

BS in Healthcare Policy and Management

Department of Health Sciences

New York City, CUNY

Professor Noemi Rodriguez

2020, 04-03,

v1.5

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](#) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

Title of Proposal	NEW DEGREE PROGRAM – BS in Healthcare Policy and Management
Date	2019-09-23
Major or Minor	Major (New Program)
Proposer's Name	Noemi Rodriguez
Department	School of Professional Studies
Date of Departmental Meeting in which proposal was approved	Health Sciences: HSA 9-17-2015, 12-15-2015
Department Chair Name	Josef Bohm
Department Chair Signature and Date	 <p style="text-align: right;">2019-09-23</p>
Academic Dean Name	David B Smith
Academic Dean Signature and Date	 <p style="text-align: right;">2019-09-23</p>
Brief Description of Proposal (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body.)	<p>The BS in Health Care Policy and Management (HCPM) can accept a variety of associate degree programs but specifically provides academic progression for students from the AS, Health Sciences degree and such similar AS degrees offered by the university and other institutions.</p> <p>HCPM will service students with interest in health careers through:</p> <ul style="list-style-type: none"> ▪ Preparation for entry-level administrative health-related employment. ▪ Offering an academic path to graduate health-related career degree programs. ▪ Provision of a structured academic environment for AS students without either a clinical certification or work experience to obtain upper-level skills and competencies needed for entry-level non-clinical career-based employment in health care operations.
Brief Rationale for Proposal (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body).	<p>Existing College curricula do not support students without either a clinical certification or the equivalent of two years full-time work experience in a health care setting, to enter into baccalaureate level studies in health care operations, policy and management. Unlike the College's current Health Services Administration BS degree, this upper level +2 program provides enhanced didactic and experiential content for students interested in health care by amalgamating their associate degree competencies into the health care arena without presumption of preexisting health care training.</p>

<p>Proposal History For detailed specifics of modifications, please see appendix L</p>	<p>v.1.0-1.2: Internal departmental revisions v.1.3: 2019-09-23 original submission to the Curriculum Committee for review by subcommittee v.1.4: 2020-03-09 re-submission to the subcommittee with revisions post the 2.18.20 meeting v.1.5: response to Provost 4.3.2020 meeting</p>
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Abstract:

The proposed Bachelor of Science (BS) in Healthcare Policy and Management (HCPM) prepares students with minimal or no healthcare experience to enter the health services management workforce. By focusing on students without clinical backgrounds, HCPM further expands City Tech's BS pathways into the para-clinical fields. Additionally, the degree serves the continuing need to prepare students for health policy-related work, more important today than ever given healthcare's changing dynamics. Matriculates will undertake discipline-related coursework in combination with practicums designed to provide the knowledge and skills needed for entry-level administrative employment in health care or to pursue a more advanced degree in a variety of post-graduate degree programs.

The degree functions as an upper-level +2 baccalaureate degree in conjunction with City Tech's AS Health Science (ASHS) degree program and such similar degrees offered by the university or utilized by the profession. Notable examples include AS degrees in community health, human services, public health, public policy, and health administration. As an entry into health care, students with alternative degrees should request to undergo academic advisement while completing their associate degree to optimally structure their academics in a way that best and efficiently matches the HCPM curriculum.

Annually, approximately 900 students enter the College with interest in healthcare careers. Of those, approximately 275 eventually progress into competitive clinical disciplines. This proposed program in combination with the ASHS provides an option for the approximately 625 students seeking alternative healthcare opportunities at the College. At full enrollment and applying a 50% graduation rate to the ASHS cohort, as many as 200-300 students per year at full operation would be eligible to enter into the HCPM degree from this source alone.

Approval of the HCPM will enable modification of the College's current Health Services Administration (HSA) degree to exclusively service the academic needs of clinicians as an "Allied Health Care Management Program." With appropriate academic advisement, the HCPM is more inclusive and accommodates students with a variety of non-clinical health-related academic backgrounds. Translational career value for students with other academic associate degree level disciplines such as law, business and liberal arts is optimized through departmental advisement that highlights preparatory coursework with the goal of enhancing the academic experience for such entering students.

BS in Healthcare Policy and Management

I. Background:

Submitter: **Noemi Rodriguez, Lecturer, Health Sciences; Nrodriguez@citytech.cuny.edu**

New program being proposed: **BS in Healthcare Policy and Management**

Sponsor: **Department of Health Sciences**

II. Program Relevance:

The proposed Bachelor of Science (BS) in Healthcare Policy and Management (HCPM) prepares students with minimal or no preparatory healthcare experience to enter the employment and graduate level studies relating to health services. Its curriculum offers a breadth of health management and policy coursework as well as experiential learning opportunities appropriate for non-clinical students. HCPM fits alongside New York City College of Technology's (City Tech) existing BS in Health Services Administration (HSA), whose original intent was to build on allied health graduates' knowledge and exposure to the healthcare field to prepare them with managerial skills applicable to clinical settings. By focusing on students without clinical backgrounds, HCPM further expands City Tech's BS pathways into the para-clinical fields. Additionally, the degree services the College's unmet need to prepare students for health policy-related work, more important today than ever given health care's changing dynamics.

Congruence with NYC College of Technology's mission:

The proposed degree serves as an academic platform for students without clinical experience to develop career proficiencies in the policy administration of healthcare services. The BS in HCPM will allow matriculates to undertake discipline-related coursework in combination with practicums designed to give them the knowledge and skills needed for entry-level administrative employment in health care or pursue a more advanced degree in a variety of master degree programs (e.g., health administration [MHA], business administration in healthcare [MBA], public health [MPH], public administration in health policy and management [MPA], health informatics [MS in HI]).

The BS in HCPM degree is consistent with City Tech's overriding mission to "equip students with both problem-solving skills and an understanding of the social contexts of technology" through "place-based learning," a "multi-disciplinary approach and creative collaboration."¹ The degree will encourage student growth and development through academic and student support.

¹ New York City College of Technology. (2018). Our Mission. About City Tech. <http://www.citytech.cuny.edu/about-us/mission.aspx>

The BS in HCPM degree will:

1. Orient students to the diversity of careers within the healthcare industry.
2. Expose students to issues regularly found in health occupations.
3. Provide instruction on a core of skills needed for participation in the healthcare industry.
4. Prepare students for their next step - either at master's studies or for entry into employment settings that require a basic administrative preparation.

Congruence with the School of Professional Studies' mission:

Adding the proposed BS to the repertoire of health-related degrees in City Tech's School of Professional Studies (SPS) expands its baccalaureate degree options in a manner consistent with the School's mission – "to prepare students for careers working with patients and clients."² In doing so, City Tech will increase its role in developing the next generation of health professionals developing well-prepared graduates for employment in high-demand positions. Additionally, the degree opens the door to a diverse set of individuals interested in health policy and management furthering CUNY's mission to be "responsive to the needs of its urban setting" as well as expand CUNY's "commitment to academic excellence."³

The proposed degree seeks to foster a supportive and flexible environment for students to develop career interests in healthcare management in a manner consistent with the College's own academics. Utilizing the 'two plus two' model will allow the degree to provide an academic credential that accommodates diverse student interests and supports their entry from a variety of associate-level degrees and related career paths. The degree is particularly well suited to provide ongoing academics to the College's new AS in Health Sciences (ASHS).

Role within the Department of Health Sciences:

The Department of Health Sciences (HS) provides a diverse student body with the knowledge, skills, and values needed for successful healthcare career mobility and employment diversification.

The Department of Health Sciences:

- Further enhances student learning so that both associate and bachelor's students may cultivate, expand and participate in careers that connect healthcare provision and quality assurance with the efficient utilization of resources underpinning its operation.
- Enhances discipline knowledge and research to inform critical issues affecting the management of health services and health policy.
- Expands the college's contribution of skilled individuals to the regional New York healthcare community.

Graduates are prepared to assume supporting and administrative roles across a broad spectrum of healthcare settings; from primary to tertiary health care ranging from individual clinical practices to

² New York City College of Technology. (2018). School of Professional Studies. About the School: Our Mission. <http://www.citytech.cuny.edu/sps/about-school.aspx>

³ CUNY. (2018). About: Mission & History. <http://www2.cuny.edu/about/history/>

institutional settings such as hospitals and nursing homes, as well as numerous supporting industries within the healthcare ecosystem (e.g., health insurance, pharmaceutical).

To this end, the proposed BS in HCPM prepares students with traditional (non-clinical) academic backgrounds to develop career proficiencies in policy and administration of healthcare services. The degree will complement the Department's HSA degree by providing career training opportunities to students without any presumption of clinical or employment related experience. Additionally, the HCPM degree will articulate with the ASHS degree to provide a continuous four-year plan of study to students interested in this discipline. Overall, HCPM addresses the needs of the many students who desire a career in health care yet have minimal or no exposure to the healthcare field and/or are not licensed clinicians. These students may not yet have the skills for entry-level administrative positions as well as be aware of the scope and variety of career and higher-level educational opportunities for individuals with a BS in HCPM.

Existing demand for HCPM appears to be quite strong, as evidenced by the large number of applicants who seek entry into HSA but who do not have the requisite background experience as either a qualified healthcare practitioner or an experienced employee from within a healthcare facility. Generally, during periods of academic enrollment, HSA fields between 100 and 175 enquiries from students seeking admission but do not meet its entrance requirements.

III. Program Demand:

Healthcare workforce needs:

Academic projections for total undergraduate enrollments in four-year degree granting post-secondary institutions look promising and are expected to increase by just over one million students by 2026.⁴

As a discipline, the economic desirability of careers in health care is reflected by income. The median annual salary for medical and health services managers in 2016 was \$96.5K. As health care is a labor-intensive occupation, employment specific to medical and health services managers is expected to grow by 20% through 2026.⁵ The economic outlook for health care remains robust as the healthcare percentage of the gross national product of the United States is nearly 18%. Historically, health expenditures have also increased at a rate greater (4.2% annually, 2008-2018) than the Nation's inflation rate. Current projections indicate an annual increase in US health expenditures of 5.5% between 2017 and 2026.⁶ Despite managed care's attempts and government efforts at curtailing the rate of growth, demographics related to an aging population and the increased access to healthcare coverage within the US will result, according to industry estimates, in a continued growth in job prospects for medical and health services managers – at a faster rate than that for other occupations (industry average of seven percent) – over the next decade.⁴ The typical entrance qualification requirement for this occupation is a bachelor's degree.

⁴ National Center for Education Statistics. Digest of Education Statistics. (2017). Total undergraduate fall enrollment in degree-granting postsecondary institutions, by attendance status, sex of student, and control and level of institution: Selected years, 1970 through 2026. https://nces.ed.gov/programs/digest/d16/tables/dt16_303.70.asp?current=yes

⁵ U.S. Department of Labor. Bureau of Labor Statistics. (2018). Occupational Outlook Handbook: Medical and Health Services Managers. <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

⁶ Centers for Medicare and Medicaid Services. (2018). National Health Expenditure Data: NHE Fact Sheet. <https://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/NationalHealthExpendData/NationalHealthAccountsHistorical.html>

Enrollment projections:

The HCPM degree is designed in part to support the needs of students graduating from the ASHS program. As a primary ‘two plus two’ option for ASHS graduates, HCPM builds on ASHS’s foundational learning outcomes to prepare students for entrance into healthcare operations by providing the competencies needed for entry-level administrative and managerial positions within multiple health-related industries that require a minimum of a bachelor’s degree.

Enrollment projections for the main feeder program:

ASHS: Rollout Fall 2019, Enrollment projections:	2019	2020	2021	2022	2023
lower estimate	400	600	700	700	700
upper limit	600	925	1025	1025	1025

Applying the conservative estimate of ASHS students and anticipated graduation, upwards of an additional 200 students should become eligible for entry to the HCPM from this source alone.

Enrollment projections (2021 rollout goal):

BS, HCPM	2019	2020	2021	2022	2023
NYCCT ongoing	under	100	300	400	400
New admissions	development	200	200	200	200

Additionally, by restructuring the current BS in HSA degree so that it focuses only on the career development needs of licensed clinicians, an approximate 50 to 75 BS students who formerly entered HSA due to occupation (non-clinical) experience in healthcare settings would now seek the BS in HCPM degree as a better suited alternative. Compared to the BS in HSA, the BS in HCPM is distinguished by its enhanced breadth of management and policy coursework combined with experiential learning opportunities. While the BS in HSA will continue to service the career development of clinicians, BS in HCPM students – in lieu of preexisting clinical experience – will access an enhanced portfolio of discipline specific courses and practical competencies as preparation for discipline employment.

Availability of similar programs:

Similar programs in health management and administration can be found within and outside of CUNY. Through CUNY, City Tech’s HSA Program is closely related to the proposed BS program; however, admission to the HSA Program is exclusive – only accepting individuals with clinical licensures/certificates and/or two years of healthcare work experience. Also, HSA does not have a mandatory internship; it relies on its

students' prior and/or current healthcare experience. The programs at Lehman and York colleges require internships. Yet, both fall short of a policy perspective, and the York College program has a small selection of health management courses. A similar observation is made for Medgar Egers College and Brooklyn College. The BS in Health Services Administration at the CUNY School of Professional Studies is a fully online degree with a strong foundation in health information management and technology.

Appendix A provides a summative list of programs in health services management at the baccalaureate level within and outside of CUNY (including the enrollment and # of graduates for CUNY programs during fall 2017 and their web pages).

Articulations and transference:

Preparatory studies:

The BS in HCPM degree is designed to work seamlessly via articulation with the ASHS degree program wherein ASHS students in good academic standing may transfer into the BS in HCPM upon graduation. As background, the existing pool of baccalaureate degrees offered by the College presents limited prospects for associate-level non-clinical graduates interested in health-related careers. In some cases, entry provisions inhibit their access to higher-level study. For example, the College's current BS in Human Services is predicated on having obtained a prior AS in the discipline. The same is true of the current BS in Radiologic Science and BS in Nursing. Likewise, entry into HSA requires either a clinical license or the equivalent of two years of full-time industry relevant work experience. Other existing BS degrees at the College do not efficiently translate ASHS coursework, making the BS in HCPM a complementary next step for ASHS graduates. Examples include:

- Biomedical Informatics, which would require students to supplement their studies with additional coursework to catch up to its 3rd year studies.
- Career and Technology Teacher Education, in which students with an associate's degree may enter, but required work experience and coursework totals may complicate their situation.

Similarly, internal degree initiatives for ASHS students currently under consideration by college faculty or very recently approved require their own unique preparatory studies challenging the transition to them from ASHS. They are the:

- Bachelor of Science in Dental Health.
- Bachelor of Science in Health Communications.

Beyond the ASHS, the BS in HCPM is designed to accommodate students with a variety of alternative academic backgrounds and is well-suited for students with academic underpinnings in other degrees that are integral to health policy and management such as law or business. As such, other potential articulations could include:

- Kingsborough Community College, AS, Community Health (all tracks).
- LaGuardia Community College, AS in Business Administration (healthcare management).
- Borough of Manhattan Community College's AS in Public Health.

Although the degree's primary pool of applicants arises from the ASHS or such similar health care related degrees, students from outside this area such as an associate of arts (AA) or an associate in liberal arts and sciences (AAS) will also be considered with appropriate course evaluation and academic advisement.

Upper level academics:

The BS in HCPM is designed to prepare students for entry-level managerial/administrative employment in healthcare settings. For those wishing to pursue higher-level academics or studies aimed at career development, the BS in HCPM provides appropriate academic preparation.

Appendix B identifies all CUNY health and human services programs including graduate-level degree programs (see the highlighted sections) with which the BS in HCPM can articulate. Generally, graduates from the proposed BS degree program are anticipated to progress to master-level studies in policy and management usually found in public health programs, professional studies degrees, or specialized programs in healthcare finance/hospital management.

Employment opportunities post-graduation:

Entry-level career employment in management within healthcare settings requires a basic understanding of administration and the ability to apply key discipline skill sets. Typical employment responsibilities include the abilities to manage human and technology resources to optimize delivery of clinical services under an environment of changing healthcare laws, regulations, and technology.

