



New Program Proposal: Undergraduate Degree Program

Form 2A

Version 2016-11-14

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to an associate and/or bachelor’s degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available [here](#).

Table of Contents

NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

Section 1. General Information.....	2
Section 2. Program Information.....	4
2.1. Program Format	4
2.2. Related Degree Program.....	4
2.3. Program Description, Purposes and Planning.....	4
2.4. Admissions	6
2.5. Academic and Other Support Services	6
2.6. Prior Learning Assessment.....	6
2.7. Program Assessment and Improvement	6
Section 3. Program Schedule and Curriculum.....	7
Section 4. Faculty	11
Section 5. Financial Resources and Instructional Facilities.....	13
Section 6. Library Resources	13
Section 7. External Evaluation.....	13
Section 8. Institutional Response to External Evaluator Reports	14
Section 9. SUNY Undergraduate Transfer	14
Section 10. Application for Distance Education.....	15
Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization.....	15
List of Appended and/or Accompanying Items	16

¹Use a **different form** if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information	
a) Institutional Information	Date of Proposal: July 29, 2019
	Institution's 6-digit SED Code: Utica – 275100
	Institution's Name: Mohawk Valley Community College Utica
	Address: 1101 Sherman Drive Utica, New York 13501
	Dept of Labor/Regent's Region: Mohawk Valley Region
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 275100
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will be offered, or check here [X] if not applicable:
c) Proposed Program Information	Program Title: Health Sciences
	Award(s) (e.g., A.A., B.S.): A.S.
	Number of Required Credits: <i>Minimum [62] If tracks or options, largest minimum []</i>
	Proposed HEGIS Code: 5299.00
	Proposed 6-digit CIP 2010 Code: 51.0000
	If the program will be accredited, list the accrediting agency and expected date of accreditation: N/A
	If applicable, list the SED professional licensure title(s) ³ to which the program leads: N/A
d) Campus Contact	Name and title: James Lynch, Assistant Vice President
	Telephone: 315-792-5316 E-mail: jlynch@mvcc.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.
	Name and title: Lew Kahler, Vice President of Learning and Academic Affairs
	Signature and date:
If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:	
Partner institution's name and 6-digit SED Code: N/A	
Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):	

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Attestation and Assurances

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

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

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

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.⁵

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

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

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

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

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

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

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	
Lew Kahler, Vice President of Learning and Academic Affairs	Phone Number 315-792-5301

⁵ The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Section 2. Program Information

2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
*NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and **append** a [Distance Education Format Proposal](#).*
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to an associate's or a bachelor's degree. N/A

2.3. Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The Health Science program provides foundational learning for students who desire entry into any of a number of different health and health-related professions. It is designed for students who want to focus on healthcare careers in fields such as nursing, radiological technology, surgical technology, and biotechnology. The Health Science program is also a transfer program that meets the requirements of the SUNY Health Education Transfer Pathway. Students interested in careers in community health, health education, health counseling, or public health can utilize this pathway as a foundation for transfer to programs leading to these health-related careers.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

Educational objective:

To pursue an associated degree with the intent to transfer into a Health Studies, Health Sciences, Public Health or Healthcare Management Bachelorette degree either at a SUNY College or another university, including Utica College. Students that are interested in the Health Sciences program will ultimately work in a healthcare setting as a nurse, technician, educator or administrator.

Program Learning Outcomes:

1. Identify and access resources that provide accurate, evidence-based health information.
2. Use critical thinking skills to analyze information related to health and wellness.
3. Respond appropriately to people's needs within diverse cultures and communities.
4. Communicate effectively in various formats, which may include written, oral, and technology-related methods.
5. Evaluate healthcare/community issues, options, and strategies related to quality of life, chronic disease, and death.

Curriculum Map – Refer to Appendix 1

- c) How does the program relate to the institutions and SUNY’s mission and strategic goals and priorities? What is the program’s importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program’s potential to achieve national and/or international prominence and distinction?

This transfer path allows students the opportunity to complete an A.S. in Health Sciences within two years. The student will have the opportunity to transfer seamlessly into an upper level SUNY College. Currently there are hundreds of students matriculating into MVCC’s General Studies degree with anticipation of getting into one of MVCC’s health care programs. Due to limited number of students accepted into these programs and students coming in not prepared to meet the programs prerequisites, they may not get into their desired program (i.e. Nursing, Radiological Technician or Respiratory Care). This Health Sciences AS degree will allow students to use their financial aid resources more effectively by finishing a two-year degree and transfer to an upper level SUNY school. Students will take HC100 in the first semester of this program and this course will expose students to health professions located within the United States healthcare system. This mandated career exploration will surely be beneficial to a large cohort of students.

- d) How were faculty involved in the program’s design? Describe input by external partners, if any (e.g., employers and institutions offering further education)?

Faculty from the Math and Natural Sciences department designed the program with consultation from MVCC’s Health Professions faculty. Additional support was provided by Utica College faculty.

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program’s design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner’s Regulations for the Profession](#), **append** a side-by-side chart to show how the program’s components meet those external standards. If SED’s Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, **append** a completed form at the end of this document.

Advisory from Utica College, a local university was sought as many of MVCC’s students transfer locally. The program layout was cross referenced with SUNY’s Health Education transfer path and other Health Care programs to guarantee a seamless transfer.

- f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	30	6	36	36
2	45	9	54	54
3	65	13	78	78
4	90	18	108	108
5	120	24	144	144

There are currently an estimated 300 - 500 students attempting to complete pre-requisites for MVCC’s Healthcare Programs. Students sometimes are enrolled for years waiting to get into a Healthcare program. This degree will help students get on their desired path earlier. We project that we will enroll at least 30% (75-125 students) of this population by year 5.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, **but do not list each General Education course.**

Course Title	Credits
CF100 College Foundations	1
HC100 Introduction to Healthcare	3
BI141 General Biology 1	4
HM100 Medical Terminology for Health Professionals	3
BI151 Nutrition & Dietetics 1	3
PE172 Health & Wellness	2
BI216 Human Anatomy and Physiology 1	4
BI217 Human Anatomy and Physiology 2	4
BI201 Microbiology	4
Psychology Elective (Childhood & Adolescence, Abnormal Psychology, or Life-Span Developmental Psychology)	3
Total Credits:	31

