

## Report of University Senate's Executive Committee on suspension of Disability Studies Certificate program, August 2019.

At its May 13, 2019 meeting, the University Senate's Executive Committee discussed the collective information received regarding the proposed suspension of the Disability Studies graduate certificate program. This document represents a summary of these deliberations; like all such proceedings, this will be posted on our website and included in the Senate archives as part of the EC's efforts to improve the transparency of campus decision-making about program suspensions and closures. In this case, this report summarizes the extended review and discussion of the proposed suspension of the Disability Studies Certificate program. An appendix includes excerpts from the relevant reports and emails.

### Summary:

In November 2018, the proposed suspension of the Disability Studies graduate certificate program was brought to the EC's attention by the respective chairs of the Graduate Council and CAPRA. As per University Senate by-laws, their committees were asked to review the proposed suspension.

The report from the Graduate Council ([Appendix 1](#)) indicated that the limited duration of the program did not allow for an objective, data driven assessment of its successes or shortcomings. The report also expressed the Committee's views on the value of a program in Disability Studies and specifically encouraged the pursuit of strategies for developing and sustaining a viable program. CAPRA concurrently reviewed the proposed suspension and requested a written rationale for it. As stipulated in the 2011 Guidelines for the Creating, Modification, or Elimination of Departments, Programs, Institutes, Schools, and Colleges, the administrative unit proposing such a change is required to provide a rationale for the decision. In late November, N. Tomes relayed the request to Dean Kaushansky to provide that rationale for the decision. That rationale was received on Dec. 17 ([See Appendix 2](#)) and was reviewed by CAPRA in early winter 2019. CAPRA reported back to the EC on Feb. 22 that its East Campus subcommittee had reviewed the proposal ([full text, Appendix 3](#)). The Report identified on-going fiscal responsibilities of the SHTM for Dr. Block's salary and argued that Dr. Block, who is not a clinician, was not an appropriate replacement for clinical adjunct faculty in Occupational Therapy. The report also reviewed the fiscal information provided by Dr. Block and found several points where this information did not agree with that presented in the HSC administration's proposal for Program Suspension. In conclusion, the CAPRA report made two recommendations to the EC:

To request additional fiscal information from the Administration, including a business plan that did not include a tenured faculty salary line.

To request additional information about the importance of this program to the education mission of SBU

To "withhold approval of the discontinuance of this program" until all outstanding issues are addressed.

In his response to the CAPRA report (Appendix 4A, 2/27/19) Dean Kaushansky argued against a program model that did not include a tenured faculty, indicated that program enrollment had been low, and that CAPRA's recommendation for the EC to 'withhold approval' was out of bounds of the advisory roles of these committees. In reply, N.Tomes requested from Dr. Kaushansky a response to the issue of the program's relevance to SBU's educational mission. (Appendix 4B, 3/1/19) In his response (Appendix 4C, 3/25/19), Dr. Kaushansky described low student enrollment and limited SOM faculty engagement and indicated that Disabilities Studies and Rehabilitation were not parts of the Each Campus strategic plan.

Dr. Block met with the EC on 4/27/19 and discussed the suspension at length. Prior to this meeting, Dr. Block provided additional documentation to the EC that included a budget plan for the certificate program, including offering an online version, which was approved by SUNY Central in January 2018 (Appendix 5A). She also indicated that she had been actively prevented from advertising or recruiting students into the program and its class offerings She provided emails and a list of interested students in support of her assertions that are included in Appendix 5B (4/16/19).

After due deliberation its meetings in late April and early May 2019, the EC agreed with CAPRA's analysis that the budget information provided by the HSC was insufficient to justify the program's suspension on financial grounds. The EC also agreed that the non-budgetary issues regarding the suspension, including the potential value of having a disability studies concentration available to Stony Brook graduate students had not been adequately addressed. A careful review of SBU and SUNY policies was also conducted, including consultation with Gwen Kay. This confirmed that neither the University Senate nor its Executive Committee has the formal ability to approve or disapprove the suspension of the Disability Studies Graduate Certificate. However, in our advisory capacity, we **are** charged with **expressing an informed opinion** about such actions, which we hereby exercise.

