors (including Biology, Chemistry, Psychology, Nursing, and Anthropology) and those with an interest in pre-health professions. There was a response rate of approximately 10% (920 students respondents) and no consideration was given to sampling methods.

The vast majority of respondents expressed an interest in a Human Biology major. Seventy four percent of the student respondents were ‘very’ or ‘somewhat’ interested in declaring a Human Biology major (Figure 1). A similar proportion (69%) said that they would be ‘somewhat’ or ‘very’ likely to declare Human Biology, if they were unable to declare their intended major (Figure 2).

![Figure 1](image1.png)  
**Figure 1**  
How interested would you be in declaring a Human Biology major?

![Figure 2](image2.png)  
**Figure 2**  
If for any reason you were unable to declare your intended major, how likely would you be to declare a Human Biology major?
Although these numbers are not necessarily predictive of the numbers of students who will choose Human Biology as a major, the results are indicative of a considerable interest among respondents for a Human Biology major at Hunter College.

We also assessed which Tracks engendered the most interest among students most interested in Human Biology. Considering the ‘somewhat’ and ‘very’ interested students, the most popular first choice track was Mind, Body, and Health. The most popular second choice was Human Evolution and Variation (Figure 3). These track choices were the same for those of students “somewhat” and “very” likely to declare Human Biology if they were unable to declare their intended major (Figure 4).

![Figure 3](image1)

![Figure 4](image2)

Although it is difficult to predict precisely the number of future majors in Human Biology, we used the current number of pre-professional students to estimate a target enrollment. Currently, there are approximately 1200 pre-professional students at Hunter. Assuming that 25% of the pre-professional students have not yet chosen their major, we estimate that 3-15% of these students may declare a Human Biology major in the first year of its offering. In addition, we estimate that the major may draw another 3-12 pre-professional students who would not otherwise have attended Hunter College. That would constitute a major of 15 students in Year 1 (Table 1—following page). If we added 50% each year, the major would grow to 76-304 students by Year 5. Aside from the pre-professional students, other students will join the major, for example those interested in organismal biology or environmental science. If 3-12 such existing students and 2-4 new students joined the major in Year 1, and this grew by 10 students per year, this would be an additional 50-60 students by Year 5. These students would be those who are interested in human biology, organismal biology, or other fields. This predicts about 25-80 majors during Year 1, and 95-310 by Year 5, factoring in graduation of the entire class from Year 1. While it is difficult to predict attrition rates, our estimate
is 10% after Year 1. For all calculations in the Appendices, the midpoint of the range was used.
As no other Human Biology Programs exist within CUNY, there are no duplication issues.
4. Curriculum

Overview

The Human Biology major will have three key components: A) a core sequence of courses, B) a choice of three tracks, and C) a capstone seminar. This totals 40-49 credits. The rationale for this curriculum is to prepare students with a solid background in human biology, biology, and statistics; allow students to develop a strength in a particular track; and to re-engage students from the different tracks in a capstone seminar. Here we describe these three components in more detail:

A) Core Sequence (19-28 credits): This will include 1) an introduction to the major titled The Human Species (ANTHP 105), 2) one year of biology, and 3) statistics. Note that we expect that most students interested in STEM majors will be prepared for pre-calculus and can therefore place out of MATH 101.

B) One of Three Possible Tracks* (18 or more credits): These are: 1) Body, Mind, and Health (a mix of biology, psychology, and health sciences courses); 2) Human Evolution and Variation (physical anthropology and some biology courses); and 3) Human Organizations (a mix of cultural anthropology, psychology, and sociology courses). In each track, 9 of the 18 credits must be at the 300+ level. The 18 credits must come from more than one department.

C) The Human Biology Senior Capstone, HMBIOL 401 (3 credits): This will be a new capstone course for advanced Human Biology majors that will have students from all tracks together in one classroom. These students, from the different tracks, will work in groups to discuss difficult issues and problems relating to human biology, with each student providing different perspectives based on the track they followed.

Students will be required to meet a GPA requirement of 2.5 in this Core Sequence to declare the major. Transfer students will be required to take ANTHP105 and receive a C or better to declare the major.

Optionally, students can register for independent study (HMBIOL 402) or internship (HMBIOL 403). These credits are not counted toward credits within the tracks and as such, they are optional for completion of the Human Biology major. However, to graduate “with honors,” 3 credits from either HMBIOL 402 or HMBIOL 403 are required, in addition to an overall GPA ≥3.0 and in Human Biology major course GPA ≥3.5.
**Expected outcomes for the major and for each proposed track**

The Human Biology major will provide students with a unique curriculum. Students will take courses in lab science, social science, and statistics. As such Human Biology students will receive training in both the social and natural sciences. In addition, students will collaborate and share knowledge across this multidisciplinary major in a capstone course. As such, our expected outcomes for all majors includes knowledge of general biological principles and how they relate to humans; and understanding of both quantitative and qualitative data and how they are collected and analyzed; and an ability to understand the causes and effects of biological issues that effect humans. This set of knowledge and skills will serve students well for a range of future careers and educational paths, including graduate school in the sciences or social sciences; medical, public health, and allied health graduate training; careers in natural or social sciences research and related fields.

Each of these three tracks provides a cohesive curricular path for students. These tracks both respond to student interest and also prepare students for particular future outcomes.

As its name suggests, the Body, Mind, and Health track emphasizes biological knowledge within the context of human biology. This track has coursework that address how social factors have an impact on humans and human health. This track will be advantageous for students interested in health-related fields or biological research. These students will be prepared for future training in the health professions or biological research, though they may need additional coursework for specific careers (e.g., a pre-med student would need additional chemistry and physics courses). This track will prepare students for training in medical fields (e.g. medicine or nursing), public health, allied health professions (e.g. physical therapy), biotechnology, or other health research. Our Track 1 Human Biology majors will have a unique advantage in these fields because they will have skills and knowledge from biology, but also they will have skills from a range of appropriate natural and social sciences coursework that places human biology into a broader context. In addition, the capstone experience will provide these students with the unique perspective of understanding biological issues in a broader social context.

The Human Evolution and Variation track (Track II) emphasizes humans as an evolved species that is part of the natural world. As such, this track includes many physical anthropology courses, including those that consider humans within the context of broader issues in primatology and evolutionary biology. This track will position students well for advanced study in organismal biology and evolution. We expect student outcomes to include PhD programs in evolution biology or anthropology, leading to careers in academia and/or biological research. Given the emphasis on coursework such as Human Anatomy and Human Genetics, this track will also prepare students for training in medical fields (e.g. medicine or nursing) and allied health
professions. Our Track 2 Human Biology majors will have a unique advantage in these fields because they will have skills and knowledge from both the traditional field of physical anthropology, but with additional lab sciences coursework in biology and quantitative training in statistics (and also potentially in chemistry). As such, this major will prepare students will for graduate training in both biology and anthropology departments. In addition, the capstone experience will provide these students with the unique perspective of understanding complex evolutionary issues in a broader biological and social context.

The Human Organizations track (Track III) emphasizes coursework in social phenomena. Students in this track will have taken coursework in biology as preparation, and these courses are designed to prepare students to pursue careers and advanced study in multidisciplinary fields where biological and social/cultural phenomena interact in humans. We expect student outcomes to include PhD programs in social sciences and/or interdisciplinary programs. This track will also provide a unique training for students in the health professions. This major will be especially useful for careers where biological and medical issues are linked or related to complex human social phenomena. As such, this track will prepare students for training in medical fields (e.g. medicine or nursing), public health, and related fields. Our Track 3 Human Biology majors will have a unique advantage in these fields because they will have skills and knowledge from both lab and social sciences. In addition, the capstone experience will provide these students with the unique perspective of understanding complex social issues in a broader biological context.

Note: Although these tracks do not overlap in large part, some courses are appropriate for more than one track. For example, Human Anatomy (ANTHP306) is in both the Body, Mind, and Health and Human Evolution and Variation tracks. This course is an important and appropriate choice for both tracks. In both tracks, students will be well served by understanding human anatomy, either for the sake of understanding health related issues or for understanding the evolution of human form. As the major progresses, Faculty Committee will review the courses in each track as discussed below. If course assessments indicate that students would benefit from additional competencies or courses specifically directed at particular topics, we would add such courses. One possible addition to the major would be another common course on methods and/or research design.

The following pages detail the specifics of the curriculum, complete with courses, course numbers, new courses, credit hours, and course prerequisites.
A) Core Requirements: 1 Intro to Major Course, 2 Biology Sequence, & 3 Statistics Course (19-28 Credits, Depending on Choices and Math Exam Placement):

### THE CORE SEQUENCE OF THE HUMAN BIOLOGY MAJOR

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>PREREQS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Queensborough Community College Equivalent</td>
</tr>
</tbody>
</table>

#### 1 Take the Introductory Course to the Major (3 credits)

| Intro to Major | ANTHP 105 | The Human Species | 3 |

#### 2 Choose ONE Biology Sequence (BIO 100/102 or BIO120/122) with Pre/Corequisites (13 – 18 credits)

<table>
<thead>
<tr>
<th>Principles of Biology Sequence</th>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>PREREQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Principles of Biology I</td>
<td>4.5</td>
<td>CHEM 102 &amp; MATH 125 or appropriate score on placement exam</td>
<td>BI 201</td>
</tr>
<tr>
<td>BIO 102</td>
<td>Principles of Biology II</td>
<td>4.5</td>
<td>BIOL 100</td>
<td>BI 202</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>General Chemistry 1</td>
<td>4</td>
<td>MATH 125, 126 or equiv. better in MATH 101 or appropriate score on placement exam</td>
<td>MA 260</td>
</tr>
<tr>
<td>MATH 125 (OR placement exam)</td>
<td>Precalculus</td>
<td>4</td>
<td>CHEM 100, 101; Coreqs: CHEM 120, 121</td>
<td>BI 301</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BI 302</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CH 127</td>
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<td></td>
<td></td>
<td>CH 128</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>Anatomy &amp; Physiology Sequence</th>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>PREREQS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Anatomy &amp; Physiology I</td>
<td>4.5</td>
<td>CHEM 100, 101; Coreqs: CHEM 120, 121</td>
<td>BI 301</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Anatomy &amp; Physiology II</td>
<td>4.5</td>
<td>BIOL 120</td>
<td>BI 302</td>
</tr>
<tr>
<td>CHEM 100</td>
<td>Essentials of General Chemistry Lecture</td>
<td>3</td>
<td>CHEM 120</td>
<td>CH 127</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Essentials of General Chemistry Laboratory</td>
<td>1.5</td>
<td>prereq or coreq: CHEM 100</td>
<td>CH 127</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Essentials of Organic Chemistry Lecture</td>
<td>3</td>
<td>prereq: CHEM 100</td>
<td>CH 128</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>Essentials of Organic Chemistry Lab</td>
<td>1.5</td>
<td>prereq: CHEM 101 prereq or coreq:CHEM 120</td>
<td>CH 128</td>
</tr>
</tbody>
</table>

**3 Choose ONE Statistics course (STAT 113 or STAT 213) (3-7 credits)**

<table>
<thead>
<tr>
<th>STAT 113</th>
<th>Elementary Probability and Statistics</th>
<th>CREDITS</th>
<th>PREREQS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary Probability and Statistics</td>
<td>3</td>
<td>MATH 101 or appropriate score on placement exam</td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>STAT 213</th>
<th>Introduction to Applied Statistics</th>
<th>CREDITS</th>
<th>PREREQS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Precalculus</td>
<td>4</td>
<td>MATH 125 or appropriate score on placement exam. grade of C or better in MATH 101 or appropriate score on placement exam</td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF CREDITS IN CORE = 19 - 28**
B) Choose ONE of the following THREE Tracks and complete 18 credits of coursework within that track (9 of the 18 credits must be at the 300+ level. The 18 credits must come from more than one department):

### THE TRACKS

#### Track I: Body, Mind, & Health

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Relevant Prerequisites</th>
<th>QCC Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHP 302†</td>
<td>Human Genetics</td>
<td>3</td>
<td>SATISFIED BY ANTHP105 in CORE</td>
<td></td>
</tr>
<tr>
<td>ANTHP 305*</td>
<td>Evolution of the Human Skeleton</td>
<td>3</td>
<td>SATISFIED BY ANTHP105 in CORE</td>
<td>BI 235</td>
</tr>
<tr>
<td>ANTHP 306*</td>
<td>Human Anatomy</td>
<td>3</td>
<td>SATISFIED BY ANTHP105 in CORE</td>
<td></td>
</tr>
<tr>
<td>BIOL 125</td>
<td>Human Biology</td>
<td>4.5</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>BIOL 150</td>
<td>CSI: Hunter</td>
<td>4.5</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>BIOL 220</td>
<td>Topics in Genetics and Evolution</td>
<td>3</td>
<td>BIOL 100 or equivalent</td>
<td></td>
</tr>
<tr>
<td>BIOL 250W</td>
<td>Current Topics in the Biosciences</td>
<td>3</td>
<td>ENGL 120 or equiv, 2 sems intro lab</td>
<td></td>
</tr>
<tr>
<td>BIOL 304</td>
<td>Environmental Microbiology</td>
<td>3</td>
<td>BIOL 100, 102, 200 or perm instr.</td>
<td></td>
</tr>
<tr>
<td>BIOL 376</td>
<td>Endocrinology</td>
<td>3</td>
<td>BIOL 202 or perm instr.</td>
<td></td>
</tr>
<tr>
<td>COMHE 303</td>
<td>Social Structure &amp; Health</td>
<td>3</td>
<td>Perm instr.</td>
<td></td>
</tr>
<tr>
<td>COMHE 306</td>
<td>Social Disparities of Health</td>
<td>3</td>
<td>Perm instr.</td>
<td></td>
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<tr>
<td>COMHE 328</td>
<td>Public Health Biology</td>
<td>3</td>
<td>Perm instr.</td>
<td></td>
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<tr>
<td>COMHE 330</td>
<td>Principles of Epidemiology</td>
<td>3</td>
<td>Perm instr.</td>
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<tr>
<td>COMHE 405</td>
<td>Health Care Systems &amp; Health Policy</td>
<td>3</td>
<td>Perm instr.</td>
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<tr>
<td>NFS 131</td>
<td>Food Science I</td>
<td>3</td>
<td>None</td>
<td></td>
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<tr>
<td>NFS 141</td>
<td>Nutrition</td>
<td>3</td>
<td>None</td>
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<tr>
<td>NFS 332</td>
<td>Cultural Aspects of Food and Nutrition</td>
<td>3</td>
<td>NFS 131, 141, ANTHP101, SOC 101</td>
<td></td>
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<tr>
<td>PHIL 254</td>
<td>Ethical Issues in Biology &amp; Med. Care</td>
<td>3</td>
<td>1 course in Philosophy</td>
<td>SS 640</td>
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<tr>
<td>PSYC 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>None</td>
<td>SS 510</td>
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<tr>
<td>PSYC 170</td>
<td>Psychology of Human Sexuality</td>
<td>3</td>
<td>PSYC 100</td>
<td></td>
</tr>
<tr>
<td>PSYC 180</td>
<td>Brain and Behavior</td>
<td>3</td>
<td>PSYC 100</td>
<td>SS 580</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Child Development</td>
<td>3</td>
<td>PSYC 100</td>
<td></td>
</tr>
<tr>
<td>WGS 251/HED 201</td>
<td>Women and Health</td>
<td>3</td>
<td>None</td>
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</table>

or Track II: Human Evolution and Variation

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Relevant Prerequisites</th>
<th>QCC Equivalent</th>
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<tbody>
<tr>
<td>ANTHP 101</td>
<td>Intro to Physical Anth: Human Evolution</td>
<td>4</td>
<td>None</td>
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</tr>
<tr>
<td>ANTHP 102</td>
<td>Intro to Physical Anth: Human Variation</td>
<td>4</td>
<td>None</td>
<td></td>
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<tr>
<td>ANTHP 210*</td>
<td>Biology of the Living Primates</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTHP 301</td>
<td>Human Fossil Record</td>
<td>3</td>
<td>ANTHP 101, 102, or equiv.</td>
<td></td>
</tr>
<tr>
<td>ANTHP 302†</td>
<td>Human Genetics</td>
<td>3</td>
<td>SATISFIED BY ANTHP105 in CORE</td>
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<tr>
<td>ANTHP 305*</td>
<td>Evolution of the Human Skeleton</td>
<td>3</td>
<td>SATISFIED BY ANTHP105 in CORE</td>
<td>BI 235</td>
</tr>
<tr>
<td>ANTHP 306*</td>
<td>Human Anatomy</td>
<td>3</td>
<td>SATISFIED BY ANTHP105 in CORE</td>
<td></td>
</tr>
<tr>
<td>ANTHP 310</td>
<td>Primate Ecology</td>
<td>3</td>
<td>ANTHP101, 102, BIOL100, or 102</td>
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</tr>
<tr>
<td>ANTHP 311&amp;</td>
<td>Primate Evolution</td>
<td>3</td>
<td>ANTHP 101 or perm instr.</td>
<td></td>
</tr>
<tr>
<td>ANTHP 312†</td>
<td>Primate Evolutionary Genetics</td>
<td>3</td>
<td>SATISFIED BY ANTHP105 in CORE</td>
<td></td>
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<tr>
<td>ANTHP 316†&amp;</td>
<td>Human Evolutionary Adaptation</td>
<td>3</td>
<td>SATISFIED BY ANTHP105 in CORE</td>
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<tr>
<td>ANTHP 318*</td>
<td>Primate Nutrition</td>
<td>3</td>
<td>SATISFIED BY ANTHP105 in CORE</td>
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<tr>
<td>BIOL 125</td>
<td>Human Biology</td>
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<tr>
<td>BIOL 220</td>
<td>Topics in Genetics and Evolution</td>
<td>3</td>
<td>BIOL 100 or equivalent</td>
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<tr>
<td>BIOL 322</td>
<td>Evolution</td>
<td>3</td>
<td>BIOL300</td>
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<td>PSYC 160</td>
<td>Evolution and Behavior</td>
<td>3</td>
<td>PSYC 100</td>
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<tr>
<td>PSYC 225W</td>
<td>Ethology: Animal Behavior</td>
<td>3</td>
<td>PSYC 100 + 3 add PSYC creds</td>
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or Track III: Human Organizations

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Relevant Prerequisites</th>
<th>QCC Equivalent</th>
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</thead>
<tbody>
<tr>
<td>ANTHC 101</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>ANTHC 126</td>
<td>Intro to Prehistoric Arch</td>
<td>3</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>ANTHC 127</td>
<td>Field Methods in Arch</td>
<td>3</td>
<td>ANTHC 126 or perm instr.</td>
<td></td>
</tr>
<tr>
<td>ANTHC 232</td>
<td>Arch. of South America &amp; the Caribbean</td>
<td>3</td>
<td>ANTHC 126 or perm instr.</td>
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<tr>
<td>ANTHC 301</td>
<td>Gender in Anthropological Perspective</td>
<td>3</td>
<td>ANTHC 101 or perm instr.</td>
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</tr>
<tr>
<td>ANTHC 305</td>
<td>Psychological Anthropology</td>
<td>3</td>
<td>ANTHC 101</td>
<td></td>
</tr>
<tr>
<td>ANTHC 308</td>
<td>Human Ecology</td>
<td>3</td>
<td>ANTHC 101 or perm instr.</td>
<td></td>
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<tr>
<td>ANTHC 309</td>
<td>Countryside and City</td>
<td>3</td>
<td>ANTHC 101 or perm instr.</td>
<td></td>
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<tr>
<td>ANTHC 312</td>
<td>Anthropologic. Approaches to Sexuality</td>
<td>3</td>
<td>ANTHC101</td>
<td></td>
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<tr>
<td>ANTHC 315</td>
<td>Applied Anthropology</td>
<td>3</td>
<td>ANTHC 101</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
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<td>---------</td>
<td>----------------------------------------------------</td>
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</tr>
<tr>
<td>ANTHC 327</td>
<td>Prehistoric Cultural Ecology</td>
<td>3</td>
<td>ANTHC 126</td>
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<tr>
<td>GEOG 241</td>
<td>Population Geography</td>
<td>3</td>
<td>GEOG 101 or 150</td>
<td></td>
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<tr>
<td>PSYC 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>PSYC 170</td>
<td>Psychology of Human Sexuality</td>
<td>3</td>
<td>PSYC 100</td>
<td></td>
</tr>
<tr>
<td>PSYC 190</td>
<td>Development of Gender Roles</td>
<td>3</td>
<td>None</td>
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<tr>
<td>PSYC 230</td>
<td>Social Psychology</td>
<td>3</td>
<td>PSYC 100 + 3 add PSYC creds</td>
<td></td>
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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SOC 201</td>
<td>The Family</td>
<td>3</td>
<td>SOC 101</td>
<td></td>
</tr>
<tr>
<td>SOC 217</td>
<td>Race and Ethnicity</td>
<td>3</td>
<td>SOC 101</td>
<td></td>
</tr>
<tr>
<td>SOC 251</td>
<td>Interpersonal Behavior</td>
<td>3</td>
<td>SOC 101</td>
<td></td>
</tr>
<tr>
<td>SOC 257</td>
<td>Sex and Gender Roles</td>
<td>3</td>
<td>SOC 101</td>
<td></td>
</tr>
<tr>
<td>SOC 301</td>
<td>Medical Sociology</td>
<td>3</td>
<td>SOC 101</td>
<td></td>
</tr>
<tr>
<td>SOC 307</td>
<td>Migration</td>
<td>3</td>
<td>SOC 101</td>
<td></td>
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<tr>
<td>SOC 311</td>
<td>Population Dynamics</td>
<td>3</td>
<td>SOC 101</td>
<td></td>
</tr>
<tr>
<td>SOC 317</td>
<td>Class, Status and Power</td>
<td>3</td>
<td>SOC 101</td>
<td></td>
</tr>
<tr>
<td>SOC 361</td>
<td>Development and Modernization</td>
<td>3</td>
<td>SOC 101</td>
<td></td>
</tr>
</tbody>
</table>

C) Complete Human Biology Senior Capstone (HMBIO 401)* (3 Credits)

OPTIONAL COURSES:
Independent Study (HMBIO402*) (1-3 Credits)
Internship (HMBIO 403*) (1-3 Credits)
(These do not count towards the credits listed above.)

“HONORS” REQUIREMENTS:
Complete Independent Study (HMBIO402*) (3 Credits) or Internship (HMBIO 403*) (3 Credits)
AND
Overall GPA 3.0 or higher AND Human Biology Major GPA 3.5 or higher.