For Course Descriptions refer to Appendix 2

h) Program Impact on SUNY and New York State

h)(1) *Need:* What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

Students interested in working in the health care industry have been struggling trying to get into MVCC’s healthcare programs as a result of the selective nature of such programs; therefore, they historically been matriculated into a General Studies degree and have taken the risk of depleting their financial aid without the assurance of being accepted into a healthcare program. This is not fair to students or the community. The Health Science A.S. program will allow for students in the Mohawk Valley region and surrounding areas a chance to attend and complete college locally for the first two years. It will offer students a chance to save money so they can pursue a 4-year degree as a transfer student to an upper level SUNY College and ultimately work in a healthcare setting.

h)(2) *Employment:* For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form. **N/A**

Employer	<i>Need: Projected positions</i>	
	In initial year	In fifth year

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** *Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED's Inventory of Registered Programs](#).*

Institution	Program Title	Degree	Enrollment
SUNY Cortland	Health Education	Bachelor's	25 – Fall 2018
SUNY Brockport	Public Health	Bachelor's	125 – Fall 2018
Utica College	Health Studies	Bachelor's	97 – Fall 2018

- h)(4) *Collaboration:*** Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result? **N/A**
- h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved? **N/A**
- h)(6) *Undergraduate Transfer:*** The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under [SUNY's student mobility policy](#), **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

Refer to section 9

2.4. Admissions

- a)** What are all admission requirements for students in this program? Please note those that differ from the institutions Minimum admissions requirements and explain why they differ.

MVCC is an Open Enrollment Institution. Students who have obtained a high school diploma or graduate equivalency diploma (GED) will be accepted to the college. Open admissions does not guarantee acceptance to selective programs such as Business Administration, Computer Science, Engineering Science, and certain Health Science Programs. Students who do not achieve satisfactory placement test scores will be required to take remedial math, reading, and/or writing classes prior to required course work. There are no additional requirements for the Health Sciences A.S. degree program. Also, the admissions requirements of the Health Sciences A.S. degree will not be selective.

- b)** What is the process for evaluating exceptions to those requirements?

Applicants transferring to MVCC from other regionally accredited institutions or providing documentation of appropriate instruction may receive whole or partial credit for college courses completed. Acceptance or transfer credits is the prerogative of the appropriate academic center designee. Transfer students are responsible for sending an official academic transcript from each college where credit is being requested. MVCC will accept a minimum grade equivalent to 2.0 on a 4.0 scale.

Transfers should send an official transcript for each college from which transfer credit is being requested. If no transfer credit is being requested and/or transcripts are not available, you still must report yourself as a transfer for Financial Aid purposes.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

Our Admissions department and academic schools will recruit through open house, high school visits and through internal and external marketing events.

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

Supplemental Instruction/Study Groups

This program integrates how-to-learn with what-to-learn. It is designed to prepare students for exams and quizzes by reinforcing the material presented in class. Supplemental instruction is available to all students. Through tutors, students have the ability to gain access to study guides and/or sample tests, prepare for quizzes and exams, engage in issues relevant to the subject area, and gain exposure to various study techniques.

Professional/Peer Tutoring Learning Commons / Completion Coaches

The Learning Center’s professional/peer tutoring is available for a variety of academic areas. These services are provided by the students and faculty members of MVCC. Some of the academic areas covered are: Mathematics, Science, English, English as a Second Language (ESL), Computer Operation & Programming, Social Sciences (Psychology, Sociology, History & Anthropology), and Humanities.

Math Labs

Students enrolled in any course involving mathematics are welcome to stop by the Learning Center for math tutoring. Math tutors are available to help students with a number of tasks, including: preparing for exams and quizzes, overcoming homework-related difficulties, understanding particular problems or concepts, answering calculator-related questions.

Study Skills Workshops

In these workshops, students gain the skills to be better prepared for quizzes and exams by learning different methods for taking notes, test-taking strategies, managing time, reading textbooks and developing college survival skills. These workshops develop strategies for success. In addition, computers are available for word processing and using educational software such as MyWritingLab, MyReadingLab, MyMathLab, MyITLab and MyPsychLab. Adaptive computer technology is available for students with disabilities.

Learning Styles & Academic Assets Evaluation

Our professional tutors are trained to support students with all of their learning needs. Tutors will work with students throughout the semester to encourage and support their success. Tutors will help students create a study plan to strengthen their academic skills.

The Office of Career & Transfer Services

The Office of Career & Transfer Services is dedicated to assisting new and continuing students in discovering their career and educational goals. We strive to help students with difficult decisions by offering programs, services, and

assistance related to career planning, we realize that career planning can be quite complex, so we strive to help students find their way through the process.

Dedicated full-time professionals offer various services that can assist with forming educational goals and making decisions about future careers. These services include:

- College Central Network: A Vital Resource For Jobs
- Optimal Resume: A Resume Building Tool
- FOCUS2: A Career & Educational Planning Tool
- The Strong Interest Inventory
- The Myers-Briggs Type Indicator
- Counseling & Advisement On Career Opportunities
- Career and Academic Coaches – Learning Center
- Workshops Focused On: Resume & Cover Letter Development, Networking, & Interview Skills
- Strengths Quest

Other Support:

- Instructors Support
- Counseling Services
- Student Services
- Campus Library
- Advising department
- Specific student's advisor
- Math and Natural Sciences faculty
- Health Professions faculty
- Learning and Academic Affairs
- APER Department Recruiter

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, or check here [] if not applicable.

Prior Learning Assessment (PLA) at Mohawk Valley Community College is currently conducted by the faculty in the respective disciplines in consultation by the appropriate academic dean. Credit is awarded based on student experience and background.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, a **plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

In accordance with SUNY's assessment initiative, a comprehensive review of all Mohawk Valley Community College's programs is completed every six years. The initial periodic assessment will be conducted in 2025. The Graduate Follow-Up Report compiled and published annually tracks student placement and performance as employees.

Section 3. Program Schedule and Curriculum

Complete the **SUNY Undergraduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found [here](#). Rows for terms that are not required can be deleted.

NOTES: The *Undergraduate Schedule* must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.

- It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.
- It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages
- It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.
- When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY's [Student Seamless Transfer policy](#) and [MTP 2013-03](#).
- Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#) –with compelling justification(s).

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Prerequisite(s)
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

Special Cases for the Program Schedules:

- For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.
- When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, [Changes to an Existing Program](#), should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs.
- [SUNY policy](#) governs the awarding of two degrees at the same level.
- Minors require neither SUNY approval nor SED registration.