Having reviewed all the information provided us by Dean Kaushansky, Dr. Block, the Graduate Committee and the Committee on Academic Planning and Resource Allocation, we do not find sufficient support for the suspension on budgetary grounds. The certificate program was never given a chance to open. Therefore, there is no basis for arguments that it could not support itself. Moreover, the original plan to develop an on-line program is worth noting, given that departments on East and West campus are now being encouraged to develop such programs specifically for reasons of fiscal viability. Finally, the EC is concerned that so little weight seems to have been given to the academic and programmatic loss of courses aimed at improving the understanding of and service to people with disabilities. We advise that the program not be

suspended until all information has been obtained and reviewed, and that major discrepancies between a formal proposal for program suspension and available information about the plans and operations of Disability Studies Certificate program have been resolved.

Respectfully submitted on behalf of the Executive Committee,

N. Tomes, President, University Senate.

APPENDICES:

***APPENDIX 1. Report from the Grad Council sent to P. Block November 27, 2019***

In late November, the Graduate Council wrote to Prof. Block as follows:

“On November 20, the Graduate Council discussed your memo regarding the suspension of the Advanced Certificate in Disability Studies. Unfortunately, the short duration of the certificate program has not allowed enough evidence of success for the Graduate Council to make a statement of support on your behalf. Members of the Graduate Council see the value of a program in Disability Studies. We encourage you to find interested faculty across campus who will work with you to develop a new model that will be viable.”

***APPENDIX 2. HSC rationale for suspension of program received Dec. 17, 2018***

**Narrative regarding the Discontinuance of the  
Advanced Certificate Program in Disability Studies**

**Synopsis of PhD Program in Health and Rehabilitation Sciences:**

The Advanced Certificate Program in Disability Studies emerged in the context of the School of Health Technology Management’s (SHTM) PhD Program in Health and Rehabilitation Sciences (PhD program). SHTM matriculated its first class into the PhD in Fall of 2012. The PhD program was developed with three concentrations 1) Rehabilitation and Movement Science 2) Behavioral and Community Health and 3) Disability Studies. Unfortunately, due to decisions that were made in the conception and operation, the program took on many financial losses. As such, in March of 2017, SHTM in consultation with the SVP of Health Sciences, made the decision to suspend applications to the PhD program. SHTM shifted focus to providing resources needed to “teach-out” all matriculated students pursuing the PhD.

**Synopsis of the Advanced Certificate program in Disability Studies:**

In 2016, a proposal was approved by SHTM and submitted to SUNY and New York State Education to establish an Advanced Graduate Certificate in Disability Studies. This “in-seat” certificate program was developed in accordance with SUNY’s New Program Proposal guidelines that “All coursework required for completion of the certificate or advanced certificate program must be applicable to a currently registered degree program at the institution (with the possible exception of post-doctoral certificates in health-related fields).” As per the program proposal, the Advanced Graduate Certificate in Disability Studies was related to both the PhD Program in Health and Rehabilitation Sciences (Disability Studies track) and the PhD/MA Program in Cultural Analysis and Theory (Women’s Gender and Sexuality track). The program was launched in January 2017—prior to the decision to suspend the PhD program.

Once the PhD program was suspended, the assumption was that the Advanced Certificate in Disability Studies would also need to be suspended. This assumption arose because the program to which it was related, and all its required courses, would no longer be available outside the context of the PhD program. According to the State Education Department “Guidance on Certificate and Advanced Certificate Program Proposals,” the following related question/answer is documented:

QUESTION: “Must all credit hours in a Certificate Program be applicable to one specific degree program?”

ANSWER: “Each credit-bearing course in a Certificate program must be applicable to one or more degree programs, either as a part of the major, liberal arts and sciences, or as a general elective.”

The program leader presented plans to try to continue to offer this program. The Dean’s Office had a number of questions regarding the proposed plan of rollout and was working to gather more information from multiple stakeholders at SBU to see if this program could be offered in a responsible and fiscally sound manner that would remain in compliance with SUNY regulations.

In the interim, the program leader developed and submitted a proposal through the Graduate School at SBU to modify the Advanced Certificate program and establish it as a distance education format. The new proposal still didn’t address the void left by the suspension of the PhD program.