* these are new courses with proposals attached to the current document.
& these are courses with routine changes attached to the current document.
† these are courses with substantive changes attached to the current document.
Articulation Agreements

The Human Biology Program has an articulation agreement with Queensborough Community College. We look forward to working with QCC to promote the articulation between our programs. The articulation agreement is found in Appendix K.
5. Cost Assessment

The necessary and required estimated costs of this program relate to ongoing administrative and teaching needs for a successful major. Teaching needs will include an annual budget for staffing the Human Biology Senior Capstone course (HMBIO 401). Administrative costs of this program include that of an assistant, who will be critical to work on some of the following tasks: compiling and coordinating courses throughout the different departments that contribute to the Human Biology major, compiling information on Human Biology majors, coordinating publicity and events for the program, overseeing technology and web presence, assisting the program director, and other related tasks. Course release for the program director is an additional cost. The program director will meet and advise Human Biology majors, coordinate meetings with participating faculty among the different departments to discuss matters related to the Human Biology major, coordinate the Human Biology Senior Capstone course, meet with the Hunter administrators as required, assist in publicity for the Human Biology major, participate events related to the Human Biology major, assist in the training of the peer mentors, and other related tasks. Part of the budget is for adjunct replacements for departments who teach the capstone course, and are therefore not teaching in their department for that course. In addition, the faculty “specialists” participating in the capstone course will each receive research funds. These are not included in the tax-levy budget analysis below.

Like all majors, the Human Biology program plans to carefully advise and mentor its students. To achieve this, we plan to include a laddered approach to advisement that includes both a faculty advisor and student ‘peer’ or ‘laddered’ mentors. We therefore include College Assistantships for ‘peer mentors’ in the budget. We envision an annual cohort of 3 peer mentors, one from each of the three different Human Biology tracks. We plan to recruit peer mentors who are active and experienced members of the Human Biology major, active members of the Hunter student body, and active in research at Hunter. These peer mentors will have a number of important functions. First, these peer mentors will act to mentor other Human Biology majors on issues such as course selection, research opportunities, and perhaps tutoring. Second, these peer mentors will serve as both informal and formal ambassadors of the program, meeting with potential majors in structured formats and perhaps in other meetings at the College. Third, these peer mentors will serve as role models for other students in the Human Biology major. Finally, these peer mentors will help to build a Human Biology community at Hunter, hopefully creating a sense of student ownership of the major and the community. While some of these mentoring tasks will also be accomplished by the program director, we feel that having students involved in the mentoring process is critical because peer mentoring, joined with traditional mentoring, is likely to reach a larger pool of students. Such a structure is likely to increase student
recruitment to the program and retention within the program, as well. We anticipate each peer mentor participating as a peer mentor for approximately 3 hours per week. The faculty advisor will be responsible for working with students on preparing their academic plans, meeting their academic goals, and mentoring students on other aspects of the Human Biology program. Initially, we expect this role to be filled by the Director of the program. However, with the planned growth of the major, this role will likely become too large for one faculty member. Therefore, we suggest the addition of an additional faculty advisor in year three, once the number of majors is projected to grow significantly beyond 50 students. Currently, this is budgeted as a course release for an additional faculty member beginning in year 3.

The Director of the program plans to conduct an assessment on the efficacy of our peer mentoring and faculty advising practices. The Director of the Human Biology Program anticipates working closely with Hunter’s Director of Assessment on this endeavor.

For year one we have budgeted $1,000 for promotional events and materials for the major. In addition to this, we feel that a seminar series is an important factor in the success and visibility of the program. Invited speakers will expose our students to high-level research by nationally recognized scholars in the field. The Director plans to apply annually to the Dean’s office for support for this initiative. We anticipate an annual request of $1,000-2,000.

In total, the program’s annual budget in the years 1-2 is estimated at $26,232, $34,732 in years 3-4, and $40,232 in year 5 and subsequent years. These increases track the planned growth of the program, as student demand and administrative duties increase (see table below). In years 1-2, no budget is requested for course releases for teaching the capstone course, in years 3-4 one course release is budgeted for the capstone course and an additional faculty advisor is budgeted, in year 5 and onward an additional course release is budgeted for the capstone course.

Senior administration has committed to provide funding for at least the first five years of this Program. Our novel, highly multidisciplinary Human Biology program would enable Hunter to apply for programmatic grants, thus generating revenues to support the program and its students. A Human Biology program could make Hunter more attractive for NIH programs such as the NIH’s MARC/MBRS. Similarly, the evolutionary and social science aspects of the Human Biology program will enable Hunter to apply to additional programs through agencies such as the NSF. This program may also have potential to attract funding from private foundations. Furthermore, we anticipate Human Biology to be a novel and desirable option for many different students, such as those students interested in organismal biology, who might otherwise leave Hunter College. For these reasons, we believe that the Human Biology Program will thereby increase overall tuition revenue as well as retention and graduation rates at Hunter. See Appendices for further information.
A. Faculty

One of the strengths of the Human Biology Program is that it will draw entirely on our existing faculty. The faculty is from the departments of Anthropology, Biological Sciences, Philosophy, Psychology, Sociology, and Urban Public Health. See the list that follows this paragraph (faculty CVs are available upon request). Because of Hunter’s existing strength in these areas, no new faculty will be required to implement a Human Biology major. Naturally, if Human Biology proves to be an exceptionally popular major, it may be required, in future, to revisit the needs of the students and the Program. At this time, we do not anticipate the need for adjuncts to staff any additional courses to serve the Human Biology program. Nearly all of the courses for the program already exist and are currently taught by faculty in their departments. The new introductory course (The Human Species, ANTHP 105) will fulfill the Life and Physical Sciences core requirement. Therefore, this course will not draw faculty resources away from the Anthropology Department. Only the capstone course is designed with exclusively program participants in mind and will thereby take a limited number of faculty from their usual courses. Thus, funds for course release will be required for the departments providing those faculty members (addressed later in “Cost Assessment”).

List of Departments

Full-Time Faculty Participants – Academic Interests

Anthropology
- Baden – primate social behavior and genetics
- Edelman – rural development
- Clemente – linguistics
- Gilbert – human and primate anatomy and paleontology
- McGovern – archaeology
- Pontzer – human and primate energetics and biomechanics
- Rothman – primate nutrition and ecology
- Steiper – human and primate genetics
- Susser – medical anthropology

Biological Sciences
- Brazill – cancer
- Persell – evolution
- Angulo – drugs and the brain
- Bargonetti – cancer
- Foster – cancer
- Raper – infectious disease
Philosophy
Garson – philosophy of biology

Psychology
Braun – sensory function
Defour – personality
Dennis – developmental psychopathology
Flores – cognitive development
Golub – health behavior
Harding – behavioral endocrinology
Huselid – social identification and health/academic achievement
Miranda – adolescent depression
Parsons – adolescent development and risk taking
Prasada – language acquisition
Striano – infant development
Valian – sex differences in cognition and achievement

Sociology
Chin – immigration, race, and ethnicity
Chito-Childs – race, gender, and sexuality
DeGloma – culture, cognition, memory, symbolic interaction, and sociological theory

Urban Public Health
Daniels – race, inequality, health, technology
Dowd – stress, immunity socioeconomic status and disease
Gaba – nutrition and neurological disease
Isaac – race, neighborhoods, social disparities of health
Navder – metabolic regulation of lipids and alcohol
Schooling – effects of social & historical forces over the life course on disease risk
Spark – pediatric nutrition, eating disorders
Yeh – weight management

B. Facilities and Equipment

A Human Biology Program office will be required. This office will contain all materials related to the program, and provide space for the ‘peer mentors,’ a part time assistant, and the Program Director. The Anthropology Department has identified a space that can be used for this purpose. Costs for outfitting this space (painting, furniture, cabinets, computer, software, and printer) are estimated at $8,000.
C. Library and Instructional Materials

Materials for two new courses (Human Anatomy, ANTHP306; and The Human Species, ANTHP105) are needed. These include multiple anatomical models, casts, and measuring devices. These items will cost $15,000 for ANTHP306 (15 Models * 4 of each model for the teaching laboratory) and $6,035 for ANTHP105 (pedometers, casts, calipers, grip testers).

D. Budget Tables

**Required One Time Costs for Human Biology Program**

<table>
<thead>
<tr>
<th>Facilities and Equipment</th>
<th>Cost</th>
</tr>
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<tbody>
<tr>
<td>Office renovation (painting, desks, cabinetry)</td>
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</tr>
<tr>
<td>Computer, software, &amp; printer</td>
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</table>

**Library and Instructional Materials**

<table>
<thead>
<tr>
<th>Materials</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials for Human Anatomy, ANTHP306</td>
<td>$15,000</td>
</tr>
<tr>
<td>Materials for The Human Species, ANTHP105</td>
<td>$6,035</td>
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</tbody>
</table>

**Total** $29,035

**Annual Budget Costs for Human Biology Program**

**Years 1 & 2**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Part time administrative and technology coordinator</td>
<td>$11,232</td>
</tr>
<tr>
<td>(12 hours per week; $18 per hour)</td>
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</tr>
<tr>
<td>Office supplies</td>
<td>$3,000</td>
</tr>
<tr>
<td>3 Peer mentor College Assistantships</td>
<td>$3,000</td>
</tr>
<tr>
<td>(3 hours per week, $10 per hour, academic year)</td>
<td></td>
</tr>
<tr>
<td>One course release per term for director (to reimburse department)</td>
<td>$9,000</td>
</tr>
<tr>
<td>Fringe for part-time faculty and staff (@10%)</td>
<td>$2,323</td>
</tr>
<tr>
<td>Materials for promotion of new major</td>
<td>$1,000</td>
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</table>

**Total** $29,555

(Year 2 total (2.5% personnel inflation and 2% OTPS) $30,275

**Annual Budget Costs for Human Biology Program**

**Years 3 & 4**

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>(12 hours per week; $18 per hour, calendar year)</td>
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</tr>
<tr>
<td>Office supplies</td>
<td>$3121</td>
</tr>
<tr>
<td>3 Peer mentors College Assistantships</td>
<td>$3152</td>
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<tr>
<td>(3 hours per week, $10 per hour, academic year)</td>
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</tr>
<tr>
<td>One course release per term for director (to reimburse department)</td>
<td>$9,455</td>
</tr>
</tbody>
</table>

One course release annually for second faculty advisor
(to reimburse department) $4,728
One course releases per year for faculty for teaching capstone courses $4,4728
(to reimburse department)
Research funds for 3 Capstone Faculty Specialists ($500 each) $1,500
Fringe for part-time faculty and staff $3,386

Total $41871

Total Year 4 (2.5% personnel inflation and 2% OTPS) $42901

Annual Budget Costs for Human Biology Program

Year 5 and Onward

Part time administrative and technology coordinator $12,398
(12 hours per week; $18 per hour, calendar year)
Office supplies $3,247
3 Peer mentors College Assistantships $3,311
(3 hours per week, $10 per hour, academic year)
One course release per term for director (to reimburse department) $9,934
One course release annually for second faculty advisor
(to reimburse department) $4,967
Two course releases per year for faculty for teaching capstone courses $9,934
(to reimburse departments)
Research Funds for 6 Capstone Faculty Specialists ($500 each) $3,000
Fringe for part-time faculty and staff $3,151

Total $50,997

We do not require funding for library materials.
6. Evaluation

A. Internal Evaluation and Outcomes

The Human Biology Program will be administered and monitored by a Director and a five-member Faculty Committee. The Program will track each individual Human Biology student, and a database will be maintained on retention within the major, retention at Hunter College, and graduation rates (4-, 5-, 6-year, and overall). As a program, we will strive for the Human Biology Program to have averages for these metrics that are above the Hunter College mean. Another goal is growth of the number of students in the program in accordance with Section 3 (above). The target is at least 95 Human Biology majors by year 5. Desired outcomes for individual students will be dependent on each student’s specific goals. That said, some general benchmarks for student success will include: participation in research, a high level of achievement in the capstone course, placement into graduate and professional programs, entering careers in the field, and successful competition for internships, academic awards, and fellowships. Human Biology plans to maintain contact with alumni.

The Faculty Committee will have five members, drawn from each of the key participating departments and the School of Public Health (Anthropology, Biological Sciences, Psychology, Sociology, and Public Health). The inaugural Director will be Michael Steiper and the inaugural Faculty Committee will be Derrick Brazill (Biological Sciences), Chris Braun (Psychology), Erica Chito-Childs (Sociology), Mary Schooling (School of Public Health), and Michael Steiper (Anthropology). The inaugural Faculty Committee will serve for three years. After three years, Full-Time Faculty Participants within each department will vote for their respective Faculty Committee Member, serving three-year terms. In order to stagger the leadership changes, the inaugural Director will serve a four-year term. The Faculty Committee will vote for a Director in year four. After the Director’s inaugural four-year term, all subsequent Director’s terms will be three years.

The Director and Faculty Committee will meet regularly to discuss issues such as curriculum implementation, inclusion of novel courses in the Program, designation of faculty participants, capstone topics, seminar planning, advising, student concerns, choosing student mentors, and other issues, as required. The Faculty Committee and the Director will confer with departmental chairs on issues relevant to the implementation and progress of the Human Biology Program. In consultation with the Faculty Committee, the Director will report to the Dean of the School of Arts and Sciences on the state of the Human Biology Program. An annual report on the activities of the Program each year will be distributed to participating faculty, departmental chairs, and the Hunter College Administration.
APPENDIX A COURSE DESCRIPTIONS

ANTHC 101
Introduction to Cultural Anthropology
Comparative and historical examination of the human condition through a focus on
diverse responses to universal problems, such as making a living, resolving conflict,
organizing family/kin relations and finding meaning in the world.

ANTHC 126
Introduction to Prehistoric Archaeology
Human social and cultural evolution from the earliest humans to the rise of the first
civilizations.

ANTHC 127
Introduction to Archaeological Techniques
Strategies of data collection; determination of age of deposits, environmental
reconstruction, examination of artifacts.

ANTHC 232
Archaeology of South America and the Caribbean
Sociocultural development from early hunter-gatherers to first pre-Hispanic states and
empires.

ANTHC 301
Gender in Anthropological Perspective
Men and women in different societies, division of labor, socialization, stratification,
political activism and gender construction.

ANTHC 305
Psychological Anthropology
Factors related to cross-cultural variation in personality, including male-female
relationships and sexual preferences. Psychological explanations of different customs
(initiation, folktales, games).

ANTHC 308
Human Ecology
Relationship between human populations and environment; ecosystems, population
interactions, resource management and environmental movements.

ANTHC 309
Countryside and City: Comparative Perspectives
Rural-urban connections and the transformations that affect rural areas and peoples in diverse parts of the world.

ANTHC 312
Anthropological Approaches to Sexuality
Documents the social construction of human sexuality through an examination of sexual variation cross-culturally and over recent history, including the development of sexually defined communities and identities within contemporary societies.

ANTHC 315
Applied Anthropology
Practical applications of theory and methods to contemporary social problems; community development; inter-cultural relations.

ANTHC 327
Prehistoric Cultural Ecology
Survey of selected problems in human evolution and adaptation from an ecological perspective.

ANTHP 101
Introduction to Physical Anthropology: Human Evolution
The study of human origins and adaptation, through an understanding of evolutionary mechanisms, genetics, comparative primate biology, the fossil record, and modern human variation.

ANTHP 102
Introduction to Physical Anthropology: Human Variation
Description and analysis of biological variation in living human populations. Both genetic and phenotypic variation will be examined. Lab experiments and demonstrations.

ANTHP 105
The Human Species
In this course we will examine the human species in a biological and evolutionary context, comparing our anatomy, physiology, and behavior to that of living primates and other mammals.

ANTHP 210*
Biology of the Living Primates
This survey-based course will examine the diversity of the Order: Primates. The course will focus on the habitats, life history, ecology, behavior, and conservation of the living primates from an evolutionary perspective.
ANTHP 301
Human Fossil Record
The hominid fossil record of Africa, Asia and Europe. Human evolution as evidenced in fossil record.

ANTHP 302
Human Genetics
Analysis of distribution of contemporary human populations and microevolutionary processes that underlie human variability

ANTHP 305*
Evolution of the Human Skeleton
Investigation of the human skeleton and how it evolved. Focus will be on bone identification, basic bone and muscle biology, bone function, muscle attachments, and the evolution of the modern human skeleton from our hominin and ape ancestors.

ANTHP 306*
Human Anatomy
A prosection/model lab experience-based course. Focus will be on a regional approach to human anatomy with an emphasis on the organization and function of the major bones, muscles, nerves, and vessels.

ANTHP 310
Primate Ecology and Behavior
Examination of ecological factors responsible for the distribution and behavior of living primate species.

ANTHP 311*
Primate Evolution
65 million years of evolution covering the appearance and radiation of our own mammalian Order. A detailed look at the primate fossil record and the evolution of primate anatomy, behavior, and ecology.

ANTHP 312
Primate Evolutionary Genetics
Examines evolutionary relationships, social behavior, natural selection, disease, population history, demography, medicine and genomics. This course draws on readings from the primary literature.

ANTHP 316*
Human Evolutionary Adaptations
How does the human body work, and how did it get that way? This course investigates the workings and evolution of all aspects of human biology. Human physiology is considered in an evolutionary framework.

**ANTHP 318*  
Primate Nutritional Ecology  
This course will examine how primates meet their nutritional needs through interactions with their environments. From an evolutionary perspective, the course will address primate feeding and digestion, foraging theory and dietary methods.

**BIOL 100**  
Principles of Biology I  
The chemical basis of life; basic structure and function of pro- and eukaryotic cells; bioenergetics; Mendelian and molecular genetics; development and mechanisms of control of gene expression at all levels; population genetics and evolution.

**BIOL 102**  
Principles of Biology II  
Taxonomy; homeostasis; internal transport and gas exchange in plants and animals; plant hormones; osmoregulation; mechanisms of action in the muscular, nervous and neuroendocrine systems; the senses, behavior; ecology.

**BIOL 120**  
Anatomy and Physiology I  
Cell structure and function; histology; nervous, muscular and skeletal systems; integument. Required for admission to the nursing program.

**BIOL 122**  
Anatomy and Physiology II  
Structure and function of circulatory, digestive, exetory, endoine and reproductive systems. Basic concepts of metabolism, embryology. Required for admission to the nursing program.

**BIOL 125**  
Human Biology  
An introductory lecture/laboratory course for non-biology majors. BIOL 125 explores the biology that underlies current health and disease topics (including diabetes, cancer, heart disease, sexually transmitted diseases, and nutrition). Using this topics approach, the course provides a survey of human anatomy and physiological function, along with the biological principles of genetics and cellular interactions that comprise our current understanding of the human organism. Laboratory exercises will introduce students to a scientific approach in studying human disease and physiology.
BIOL 150
CSI: HUNTER (Forensic Biology)
An introductory laboratory course for non-biology majors. This lecture/laboratory course will cover the techniques used by forensic scientists to analyze a crime scene, and the biological concepts behind them. Through the topics that are covered, students will learn how biological evidence like fingerprints, hair, blood, and DNA are collected, analyzed, and presented as evidence to solve crimes.

BIOL 220
Topics in Genetics and Evolution

BIOL 250
Current Topics in the Biosciences (W)
Seminar for non-science majors focusing on topics of current relevance such as the science of emerging diseases, bioterrorism, genetic engineering, stem cell research and global warming. Coverage includes the social, legal, political and ethical issues associated with each topic.

BIOL 304
Environmental Microbiology
Role of microorganisms in normal and polluted environments: bioremediation, waste and water treatment, heavy metals, nutrient cycles, microbes as a food source, algal toxins, microbial pesticides, microbial indicators of mutagens and pollutants, microbial leaching of ores.

BIOL 322
Evolution
Modern synthetic theory, genetic basis of variation, gene pool in populations.

BIOL 376
Endocrinology
Cellular organization of the endocrine system; molecular mechanisms of hormone action; hormonal physiology of metabolism and reproduction; integration of endocrine responses by the central nervous system.

COMHE 303
Social Structure and Health
An exploration of the roles of economic structure and social linkages that shape health – including power relations, interactions between subgroups within society, and tensions
within groups over institutional control and individual agency.

**COMHE 306**
Social Disparities in Health
In depth examination of the social, cultural and political factors that influence and lead to health disparities and health inequalities. Course explores demographic trends in mortality and morbidity and the role of history, race, class, policy, and socioeconomic and cultural factors, and health literacy levels in the development and continuation of disparities in health. This course uses a social justice lens to understand health, health care and health disparities.

**COMHE 328**
Public Health Biology
Introduction to population biology and ecological principles underlying public health and the relationship of biology to public health. Offers a basic understanding of the biological basis of core public health issues including infectious diseases, vaccines, genetic illnesses, neoplastic processes and environmental illnesses.

**COMHE 330**
Principles of Epidemiology
Methods of study of disease; risk factors; distribution, causes, prevention, and control of selected diseases.

**COMHE 405**
Health Care Systems and Health Policy
Overview of U.S. health care system, official and voluntary agencies; introduction to administrative skills, especially those skills necessary for working the the health care field.

**GEOG 241**
Population Geography
Course will explore several critical issues such as the relationship between population growth and development; immigration and internal migration; how age, race and gender affect other demographic processes; and how and why these processes vary around the world. Additionally, students will examine the “mechanics” of computing population growth and change as well as different ways to visually display measures of population.

**HED 201**
Women and Health
An exploration of health issues affecting women, particularly as these issues relate to the socialization of women, reproductive and sexual health, and medical practices.
HMBIOL 401*
Human Biology Senior Capstone
Addresses some of the key contemporary topics and debates in human biology from multiple vantage points.

HMBIOL 402*
Independent Study
Research project directed by a Human Biology Program participating faculty member.

HMBIOL 403*
Internship
Opportunity to participate in an internship in institutions related to the Human Biology major.

NFS 131
Food Science I
Basic principles of the chemical and physical nature of foods, food sanitation and safety; the nutritional value of food in relation to storage, processing and preparation.

NFS 141
Nutrition
Fundamentals of the science of nutrition as they apply to individuals and society.

NFS 332
Cultural Aspects of Food and Nutrition
Study of the way in which cultural, social and technological factors influence food behavior and dietary patterns.

PHILO 254
Ethical Issues in Biology and Medical Care (W)
Treats issues such as abortion, euthanasia, extraordinary means, confidentiality, human experimentation, genetic control and allocation of limited life-saving therapy.