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.

b) For each existing course that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), **append a catalog description** at the end of this document.

c) For **each new course** in the undergraduate program, **append a syllabus** at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](#) form at the end of this document.

NOTE: The University Faculty Senate's *Internships and Co-ops, A Guide for Planning, Implementation and Assessment* is a helpful reference: <http://www.system.suny.edu/media/suny/content-assets/documents/faculty-senate/Internship-Guide--update-10.19.16.pdf>

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: Health Sciences A.S.

- 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)
- Name of SUNY Transfer Path**, if one exists: **Health Education** See **Transfer Path Requirement Summary** for details
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: Fall									Term 2: Spring								
Course Number & Title	Cr.	GE Area	GER	LAS	Maj	TPath	New	Co/Prereq	Course Number & Title	Cr.	GE Area	GER	LAS	Maj	TPath	New	Co/Prereq
CF100 College Foundations	1	0	0	0	0	0	0	0	EN102 English 2: Ideas & Values in Literature	3	HU	3	3	0	0	0	Pre-EN101
EN101 English1: Composition	3	BC	3	3	0	0	0	0	BI141 General Biology 1	4	NS	4	4	4	0	0	0
MA110 Elementary Statistics	3	MA	3	3	3	3	0	0	HM100 Medical Terminology for Health Professionals	3		0	0	3	0	0	0
HC100 Introduction to Healthcare	3	0	0	0	3	0	0	0	SO101 Intro to Sociology	3	SS	3	3	3	3	0	0
CH131 College Chemistry	4	NS	4	4	4	0	0	Pre- Appropriate math placement or MA115, MA110 or MA108	EN150 Effective Speech	3	BC	3	3	0	3	0	Pre-EN101
Term credit totals:	14	0	10	10	10	3	0	0	Term credit totals:	16	0	10	13	10	6	0	0
Term 3: Fall									Term 4: Spring								
Course Number & Title	Cr.	GE Area	GER	LAS	Maj	TPath	New	Co/Prereq	Course Number & Title	Cr.	GE Area	GER	LAS	Maj	TPath	New	Co/Prereq
BI216 Human Anatomy & Phycology 1	4	NS	4	4	4	4	0	0	BI217 Human Anatomy & Physiology 2	4	NS	4	4	4	4	0	Pre-BI216
PY101 Intro to Psychology	3	SS	3	3	3	3	0	0	Psychology Elective (a)	3	SS	3	3	3	3	0	Pre-PY101
HU280 An Intro to Ethics	3	HU	3	3	3	0	0	Pre-EN102	HI111 American History 1492 – 1850 or HI112 American History 1850 – Present (b)	3	AH	3	3	0	0	0	0
HI101 History of Civilization	3	WC / OC	3	3	0	0	0	0	BI201 Microbiology	4	NS	4	4	4	0	0	Pre-BI141 or BI217
BI151 Nutrition and Dietetics 1	3	0	0	0	3	3	0	0	PE172 Health & Wellness	2		0	0	0	2	0	0
Term credit totals:	16	0	13	13	13	10			Term credit totals:	16	0	14	14	11	9		Number of SUNY GER Categories:
Program Totals (in credits):	Total Credits			62	SUNY GER:	45	LAS	Major	Elective & Other:	Upper Division			Upper			8	
							45	44		0	0	0					

KEY Cr: credits GER: SUNY General Education Requirement (Enter Category Abbreviation) LAS: Liberal Arts & Sciences (Enter credits) Maj: Major requirement (Enter credits) TPath: SUNY Transfer Path Courses (Enter credits) New: new course (Enter X) Co/Prerequisite(s): list co/prerequisite(s) for the noted courses Upper Division: Courses intended primarily for juniors and seniors SUNY GER Category Abbreviations: American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

- (a) Psychology elective should be selected from the following: PY202 Child and Adolescence, PY203 Abnormal Psychology, or PY207 Life-Span Developmental Psychology
- (b) History elective should be selected from the following: HI111 American History 1492 - 1850 or HI112 American History 1850 – Present

Section 4. Faculty *N/A*

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

NOTE: CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm>.

- c) What is the institution's definition of "full-time" faculty?

Full time faculty can be instructors, assistant professor, associate professor and professor. Below is a description of each level of full time faculty.

Instructor

This is the most junior level of academic rank assigned to full-time faculty.

Duties: The Instructor provides instruction; assists senior faculty in course revisions and curriculum writing; advises students; serves on College and departmental committees; and performs other appropriate professional obligations.

Qualifications: The Master's degree in appropriate field is required. In specific technical fields, the candidate's experience, special training, accreditation, or personal accomplishments may replace some of the requirements for formal higher education. If, as approved by the College, an individual without the Master's degree may be hired as a probationary appointee with the stipulation that an appropriate Master's degree be completed as a condition of continuous appointment. Evidence of an ability and interest in teaching is essential. Individuals with the rank of Instructor are required to show promise and have a proven record of accomplishment in their field. Evidence of such accomplishments may include advanced study, portfolio, professional achievements, publication, technical expertise, and/or professional recommendations.

Assistant Professor

This is the third highest level of academic rank. It signifies professional achievement or experience beyond that required for the rank of Instructor.

Duties: Teaches several courses and/or laboratories or studios. She/he has developed his/her own syllabus for each course. She/he serves on departmental committees, and is beginning to serve on college wide committees, advises students. She/he explores germane scholarly or creative activities.

Qualifications: A Master's degree in the field of requirement. In specific fields, significant experience, special training or personal accomplishments may replace some requirements for formal higher education.

Teaching: The Assistant Professor demonstrates competency and promise as a teacher. The person should be striving to develop a flexible teaching style sensitive to student needs and have a willingness to learn new teaching techniques.

Scholarship and Professional Growth: The Assistant Professor is a member of professional societies as a means to enhance teaching. The person should attend conferences in order to keep abreast of the changes in his or her field.

Collegiality: The Assistant Professor has advisement responsibilities. She/he participates in departmental affairs and committees. She/he is starting to expand his/her participation in collegial matters and is developing a manifest pattern of student concern and consideration in dealing with others.

Community Service:

The Assistant Professor should demonstrate interest in participating in community life out the College.

Associate Professor

This is the next to highest level of academic rank and signifies deep and significant involvement in teaching, in professional growth, collegiality, and community service.