Due to financial constraints, the SHTM reached out to Dr. Kaushansky who in turn reached out to Provost Bernstein about migrating this certificate to the PhD/MA program in Cultural Analysis and Theory (Women’s Gender and Sexuality track) in the College of Arts and Sciences. In those conversations, Dr. Kaushansky proposed that the program leader’s salary would remain the responsibility of SHTM, and that only expenses for additional staff or faculty needs would be expected from CAS. Due to other priorities for CAS, they declined this arrangement at this time. Thus, the decision to suspend applications was ultimately reached.

Stony Brook’s Graduate Council assessed the curricular impact of the suspension of the Certificate. The Graduate Council Minutes for the November 20, 2018 meeting state, “Matriculated students will be able to finish their program, non-matriculated students will not be able to complete. Not enough information is available to justify a statement of support from the Graduate Council.” In addition, the short duration of the certificate program has not allowed enough evidence of success for the Graduate Council to make a statement against suspension of the program.

**Synopsis of the financials associated with the Advanced Certificate program in Disability Studies:**

Many conversations and iterations of financial projections were prepared. Ultimately, the SHTM could not afford to invest in this certificate program due to its current and near-future financial condition. That being said, the following describes the initial approach.

- All revenue had to be generated by tuition.
- The Advanced Certificate Program would only be responsible for 50% of the program leader's salary since she was still assigned 50% to the PhD program in the "teach out" phase.
- 12 new NYS matriculated students in the Certificate year 1 who would take 15 credits in SHTM (these would be people completely new to SBU so that this becomes their primary plan; no tuition waivers)
- 25 new NYS matriculated students in the Certificate each year thereafter who would take 15 credits in SHTM (these would be people completely new to SBU so that this becomes their primary plan; no tuition waivers)
- 20 additional individuals/year (distinct from those enrolled in the certificate) that would take 3 credits each during the summer
- \$10k that is post overhead fees that would be generated/year by the program in Year 2-4
- This is assuming all credits are taken in SHTM so all tuition revenue returns to SHTM. However, since the certificate requires only registration and matriculation in three SHTM courses for a total of 9 credits--two 3-credit required curricula courses and one of three other 3-credit courses, the assumption was optimistic. Furthermore, there is allowance for up to 6 transfer credits and/or for electives outside of SHTM to satisfy certificate requirements. So, it is possible for a student to graduate with the certificate, but only take 9 credits of coursework in SHTM.
- There was a lack of confidence in achieving the required enrollment to financially break even both in the short term and long run. In addition, the upfront resources that the SHTM would have to make available to operate the program were also not in place. For these reasons, it is not a viable option for the SHTM at this point in time. As this is a suspension, with a three year window, should the financial situation change, the program might re-emerge.

### **Effect on Current Matriculated Students:**

All students currently matriculated will be provided with coursework to allow them to complete the Certificate. At this time, SHTM does not have the teach-out schedule, which will be provided by the program leader.

### ***APPENDIX 3: CAPRA report on HSC rationale, Feb. 22, 2019***

CAPRA reported back to the EC on Feb. 22 that its East Campus subcommittee had reviewed the proposal and concluded as follows:

"Dean Kaushansky proposes discontinuing the Advanced Graduate Certificate in Disability Studies primarily for financial reasons. However, discontinuing this program does not absolve SHTM of the responsibility for Dr. Block's salary as she is tenured faculty. In addition, it is unlikely that Dr. Block could replace clinical adjunct faculty in Occupational Therapy as proposed since she is not clinical. Dr. Block contends that tuition from the Certificate Program would cover the cost of adjunct faculty teaching in the Certificate Program and suggests that if

enrollment were not sufficient, the courses would simply not be offered. The Executive Committee might wish to request a business plan on the cost of continuing the Advanced Graduate Certificate in Disability Studies that does not include Dr. Block's salary and that outlines the importance of this program to the education mission of SBU. CAPRA suggests that the Executive Committee might withhold approval of the discontinuance of this program until there are satisfactory answers provided to the issues and questions raised in this report.