PSYCH 100
Introduction to Psychology
An introduction to the problems, methods and concepts of psychology, covering a range of topics which characterize the discipline, including history, methodology and professional ethics, biological foundations, perception, motivation and emotion, learning, memory and thinking, individual differences, intelligence, personality, behavior disorders and their treatment, group processes.

PSYCH 160
Evolution and Behavior
Aggression, sleep, learning, communication, emotion, motivation and social behavior in human and other species; underlying mechanisms, development, evolutionary history.

**PSYCH 170**  
Psychology of Human Sexuality  
Psychological foundations, sexual development and response patterns; male and female roles; individual and social attitudes, legal issues.

**PSYCH 180**  
Brain and Behavior  
Brain structure, function and relation to behavior. Topics include the neural basis of perception, learning and memory, consciousness, motivation, emotion.

**PSYCH 190**  
Development of Gender Roles  
Social, cognitive, hormonal and personality factors in development of gender roles; determinants of behavioral and cognitive gender differences.

**PSYCH 210**  
Child Psychology (D/S)  
Emotional, social, motor and cognitive development as influenced by genetic, cultural and individual factors during the first twelve years of life. (May not be taken for credit by students who have a collateral major, or a minor, in education.)

**PSYCH 225**  
Ethology: Animal Behavior (B)  
Adaptation, survival, reproduction and evolution of behavior, emphasizing development and species-comparison.

**PSYCH 230**  
Social Psychology (D/S)  
Problems of human experience and behavior in the social context; theories and current methodology in research on the influence of the group on cognitive processes, motivation, personality structure and the self; attitudes and prejudice; leadership; group processes.

**SOC 101**  
Introduction to Sociology  
Development of sociological imagination through introduction and application of basic concepts incorporating global and comparative perspectives.

**SOC 201**  
The Family
Family functions and interaction. Factors affecting stability and instability.

**SOC 217**  
Race and Ethnicity  
Dominant-subordinate relations among selected groups: Asians, Blacks, Hispanics, Jews, Indians, White ethnics.

**SOC 251**  
Interpersonal Behavior  
Study of interactional processes and the emergence and maintenance of selves and identities.

**SOC 257**  
Sex and Gender Roles  
Sex role differentiation: femininity, masculinity, marriage, child rearing.

**SOC 301**  
Medical Sociology  
Social and cultural factors related to health. Organization of health care services, social structure of the hospital.

**SOC 307**  
Migration  
Economic, demographic, political and cultural factors influencing migration and the consequences of migration.

**SOC 311**  
Population Dynamics  
Comparative analysis of fertility, mortality, migration trends, and related social factors.

**SOC 317**  
Class, Status, and Power  
Inquiry into the empirical and conceptual relation between the fundamental sociological constructs of ‘class’, ‘status’, and ‘power’ through a case study of the upper class in the United States. Review of current research and relevant theoretical approaches.

**SOC 361**
Development and Modernization
Examinations of models of social change with a special focus on developing countries.

STAT 113
Elementary Probability and Statistics
Hands-on data analysis. Graphical inference. The five number summary, box plots, scatterplots, normal probability plots. Elementary probability. Statistical estimation and hypothesis testing. Linear regression. Students are expected to analyze real data sets and write reports. Students who have taken calculus or place into calculus by the placement exam should take STAT 21300 instead of STAT 11300.

STAT 213
Introduction to Applied Statistics
Familiarity with the Windows computing environment encouraged. Sampling, estimation, tests of hypotheses, including one-and two-sample tests, two- and three-way tables for nominal and ordinal data, linear regression, analysis of variance through two-way with interaction, appropriate statistical software.

* = New course or course change. Described in next section.
APPENDIX B  SYLLABI FOR NEW COURSES

New Course Proposals, Syllabi Attached
ANTHP210  Biology of Living Primates
ANTHP305  Evolution of the Human Skeleton
ANTHP306  Human Anatomy
ANTHP318  Primate Nutritional Ecology
HMBIO401  Human Biology Senior Capstone
HMBIO402  Independent Study
HMBIO403  Internship

Substantive Changes, Syllabi Attached
ANTHP302  Human Genetics (Add Pre-req)
ANTHP312  Primate Genetics (Add Pre-req)
ANTHP316  Human Adaptations (Add Pre-req)

Routine Changes, No Syllabi Attached
ANTHP311  Primate Evolution (Change Description)
ANTHP316  Human Adaptations (Change Description)
ANTHP210  Biology of Living Primates

SAMPLE SYLLABUS

Biology of the Living Primates

Course Objectives
The objective of this course is for students to learn the taxonomy, life history, behavior and ecology of the living primates through a survey of their diversity and focused readings of field studies.

Learning Objectives

Through this course, students will understand:
1. How non-human primates across the globe contribute to the diversity of life
2. The ancestral and derived traits of non-human primates in relation to other animals
3. How non-human primates contribute to the ecological communities they inhabit
4. The varieties of social and mating systems of non-human primates and how they relate to humans
5. The role of ecology in the behavior of the living non-human primates
6. The ways in which non-human primates communicate with each other
7. How studying non-human primates can lend insight into human evolution and human behavior

Required Readings
The required readings are given in the course schedule. In addition, journal articles are assigned for some weeks. The textbooks are on reserve at Hunter College Library and the journal articles are on EReserve.

Five texts are required for this course:


Course Requirements and Grading
Five Quizzes 50%
Four Reading Responses* 30%
Participation in Discussions 10%
Zoo Field Trip (self-guided)† 10%

* Students will be required to submit reading responses answering guided questions related to discussions of four popular texts on primates.

† A handout discussing the self-guided Zoo Field Trip will be distributed in class.

Notes

Academic Integrity
Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY policy on academic integrity and will pursue cases of Academic Dishonesty according to the Hunter Academic Integrity Procedures. Please see the Hunter College Catalog for the college’s policies on academic dishonesty and plagiarism, which will be adhered to in class.

Student Services
In compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act, the Office of AccessABILITY (for students with disabilities) ensures the availability of accommodations for all self identified students with documented disabilities. An accommodation does not compromise the essential elements of a course or curriculum, nor does it weaken the academic standards or integrity of a course. Accommodations provide the means by which to accomplish the course activities by eliminating or reducing barriers caused by the disability or the medical condition. Disability Specialists and Counselors provide guidance, personal and academic support. For more information and assistance, please contact the Office of AccessABILITY at 212-772-4857, Room 1214B East, accessABILITY@hunter.cuny.edu.

Course Content and Schedule

Week 1
Introduction to Course, Primate Evolution, Primate Taxonomy
Required Readings:
Falk, Chapter 1
Week 2
   Introduction to: Primate Ecology, Behavior, and Biogeography
   Required Readings:
   Falk, Chapter 2

Week 3
   The Strepsirhines: Galagos, Lorises
   Required Readings:
   Falk, Chapter 3, Perry pp. 1-71

Week 4
   The Strepsirhines: Lemurs
   Required Readings:
   Falk, Chapter 4, Perry pp. 71-150
   Reading Response 1

Week 5
   Tarsiers and The New World Monkeys: Marmosets and Tamarins & Quiz 1
   Required Readings:
   Falk, Chapter 5, Perry pp. 151-220

Week 6
   The New World Monkeys: Capuchins, Squirrel Monkeys and Sakis
   Required Readings:
   Falk, Chapter 6, Perry pp. 221-315
   Reading Response 2

Week 7
   The New World Monkeys: Spider Monkeys and Howler Monkeys & Quiz 2
   Required Readings:
   Falk, Chapter 6, pp. Stanford 1-94

Week 8
   The Old World Monkeys: The Colobines
   Required Readings:
   Falk, Chapter 7, Stanford pp. 95-162

Week 9
   The Old World Monkeys: Guenons & Quiz 3
   Required Readings:
   Falk, Chapter 8, Stanford pp. 163-200
Week 10  
The Old World Monkeys: Macaques  
Falk, Chapter 9, Stanford 200-235  
Reading Response 3

Week 11  
The Old World Monkeys: Baboons, Drills, Mandrills and Geladas  
Required Readings:  
Falk, Chapter 9, Cheney and Seyferth pp. 1-120  
Reading Response 4

Week 12  
The Apes: Gibbons and Siamangs & Quiz 4  
Required Readings:  
Falk, Chapter 10, Cheney and Seyferth pp. 120-273

Week 13  
The Apes: Orangutans and Gorillas  
Required Readings:  
Falk, Chapter 11, DeWaal pp. 3-136  
Zoo Trip Due

Week 14  
The Apes: The Chimpanzee and Bonobo, Course Wrap-Up & Quiz 5  
Required Readings:  
Falk, Chapter 12, DeWaal pp. 137-216
ANTHP305  Evolution of the Human Skeleton
SAMPLE SYLLABUS

Evolution of the Human Skeleton

Required Text


**Other readings and handouts will occasionally be assigned in addition to this textbook. These will be announced or distributed in class and made available online as well.

Additional Non-Required (Suggested) Texts

**Any basic anatomy atlas is always a good reference and may assist greatly during lab sessions as well as studying at home. Grant’s and Netter’s are two of my favorites.


Prerequisite:  ANTHP 101 or 102 or 105 or BIOL 102

Course Description

The goal of this course is to understand the biology of the human skeleton: know all of the bones of the human body, how they work, and how they evolved. This course will cover basic bone and muscle biology, bone and bone landmark identification, basic dental anatomy, basic functional interpretation, and discuss the evolution of the human skeleton with comparisons to great ape and fossil material. Typically, there will be two class periods spent on a given topic: the first class meeting will be a lecture and the second class meeting on a given topic will provide a laboratory setting where students can handle and work with real osteological specimens and/or fossil casts. Occasionally, the first half of a class period will be a lecture, and the second half will be a lab. Worksheets/Study Guides will be provided and are expected to be completed by the end of the lab. In order to become skilled in bone identification and do well in the course, additional study time with the bones will most likely be necessary. We will set up a system to encourage and facilitate study time outside of class.

Upon completion of this course, students will be able to demonstrate competence and understanding in:
1. Basic bone biology
2. Knowledge and recognition of all 206 bones in the human body and their major osteological features
3. Comparative knowledge of the human skeleton vs. those of African apes and early hominins
4. The evolution of the distinctive features of our skeleton and how they relate to the functional demands of bipedalism, tool-making, feeding ecology, etc.

Students will also gain experience the scientific process of hypothesis development, data collection, data analysis, and reporting.

Grading
2 exams, 40% each = 80%
3 quizzes, 5% each = 15%
Attendance/Participation = 5%

There are no extra credit assignments.

Attendance
This course will necessarily cover a large amount of material every class meeting. Therefore, attendance is imperative in order to achieve a good overall grade in the course. If a student has a good record of attendance at the end of the course, 5% (~ a half letter grade) may be added to that student’s overall grade.

Quizzes
Four scheduled quizzes will be given during the course. These quizzes should be relatively easy if you have been attending class and keeping up with the readings. Only your three highest quiz scores will count towards your final grade, the lowest quiz score will be dropped. Following a quiz, we will immediately go over the answers to the quiz in class. Again, these quizzes should be a relatively easy way to boost your grade. They are intended to make sure that you don’t fall behind and to give you an idea of the type of questions you will see on an exam.

The dates of the quizzes are as follows:

Quiz #1- Thursday, September 23
Quiz #2 - Thursday, October 7
Quiz #3- Thursday, November 11
Quiz #4- Thursday, December 2

*Exams
Two exams will be given, a midterm and a final. The final will be *NON-CUMULATIVE. The format of the exams will vary, but will consist of any combination of multiple choice questions, matching, fill in the blank, short answer, and one or two
short essays. A large section of each exam will also include a lab practical component in which you will be asked to identify or comment on a particular bone or part of a bone or bones.

All exams will be “normalized” relative to the scores in the class. This procedure helps to correct for “unfair” or unclear exam questions.

The dates of the exams are as follows:


Exam #2 (Final): The Axial Skeleton, The Upper Limb, The Lower Limb, Bipedal Locomotion, Current Topics in the Fossil Record

*In accordance with course policy, written proof from a medical practitioner of illness or hospital confinement will be accepted as a valid excuse for missing a max of one exam, and a make-up exam will be assigned in these cases only.

BLACKBOARD
Make sure to check the blackboard page for this class often in order to receive updates, copies of handouts, lectures, etc.

HUNTER COLLEGE POLICY ON ACADEMIC INTEGRITY
The Hunter College Senate requires that the following statement be included on all syllabi: “Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

ACCESSIBILITY
In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room E1124 to secure necessary academic accommodations. For further information and assistance please call (212-772-4857)/TTY (212-650-3230).

STUDENT RESOURCES
Hunter College offers a range of services to students. Contact the Office of Student Services for more information http://www.hunter.cuny.edu/studentservices.
### Class Schedule (Based on meeting 2 times/week)

<table>
<thead>
<tr>
<th>MEETING</th>
<th>Topic</th>
<th>Textbook Reading Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, Anatomical Terminology</td>
<td>Aiello and Dean: Chapters 1-3</td>
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<tr>
<td>2</td>
<td>Basic Bone and Muscle Biology, The Bones of the Skull</td>
<td>Aiello and Dean: Chapter 4, 9</td>
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<td>3</td>
<td>The Skull/Comparative Anatomy of the Skull: Part I</td>
<td>Aiello and Dean: Chapters 4-5, 9</td>
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<tr>
<td>4</td>
<td>The Skull/Comparative Anatomy of the Skull: Part I</td>
<td>Aiello and Dean: Chapters 4-5, 9</td>
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<tr>
<td>5</td>
<td>The Skull/Comparative Anatomy of the Skull: Part II</td>
<td>Aiello and Dean: Chapters 4-5, 9</td>
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<tr>
<td>6</td>
<td>The Skull/Comparative Anatomy of the Skull: Part II</td>
<td>Aiello and Dean: Chapters 4-5, 9</td>
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<tr>
<td>7</td>
<td>Comparative Anatomy of the Facial Skeleton</td>
<td>Aiello and Dean: Chapter 11</td>
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<td>8</td>
<td>Comparative Anatomy of the Masticatory System</td>
<td>Aiello and Dean: Chapter 6</td>
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<td>The Dentition/Dental Development: Part I</td>
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<tr>
<td>10</td>
<td>The Dentition/Dental Development: Part II</td>
<td>Aiello and Dean: Chapters 7-8</td>
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<td>11</td>
<td>The Dentition/Dental Development: Part II</td>
<td>Aiello and Dean: Chapters 7-8</td>
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<td>12</td>
<td>Review of Craniodental Anatomy</td>
<td>See Above</td>
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<td>13</td>
<td><strong>EXAM 1</strong></td>
<td><strong>EXAM 1</strong></td>
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<td>14</td>
<td>The Axial Skeleton: Part I</td>
<td>Aiello and Dean: Chapter 15</td>
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<td>The Axial Skeleton: Part II</td>
<td>Aiello and Dean: Chapter 15</td>
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<td>16</td>
<td>The Upper Limb: Part I</td>
<td>Aiello and Dean: Chapters 16-18</td>
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<tr>
<td>17</td>
<td>The Upper Limb: Part II</td>
<td>Aiello and Dean: Chapters 16-18</td>
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<td>18</td>
<td>The Upper Limb: Part III</td>
<td>Aiello and Dean: Chapters 16-18</td>
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<tr>
<td>19</td>
<td>The Lower Limb: Part I</td>
<td>Aiello and Dean: Chapters 19-23</td>
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<tr>
<td>20</td>
<td>The Lower Limb: Part II</td>
<td>Aiello and Dean: Chapters 19-23</td>
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<tr>
<td>21</td>
<td>The Lower Limb: Part III</td>
<td>Aiello and Dean: Chapters 19-23</td>
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<td>22</td>
<td>The Lower Limb: Part IV</td>
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<td>23</td>
<td>The Lower Limb: Part V</td>
<td>Aiello and Dean: Chapters 19-23</td>
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<td>24</td>
<td>Bipedal Locomotion and the Postcranial Skeleton: Part I</td>
<td>Aiello and Dean: Chapter 14</td>
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<td>25</td>
<td>Bipedal Locomotion and the Postcranial Skeleton: Part II</td>
<td>Aiello and Dean: Chapter 14</td>
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<td>26</td>
<td>Current Topics in the Fossil Record</td>
<td>Readings TBD</td>
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<td>27</td>
<td>Review of Postcranial Anatomy 1</td>
<td>See Above</td>
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<tr>
<td>28</td>
<td>Review of Postcranial Anatomy 2 and Wrap-Up</td>
<td>See Above</td>
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</tbody>
</table>

**FINAL NON-CUMULATIVE EXAM (EXAM 2), 3:00 – 5:00 pm**
ANTHP306  Human Anatomy
SAMPLE SYLLABUS

Human Anatomy

Required Text


Additional Highly Recommended (Non-required) Texts

**Any of the 4 basic anatomy texts listed below will be sufficient as a textbook for this course.


Anatomy Atlas

**Any basic anatomy atlas is always a good reference and may assist greatly during lab sessions as well as studying at home.


Prerequisite:  ANTHP 101 or 102 or 105, BIO 102

Course Description

The goal of this course is to understand basic human anatomy: know all of the bones, muscles, major nerves and vessels in the human body, how they work, how they are organized, and how they evolved. Typically, there will be two class periods spent on a
given topic: the first class meeting will be a lecture and the second class meeting on a
given topic will provide a laboratory setting where students can handle and work with
real osteological specimens and/or anatomical models. A given lecture will provide a
synthesis of a particular anatomical region and the hands-on details of regional
anatomy will then be learned in the associated laboratory session. To gain the most
from each lecture and laboratory session, you must do the assigned readings and
relevant exercises in the lab workbook beforehand. The laboratory workbook is a
required acquisition. Any anatomy textbook will provide you with the necessary
reading for lectures, and the purchase of an anatomy atlas is highly recommended as
well. In order to do well in the course, additional study time with the anatomical
models may be necessary. We will set up a system to encourage and facilitate study
time outside of class.

Learning Objectives. Upon completion of this course, students will be able to
demonstrate competence and understanding in:

1. Knowledge and recognition of all 206 bones in the human body and their major
   osteological features
   Knowledge and recognition of all the major muscles in the human body as well as
   their origins, insertions and actions
2. Knowledge and recognition of all the major nerves in the human body as well as
   their innervations
3. Knowledge and recognition of all the major vessels in the human body as well as
   their bloody supply
4. Understanding of the major functional systems in the human body, including the
   major organs, Central Nervous System, Peripheral Nervous System, Musculoskeletal
   System, etc.

Students will also gain experience the scientific process of hypothesis development,
data collection, data analysis, and reporting.

Grading
3 exams, 25% each = 75%
2 quizzes, 5% each = 10%
2 assignments (Muscle origin/insertion chart, Cranial nerve chart), 5% each = 10%
Further details and due dates will be announced in class and posted on blackboard.

Attendance/Participation = 5%
There are no extra credit assignments.

Attendance
This course will necessarily cover a large amount of material every class meeting. Therefore, attendance is imperative in order to achieve a good overall grade in the course. Attendance will be taken sporadically throughout the semester and account for 5% of the overall grade at the end of the course.

Quizzes
Three scheduled quizzes will be given during the course. These quizzes should be relatively easy if you have been attending class and keeping up with the readings. Only your two highest quiz scores will count towards your final grade, the lowest quiz score will be dropped. Following a quiz, we will immediately go over the answers to the quiz in class. Again, these quizzes should be a relatively easy way to boost your grade. They are intended to make sure that you don’t fall behind and to give you an idea of the type of questions you will see on an exam.

The dates of the quizzes are as follows:

Quiz #1- Class 5
Quiz #2 – Class 15
Quiz #3- Class 25

*Exams
Three exams will be given. The final exam will be **CUMULATIVE, but will mostly focus on the topics from the 3rd part of the class listed below. The format of the exams will vary, but will consist of any combination of multiple choice questions, matching, fill in the blank, and short answer. A large section of each exam will also include a lab practical component in which you will be asked to identify or comment on a particular anatomical structure.

The dates of the exams are given in the class schedule and cover the following topics:

Exam #1: Anatomical Terminology, Basic Bone and Muscle Biology, The Back, Upper Limb, and Lower Limb
Exam #2: The Neck, The Head, Brain and Cranial Nerves, Eye and Ear
Exam #3 (FINAL EXAM): The Thorax, Abdomen, and Pelvis

*In accordance with course policy, written proof from a medical practitioner of illness or hospital confinement will be accepted as a valid excuse for missing a max of one exam, and a make-up exam will be assigned in these cases only.

HUNTER COLLEGE POLICY ON ACADEMIC INTEGRITY
The Hunter College Senate requires that the following statement be included on all syllabi: “Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official
documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

ACCESSIBILITY
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STUDENT RESOURCES
Hunter College offers a range of services to students. Contact the Office of Student Services for more information http://www.hunter.cuny.edu/studentservices.

BLACKBOARD
Make sure to check the blackboard page for this class often in order to receive updates, copies of handouts, lectures, etc.