Duties: Teaches a reasonable variety of classes and/or laboratories; designs new courses; participates in course and curriculum revision, serves on or chairs College committees; writes and/or publishes in the discipline. Engages in scholarly or germane creative activities; mentors and advises students.

Qualifications: Master's degree in the field and significant experience are requirements.

In specific technical fields, significant experience, special training or personal accomplishments may replace some requirements for formal higher education.

Teaching: Evidence that the Associate Professor performs well in the classroom with a flexible teaching style which adapts readily to student needs. Demonstration of mastery and ongoing development of teaching techniques.

Scholarship and Professional Growth: Evidence of growth in and contribution in their own field/department; uses relevant contemporary data in teaching. Evidence may include publications or artistic productions, grant awards, participation in symposia/conferences or professional organizations, speaking engagements, consulting, advanced study, etc.

Collegiality: Associate Professor is responsible in meeting student, departmental and college-wide needs and demonstrates a continual concern for the intellectual growth of individual students and consideration in dealing with other members of the College community.

Community Service: The Associate Professor should show a commitment to service in the community.

Professor

General Statement: This is the highest level of academic rank for a member of the teaching staff. It signifies deep and significant long-term commitment to teaching, professional growth, collegiality, and community service.

Duties: Demonstrates achievement in teaching, and other scholarly achievement or germane creative activities. Mentors other members of the department, and students through the advisement process.

Participates significantly in College affairs via the collegial process. Shows a leadership role in professional growth.

Qualifications: The Master's degree in the field is a requirement. Significant advanced study or creative or academic achievement study beyond the Master's is expected.

Teaching: Evidence that the Professor performs superbly in the classroom with a flexible teaching style which adapts readily to student needs. Mastery of teaching techniques must be demonstrated and substantiated.

Scholarship and Professional Growth: The Professor must be a teacher/scholar who keeps abreast of and makes significant contributions in his or her own field/department and uses relevant contemporary data in teaching. Evidence may include publications or artistic productions, grant awards, participation in symposia/conferences, speaking engagements, professional organization participation, advanced study, etc.

Collegiality: A Professor must be generous with personal time for the department and students, be easily accessible, and must demonstrate a continual concern for the intellectual growth of individual students and show consideration in dealing with other members of the College community.

Community Service:

A Professor should show a commitment to serve in the community.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a) Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Shannon Crocker Program Director	40%	BI151 Nutrition & Dietetics 1 BI141 General Biology	University of South Alabama- M.S. Biology, December 2009 Spring Hill College- B.S. Biology, May 2006	MS: Biology BS: Biology	
Aaron Fried	20%	BI216 Human Anatomy & Physiology 1 BI217 Human Anatomy & Physiology 2	Syracuse University- M.S. in Instructional Design, Development, and Educational. Instructional Technology Concentration, May 2005. Syracuse University- M.S. in Science Education, Biology, December 12, 2001 SUNY College at Brockport- Department of Biology, B.S. in biology minor in Chemistry, 1998	MS: Biology BS: Biology / Minor in Chemistry	CREDENTIALS: (NYS Teaching Certification) SUNY Upstate Medical University- College of Graduate Studies Department of Cell and Developmental Biology, Ph.D. Program 1998-2000.

Maureen McCleary	5%	BI201 Microbiology	SUNY Upstate- Microbiology and Immunology, M.S. 1979. Areas of study: Anatomy, Physiology, Pathology, and Bacteriology. Utica College- Biology (Major), B.A. and Chemistry (Minor)	MS: Anatomy, Physiology, Pathology, and Bacteriology. BA: Biology / Minor in Chemistry	
Karen Getman	5%	HM100 Medical Terminology for Health Professionals	SUNY Institute of Technology- "Bachelors of Professional Studies" in Health Information Management, August 1999 SUNY at Morrisville- A.A.S. in "Medical Office Technology" May 1992	BPS: Health Information Management AAS: Medical Office Technology	CREDENTIALS: <u>(Registered Health Information Administrator, RHIA)</u>
Angie Christian	5%	HC100 Introduction to Health Care	SUNY College at Oswego, MED: Vocational Education SUNY Univ. Ctr. At Buffalo, BS: Psychology Onondaga Community College, Surgical Technology Certificate	MED: Vocational Education BS: Psychology Certificate: Surgical Technology	CREDENTIAL: Certified Surgical Technologist Certification awarded by the National Board of Surgical Technology
Gary Kulis	5%	MA110 Elementary Statistics	State University of New York, Binghamton, M.A. in Mathematics, December 1987 University of Maine at Presque Isle, B.A. Mathematics, Chemistry (Minor)	MA: Mathematics BA: Mathematics / Minor in Chemistry	

Amanda Miller	5%	CH131 College Chemistry	<p>University of Oregon, M.S. Chemistry, 2010</p> <p>University of West Florida, B.S. Chemistry, 2008</p> <p>Edmonds Community College -Chemistry 2003-2004</p> <p>Everett Community College - Chemistry technician program, 2001-2002</p>	<p>MS: Chemistry</p> <p>BS: Chemistry</p>	
Nur Cayirdag	10%	<p>PY101 Introduction to Psychology</p> <p>PY202 Child and Adolescence,</p> <p>PY203 Abnormal Psychology, or</p> <p>PY207 Life-Span Developmental Psychology</p>	<p>University of Georgia- Post-Doctoral Researcher- January 2013- June 2013, Empowered Youth Programs, Department of Counseling and Human Development Services</p> <p>Middle East Technical University- Ph.D., Educational Sciences 2012, and Guidance and Psychological Counseling (Major)</p> <p>University of Georgia- M.A. Educational Psychology 2011, and Gifted and Creative Education (Major)</p> <p>Istanbul University- M.S. Educational Sciences 2006, and Guidance and Psychological Counseling (Major)</p> <p>Bogazici University- B.A. Educational Sciences 2004, and Psychological Counseling (Major)</p>	<p>Ph.D., Educational Sciences 2012, and Guidance and Psychological Counseling</p> <p>M.A. Educational Psychology 2011, and Gifted and Creative Education</p> <p>M.S. Educational Sciences 2006, and Guidance and Psychological Counseling</p> <p>B.A. Educational Sciences 2004, and Psychological Counseling</p>	