#### **APPENDIX 4**

##### **A. Dr. Kaushansky's email to CAPRA, Feb. 27, 2019.**

Dr. Kaushansky responded to the CAPRA report on 27 February as follows.:

"Thanks for forwarding the report. Obviously I disagree with the conclusions...first of all, discounting expensing the salary of a tenured faculty member for the program is not sound business practices at all...what if, for example, we were to restart the program, then for whatever reason the tenured faculty member were to leave in 2 years, and we had the opportunity to redirect the replacement into a program that would be more beneficial, we would then have to again discontinue enrollment in a program that has proven to not be able to recruit sufficient students (recall the reason for the low enrollment is that the course is no longer required for the PhD program, as it was discontinued, again for fiscal reasons....so to again cancel a program and teach out the few remaining students would be very irresponsible of the university....second, as I understand it CAPRA is advisory, not directive to the academic leadership...hence, the last sentence of the CAPRA report: **CAPRA suggests that the Executive Committee might withhold approval of the discontinuance of this program until there are satisfactory answers provided to the issues and questions raised in this report.**

...is not appropriate, as the CAPRA website states: "It [CAPRA] shall be consulted by the University Administration on these matters and on proposals for new colleges, schools, and inter-collegiate programs, or the elimination, diminution, or combinations of colleges, schools, or other academic units..." key word "consulted", not "receive approval from..." [highlighting in original]

##### **4B. N. Tomes request for more information from Dr. Kaushansky**

On March 1, NT wrote a follow up email to Dr. Kaushansky regarding aspects of the CAPRA report that Dean Kaushansky had not addressed.:

"Thanks for the quick reply. Before I share this with the EC, I wondered if you wanted to address the non-financial aspect of the proposal, which the CAPRA report raised at the end. It's kind of buried there but I know the EC will ask about it. CAPRA suggests asking for a plan that **"outlines the importance of this program to the education mission of SBU."** As this suspension paperwork goes forward, I know one question EC members will ask is about the potential loss of having this disability studies concentration no longer in our curriculum. FYI, that is a question I have heard from faculty (and **not** just Pam Block). They are concerned that

at a time when our SBU mission emphasizes promoting and understanding diversity in all its forms, suspending a program dedicated to thinking systematically about disability and disability rights sends a bad message. As a faculty member whose research portfolio includes disability and mental illness, I personally share that concern. So, it would be good to have your thoughts about that issue as the EC deliberation continues.”

**4C: Dr. Kaushansky’s response, received on March 25 was the following:**

“...the fact that enrollment is projected to be so low, despite Pam’s predictions that a new home would bolster enrollment (despite no proof to that effect) has no one believing that even if disability studies was a priority we would be able to continue the program b/o budget and the fact that we would make such a tiny impact because there would be so few takers (students voted with their feet)...finally, it is not in the east campus strategic plans – e.g. in the School of Medicine, we do not even have a rehabilitation medicine department or faculty – if disability was a major priority on east campus, we would logically have a robust department of rehabilitation medicine...moreover, since the leader of our rehabilitation laboratory (Sue Sisto) left, no one, including Dr. Block, was willing to lead the laboratory, until first Brooke was willing, but was blocked (no pun intended), and then our speech and language pathology person, Renee Fabus, stepped forward out of collegiality....so the School tenured faculty members also voted with their feet surrounding the rehabilitation (Rehabilitation Research and Movement Performance Laboratory (RRAMP Lab)) lab...So those are my thoughts....”

**APPENDIX 5**

**A. Business plan for Disability Studies Certificate,**

**Business Plan**  
**Advanced Graduate Certificate in Disability Studies**  
Prepared by Pamela Block  
August, 2017

**Background and Motivation:**

The certificate program in Disability Studies (DS) is a SUNY-approved 15-credit academic program which focuses on multiple social and environmental factors that influence the experience of chronic conditions and functional impairments. These factors range from architectural barriers to social discrimination and have a profound influence on access to education, employment, recreation, and participation in other community activities across the life cycle. The certificate was launched in January 2017. As of August 2017, the program currently has 5 students enrolled (recruited from PhD in Women’s and Gender Studies, MS in Physiology/Neurology, and PhD in Health and Rehabilitation Sciences) and 5 graduating (from similar departments as our enrolled students).