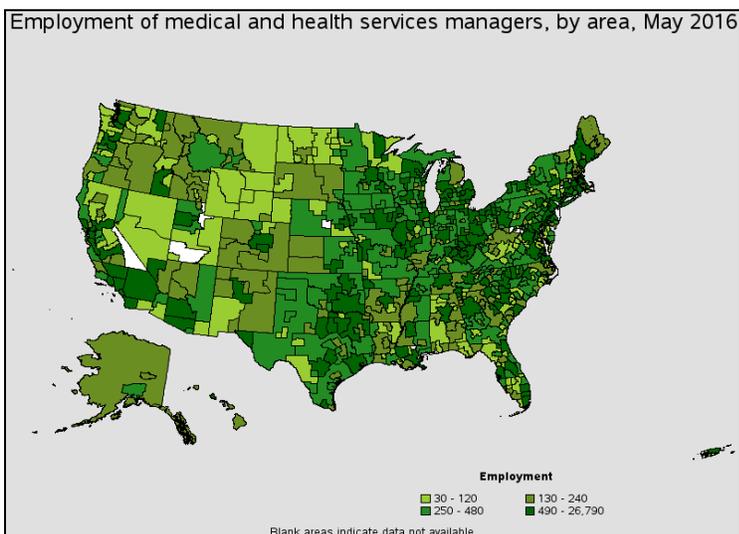
Generally, managerial responsibilities cross a broad spectrum and range from management of an entire facility to specific clinical departments or group medical practices. Although many different occupational settings are found in health care, most administrators will find employment either in hospitals, nursing homes, or group specialty practices.

Nationally, the highest levels of employment are found in these five discipline sectors. For experienced personnel, annual wages are in the region of:

Industry	Employment	Percent of industry employment	Hourly mean wage	Mean annual career wage
General Medical and Surgical Hospitals	114,300	2.11	\$56.55	\$117,630
Offices of Physicians	36,930	1.47	\$50.55	\$105,140
Outpatient Care Centers	23,640	2.83	\$48.94	\$101,800
Nursing Care Facilities (Skilled Nursing Facilities)	21,620	1.32	\$43.74	\$90,970
Home Health Care Services	20,020	1.48	\$47.45	\$98,690

U.S. Department of Labor. Bureau of Labor Statistics. *Occupational Outlook Handbook: Medical and Health Services Managers*. Accessed on January 3, 2018 from <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>.

When viewed on the state level, New York ranks number two nationally with an excess of 26,000 positions and a mean salary just above \$135,000.



U.S. Department of Labor. Bureau of Labor Statistics. (2018). *Occupational Outlook Handbook: Medical and Health Services Managers*. Accessed on January 3, 2018 from https://www.bls.gov/oes/current/oes_ny.htm

Other managerial/administrative occupations with similar job duties as that of medical and health services administrators for which this degree is suited for are:

OCCUPATION	JOB DUTIES	ENTRY-LEVEL EDUCATION	2016 MEDIAN PAY
<u>Administrative Services Managers</u>	Administrative services managers plan, direct, and coordinate supportive services of an organization. Their specific responsibilities vary, but administrative service managers typically maintain facilities and supervise activities that include recordkeeping, mail distribution, and office upkeep.	Bachelor's degree	\$90,050
<u>Computer and Information Systems Managers</u>	Computer and information systems managers, often called information technology (IT) managers or IT project managers, plan, coordinate, and direct computer-related activities in an organization. They help determine the information technology goals of an organization and are responsible for implementing computer systems to meet those goals.	Bachelor's degree	\$135,800
<u>Financial Managers</u>	Financial managers are responsible for the financial health of an organization. They produce financial reports, direct investment activities, and develop strategies and plans for the long-term financial goals of their organization.	Bachelor's degree	\$121,750
<u>Human Resources Managers</u>	Human resources managers plan, direct, and coordinate the administrative functions of an organization. They oversee the recruiting, interviewing, and hiring of new staff; consult with top executives on strategic planning; and serve as a link between an organization's management and its employees.	Bachelor's degree	\$106,910
<u>Insurance Underwriters</u>	Insurance underwriters decide whether to provide insurance, and under what terms. They evaluate insurance applications and determine coverage amounts and premiums.	Bachelor's degree	\$67,680
<u>Medical Records and Health Information Technicians</u>	Medical records and health information technicians, commonly referred to as <i>health information technicians</i> , organize and manage health information data. They ensure that the information maintains its quality, accuracy, accessibility, and security in both paper files and electronic systems. They use various classification systems to code and categorize patient information for insurance reimbursement purposes, for databases and registries, and to maintain patients' medical and treatment histories.	Postsecondary non-degree award	\$38,040
<u>Purchasing Managers, Buyers, and Purchasing Agents</u>	Buyers and purchasing agents buy products and services for organizations to use or resell. Purchasing managers oversee the work of buyers and purchasing agents.	Bachelor's degree	\$64,850
<u>Social and Community Service Managers</u>	Social and community service managers coordinate and supervise social service programs and community organizations. They manage workers who provide social services to the public.	Bachelor's degree	\$64,680
<u>Top Executives</u>	Top executives devise strategies and policies to ensure that an organization meets its goals. They plan, direct, and coordinate operational activities of companies and organizations.	Bachelor's degree	\$103,950

U.S. Department of Labor. Bureau of Labor Statistics. *Occupational Outlook Handbook*: Medical and Health Services Managers: Similar Occupations. Accessed on March 5, 2018 from <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#tab-8>

IV. Academic Requirements and Considerations:

In order to accommodate the academic requirements of City Tech's students, the BS in HCPM will need to service a pool of divergent necessities.

- Accommodate a diversity of student backgrounds entering into the program without presumption of preexisting healthcare or clinical experience.
- Through practicums, provide hands on experience utilizing industry-related technology and software.
- Develop student competencies in discipline core skills related to management and policy, healthcare law, healthcare economics, software systems, and evaluation methodology.
- Act as a basis for advanced graduate-level studies primarily in healthcare management and policy.
- Provide occupational competencies needed for entry-level career employment.

In addition to ASHS graduates, a pressing need for this degree arises from individuals who are ineligible to enter City Tech's HSA Program. Unlike the current BS in HSA and its presumption of clinical or other occupational experience within health care, the HCPM degree will provide an enhanced portfolio of required discipline coursework to expose students to the complexities of health administration. Students will also gain experience in the use of industry standard software and become exposed to the peculiarities of key occupational tracks.

Overall, students will gain the following discipline-related learning outcomes:

1. Analyze policies, economic trends, and determinants of health to strategically plan health services delivery.
2. Plan and organize resources essential for the efficient operation and the equitable delivery of health services.
3. Develop healthcare financial management plans applicable to the healthcare business setting.
4. Use industry standard health technology applications for managing administrative and clinical information.
5. Apply computational methods to analyze and improve processes in healthcare organizations and systems.
6. Integrate policy, management and finance in applied administrative settings.

Degree architecture:

The HCPM degree seeks to conform to accepted national standards for undergraduate degrees in health services management. AUPHA (Association of University Programs Health Administration) represents discipline interests nationally through certification, which can be accessed at <http://www.aupha.org/new-item/certification> as well as the following hyperlink: [AUPHA undergraduate certification standards](#).

Appendix B, AUPHA critical content areas for certified baccalaureate degrees.

The BS in HCPM remains consistent with accreditation requirements to flexibly accommodate students from diverse backgrounds. Though the degree is designed to seamlessly interact with the ASHS, it also enables students from other disciplines to enter with appropriate academic advisement and preparation.

In the following pages, tables 1-3 illustrate the BS in HCPM degree's architecture and academic congruence with the ASHS degree.

TABLE 1 – BS in HCPM required courses.

Required coursework for the BS in HCPM:

	<u>Course(s)</u>		<u>Prerequisite</u>	<u>Credits</u>
Discipline:	HSCI Content	Discipline courses	see table 2	27
	BUS1122	Business Law		3
Gen Ed C/O:	Interdisciplinary	Any approved		3
	Speech	Any approved	(COM 1403 recommended)	3
Required Liberal Arts:	Math1272	Statistics or higher-level stats	Math1190 or higher	3
	PSY1101	Intro	CUNY Prof	3
	PSY2404	Personnel – Org Psy (DD* upper level lib arts)	PSY1101	3
	PSY3405	Health Psychology (DD upper level lib arts)	PSY1101	3
	ECON1101	Macro	CUNY Prof	3
	ECON1401	Micro	CUNY Prof	3
	SOC2403	Law & Society	PSY1101	3
	BIO1100	Human Biology or higher-level	Reading, writing & math proficiency	3
	Electives:			0
	Total BS in HCPM			

*DD – Double duty

It is anticipated that several required courses will have already been taken within an associate degree; thus, enabling students to substitute career focused electives in their place. The exemplar provided in table 3 illustrates utilization of the ASHS as the prerequisite degree.

TABLE 2 –BS in HCPM discipline specific coursework:

Discipline Specific Courses (HSCI)		<u>Prerequisite</u>	<u>Credits</u>	<u>Indicative Contents</u>
Discipline Core Courses:				
HSCI 3101	Health Care Policy and Management 1	Admission	3	US healthcare system, organization and policy priorities
HSCI 3201	Health Care Policy and Management 2	HSCI 3101*	3	Health services, navigation and strategic management
HSCI 3301	Health Law and Regulatory Compliance	HSCI 3101*	3	Administrative law, regulations and compliance
HSA 3630	Healthcare Finance & Accounting Management	HSCI 3101*	3	Healthcare economics and managerial accounting
HSCI 4101	Managerial Information Systems in Healthcare	HSCI 3201	3	Knowledge based decision-making, and practicums for electronic health records and practice management software
HSCI 4201	Medical Metrics for Health Facilities	HSCI 3201, MAT 1272	3	Applied research in evaluation and quality control
Integrative Discipline Courses:				
HSA 4910	Introduction to Public Health Administration	HSCI 3101*	3	Healthcare law, management and policy
HSA 4960	Nursing Home Administration	HSCI 3630*	3	Healthcare finance, management and policy
HSA 4970	Social Marketing in Healthcare Settings	HSCI 3101*	3	Healthcare communication and policy
			<hr style="width: 10%; margin: 0 auto;"/> 27	

*Will require future minor curriculum modification to address prerequisites and writing intensive requirements.

As the upper-level constituent of a 2+2 degree, the BS in HCPM provides 60 credits to include all College Option general education requirements and 30 credits in liberal arts and sciences.

Additionally:

- HSCI & HSA core coursework is designed to provide students with discipline-specific contextual knowledge applicable to the general administration and management of health care organizations. Higher-level integrative coursework amalgamates core competencies and skills within the discipline’s major sectors.
- HSCI courses are presented in the traditional classroom format.
- The BS in HCPM is designed to conform to national standards for similar discipline degrees recognized by AUPHA.

Table Three: ASHS/ BS in HCPM continuum:

TABLE 3 – ASHS/BS in HCPM continuum; ASHS for years 1 and 2.

Students using this path will receive their bachelor’s degree of 120 credits, including 21 credits in electives – 6 within the ASHS and 15 additional in the HCPM.

AS: Health Sciences (non-denominational)

		Recommended	Prerequisite	cr	
<i>Rec. Core:</i>	Eng1	ENG1101	CUNY Prof	3	
	Eng2	ENG1121	ENG1101	3	
	L&PS	B101101		3	
	MQR	Any 1 course		3	
<i>Flex. Core:</i>	CS	Any 1course		3	
	I&S	PSY/1101 or SOC1101		3	
	USED	PHIL2203		3	
	SW	BIO2311	BIO1101	3	
	WC&G	Any 1 course		3	
	Additional	Any 1 course		3	
<i>Discipline:</i>		HSCI1101	CUNY Prof	3	
		HSCI1201	HSCI101	3	
		HSCI2301	HSCI1101	3	
<i>Req. Lib Arts:</i>		COM1403	CUNY Prof	3	
		SBS2000	intro A&S	3	
		PHIL2203	ENG1101	0	above as Gen ED
<i>AS Electives:</i>	Pivot Elective Recommendations (5x3 credits)			15	
		BUS1122		3	
		ECON1101		3	
		SOC2403	PSY1101	3	
		Open Electives		6	
Associate degree total credits		ASHS credits		60	Liberal Arts = 45 Discipline = 15

Continued next page (p.20)

Required coursework for the BS in HCPM after completion of the ASHS:

	<u>Course(s)</u>		<u>Prerequisite</u>	<u>Credits</u>
Discipline:	HSCI Content	Discipline courses	see table 2	27
	BUS1122	Business Law		0 within ASHS as pivot elective
Gen Ed C/O:	Interdisciplinary	Any approved		3
Required Liberal Arts:	Speech	COM 1403		0 within ASHS as required course
	Math1272	Statistics or higher-level stats	Math1190 or higher	3
	PSY1101	Intro	CUNY Prof	3
	PSY2404	Personnel-Org Psy (DD upper level lib arts)	PSY1101	3
	PSY3405	Health Psychology (DD upper level lib arts)	PSY1101	3
	ECON1101	Macro	CUNY Prof	0 within ASHS as pivot elective
	ECON1401	Micro	CUNY Prof	3
	SOC2403	Law & Society	PSY1101	0 within ASHS as pivot elective
	BIO1100	Human Biology or higher-level	Reading, writing & math proficiency	0 within ASHS as required course
	Electives:	Open liberal arts electives needed when qualifying through ASHS		
Total BS in HCPM				60

Totals for upper-level bachelors (including college option) and associate-level (including flexible and common core)	BS in HCPM	60, with 12 free elective credits
	ASHS	60, with 6 free elective credits
Total combined credits (two plus two)	ASHS + BS in HCPM	120, with 21 free elective credits

Students should work with an advisor to determine the most appropriate elective courses suited to the student's career interests.

New discipline courses:

Summary descriptions:

HSCI 3101: Health Care Policy and Management I.

The course addresses the interplay between policy, social justice, market forces, and social determinants of health to understand how services are delivered, accessed, and financed with an international comparison. Classes are forums of discussion emphasizing present-day issues related to healthcare management, policy, professionals, facilities, and technology. A grade of C or better is required.

HSCI 3201: Health Care Policy and Management II.

The course provides to students an in-depth understanding of the healthcare continuum related to policy and management complexities. Through lectures and case studies, students build skill sets that will prepare them for the decision-making processes around issues driving contemporary policy and management priorities. A grade of C or better is required.

HSCI 3301: Health Law and Regulatory Compliance.

This course explores key statutory and regulatory issues affecting the health care policy and delivery within institutional settings. Students gain an understanding of the complexity of regulatory issues inherent to health care and comprehend the role of regulatory standards and compliance as managerial functions. A grade of C or better is required.

HSCI 4101: Managerial Information Systems in Healthcare.

Practicum for discipline-related skills and competencies using electronic health records and practice management software to enable students to conduct knowledge-based managerial and policy-related decision-making. A grade of C or better is required.

HSCI 4201: Medical Metrics for Health Facilities.

This course provides a foundation in medical metrics for evaluation, applied research, and quality control in the healthcare setting. It provides students with skills necessary to translate empirical interventions into applied settings for health delivery. A grade of C or better is required.

Appendices D.1-D.5: New discipline courses' syllabi.

Existing discipline courses:

Course descriptions:

HSA 3630: Health Care Finance and Accounting Management

This course is designed to develop the decision makers' understanding and management of financial information in the health care industry. Emphasis will be placed on concepts that will allow students to understand the huge, complex, and in many ways unique, health care industry.

HSA 4910: Introduction to Public Health Management

An overview of issues encountered in the administration of public health programs, integrating knowledge from mathematics, law, human services, and health care administration. Through lectures, discussion, and case studies, students will explore contemporary factors influencing health care policy while building skills in effective communication and administrative decision-making.

HSA 4960: Nursing Home Administration

Provides students with information related to the organization and administration of long-term care services with an emphasis on the structure and function of nursing homes. The course seeks to orient students to the subject areas within the discipline's certification examination.

HSA 4970: Social Marketing in Healthcare Settings

The fundamentals of social marketing in healthcare settings, the pharmaceutical industry, disease prevention, environment health, health literacy, health promotion and emergency preparedness. Students critically examine case studies of social marketing and communication campaigns to determine effectiveness in health outcomes on targeted populations and to develop their own business proposals, media strategies and creative deliverables.

Appendices E.1-E.4: Existing discipline courses' syllabi.

Occupational relevance for BS in HCPM degree:

The degree seeks to prepare students for entry into a variety of health-related careers. Generally, such careers commence as entry-level administration that progress to managerial functions with varying levels of operational and financial oversight. Building from an associate degree base, the BS in HCPM provides students with greater depth of knowledge enabling them to successfully navigate the regulatory environment of health services. The degree applies a broad construct of the managerial function to an array of health care settings; preparing students for capable resource administration critical to primary through tertiary care, numerous supporting industries, and government agencies.