David Nackley	5%	HU280 An Introduction to Ethics	Utica College—M.S. Liberal Studies with a philosophy concentration College at Oneonta SUNY- B.S. in English.	M.S. in Liberal Studies with a philosophy concentration	
Part 2. Part-Time Faculty					
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The program is designed to assist students that are interested in healthcare careers who are already matriculated in Mohawk Valley Community College’s Liberal Arts & Sciences – General Studies A.S. program. Faculty-time expenses are reallocated from other programs that are expected to see a decline in enrollment due to the Health Science A.S. coming online. A year-to-year faculty-cost contractually increase of 2.5 % is projected. Supply costs have been increased in accordance to the five- year student enrollment projection. The program will not require significant investment in library-resources, equipment, or capital expenses.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table

(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)

<i>Expenses in Dollars</i>						
<i>Program Expense Category</i>	<i>Before Start</i>	<i>Academic Year 1</i>	<i>Academic Year 2</i>	<i>Academic Year 3</i>	<i>Academic Year 4</i>	<i>Academic Year 5</i>
<i>a) Personnel (Including faculty and all other) 2.5 % increase</i>	<i>0.00</i>	<i>10,808.00</i>	<i>13,683.00</i>	<i>17,635.00</i>	<i>22,739.00</i>	<i>29,075.00</i>
<i>b) Library</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
<i>c) Equipment</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
<i>d) Laboratories</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
<i>e) Supplies</i>	<i>0.00</i>	<i>394.00</i>	<i>591.00</i>	<i>853.00</i>	<i>1,181.00</i>	<i>1,575.00</i>
<i>f) Capital Expenses</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
<i>g) Other (Specify)</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
<i>h) Sum of Rows above</i>	<i>0.00</i>	<i>11,202.00</i>	<i>14,274.00</i>	<i>18,488.00</i>	<i>23,920.00</i>	<i>30,650.00</i>

Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution’s implementation of SUNY Connect, the SUNY-wide electronic library program.

Students are oriented to MVCC’s campus library during their initial orientation and during College Foundations Seminar. CF100 College Foundations Seminar is offered in their first semester.

Students will have access to MVCC’s library on both the Utica and Rome Campus. Students will have

access to MVCC’s online library research tools. Available in MVCC’s library collection are biology, human anatomy and physiology, health information courses and all general education course publications, articles, journals and books.

There are no new course development for this program.

- b) Describe the institution’s response to identified collection needs and its plan for library development.

The institution is supportive of this program and will continue to update library resources as needed.

Section 7. External Evaluation N/A

SUNY requires external evaluation of all proposed bachelor’s degree programs, and may request an evaluation for a proposed associate degree or certificate program in a new or emerging field or for other reasons.

Is an external evaluation required? No Yes

If yes, list below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed [External Evaluation Report](#). **NOTE:** *To select external evaluators, a campus sends 3-5 proposed evaluators’ names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

Evaluator #1 Name: Title: Institution: **N/A**

Section 8. Institutional Response to External Evaluator Reports N/A

As applicable, **append** at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the [facilitation of transfer](#).

- a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree**, demonstrate that the program’s graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](#), by listing the transfer institutions below and **appending** at the end of this document:
 - two completed [SUNY Transfer Course Equivalency Tables](#), one for each transfer institution; and
 - a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Equivalency Tables Appendix #3

Support Letters Appendix #4

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree
Brockport, State University College	Public Health # 37952	B.S.
SUNY Cortland	Health Education # 12165	B.S.

- b) For a **proposed baccalaureate program**, document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as *SUNY Transfer Course Equivalency Tables* and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

Associate Degree Institution	Associate Program SED Code and Title	Degree
N/A		

NOTE: Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED’s Inventory of Registered Programs [here](#).

Section 10. Application for Distance Education

- a) Does the program’s design enable students to complete 50% or more of the course requirements through distance education? No Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program’s design enable students to complete 100% of the course requirements through distance education? No Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization N/A

- a) Based on guidance on [Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.
 No Yes, a completed *Master Plan Amendment Form* is **appended** at the end of this proposal.
- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.
 No Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

SUNY Guidance on Degree Authorization. Degree authorization is required when a proposed program will lead to a [new degree](#) (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master’s, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the [New York State Taxonomy of Academic Programs](#). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.

List of Appended and/or Accompanying Items

- a) **Appended Items:** If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
N/A	<i>For multi-institution programs, a letter of approval from partner institution(s)</i>	Section 1, Item (e)
N/A	<i>For programs leading to professional licensure, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession, or other applicable external standards</i>	Section 2.3, Item (e)
N/A	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form</i>	Section 2.3, Item (e)
N/A	<i>OPTIONAL: For programs leading directly to employment, letters of support from employers, if available</i>	Section 2, Item 2.3 (h)(2)
Appendix 1	<i>For all programs, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed</i>	Section 2, Item 7
Appendix 2	<i>For all programs, a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)</i>	Section 3, Item (b)
N/A	<i>For all programs with new courses in the major, syllabi for all new courses in a proposed undergraduate major</i>	Section 3, Item (c)
N/A	<i>For programs requiring external instruction, a completed External Instruction Form and documentation required on that form</i>	Section 3, Item (d)
N/A	<i>For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired</i>	Section 4, Item (b)
Appendix 3 and 4	<i>For all A.A. and A.S. programs, Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; for baccalaureate programs that anticipate transfer student enrollment, documentation of seamless transfer with at least two SUNY two-year programs</i>	Section 9
N/A	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance, a Distance Education Format Proposal</i>	Section 10
N/A	<i>For programs requiring an MPA, a Master Plan Amendment Form</i>	Section MPA-1

- f) **Accompanying Items - External Evaluations and Institutional Response:** If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to program.review@suny.edu that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).