All the courses offered by SHTM to support this certificate (6, 3-credit courses) are currently offered in the traditional classroom space with plans to offer on-line courses starting in 2018. These courses can be electives for other existing programs as well (e.g., MHA, Applied Health Informatics). The certificate



program could be marketed to engage other relevant disciplines, offer continuing education units and also develop an on-line presence to meet the needs of distant learners.

Disability Studies is a growing field with relevance across many professional and clinical realms including fields such as rehabilitation, public health, health care policy and management, technology, social services, policy, education and business administration/management. Working with existing Stony Brook graduate programs in these areas opens up great potential for recruitment for the certificate program, and also has potential to improve the stature and recruitment of new enrollees for collaborating degree programs as well (such as the MHA, SLP, MSAHI, MBA, MPH, and MSW programs... to list a few). For example, with just informal word-of-mouth, the recruitment of graduate students in Women's Gender and Sexuality Studies (WGSS) over the past several years has changed because Stony Brook WGSS has gained a reputation in the area of DS. For the past two years top applicants and enrollees have included students explicitly mentioning their interest in DS, and clearly it was a reason they chose Stony Brook rather than other similar programs.

With more coordinated marketing it can be expected that students in programs such as the Master's in Health Administration, and the Master's in Applied Health Informatics (as well as programs outside SHTM such as MBA, MD, MSW, MAPP, MPH) will come to Stony Brook for the opportunity to be jointly credentialed in disability studies, because this specialization will improve their marketability for employment. It is also possible that some of our graduating BSHS Disability Studies concentrators (30-50 per year) might be interested in getting the certificate – especially since many of these students are taking a gap year or two to fulfill requirements to apply for OT, PT or other programs. Indeed, the DS certificate may allow such students to stand out and improve their chances of acceptance into such programs.

The DS program will seek to recruit non-matriculated students interested in professionalization and continuing education for whom an advanced graduate certificate is a foot in the door to graduate education, professional advancement (e.g. from front-line disability services to management), or a specialization to build on prior training in professions that offer continuing education units, such as those offered in disability services, clinical fields (nursing, medicine, physician assistant education) teachers, policy makers, employees of NGOs, and government officials. With an online program this includes local, regional, national and international markets we can strengthen relationships with relevant organizations to recruit students with employers paying for continuing education, as well as placement opportunities for our graduates. I have already received queries from interested potential students at all these levels with no marketing effort.

There is potential for interesting scholarly and teaching interactions between the undergraduate and graduate DS students and faculty. Undergraduate DS students volunteer as a part of their BSHS coursework to help the graduate students and faculty on research projects. Some have continued to work with us even after they graduated and use this experience in applications to graduate programs. DS doctoral students satisfy their teaching practicum requirements by serving as TAs for the BSHS/DS program. Qualified certificate students may continue to do this in the future for credit via an HAX DS Teaching Practicum course.

Disability service work is low-wage and largely staffed by under-represented minorities. The certificate offers a pathway to professionalization for this category of workers. When CUNY began their DS certificate program, they received funding through NYS Workforce Training grants. This and related grants are potentially a source of financial support for students seeking to earn the certificate and to cover the cost of program development.

**Proposal:**

The Disability Studies Certificate program requires 5 courses for completion. Three (3) HAX courses from the DS program and two (2) that may either be transfer credits, from the student’s primary degree program, relevant electives from other programs, HAX courses, independent studies or directed readings. In fall and spring semesters two HAX courses per semester will be offered (one traditional and one online). Students may complete the certificate in two years under this model. Hiring adjuncts or extra service funding would allow us to also offer courses in January and the two summer sessions (could be offered or not, depending on enrollment). This would allow students to complete the certificate in a year.

This model allows SHTM (and other units) graduate students to take the certificate in conjunction with their primary degree program. Two courses with appropriate content from their degree program could (with DS program director approval) be used toward certificate requirements. If their programs include electives they may use HAX courses to satisfy these and thus would only need to take one additional course to qualify for the certificate. Students whose programs do not allow electives would need to pay for 3 additional courses. There is no timeline for completion of the certificate so students may complete their primary degree program and finish the certificate afterwards. There is also no penalty for not completing the certificate program. Indeed many students choose just to take one or two courses from the program but do not apply for the certificate.