Class Schedule (Based on meeting 2 times/week)

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Textbook Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Introduction, Anatomical Terminology, Basic Bone/Muscle Biology</td>
<td>Grine Chapter 1, Stern Core Concept 1, Agur and Moore, Chapter 1</td>
</tr>
<tr>
<td>5-6</td>
<td>Upper Limb-Bones of the Upper Limb, Joints of the Upper Limb, Innervation of the Upper Limb, Muscles of the Upper Limb, Blood Vessels of the Upper Limb</td>
<td>Grine Chapter 3, Stern Core Concepts 78-93, Agur and Moore Chapter 7</td>
</tr>
<tr>
<td>7-8</td>
<td>Lower Limb – Bones of the Lower Limb, Joints of the Lower Limb, Innervation of</td>
<td>Grine Chapter 4, Stern Core Concepts 94-110, Agur and</td>
</tr>
<tr>
<td>Week</td>
<td>Sections</td>
<td>Authors</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Review</td>
<td>Review</td>
</tr>
<tr>
<td>10</td>
<td>EXAM 1</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>11-12</td>
<td>Neck – Bones and Cartilages of the Neck, Nerves of the Neck, Muscles of the Neck, Blood Vessels of the Neck, Thyroid and Parathyroid Glands</td>
<td>Grine Chapter 5, Core Concepts 43-54, Agur and Moore Chapter 9</td>
</tr>
<tr>
<td>15-16</td>
<td>Brain and Cranial Nerves</td>
<td>Grine Chapter 7, Stern Core Concepts 69-74, 76, Agur and Moore Chapter 8</td>
</tr>
<tr>
<td>17-18</td>
<td>Eye and Ear</td>
<td>Grine Chapter 8, Stern Core Concepts 60-62, 67, Agur and Moore Chapter 8</td>
</tr>
<tr>
<td>19</td>
<td>Review</td>
<td>Review</td>
</tr>
<tr>
<td>20</td>
<td>EXAM 2</td>
<td>EXAM 2</td>
</tr>
<tr>
<td>25-26</td>
<td>Pelvis – Pelvic Skeleton, Muscles of the Pelvis, Peritoneum, Pelvic Viscera, Male and Female Genitalia, Blood Vessels of the Pelvis, Nerves of the Pelvis</td>
<td>Grine Chapter 11, Stern Core Concepts 33-42, Agur and Moore Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Wrap Up</td>
<td>Wrap Up</td>
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<td>---</td>
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</tr>
<tr>
<td>27</td>
<td><strong>Review</strong></td>
<td><strong>Review</strong></td>
</tr>
</tbody>
</table>

Exam Week: Final Exam (Exam 3)
ANTHP318  Primate Nutritional Ecology  
SAMPLE SYLLABUS

Primate Nutritional Ecology

Course Objectives
The objective of this course is to review current work in primate nutritional ecology, including aspects of primate dietary composition, feeding anatomy and physiology, and the environmental resources that are available to primates in their habitats. As an anthropology course, each topic will be considered in the broader context of human evolution. This course will draw on studies from the primary literature, thereby providing students with the tools and practice required for reading and critiquing peer-reviewed articles from scientific journals.

Learning Objectives
Through this course, students will learn:
1. The basic nutritional components of primate diets and how they are supplied by wild plants and animal material
2. How primates use their senses to detect edible food items
3. The different theoretical frameworks used in predicting and interpreting primate foraging choices
4. The variety of digestive anatomy and physiology among the primates
5. How primate diets compare to early human diets and contemporary human diets
6. How to collect observational data on primate feeding from a zoo study, analyze the data and write a scientific paper
7. How to give a scientific presentation

Required and Recommended Readings
The required readings are given in the course schedule. In addition, journal articles are assigned for some weeks. The textbooks are on reserve at Hunter College Library and the journal articles are on EReserve.

Two textbooks are required for this course:

ISBN: 0309069890  
List Price: $55.95  Cost on Amazon.com: $55.95

Berlin: Springer-Verlag.  
ISBN: 354087884X
List Price: $89.95 Cost on Amazon.com: $38.99

If you have no background in primatology, the following text will be helpful:


Pre-Requisites
ANTHP101  Introduction to Physical Anthropology: Human Evolution or
BIOL102   Principles of Biology 2 or
ANTHP105  The Human Species or
ANTHP210  Biology of the Living Primates

Course Requirements and Grading
Comprehensive Final Exam   30%
Zoo Nutrition Project    25%
Primate Paper (10 pages)  25%
Presentation based on zoo project 10%
Participation       10%

Notes

Academic Integrity
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Student Services
In compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act, the Office of AccessABILITY (for students with disabilities) ensures the availability of accommodations for all self identified students with documented disabilities. An accommodation does not compromise the essential elements of a course or curriculum, nor does it weaken the academic standards or integrity of a course. Accommodations provide the means by which to accomplish the course activities by eliminating or reducing barriers caused by the disability or the medical condition. Disability Specialists and Counselors provide guidance, personal and academic support. For more information and assistance, please contact the Office of AccessABILITY at 212-772-4857, Room 1214B East, accessABILITY@hunter.cuny.edu.
Course Content and Schedule

Week 1
Introduction: Primate Habitats and their Resources

Required Readings:

Weeks 2-3
Primate Digestion: Anatomy and Physiology

Required Readings:
NRC, Chapters 1-2
IWN, Chapters 3-4

Week 4
What primates need: the macronutrients

Required Readings:
NRC: Chapters 3-5, 8, 9
IWN: Chapters 6-8, 10

Week 5
What primates need: the micronutrients

Required Readings:
NRC: Chapters 6-7, 9
IWN: Chapter 9

Week 6
Foraging Theory, Food Selection and Nutritional Frameworks

Required Readings:


**Week 7**

*Physical properties of primate foods: Feeding adaptations for food acquisition and processing*

Required Readings:


**Week 8**

*Nutritional composition of primate foods*

Required Readings:

NRC, Chapter 12


Week 9

*Analysis of Primate Foods (with lab demonstrations)*

Required Readings:

Week 10

*Putting it all together: how nutritional ecology shapes primate behavior*

Required Readings:

Week 11

*Putting it all together: primate nutrition and the evolution of human diet*

Required Readings:


**Weeks 12 - 14**

*Student presentations from Zoo projects*

*Zoo Nutrition Project Due at Presentation*

**Final Exam During Exam Period**
This course will addresses some of the key contemporary topics and issues in human biology from multiple vantage points.

**Objective:**
In this course, we will grapple with important and contentious issues in human biology by meaningfully integrating your past coursework. We will choose our topics collaboratively. These contentious issues may include notions of mental illness, sex and gender roles, personal and group identity, health and nutrition, health disparities, and human evolution.

Upon completion of this course, you will be able to demonstrate:
1. an understanding of the interdependence of biological and social explanations for aspects of human behavior, diversity, gender, sexuality, health, cognition, etc.
2. an understanding of ways in which different academic disciplines attempt to explain aspects of human behavior, diversity, gender, sexuality, health, cognition, etc.
3. an understanding of and competence in distinguishing the differences among scholarly, popular, and journalistic writing on topics related to human biology.
4. competence in critically assessing scholarly, popular, and journalistic writing on topics related to human biology.
5. Competence in debating and discussing topics related to human biology in multiple formats (informal and formal written, course discussions, public presentations).

**Instructor:**
Michael E. Steiper, PhD
Associate Professor, Department of Anthropology, Hunter College
Email: Msteiper@hunter.cuny.edu; Office Phone: 212 772 5418; Office: 718 North.
Office Hours: Tuesday 10-12 and by appointment. I also have an “open door” policy.

**Prerequisites:**
ANTHP105 AND 21 Credits towards the Human Biology Major AND Permission of the Human Biology Program Director.
Readings:
Required readings will be drawn from scholarly books, popular books, newspapers, magazines, and other media. Specific readings will be determined collaboratively at the first course meetings, once the topics have been chosen. Recommended Readings from the primary literature, edited volumes, scholarly texts, popular books, newspapers, magazines, and other media will be suggested as appropriate.

Method of Evaluation:
Students will be evaluated on the basis of participation, broadly conceived (20%); journals (10%); formal critiques within each major topic (3 topics * 10% each = 30%); and the Case Study Presentation (15%) and Paper (25%). There are no extra credit assignments.

Note on Course Discussions:
Course meetings will be almost entirely discussion based. Thoughtful, active, respectful, and engaged participation is especially welcomed. Please keep in mind that some of the material discussed may be sensitive to you or to the other members of the class. Similarly, some of the perspectives and opinions offered in the readings and by others students may be novel and challenging in nature, either to you or to the other members of the class. These considerations do not mean that our discussions should remain innocuous, nor should you refrain from contributing to the discussion based on a fear of offense or hurt feelings. Rather, I wish to develop an atmosphere where we all feel safe and welcome to share our thoughts, ideas, and viewpoints. In my opinion, it is better to address these contentious topics rather than simply leaving them alone. In creating a respectful environment, more people are likely to participate, we are likely to consider one another’s views more fully, and we will all benefit more from a full ‘airing and sharing’ of different views. If you have any concerns about any aspect of the course discussions, please do not hesitate to bring them to my attention.

Informal and Formal Written Critiques:
Students will keep a journal or blog of reflections on these texts/topics, their relationship to their prior course material, and their evolving views on each topics. Journaling will have the virtue of the work being of a highly personal nature, consisting of writing for one’s self. Blogging will have the virtue of dissemination and discussion among the students in the class. Both journals and blogs will be graded in a low stakes manner, i.e. students will get credit for completing them but the content will not be graded. In addition to the student’s informal writings, each student will submit a formal critique of each book, or a particular book section. These critiques will take the form of an academic or scholarly book review, e.g. one that might be read in the journal of a learned society or perhaps the New York Review of Books. These assignments may include a limited (≤5) number of key references from the peer-reviewed literature or from scholarly books. In these critiques, students are expected to provide deep criticisms or insights that speak to general considerations in the field of Human Biology.
**Human Biology Case Studies:**

In the final three course meetings, teams of students will present case studies tackling questions in Human Biology. These teams will bring students together from across the three Human Biology Tracks, requiring students to collaborate from across the disciplinary spectrum of the major. Students will begin with a question and scrutinize the claims and perspectives forwarded in websites, books, media reports, and scientific articles*. Each team will develop their own question(s). Example questions are: What is the cause of human skin color variation? Why is the rate of diabetes/diabetes/cancer increasing? What is the origin of HIV/AIDS? What is the “natural” human diet? Why do humans differ in their resistance/susceptibility to diseases? Are humans monogamous? How well does evolutionary psychology explain human behavior? Teams will be expected to explore multiple avenues of explanation to each question. Students will be required to circulate a limited number of media reports or papers to all participants beforehand and a discussion will follow the student presentation. Presentations can take the form of a slide presentation, a public service announcement, poster, etc. Each student teams will collaboratively write a 12-15 page paper detailing their case study. Collaborative writing and presentation is a key feature of many scientific disciplines and we feel that it is important for students to have a “shared authorship” experience because it will provide experience in a) the overall design of a project, b) writing and research aimed at specific parts of a project, c) synthetic writing that brings multiple parts together into a cohesive whole, and d) editing a final project where the authorship is shared. Student teams must provide an explanation of each student’s role in the authorship of the project. Each team will meet with the faculty member after the grading of their presentation and paper.

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Class Schedule

Week 1:
Introduction to the Course
Student and faculty introductions

Academic freedom and class discussions Web Readings:
http://www.insidehighered.com/views/2010/12/21/nelson_on_academic_freedom
http://www.ehow.com/how_2067800_behave-college-class-discussion.html

Journaling Web Readings:
http://www.edutopia.org/blog/student-journals-efficient-teacher-responses

Collaborative Topic Choices: Bring Ideas!

Journal Prompts: What do you expect learn this term? What are some of the most important issues addressed in your Human Biology program coursework? What “big” questions would you like to further discuss in this class? Are there issues that you feel the Human Biology major has left unexplored or unresolved? Does biology and/or evolution have relevance for understanding human social phenomena?

Week 2:
Some Philosophical Considerations
Introduction
Chapter 1: Fact and Value. J. Dupré
Chapter 6: Rejecting the Ideal of Value Free Science. H. Douglas

Is-Ought, the Fact-Value Distinction, and the Naturalistic Fallacy Web Readings:
http://en.wikipedia.org/wiki/Naturalistic_fallacy
http://en.wikipedia.org/wiki/Fact-value_distinction

Journal Prompts: What is the scientific method? Are scientists objective? Should they be? Is objectivity a desired feature of science and/or scientists? What is the role of advocacy in science? What is the role of science in society? What should the role of scientists be?

Week 3:
Case Studies and Library Research

An Example Case Study: What is the origin of malarial disease and why does it persist?

The Zoonotic Origin of Malaria:

Why did malaria spread? The agriculture hypothesis:

Cultural and genetic adaptations to malaria

Race and malaria in the USA
  Chapter 3: Race, Poverty, and Place.

Choosing Student Teams, Developing Ideas for Case Studies
Conducting Library Research
http://library.hunter.cuny.edu/
http://library.hunter.cuny.edu/find/databases

TOPICS:

Note: Each semester the specific topics chosen will change, depending on student and faculty interests. Enlisting the students in choosing the topics of the course will hopefully engender a stronger bond to the material. Here a sample of potential topics, provided to assist you in the assessment of this course. These topics are subject to change. The following topics gravitate towards interests in evolution and human behavior and health and human disease.

Sample Topic:
Sexuality and Gender

Week 1: Part One: Animal Rainbows, pp 1 - 184
Week 2: Part Two: Human Rainbows, pp 185-328
Week 3: Part Three: Cultural Rainbows, 329-408
Counterpoint Reading

Other possible books:

Sample Topic:
Health and Human Disease

Week 1: Chapters 1-3
Week 2: Chapters 4-6

Other possible books:

Sample Topic
Darwinian Medicine

Week 1: Part 1. Match
Week 2: Part 2. Mismatch

Other possible books:

**Sample Topic**

**Broad Perspectives on Human Nature**


Week 1: Part I. The Blank Slate, the Noble Savage, and the Ghost in the Machine and Part II. Fear and Loathing
Week 2: Part III. Human Nature with a Human Face and Part IV. Know Thyself
Week 3: Part V. Hot Buttons and Part VI. The Voice of the Species.

Counterpoint Reading:

**Other Possible Books:**

**Sample Topic**

**Human Violence**


Week 1: Chapters 1-4
Week 2: Chapters 5-8
Week 3: Chapters 9-13

Counterpoint Reading

**Other possible books:**

**Sample Topic**

**Evolution and Family Relationships**

Week 1. Part One. Look to the Animals
Week 2. Part Two. Mothers and Allomothers
Week 3. Part Three. An Infant’s-Eye View

Counterpoint Reading

Other possible books:

Sample Topic
Genetics and Human Identity

Week 1. Chapters 1-3
Week 2. Chapters 4-6

Counterpoint Reading:

Other possible books:

Final Three Classes (Meetings 12, 13, & 14):
Case Study Presentations
HMBIO402  Independent Study

SAMPLE SYLLABUS

Independent Study

A. Objectives:

Students will demonstrate competence in a) developing and designing a research project, b) conducting original research, and c) presenting research results.

B. Required Readings

Students will be required to read materials appropriate to their research project, as directed by their faculty research supervisor.

C. Recommended Readings

D. Method of Evaluation

Students will be evaluated on the basis of their performance in their research project, as determined by their faculty research supervisor. Faculty members will make their expectations clear to each student on an ad hoc basis. A research paper or report of activities must be submitted to the Human Biology Program Director.

E. Academic Integrity Statement

The academic integrity statement will be available to student participants:

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In addition, faculty members will also require students to participate in all research and lab training, as mandated by Hunter College and appropriate to their projects.
HMBIO403  Internship

SAMPLE SYLLABUS

Internship

Sample Syllabus:

A. Objectives:

Students will demonstrate competence in a) a practical skill related to Human Biology and b) working in an institution related to Human Biology.

B. Required Readings

Students will be required to read materials appropriate to their internship, as directed by their supervisor.

C. Recommended Readings

D. Method of Evaluation

Students will be evaluated on the basis of their performance in the internship, as determined by their supervisor. Supervisors will make their expectations clear to each student on an ad hoc basis. A research paper or report of activities must be submitted to the Human Biology Program Director.

E. Academic Integrity Statement

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ANTHP302  Human Genetics

SAMPLE SYLLABUS

COURSE OBJECTIVES
This course has one goal: to understand human genetics from an evolutionary and anthropological perspective. The class will address issues such as human diversity, migration, natural selection, disease, and human origins. To achieve this goal we will be utilizing a challenging and highly detailed textbook. Because of the high level of this class, a strong background in elementary genetics and biology is required. The prerequisites for this course are ANTHP101, ANTHP102, and/or ANTHP105.

The specific learning objectives are for students to understand and demonstrate competence in:
1. Basic molecular and Mendelian genetics.
2. Population genetics, including the 4 forces of evolution.
3. The use of population genetics to make inferences about human history, such as population size changes and migrations.
4. The use of population genetics to make inferences about natural selection in the human lineage, both for adaptations that characterize all humans and also for adaptations among different humans and human groups.
5. Obtaining genetic information and DNA sequence data from publicly available databases.
6. Writing a thesis driven term paper based on evidence from the primary literature.

REQUIRED AND RECOMMENDED READINGS
Jobling, Hurles, Tyler-Smith (2004) Human Evolutionary Genetics: Origins, Peoples, and Disease. Garland Science. ISBN: 0815341857. (At Shakespeare & Co. This book is also available online. One copy is on reserve at the library. Please see me with any difficulties obtaining textbook.) The recommended readings are the textbooks from your pre-requisite courses. Textbooks are available from me for borrowing. Pursuing your own background readings and research is strongly encouraged.

GRADING
50% is based on a term paper (5% Refs, 5% Thesis Statements, 40% Paper).
10% is based on weekly web assignments.
40% is based on weekly in class assignments, like pop quizzes.

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No incompletes will be granted in this course, except in cases of illness

### Meeting Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Exercises / Paper Assignments (Due Friday unless specified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Anthropological Genetics</td>
<td>Ch 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>DNA, Genes, Meiosis, Mitosis</td>
<td>Ch 3 (skim 3.5, 3.5, 3.8)</td>
<td>learn about this website: <a href="http://www.dnaftb.org/">http://www.dnaftb.org/</a></td>
</tr>
<tr>
<td>3</td>
<td>Diversity</td>
<td>Ch 3 (skim 3.5, 3.5, 3.8)</td>
<td><a href="http://www.ncbi.nlm.nih.gov/">http://www.ncbi.nlm.nih.gov/</a> Learn about this website. Click the pubmed link. Find an article by a member of the Hunter College Biology Department. Print out the abstract.</td>
</tr>
<tr>
<td>4</td>
<td>Methods</td>
<td>Ch 4 (Skim 4.5.3-4.10.3)</td>
<td><a href="http://www.ncbi.nlm.nih.gov/sites/entr">http://www.ncbi.nlm.nih.gov/sites/entr</a> Learn about this website. Find an article about Human Genetics published in the last two years. Print out a list of articles related to this article.</td>
</tr>
<tr>
<td>5</td>
<td>Mutation &amp; Drift</td>
<td>Ch 5 from 5.1-5.3</td>
<td><a href="http://www.ncbi.nlm.nih.gov/sites/entr">http://www.ncbi.nlm.nih.gov/sites/entr</a> Look up an article on Human Genetics that “Links” to a nucleotide database. Print out the article abstract and the list of nucleotide files that the article links to.</td>
</tr>
<tr>
<td>6</td>
<td>Selection &amp; Migrations</td>
<td>Ch. 5 from 5.4-5.5, read 5.6 w/ care.</td>
<td><a href="http://www.ncbi.nlm.nih.gov/sites/entr">http://www.ncbi.nlm.nih.gov/sites/entr</a> ez Look up one of the nucleotide sequences from the previous week’s article. Print out the Genbank file and print out the FASTA file. If these are too, too long, just print a couple of pages.</td>
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<tr>
<td>8</td>
<td>Humans as Apes</td>
<td>Ch 7</td>
<td>Print out one abstract from one of your</td>
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<td>OMIM genes relating to evolution. Print out</td>
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<td>one genbank file from one of your OMIM</td>
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<td>genes (if it is too long, only print the</td>
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<td>9</td>
<td>Origins of Modern</td>
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<tr>
<td>10</td>
<td>Distribution of</td>
<td>Ch 9</td>
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<td>Diversity</td>
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<td>11</td>
<td>Agriculture</td>
<td>Ch 10</td>
<td>Thesis Statement Due</td>
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<tr>
<td>12</td>
<td>Recent Migrations</td>
<td>Ch 11/12</td>
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Papers due during exam week.
PRIMATE EVOLUTIONARY GENETICS

COURSE OBJECTIVES

The objective of this course is to review current work in primate evolutionary genetics, including aspects of phylogeny, social behavior, natural selection, disease, population history, demography, conservation, and genomics. Each topic will be considered in the broader context of human evolution. This course will draw on studies from the primary literature, thereby providing students with the tools and practice required for reading peer-reviewed articles from scientific journals. The focus will be on crystallizing the research papers into their essential hypotheses and understanding how these hypotheses were examined.

The specific learning objectives are for students to understand and demonstrate competence in:

1. Basic molecular and Mendelian genetics.
2. Population genetics, including the 4 forces of evolution.
3. Phylogenetic methods.
4. The use of population genetics and phylogenetics to make inferences about the evolutionary history of primate species.
5. The use of population genetics and phylogenetics make inferences about natural selection in different primates.
6. Using DNA sequence data from publicly available databases to generate phylogenetic trees.
7. Giving a scientific presentation based on studies from the primary literature.
8. Reading scientific articles.

READINGS

All of the required papers are available from Course Documents section of the course blackboard site, via the publisher website, through library.hunter.cuny.edu, and/or via scholar.google.com.

Also, please choose a molecular evolution text from the following list:


Solid intermediate text. Good topical match to this course. Somewhat dated.


Solid intermediate to advanced text. Good topical match to this course, but with extra chapters. Somewhat dated. Out of print, I believe. Used versions available on Amazon.
The most basic of these texts. Very introductory but nicely explained. Topics do not neatly match those presented here.

Solid intermediate to advanced text. Not very good topical match to this course in that there is very little population genetics. Very comprehensive mathematics. Somewhat dated.

Solid advanced text. Not very good topical match to this course in that there is very little population genetics. Comprehensive mathematics. Very readable, actually!

Pursuing your own background readings and research is strongly encouraged.

**PRE-REQUISITES**
- AN-P101 Introduction to Physical Anthropology: Human Evolution *or*
- AN-P102 Introduction to Physical Anthropology: Human Variation *or*
- AN-P105 The Human Species *or*
- BIOL102 Principles of Biology 2

**COURSE REQUIREMENTS AND GRADING**
- Quizzes 25%
- Participation 25%
- Attendance 10%
- Project 40% (5% Biblio/5%Abstract; 30% Presentation)

Brief quizzes (~3 questions each) on that day’s readings will be given at the beginning of some of the classes. Make-ups will be granted with a doctor’s note. Students will present a project on a primate species or genetic question. Presentations should draw almost exclusively on 8-12 articles from the primary literature, with an emphasis on synthesizing research from numerous papers into a cohesive whole. In addition, each student will submit their presentation file. Topic, bibliography, and abstract are due in advance of the presentation. See dates in the syllabus.