Appendix 1 Curriculum Map:

Program Learning Outcomes:					
1. Identify and access resources that provide accurate, evidence-based health information.					
2. Use critical thinking skills to analyze information related to health and wellness.					
3. Respond appropriately to people's needs within diverse cultures and communities.					
4. Communicate effectively in various formats, which may include written, oral, and technology-related methods.					
5. Evaluate healthcare/community issues, options, and strategies related to quality of life, chronic disease, and death.					
Program Learning Outcome					
Course	1	2	3	4	5
CF100			X		
EN101			X	X	
MA110		X		X	
HC100	X	X	X		X
CH131					
EN102			X	X	
BI141	X	X		X	X
HM100	X	X	X	X	X
SO101 or AN101		X	X	X	
EN150				X	
BI216	X	X			X
PY101	X	X	X	X	X
HU280		X	X	X	X
HI101			X	X	
BI151	X	X	X	X	X
BI217	X	X			X
Psychology Elective	X	X	X	X	X
HI111 or 112			X	X	
BI201	X	X			X
PE172	X	X	X	X	X

Appendix 2: Course Descriptions:

Course Title	Course Description
CF100 College Foundations	This course is an opportunity for students to develop the skills necessary to be successful in college. Students learn the importance of the faculty-student and advisor-advisee relationship, develop time management techniques, apply effective study skill techniques, recognize the implications of living in a diverse society, utilize college resources, and explore career and transfer requirements. Collaborative projects are included. Students matriculated in a degree program must take this course in their first term of study.
EN101 English 1: College Composition	This course focuses on several kinds of writing: self-expressive, informative, and argumentative/persuasive, and others. A minimum of five essay compositions are required. The course emphasizes the composition of clear, correct, and effective prose required in a variety of professions and occupations.
MA110 Elementary Statistics	This course introduces probability and statistics. Topics include graphs, tables, frequency distributions, measures of central tendency and dispersion, normal distribution, correlation and regression, probability, and inferential statistics. This course is available in two formats: lecture only, or lecture plus laboratory using technology.
HC100 Introduction to Healthcare	This course introduces the field of health care for people interested in the field. Topics include an introduction to the health care delivery system, a brief historical overview of U.S. health care, health care settings and programs, members of the health care delivery team, roles of health care professionals, legal and professional ethics, health care organizations and agencies, medical record content, risk management, continuous quality improvement, epidemiology (morbidity and mortality), and interpersonal communication skills.
CH131 College Chemistry	This course is a one-semester introductory chemistry course for students other than those in Chemistry, Biology, and Engineering Science majors. Topics include an overview of modern inorganic, organic, and biochemistry along with an historical perspective. It emphasizes learning the language and methodology of chemistry as it relates to society. Careful observation and measurement is stressed in lecture and laboratory to develop quantitative reasoning ability.
EN102 English 2: Ideas & Values in Literature	This course encourages a deeper understanding of human nature and the human condition through the study of ideas and values expressed in imaginative literature. Emphasis is placed on the use and development of critical thinking and language skills. Library-oriented research is required.
BI141 General Biology 1	This is the first of a two-semester course dealing with the central concepts of biology. Topics include the chemical and cellular basis of life, energy transformations, plant structure related to function, and plant reproduction. Laboratory exercises mirror lecture topics.
HM100 Medical Terminology for Health Professionals	This course includes a study of the language of medicine, including roots, prefixes and suffixes and the proper pronunciation and spelling of medical terms. All body systems and functions, including the structure, meaning, and use of medical terms related to diseases and operations of the human body are covered. An introduction to pharmacology (medications) is included. (Online Only)

SO101 Introduction to Sociology	This course gives an understanding of and a feeling for the society in which we live. Concepts and theories discussed relate to humanity, its culture and society, and to those forces that contribute to the smooth operation of this society as well as forces that contribute to conflict and social problems. Topics include culture, socialization, stratification, population, and patterns of social organization.
EN150 Effective Speech	This course is an introduction to public speaking. It emphasizes the fundamentals of preparing, organizing, supporting, and delivering the speech based on factual material. It includes topic selection, audience analysis, fact vs. opinion, outlining, supporting material, and visual support. Informative, demonstrative, and persuasive speeches are presented.
BI216 Anatomy and Physiology 1	This course covers the structure and function of the human organism and the regulatory processes that operate within a living system. It introduces general anatomical, physiological, and chemical organization, and includes the integumentary (skin), skeletal, muscular, and nervous systems. Laboratories involve vertebrate dissection, the use of prosected human cadavers and human skeletal materials, microscope work, non-invasive human experimentation, and possibly animal experimentation.
PY101 Intro to Psychology	This course introduces the many and varied facets of psychology. Emphasis is on interactions of individuals in their cultural, social, and economic environments as determined by their cognitive, behavioral, and emotional experiences and training.
HU280 Intro to Ethics	This interdisciplinary course is both theoretical and practical. The theoretical aspect entails exploring the basic concepts and principles of moral philosophy, and the general thinking process for making moral judgments. The practical aspect involves the application of principles and strategies to specific cases derived from the humanities, such as imaginative literature, and from other disciplines, such as science and business.
HI101 History of Civilization	This course introduces the nature and study of history, and covers the emergence and development of Eurasian civilization to about 1500 A.D. in the Near East, India, China, Europe, the Western Hemisphere, and Africa. Attention is given to religion in these civilizations and on the rise of the West to a position of world power during the Middle Ages.
BI151 Nutrition & Dietetics 1	This course provides a general understanding of the science of nutrition. Topics include nutrients, nutrient requirements, food sources, food safety, dietary assessment, the role that nutrients play in maintaining health and physical well-being, and physiological functions such as digestion and absorption and metabolism of nutrients. This course is for Nutrition and Dietetics majors.
BI217 Anatomy and Physiology 2	This course, which is a continuation of BI216 Human Anatomy & Physiology 1, involves the study of structure, function, and regulation in the human organism. Topics include blood, peripheral nerves, the cardiovascular system, lymphatics, the respiratory system, the excretory system, the endocrine system, the reproductive systems, the digestive system, and metabolism. Laboratories involve vertebrate dissection, the use of prosected human cadavers and human skeletal materials, microscope work, non-invasive human experimentation, and possibly animal experimentation. Prerequisite: BI216 Human Anatomy & Physiology 1, permission from the Associate Dean of the Mathematics & Natural Sciences Department. Students enrolled in Life and Health Sciences Department programs are recommended to complete this course before beginning their specialized program coursework.
PY202 Childhood & Adolescence	This course examines the psychological changes that take place between birth and adolescence. Emphasis is placed on the cognitive, social, emotional, language, and physical dimensions of developmental change. The psychological pathologies unique to this segment of the lifespan are discussed. Prerequisite: PY101 Introduction to General Psychology.
PY203 Abnormal Psychology	This course covers the historical views of abnormality as well as current classification of abnormal behavior. It emphasizes the comparison of perspectives