AS, Entry Level Position	BS in HCPM Level Position
Require pre-existing health care competencies in order to function with some level of independence,	Enhanced skills allow individuals to assume integrative functions with multiple areas of responsibility.
Operates in an environment of regulatory compliance,	Usually works with greater level of independence and broader remit.
Operational discretion but with supervisory oversight	Operates in areas requiring in-depth knowledge with oversight and compliance responsibility.
Can be combined with experience for higher level employment.	Usually requires supervision of subordinate personnel.

Medical Records Coordinator

Patient Engagement Coordinator

Medical Administrative Assistant

Research Data Associate

EKG technician

Practice Administrator

Administrative Project Coordinator

Entry-level Hospital Administrator

Medical Research Coordinator

Quality Improvement administrator

Patient advocate

Complete job listings for the above bachelor's level employment opportunities can be found in **Appendix F**.

Summaries for additional job offerings appear below:

- As Coordinator Project Administration you will define, coordinate and evaluate special projects to support operational goals of departments within the department. You will also partner with department management to identify and assess opportunities for improvements.

Bachelor's Degree in Healthcare Administration, Business, Finance or related field, required.

- The Administrator of the LTAC Hospital is responsible for implementing the decisions of the Governing Board, maintaining a good relationship with the Medical Staff and other business associates, coordinating efforts to accomplish quality services to the patients, and ensuring that the employees of the organization are treated with dignity. Interacts with the Governing Board in all aspects of business practices that involve the hospital and the Governing Board. Acts as a liaison between the Medical Staff and the Governing Board.

Bachelor's Degree; advanced degree preferred with emphasis on hospital/healthcare management and/or business management.

- Coordinates the overall Resident applicant and interview process. Participates with the Med Ed Team for Orientation and Graduation activities. Facilitates post-match activities including Position Manager, contracts and other hiring processes. Supports the development and implementation of clinical and academic research projects in UHS Hospitals by coordinating the efforts of investigators and oversight bodies within the hospitals and assuring the research conforms to hospitals FDA/OHRP regulations. Coordinates resident research activities and serves as primary staff to the Resident Quality and Patient Safety Council.

Bachelor's degree in Business, Management or related field.

- The Quality Improvement Director monitors quality trends and identifies opportunities for celebration and opportunities for improvement. The Quality Improvement Director supports and coaches all activities of the Quality Improvement Specialists and executes the agency quality functions in accordance with accepted standards and administrative policies under the guidance of the Associate Vice President of Service Excellence and Quality Improvement. The Quality Improvement Director educates and engages the organization in quality improvement.

Bachelor's degree in education, quality or health-related field required.

- Investigate, resolve, document and report organization specific patient and visitor compliments and concerns to leadership and staff. Develop, implement and participate in customer service and patient relations initiatives related to the Private Diagnostic Clinics. Provide monthly accountability and variance analysis of Customer Service Outcomes to assigned PDC Clinic(s).

Bachelor's degree in a related field.

Entrance requirements and academic progression:

Entrance into the BS in HCPM is available to Associate Degree graduates (AS & AA) in good academic standing. Students with alternative degrees (AAS) or from outside CUNY who are in good academic standing should have their credits evaluated to ensure compliance with University general education requirements and evaluation of their outstanding BS in HCPM degree requirements.

For progression in the curriculum, students:

- Must receive a minimum grade of “C” in each course designated with the prefix HSCI and HSA.
- Will need to maintain an overall 2.5 GPA.

A student falling below 2.5 will have one semester to resolve this deficit. If a student fails to meet the above requirements, he/she will be withdrawn from the program.

Institutional Impact:

In summary, the following is expected from the BS in HCPM:

1. Supports a cohort of students already in place through the ASHS degree but without the benefit of an ongoing academic plan. Instituting a structured upper-level academic program as a continuum to the ASHS degree will result in a higher level of student success. This should:
 - Impact positively on the College’s educational metrics related to graduation, retention, and placement as students progress from the AS in Health Sciences, graduate from the BS in HCPM, and enter the workforce.
 - Provide a cohort of students academically ready to graduate studies.
2. Beyond servicing the existing student pool of ASHS graduates, the availability of the BS in HCPM could easily attract additional students to the College whose interests relate to the degree’s designated academic outcomes such as students:
 - From AS Health Science degrees not offered by the NYC College of Technology.
 - Interested in a flexible academic credential at the bachelor’s level that prepares them for entry-level healthcare career employment.
 - Who are preparing for either ongoing graduate discipline specific career degrees through facilitated admissions with synergistic successor degrees.
3. The development of the proposal was undertaken within the Department of Health Sciences faculty. The degree will foster linkages and ongoing interdisciplinary communication between the Department and other SPS degree programs by:
 - Leveraging professional expertise already present in the Health Sciences faculty.

- Providing opportunities for contributory teaching from faculty in business, law, and clinical degrees.
 - Promote inter-professional teaching and research opportunities through collaboration amongst the SPS disciplines and potentially, disciplines in the School of Arts & Sciences and the School of Technology & Design.
4. The degree is designed to integrate with the College's own academic priorities. Consequently, the degree will promote institutional efficiencies in that the program:
- Is based upon the classroom and for the most part, utilizes learning resources already in place without significant additional investment by the College.
 - Will function as an upper-level common core within SPS to allow the Department of Health Sciences to collaborate on supportive administrative teaching for SPS professional baccalaureate disciplines such as business, dental hygiene and possibly radiation technology.

Resource implications:

The proposed BS in HCPM is anticipated to run using traditional classroom-based academics. Overall, it is anticipated that the degree will need minimal, supplemental supports to include:

- Dedicated routine computer lab access with supporting software such as electronic health record and practice management software, which is available as open source for training purposes but options for dedicated licensees are possible alternatives.
- Technology and space resources for laboratory simulation activities.
- As part of the Department of Health Sciences, efficiencies will result from the department's operations of its HSA and ASHS degree, but departmental faculty and staff levels will need to adapt and accommodate to enrollment levels for this degree.

V. Financial Resources/Uses

Cost assessment:

At its core, the BS in HCPM gives City Tech an opportunity to provide educational support to students who are not compatible with its existing portfolio of degrees. Annually, approximately 900 students enter the College with interests in health careers. From that cohort, approximately 175 students will eventually qualify and transfer to one of the College's competitive clinical degree programs. To service the academic needs of the remaining students, the AS in Health Science was designed and commenced in Fall 2019. A major role for the BS in HCPM is to provide a four-year progression path for these students.

Up until now, without the ASHS, most students who do not successfully enter a competitive clinical discipline failed to progress into an alternative degree program. A retrospective cohort analysis of students entering the college for 2016 with an interest in health careers (Health Intensive, HINT) illustrates the extent and relevancy of the issues previously presented.

The following table presents a tabulation of the current status of students who entered in 2016 (source: CIS 11-2-2018):

Retrospective analysis for 2016 Heath Intensive (HINT) Student Cohort:

Original 2016 HINT Cohort	11/2/2018 status:			
TOTAL	N	%		
			<i>Remain currently enrolled at City Tech as:</i>	
1085	179	16%	competitive clinical degree at City Tech	} 38%
	57	5%	non-competitive clinical degree at City Tech	
	75	7%	unclassified*	
	44	4%	LAA / LAS*	
	24	2%	another School of Prof. Studies program*	
	13	1%	Tech and Design*	
	8	1%	another School of Arts and Sciences program*	
			<i>No longer enrolled at City Tech:</i>	
	17	2%	Graduated from City Tech	} 62%
	171	16%	Transferred to other CUNY college	
	497	46%	No longer present and without status at CUNY	
	1085	100%		

* HINT students within may still be seeking entry into a competitive clinical degree program.

<i>For Students not entering a competitive clinical degree (n=906)</i>		
26%	Remain or graduated from City Tech	
19%	Transferred from City Tech to another CUNY college	
55%	Are no longer present at City Tech or CUNY	

Key findings indicate:

- Only seventeen percent of the cohort was able to successfully enter a competitive clinical degree.
- Without graduating, almost four times as many students as those accepted into competitive clinical degrees have terminated their relationship with the College.

The ASHS can ameliorate much of this issue particularly for students through the associate degree level with facilitated entrance into the BS in HCPM, allowing the College to provide academic credentials to students formerly lost. There will certainly be intake streams for other types of students from outside of the College for which the HCPM degree represents career interests and advanced employment opportunities. Therefore, much of the degree’s operational costs should be offset by a consistent pool of potential students, who for the most part, are already engaged with the College.

At its core, the BS in HCPM program services an existing pool of students who are already being serviced from institutional resources. Consequently, additional resources needed to initiate the degree will be to some extent be modest but focused to support the degree’s core courses. As a basis for modeling resources needed to operate the degree, student full-time equivalent (FTE) titers will assume 350 annual new matriculates with a 70% retention rate for year two.

With the degree being situated within the Department of Health Sciences, administrative efficiencies will be realized through affiliation with the Department’s HSA and ASHS degrees. Teaching assignments are commensurate with enrollments; and, as a starting point, a basic model for estimating degree enrollments and workloads may be constructed by applying the following basic assumptions:

At full operational capacity, as much as:

- 350 new students (FTEs) enter the degree annually.
- 70% progression retention rate.
- All discipline content is taken within two years.

Student population projections: (numbers are expressed as FTEs):

Year	New (3 HSCI courses)	Retained (70% of new progressing to 2HSCI, 4 HSA courses)	total: All 9 HSCI&HSA
1	350	n/a <i>(first year)</i>	350
2	350	245	595
3	350	245	595
4+	<i>ongoing</i>		595

(70% retained as ongoing)
Seniors: if not graduated, have at least completed all HSCI courses.

HSCI course workload projections:

Workload requirement for delivery of HSCI courses using lecture format at 25 students per class.

HSCI sections required:

Year	HSCI 3101	HSCI 3201	HSCI 3301	HSCI 4101	HSCI 4201	HSA 3630	HSA 4910	HSA 4960	HSA 4970
1	14	14	14	0	0	0	0	0	0
2 +	14	14	14	10	10	10	10	10	10

(based on 70% retention)

While this model predicts an enrollment floor, when compared to observed student behaviors, the limitation of such a model is easily recognizable. The model assumes a steady state without growth and that students complete their degree requirements within two years. Given these limitations, it does however provide a starting point to estimate revenue and expenditures.

Programmatic financial assessments:

Faculty Resources (assuming full operational capacity)

The first year of the degree's operation servicing only 350 new students allows the degree's initial core discipline content to be delivered by three full-time appointments supplemented by adjunct faculty placements. Inclusion of the remaining HSCI courses in year two along with four HSA courses will require an additional 50 sections.

Implementation of the degree will be stepwise and consistent with faculty assignments customarily used by the College.

Support staffing:

The office will require full-time coverage and one College Laboratory Technician (CLT). It is anticipated that this administrative unit will be part of the new Health Sciences Department with HSA, mitigating this expenditure.

Library resources:

No additional resources beyond textbooks and journals. (See specific course proposals and the library form.)

Other resources:

Access to dedicated computer resources for delivery of HSCI 4101 and 4201.

VI. Appendices

Appendix A: Health Services Management BS Programs Within and Outside of CUNY

The number of credits required in the major core is included if clearly stated on the school's WebPages.

Within CUNY

<u>College/School</u>	<u>Degree</u>	<u>Department/Program/Major /Concentration*</u>	<u>Core Credits</u>	<u>Fall 2017 Enrollment**</u>	<u>2015-2016 Graduates**</u>
New York City College of Technology/School of Professional Studies	BS	Health Services Administration	18	229	79
CUNY School of Professional Studies	BS	Health Services Administration	30 (specific to health care) + 3 capstone	Newly Approved	Newly Approved
York College/School of Health Sciences and Professional Programs	BS	Health Science (concentration in health management)	36 + 8 field experience	303	4***
Lehman College	BS	Health Services Administration	18 HSA core with 6 internship	550	148
Medgar Evers College/School of Business	BPS	Professional Studies in Applied Management (concentration in health services administration)	9 elective credits in area of emphasis	58	45****
Brooklyn College	BBA	Business Administration (concentration in Business for Health Professions)	12-18 (business, basic science, nutrition, kinesiology & psychology)	1,033	302****

*Hyperlinked to the respective colleges' websites.

**CUNY Office of Institutional Research. Academic Programs Inventory, by College and Academic Programs. April 4, 2014.

http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/oir/institutional/data/current-student-data-book-by-subject/ACPG_0007_APIReportbyCollegeandAcademicProgramFall2016.pdf

***York has two registered programs with different HEGIS codes (1299.0 – Other Health Professions and 1201.0 – Health Professions, General). The one used in this table is HEGIS code 1299.0, as it is closest to the HEGIS code provided in York's health management online brochure (HEGIS code 1299.10).

****These numbers are not specific to the concentration but to the main program/major where the concentration is embedded.

Web links for the similar CUNY degrees (mentioned above).

- New York City College of Technology - <http://www.citytech.cuny.edu/human-services/health-administration-bs.aspx>
- CUNY School of Professional Studies - http://catalog.sps.cuny.edu/preview_program.php?catoid=2&poid=736&returnto=62
- York College - <https://www.york.cuny.edu/produce-and-print/contents/bulletin/school-of-health-and-behavioral-sciences/health-professions/health-science-bs-bs>
- Lehman College - <http://lehman.smartcatalogiq.com/2017-2019/Undergraduate-Bulletin/Academic-Departments-and-Programs/Health-Sciences/Health-Services-Administration-B-S>
- Medgar Evers College - <https://ares.mec.cuny.edu/academic-affairs/school-of-business/professional-studies/>

- Brooklyn College - http://www.brooklyn.cuny.edu/web/academics/schools/business/departments/management/majors_details.php?major=002&div=U&dept_code=37&dept_id=515&mode=data

Outside of CUNY

<u>College/School</u>	<u>Degree</u>	<u>Program/Major/Concentration*</u>	<u>Core Credits**</u>	<u>Web links</u>
St. Joseph's College, Brooklyn, New York	BS	Health Administration	18	http://catalog.sjcnyc.edu/preview_program.php?catoid=7&pooid=890
New York University, New York, New York	BS	Healthcare Management	56	http://www.scps.nyu.edu/academics/departments/mcgee/undergraduate/bs-healthcare-management.html
Metropolitan College of New York, New York	BBA	Business Administration in Healthcare Systems Management		https://www.mcny.edu/academics/school-for-business/bachelor-business-administration-healthcare-systems-management/
Berkeley College, New York, New York	BBA	Business Administration in Health Services Management	46	http://berkeleycollege.edu/academics_bc/1510.htm#bba
PACE University, New York, New York	BBA	Business Administration in Health Care Management		http://www.pace.edu/lubin/health-care-management-bba

*Hyperlinked to the respective colleges' websites.