**NOTES**
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Contents

WEEK 1
Physical Anthropology, Primatology, & Molecular Evolution
Reading Scientific Papers
http://www.lib.purdue.edu/phys/inst/scipaper.html
http://www.biochem.arizona.edu/classes/bioc568/papers.htm
Review your textbook chapters from the physical anthro intro course on primates and genetics

WEEK 2
Basic Background on Genetics, Inheritance, and DNA
Yang N/A
Page and Holmes 1 & 3
Bromham 1 & 2
Nei & Kumar 1
Li 1

WEEK 3
Genetic Methods: DNA, PCR, RFLP, Sequencing, Microsatellites, Bioinformatics
DNA Extraction:
http://learn.genetics.utah.edu/units/activities/extraction/
http://en.wikipedia.org/wiki/DNA_extraction
PCR:
http://en.wikipedia.org/wiki/Polymerase_chain_reaction
RFLP:
http://en.wikipedia.org/wiki/RFLP
Microsatellites:
http://en.wikipedia.org/wiki/Microsatellites
Gel Electrophoresis:
http://en.wikipedia.org/wiki/Gel_electrophoresis

DNA Sequencing:
  http://en.wikipedia.org/wiki/DNA_sequencing

Bioinformatics
  http://en.wikipedia.org/wiki/Bioinformatics

Yang      N/A
Page and Holmes   3
Bromham    2 & 4
Nei & Kumar    N/A
Li     1

WEEK 4
Models of Molecular Evolution

Yang      1
Page and Holmes   5
Bromham    6
Nei & Kumar    3
Li     3 & 4

WEEK 5
Phylogenetic Methods

Yang      3-6
Page and Holmes   1 & 6
Bromham    7
Nei & Kumar    5-9
Li     5 (&6)

“Lab” on Molecular Phylogenetics and DNA Sequence Models

WEEK 6
Primate Phylogenetic Relationships


Molecular Clocks

Yang      7
Page and Holmes  7 (2nd half)
Bromham  8
Nei & Kumar  10
Li  7 & 8

Primate Molecular Clocks

WEEK 7
Topics Due
Population Genetics
Yang  N/A
Page and Holmes  4
Bromham  5
Nei & Kumar  12
Li  2 & 9

WEEK 8
Primate Population Genetics: Background and Methods

Population Genetics: Primate Demography and Dispersal

Library Research Seminar – Meet in East 114 – First floor in the Library!

WEEK 9
Population Genetics: Primate Sexual Behavior


WEEK 10

**Bibliography Due**

**Natural Selection**

- Yang 8
- Page and Holmes 7
- Bromham 5
- Nei & Kumar 12
- Li 9

WEEK 11

**Abstracts Due**

**Adaptation in Primates**


WEEKS 12, 13, 14

**Student Presentations**
ANTHP316 Human Adaptations

SAMPLE SYLLABUS

Human Evolutionary Adaptation

Learning Objectives:
In this course, students will learn
1. Fundamental concepts in human physiology & anatomy
2. Human life history, and how it compares to that of other primates
3. The human evolutionary history of major physiological systems
4. The evolutionary pressures that have shaped human physiological adaptation over deep time and in recent population expansions
5. The evolution of the human diet
6. The importance of biological traits unique to humans (hairlessness, language, profuse sweating, large brains) and their evolutionary history
7. Implications of human evolutionary history for health and disease in modern populations
8. Methods for researching topics in human physiology and evolution in the primary scientific literature
9. Preparation of oral and written presentations of scientific research

Course Overview:
How does the human body work, and how did it get that way? This course investigates the workings and evolution of all aspects of human biology. Course material on human physiology is paired with material on the evolution of that system in humans. ANTHP 101, ANTHP 105, or similar background in human evolution and anatomy is expected.

Required Textbook:

Other Readings (pdfs will be made available on Blackboard):

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<tr>
<td>Week 1</td>
<td>Lecture 1  What Makes Humans Unique? An Evolutionary Perspective</td>
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<tr>
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<td>Lecture 2  The Human Arc: Life History</td>
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<td>Readings:  Futuyama, 561 – 572</td>
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<td>Week 2</td>
<td>Lecture 1  Building a Human: Growth from Embryo to Neonate</td>
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<td>Lecture 2  Ontogeny through adulthood and Evolution of childhood</td>
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<td>Week 3</td>
<td>Lecture 1  Brain and Nervous System</td>
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<td>Lecture 2  Brains and cognition in human evolution</td>
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<td>Readings:  Vander: 154-159, 189-202, 254-264</td>
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<td>Week 4</td>
<td>Lecture 1  Special Senses: Vision &amp; Hearing</td>
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<td>Lecture 2  Evolution of Color Vision &amp; Language</td>
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<td>Week 5</td>
<td>Lecture 1  Skin and Thermoregulation</td>
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<td>Lecture 2  Evolution of Skin Color and Body Proportions</td>
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<td>Readings:  Jablonski 1-20, 76-96; Vander: 632-640</td>
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<td>Week 6</td>
<td>Lecture 1  Kidney Function &amp; Water Balance</td>
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<td>Lecture 2  Evolution of Hairlessness &amp; Sweating</td>
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<td>Week 7</td>
<td>Lecture 1  Eating, Digesting, and Metabolism</td>
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<td>Lecture 2  The evolution of the human diet</td>
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<td>Week 8</td>
<td>Lecture 1  Lungs and Hearts</td>
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<td>Lecture 2  Human adaptations for endurance ability &amp; altitude</td>
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<td>Readings:  Vander: 376-385, 390-391, 394-398, 468-491</td>
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<td>Week 9</td>
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<td>Readings:  Vander: 268-298, 440-442</td>
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<td>Week 10</td>
<td>Lecture 1  Reproduction: Anatomy, Physiology &amp; Energetics</td>
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<td>Lecture 2  Evolution of the human reproductive strategy</td>
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Readings: Vander: 644-672

Week 11  Lecture 1  Immune Function & Chronic Disease
Lecture 2  Evolutionary medicine: human diet, environment, and health

Week 12  Lecture 1  Synthesis: Evolution of the Human Biological Strategy
Lecture 2  Human physiology & evolution in the modern environment

Week 13 & 14  Student Project Presentations

Grading

1. Quizzes (50% of the course grade) There will be 12 quizzes (one each class) covering the Reading for that week and Lecture material from the previous week. Quizzes will consist of 10 – 20 short-answer questions and will be given during the first 15 minutes of class. Quizzes cannot be rescheduled – there will be no “make-up” quizzes for students who are too late to take the quiz or are absent. Your scores from your best 9 quizzes will be counted toward your quiz score for the course.

2. Final Project: Presentation & Paper (35%) Students will research a course-related topic and present their research to the class as a 10 minute Powerpoint presentation. Students will also write a research paper (8 pages of text, double spaced, 12pt Times New Roman font, 1 inch margins), citing primary literature (a minimum of 10 sources) on their research project. Papers will be due in class on the last day of class. The presentation and paper will be weighted equally in determining your Final Project grade.

3. Participation (15%) Students are expected to attend class and actively participate in classroom discussions. In addition, to receive full participation credit, a student must ask at least two questions of other students’ work during the Final Project presentations.

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Student Resources
Hunter College offers a range of services to students. Contact the Office of Student Services for more information http://www.hunter.cuny.edu/studentservices.
### Table 1a: Undergraduate Program Schedule –

**HUNTER COLLEGE General Education Requirements (GER)**

**MINIMAL CREDITS VERSION**

- Indicate **academic calendar** type: _X_ Semester  _Q_ Quarter  _T_ Trimester  _O_ 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.

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Program Totals: Credits: 120  Liberal Arts & Sciences: 54 (including Foreign Language)  Major: 41  Elective & Other: 37

Cr: credits  LAS: liberal arts & sciences  Maj: major requirement  New: new course  Prerequisite(s): list prerequisite(s)

for the noted courses
Table 1a: Undergraduate Program Schedule –
HUNTER COLLEGE General Education Requirements (GER)

**MORE CREDIT INTENSIVE VERSION**

- 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.

### Term: FALL 1

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**Program Totals:**

| Credits: 120 | Liberal Arts & Sciences: 56.5 (including Foreign Language) | Major: 50 | Elective & Other: 19 |

Cr: credits  
LAS: liberal arts & sciences  
Maj: major requirement  
New: new course  
Prerequisite(s): list prerequisite(s)
Table 1a: Undergraduate Program Schedule – HUNTER COLLEGE PATHWAYS VERSION  
MINIMAL CREDITS VERSION

- 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.

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<tr>
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<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
<td>New</td>
<td>Prerequisite(s)</td>
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<td>HMBIOL401, Human Biology Senior</td>
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<td></td>
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<td>ANTHP105 &amp; 21</td>
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<td>Hum Bio Major &amp;</td>
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<td></td>
<td></td>
<td>Perm. of the Hum</td>
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<td>Bio Prog. Dir.</td>
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Program Totals: Credits: 120
Liberal Arts & Sciences: 43.5 (including Foreign Language)
Major: 41
Elective & Other: 46

Cr: credits  LAS: liberal arts & sciences  Maj: major requirement  New: new course  Prerequisite(s): list

course prerequisite(s) for the noted courses
Table 1a: Undergraduate Program Schedule – HUNTER COLLEGE PATHWAYS VERSION
MORE CREDIT INTENSIVE VERSION

- 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>
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<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>ANTHP105, The Human Species</td>
<td>3</td>
<td>LiP</td>
<td>S</td>
</tr>
<tr>
<td>MATH 101, Algebra for College Students</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL120, English Composition</td>
<td>3</td>
<td>ECo</td>
<td></td>
</tr>
<tr>
<td>CHEM100, Ess. General Chem Lec</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CHEM101, Ess. General Chem Lab</td>
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<td>6</td>
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<tr>
<td>Term: FALL 2</td>
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<td>Term: SPRING 2</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>ANTHP101, Intro to Phys Anth: Human Evolution</td>
<td>4</td>
<td>X</td>
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</tr>
<tr>
<td>ELECTIVE</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AFPR1220, African Spirituality in the Diaspora</td>
<td>3</td>
<td>InS, B</td>
<td></td>
</tr>
<tr>
<td>BIO 120, Anatomy &amp; Physiology I</td>
<td>4.5</td>
<td>X</td>
<td></td>
</tr>
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<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>16.5</td>
<td>3</td>
<td>8.5</td>
</tr>
<tr>
<td>Term: FALL 4</td>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>ANTHP305, Evolution of the Human Skeleton</td>
<td>3</td>
<td>X</td>
<td>X</td>
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<tr>
<td>SPAN101, Elementary Spanish I</td>
<td>3</td>
<td>Wo</td>
<td>CFL</td>
</tr>
<tr>
<td>PSYCH 100, Intro to Psychology</td>
<td>3</td>
<td>SW</td>
<td>o</td>
</tr>
<tr>
<td>ELECTIVE</td>
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</tr>
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<table>
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<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>ANTHP306, Introduction to Human Anatomy</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>ANTHP101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN102, Elementary Spanish II</td>
<td>3</td>
<td>FL</td>
<td>SPAN101</td>
<td></td>
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<tr>
<td>PSYCH 160, Evolution and Behavior</td>
<td>3</td>
<td>X</td>
<td>PSYCH 100</td>
<td></td>
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<tr>
<td>ELECTIVE</td>
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<tr>
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<tr>
<td>Term credit total:</td>
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<td>3</td>
<td>6</td>
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</tr>
</tbody>
</table>

**Program Totals:**
- Credits: 120
- Liberal Arts & Sciences: 42 (including Foreign Language)
- Major: 46
- Elective & Other: 36

Cr: credits  
LAS: liberal arts & sciences  
Maj: major requirement  
New: new course  
Prerequisite(s): list
**APPENDIX D FACULTY TEACHING ASSIGNMENTS SED FORM**

**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>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</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>Michael E. Steiper (Program Director), Associate Professor</td>
<td>ANTHP 101 ANTHP 102 ANTHP 302 ANTHP 312 HMBIO 401 HMBIO 402</td>
<td>33%</td>
<td>PhD, Harvard University</td>
<td>Scholarly contributions to the field</td>
</tr>
<tr>
<td>Ignasi Clemente, Assistant Professor</td>
<td></td>
<td></td>
<td>PhD, UCLA</td>
<td>Scholarly contributions to the field</td>
</tr>
<tr>
<td>Marc Edelman, Professor</td>
<td>ANTHC 101 ANTHC 309</td>
<td></td>
<td>PhD, Columbia University</td>
<td>Scholarly contributions to the field</td>
</tr>
<tr>
<td>Christopher Gilbert, Assistant Professor</td>
<td>ANTHP 101 ANTHP 102 ANTHP 305 ANTHP 306 ANTHP 301 ANTHP 311</td>
<td></td>
<td>PhD, Stony Brook University</td>
<td>Scholarly contributions to the field</td>
</tr>
<tr>
<td>Thomas McGovern, Professor</td>
<td>ANTHC 126 ANTHC 127 ANTHC 232 ANTHC 308 ANTHC 327</td>
<td></td>
<td>PhD, Columbia University</td>
<td>Scholarly contributions to the field</td>
</tr>
<tr>
<td>Herman Pontzer, Assistant Professor</td>
<td>ANTHP 101 ANTHP 102 ANTHP 105 ANTHP 301 ANTHP 318</td>
<td></td>
<td>PhD, Harvard University</td>
<td>Scholarly contributions to the field</td>
</tr>
<tr>
<td>Jessica Rothman, Assistant Professor</td>
<td>ANTHP 101 ANTHP 102 ANTHP 210 ANTHP 310</td>
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<td>PhD, Cornell University</td>
<td>Scholarly contributions to the field</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Institution</td>
<td>Scholarly contributions to the field</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------</td>
<td>------------------------------------</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Ida Susser, Professor</td>
<td>ANTHC 101</td>
<td>PhD, Columbia University</td>
<td>Scholarly contributions to the field</td>
<td></td>
</tr>
<tr>
<td>Adrienne Alaie, Assistant Professor</td>
<td>BIOL 100, BIOL 102</td>
<td>PhD, CUNY</td>
<td>Scholarly contributions to the field</td>
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<tr>
<td>Jesus Angulo, Professor</td>
<td>BIOL 376</td>
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<td>Scholarly contributions to the field</td>
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<tr>
<td>Jill Bargonetti, Professor</td>
<td></td>
<td>PhD, NYU</td>
<td>Scholarly contributions to the field</td>
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<tr>
<td>Derrick Brazill, Associate Professor</td>
<td></td>
<td>PhD, UC Berkeley</td>
<td>Scholarly contributions to the field</td>
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</tr>
<tr>
<td>David Foster, Professor</td>
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<td>Scholarly contributions to the field</td>
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</tr>
<tr>
<td>Janette Gomos-Klein, Lecturer</td>
<td>BIOL 125, BIOL 150</td>
<td>PhD, CUNY</td>
<td>Scholarly contributions to the field</td>
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<tr>
<td>Diego Loayza, Assistant Professor</td>
<td>BIOL 220</td>
<td>PhD, Johns Hopkins School of Medicine</td>
<td>Scholarly contributions to the field</td>
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<tr>
<td>Roger Persell, Associate Professor</td>
<td>BIOL 120, BIOL 122, BIOL 322</td>
<td>PhD, CUNY</td>
<td>Scholarly contributions to the field</td>
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<tr>
<td>Jayne Raper, Professor</td>
<td></td>
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<td>Scholarly contributions to the field</td>
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<tr>
<td>Shirley Raps, Professor</td>
<td>BIOL 250</td>
<td>PhD, University of Illinois</td>
<td>Scholarly contributions to the field</td>
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</tr>
<tr>
<td>Thomas DeGloma, Assistant Professor</td>
<td>SOC 251</td>
<td>PhD, Rutgers University</td>
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<tr>
<td>Margaret Chin, Professor</td>
<td>SOC 100, SOC 201, SOC 307</td>
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<td>Scholarly contributions to the field</td>
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<tr>
<td>Erica Chito-Childs, Associate Professor</td>
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<tr>
<td>Mark Halling, Lecturer</td>
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<tr>
<td>Justin Garson, Assistant Professor</td>
<td>PHIL 254</td>
<td>PhD, University of Texas at Austin</td>
<td>Scholarly contributions to the field</td>
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</tr>
<tr>
<td>Christopher Braun, Associate Professor</td>
<td>PSYCH 180</td>
<td>PhD, UC San Diego</td>
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<tr>
<td>Darlene Defour, Associate Professor</td>
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<td>Tracy Dennis, Associate Professor</td>
<td></td>
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</tr>
<tr>
<td>Roseanne Flores, Associate Professor</td>
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</tr>
<tr>
<td>Sarit Golub, Associate Professor</td>
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<td>Scholarly contributions to the field</td>
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<tr>
<td>Cheryl Harding, Professor</td>
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<tr>
<td>Rebecca Farmer Huselid, Associate Professor</td>
<td></td>
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<td>Scholarly contributions to the field</td>
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<tr>
<td>Name</td>
<td>Course</td>
<td>Degree</td>
<td>University</td>
<td>Scholarly contributions to the field</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------</td>
<td>---------------------------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Regina Miranda, Associate Professor</td>
<td></td>
<td>PhD, NYU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeffrey Parsons, Distinguished Professor</td>
<td>PSYCH 100</td>
<td>PhD, University of Houston</td>
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<td></td>
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<tr>
<td></td>
<td>PSYCH 170</td>
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<tr>
<td>Sandeep Prasada, Associate Professor</td>
<td></td>
<td>PhD, MIT</td>
<td></td>
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<tr>
<td>Tricia Striano, Professor</td>
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<td>PhD, Emory University</td>
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<tr>
<td>Virginia Valian, Distinguished Professor</td>
<td>PSYCH 100</td>
<td>PhD, Northeastern University</td>
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<tr>
<td>Mark Hauber, Associate Professor</td>
<td>PSYCH 160</td>
<td>PhD, Cornell University</td>
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<tr>
<td>Peter Moller, Professor</td>
<td>PSYCH 225</td>
<td>PhD, Free University Berlin</td>
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APPENDIX E  FACULTY TO BE HIRED SED FORM

N/A: No faculty must be hired.
Table 5: New Resources

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<th>Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<td>20802</td>
<td>21322</td>
<td>27319</td>
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<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>4000</td>
<td>4080</td>
<td>3121</td>
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<td>3247</td>
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<td>Capital Expenditures</td>
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<td>Total all</td>
<td>58590</td>
<td>30275</td>
<td>40371</td>
<td>41364</td>
<td>47846</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.

[2] Specify the academic year.


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

[5] Specify what is included in "other" category, (e.g., student financial aid).
### APPENDIX G PROJECTED REVENUE TABLE CUNY

<table>
<thead>
<tr>
<th></th>
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<td><strong>Tuition Revenue[3]</strong></td>
<td></td>
<td></td>
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<td>01. From Existing</td>
<td>$240,660</td>
<td>$344,831</td>
<td>$512,688</td>
<td>$729,687</td>
<td>$1,097,814</td>
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<tr>
<td>02. From New Sources[5]</td>
<td>$57,300</td>
<td>$81,824</td>
<td>$131,153</td>
<td>$188,502</td>
<td>$266,700</td>
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<tr>
<td>03. Total</td>
<td>$297,960</td>
<td>$426,656</td>
<td>$643,841</td>
<td>$918,189</td>
<td>$1,364,514</td>
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<td><strong>State Appropriation[6]</strong></td>
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<tr>
<td>04. From Existing Sources§</td>
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<td>$0</td>
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</tr>
<tr>
<td>05. From New Sources</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>06. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Other Revenue[7]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources§</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources</td>
<td>$0</td>
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<td>09. Total</td>
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<td>$0</td>
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<tr>
<td><strong>Grand Total[8]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources§</td>
<td>$240,660</td>
<td>$344,831</td>
<td>$512,688</td>
<td>$729,687</td>
<td>$1,097,814</td>
</tr>
<tr>
<td>11. From New Sources</td>
<td>$57,300</td>
<td>$81,824</td>
<td>$131,153</td>
<td>$188,502</td>
<td>$266,700</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$297,960</td>
<td>$426,656</td>
<td>$643,841</td>
<td>$918,189</td>
<td>$1,364,514</td>
</tr>
</tbody>
</table>
APPENDIX H SUPPORTING MATERIALS FOR PROJECTED REVENUE TABLE CUNY

The Five-Year Revenue Projections for Program
SENIOR 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.*

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors</td>
<td>42</td>
<td>59</td>
<td>86</td>
<td>120</td>
<td>177</td>
</tr>
<tr>
<td>Tuition Income</td>
<td>$5,730</td>
<td>$5,845</td>
<td>$5,961</td>
<td>$6,081</td>
<td>$6,202</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$240,660</td>
<td>$344,831</td>
<td>$512,688</td>
<td>$729,687</td>
<td>$1,097,814</td>
</tr>
<tr>
<td>Student Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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>$240,660</td>
<td>$344,831</td>
<td>$512,688</td>
<td>$729,687</td>
<td>$1,097,814</td>
</tr>
</tbody>
</table>

Tuition & Fees:

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income</td>
<td>$15,300</td>
<td>$15,606</td>
<td>$15,918</td>
<td>$16,236</td>
<td>$16,561</td>
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<td>Total Tuition</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

TOTAL EXISTING FULL TIME TUITION REVENUE
$240,660 $344,831 $512,688 $729,687 $1,097,814

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income</td>
<td>$245</td>
<td>$250</td>
<td>$255</td>
<td>$260</td>
<td>$265</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</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>

TOTAL EXISTING PART TIME REVENUE
$0 $0 $0 $0 $0

TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)
$240,660 $344,831 $512,688 $729,687 $1,097,814
### Year One

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</th>
<th>10</th>
<th>14</th>
<th>22</th>
<th>31</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students are students who would NOT have enrolled in another program at your college, had the new program not been established.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Majors (Enter # of NEW FULL TIME In State Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$5,730</td>
<td>$5,845</td>
<td>$5,961</td>
<td>$6,081</td>
<td>$6,202</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$57,300</td>
<td>$81,824</td>
<td>$131,153</td>
<td>$188,502</td>
<td>$266,700</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Instate Tuition &amp; Fees</td>
<td>$57,300</td>
<td>$81,824</td>
<td>$131,153</td>
<td>$188,502</td>
<td>$266,700</td>
</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors (Enter # of NEW FULL TIME Out of State Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$15,300</td>
<td>$15,606</td>
<td>$15,918</td>
<td>$16,236</td>
<td>$16,561</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Year Three

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</th>
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<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors (Enter # of NEW PART-TIME In State Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$245</td>
<td>$250</td>
<td>$255</td>
<td>$260</td>
<td>$265</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Instate Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Year Four

<table>
<thead>
<tr>
<th>Tuition &amp; Fees:</th>
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<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors (Enter # of NEW PART-TIME Out of State Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$510</td>
<td>$520</td>
<td>$531</td>
<td>$541</td>
<td>$552</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>