	on causes and treatments of abnormal behavior. Prerequisite: PY101 Introduction to General Psychology.
PY207 Life-Span and Development	This course explores the changes that take place in human development from conception to death. Cognitive, emotional, social, and physical developments are covered at each chronological stage. Emphasis is placed on biological and environmental influences across the life-span. Prerequisite: PY101 Introduction to General Psychology.
BI201 Microbiology	This course introduces the morphology, physiology, and genetics of microorganisms and their impact on health and environment. Organisms studied include bacteria, fungi, virus, and protozoa. Laboratories emphasize safe handling and culturing of live bacteria, as well as identification procedures.
HI111 American History 1492-1850	This survey course develops a comprehensive overview of American history as well as a deeper understanding of how its geography, people, institutions, and culture interact to define the American experience. It begins with American colonization and concludes on the eve of the Civil War.
HI112 American History 1850-Present	This course continues to survey the development of the American story from an agricultural, frontier society to an urban, industrial nation. Emphasis is placed on the economic revolution of the post-Civil War era, its social, political, and military aspects, and the emergence of America as a world leader. It begins with the Civil War and concludes with the present.
PE172 Health & Wellness	This course assists students in making intelligent health-conscious decisions through topics such as wellness, aging, sexuality, drugs and alcohol and communicable diseases. It introduces activities and skills for leading healthy lifestyles including fitness assessment, weight management and exercise.

Appendix 3: Course Equivalencies (Brockport and Cortland)

Transfer Course Equivalency Table

Form 2F

Version-2014-11-17

The State University views as one of its highest priorities the [facilitation of transfer](#).

- For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree**, demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](#), by listing the transfer institutions below and **appending** at the end of this document:
 - two completed [SUNY Transfer Course Equivalency Tables](#), one for each transfer institution; and
 - a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

- For a **proposed baccalaureate program**, document that a SUNY transfer student with associate's degree in a parallel program will be able complete the proposed program within two additional years of full-time study, per [SUNY policy](#), by **appending** documentation to the program proposal. Documentation may consist of completed *SUNY Transfer Course Equivalency Tables* and/or a letter from the Chief Academic Officer of each associate degree institution confirming seamless articulation for its graduates of parallel programs. **If transfer does not apply to this program, please explain why in the Program Proposal form.**

KEY for the Transfer Course Equivalency Table

Each associate degree course should appear on the same row as the baccalaureate program course with which it is deemed to be equivalent.

Course # — Indicate the departmental identifier and course number (e.g. PHI 101).

Course Title — Indicate the title of the course (e.g., Introduction to Philosophy).

SUNY GER – Check (X) if the course will count toward the SUNY General Education Requirement.

SUNY Transfer Path – Check (X) if the course will count as a SUNY Transfer Path course.

Credits and Equivalency — Indicate the number of credit hours granted for completing that course as well as the number accepted by the baccalaureate institution. For the baccalaureate institution, also enter **None** if the credits will not count toward graduation.

SUNY TRANSFER COURSE EQUIVALENCY TABLE
SUNY TRANSFER COURSE EQUIVALENCY TABLE

Mohawk Valley Community College A.S. Health Studies (proposed)					The College at Brockport Public Health, B.S.				
Course #	Course Title	SUN Y GER	Major or SUNY Transfer Path	Credits Granted	Course #	Equivalent Course Title	SUN Y GER	Major or SUNY Transfer Path	Credits Accepted
CF 100	College Foundation Seminar			1	BRK 1TR				1
EN 101	English I: Composition	X		3	ENG 112	College Composition	Q		3
MA 110	Elementary Statistics	X		3	MTH 243	Elementary Statistics	M		3
HC 100	Introduction to Healthcare			3	HLS 1TR				3
CH 131	College Chemistry	X		4	CHM 1TR		L		4
EN 102	English 2: Ideas & values in Literature	X		3	ENG 1TR		H & Q		3
BI 141	General Biology I	X		4	BIO 201	Biology I	L		4
HM 100	Medical Terminology for Health Professionals			3	BRK 1TR				3
SO 101	Intro to Sociology	X		3	SOC 100	Intro to Sociology	S		3
EN 150	Effective Speech	X		3	CMC 201		Y		3
BI 216	Anatomy & Physiology I	X		4	BIO 321	Anatomy & Physiology I	L	X	4
PY 101	General Psychology	X		3	PSH 110	Principles of Psychology	S	X	3
HU 280	Intro to Ethics			3	PHL 102	Intro to Ethics	H		3
HI 101	History of Civilization I	X		3	HST 201	Ancient World Seminar	G & O		3
BI 151	Nutrition and Dietetics 1			3	PBH 311	Nutrition		X	3
BI 217	Anatomy & Physiology II	X		4	BIO 322	Anatomy & Physiology II	L	X	4
PY 207	Life-Span Development Psychology	X		3	PSH 3TR		S		3
HI 111	American History: 1492 - 1850	X		3	HST 211	Early America	V		3
BI 201	Microbiology	X		4	BIO 323	Microbiology	L		4
PE 172	Health & Wellness			2	HLS 1TR				2
Total Credits				62	Total Credits Transferred				62
					Remaining Credits Needed for Graduation after Transfer				Minimum of 61

BROCKPORT GENERAL INFORMATION:

1 TR = LOWER DIVISION GENERAL ELECTIVE CREDIT

3 TR = UPPER DIVISION GENERAL ELECTIVE CREDIT

0TR = NO CREDIT

XXX XXX = INFORMATION PROVIDED WAS NOT SPECIFIC ENOUGH TO DETERMINE COURSE EQUIVALENCY OR COURSE EQUIVALENCY IS DEPENDENT ON THE COURSE THAT IS COMPLETED BY THE STUDENT.

GENERAL EDUCATION CODES:

Q = BASIC COMMUNICATION

M = MATH

S = SOCIAL SCIENCE

H = HUMANITIES

G = WESTERN CIVILIZATION

N = NATURAL SCIENCE WITHOUT LAB

L = NATURAL SCIENCE WITH LAB

R = FOREIGN LANGUAGE

V = AMERICAN HISTORY

O = OTHER WORLD CIVILIZATIONS

P = FINE ARTS WITH PERFORMANCE

F = FINE ARTS WITHOUT PERFORMANCE

Y = ORAL COMMUNICATION



Transfer Course Equivalency Table

Form 2F

Version-2014-11-17

The State University views as one of its highest priorities the [facilitation of transfer](#).