**Credits provided only if clearly stated on the program's webpages.

Appendix B: Inventory of CUNY Health and Human Services Degree Programs

CUNY HEALTH AND HUMAN SERVICES PROGRAMS

	Borough College	Brooklyn College	The City College	College of Staten Island	Hunter College	John Jay College	Lehman College	Medgar Evers College	New York City College of Technology	Queens College	School of Professional Studies	York College	BAMCC	Bronx Community College	Hecetas Community College	Kingsborough Community College	LaGuardia Community College	Queensborough Community College	Graduate Center
HEALTH AND HUMAN SERVICES PROGRAMS																			
Audiology																			AuD
Clinical Behavioral Applications in Mental Health										MA									
Communication Sciences/Speech Pathology		BA/MS			MS		BA/MA		BA/MA								AS		PhD
Community Health		MA			BS									AS	AS	AS			
Dental Hygiene									AAS							AAS			
Dental Laboratory Technology									AAS										
Disability Studies							BA ¹			BA/MA									BA ¹
Emergency Medical Technician/Paramedic													AAS			AAS	AAS		
Exercise Science		BS/MS					BA										AS		
Gerontology / Gerontological Studies											BS				AAS		AA		
Health Administration		MBA/MPA					BS	BS											
Health Information Technology/Management										BS		AAS							
Health Science		BS			BS					BS									AS
Human Services								AMS/BS				AS	AAS			AS	AA		
Massage Therapy																			AAS
Medical (Laboratory) Technology				BS	BS						BS		AAS						
Medical Office Assistant/Manager														AAS	AAS				AAS
Mental Health Counseling	MA	MA	MA	MS	MS	MA			MS										
Neuroscience and Developmental Disabilities				MS															
Nuclear Medicine Technology														AAS					
Nursing - LPN								LPN						LPN	LPN		LPN		
Nursing - AAS				AAS				AAS	AAS				AAS	AAS	AAS	AAS	AAS	AAS	AAS
Nursing - BS				BS	BS	BS	BS	BS	BS		BS								
Nursing - MS				MS	MS	MS													
Nursing - Doctorate						DNP													DNS
Nutrition/Dietetics		BA/BS/MS			BS		BS/MS			BS/MS				AS					
Occupational Therapy												MS							
Occupational Therapy Assistant																			AAS
Ophthalmic Dispensing / Optometry				BS/OD ²					AAS										
Pharmaceutical Sciences											BS		AAS						
Physical Therapy					DPT	DPT													DPT
Physical Therapy Assistant																			AAS
Physician's Assistant			BS								BS								AAS
Pre-Med/ Medical	BA	BAM/D ³	BAM/D ³	BS	BS	BS	BS	BS	BS	BS	BS	BS							
Public Health		MPH			MPH	MPH													DPH
Radiologic Technology									AAS/BS					AAS	AAS		AAS		
Respiratory Therapy													AAS						
Rehabilitation Counseling					MS														
Therapeutic Recreation							BS							AS		AAS			
Social Work/Social Welfare				BA	MSW		BA/MSW	BS			BS								PhD
Surgical Technology																AAS			
Veterinary Technology																		AAS	
Youth Studies		BA					BA ¹				Cert								BA ¹

Key: AAS/AS = Associate Degree Programs | BS/BA = Baccalaureate Degree Programs | MA/MS, MBA, MD, MPH and MSW = Master Degree Programs | DPT, AuD, DPH, DNP, DNS and PhD = Doctoral Degree Programs
¹Joint degree program with SUNY Downstate. ²Joint degree program with SUNY Downstate, Stony Brook, Syracuse, Albany, NYU, and New York Medical College. ³Joint degree program with SUNY College of Optometry
⁴Individualized Degree Program

Appendix C: AUPHA Critical Content Areas

		HSCI3101	HSCI3301	HSCI3201	HSA3630	HSCI3401	HSCI3501	HSA4910	HSA4960	HSA4970	Supporting BS courses
1	US Healthcare Systems	√		√	√		√	√	√		
2	Population / Community Health	√						√			PSY3405 HUS1101 HUS2401
3	Organizational Development Behavior Theory			√				√	√		PSY2404, BUS1122
4	Management of Health Care Organizations	√		√	√		√	√	√	√	
5	Operations Assessment and Improvement			√			√		√	√	
6	Mgmt. of Human Resources and Health Professions		√					√	√	√	
7	Information System Management and Assessment					√	√		√		
8	Health Care Law		√					√	√		BUS1122, SOC2403
9	Governance		√						√	√	
10	Health Policy	√		√	√			√	√	√	
11	Leadership		√	√				√	√	√	
12	Statistical Analysis with Application to Decision Making						√	√	√	√	MATH1272
13	Healthcare Economics	√			√				√	√	ECON1101, ECON1401
14	Healthcare Marketing & Communication			√	√			√		√	
15	Financial Analysis and Management				√		√			√	BUS1122 MATH1272
16	Ethics in Business and Health Care Decision Making		√		√			√	√	√	
17	Strategy Formulation and Implementation			√				√	√	√	
18	Quality Assessment for Patient Care					√	√		√		PSY3405
19	Managerial Epidemiology			√		√	√				
20	Research Methodology						√				MATH1272

Appendix D.1: Syllabus - HSCI 3101 Health Care Policy and Management I

Title: Health Care Policy and Management I

Course Code: HSCI 3101

Credits/Hours: 3 credits/3 hours

Pre- or Co-requisites: Matriculation into BS in HCPM (pre-req)

Catalogue Course Description

The course addresses the interplay between policy, social justice, market forces, and social determinants of health to understand how services are delivered, accessed, and financed with an international comparison. Classes are forums of discussion emphasizing present-day issues related to healthcare management, policy, professionals, facilities, and technology. A grade of C or better is required.

Textbook/tools

Shi, L. and Douglas, A.S. (2019). Essentials of the U.S. Health Care System (5th ed.). Massachusetts: Jones and Bartlett.

Course Specific Learning Outcomes / Assessment Methods

Course Specific Learning Outcomes	Assessment Methods
Accurately describe the U.S. health care system (past, present, and future projections) in comparison to other industrialized countries.	Blog on pitching the U.S. healthcare system, Exams
Describe important contemporary topics in health services management and the U.S. healthcare system as a public/private enterprise.	Case Studies, Team Presentation, Team Report, Exams will assess the identification of key topics
Evaluate social, economic, and political priorities relevant to health services delivery in the U.S.	Case Studies, Team Presentation, Team Report, Exams will assess knowledge on the priorities and key terminology
Explain key management and leadership principles and apply them to the administration of health services organizations.	Case Studies Exams will assess knowledge on the principles, functions, and roles of leaders and managers and key terminology

General Education Learning Outcomes

General Education Learning Outcomes	Assessment Methods
Work with teams, including those of diverse composition. Build consensus.	Team presentation and team report

Understand organizations and histories underlying government in global context.	Exams, blog
Apply knowledge and analyze social, political, economic, and historical issues.	Case studies, team presentation, and team report
Gather, interpret, evaluate, and apply information discerningly from a variety of sources.	Case studies, team presentation, and team report, discussion board with reflective essay, blog

Grading Method and Assignment Descriptions

Assignment Type	Percent
Discussion Board and Blog	10%
Case Studies	20%
Class Presentation	10%
Exams I & II	40%
Total	100%

Discussion Board is a self-analysis of ones writing skills with recommendations taken from multiple sources for improving writing, evaluating online information, using the APA style, doing effective and efficient library searches, and avoiding plagiarism. This will be reflective essay submitted via the discussion board with a response to a classmate.

Blog on pitching/advertising the U.S. healthcare system – pros and cons with a comparison to other industrialized countries – to another OECD country.

Case studies consist of two cases analyses related to contemporary issues in healthcare policy and management. These assignments will be anywhere between 2-5 pages formatted in the APA style for academic papers.

Class presentations will be done in the latter half of the semester. Students will present in class as a healthcare team (usually three students). The presentation will be 6 minutes long (generally two minutes per team member) with a one (1) minute Q&A session for team evaluation. All information must be supported by credible literature and clearly referenced. Students will present using a visual aid such as PowerPoint or Prezi, which they will submit electronically via *Blackboard*.

Exams I and II will cover course content including all concepts discussed in class and present in the readings, particularly the course textbook.

Final Grades will be assigned in accordance to City Tech grading policy

Letter Grade	Numerical Grade Range	Quality Points (QPA)	Letter Grade	Numerical Grade Range	Quality Points (QPA)

A:	93-100	4.0	C+:	77-79.9	2.3
A-:	90-92.9	3.7	C:	70-76.9	2.0
B+:	87-89.9	3.3	D:	60-69.9	1.0
B:	83-86.9	3.0	F:	59.9 or below	0.0
B-:	80-82.9	2.7	WU	Unofficial Withdrawal (attended at least once)	0.0
			WF	Withdrew Failing	0.0

Sample Course Schedule and Indicative Session Contents:

Session/ Indicative content areas:
Week #

	Introductions & syllabus overview
1	Major characteristics of the U.S. healthcare system
2	Discussion Board – Reflective Essay writing skills and cited recommendations for improving writing, evaluating online information, using the APA style, doing effective and efficient library searches, and avoiding plagiarism
3	Foundations of the U.S. health care system Historical overview of U.S. health care delivery
4	Healthcare providers & professionals Technology and its effects
6	Financing and reimbursement methods
5	Case Study #1: Keeping Americans Health - Social Justice or Market Justice
7	Outpatient services and primary care Hospitals
8	Exam I Cost, access, and quality
9	Managed care and integrated systems Long-term care services
10	Team Presentations & Team Report
11	Populations with special health needs
12	Health Policy

13	Case Study #2: Social Determinants of Health Defining Management and Policy Priorities
14	Blog Future of Health Services Delivery
15	Exam II Course wrap up

Course Format and Requirements

Students are expected to:

- Have access to the internet.
- Be familiar with Blackboard to find course materials and to submit assignments.
- Log on to the Blackboard website on a regular basis and participate in online activities, which will be graded on the quality of responses for the given assignment.
- Be proficient in MS Word and be familiar with MS PowerPoint.
- Have knowledge of library databases and know how to engage in academic internet searches.
- Have basic skills for evaluating the value and credibility of information.
- Be familiar with the standard format for academic references.
- All students are required to have an active campus email account to participate on Blackboard.
- Email and Blackboard are primary communication tools in this course. It is the student's responsibility to monitor and utilize both tools.

General education and information technology

In order to expand the breadth and depth of their knowledge, throughout the term students are encouraged to further develop and apply the general education and learning skills acquired from their associate degree. Utilizing a blended teaching model that incorporates online course material and employs self-directed structured learning tasks, students will integrate learning by the application of multiple tools, gather and evaluate information from a variety of sources and communicate their findings.

Additionally, students will further their informational technology competencies through the use of Blackboard, office productivity programs including word processing, PowerPoint, and database search engines.

Bibliography

Texts

Liebler, J.G. & McConnell, C.R. (2012). *Management principles for health professionals* (6th ed.). Massachusetts: Jones and Bartlett Publishers.

McConnell, C.R. (2009). *Umiker's management skills for the new health care supervisor* (5th ed.). Massachusetts: Jones and Bartlett Publishers.

Shi, L. & Singh, D.A. (2013). *Essentials of the U.S. health care system* (3rd ed.). Massachusetts: Jones and Bartlett Publishers.

Shortell, S.M., Kaluzny, A., Burns, L., Bradley, E., & Weiner, B. (2011). Shortell and Kaluzny's *Health care management: Organization design and behavior* (6th ed.). New York: Thomson Delmar Learning.

Partial List of Selected Journals

Academy of Management Journal
Frontiers of Health Services Management
Health Affairs
Health Care Management Review
Journal of Healthcare Management
Journal of Organizational Behavior
Milbank Quarterly
New England Journal of Medicine
Quality Management in Health Care
Strategic Management

Appendix D.2: Syllabus - HSCI 3201 Health Care Policy and Management II

Title: Health Care Policy and Management 2

Course Code: HSCI 3201

Credits/Hours: 3 credits/3 hours

Pre- or Co-requisites: HSCI 3101, Healthcare Policy and Management I (pre-req)

Catalogue description Goals & Objectives / Outcomes:

The course provides to students an in-depth understanding of the healthcare continuum related to policy and management complexities. Through lectures and case studies, students build skill sets that will prepare them for the decision-making processes around issues driving contemporary policy and management priorities. A grade of C or better is required.

Text: Same as HSCI 3101

Course Specific Learning Outcomes / Assessment Methods

Course Specific Learning Outcomes	Assessment Methods
Students will understand key concepts related to the structure, process and organization of health care delivery within the United States.	Exams, Course Paper
Students will understand key challenges concerning issues related health care provision and patients' ability to access the continuum of health care resources and facilities within the US healthcare system	Case Studies, Course Paper
Students will demonstrate literacy and competencies in applying morbidity, mortality, prevalence, incidence relative risk at their deliveries	Medical metrics case study, Course Paper

General Education Learning Outcomes

As continuum of HSCI 3101, the same general education learning outcomes are augmented here.

General Education Learning Outcomes	Assessment Methods
Understand organizations and histories underlying government in global context.	Written assignments
Apply knowledge and analyze social, political, economic, and historical issues.	Written assignments
Gather, interpret, evaluate, and apply information discerningly from a variety of sources.	Written assignments

Course requirements:

Students are expected to actively participate and engage all aspects of the course including classroom discussion, discussion board or other collaborative learning assignments, the classroom debate and all written assignments.

Assessment methods:

Assignments are to be completed in an accurate and timely manner. Students are expected to submit discussion board and written assignments on time. All assignments must comply with the college’s academic integrity policy. Any violations of the college’s academic integrity policy will result in a grade of zero for the assignment.

Exceptions are solely at the discretion of the instructor.

Method of grading:

The following weightings will be applied to grades:

- Homework: 25%**
- Papers: 25%**
- Examinations 50%**

Final Grades will be assigned in accordance to City Tech grading policy

Letter Grade	Numerical Grade Range	Quality Points (QPA)	Letter Grade	Numerical Grade Range	Quality Points (QPA)
A:	93-100	4.0	C+:	77-79.9	2.3
A-:	90-92.9	3.7	C:	70-76.9	2.0
B+:	87-89.9	3.3	D:	60-69.9	1.0
B:	83-86.9	3.0	F:	59.9 or below	0.0
B-:	80-82.9	2.7	WU	Unofficial Withdrawal (attended at least once)	0.0
			WF	Withdrew Failing	0.0

General Education and Information Technology:

In order to expand the breadth and depth of their knowledge, throughout the term students are encouraged to further develop and apply the general education and learning skills acquired from their associate degree. Students will be able to apply knowledge and analyze social political and economic issue with an ability to understand and navigate the US healthcare system

Teaching and Learning:

Didactic course components provide an opportunity for the student to gain specific information and knowledge associated with key concepts related to healthcare policy and management. Selected case studies make available to the student specific examples that illustrate and demonstrate key content areas for the course.

Students will utilize a number of problem-solving models to identify and analyze possible solutions to timely healthcare issues. Identifying and diagnosing key workplace or structural processes that are problematic within the healthcare sector will provide students with applied problem-solving and decision-making tools.

Sequence of topics:

Indicative contents and sequencing, HSCI 3201

Health Care Policy and Management II

Content Areas:

- 1 **Clinical navigation within the US Healthcare ecosystem:** Understanding acute and chronic care, overview of US the health care continuum and clinical responsibilities of key constituents.
- 2 Role of Federal, State and Local government in health care provision including policy priorities, regulatory responsibilities and resource implication
- 3 **Care of Populations:** Introduction to public health, policy, organization and delivery within the United States.
- 4 **Medical Metrics:** Overview of morbidity, mortality, prevalence and incidence and their derivatives, sources of medical information & statistics. Discussion and application of a prevalent medical condition(s) as a case study(s).
- 5 **Care of the Individual:** Organization of Health Care: Examining complexity of healthcare provision and overview of primary, secondary and tertiary healthcare; including personnel, resources and management requirements
- 6 **Primary Care: Consumer driven health care** including utilization of health promotion and disease prevention strategies, routinely encountered within the United States.
- 7 **Primary Care: Primary Medical intervention.** Examining the contribution of Family Medicine and General Practice and the challenges faced by primary care providers.
- 8 **Secondary Care:** Chronic illness, incidence and prevalence in the US population. Understanding the role of medical specialist, outpatient resources and facilities encountered in the management of chronic illness.
- 9 **Tertiary Care:** Examining the therapeutic role and resource requirements for in-patient facilities - hospitals and rehabilitation facilities, proprietary and non-profit models
- 10 **Tertiary Care: Overview of long term care,** the continuum of services available and analysis of impediments routinely encountered by long term care patients.

11 **Horizontal and Vertical integration** strategies used by healthcare facilities to traverse the healthcare continuum. Supply chain management and health care

12 **Role of Health Insurance** and overview of its key features as either facilitators or impediments to delivery of medical services

13 **Case Study(s):** Diagnostic tracers and patient navigation across primary, secondary and tertiary care

Supplemental Bibliography:

- Buchbinder S. B., and Thompson J. M. (2010). *Career Opportunities in Health Management*. Massachusetts: Jones and Bartlett Publishers.
- Knickman, J. R. and Kovner (ed.), A. R. (2015). *Health Care Delivery in the United States* (11th ed.). New York: Springer.
- Kovner, A. R., Fine, D. J. and D'Aquila, D. J. (2016). *Evidence Based Management in Health Care* (2nd ed.). Chicago: Health Administration Press.
- Kovner, A. R., Fine D. J., and D'Aquila D. J. (2010). *Evidence –based Management in Health Care*. Arlington: AUPHA.
- McAlearney, A.S. and Kovner, (2013). A.R., *Health Services Management: Cases, Readings, and Commentary* (10th ed.). Arlington, VA: Association of University Programs in Health Administration.
- McConnell, C.R. (2016). *Umiker's Management Skills for the New Health Care Supervisor* (7th ed.). Massachusetts: Jones and Bartlett Publishers.
- Liebler, J.G., and McConnell, C.R. (2011). *Management Principles for Health Professionals* (6th ed.). Massachusetts: Jones and Bartlett Publishers.
- Shi, L. and Singh D. A., (2017). *Delivering Health Care in America: A Systems Approach* (7th ed.). Sudbury, Massachusetts: Jones and Bartlett Publications.