Non-matriculated students may also take the certificate program for professional development and continuing education purposes. They may take the entire certificate or select modules depending on their needs.

The CUNY Online Master’s and Certificate Programs in Disability Studies supports this Stony Brook initiative and is open to collaboration. This potentially includes allowing students to choose courses from either CUNY or SUNY DS courses to complete degree requirements. Details must be negotiated but may include a formal joint program or an informal working arrangement using transfer credits.

**Cost and Revenue Projections for Years 0-5:**

	Yr 0 (2017-2018)	Yr 1 (2018-2019)	Yr 2 (2019-2020)	Yr 3 (2020-2021)	Yr 4 (2021-2022)	Yr 5 (2022-2023)
Students Enrolled (per course)	6	7-8	8-10	10-12	12-15	15-18
Tuition Revenue*	\$10,182.27	\$25,582.70	\$36,289.73	\$48,561.45	\$59,918.78	\$72,842.43
Expenses	\$133,352	\$136,852	\$136,852	\$136,852	\$136,852	\$136,852

Note: projections show that tuition revenue will likely cover ~50% of the Director’s state salary by year 4.

Online courses will be offered beginning in Summer 2018 and are reflected in Y0 estimates.

\*Assumptions:

Tuition rate is assumed to be \$435.14 per credit, which reflects 77% in-state (\$270 a credit) and 23% out of state (\$988 a credit). Expense projections due not include fringe benefits on adjuncts (~\$3,500 per

adjunct; 3 adjuncts per annum) or for the Director (P.Block, Professor). Tuition revenue estimates: during Summer (6-credits offered per summer) and Winter (J-mester, 3-credits offered per) estimated at 70%; F/S tuition revenue estimated at 30% retained by SHTM.

#### Y0 – Y5 Revenue Estimates

##### Y0 (17-18) Revenue Estimates total revenue allocated to SHTM [\\$10,182.274 \(F/S, and Summer revenue\)](#)

- Fall/Spring: estimated these 6 students will each complete 6 credits (total of 36 credits x \$435.14 per credit) = \$15,665.04. Of F/S, SHTM retains how much of the tuition as revenue? Assuming 30%, SHTM retains [\\$4,699.51](#)
  - Summer: estimated these 6 students will each complete 3 credits (total of 18 credits x \$435.14 per credit) = \$7,832.52. Of summer, SHTM retains how much of the tuition as revenue? Assuming 70%, SHTM retains [\\$5,482.764](#)
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##### Y1 (18-19) Revenue Estimates total revenue allocated to SHTM [\\$25,582.704 \(F/S, Jan, and Summer revenue\)](#)

- Fall/Spring: estimated these 7 students will each complete 6 credits in the fall (2 courses) and another 6 credits in the spring (another 2 courses) = total of 84 credits x \$435.14 per credit = \$36,540.00. Assuming 30%, SHTM retains [\\$10,962.00](#).
  - January (winter): estimated 8 students will each complete 3 credits in the Winter (1 course)= total of 24 credits x \$435.14 = \$10,443.36. Assuming 70%, SHTM retains [\\$7,310.352](#)
  - Summer: estimated these 8 students will each complete 3 credits (total of 24 credits x \$435.14 per credit) = \$10,443.36. Assuming 70%, SHTM retains [\\$7,310.352](#)
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##### Y2 (19-20) Revenue Estimates total revenue allocated to SHTM [\\$36,289.734 \(F/S, Jan, and Summer revenue\)](#)

- Fall/Spring: estimated these 8 students will each complete 6 credits in the fall (2 courses) and another 6 credits in the spring (another 2 courses) = total of 96 credits x \$435.14 per credit = \$41,773.44. Assuming 30%, SHTM retains [\\$12,532.03](#).
  - January (winter): estimated 10 students will each complete 3 credits in the Winter (1 course) = total of 30 credits x \$435.14 = \$13,054.20. Assuming 70%, SHTM retains [\\$9,137.00](#)
  - Summer: estimated these 8 students will each complete 6 credits (total of 48 credits x \$435.14 per credit) = \$20,886.72. Assuming 70%, SHTM retains [\\$14,620.70](#)
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##### Y3 (20-21) Revenue Estimates total revenue allocated to SHTM [\\$48,561.446 \(F/S, Jan, and Summer revenue\)](#)