- For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree**, demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](#), by listing the transfer institutions below and **appending** at the end of this document:
 - two completed [SUNY Transfer Course Equivalency Tables](#), one for each transfer institution; and
 - a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

- For a **proposed baccalaureate program**, document that a SUNY transfer student with associate's degree in a parallel program will be able complete the proposed program within two additional years of full-time study, per [SUNY policy](#), by **appending** documentation to the program proposal. Documentation may consist of completed [SUNY Transfer Course Equivalency Tables](#) and/or a letter from the Chief Academic Officer of each associate degree institution confirming seamless articulation for its graduates of parallel programs. **If transfer does not apply to this program, please explain why in the Program Proposal form.**

KEY
for the Transfer Course Equivalency Table

Each associate degree course should appear on the same row as the baccalaureate program course with which it is deemed to be equivalent.

Course # — Indicate the departmental identifier and course number (e.g. PHI 101).
Course Title — Indicate the title of the course (e.g., Introduction to Philosophy).
SUNY GER – Check (X) if the course will count toward the SUNY General Education Requirement.

SUNY Transfer Path – Check (X) if the course will count as a SUNY Transfer Path course.
Credits and Equivalency — Indicate the number of credit hours granted for completing that course as well as the number accepted by the baccalaureate institution. For the baccalaureate institution, also enter **None** if the credits will not count toward graduation.

SUNY TRANSFER COURSE EQUIVALENCY TABLE

Mohawk Valley Community College MVCC Utica SED Code 275100, Health Sciences, A.S.					SUNY Cortland SED # 12165 Health Education				
Course #	Course Title	SUNY GER	Major or SUNY Transfer Path	Credits Granted	Course #	Equivalent Course Title	SUNY GER	Major or SUNY Transfer Path	Credits Accepted
CF100	College Foundations			1	CLS1XX	Elective			1
EN101	English1: Composition	3 BC		3	CPN 100	Writing Studies I	GE 10		3
MA110	Elementary Statistics use as a Gen Ed elective	3M A	3	3	MAT 201	Statistical Methods	GE 1	X	3
SO101	Intro to Sociology	3 SS		3	SOC150	Intro to Sociology	GE 3		3
CH131	College Chemistry	4 NS	4	4	CHE 121	College Chemistry	GE 2		4
EN102	English 2: Ideas & Values in Literature	3 HU		3	CPN 101	Writing Studies II	GE 10 GE 7		3
BI141	General Biology 1	4 NS	4	4	BIO110	Principles of Biology	GE 2		4
HM100	Medical Terminology for Health Professionals (was MR103)		3	3	HLH Elective	Health Elective			3
EN150	Effective Speech	3 BC	3	3	COM 210	Fundamentals of Public Speaking		X	3
BI216	Human Anatomy & Physiology 1	4 NS	4	4	BIO301	Anatomy & Physiology I		X	4
PY101	Intro to Psychology	3 SS	3	3	PSY 101	Introductory Psychology	GE 3	X	3
HU280	An Intro to Ethics		3	3	PHI 203	Intro to Ethics			3
HI101	History of Civilization	3 WC / OW		3	HIS 100	Western Civilization to 1500	GE 5		3
BI151	Nutrition and Dietetics 1		3	3	HLH 232	Nutrition		X	3
BI217	Human Anatomy & Physiology 2	4 NS	4	4	BIO302	Anatomy & Physiology 2		X	4

Psychology Elective	PY202 Child and Adolescence, PY203 Abnormal Psychology, or PY207 Life-Span Developmental Psychology	3 SS	3	3	PSY 333 or PSY232	Adolescent Psychology or Developmental Psychology	GE 3	X	3
HI 111 or 112	American History 1492 – 1850 or American History 1850 – Present	3 AH		3	HIS 200 or 201	The United States to 1877 or The United States since 1877	GE 4		3
BI201	Microbiology (NS Gen Ed)	4 NS	4	4	BIO 304 or 303	Microbiology & Human Diseases GE Elective			4
PE172	Health & Wellness		2	2	HLH 1XX	Health Elective			2
Total Credits				59	Total Credits Transferred				59
Remaining Credits Needed for Graduation after Transfer									64

Appendix 4: SUNY Support Letters (Brockport and Cortland)

MEMORANDUM

TO: Tod A. Laursen, PH.D.
Senior Vice Chancellor and Provost
State University of New York

FROM: Mark Prus
Provost and Vice President for Academic Affairs

A handwritten signature in black ink, appearing to read 'Mark Prus'.

RE: Mohawk Valley Community College – A.S. Health Sciences

DATE: May 14, 2019

This memo is to verify that we have reviewed Mohawk Valley Community College's proposal for an A.S. Health Sciences program and support the proposed curriculum.

A review of courses indicates that the proposed curriculum articulates well into our B.S. in Health Education program. A student successfully transferring to SUNY Cortland, who had completed the A.S. Health Sciences program could reasonably complete a B.S. degree at Cortland in two years of study.

The program has been thoughtfully designed and this has been a positive dialogue and collaboration with our colleagues at Mohawk Valley Community College. Please let me know if I can provide any further information in support of this proposal.

Thank you.

pc: G. Warchol, Academic Project Manager, Mohawk Valley CC
C. Van Der Karr, Associate Provost for Academic Affairs, SUNY Cortland
C. Costell Corbin, Assistant Director for Transfer Credit Services, SUNY Cortland
N. Diller, Curriculum Coordinator, SUNY Cortland
B. Hodges, Chair, Health Department, SUNY Cortland



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK
School of Education, Health and Human Services

July 26, 2019

Gail Warchol
Academic Project Manager
Mohawk Valley Community College

Dear Ms. Warchol:

Our Coordinators of Transfer Articulation and Academic Advisement have consulted with the Department of Public Health and Health Education and Chair, Dr. Jennifer Boyle, along with the Department of Health Care Studies and Chair, Dr. Patti Follansbee, to evaluate MVCC's proposed AS degree in Health Studies. Based on their evaluations, Mohawk Valley Community College students who complete the program (with the appropriate selection of electives and GPA sufficient to warrant acceptance to The College at Brockport) will be able to transfer into our Health Science major (BS, SED Code 27048) and complete their baccalaureate degree with two (2) more years of successful study, in accordance with the attached SUNY Transfer Course Equivalency table.

Our congratulations to your faculty and students in formalizing this transfer program. We look forward to working even more closely with this program in the future and to formalizing an articulation agreement with you after you receive SUNY and SED approvals.

Sincerely,

Thomas J. Hernández, EdD, LMHC
Dean
The School of Education, Health & Human Services
The Professional Education Unit