A Partial List of Appropriate Course Journals:

Academy of Management Journal
American Journal of Public Health
Evaluation and the Health Professions
Frontiers of Health Services Management
Health Affairs
Health Care Management Review
Journal of Health and Human Services Administration
Journal of Healthcare Management
Journal of Organizational Behavior
New England Journal of Medicine

Appendix D.3: Syllabus - HSCI 3301 Health Law and Regulatory Compliance

Title: Health Law and Regulatory Compliance

Course Code: HSCI 3301

Credits/Hours: 3 credits/3 hours

Pre- or Co-requisites: HSCI 3101, Healthcare Policy and Management I (pre-req)

Catalogue description Goals & Objectives / Outcomes:

This course explores key statutory and regulatory issues affecting the health care policy and delivery within institutional settings. Students gain an understanding of the complexity of regulatory issues inherent to health care and comprehend the role of regulatory standards and compliance as managerial functions. A grade of C or better is required.

Text: Open Educational Resources (OER)

Course Specific Learning Outcomes / Assessment Methods

Course Specific Learning Outcomes	Assessment Methods
Understanding the role of government in the regulatory and policy process	Exams, Online written assignments
Comprehend basic concepts in law and their impact on health institutional operations	Exams, Online written assignments
To provide a systematic review patient rights, consent and confidentiality	Exams, Online written assignments

General Education Learning Outcomes

General Education Learning Outcomes	Assessment Methods
Understand organizations and histories underlying government in global context.	Exam, Written assignments
Apply knowledge and analyze social, political, economic, and historical issues.	Written assignments
Gather, interpret, evaluate, and apply information discerningly from a variety of sources.	Written assignments

Content Areas:

1 **Understanding the regulatory environment, role of Government, Law and Ethics**

2 **Tort Law's in relation to health care**

3 **Criminal Aspects of Health Care**

4 **Introduction to Contracts, principles and practice**

5 **Corporate Structure and Legal Issues encountered in health care**

6 **Medical Staff Organization, Physician Liability and liability insurance**

7 **Hospital Departments and Allied Health Professionals**

8 **Patient Rights and Responsibilities**

9 **Patient Consent**

10 **Legal Reporting Requirements**

11 **Medical Records**

12 **National Health Insurance and Managed Care**

13 **Labor Relations**

Sequencing of additional contents will be augmented by exams and classroom work sessions.

COURSE REQUIREMENTS & ASSESSMENT METHODS

As part of this course, students are expected to log on to the Blackboard website to access course materials and participate in assignments. Deadlines and page minimums will be posted along with the descriptions of the assignments. All students are required to have an active campus email account to participate.

Exams

Two exams (Midterm and Final) will be administered in-class.

Homework and Online Participation

Home-work assignments will reinforce classroom learning and activities

GRADING METHOD

Grading will consist of examinations and assignments

BIBLIOGRAPHY

Supplemental Texts

Harris, D. M. (2008). *Contemporary Issues in Healthcare Law and Ethics* (3rd ed.). Washington, D.C.: AUPHA Press.

Kazmier, J. L. (2009). *Health Care Law*. New York: Delmar Cengage Learning.

Miller, R. D. (2006). *Problems in Health Care Law* (9th ed.). Massachusetts: Jones and Bartlett Publishers.

Morrison, E.E. (2009). *Health Care Ethics: Critical Issues for the 21st Century* (2nd ed.). Massachusetts: Jones and Bartlett Publishers.

Websites

American Health Lawyers Association: <http://www.ahla.org>

American Journal of Bioethics: www.bioethics.net

DHHS administrative rules and regulations: <http://aspe.hhs.gov/admsimp/index.shtml>

FindLaw: <http://www.findlaw.com>

Law enforced by the FDA and related statutes: <http://www.fda.gov/opacom/laws>

Appendix D.4: Syllabus - HSCI 4101 Managerial Information Systems in Health Care

Title: Managerial Information Systems in Health Care

Course Code: HSCI 4101

Credits/Hours: 3 credits/3 hours

Pre- or Co-requisites: HSCI 3201, Healthcare Policy and Management II

Catalogue description Goals & Objectives / Outcomes:

Practicum for discipline-related skills and competencies using electronic health records and practice management software to enable students to conduct knowledge-based managerial and policy-related decision-making. A grade of C or better is required.

Text: Open Educational Resources (OER)

Software: Compliant EHR, personal medical record and billing and coding software

Course Specific Learning Outcomes / Assessment Methods

Course Specific Learning Outcomes	Assessment Methods
Understand how information systems can improve health care	Assignments based on classroom activities, Quizzes/Exams
Demonstrate the ability to effectively interact with software commonly used in health care including: Electronic health records, billing and coding functions, practice management tools and personal health records	Assignments based on classroom activities, Quizzes/Exams, Presentation
Summarize and effectively communicate the legal requirements and policy priorities governing the use of medical information systems.	Assignments based on classroom activities, written assignments, Quizzes/Exams
Develop basic competencies in the use of ICD10 and CPT coding platforms	Assignments based on classroom activities, Quizzes/Exams

General Education Learning Outcomes

General Education Learning Outcomes	Assessment Methods
Transform information into knowledge, and knowledge into judgment and action.	Classroom based activities
Apply knowledge and analyze social, political, economic, and historical issues.	Classroom based activities
Gather, interpret, evaluate, and apply information discerningly from a variety of sources.	Classroom based activities
Derive meaning from experience, as well as gather information from observation.	Classroom based activities

During each session, the course will provide students with didactic content and hands on computing experience:

Indicative Contents:

Content area	Lecture & Discussions	Computer Activities
1	Introduction to electronic records, Government policy, Advantages, Core function of electronic systems, meaningful use. Understanding relational and flat file data bases.	Understanding relational and flat file data bases
2	Impact of electronic information technology on non-clinical health careers, career maps, occupational trends, training requirements, certifications, employment trends and outlook.	occupational databases and job posting, US department of Labor statistics
3	Computing requirements, Importance of informational standards, Introduction to ICD and CPT methodologies	ICD and CPT code lookup for select medical conditions
4	Understanding ICD10 Taxonomy, ICD-10basics, structure, characters, hierarchy, specificity, external cause and laterality	Basics for generating ICD 10 coding for select conditions
5	Understanding CPT Taxonomy,)continuation of content area 4 under CPT taxonomy)	Basics for generating CPT codes for select procedures
6	Security of electronic records, HIPPA privacy and security rules, Protected health information. Security vulnerabilities and threats	Simulation: Entering Data into relational data systems
7	Personal health record: tethered vs untethered systems, patient utilization strategies, clinical content areas. Benefits and imitations of personal health records	Simulation: Generating a fictional personal health record
8	Software systems in physician offices: tracking and monitoring patient flow and patient documentation and recording of clinical encounters. Screening procedures for at risk individuals, clinical coordination and management of ambulatory procedures, e-prescribing	OPEN_EHR simulation exercise: demonstrating system capacity under reception and clinical tech sign ins
9	E.H.R in hospital environment: complexity, components of in-patient E.H.Rs, coordination of care, computerized ordering(CPOE), Reports and decision support tools.	OPEN_EHR Simulation exercise: demonstrating system capacity under physician sign in:
10	E.H.R as a tool for administrative support: case mix, patient demographics morbidity profile, workflow, Generating system data reports	OPEN_EHR Simulation exercise: demonstrating system capacity as administrator sign in:

Sequencing of additional contents will be augmented by exams and classroom work sessions.

COURSE GRADING METHOD & ASSIGNMENTS

Assignment Type	Percent
Weekly laboratory exercises	20%
Examinations (3)	60%
Writing Assignments	20%
Class presentations	5%
Total	100%

ASSIGNMENTS

- Writing assignments include a series of three (3) short to medium length writing pieces that address key concepts in the course and can be case driven as designed by the professor. They are:
 - Improvements in health care delivery related to information technology (10%).
 - Identifying key performance indicators for a health care organization (5).
 - Summarizing results (written report, executive summary, poster, PowerPoint, etc.) (5%).
- Class presentation: There is one class presentation (5% each). Students will present an analytical summary relating to information derived from software systems used within the course. Each presentation will be 5 minutes long with a one (1) minute Q&A session for evaluation. See Blackboard for detailed instructions and due dates.
- Exam: Three exams (20% each) will be administered throughout the semester and include materials presented in class, assignments and computer work sessions.

COURSE REQUIREMENTS

All students are required to have an active campus email account to participate on Blackboard.

Email and Blackboard are primary communication tools in this course. It is the student's responsibility to monitor and utilize both tools.

General education and information technology:

In order to expand the breadth and depth of their knowledge, throughout the term students are encouraged to further develop and apply the general education and learning skills acquired from their associate degree. Utilizing a hybrid teaching model that employs self-directed structured learning tasks, students will integrate learning by the application of multiple tools, gather and evaluate information from a variety of sources and communicate their findings.

Additionally, students will further their informational technology competencies through the use of Blackboard, office productivity programs including word processing, Excel, PowerPoint, and database search engines.

BIBLIOGRAPHY

Texts

Alan Dever, G.E. (2006). *Managerial epidemiology: Practice, methods, and concepts*.

Massachusetts: Jones and Bartlett Publishers.

Braunstein, M.L. (2018). *Health informatics on FHIR: How HL7's New API is transforming healthcare*. Switzerland: Springer International Publishing AG.

Broyles, R.W. (2006). *Fundamentals of statistics in health administration*.

Massachusetts: Jones and Bartlett Publishers.

Kane, R. L. (2006). *Understanding health care outcomes research* (2nd ed.).

Massachusetts: Jones and Bartlett Publishers.

Kovner, A.R., Fine, D. & D'Aquila, R. (2009). *Evidence-based management in healthcare*.

Massachusetts: Jones and Bartlett Publishers.

Nelson, R. & Staggars, N. (2018). *Health informatics an interprofessional approach* (2nd ed.). Missouri: Elsevier

Partial List of Selected Journals

Health Informatics Journal

Journal of the American Medical Informatics Association

Medical Decision Making

Health Services Research Journal

Mental Health Services Research Journal

Health Affairs

Quality Health Research Journal

Partial List of Websites

American Medical Informatics Association (AMIA) <https://www.amia.org/>

Agency for Healthcare Research Quality (AHRQ) <http://www.ahrq.gov/>

National Center for Health Statistics (NCHS) <http://www.cdc.gov/nchs/>

NYC Department of Health and Mental Hygiene (DOHMH)

<http://www.nyc.gov/html/doh/html/home/home.shtml>

National Information Center on Health Services Research and Health Care Technology (NICHSR)

<http://www.nlm.nih.gov/nichsr/>

Appendix D.5: Syllabus - HSCI 4201 Medical Metrics for Health Facilities

Title: Medical Metrics for Health Facilities

Course Code: HSCI 4201

Credits/Hours: 3 credits/3 hours

Pre- or Co-requisites: HSCI 3201 (pre-req), Math 1272 (or 1372 or 1472) (pre-req)

Catalogue description Goals & Objectives / Outcomes:

This course provides a foundation in medical metrics for evaluation, applied research, and quality control in the healthcare setting. It provides students with skills necessary to translate empirical interventions into applied settings for health delivery. A grade of C or better is required.

Text: Measurement and Evaluation for Health Educators (2014)

Authors: Sharma and Petosa

ISBN 9781449628208

Software: Compliant EHR, personal medical record and billing and coding software

Course Specific Learning Outcomes / Assessment Methods

Course Specific Learning Outcomes	Assessment Methods
Discuss the role of evaluation and research in health management decision making processes.	Assignments based on classroom activities, Quizzes/Exams
Understand the importance of ethics when evaluating health services/systems.	Assignments based on classroom activities, Quizzes/Exams
Identify measures, data collection, and research designs in healthcare settings appropriate for research, evaluation, planning, and policy.	Assignments based on classroom activities, written assignments, Quizzes/Exams
Describe strategic planning approaches that address the priorities, mission, and performance of health facilities/systems.	Assignments based on classroom activities, Quizzes/Exams
Summarize and effectively communicate evaluative and research results respective to audience.	Presentation, Written assignments

General Education Learning Outcomes

General Education Learning Outcomes	Assessment Methods
Pursue disciplined, inquiry-based learning in the major.	Assignments based on classroom activities, Quizzes/Exams, written assignments
Derive meaning from experience, as well as gather information from observation.	Assignments based on classroom activities, Quizzes/Exams, written assignments
Understand and employ both quantitative and qualitative analysis to describe and solve problems, both independently and cooperatively.	Assignments based on classroom activities, Quizzes/Exams, written assignments
Employ scientific reasoning and logical thinking.	Assignments based on classroom activities, Quizzes/Exams, written assignments
Gather, interpret, evaluate, and apply information discerningly from a variety of sources.	Assignments based on classroom activities, written assignments
Transform information into knowledge, and knowledge into judgment and action.	Assignments based on classroom activities, written assignments, presentation

COURSE GRADING METHOD & ASSIGNMENTS

<i>Assignment Type</i>	<i>Percent</i>
Labs (5 in-class)	20%
Student Writing Exercises (3)	30%
Presentation (1 in-class)	5%
CITI Training	5%
Exams (2)	40%
Total	100%

Labs: There are five in-class labs (4% each). Labs may be data analyses, paragraph length writing pieces, and/or online quiz assessments. Each lab must be submitted by the end of class. The labs engage students in experiential learning activities on a preselected health business, services, or management research topic. They are intended to walk students through the key concepts presented in the course.

Writing assignments include a series of three (3) short to medium length writing pieces that address key concepts in the course and can be case driven as designed by the professor. They are:

- Needs assessment and/or logic model for a healthcare program (10%).
- Identifying key performance indicators for a health care organization (10%).
- Summarizing results (written report, executive summary, poster, PowerPoint, etc.) (10%).

The aforementioned writing assignments will be anywhere between 3-10 pages and often formatted in the APA style for academic papers. See *Blackboard* for detailed instructions and due dates.

Class presentation: There is one class presentation (5% each). Students will present on the summary of empirical analyses for evaluation/research as defined by the professor. Each presentation will be 5 minutes long with a one (1) minute Q&A session for evaluation. See Blackboard for detailed instructions and due dates.

Exam: Two exams (20% each) will be administered throughout the semester. They will cover evaluation, research, and metric concepts discussed in class and covered in the course readings.

COURSE SCHEDULE

This timetable of lectures, assignments, and presentations are subject to changes.