### Year Five

<table>
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<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors (Enter # of NEW PART-TIME Out of State Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer) i.e. 6 Fall, 6 Spring, 3 Summer=15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit) calculates 2% increase per year</td>
<td>$510</td>
<td>$520</td>
<td>$531</td>
<td>$541</td>
<td>$552</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out of State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### TOTAL NEW FULL TIME TUITION REVENUE

<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>$57,300</td>
<td>$81,824</td>
<td>$131,153</td>
<td>$188,502</td>
<td>$266,700</td>
</tr>
</tbody>
</table>

### TOTAL NEW PART TIME REVENUE

<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>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</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>$57,300</td>
<td>$81,824</td>
<td>$131,153</td>
<td>$188,502</td>
<td>$266,700</td>
</tr>
</tbody>
</table>
State Revenue from EXISTING sources-identify sources

<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></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<th>Year One</th>
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<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

State Revenue from NEW sources-identify sources

<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></td>
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<td>0</td>
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</table>

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

<table>
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<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></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>

FOR YEARS 2-5 INCLUDE CONTINUING RESOURCES FROM PREVIOUS YEARS

<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>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Other Revenue From Existing Sources (specify and explain)- LINKS TO REVENUE SPREADSHEET ROW 13

<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>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)

<table>
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<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### APPENDIX I FIVE YEAR FINANCIAL PROJECTION CUNY TABLE

The Five-Year Financial Projections for Program

Direct Operating Expenses (Include additional expenses incurred by other programs when satisfying needs of new program):

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>10640</td>
<td>10906</td>
<td>21819</td>
<td>22364</td>
<td>28513</td>
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</tbody>
</table>

Current Full Time Faculty Replacement Costs (list separately)
- Course release for director
- Course release for second faculty adviser
- Course release for capstone

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9000</td>
<td>9225</td>
<td>18911</td>
<td>1938</td>
<td>24835</td>
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</tbody>
</table>

New Full Time Faculty Base Salary (list separately)
- New Full Time Faculty Overload (include Summer)
- New Faculty Re-assigned Time (list separately)
- Full Time Employee Fringe Benefits (33.0%)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>900</td>
<td>923</td>
<td>1891</td>
<td>1938</td>
<td>2484</td>
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</tbody>
</table>

**Total (Links to Full-Time Faculty on Program Exp Worksheet)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9900</td>
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<td>20802</td>
<td>21322</td>
<td>27319</td>
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</tbody>
</table>

Part Time Faculty Actual Salaries
- Part Time Faculty Actual Fringe Benefits (10%)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9900</td>
<td>10148</td>
<td>20802</td>
<td>21322</td>
<td>27319</td>
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**Total (Links to Part-Time Faculty Program Exp Worksheet)**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Full Time Staff Base Salary (list separately)
- Full Time Staff Fringe Benefits (33%)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Total (Links to Full-Time Staff on Program Exp Worksheet)**

<table>
<thead>
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<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
(DO NOT INCLUDE NEW LIBRARY STAFF IN THIS SECTION)

<table>
<thead>
<tr>
<th>Part Time Staff Base Salary (list separately)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11232</td>
<td>11513</td>
<td>11801</td>
<td>12096</td>
<td>12398</td>
</tr>
</tbody>
</table>

| Graduate Assistants                           |        |        |        |        |        |
| Student Hourly                                |        |        |        |        |        |
| Part Time Employee Fringe Benefits (10.0%)     |        |        |        |        |        |
| **Total** (Links to Part-Time Staff on Program Exp Worksheet) | 15655  | 16047  | 16448  | 16859  | 17280  |

**LIBRARY**

<table>
<thead>
<tr>
<th>Library Resources and course materials for ANTHP 306</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff Full Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (33%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Staff Part Time (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (10.0%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong> (Links to Library on Program Exp Worksheet)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**EQUIPMENT**

| Computer Hardware                                  | 4000   |        |        |        |        |
| Office Furniture                                   | 4000   |        |        |        |        |
| Other (Specify)                                    |        |        |        |        |        |
| **Total** (Links to Equipment on Program Exp Worksheet) | 8000   | 0      | 0      | 0      | 0      |

**LABORATORIES**

| Laboratory Equipment                               | 6035   |        |        |        |        |
| Other (list separately) course material for ANTHP 105 |        |        |        |        |        |
| course material for ANTHP 106                       | 15000  |        |        |        |        |
| **TOTAL** (Links to Laboratories on Program Exp Worksheet) | 21035  | 0      | 0      | 0      | 0      |
APPENDIX K ARTICULATION AGREEMENTS CUNY

THE CITY UNIVERSITY OF NEW YORK

ARTICULATION AGREEMENT
BETWEEN QUEENSBOROUGH COMMUNITY COLLEGE &
THE PROGRAM IN HUMAN BIOLOGY AT HUNTER COLLEGE

A. SENDING AND RECEIVING INSTITUTIONS

Sending Institution: Queensborough Community College
Program: Biological Sciences
Degree: Associates of Science

Receiving Institution: Hunter College
Program: Human Biology
Degree: Bachelor of Arts

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

A student must have a 2.5 average or better to continue study at Hunter College after having completed 25 or more credits.

Total transfer credits granted toward the baccalaureate degree: 60 credits.

Total additional credits required at the senior college to complete baccalaureate degree: 60 credits.

The Hunter College Program in Human Biology agrees to accept into its B.A. program students from the Queensborough Community College who successfully complete an associate’s degree in Liberal Arts and Sciences with at least a 2.0 overall grade-point average.

C. COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDITS AWARDED
**General Education:**
Common Core - Any and all CUNY Pathways Common Core requirements fulfilled at Queensborough Community College will be considered fulfilled at Hunter College.

Subtotal: 30

**Program Requirements:**

<table>
<thead>
<tr>
<th>Queensborough CC</th>
<th>Hunter College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>COURSE NUMBER</td>
<td>COURSE NUMBER</td>
</tr>
<tr>
<td></td>
<td>COURSE NUMBER</td>
</tr>
<tr>
<td>BI 201</td>
<td>BIOL100</td>
</tr>
<tr>
<td>General Biology I</td>
<td>Principles of Biology I</td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>BI 202</td>
<td>BIOL102</td>
</tr>
<tr>
<td>General Biology II</td>
<td>Principles of Biology II</td>
</tr>
<tr>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>BI 235</td>
<td>ANTHP 306</td>
</tr>
<tr>
<td>Human Anatomy</td>
<td>Introduction to Human Anatomy</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>BI 235</td>
<td>MATH 125</td>
</tr>
<tr>
<td>Precalculus</td>
<td>Precalculus</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MA 440</td>
<td>MATH 150</td>
</tr>
<tr>
<td>Analytic Geometry and Calculus I</td>
<td>Calculus with Analytic Geometry</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MA 441</td>
<td>STAT 113</td>
</tr>
<tr>
<td>Computer Assisted Statistics</td>
<td>Elementary Probability and Statistics</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MA 336</td>
<td></td>
</tr>
<tr>
<td>Computer Assisted Statistics</td>
<td>Physical Education or Dance</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>SP 211</td>
<td></td>
</tr>
<tr>
<td>Speech Communication</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HE 101</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>(Blanket)</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>Subtotal</strong></td>
</tr>
<tr>
<td><strong>30</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Total Credits: 60

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

**General Education:**
College Option – Foreign Language and/or Focused Study
1) Students who matriculate with an Associate’s degree must complete 6 credits of the College Option.

2) The College Option will highlight Hunter College’s commitment to foreign language and to encouraging students to develop depth in an area outside of the major (focused study).

3) Students must complete four semesters of a foreign language or demonstrate equivalent competency as per regulation #1 above. Note: four semesters of a foreign language must be sequential and in a single language.

4) College Option – Focused Study. Students who need two or more Focused Study courses must fulfill this requirement by taking two courses at the 200 level or above in a recognized major, minor, or certificate program outside the student’s primary major. Students who need only one Focused Study course must fulfill the requirement with a 200-level course outside the primary major.

5) A detailed breakdown of language and focused study as a function of matriculation status is shown in Table 1.

Table 1 – College Option: Foreign Language and Focused Study
A detailed breakdown of the requirements for each possible matriculation status.

<table>
<thead>
<tr>
<th>Matriculation Status</th>
<th># Foreign Language semesters completed towards 4 semester proficiency* upon matriculation</th>
<th>#Courses Required to be completed in Foreign Language Sequence</th>
<th># Courses Required in Focused Study</th>
<th>Total # of College Option Credits for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s Degree</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>6</td>
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<td>6</td>
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<tr>
<td></td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

*Semesters completed or equivalent proficiency demonstrated. The semesters completed must be within a single sequence (one language). Four semesters completed is equivalent to completion of two years of language study.

Overlays – additional requirements that do not necessarily add coursework
1) The Writing requirement will be an overlay. Students must complete 1 W designated course. Any course with a W attribute can be used to fulfill this
requirement, including courses taken from the Core, courses fulfilling requirements for a major or a minor or certificate, or elective courses. This requirement must be fulfilled by a W course taken at Hunter College.

2) The Pluralism and Diversity (P&D) requirement will be an overlay. Students must complete 2 P&D Designated courses. Students may not use two courses from the same P&D Group to fulfill the P&D requirement. Courses that fulfill requirements for the major, minor, Core, or electives can be used to fulfill the P&D requirement. Transfer courses that articulate into P&D designated courses can be used to satisfy the requirement.

Subtotal: 6

Prerequisites and Program Requirements:

A) Core Requirements

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Major</td>
<td>ANTHP105 The Human Species</td>
<td>3</td>
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</tbody>
</table>

Subtotal: 3

B) Complete One of the Following Tracks (18 Credits):

Track I: Body, Mind, & Health

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHP 302</td>
<td>Human Genetics</td>
<td>3</td>
</tr>
<tr>
<td>ANTHP 305*</td>
<td>Evolution of the Human Skeleton</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 125</td>
<td>Human Biology</td>
<td>4.5</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>CSI : Hunter</td>
<td>4.5</td>
</tr>
<tr>
<td>BIOL 220</td>
<td>Topics in Genetics and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 250W</td>
<td>Current Topics in the Biosciences</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 304</td>
<td>Environmental Microbiology</td>
<td>3</td>
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<tr>
<td>BIOL 376</td>
<td>Endocrinology</td>
<td>3</td>
</tr>
<tr>
<td>COMHE 303</td>
<td>Social Structure &amp; Health</td>
<td>3</td>
</tr>
<tr>
<td>COMHE 306</td>
<td>Social Disparities of Health</td>
<td>3</td>
</tr>
<tr>
<td>COMHE 328</td>
<td>Public Health Biology</td>
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<tr>
<td>COMHE 330</td>
<td>Principles of Epidemiology</td>
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<tr>
<td>COMHE 405</td>
<td>Health Care Systems and Health Policy</td>
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<tr>
<td>NFS 131</td>
<td>Food Science I</td>
<td>3</td>
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<tr>
<td>NFS 141</td>
<td>Nutrition</td>
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<td>NFS 332</td>
<td>Cultural Aspects of Food and Nutrition</td>
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<td>PHIL 254</td>
<td>Ethical Issues in Biology and</td>
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</table>
Medical Care

<table>
<thead>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>PSYC 170</td>
<td>Psychology of Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 180</td>
<td>Brain and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>WGS 251/HED 201</td>
<td>Women and Health</td>
<td>3</td>
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</tbody>
</table>

**Track II: Human Evolution and Variation**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHP 101</td>
<td>Intro to Physical Anthropology: Human Evolution</td>
<td>4</td>
</tr>
<tr>
<td>ANTHP 102</td>
<td>Intro to Physical Anthropology: Human Variation</td>
<td>4</td>
</tr>
<tr>
<td>ANTHP 210*</td>
<td>Biology of the Living Primates</td>
<td>3</td>
</tr>
<tr>
<td>ANTHP 301</td>
<td>Human Fossil Record</td>
<td>3</td>
</tr>
<tr>
<td>ANTHP 302</td>
<td>Human Genetics</td>
<td>3</td>
</tr>
<tr>
<td>ANTHP 305*</td>
<td>Evolution of the Human Skeleton</td>
<td>3</td>
</tr>
<tr>
<td>ANTHP 306*</td>
<td>Human Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>ANTHP 310</td>
<td>Primate Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ANTHP 311</td>
<td>Primate Evolution</td>
<td>3</td>
</tr>
<tr>
<td>ANTHP 312</td>
<td>Primate Evolutionary Genetics</td>
<td>3</td>
</tr>
<tr>
<td>ANTHP 316</td>
<td>Human Evolutional Adaptation</td>
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</tr>
<tr>
<td>ANTHP 318</td>
<td>Primate Nutrition</td>
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<tr>
<td>BIOL 125</td>
<td>Human Biology</td>
<td>4.5</td>
</tr>
<tr>
<td>BIOL 220</td>
<td>Topics in Genetics and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 322</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 160</td>
<td>Evolution and Behavior</td>
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<tr>
<td>PSYC 225W</td>
<td>Ethology: Animal Behavior</td>
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</table>

**Track III: Human Organizations**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANTHC 101</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTHC 126</td>
<td>Intro to Prehistoric Arch</td>
<td>3</td>
</tr>
<tr>
<td>ANTHC 127</td>
<td>Field Methods in Arch</td>
<td>3</td>
</tr>
<tr>
<td>ANTHC 232</td>
<td>Archaeology of South America and the Caribbean</td>
<td>3</td>
</tr>
<tr>
<td>ANTHC 301</td>
<td>Gender in Anthropological Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ANTHC 305</td>
<td>Psychological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTHC 308</td>
<td>Human Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ANTHC 309</td>
<td>Countryside and City</td>
<td>3</td>
</tr>
<tr>
<td>ANTHC 312</td>
<td>Anthropological Approaches to Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>ANTHC 315</td>
<td>Applied Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTHC 327</td>
<td>Prehistoric Cultural Ecology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 241</td>
<td>Population Geography</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 170</td>
<td>Psychology of Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 190</td>
<td>Development of Gender Roles</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 230</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201</td>
<td>The Family</td>
<td>3</td>
</tr>
</tbody>
</table>
SOC 217  Race and Ethnicity  3
SOC 251  Interpersonal Behavior  3
SOC 257  Sex and Gender Roles  3
SOC 301  Medical Sociology  3
SOC 307  Migration  3
SOC 311  Population Dynamics  3
SOC 317  Class, Status and Power  3

Subtotal: 18

C) Complete Capstone Course (HMBIO401*)  (3 Credits)
Subtotal: 3

Free Electives: 24

TOTAL CREDITS: 60

* these are new courses as part of the proposal

E. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURES

1. Procedures for reviewing, updating, modifying or terminating agreement:
   Queensborough Community College faculty and Hunter College faculty will
   review and analyze the strength of the curriculum and the success of students
   on an annual basis as part of their annual assessment activities. Modifications
   will be made as required.

   When either of the programs undergoes changes, this articulation agreement
   will be reviewed and revised as necessary by one or two faculty members
   from the relevant department of each institution.

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

   The CUNY Institutional Research Database will be used to track the
   performance (in terms of credit accumulation and GPA) and persistence (in
   terms of retention and graduation) of all Queensborough Community College
   students who transfer to Hunter College.

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

   Queensborough Community College and Hunter College will collaborate in
   publicizing this agreement on their websites and in their catalogs. They will
   share brochures and other marketing materials including web-based
promotions. Transfer students will be made aware of this agreement and will have available all necessary materials to publicize the agreement to the students with whom they work.

F. ADDITIONAL INFORMATION

Effective Agreement Date: Fall 2013

Karen Steele, PhD
Interim Vice President for Academic Affairs
Queensborough Community College

Vita Rabinowitz, PhD
Provost and Vice President for Academic Affairs
Hunter College

Melvin Gorelick, PhD
Chairperson, Dept. of Biological Sciences and Geology
Queensborough Community College

Michael Steiper, PhD
Interim Program Director, Human Biology
Hunter College
APPENDIX L LETTERS OF SUPPORT (AND JOB ADVERTISEMENTS)

List of NYC Area Job Listings of Possible Interest to Human Biology Graduates

Posted Job Advertisements

Susan McCarty, Director, Career Development Services, Hunter College.

Steven J. Mack, Staff Scientist, Center for Genetics, Children's Hospital & Research, Center Oakland

Nicole Anselmo, Talent Acquisition Specialist, Memorial Sloan-Kettering Cancer Center

Jen Blackman, Human Resources Manager, Social Sciences Research Council

Richard Bribiescas, Professor and Chair, Department of Anthropology, Yale University

William Jungers, Distinguished Teaching Professor and Chair, Department of Anatomical Sciences, Stony Brook University

Erik Seiffert, Associate Professor, Department of Anatomical Sciences; Director, Interdepartmental Program in Anthropological Sciences, Stony Brook University

David Pilbeam, Henry Ford II Professor of Human Evolution and Acting Chair, Department of Human Evolutionary Biology, Harvard University

Terry Harrison, Chair and Professor, Department of Anthropology; Director, Center for the Study of Human Origins, New York University

Eric Delson, Professor, Professor and former Chair, Department of Anthropology, Lehman College, CUNY; Coordinator for Physical Anthropology and Professor of Ecology & Evolutionary Biology, and Earth & Environmental Sciences, the Graduate School, City University of New York; Research Associate, Dept of Vertebrate Paleontology, American Museum of Natural History; Director, New York Consortium in Evolutionary Primatology

Mark Hauber, Professor of Psychology, Head of the Psychology Doctoral Subprogram in Biopsychology and Behavioral Neuroscience; Acting Head of Ecology, Evolutionary Biology, and Behavior, Doctoral Program in Biology, The Graduate Center, City University of New York.
### Sample of NYC Area Job Listings of Possible Interest to Human Biology Graduates

<table>
<thead>
<tr>
<th>EMPLOYER</th>
<th>TITLE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Museum of Natural History</td>
<td>Anthropology Educator</td>
<td>Manhattan</td>
</tr>
<tr>
<td>American Museum of Natural History</td>
<td>Adventures in Science Educator</td>
<td>Manhattan</td>
</tr>
<tr>
<td>City of New York, Department of Health / Mental Hygiene</td>
<td>Public Health Inspector, Bureau of Childcare/Public Health Sanitarian</td>
<td>Queens</td>
</tr>
<tr>
<td>City of New York, Department of Health / Mental Hygiene</td>
<td>Public Health Adviser, Bureau of STD Prevention and Control/Public Health Advisor</td>
<td>Queens</td>
</tr>
<tr>
<td>Doctors Without Borders / Médecins Sans Frontières</td>
<td>Administrative Assistant</td>
<td>Manhattan</td>
</tr>
<tr>
<td>FoodCorps</td>
<td>Special Assistant to the CEO</td>
<td>Manhattan</td>
</tr>
<tr>
<td>Icahn School of Medicine at Mount Sinai Department of Oncological Sciences</td>
<td>Research Coordinator in Psychosocial Oncology</td>
<td>Manhattan</td>
</tr>
<tr>
<td>Memorial Sloan Kettering Cancer Center</td>
<td>Research Study Assistant I - Dept. of Psychiatry &amp; Behavioral Sciences</td>
<td>Manhattan</td>
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<tr>
<td>Memorial Sloan Kettering Cancer Center</td>
<td>Physician Office Assistant - Dept. of Surgery</td>
<td>Manhattan</td>
</tr>
<tr>
<td>Memorial Sloan Kettering Cancer Center</td>
<td>Community Outreach Asst II at Immigrant Health and Cancer Disparities Service (IHCD) (note this position requires Arabic)</td>
<td>Manhattan</td>
</tr>
<tr>
<td>NYC Teaching Fellows</td>
<td>Teaching Fellow</td>
<td>NYC</td>
</tr>
<tr>
<td>United Hospital Fund of New York</td>
<td>Research Assistant, Medicaid Institute</td>
<td>Manhattan</td>
</tr>
<tr>
<td>Yeshiva University</td>
<td>Administrator for the Chair of the recently started new Systems &amp; Computational Biology department</td>
<td>Bronx</td>
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Posting Details

If you need to edit your application information before applying for a position, please login and click on the 'Manage Applications' link on the navigation bar to the left. You will not be allowed to change your application information after you have applied for a position.

| Posting Details |
|-----------------|------------------|
| Requisition Number | 91523 |

**FILLING A POSITION**

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<tr>
<th>Position Title</th>
<th>Anthropology Educator</th>
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<tr>
<td>Category</td>
<td>Part Time - Term</td>
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<td>Total No. of Scheduled Hours Per Pay Period</td>
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<td>(for full-timers only)</td>
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<td>FLSA</td>
<td>Non-Exempt</td>
</tr>
<tr>
<td>Department</td>
<td>Education (YT) - 052</td>
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</table>

**POSTING TEXT**

Position Summary
The American Museum of Natural History is seeking to hire a part-time anthropology educator to teach in the out-of-school time programs for youth. The educator will be responsible for leading courses and acting as the point of contact with the program coordinators during the time they are working in the program. The educator may also be responsible for creation or revision of course curricula following the format provided. In addition, the educator will be expected to set-up and clean up the classroom space on days they teach, and manage students in their courses. The educator will also make him/herself available in a timely manner to the Program Coordinator as needed. During the school year, programs run in after school hours and on the weekends. During the
Posting Details

Return to Search Results

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Return to Search Results

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FILLING A POSITION

Position Title: Adventures in Science Educator

Number of Openings: 1

Category: Part Time - Term

Total No. of Scheduled Hours Per Pay Period (for full-timers only): 20

Union Status: Non-Union

FLSA: Non-Exempt

Department: Education (Y1) - 052

POSTING TEXT

Position Summary: Every year, the Adventures in Science (AIS) program offers workshops and camps to children in grades pre-K through 5 who are interested in the sciences. There are workshops and camps in anthropology, astrophysics, earth science, paleontology, biodiversity and more. Each offering makes use of the Museum's resources through hall visits, lab and collections tours, science discussions, and hands-on activities.

AMNH is currently seeking part time AIS Educators with training in anthropology, astrophysics, earth science, paleontology, biodiversity, and related fields, to lead workshops and camps focusing on the various sciences on display at the Museum. The Educator is responsible for leading
the workshops and camps and acting as the point of contact with the Youth Programs Coordinator when the course is in session. The Educator is also responsible for set-up and cleanup of classroom space, management of students, and collection of enrollment materials from caregivers as necessary. The Educator should also make him/herself available in a timely manner to the Youth Programs Coordinator as needs arise. Successful applicants will possess an expertise in a science content area and method, as well as demonstrated competency in leading developmentally appropriate science activities for young children.