- Fall/Spring: estimated these 10 students will each complete 6 credits in the fall (2 courses) and another 6 credits in the spring (another 2 courses) = total of 120 credits x \$435.14 per credit = \$52,216.80. Assuming 30%, SHTM retains [\\$15,665.04](#).
  - January (winter): estimated 12 students will each complete 3 credits in the Winter (1 course) = total of 36 credits x \$435.14 = \$15,665.04. Assuming 70%, SHTM retains [\\$10,965.53](#)
  - Summer: estimated these 12 students will each complete 6 credits (total of 72 credits x \$435.14 per credit) = \$31,330.08. Assuming 70%, SHTM retains [\\$21,931.06](#)
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##### Y4 (21-22) Revenue Estimates total revenue allocated to SHTM [\\$59,918.78 \(F/S, Jan, and Summer revenue\)](#)

- Fall/Spring: estimated these 12 students will each complete 6 credits in the fall (2 courses) and another 6 credits in the spring (another 2 courses) = total of 144 credits x \$435.14 per credit = \$62,660.16. Assuming 30%, SHTM retains [\\$18,798.048](#).

- January (winter): estimated 15 students will each complete 3 credits in the Winter (1 course) = total of 45 credits x \$435.14 = \$19,581.30. Assuming 70%, SHTM retains **\$13,706.91**
  - Summer: estimated these 15 students will each complete 6 credits (total of 90 credits x \$435.14 per credit) = \$39,162.6. Assuming 70%, SHTM retains **\$27,418.82**
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Y5 (22-23) Revenue Estimates total revenue allocated to SHTM **\$72,842.434 (F/S, Jan, and Summer revenue)**

- Fall/Spring: estimated these 15 students will each complete 6 credits in the fall (2 courses) and another 6 credits in the spring (another 2 courses) = total of 180 credits x \$435.14 per credit = \$78,325.20. Assuming 30%, SHTM retains **\$23,497.56.**
- January (winter): estimated 18 students will each complete 3 credits in the Winter (1 course) = total of 54 credits x \$435.14 = \$23,497.56. Assuming 70%, SHTM retains **\$16,448.29**
- Summer: estimated these 18 students will each complete 6 credits (total of 108 credits x \$435.14 per credit) = \$46,995.12. Assuming 70%, SHTM retains **\$32,896.58**

#### **Y0 – Y5 Expense Estimates**

- **Y0 Expense Estimates, total \$133,352:**
    - Director (P.Block, tenured faculty in SHTM): \$126,352 (state, no fringe)
    - Adjuncts (2): \$3,500 x 2 = \$7,000 (fringe not included)
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- **Y1 – Y5 Expense Estimates, total \$136,852 per year:**
    - Director (P.Block, tenured faculty in SHTM): \$126,352 (state, no fringe)
    - Adjuncts (3): \$3,500 x 3 = \$10,500 (fringe not included)
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#### **Acknowledgements**

This proposal was revised based on helpful suggestions from Lisa Benz Scott, Eric Lamberg, Kyle Hewson, Eva Rodriguez, Julie Agris, Manuel London, Chuck Taber, and Mariette Bates (CUNY).

#### ***B. Additional information provided by Prof. Block, April 16, 2019***

In an email, Prof. Block wrote as follows:

“There wasn’t low enrollment. They simply refused to let anyone matriculate or allow me to market the program saying it wasn’t approved (it was). I can provide dozens of emails documenting the attempts by SHTM to block me from marketing or matriculating students, even those who have fulfilled all the requirements. See list of students\*\*who were waiting to matriculate months before the deadline to apply (sent separately). I’m still getting emails and phone calls from prospective students regularly.”

\*\* The EC was provided this list of names but it is not included here to protect the privacy of those prospective students.