Week*

MODULE 1: EVALUATION, RESEARCH, ETHICS, AND PRIORITIZING NEEDS IN HEALTHCARE SETTINGS		
1	Focus	Introduction to evaluation and research in healthcare settings <ul style="list-style-type: none"> - Overview of Donabedian framework for health care settings: structure, process, and outcome - Evaluating services/systems for quality assurance - Evaluating services/systems for accreditation
2	Focus	Overview of ethics when evaluating healthcare services/systems <ul style="list-style-type: none"> - Introduction to ethical frameworks - Understanding the informed consent process and confidentiality - Conducting risk-benefit assessments - Working with special populations - Role of the Institutional Review Board
	Activities	<u>Student Exercise 1</u> : CITI Training
3	Focus	Understanding and prioritizing the needs of a health care system <ul style="list-style-type: none"> - Conducting a needs assessment - Developing a logic model
	Activities	<u>Student Exercise 2 (written)</u> : Needs assessment and/or logic model for a healthcare program
MODULE 2: MEASUREMENT AND SURVEYS		
4	Focus	Principles of measurement <ul style="list-style-type: none"> - Types of variables - Overview of reliability and validity - Bias and measurement error - Examples of standardized surveys in healthcare

		<ul style="list-style-type: none"> ○ Consumer Assessment of Healthcare Providers and Systems (CAHPS) ○ Patient Health Questionnaire (PHQ) ○ Sickness Impact Profile (SIP)
	Activities	<u>In-class Lab 1</u> : Operationalizing Constructs in Measurable Variables
5	Focus	Survey development <ul style="list-style-type: none"> - Overview of survey development - Standardized versus non-standardized surveys - Structured versus semi-structured items - Response scales
	Activities	<u>In-class Lab 2</u> : Construction of a short survey related to a health care outcome
6	Focus/ Activity	EXAM 1
MODULE 3: EVALUATION AND RESEARCH APPROACHES: QUALITATIVE AND QUANTITATIVE		
7	Focus	Quantitative evaluation and research designs <ul style="list-style-type: none"> - Scientific method - Data Sources in health care: public datasets/databases and institutional data - Types of research designs in health care settings - Translating empirical interventions into applied settings: evidence-based versus evidence-informed practices
8	Focus	Quantitative analysis <ul style="list-style-type: none"> - Use of Excel to conduct basic quantitative analyses with health care data
	Activities	<u>In-class Lab 3</u> : Engagement in lab-based instruction to orient students to Excel and introductory statistics with health care data (e.g., BMI calculations)
9	Focus	Qualitative evaluation and research designs <ul style="list-style-type: none"> - Overview of qualitative designs in health care settings for evaluation, planning, and policy - Types of qualitative approaches: interviews, focus groups, case studies, etc.
10	Focus	Qualitative analysis

	Activities	<u>In-class Lab 4</u> : Engage in lab-based instruction to orient students to techniques and software used to analyze qualitative data.
11	Focus/ Activity	EXAM 2
MODULE 4: ORGANIZATIONAL METRICS AND STRATEGIC PLANNING		
12	Focus	Organizational metrics to identify key performance indicators (KPIs) - Overview of key performance indicators for health care settings: quality, workforce, financial, programmatic, etc.
	Activities	<u>Student Exercise 3 (written)</u> : Identify key performance indicators for a health care organization (case to be provided by instructor)
13	Focus	Assessing organizational performance - Analyses to assess performance (e.g., vertical analysis, trend analysis, benchmarking)
	Activities	<u>In-class Lab 5</u> : Benchmarking
MODULE 5: SUMMARIZING AND EFFECTIVELY COMMUNICATING RESULTS		
14	Focus	Summarize results from analyses
	Activities	<u>Student Exercise 4 (written)</u> : Summarizing results (written report, executive summary, poster, PowerPoint, etc.) (case to be provided by instructor)
15	Focus	Communicating results from analyses
	Activities	<u>Student Exercise 5 (presentation)</u> : Oral and visual presentation of results from session 14

COURSE REQUIREMENTS

All students are required to have an active campus email account to participate on Blackboard.

Email and Blackboard are primary communication tools in this course. It is the student's responsibility to monitor and utilize both tools.

General education and information technology

In order to expand the breadth and depth of their knowledge, throughout the term students are encouraged to further develop and apply the general education and learning skills acquired from their associate degree. Utilizing a hybrid teaching model that employs self-directed structured learning tasks, students will integrate learning by the application of multiple tools, gather and evaluate information from a variety of sources and communicate their findings.

Additionally, students will further their informational technology competencies through the use of Blackboard, office productivity programs including word processing, Excel, PowerPoint, and database search engines.

BIBLIOGRAPHY

Texts

Principles of Evaluation and Research for Health Care Programs (2015)

Author: Perrin ISBN 9781284038965

Alan Dever, G.E. (2006). *Managerial epidemiology: Practice, methods, and concepts.*

Massachusetts: Jones and Bartlett Publishers.

Broyles, R.W. (2006). *Fundamentals of statistics in health administration.*

Massachusetts: Jones and Bartlett Publishers.

Menard, M.B. (2003). *Making sense of research: A guide to research literacy for complimentary practitioners.* Canada: Curties-Overzet Publications Inc.

Fink, A. (2009). *Conducting research literature reviews (3rd ed.).* SAGE Publications Inc.

Hek, G. & Moule, P. (2006). *Making sense of research: An introduction for health and social care practitioners (3rd ed.).* California: SAGE Publications Inc.

Kane, R. L. (2006). *Understanding health care outcomes research (2nd ed.).*

Massachusetts: Jones and Bartlett Publishers.

Kovner, A.R., Fine, D. & D'Aquila, R. (2009). *Evidence-based management in healthcare.*

Massachusetts: Jones and Bartlett Publishers.

Partial List of Selected Journals

Health Services Research Journal

Mental Health Services Research Journal

Health Affairs

Quality Health Research Journal

Partial List of Websites

Agency for Healthcare Research Quality (AHRQ) <http://www.ahrq.gov/>

National Center for Health Statistics (NCHS) <http://www.cdc.gov/nchs/> NYC Department of Health and Mental Hygiene (DOHMH) <http://www.nyc.gov/html/doh/html/home/home.shtml>

National Information Center on Health Services Research and Health Care Technology (NICHSR) <http://www.nlm.nih.gov/nichsr/>

Appendix E.1: Syllabus - HSA 3630 Health Care Finance and Accounting Management

Class hours & Credits: 3.0 hours per week for 3 credits

Pre- & Co-requisites: HSA 3510 (or HSCI 3101), Fulfillment of Pathways MQR requirement

Textbook: Dr. Josef Bohm, Health Care Finance and Accounting Management,
Copyright: Hamptonshire Group, NY. 2016, (Blackboard, Main Menu, Course Text)

Selected readings and handouts reflecting contemporary issues, and events will be used throughout.

Catalogue description Goals & Objectives / Outcomes:

The course provides to students an in-depth understanding of issues central to health care finance. Through the use of lectures, in-class discussions and case studies, HAS 3630 will develop in students an appreciation of the dynamics associated with the management of financial information while building skill sets which will prepare students to actively engage in financial decision making.

Specifically, upon completion of the course, students will be able to:

Course Objectives	Learning Outcomes
Recognize the historic and current trends that affects the regulatory environment, laws and policies related to the financing of health care services within the United States.	Understanding the interaction of health care markets and the role of public and private health care funding mechanisms.
Understand financial operations including assets, liabilities, revenue, and expenses and their use in the budgetary process.	Understand and apply the basic components and processes related to financing of health care and its accountancy.
Monitor financial operations and measure financial results by understanding the information presented on standard financial reports.	Interpreting and applying financial data onto spreadsheets including balance sheets, profits and loss and statements of fund balance.
Analyze financial operation for making comparisons and forecasts and effectively communicate findings with financial stakeholders.	Interpreting static and flexible budgets, comparing budgets and benchmark reports.

Model an occupational responsibility center and gain competency in the use of financial productivity software.	As a group project model a health-related business and develop a business plan.
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General Education and Information Technology:

In order to expand the breadth and depth of their knowledge, throughout the term students are encouraged to further develop and apply the general education and learning skills acquired from their associate degree. Utilizing a hybrid teaching model that employs self-directed structured learning tasks, students will integrate learning by the application of multiple tools, gather and evaluate information from a variety of sources and communicate their findings either individually or in groups.

Additionally, students will further their informational technology competencies through the use of Blackboard and office productivity programs including word processing and presentation software.

Teaching and Learning:

Didactic course components provide an opportunity for the student to gain specific information and knowledge associated with key concepts related to health finance. Selected case studies make available to the student specific examples that illustrate and demonstrate key content areas for the course. Through the use of hybrid learning sessions, students are given a forum in which to further explore topics and relate them to their own interests, experience and/or study priorities as they develop their business plan project.

Sequence of topics:

****Please note that this time table is subject to changes and may be modified****

Session Topic/Activity

1	Provides an introductory overview of key concepts and trends in healthcare finance including elements of financial management and accounting practice and information management systems
2 [Online]	Understanding the composition and interaction of assets, liabilities and net worth. Video tutorials introducing basic concepts in Microsoft Excel; hybrid assignment
3 [Online]	Developing a business plan, resources business related research. Case study; using the WIC Public Health Program as a basis for assessing the economic significance of planning.

4	Group project breakout – forming groups/Developing a Business & Formulating a Mission Statement. Explores key health care payment methods and revenue streams including insurance mechanisms, managed care, service contracts, discounts, and regulatory issues.
	Examination #1 & Continuation of lecture from session 4
5	Explores key healthcare payment methods and revenue streams
6	Hybrid Session. Developing material for your business plan; Hybrid Assignment
[Online]	
7	Case study: Managed Care; a physician’s office teaching case is used to identify and analyze finance trends in ambulatory settings. Group project breakout – revising drafts of 1 st half business plan.
	Understanding Expenses and Costs
8	Examination #2
9	Examining the relationship between fixed and variable costs, introduction to depreciation and break even analysis
	Performance measures, financial statements; balance sheets, revenue, and expenses, font balance and operating ratios. Group Projects
10	
11	Financial reports used in your business plan; hybrid assignment
Online	
12	Forecasting, benchmarks and budgeting / Group Projects Breakout – Presentation for hybrid session
13	Case Study Hospitals / Group Project Breakout
14	Work on refining your Business plan
[Online]	
15	Examination #3 & Hand in Business Plan

Course requirements:

Students are expected to actively participate and engage all aspects of the course including classroom discussion, discussion board homework, and hybrid learning assignments. As a basis for integrating and applying the course’s content, students will participate in group project which will develop a business plan for a hypothetical company of their choosing.

Late assignment will not be accepted and will receive a grade of zero

Assessment methods:

Homework will be assigned and posted on Blackboard. Students are expected to submit them on time as lateness will result in a grade of zero. Students participating in the group will be graded through individual and group project assignments related to this undertaking. In addition to the requirements previously noted, 3 examinations will be given.

Exceptions are solely at the discretion of the instructor.

Method of grading:

The following weightings will be applied to grades:

Homework assignments	10%	total
Business plan project	30%	total (consists of individual & group
Examinations	60%	total

Bibliography: Supplemental texts,

Baker, J. & Baker (2006 2nd edition) (2011 3rd edition). Health Care Finance, basic Tools for Nonfinancial Managers, Boston, MA: Jones & Bartlett Publishers.

Cleverly, W. & Cameron, A. (2007). Essentials of Health Care Finance, 6th ed. Boston, MA: Jones & Bartlett Publishers.

Heshmat, S. (2001). An Overview of Managerial Economics in the Health Care System. Albany, NY: Delmar Publishers.

Kovner, A. & Jones, S. (2002). Health care delivery in the United States 8th ed. New York, NY: Springer Publishing Company

A Partial List of Appropriate Course Journals:

Business and Health

Health Care Financial Management Health Economics

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the

College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity.

Accordingly, academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion.

ACADEMIC INTEGRITY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity.

CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

Copying from another student during an examination or allowing another to copy your work.

Unauthorized collaboration on a take home assignment or examination.

Using notes during a closed-book examination.

Taking an examination for another student, or asking or allowing another student to take an examination for you.

Changing a graded exam and returning it for more credit.

Submitting substantial portions of the same paper to more than one course without consulting each instructor.

Preparing answers or writing notes in an exam booklet before an examination.

Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.

Giving assistance to acts of academic misconduct/dishonesty.

Fabricating data.

Submitting someone else's work as your own.

Unauthorized use during an examination of electronic devices such as cell phones, text messaging devices, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.

Presenting another person's ideas or theories in your own words without acknowledging the source.

Using information that is not common knowledge without acknowledging the source.

Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.

Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.

Retaining, using or circulating examination materials that clearly indicate they should be returned at the end of the exam.

Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

Forging signatures of authorization.

Falsifying information on an official academic record.

Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

COLLEGE and HSA POLICIES

Attendance

Students are responsible for their attendance. Students must email their instructor when they will be absent. If excessive absences are due to medical illness or family emergencies, it is the student's responsibility to get in touch with the instructor and provide them with the proper explanation and plan for completing the work in order to determine if continued participation in the course is possible .

Academic Integrity

Cheating is an unauthorized use or an attempted use of material, information, notes, study aids, devices or communication during an academic exercise, which can lead to failure of the course and expulsion. Under this policy, unauthorized collaboration or sharing of work between an enrolled student and another current or previously enrolled student is strictly prohibited. See the complete College Academic Integrity Policy attached at the end of the syllabus. Assignments were academic integrity violations have been found will receive a grade of zero.

EMAIL

Students must have a valid CityTech email account to participate in BlackBoard and to communicate with faculty. Only

@MAIL.CITYTECH.CUNY.EDU may be used by students when communicating via email with HSA faculty, staff, and students. Email from commercial accounts, such as @aol, @gmail, and @yahoo will not be opened.

Cellphones

The use of cell phones is not permitted during class. If you have an emergency and need to keep in contact via your cell phone, let your professor know that you will be leaving your phone on the "silent-vibrating" mode and that you may need to step outside the classroom if called in an emergency.

Student Support Services

The rights of students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Student Support Services Program offers a wide variety of services to students who have documented disabilities. Additional information is available at www.citytech.cuny.edu/students/supportservices.

Assignments

All assignments must represent the student's individual work, comply with the college's complete academic integrity policy, and must be typed. They are to be completed and submitted on the due date specified on the syllabus or by the instructor. **Late assignments will not be accepted and will receive a grade of zero**

Class Participation

Students are expected to come to class prepared to discuss the assigned readings of the day and to contribute their own thoughts and ideas about the course topics.

Online Course Etiquette

Things that you should not do in an academic course online environment are: Improper use of grammar.

Improper grammar and punctuation.

Failure to use spell check.

THE USE OF ALL CAPS. (Use of all CAPS means you are shouting)

Not citing your work, "borrowing" from classmates' posts.

Failing to proof-read your post before submitting.

Attacking classmates and/or their opinions or beliefs.

Improperly using the copy/paste function from Word (resulting in the improper code and confusing posts).

Scrutinizing classmates' work instead of constructively contributing to discussion.

Being boisterous and presumptuous.

Appendix E.2: Syllabus - HSA 4910 Introduction to Public Health Administration

CREDITS: 3

PRE- or COREQUISITE: Admission to the Health Services Administration Program or program approval required .

REQUIRED TEXT: Names: ***"An Introduction to Public Health and Epidemiology"***,

Author: Susan Carr, S * Nigel Unwin * Tanja Pless-Mulloli Publishers: McGraw-Hill Open University Press

ACCESS TO E-Textbook: Available for free via NYCCT's e-book library collection

(<https://library.citytech.cuny.edu/research/eBooks/index.php>). You will need your library barcode (located on your school ID) to access this resource. Make sure your ID is activated for online use, which can be done in-person at the library's circulation desk (Atrium, 4th floor).

*Additional readings in the form of newspaper, journal, and Internet articles as well as book excerpts, etc. may be utilized throughout the semester.

COURSE DESCRIPTION

An overview of issues encountered in the administration of public health programs, integrating knowledge from mathematics, law, human services, and health care administration. Through lectures, discussion, and case studies, students will explore contemporary factors influencing health care policy while building skills in effective communication and administrative decision-making.

GRADING METHOD

Writing Assignments	25%
Mid-term Examination	25%
Final Examination	25%
Portfolio	25%
Total	100%

COURSE OBJECTIVES & LEARNING OUTCOMES

Understand the historical context of disease management and recognize current priorities for the management of programs focusing on community and social healthcare.

Assimilate constructs from mathematics, human services, health administration and law into actionable protocols for the administration of health policy and programs.

Recognize the complex interaction of events associated with program development and implementation.

Model a plan of action for intervening in a public health related event.