Required Qualifications

Applicants must have a Bachelor’s degree in Anthropology, Biology, Paleontology, or related field. Applicants must have teaching experience at the elementary level, preferably in informal settings.

Preferred Qualifications

A Master’s degree, or pursuing one, is preferred. Experience in fieldwork or a laboratory setting is a plus.

Posting Date

03-25-2014

Closing Date

Open Until Filled

Required Applicant Documents

Resume
Cover Letter

Optional Applicant Documents

Other Document

Special Instructions to Applicants

Please provide a list of three professional references, with contact information, and relationship to applicant.

QuickLink for Posting

careers.amnh.org/applicants/Central/quickFind=51228

EEO Statement

The American Museum of Natural History is an Equal Opportunity/Affirmative Action employer.

Return to Search Results

If you need to edit your application information before applying for a position, please login and click on the Manage Applications link on the navigation bar to the left. You will not be allowed to change your application information after you have applied for a position.

APPLY FOR THIS POSTING

American Museum of Natural History

Central Park West at 79th Street
New York, NY 10024-5192
Phone: 212-769-5100
Open Every Day from 10 am - 5:45 pm
Maps and Directions
Job Description

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

DUTIES WILL INCLUDE BUT NOT BE LIMITED TO:
— Make periodic inspections of Child Care facilities to enforce pertinent laws, rules and regulations for environmental hazards.
— Instruct operators under permit or jurisdiction of the New York City Department of Health and Mental Hygiene in principles of sanitation, vermin control and other areas of environmental health.
— Investigate complaints regarding nuisances, unsanitary conditions, quality and purity of foods, improper food handling and personal habits of handlers and inadequate or unsuitable water supply.
— 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.

Minimum Qual Requirements

1. A baccalaureate degree from an accredited college or university, 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 or university, with 12 semester credits in the biological and/or physical sciences, and 5 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.
Medical Requirement: Medical guidelines have been established for the position of Public Health Sanitarian. Candidates will be examined to determine whether they can perform the essential functions of the position of Public Health Sanitarian. Where appropriate, a reasonable accommodation will be provided for a person with a disability to enable him or her to take the examination, and/or to perform the essential functions of the job.

Additional Information

Position #: 051031 (CTU/Grant Funded)

To Apply

Apply online with a cover letter to https://a127-jobs.nyc.gov/. In the Job ID search bar, enter: job ID number #147176

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

Work Location

90-27 Parsons Blvd., Queens, NY

Residency Requirement

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

POSTING DATE: 03/21/2014 POST UNTIL: Until Filled

Apply Now Email to Friend Search Other NYC Jobs

The City of New York is an Equal Opportunity Employer
**OPEN TO PERMANENT PUBLIC HEALTH ADVISERS ONLY. YOU MUST CLEARLY STATE YOUR CIVIL SERVICE STATUS ON YOUR COVER LETTER. ALL OTHER CANDIDATES WILL NOT BE CONSIDERED.**

The mission of the Bureau of Sexually Transmitted Disease Control (BSTDC) is to promote sexual health and reduce the impact of sexually transmitted infections in NYC. To achieve these goals, we provide direct clinical services; monitor disease trends; partner with community groups, private providers and other agencies; perform outreach; provide education; conduct research and develop policies to improve sexual health and wellness.

You will be serving as a Public Health Advisor within the BSTDC clinic setting:

- Performing epidemiologic record form (2936) and pouch management and confidential investigative activities in order to expedite and ensure disease intervention for persons infected with, exposed to, or at risk of STDs: reactors, contacts, suspects or associates. Performing STD and HIV disease intervention activities on patients with designated STDs in order to facilitate disease intervention.

- Maintaining appropriate record keeping systems in accordance with Bureau guidelines.

- Conducting confidential advising/interviewing sessions of patients who are diagnosed with or at risk for STDs/HIV to identify and refer for exam and treatment; referring for services appropriate to the person who is at risk for STDs, persons needing STD/HIV interviews and partner notification, risk reduction education and other referrals.

- Performing phlebotomy and HIV Rapid Screening Tests; performing patient advising in the clinic, partner notification and risk reduction education, counseling patient before and/or after testing for such diseases including HIV and referrals are made as appropriate.

**Minimum Qualification Requirements**

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

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

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

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

Work Location
42-09 28th Street, Queens, NY

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

Job posted by: Doctors Without Borders/Médecins Sans Frontières (MSF)
Posted on: March 12, 2014

Job description

Doctors Without Borders/Médecins Sans Frontières (MSF) is an independent international medical humanitarian organization that delivers emergency aid in nearly 60 countries to people whose survival is threatened by violence, neglect, or catastrophe, primarily due to armed conflict, epidemics, malnutrition, exclusion from health care, or natural disasters.

The New York office of MSF is seeking an Administrative Assistant for our Program department to provide support to the Advocacy Unit, Access Campaign staff and the Medical Unit staff.

Position responsibilities:

Administrative Support to the Program Department

- Manages and coordinates the annual budget writing process for the Advocacy Unit, Access Campaign staff and the Medical Unit, including mid-year budget revision.
- Responsible for processing various expenditures within the department and coordinating with the Finance department to ensure proper guidelines are followed.
- Reviews, codes and submits general departmental invoices, credit card and expense reports for processing by Finance.
- Codes and submits travel and hotel request forms including information about re-billing to operational sections.
- Book travel for staff in Advocacy unit and Medical unit. This includes domestic and international flights, hotel, ground transportation, visa applications, etc.
- Provides additional administrative support to international MSF staff visiting our Advocacy and Medical Units, as needed.
- Assist in ongoing upkeep of the advocacy contacts database (ACT!), including data clean-up and entry, as well as, new contact research in coordination with the Program Associate.
- Provides administrative support to Program events as needed.
- Books phone lines, conference rooms, etc for Program Department meetings and conference calls (internal and external)

Qualifications:

http://www.idealist.org/view/job/TsgPMSzG6BD/
- Bachelor’s degree or equivalent combination of education and experience
- Minimum two years related work experience
- Strong administrative/clerical skills
- Experience in book keeping and accountancy
- Ability to prioritize ongoing vs. immediate needs appropriately
- Flexibility and ability to exercise good judgment and discretion
- Proven time management and exceptional organizational skills
- Ability to work independently and handle a large volume of work
- Strong interpersonal, written and oral communication skills
- Proficiency in Microsoft Office (Word, Excel, etc) and contact databases
- Fluent written and spoken English
- Genuine interest of in humanitarian work and international current events
- Commitment to MSF’s humanitarian principles

Starting salary: low to mid-40’s (for a 35-hour work week with some overtime available), plus excellent benefits and opportunities for professional growth and development.

For more information please visit our website:
www.doctorswithoutborders.org

How to apply

To apply, send cover letter and resume by **March 30th, 2014**

to: employment.msfusa@newyork.msf.org, ATTN: Administrative Assistant Search.

*No calls please.*
Special Assistant to the CEO
Job posted by: FoodCorps
Posted on: March 20, 2014

Job description

Who We Are:

FoodCorps is a fast-growing national nonprofit that provides a scalable response to the epidemics of childhood obesity and food insecurity, while training a new generation of leaders in the fields of food, health, education and sustainability. We support motivated leaders in limited-resource communities for a year of public service transforming school food through a three-pillared approach: 1) knowledge: teaching kids about what healthy food is and where it comes from; 2) engagement: building and tending school gardens where children get to grow, cook and taste real food; and 3) access: sourcing high-quality local food for school lunches. The efforts of FoodCorps’ service members improve the health of school food environments, making durable changes for students that last well beyond their service terms.

What We’re Looking For:

FoodCorps seeks an exceptionally motivated and highly organized candidate to provide critical support to the Chief Executive Officer of this rapidly scaling high-impact social enterprise. Reporting directly to the CEO, the Special Assistant will work closely with the Executive Team and the Board of Directors to ensure that the organization’s senior leaders are operating with efficiency, order and impact. Thanks to your efforts behind the scenes, we will leverage maximum benefit from our CEO, run exceptionally effective governance and management meetings, and stay on target with our ambitious goals of growth and ongoing improvement. This is a fulltime Coordinator-level position based in our New York office near Union Square, requiring some travel.

Core Responsibilities:

- Scheduling, planning, note-taking, and tracking follow-up for meetings of CEO, Executive Team and Board
- Coordinating CEO’s internal responsibilities and supporting strong management of VP-level staff by CEO
- Interfacing with the Coordinator of External Affairs, who is responsible for the CEO’s outward-facing work
- Monitoring progress toward organizational, departmental and individual goals and performance indicators
- Completing research, analysis and writing tasks and managing a variety of strategic special projects
- Facilitating robust Board engagement, effective Board meetings and

Location

281 Park Avenue South, New York, NY, 10010, US

Details

Start date
April 21, 2014

Application deadline
April 21, 2014

Education requirements
4-year degree

Employment type
Full time

Professional level
Entry level

Salary details
Salary commensurate with experience

Benefits
Comprehensive benefits package

Job function
Administration

Owner’s areas of focus
Environment, Health and medicine, Education, Youth
Who You Are:

You recognize that effective leadership meetings and successful senior management are critical engines of a well-run organization—and you are excited to be the oil that makes those engines run smoothly at FoodCorps. You are a hard-working, detail-oriented team player who can successfully juggle and compete managing priorities on tight deadlines. You are systems-oriented and enjoy managing complex projects that span from travel logistics to data analysis to planning of a staff retreat. You are an exceptionally clear, precise and confident communicator, with impeccable verbal and written skills. You are excited to work in close partnership with the CEO and the organization’s senior leaders, but you approach that opportunity with humility, loyalty and a “no job too small” commitment to meeting the needs of your colleagues and your supervisor.

Skills of the Ideal Candidate:

- Bachelor’s degree and two years of relevant work experience required; advanced training welcome
- Proficiency in Apple software, Google Apps and Microsoft Office required; Salesforce skills a bonus
- Must be detail-oriented, with strong organizational skills and a passion for project management
- Must enjoy working with people and on teams; must be willing to both take direction and manage up
- Must have strong interpersonal acumen and ability to anticipate and address supervisor and staff needs
- Must bring intellectual curiosity and ability to think outside of the box to efficiently solve problems
- Must be happy to work evenings or weekends when necessary and to travel occasionally
- Must be a strong fit with FoodCorps’ organizational culture, which is fast-paced with an emphasis on technology and collaboration among our geographically distributed staff
- Must bring excellent written and verbal abilities, strength in multi-tasking, goal-setting, and prioritization
- Must excel in a deadline-driven, high-pressure, entrepreneurial environment
- Must hold the highest standards of loyalty and ethics to safeguard confidential information

How to apply

How to Apply:

We are looking to hire quickly; applications will be accepted only until
Research Coordinator in Psychosocial Oncology

Job posted by: Icahn School of Medicine at Mount Sinai Department of Oncological Sciences
Posted on: March 13, 2014

Job description

The Cancer Prevention and Control Program of the Department of Oncological Sciences at the Icahn School of Medicine at Mount Sinai is looking for a full-time research coordinator. The person who joins the team will work on an NIH funded study examining an intervention for long-term side effects of cancer treatment. Patient recruitment for the study occurs at the Mount Sinai Medical Center in Manhattan as well as at the Hackensack University Medical Center in Hackensack, New Jersey. This will require an individual with the willingness and ability to drive between study sites (using a Zipcar).

For this position, we are looking for someone who is highly motivated, organized, and approachable, with excellent communication skills and attention to detail. As a research coordinator, the individual will recruit patients to the study, obtain informed consent, and serve as a constant resource for participants - answering questions, explaining the study materials, and navigating them through their study participation. There will be opportunities to work collaboratively with the study team and to provide both personal and patient feedback. The position is ideal for anyone looking to learn more about clinical research, different types of cancer and specific treatment options, and looking to work with an interdisciplinary team of psychosocial researchers and health care providers. A great opportunity for a recent graduate looking to gain experience before moving on to a graduate degree.

Responsibilities include:

1. Obtaining informed consent under minimal supervision of the investigator(s) and educating participants regarding study requirements, both at the Mount Sinai Medical Center in Manhattan and the Hackensack University Medical Center in Hackensack, New Jersey.

2. Collecting and recording study data. Inputting all information into database.

3. Assisting in the activities related to clinical research studies including but not limited to: answering phone calls, screening participants for eligibility, registering subjects with sponsoring agency, administering lifestyle questionnaires.

Location

Icahn School of Medicine at Mount Sinai, New York, NY, 10029, US

Details

Start date
April 14, 2014

Education requirements
4-year degree

Languages needed
English, Spanish (preferred)

Level of language proficiency
Fluent (read and write/translate)

Employment type
Full time

Professional level
Entry level

Job function
Health and medical, Research

Owner’s areas of focus
Health and medicine

http://www.idealista.org/view/job/hht7mXt7pCxd/
4. Assisting in preparing grant applications and IRB/GCO submissions and filings.

5. Maintaining source documents and subject files in accordance with hospital procedures. Ensuring accurate and complete compilation of subject data through chart reviews.

6. Effectively communicating with research team members at multiple sites.

7. Preparing for monitoring visits.

8. Performing other related duties.

**Job Qualifications:**

Bachelor’s in Science or closely related field or equivalent experience

Excellent written and oral communication skills

Exceptional attention to detail and accuracy

Valid driver’s license and willingness to drive to other sites in the metropolitan area (Zipcar will be available)

1-2 years of research experience preferred

Bilingual (English/Spanish) preferred

Knowledge of SPSS desired

Mount Sinai Medical Center is an equal opportunity/affirmative action employer. We recognize the power and importance of a diverse employee population and strongly encourage applicants with various experiences and backgrounds. Mount Sinai Medical Center--An EEO/AA-D/V Employer

**How to apply**

Please let us know of your interest in the position by introducing yourself and sending your resume and cover letter to Tanya Erazo at tanya.erazo@mssm.edu.
Memorial Sloan-Kettering Cancer Center is a world renowned organization dedicated to the progressive control and cure of cancer through programs of patient care, research, and education. We are seeking a Research Study Assistant I (RSA I) for a study that is looking to compare the tissue types of psychological assistance and whether they help to improve the well-being of prostate cancer patients and their partners. The candidate will be responsible for patient recruitment which will be done primarily in clinic and completing follow up assessments. Additionally, the candidate will be responsible for database maintenance, data entry, communicating progress and challenges and working with the principal investigator (PI) to analyze the study data. Because a large part of the RSA's time will be spent in the clinic recruiting and interviewing patient's and interacting with the clinical staff, strong interpersonal skills are essential.

Specific Responsibilities
- Coordinate and carry out patient recruitment;
- Obtain informed consent and administer the assessment battery;
- Maintain study database, codebook, and procedures for data entry and monitoring;
- Conduct regular audits of the data to ensure its accuracy and integrity;
- Ensure that patient registration, informed consent procedures, and handling of data meet all institutional and governmental requirements;
- Provide regular reports to the PI regarding study progress and challenges and work with the PI to address any problems that arise;
- Organize and participate in weekly study meetings;
- Assist in the preparation of presentations and manuscripts;
- Perform literature searches and other tasks as needed.

Bachelor's degree preferred, prior experience in a primary care setting helpful;
High School diploma with at least 2 years of MSK medical/research experience required or military experience can be used in place of educational requirement.
Excellent knowledge of Microsoft Office and SPSS helpful
Outstanding judgment, initiative, and attention to detail;
Able to work efficiently and effectively;
Superior interpersonal skills and verbal and written communication skills;
Flexible and works well independently as well as in a team setting.

MSKCC is an equal opportunity and affirmative action employer committed to diversity and inclusion in all aspects of recruiting and employment. All qualified individuals are encouraged to apply and will receive consideration without regard to race, color,
gender, gender identity or expression, sexual orientation, national origin, age, religion, creed, disability, veteran status or any other factor which cannot lawfully be used as a basis for an employment decision.

We offer an excellent salary and comprehensive benefits, including tuition reimbursement. Please visit our website at www.mskcc.org/jobs and apply on-line.
Memorial Sloan-Kettering Cancer Center is a world renowned organization dedicated to the progressive control and cure of cancer through programs of patient care, research, and education.

The Physician Office Assistant will manage and maintain an academic and research oriented practice by providing administrative support to the clinical team. This person will function as the primary contact for patients; handle heavy telephone volume, ensuring that callers are assisted in a timely, efficient and courteous manner; schedule patients’ tests, appointments, and procedures; update and maintain electronic medical records; coordinate with clinical and administrative staff; submit letters and other necessary information to payers for pre-certification approvals.

Shift: Monday-Friday: 9:00am-5:00pm

Minimum Qualifications:

- High School Diploma plus two years of relevant experience OR Bachelors’ Degree
- Experience in an administrative role strongly preferred. Healthcare industry a plus.
- Knowledge of medical terminology preferred
- Strong computer skills required
- Ability to handle acutely ill patients in stressful situations.
- Ability to provide at least a 2 year commitment

Federal law requires employers to provide reasonable accommodation to qualified individuals with disabilities. Please tell us if you require a reasonable accommodation to apply for a job or to perform your job. Examples of reasonable accommodation include making a change to the application process or work procedures, providing documents in an alternate format, using a sign language interpreter, or using specialized equipment.

We offer an excellent salary and comprehensive benefits, including tuition reimbursement. Please visit our website at www.mskcc.org/jobs and apply on-line.
Community Outreach Asst II

Added 03/11/2014
New York, NY
Research
Job ID: 3959

Memorial Sloan-Kettering Cancer Center is a world renowned organization dedicated to the progressive control and cure of cancer through programs of patient care, research, and education.

The Immigrant Health and Cancer Disparities Service (IHCD) at Memorial Sloan Kettering Cancer Center in New York City is seeking a Community Outreach Assistant (COA) to work on its diverse community-based participatory health research initiatives. This position will be outreaching to men in mosques, taxi garages, and other sites. This is an opportunity for a bright, energetic individual to join the dedicated staff of a growing immigrant public health and research organization.

The COA plays a vital role within IHCD:

- S/he executes outreach research programs and protocols in compliance with all regulatory, institutional, and departmental requirements
- Performs data collection, data entry and data analysis for research projects, databases, and research protocols for the IHCD Service
- Ensures data quality and integrity during each phase of data collection and for each protocol assigned.
- Maintains close relationships with partnering agencies/institutional staffs.
- **Fluency in Arabic is required** and interest in health disparities.

Bachelors degree preferred, or high school degree with 2 years experience working in or with community-based outreach research, especially those with a focus on service and research health-related programs, preferred. Must be fluent in Arabic.

The employee will be working at MSK’s 641 Lexington Avenue office, but will also spend approximately 50% time at various community sites, events, and programs.

Monday–Friday 9-5

MSKCC is an equal opportunity and affirmative action employer committed to diversity and inclusion in all aspects of recruiting and employment. All qualified individuals are encouraged to apply and will receive consideration without regard to race, color, gender, gender identity or expression, sexual orientation, national origin, age, religion, creed, disability, veteran status or any other factor which cannot lawfully be used as a basis for an employment decision.

We offer an excellent salary and comprehensive benefits, including tuition reimbursement. Please visit our website at www.mskcc.org/jobs and apply on-line.

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(Jobs/descriptions/senior-budget-analyst-office-of-clinical-research-new-york-new-york-job-4336848)
Research Technician - Immunology
(Jobs/descriptions/research-technician-immunology-new-york-new-york-job-4336874)
Senior Research Technician - Immunology
(Jobs/descriptions/senior-research-technician-immunology-new-york-new-york-job-4336873)
Research Project Coordinator - Pathology
(Jobs/descriptions/research-project-coordinator-pathology-new-york-new-york-job-4334004)
Clinical Research Manager - Clinical Trial...
(Jobs/descriptions/clinical-research-manager-clinical-trials-office-new-york-new-york-job-4333976)
Research Study Assistant I - Commack, NY
(Jobs/descriptions/research-study-assistant-i-commack-ny-commack-now-job-4331369)
Research Study Assistant I - HPB Service, ...
(Jobs/descriptions/research-study-assistant-i-hpb-service-dept-of-surgery-new-york-new-york-job-4318153)
Research Technician - Immunology
(Jobs/descriptions/research-technician-immunology-new-york-new-york-job-4304803)
Research Study Assistant I - Nuclear Medic...
(Jobs/descriptions/research-study-assistant-i-nuclear-medicine-radiology-new-york-new-york-job-4303111)
Teach Math or Science. Become a NYC Teaching Fellow!

Job posted by: NYC Teaching Fellows
Posted on: March 26, 2014

Job description

Over 8,700 Fellows are currently teaching in New York City’s highest need public schools, with almost 400 Fellows currently serving as principals, assistant principals, and administrators. Learn more at www.nyc-teachingfellows.org.

Program Details

The NYC Teaching Fellows program is preparing a critical mass of exceptional teachers committed to a better future for the NYC students. Our teachers go where they are needed the most – they teach in urban neighborhoods, where too many children have fallen behind and are struggling to catch up.

_Fellows who successfully complete our program become full-time teachers within a few months of enrolling._ They participate in an innovative, practice-based summer training program and then earn a subsidized master’s degree in education while teaching in a New York City public school.

Why Teach Math and Science?

As a Fellow, you will be responsible for ensuring that high-poverty students have the solid foundation in science and math that they need to train for prestige jobs as engineers, doctors, statisticians, computer programmers, and accountants that ensure they have limitless opportunities in our 21st century economy. Teaching Fellows represent 21% of all science teachers and 20% of all math teachers in New York City.

Who We Look For

There is no one profile of an ideal candidate. You may have built a successful career in business or engineering and now wish to give back as a teacher. You could be a high-achieving recent graduate who majored in mathematics or physics who now wants to share your passion for these subjects with NYC students. Whatever your background, you believe that every student can achieve at a high-level and will do whatever it takes to help them get there. You understand that math and science are the subjects where students learn the

Location

New York, NY, US

Details

Education requirements
4-year degree, All majors, Science, mathematical, Mathematics, English, Psychology

Employment type
Full time

Professional level
Entry level

Salary range (annual, U.S. $)
45,530 – 55,780

Benefits
Full benefits

Job function
Accounting and finance, Writing and editing, Social science, Mathematics and statistics, Teacher Training, teachers, teaching, teach, Education, Technology, Teacher

Owner’s areas of focus
Urban, Family, University, Youth, Community development, Human services, Civic engagement, Education

http://www.idealist.org/view/job/D6fdpm78H6d/
critical thinking and problem solving skills they need for success in today’s economy. **No prior teaching experience or education coursework is necessary.** Strong applicants:

- Crave feedback and strive to be the best they can be at any challenge they undertake.
- Think on their feet and can quickly devise solutions to unexpected challenges.
- Want to work hard and have fun, will bring passion and joy to their classrooms, and will inspire achievement and a real love of learning.
- Know that sometimes there isn’t one right answer to a problem, and that the process of questioning, hypothesizing, and testing is as important as finding a solution.