Lifelong learning skills **introduced** in this course:

Blackboard navigation

Library database and internet searches

Evaluating the value and credibility of information

APA style for research papers and references

Online & email etiquette

Students are expected to:

To have access to the internet to obtain course materials via Blackboard

Be familiar with MS WORD

Sequencing and indicative contents:

	Topic/Activity	Reading
1	Historical developments within Public Health: Defining the concept of time-person and place for communicable disease. Examining the disease 'Life Cycle', and determining the natural history / etiological factors that contribute to disease (BEINGS model). Syllabus and Blackboard review	Chapter 1
2 [Online]	Sources and critical use of health informatics: Examining the public role of health care including vital statistics, public sources, and the use of health information. The session will examine the different types of information available to the public and examine how such information is used by the public sector for health surveillance. Case portfolio assignment: Researching the pathogenic features of an assigned disease.	Chapter 2
3	Measuring frequency and risk associated with health problems. Mathematics of health care: Defining key public health rates for morbidity, mortality, and risk factors for disease surveillance with an introduction to statistical measurements and hypothesis testing.	Chapter 3&4
4	Foundations of the U.S. health care system Introduction to epidemiological study methods including descriptive, cross sectional, and cohort designs. Through the use of examples, the strengths, weaknesses and utility of each design will be assessed in order that students can gain an understanding of their appropriate use.	Chapter 5
5 [Online]	A Summary of Four Major Theories: Understanding personal behavior and choices related to health care to include an analysis of the behavioral and social components of the Health Beliefs Model as a basis for understanding personal healthcare decision making. Case portfolio assignment: Researching vital statistics and MMWR reports for an assigned disease	Behavior Change

6	The determinants of health and disease within populations. Exploring socio-demographic characteristics of poverty and education as a basis for understanding determinants of health, health care disparities amongst various populations within the US, and government intervention priorities.	Chapter 7
7	Researching primary, secondary, and tertiary prevention interventions for an assigned disease.	
[Online]		
8	Midterm Examination	
9	Examining models of health education and health promotion (i.e., behavior change, informed choice and client focused models). Reviewing the mission, roles, and responsibilities of Federal, State, and Local governments in administration of the public's health.	Chapter 8
10	Health needs analysis through community profiling - assessing community health resources, priorities, and needs. Examining how health needs analysis can be used to design priorities and strategies for improving health and intervening in communicable disease outbreaks.	Chapter 9
11	Designing a public communication program for an assigned disease.	
[Online]		
12	Overview of contemporary public health campaigns, public health law, and common risk management strategies used in the prevention and early intervention of illness - Case study on N1H1 of 1976 and 2009 is used to demonstrate criteria used in the social marketing of community based interventions.	Chapter 10
13	Changing public health, The politics of public health practice. Civil rights, liability, government, and individual responsibilities. Case Study on The Public Health Service Act (PHSA), 42 U.S.C. §§ 201 et seq. (1994) is used to illustrate how priorities are set in the administration public health.	Chapter 11
14	Case portfolio assignment: Completion and submission of course workbook	
[Online]		
15	Exam Final Examination	

SUMMARY OF COURSE ASSIGNMENTS

Assignment	Value
#1: “Researching the pathogenic features of an assigned disease”	5%
#2: “Researching vital statistics and MMWR reports for an assigned disease”	5%
#3: “Researching primary, secondary, and tertiary prevention intervention for an assigned disease”	5%
#4: “Designing a public communication program for an assigned disease”	10%
#5 Portfolio “Cumulative case portfolio” (Group Project)	25%

CP = Case Portfolio

BIBLIOGRAPHY

Web:

Healthy People 2020, US Department of Health and Human Services

<http://www.healthypeople.gov/hp2020/>

Centers for Disease Control and Prevention and Morbidity and Mortality Weekly Report

<http://www.cdc.gov/>

<http://www.cdc.gov/mmwr/> Vital Statistics for New York State

http://www.health.state.ny.us/nysdoh/vital_statistics/

Bureau of Communicable Disease –NYC Department of Health and Mental Hygiene

<http://www.nyc.gov/html/doh/html/cd/cd.shtml>

Partial List of Selected Journals

American Journal of Public Health

Lancet

Journal of Public Health Medicine

BMC Public Health Journal

Journal of Health and Human Services

Administration

Journal of Healthcare Management

Journal of Organizational Behavior

Milbank Quarterly

New England Journal of Medicine

Quality Management in Health Care

Strategic Management Journal

COLLEGE, HSA, and COURSE POLICIES

Attendance

Students are expected to attend classes regularly. Students must email their instructors when they will be absent. It is the student's responsibility to get in touch with the instructor in order to complete classroom related activities and assignments within the appropriate time-line.).

Lateness

Students are marked late if they arrive 10 minutes after the scheduled start of class time. Two late arrivals to class equal one (1) absence. **The attendance rules, including tardiness, will be rigorously enforced.**

Academic Integrity

Cheating is an unauthorized use or an attempted use of material, information, notes, study aids, devices or communication during an academic exercise, which can lead to failure of the course and expulsion.

Under this policy, unauthorized collaboration or sharing of work between an enrolled student and another current or previously enrolled student is strictly prohibited. See the complete College Academic Integrity

Policy attached at the end of the syllabus.

eMAIL

Students must have a valid CityTech email account to participate in Blackboard and to communicate with faculty. Only @MAIL.CITYTECH.CUNY.EDU may be used by students when communicating via email with HSA faculty, staff, and students. Email from commercial accounts, such as @aol, @gmail, and @yahoo will not be opened.

Cellphones

The use of cell phones is not permitted during class. If you have an emergency and need to keep in contact via your cell phone, let your professor know that you will be leaving your phone on the “silent- vibrating” mode and that you may need to step outside the classroom if called in an emergency.

Student Support Services

The rights of students with disabilities are protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Student Support Services Program offers a wide variety of services to students who have documented disabilities. Additional information is available at www.citytech.cuny.edu/students/supportservices.

Assignments

All assignments must represent the student’s individual work, comply with the college’s complete academic integrity policy, and must be typed. They are to be completed and submitted on the due date specified on the syllabus or by the instructor. Late assignments are subject to a 20% grade penalty. An assignment one week overdue will not be accepted.

Class Participation

Students are expected to come to class prepared to discuss the assigned readings of the day and to contribute their own thoughts and ideas about the course topics. All ungraded assignments will count towards the participation grade.

Online Course Etiquette

Things that you should not do in an academic course online environment are: Improper use of grammar.

Improper grammar and punctuation.

Failure to use spell check.

THE USE OF ALL CAPS. (Use of all CAPS means you are shouting)

Not citing your work, “borrowing” from classmates’ posts.

Failing to proof-read your post before submitting.

Attacking classmates and/or their opinions or beliefs.

Improperly using the copy/paste function from Word (resulting in the improper code and confusing posts).

Scrutinizing classmates’ work instead of constructively contributing to discussion.

Being boisterous and presumptuous.

Ranting or cursing in a discussion post.

For this and more information please refer to American Military University online

COURSE REQUIREMENTS & ASSESSMENT METHODS

Writing Assignments in Combination with Hybrid Coursework (25% of the final grade)

Translate theoretical constructs from mathematics, human services, health administration and law into actionable protocols for the administration of health policy and programs.

Recognize the complex interaction of events associated with program development and implementation community and public health related campaigns

CP Assignment #1: “Researching the pathogenic features of an assigned disease.”

Identifying the pathogenic features of an assigned disease - agent, vectors, symptoms clinical course and outcomes, morbidity and mortality.

CP Assignment #2: “Researching vital statistics and MMWR reports for an assigned disease”

Determining a surveillance baseline – identifying and reporting on public sources of information including vital statistics and MMWR reports for an assigned disease.

CP Assignment #3: “Researching primary, secondary, and tertiary prevention intervention for an assigned disease”

Identifying and describing primary, secondary and tertiary care programs and procedures for an assigned disease.

CP Assignment #4: “Designing public communication program for an assigned disease”

Creating an intervention strategy for an assigned disease.- determining population at risk, creating an actionable message, selection of target audiences, establishing goals and strategies and monitoring outcomes

CP = Case Portfolio

Mid-term (25% of the final grade) and Final Examination (25% of the final grade)

Understanding the historical context of disease management and recognize current priorities for the management of programs focusing on community and social healthcare. All students are expected to be present for all exams on the days they are administered. The opportunity to make up an exam is solely at the discretion of the professor.

Portfolio (25% of the final grade)

Model a plan of action for intervening in a health related crisis.

a) Assignment 5: “Final Plan of Action (for a Public Health Concern)”

Compiling case portfolio / Cumulative case portfolio – (Group Project)

***Email and Blackboard are primary communication tools in this course. It is the student’s responsibility to monitor and utilize both tools.

Appendix E.3: Syllabus - HSA 4960 Nursing Home Administration

Credits: 3

Prerequisites: HSA 3510 (or HSCI 3101)

Course Description.

This course enables students to gain an understanding of key issues routinely encountered in the administration of nursing homes within the United States. For those seeking to become a certified nursing home administrator, it provides an enriched level of discipline content beyond that already covered in the program's core teaching. Coursework will familiarize the student with the subject areas found within the discipline's required licensure examination.

Course outcomes.

Upon completion of the course, students will be able to address the following key discipline issues:

Course Specific Objectives:	Learning Outcomes:
Have an understanding of the organization, planning and quality assurance needs necessary for the provision of services within the nursing home environment.	Students will develop an information literacy relating to the key issues inherent to long term care.
Be knowledgeable regarding industry standard financial resources and mechanisms used in the delivery of long term care services.	Students will employ quantitative methods in the assessment of the financial services and will communicate their findings using appropriate financial vocabulary.
Understand how the populations of long term care patients interact with the resources available within the long-term care system.	Students will become familiar with the physical and psychological processes that are associated with aging and frequently encountered within the nursing home setting.
Be aware of the professional / ethical considerations within long-term care	Students will explore the ethical issues and conflicts encountered by professionals within long term care.
Orientate students to the topics associated with the discipline's certification examination.	Students will develop an appropriate depth of knowledge through a focused and sustained program of discipline related studies.

General education outcomes.

In order to achieve the expressed learning outcomes, students are encouraged to further develop and apply general education skills:

General Education Objectives:	Learning outcomes:
Gather, interpret and evaluate information from a variety of sources.	Students will integrate material from classroom lectures with information derived from government reports and peer reviewed literature to gain an understanding of key issues in the administration of long term care.
Apply knowledge to analyze social and economic issues.	Students will be exposed to complex issues in long term care from a variety of perspectives and domains. Students will gain an appreciation of the overlap and divergence of issues relating to quality versus cost of health care from institutional and patient based perspectives.
Acquire tools for lifelong learning.	Students will acquire knowledge of discipline specific resources in order to facilitate career based learning.

Assessment methods.

Instruction will provide students with specific information and knowledge associated with key concepts related to long term health care. Selected case studies and readings will make available to the student specific examples that illustrate their application. The course will use a portfolio of assignments in conjunction with three examinations to assess the student's breadth and depth of knowledge:

Assignment	Course Specific Objectives:	General Education Objectives:
Assignment #1 (sessions 2 through 4): Students will individually communicate and interact with peers via Blackboard online discussions, in order that they may adequately demonstrate an understanding of the material presented within each session.	Develop an understanding and information literacy relating to of the organization, planning and quality assurance issues encountered within the nursing home environment.	Apply knowledge to analyze social and economic issues and communicate in diverse settings.

Assignment #2: Students will demonstrate competence in the use of Excel in the development and interpretation of financial benchmarks encountered in long term care.	Students will employ quantitative methods in the assessment of the financial services and will communicate their findings using appropriate financial vocabulary.	Apply knowledge to analyze social and economic issues and communicate in diverse settings.
Assignment #3: For sessions 9 through 14, students will be given a weekly homework assignment that reinforces a key issue presented within each lecture.	To understand how the population of long term care patients interact with the resources available within the long-term care system.	Gather, interpret and evaluate information from a variety of sources.
Assignment #4: Students will write a short policy analysis paper on a topic commonly found in a nursing home setting.	To understand the professional ethical considerations and challenges associated with working in long term care.	Gather, interpret and evaluate information from a variety of sources.
Examinations: The course will include three examinations wherein students demonstrate their understanding of topics found within the certification examination.	The course seeks to orientate students to the subject areas associated with the discipline's certification examination.	Students will acquire knowledge of discipline specific resources in order to facilitate career based learning.

Teaching and learning.

Indicative Contents and their sequencing: (course will meet 1 session per week for three hours).

Session/week:

1. Managerial oversight in health care (part 1):

Explores the responsibility of administrators in the planning and organization of health care services. Emphasis is placed on managerial functions, decision making and planning requirements found at various levels of health care management.

- Line- staff relations
- Steps involved in planning
- Input /outputs and regulatory feedback.

2. Managerial oversight in health care (part 2):

Presents an introduction to policy, quality assurance and outreach as they relate to long term care facilities. Topics include organizational norms and values within nursing homes, managerial quality and improvement, innovation and marketing.

- Long term care policy making
- Administrative leadership
- Quality control / quality of care
- Marketing of health care

3. Organization of nursing homes:

Reviews the departmental structure within nursing homes and includes an overview of the human resource function in the maintenance of facility personnel including staffing, employee retention and service evaluation.

- Administrative coordination
- Principle clinical services – allied health care, nursing, pharmaceutical services
- Introduction to support services – social services, dietary, housekeeping & facilities management
- Medical Records

4. Managing human relations:

Examines theoretical and practical applications used to shape the relationship between the institution and its employees; including employee training and the development of systems / strategies used for employee motivation.

- Human resource functions
- Assessing employment needs
- Job descriptions
- Training and evaluations of staff

5. Financial organization of nursing homes (part 1):

Provides an understanding of the financial administration requirements within nursing homes and explores the customary revenue streams and expenses experienced by nursing homes.

- General accounting principles, cash vs accrual accounting

- General ledger
- Costs - variable & fixed costs; direct & indirect
- Depreciation
- Financial statements, balance sheet, profit & loss, statement of changes in fund balance

6. Examination #1.

7. Financial organization of nursing homes (part2):

Explores the budgets and supporting functions:

- Budget process and preparation
- Revenue, working capital & relevant financial ratios
- Code of Federal Regulations, risk management, legal terminology, insurance & advanced directives

8. Provides an overview of financial law relating to health care

Examines contemporary financial policy with regard to long term care including the differential contribution by Medicare and Medicaid.

- Federal government reimbursements, 'spend down' and public assistance
- Current trends, acute care, population demographics, dependency levels amongst the aged
- Occupancy projections, industry trends underpinning facility and bed counts and spending trends

9. Understanding the aging process:

Examining the aging process including the traditional functional limitations associated with aging and the supportive medical specialties frequently consulted for their treatment.

- Routine physiologic changes in geriatric population
- Activities of daily living (ADLs)
- Somatic mutation theory and possible causative agents
- Exercise and fitness needs for nursing home patients.
- Role of general practitioner and specialists in geriatric care
- Pharmacologic management – "5 rights" – medication, dose, frequency & time, route of administration and correct patient

10. Examination #2.

11. Routine illnesses encountered in nursing home populations:

Reviews the common illnesses requiring or resulting from skilled nursing care.

- Chronic vs acute illness
- Cardiovascular illness: MI, CVA, CHF, atherosclerosis
- Respiratory illness: COPD & TB
- Neurologic illness: sensory deterioration, dysphasia, Parkinson's, dementia & Alzheimer's
- Digestive illness: GI illness, maintenance of dietary and fluid norms, diabetes & anemia.
- Infections: acquired (nosocomial) infections, decubitus ulcers, musculoskeletal illness including osteoporosis, arthritis and falls
- Cancer
- Behavioral illness: depression, insomnia, psychotropic medications

12. Understanding professional ethics and the social legislative agenda for long term care:

Inspects the history and context of the nursing home industry within the continuum of long term care including the role of important legislative initiative such as Medicare, Medicaid, Workers compensation and the Americans with Disabilities act.

13. Understanding the key nursing home functions:

Looks at the key institutional functions including dietary, rehabilitation, admissions, and social services.

14. Understanding the nursing home policies:

Present issues related to quality assurance within institutional settings including:

- residential rights (informed consent & privacy),
- infection control,
- access to records and
- discharge and bed holding policies.

15. Examination #3.

Grading.

The following weightings will be applied to grades:

- Assignments (4, each as 10%) 40%
- Examination #1 20%
- Examination#2 20%
- Examination#3 20%

Grades will be assigned accordingly:

- A 93-100
- A- 90-92.9
- B+ 87-89.9
- B 83-86.9
- B- 80-82.9
- C+ 77-79.9
- C 70-76.9
- D 60-69.9
- F 59 and below

Recommended instructional materials.

Required text:

- Allen, J. (2015). *Nursing Home Administration (3rd ed.)*. New York: Springer Publishing.
- Selected readings and handouts reflecting contemporary issues and events will be used throughout

Library, web resources and bibliography:

Library Resources:

- Text on reserve
- Data base resources for online searches
- Supportive general referencing material

Web resources:

- National Association of Long Term Care Administrators
<http://www.nabweb.org/examinations>
- Healthy People 2020, US Department of Health and Human Services
<http://www.healthypeople.gov/hp2020/>
- Centers for Disease Control and Prevention and Morbidity and Mortality Weekly Report
- <http://www.cdc.gov/mmwr/>
- Vital Statistics for New York State
http://www.health.state.ny.us/nysdoh/vital_statistics/
- Bureau of Communicable Disease –NYC Department of Health and Mental Hygiene
<http://www.nyc.gov/html/doh/html/cd/cd.shtml>

Appendix E.4: Syllabus - HSA 4970 Social Marketing in Healthcare Settings

Credits: 3

Prerequisites: HSA3510 (or HSCI 3101)

Catalogue Description

The fundamentals of social marketing in healthcare settings, the pharmaceutical industry, disease prevention, environment health, health literacy, health promotion and emergency preparedness. Students critically examine case studies of social marketing and communication campaigns to determine effectiveness in health outcomes on targeted populations and to develop their own business proposals, media strategies and creative deliverables.