“*Every kid needs a chance to succeed and be challenged. NYC Teaching Fellows gives you the opportunity to change lives. We’re doing something important here, with urgency. We’re closing the achievement gap. If you want to make our society better, it starts in the classroom. You can do something about it.*” – Travis Brown, 2004 math Fellow and founding principal of The Urban Assembly Institute for New Technologies

**How to apply**

We are now accepting online applications for the June 2014 program. The next application deadline is March 31st.

**Click here** to learn more and start your application today.
Research Assistant, Medicaid Institute

Job posted by: United Hospital Fund of New York
Posted on: February 18, 2014

Job description

JOB SUMMARY: Assist Medicaid Institute and other Fund staff on analytic work related to Medicaid policy and health care financing and redesign, including ongoing implementation of the Affordable Care Act in New York. Day-to-day responsibilities include, but are not limited to: writing internal memos on Medicaid policy developments, analyzing data from primary and secondary sources, conducting literature searches and reviews, writing summaries of health policy reports and journal articles, planning and staffing high-level invitational meetings, and drafting sections of Fund reports for publication.

JOB DUTIES:

1. Collect timely policy-relevant information from program administrators, researchers, and advocates by attending frequent meetings, conferences and webinars; analyze and summarize information for policy analysis staff.
2. Keep senior staff informed of important events and developments by writing substantive and detailed internal memos that contribute to the development of Fund publications.
3. Identify and assemble data from primary and secondary sources, support research and policy analysis staff in analyzing data using Excel and statistical software with the opportunity to devise scopes of research, and prepare and maintain data files.
4. Prepare materials, including literature summaries, other data summaries, and graphics for presentations and briefings.
5. Assist policy and research staff in convening meetings, including preparing background materials, and in conducting in-depth interviews.
6. Draft sections of Fund reports for publication with co-author opportunities.

EMPLOYMENT STANDARDS:

Minimum Education and/or Experience Required: Bachelor’s degree in economics, government, other social science, mathematics, or a health care related field. At least one year of experience and a demonstrated interest in health policy are required. Masters degree may substitute for one year of health policy experience.

Location

1411 Broadway, New York, NY, 10018, US

Details

Education requirements
4-year degree

Employment type
Full time

Professional level
Entry level

Benefits
United Hospital Fund offers a competitive salary combined with generous benefits, including health, dental, life, and disability insurance; a tax-deferred annuity savings plan; and a commuting subsidy.

Job function
Research

Owner’s areas of focus
Health and medicine, Philanthropy

http://www.idealist.org/view/job/3khTb8BcpbD/
Knowledge and Ability: Excellent writing, quantitative, and analytic skills; strong interpersonal and communication skills; a self-starter with the ability to work well independently and in groups and to work on several projects simultaneously. Flexible, courteous, willing to learn new skills, and motivated to actively participate in a dynamic and hardworking team-oriented environment with growth potential. Proficiency in Word, Excel and PowerPoint is required. Experience with statistical programming applications (SAS, SPSS and/or STATA) is preferred.

How to apply

To apply: please e-mail your resume and cover letter, including salary requirements, noting the position title in the subject line of your e-mail to: employment@uhfny.org
Yeshiva University

Administrator

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<th>Job ID</th>
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<tr>
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<tr>
<td>Department</td>
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<td>Campus</td>
<td>Einstein/Riverside - Bronx</td>
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<td>Exempt</td>
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<td>Position Type</td>
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More information about this job:

ABOUT US:

Albert Einstein College of Medicine of Yeshiva University (Einstein) is one of the nation’s premier institutions for medical education, basic research and clinical investigation, and proud home to more than 3,000 faculty and staff, 750 medical students and 245 PhD students, including 116 students in the combined MD/PhD programs. As a longstanding national leader in biomedical research, Einstein has 300+ research laboratories and in 2012 the National Institutes of Health awarded Einstein $160 million in funding. Einstein offers challenging, exciting, and rewarding careers for highly talented individuals who are dedicated to advancing pioneering educational and research initiatives. We pride ourselves in our humanitarian mission of serving the community and promoting an academic and working culture that is both supportive and collaborative. At Einstein, science is truly at the heart of medicine. Link here to review Einstein stories in the media and watch a video of Einstein’s history, recent successes and innovative plans for the future.

Founded in 1886, Yeshiva University has a strong tradition of combining Jewish scholarship with academic excellence and achievement in the liberal arts, sciences, medicine, law, business, social work, Jewish studies, education and psychology. Since welcoming our first class in 1955, Einstein has been an integral part of Yeshiva University, an institution that offers rewarding and challenging employment opportunities to qualified candidates in a wide range of disciplines.

The University offers an excellent compensation package, and a broad range of employee benefits plans, including immediate participation in the University’s retirement plan. Staff members are typically eligible for four weeks paid vacation each year. Additionally, there is a shuttle to nearby subway locations.

The Position:

This position is the Administrator for the Chair of the recently started new Systems & Computational Biology department. Candidate will serve as a liaison, communicating with potential recruits, postdoctoral fellows, students and potential donors for the Chair. He/she will coordinate with the departmental Administrator in all aspect of the administrative needs of the department.

POSITION RESPONSIBILITIES:

- Coordinate faculty recruitment, appointment, promotion and tenure packages including assisting faculty with creation of teaching profiles and other requirements
- Manage production of departmental annual report, accomplished by data and statistical collection and analysis and preparing draft documents in conjunction with the Chairman. Also manage production of newsletters and work in progress papers
- Design and implement internal process for the measurement and tracking of faculty performance, career development, job satisfaction, and student/teacher evaluation so that information is readily available to the Chairman
- Work with the Chairman to develop and communicate strategic goals and directions for the department
- Assist in gathering, compiling, and communicating the content for the departmental website
- Organize, attend, and produce minutes of all committee, and administrative meetings
- Assist in revising the Educational Graduate program, work closely with the Chairman on the proposal to Einstein’s graduate division
- Administer an external speaker seminar series, i.e., be the first person to the outside world
- Organize departmental retreat and external conferences and meetings as needed. Coordinate data collection for large grant applications
- Be liaised in grant preparation and administration, particularly for Chairmen’s grants and to back up departmental Administrator. Candidate should have a science/medical school background and knowledge of or be able to be trained in the grant application process and how to edit these grants, collect the data needed for grant applications to ensure grants are being submitted and are in full compliance

QUALIFICATIONS:

Experience and Educational Background:

- Bachelor's Degree required
- 3-5 years of experience as an administrator or related role is required
- MBA or Master's Degree in Science is highly preferred

Skills and Competencies:

- Speaks clearly and expresses self well in one-on-one conversations and groups
- Develops effective written communications and uses them appropriately
- Interacts and proactively shares information with internal and external contacts where appropriate
- Develops effective relationships with peers, students and employees
- Assumes responsibility to ensure issues/concerns will be addressed and monitors them through conclusion
- Must be proactive in developing departmental procedures, committees and activities
- Identifies, defines and analyzes information and situations before recommending a course of action
- Effectively manages own time and resources
- Seeks to apply technology and innovation to improve efficiency and solve problems preferentially in a MAC environment

Options:

Apply for this job online
Administrator

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The Position:

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POSITION RESPONSIBILITIES:

- Coordinate faculty recruitment, appointment, promotion and tenure packages including assisting faculty with creation of teaching profiles and other requirements
- Coordinate departmental events, speakers and events
- Coordinate the departmental budget
- Coordinate the departmental paper submission for promotions

Yeshiva University is an equal opportunity employer committed to hiring minorities, women, individuals with disabilities and protected veterans.

Yeshiva University
500 West 185th Street
New York, NY 10033
(212) 960-5400

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November 2, 2012
Human Biology Major

Dear Dr. Steiper,

It was very exciting meeting with you to discuss your proposed Human Biology Program. The program design’s multidisciplinary framework allows for students to gain a very broad approach to the study of humanity. In reviewing your proposal and in discussion with our internship coordinator I have compiled a list of internship sites where our students have obtained positions. These would be in line with the Human Biology curriculum:

- New York City Department of Health
- SUNY Downstate, Exploring Health Career
- National Eating Disorders Association
- Labs at Hunter College in the Departments of Biology, Chemistry, Psychology
- NYU Child Study Center
- New York Presbyterian Hospital
- Mount Sinai Medical Center
- CHEST, Center for HIV Educational Studies and Training
- Albert Einstein College of Medicine, Next Steps
- Manhattan Staten Island Area Health Education Center

I hope this is helpful to you and I wish you all the success in this endeavor. If I or any of the Career Development Services staff may be of any additional help to you, do not hesitate to contact us.

Sincerely,

Susan McCarty
Director, Career Development Services
Dr. Steven J. Mack  
Staff Scientist  
Center for Genetics  
Children’s Hospital & Research Center Oakland  

November 1, 2012  

Dr. Derrick T. Brazill  
Department of Biological Sciences  
Hunter College  
695 Park Avenue  
New York, NY 10065  

Dear Dr. Brazill,  

I am a Staff Scientist at Children's Hospital & Research Center Oakland’s (CHRCO) research institute, and am writing to offer my enthusiastic support for Hunter College's new proposed Human Biology Program.  

CHRCO employs approximately 500 faculty, scientists, post-docs, clinical fellows, research associates and technicians, and provides internships for several hundred undergraduate, masters, and first-year medical students each year. I am responsible for making hiring decisions in our group, the Human Genetic Variation laboratory, and participate in making hiring decisions for the Center for Applied Population Genetics.  

I have reviewed the proposal for a new Human Biology Major at Hunter, and am impressed with the proposed curriculum. I feel confident that students in this new Human Biology program would be well-prepared for internships and employment in research associate positions here at CHRCO. A multidisciplinary approach to Human Biology in its many facets is going to be increasingly important in this modern age of high-throughput genomics, cloud-based bioinformatics, globally-integrated economies, and rapid urban population growth.  

Please feel free to contact me if you need any additional information from about this issue.  

Cheers,  

[Signature]  

Steven J. Mack, PhD
Hi Michael,

From the information you provided, the curriculum sounds like it would be a good match for candidates applying to our Research Study Assistant positions. RSAs work on clinical trials research and primarily perform: data collection, data analysis and regulatory compliance. While we do not have a fixed set of majors that we look for, we do have a preference for individuals who have shown an interest in science and have completed some statistical classes and/or research projects.

I hope this is the type of information that you are looking for. Please let me know if you require additional information.

Best of luck with the program!

Nicole
Hunter College Human Biology Proposal

Jennifer Carroll Blackman <blackman@ssrc.org>  
To: "Michael E. Steiper" <msteiper@hunter.cuny.edu>

Mon, Oct 15, 2012 at 12:45 PM

Dear Michael,

I do believe this would be an interesting and useful major, and as an interdisciplinary social science research organization, we would consider applicants with this major for our entry level position of program assistant, particularly in programs such as China Environment and Health Initiative (http://www.ssrc.org/programs/china-environment-and-health/) , DPDF Fellowship Program (http://www.ssrc.org/fellowships/subcompetitions/dpdf-fellowship/E7C6D5E8-0312-E111-9A56-001CC477EC84/D13B62DB-5214-E111-9A56-001CC477EC84/ ) and HIV/AIDS, Gender and Security (http://www.ssrc.org/programs/gender-and-security-program/ ) as I think these would be some of the most relevant programs for the major.

Please see attached for our entry level position description.

Please let me know if you need a more formal letter.

Sincerely,

Jen Blackman
Human Resources Manager
Social Science Research Council
One Pierrepont Plaza, 15th Floor
Brooklyn, NY 11201
Tel: 718-517-3627
Fax: 212-245-4232
Email: blackman@ssrc.org
Web: www.ssrc.org

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Career Fair GeneralPA announcement.doc

38K
To Whom It May Concern:

This letter is provided to express my enthusiastic support of the initiative to create a multidisciplinary Human Biology major at Hunter College. As the Chair of the Yale University Department of Anthropology, and a biological anthropologist, I offer my opinion based on over twenty years of human evolutionary biology research. In addition, for over fourteen years, I have taught one of the largest anthropology courses at Yale, “Human Evolutionary Biology and Life History” which is a core science course meant to provide Anthropology majors and non-majors with a foundation in human evolutionary biology. I am excited and to be candid, a bit envious that Hunter College is considering to develop an entire major around this scholarly area. Human evolutionary biology is among the fastest and most dynamic fields of scholarly study. Indeed, entire departments have emerged that focus on this area of study, such as at Harvard and Duke University. The development of a major that trains students in this field would be of great value to any institution.

There is a growing interest for undergraduates trained in this area, with a growing number of Ph.D. programs in Anthropology devoting attention to candidates and applicants trained in human evolutionary biology. The rationale for this interest is, in my opinion, the gap between standard evolutionary biology departments and medical schools. Most biology departments are fully engaged with evolutionary aspects of biology but pay little attention to humans as a species. Medical schools provide intense training in human biology and physiology but do not deploy any training in evolutionary theory, which is the very foundation of understanding the biology of any species, including humans. Human biology majors, programs, and departments, fill this void in spectacular fashion. During our deliberations to consider applications from graduate programs, we are especially mindful of programs that place an emphasis on human evolutionary biology. Universities with such programs/tracts include Harvard, Stanford, and Northwestern Universities. Indeed, if the administrative conditions were favorable, we would surely consider a similar program here at Yale. Moreover, there is a growing interest in medical students trained in human evolutionary biology. A recent symposium that I participated in held at the National Academy of Sciences, which included the Deans of the Harvard and Yale Medical Schools, concluded that programs, such as the one proposed at Hunter, would be at the forefront of producing scholars who focused on the emerging field of evolutionary medicine. In other words, graduates of Human Biology programs are in great demand by graduate and medical schools.

I have reviewed the proposal sent to me by Professor Michael Steiper, which includes proposed course requirements. The course choices and organization are excellent providing
Yale Department of Anthropology

students with a clear expectation of mastery of the field while providing a suitable range of elective choices. Students who undertake this program with success would surely be viable candidates for top tier graduate programs, including the Ph.D. program here at Yale. I applaud your efforts and certainly hope this comes to fruition. I offer my full support for this initiative and wish you ongoing success.

Sincerely yours,

Richard G. Bribiescas
Professor and Department Chair
September 28, 2012

Dr. Michael E. Steiper
Department of Anthropology
Hunter College
695 Park Avenue
New York, NY 10065

Dear Mike –

Many thanks for sharing with me the proposal for a new major in Human Biology at Hunter College. It looks very thorough and balanced to me. It reminds me somewhat of the human biology major for undergraduates at Cornell University (in the public sector), a very popular and successful pathway for those science-oriented students wanting to pursue additional training and education in some aspect the health sciences. It also parallels a very new initiative here at Stony Brook for a Human Evolutionary Biology major shared by the Departments of Anthropology and Ecology & Evolution.

I have been the Chair of the SBU School of Medicine’s admissions committee for many years now, and I think your new major looks very promising for pre-med and other pre-health professionals. It is also very timely. As the Nesse et al. (2010) report in PNAS notes (www.pnas.org/cgi/doi/10.1073/pnas.0906224106), premedical students are in desperate need of more human evolutionary biology, and your proposed major fills that niche perfectly. I predict that your new Human Biology major will be very popular among Hunter College undergraduates, and it will prepare them well for diverse careers in biomedical research and healthcare delivery.

I wish you and Hunter College the best of luck and offer my strong endorsement of your well-designed proposal.

Sincerely,

[Signature]

William L. Jungers
Distinguished Teaching Professor and Chairman
Department of Anatomical Sciences
william.jungers@stonybrook.edu
September 26, 2012

Michael E. Steiper, Ph.D.
Professor, Department of Anthropology
Hunter College of the City University of New York
New York, New York, 10065

Dear Dr. Steiper,

Thank you for sharing details of the curriculum that you have proposed for a new Human Biology major at Hunter College. I am truly impressed -- this is an excellent model for a program that would give undergraduate students a broad understanding of the human condition, while the individual tracks provide enough intensive study in either human culture, evolution, or health to prepare students for graduate work and eventual careers in research, education, or both. I have no doubt that the top students in your Human Biology program would be excellent candidates for graduate work in our Interdepartmental Doctoral Program in Anthropological Sciences.

Sincerely,

Erik R. Seiffert, Ph.D.
Associate Professor, Department of Anatomical Sciences
Director, Interdepartmental Doctoral Program in Anthropological Sciences
Health Sciences Center T-8
Stony Brook University
Stony Brook, New York, 11794-8081
U.S.A.
September 27, 2012

To whom it may concern:

I have had a chance to look at the proposed curricular plan for the Human Biology Program being proposed at Hunter College. I would consider a graduate of this program prepared for the graduate program in Human Evolutionary Biology here at Harvard. In addition, for graduate programs like ours making it possible for participants to take more natural science courses as electives would also strengthen possible candidacy.

Yours sincerely,

David Pilbeam
Henry Ford II Professor of Human Evolution
Acting Chair
Dear Colleagues,

I am writing in support of the proposed new major in Human Biology. The planned curriculum will provide students with an essential foundation in biology, human anatomy and physiology, and quantitative methods as a prelude to more advanced electives from a constellation of natural science and social science disciplines that relate to human biology. The three proposed tracks will appeal to students with a diversity of academic interests, and the roster of courses makes good use of the specialized disciplinary expertise that Hunter College has to offer. The overall design of the curriculum appears to be well considered, and I am certain that such a major will be an attractive option for undergraduate students at Hunter College with a general interest in the natural sciences.

There are few programs in anthropology or evolutionary biology nationwide that offer students a range of courses in biological anthropology (my own field of study) to allow undergraduate students to graduate with an adequate foundational background for them to compete successfully for a place in the top graduate programs in the country. Hunter College is fortunate to have the depth of expertise in biological anthropology to provide the kind of preparation that students need as a prerequisite for entering a doctoral program. In Track II, for example, students would take a minimum of five courses in biological anthropology. This is precisely the kind of preparation that we look for in potential candidates for our doctoral program at NYU. We also give preference to students with a broad background in the natural sciences and statistics, and this will be provided in the Core Sequence of the proposed new major.

The Human Biology major will provide undergraduate students at Hunter College with a strong interdisciplinary foundation that is essential for more advanced training at the graduate level in fields related to human biology. Such a major would certainly be an advantage to Hunter College students in applying to our doctoral program and to other top tier programs. We accept less than 4% of applicants to our doctoral program, and while many factors contribute to our decisions about whether or not to accept students, the strength and depth of the undergraduate training is undeniably of paramount importance in our deliberations.

Given the faculty expertise at Hunter College, the projected interest that a Human Biology major would receive from undergraduates, and the advantages that it would give to prospective graduate students to compete for places in premier doctoral programs, the implementation of the proposed major would represent a desirable and potentially highly successful curricular initiative that deserves to be supported.

Yours sincerely,

[Signature]

Terry Harrison
Chair and Professor of Anthropology,
Director Center for the Study of Human Origins
NYCEP
The New York Consortium in Evolutionary Primatology
www.nycep.org
The City University of New York, Columbia University, New York University,
The American Museum of Natural History, Wildlife Conservation Society

Associate Professor Michael Steiper
Department of Anthropology
Hunter College--CUNY
695 Park Avenue
New York, NY 10065

Dear Mike

I was pleased to see the outline of the new major in Human Biology that your Department is proposing to offer. This is an outstanding approach to preparing your students for a variety of future career and academic paths. For example, Track 2 would provide Hunter undergraduates with an excellent background for top-level graduate programs in biological anthropology and related disciplines, such as the one we have at the CUNY Graduate Center and the others involved in NYCEP. I look forward to seeing your students apply to these Ph. D. programs and wish you much success with the new major.

Best regards

Eric Delson, Ph. D.
Professor and former Chair, Department of Anthropology, Lehman College, CUNY;
Coordinator for Physical Anthropology and Professor of Ecology & Evolutionary Biology, and
Earth & Environmental Sciences, the Graduate School, City University of New York;
Research Associate, Dept of Vertebrate Paleontology, American Museum of Natural History;
Director, New York Consortium in Evolutionary Primatology
Dr. Mark E. Hauber  
Professor of Psychology,  
mhauber@hunter.cuny.edu  
http://www.cowbird.org.nz  
Head of the Psychology Doctoral  
Subprogram in Biopsychology and  
Behavioral Neuroscience (2011-12)  
Acting Head of Ecology,  
Evolutionary Biology, and  
Behavior, Doctoral Program in  
Biology (2013)  

October 11, 2012  

To: Human Biology Proposal Committee, Hunter College  

Dear Committee Members:  

I am delighted to fully support the proposal for a Human Biology major at Hunter College. I am familiar with many graduates of the Human Biology undergraduate degree from Stanford University, including my own former PhD mentor (now a professor of Animal Behavior at Cornell University).  

After having reviewed the proposal at its earlier stage and also just today, for this new major at Hunter College, I am happy to confirm that its scope, breadth, focus, and detail are both sufficient and attractive for graduate committee members and doctoral program heads, such as myself, in master’s programs (Animal Behavior and Conservation MA program at Hunter College) and doctoral degrees (the new Animal Behavior track in Psychology, and the Ecology, Evolutionary Biology, and Behavior track in Biology at GC CUNY).  

What I found especially promising is that the human-specific, biological, and statistical core-courses already provide a strong scientific and quantitative basis upon which to build a student-interest specific track and specialized degree within one of the 3 alternative tracks. This is always an attractive aspect in students’ applications for doctoral programs and competitive extramural fellowships: the more motivated and talented the student, I have found that typically the more focused and directed their undergraduate major-course work is (in addition to a diverse and interesting set of courses of breadth requirements, of course!). Accordingly, in the proposed Human Biology program, all 3 of its tracks include courses that provide rigorous preparation for STEM-type graduate degrees, while may be also appealing for pre-med, pre-health, pre-clinical psychology, and even for pre-law students and their interests in professional and graduate programs.  

Please do not hesitate to contact me for further information.  

Sincerely,  

[Signature]  

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