Course Rationale

This course enables students to acquire an understanding of key issues routinely encountered when developing social marketing strategies in healthcare settings. For those seeking to become healthcare administrators, the course provides an enhanced level of discipline content beyond that already covered in the HSA program's core teaching. Coursework will familiarize the student with the subject area found within the discipline's growing social marketing sector in order that they may demonstrate the ability to strategize, implement and assess the impact of public messaging on demographic and clinical populations.

Course Specific Learning Outcomes/Assessment Methods

Upon completion of the course, students will be able to address the following key discipline issues:

Course Specific Learning Outcomes	Assessment Methods
To demonstrate competency developing public service messaging for a targeted audience.	Evaluate class discussions, create public service announcements, exams, write case studies, write group creative proposal, develop a communication campaign
To synthesize the theoretical foundation on which social marketing is based, and then apply those principles to address health promotion and risk to a targeted audience.	Evaluate class discussions, write group creative proposal, develop a communication campaign
To demonstrate competency when developing ethical content when addressing health disparities.	Evaluate class discussions, create public service announcements, exams, write case studies, write group creative proposal, develop a communication campaign
To critique the historical significance, cultural meaning, and economic intentions of images circulating across multiple media platforms about targeted populations for health and environmental messaging.	Evaluate class discussions, write case studies

General Education Learning Outcomes:

General Education Outcomes	Assessment Methods
Collect, interpret and evaluate information about impacts of social marketing on targeted populations from a variety of sources.	Students will write weekly case studies based on a synthesis of classroom lectures and available materials focused on how social marketing impacts targeted populations in different healthcare sectors.
Engage in formal presentations of project proposal and deliverables and demonstrate technology competency with various electronic media.	Students will develop public service announcements used to raise awareness of key environmental, healthcare, and epidemiological conditions affecting different populations and communities.
Acquire critical and creative social marketing tools for lifelong learning.	Students will take an exam that will determine if they have synthesized material from classroom lectures and assignments on how social marketing impacts targeted populations in different healthcare sectors.
Students will exercise proficient communication skills including written and oral communication.	Students will write a social marketing proposal from conception to deliverable for a student group project.

Assignment Specific Assessments:

Assignment	Course-Specific Outcomes	General Education Outcomes
Test #1 and #2. Students will be tested to measure whether they have read, interpreted, and synthesized required readings, class discussions, and other materials presented in class.	To synthesize the theoretical foundation on which social marketing is based, and then apply those principles to address health promotion and risk to a targeted audience.	Collect, interpret and evaluate information from a variety of sources.
Public Service Announcement #1 and #2. Students will demonstrate proficiency in developing two posters based on healthcare, pharmaceutical, or public health criteria.	To demonstrate competency developing public service messaging for a targeted audience.	Students will exercise proficient communication skills including written and oral communication.
Creative business proposal. Based on available technologies and software applications, students will craft a creative marketing proposal on which they will base their campaign project.	To develop competent ethical content when addressing health disparities.	Apply knowledge to analyze social and economic issues.
Develop strategic campaign. Student groups will produce marketing materials for one of	To synthesize the theoretical foundation on which social marketing is based, and then	Engage in formal presentations and demonstrate technology

three non-profit agencies from the local and global healthcare sector. Student group projects will comprise of branding and media outreach using available software available.	apply those principles to address health promotion and risk to a targeted audience.	competency with various electronic media.
Case studies. Students will analyze and then post on Open Lab weekly social marketing case studies of a health care setting, pharmaceutical medication, public or environmental health theme that will be presented in each class.	Students should be able to critique the historical significance, cultural meaning, and economic intentions of images circulating across multiple media platforms about targeted populations for health and environmental messaging.	Acquire tools for lifelong learning.

Sample Course Schedule

Indicative contents and their sequencing (course will meet 1 session per week for 3 hours).

<i>Date</i>	<i>Topic</i>	<i>Class Topic Modules</i>
Session/Week 1	<p>What is Social Marketing</p> <p>This lecture begins with the question of what is social marketing and how do key principles affect communication outreach in healthcare, pharmaceutical, and public health sectors. Identify key agencies and sectors that use social marketing for message dissemination. Introduce the role of social behavior theory and why it's possible to change behavior, attitudes, and lifestyle of a targeted audience. Introduction to first case study. Introduce design principle of space. Discuss an historical approach to understanding messaging around prevention and treatment of Sexually Transmitted Infections during wartime and cultural shifts in American life. Introduction to available software instruction. Discuss reading requirement.</p>	<p>Case Study: STIs then and now: Syphilis, Gonorrhea, HPV, Chlamydia</p> <p>Software Instruction</p> <p>Design Principle: Space</p>

Session/ Week 2	<p>Foundation of Social Marketing</p> <p>Introduction to foundations of social marketing in health care, pharmaceutical and public health settings. Identify key issues that have been addressed publicly by using messaging. Discuss Zika Virus eradication and control outbreak control and messaging in Puerto Rico, Brazil, and New York City. Discuss reading requirement.</p>	<p>Introduction to foundations of social marketing</p> <p>Case Study: Zika Virus: Puerto Rico, Brazil, NYC</p> <p>Software Instruction</p> <p>Design Principle: Unity</p> <p>Discuss Reading</p>
Session/ Week 3	<p>Social Marketing Process</p> <p>Overview of social marketing process. Introduction to planning, message development, and pre-testing. This lecture explains how messaging can be connect to policies that legislate public behavior and the role of taxation. Discuss New York City's Anti-Obesity initiatives. Discuss reading.</p>	<p>Social marketing process, planning, message development, pre-testing</p> <p>Case Study: Anti-Obesity: NYC DOHMH, Pouring on the Pounds</p> <p>Software Instruction</p> <p>Discuss Reading</p>
Session/ Week 4	<p>Research and Analysis</p> <p>This lecture focuses on role of research to determine programmatic learning outcomes. Address techniques such as focus groups, data scraping and in-depth interviewing to inform messaging. Discuss the role of messaging when addressing substance abuse. Introduce students to design principle of type character.</p>	<p>Role of research</p> <p>Case Study: Substance Abuse: Montana Meth Project</p> <p>Software Instruction: Design Principle: Type Character</p> <p>Discuss Reading</p>
Session/ Week 5	<p>Formative Research</p> <p>Explore the role of formative research in the development of social marketing. Emphasis on environment analysis, target audience research, and pretesting of messages. Explore strengths and weaknesses of primary and secondary research and tailoring it to specific needs of program. Analyze maternal infant health comparing breastfeeding messaging versus Nestle formula. Discuss reading.</p>	<p>Formative research</p> <p>Environment analysis</p> <p>Target audience</p> <p>Pre-testing</p> <p>Case Study: Comparative Maternal Infant Health: Breast Feeding vs. Nestle Formula</p> <p>Discuss Reading</p>
Session/ Week 6	<p>Strategy Development and Audience Segmenting</p> <p>Lecture is based on what is audience segmentation, segmentation criteria, and the role of audience segmenting in social marketing process.</p> <p>Explore target audience research, focus</p>	<p>Audience Segmentation</p> <p>Segmentation Criteria</p> <p>Case Study: Driver Safety then and now: Seat belt use vs. texting while driving</p> <p>Discuss Reading</p>

	<p>groups, attitudinal & behavioral surveys, market segmentation database analysis based on availability of budget. Review the current text while driving campaigns and their relationship to the history of driver safety initiatives. Discuss reading.</p>	
Session/Week 7	<p>Strategy</p> <p>Lecture on research timeline and creating objectives of social marketing strategy.</p> <p>Critique projects. Analyze comparative emergency preparedness messages and initiatives in Florida, California, and New York. Discuss reading assignment. Discuss reading. Test administered.</p>	<p>Strategies</p> <p>Case Study: Comparative Emergency Preparedness: Florida, California, New York</p> <p>Critique Projects</p> <p>Discuss Reading</p>
Session/Week 8	<p>Design and Effective Messaging</p> <p>Lecture on key parts of messaging process, including types of products, price, placement, promotion, publics, partnerships, policy, and budget. Special consideration of available budget and what media outlets can be considered. Evaluating the ACA marketplace in New York City. Discuss reading.</p>	<p>Social Marketing Process</p> <p>Case Study: The ACA marketplace in New York State</p> <p>Discuss Reading</p>
Session/Week 9	<p>Appropriate Channels and Producing Creative Communication</p> <p>Introduce students to different media platforms and audience reach of those communication outlets. Explore finding effective media platforms for targeted audiences. Review the rebranding of New York City health system. Discuss readings. Introduce students to available software.</p>	<p>Appropriate channels</p> <p>Case Study: Rebranding New York City health system: NYU Langone, Mt. Sinai, Northwell, & HHC</p> <p>Introduction to available software</p> <p>Discuss Readings</p>
Session/Week 10	<p>Pretesting and utilizing pretesting results</p> <p>Examine pretesting principles and criteria. Review budgetary considerations. Analyze hospital hand hygiene compliance issues. Discuss Reading.</p>	<p>Criteria, principles, budgetary consideration</p> <p>Case Study: Hospital hand hygiene compliance</p> <p>Discuss Readings</p>

Session/ Week 11	Implementation plan & buying traditional media Explore implementation of planning and buying traditional media. Review media availability based on budget. Examine workplace flu vaccination programs. Word Press introduced. Discuss reading.	Planning and buying traditional media Case Study: Occupational Prophylaxis: Workplace Flu Vaccination Programs Word Press Introduction
Week 12	Social Media, Publicity, Monitoring Implementation Discuss key principles of using social media for engaging users. Examine the pharmaceutical sectors' direct to consumer marketing of medications. Discuss reading.	Social media engagement Case Study: Direct to consumer: Harvoni vs. Viagra Discuss Reading
Week 13	Evaluation and Feedback Introduction to role of research evaluation in social marketing process. Review marketing to providers. Discuss reading.	Evaluation tools Case Study: Marketing to providers: Prozac and opioid painkillers Discuss Reading
Week 14	Evaluation Methods Discuss appropriate evaluation tools for student group projects. Analyze closed marketing. Discuss reading.	Evaluation tools Case Study: Closed Markets: epiPen Discuss reading
Week 15	Student Presentations Peer evaluation of student presentations.	Present final group projects

Instructor has the right to make changes to this syllabus.

Class Format:

The class format includes providing multiple learning modules during each class time. This will include theoretical lectures, case discussions, online forums, client presentations, hands-on instruction, and in-class individual and group project time.

Grading:

The following weightings will be applied to grades:

Test 1	10%
Test 2	10%
PSA assignment one	5%
PSA assignment two	5%
Group Creative Proposal	10%
Group Strategic Communication Campaign Project	30%
<u>Case study critiques on Open Lab's WordPress</u>	<u>30%</u>
Total:	100%

Grades will be assigned accordingly

Letter Grade	Numerical Grade Range	Quality Points (QPA)	Letter Grade	Numerical Grade Range	Quality Points (QPA)
A:	93-100	4.0	C+:	77-79.9	2.3
A-:	90-92.9	3.7	C:	70-76.9	2.0
B+:	87-89.9	3.3	D:	60-69.9	1.0
B:	83-86.9	3.0	F:	59.9 or below	0.0
B-:	80-82.9	2.7	WU	Unofficial Withdrawal (attended at least once)	0.0
			WF	Withdrew Failing	0.0

Recommended instructional materials

Recommended textbook:

Weinreich, Nedra Kline. (2011). *Hand-On Social Marketing: A Step-by-Step Guide to Designing Change for Good* (second edition). Thousand Oaks, CA: Sage.

ISBN-13: 978-1412953696

Library, web resources and bibliography:

Library Resources:

Text on reserve

Database resources for online searches

Support general referencing materials

Supplemental Bibliography:

Hastings, Gerard. (2014). *Social Marketing: Why Should the Devil Have All the Best Tunes?* London: Routledge.

Hill, Mansfield, Heather. (2012). *Social Media for Social Good: A How-to Guide for Nonprofits*. New York: The McGraw-Hill.

King, Samantha, (2006). *Pink Ribbons, Inc.: Breast Cancer and the Politics of Philanthropy*. Minneapolis: University of Minnesota Press.

Korhan, Jeff. (2013). *Built-In Social: Essential Social Marketing Practices for Every Small Business*. Hoboken, NJ: John Wiley & Sons.

Lewis, Mike. (2012). *Stand Out Social Marketing: How to Rise Above the Noise, Differentiate Your Brand, and Build an Outstanding Online Presence*. New York: McGraw Hill Education.

McKenzie-Mohr, Doug. (2011). *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*. Gabriola Island, BC, Canada: New Society

A Partial List of Appropriate Course Journals:

American Journal of Health Promotion

American Journal of Preventive Medicine

American Journal of Public Health

Annual Review of Public Health

Journal of Social Marketing

Social Marketing Quarterly

The Lancet Global Health

Tobacco Control

Web Resources:

American College of Health Association

<http://www.acha.org/>

American Marketing Association

<https://www.ama.org>

Center for Disease Control and Prevention and Morbidity and Mortality Weekly Report

<http://www.cdc.gov/mmwr/>

Epiquery: Interactive Health Data, New York City Department of Health and Mental Hygiene

<https://a816-healthpsi.nyc.gov/epiquery/>

Healthy People 2020, US Department of Health and Human Services

<http://www.healthypeople.gov/hp2020>

Social Marketing Association of North America

<https://smana.org/>

Society for Healthcare Strategy & Market Development of the American Hospital Association

<http://www.shsm.org/>

Vital Statistics for New York State

http://www.health.state.ny.us/nysdoh/vital_statistics

ATTENDANCE AND SUBMISSION OF REQUIRED COURSEWORK:

It is the responsibility of the student to participate in all weekly activities occurring both in-class and for online sessions. Participation is determined by contributing to online forums, posting assignments on time, and group work input.

If excessive absences are due to medical illness or family emergencies, it is the student's responsibility to contact the instructor and to provide instructor with proper documentation (e.g., doctor's note) regarding their absence, so that reasonable accommodation can be arranged for homework and assignments. Submitting coursework in a tardy manner and contacting the instructor "after the fact" will result in loss of grade for these submissions.

Each documented absence is counted as an absence.

Appendix F: Sample Employment Listings (Spring 2019)

The following listings were sampled from Indeed.com on 3/30/2019 for salary searches in excess of \$60,000:

Practice Administrator

Auburn Memorial Medical Services, P.C. - Auburn, NY 13021

The Practice Administrator provides leadership and management for the overall management of the physician offices within Auburn Memorial Medical Services, Inc. The Practice Administrator is expected to participate in the formation of policies and procedures by making appropriate recommendations and/or additions that enhance AMMS, Inc.

- Oversee the supervision of AMMS office personnel, including but not limited to medical record management, billing management, AR/AP management, and marketing initiatives.
- Provide leadership for the recruitment of new physician practices.
- When requested provide status reports to the Board of Directors regarding projects, policies and operations.
- Participate in long-range planning and for future direction of the department.
- Advise with other administrative staff on matters relating to functions, standards, qualifications, compensation, and other personnel policies.
- Participate in and develops protocols for Quality Assurance according to standards
- Work with HR to recruit, employ, assign, supervise, evaluate, and terminate employees.
- Assist in preparing a budget with financial staff and other key staff and presents budget justification.
- Represent agency in community at designated conferences, workshops, professional meetings, health fairs, etc.
- Assure the department operates in accordance with all Federal, State and all regulatory agencies.
- Assist in the investigation of patient complaints.

Bachelor's Degree required, Demonstrated ability in application of organizational/communication skills required.

Healthcare Training/Organizational Dvlp. Specialist, Stony Brook CPMP Stony Brook Clinical Practice Mgmt Plan - St. James, NY

Training & Organizational Development Specialist, Stony Brook Administration, CPMP

Work Location – St. James , NY

Schedule – Full Time

Days & Hours – Monday-Friday, 8:30am-5:00pm

About Us

SB Clinical Practice Management Plan, Inc. (SBCPMP) offers a variety of employment opportunities in a variety of clinical and business areas for the Physician Faculty Practices of Stony Brook Medicine. The Physician Faculty Practices span across eighteen different practice specialties and more than forty five locations across Suffolk County. SBCPMP provides billing and clinical support personnel for the Physician Faculty Practices. Learn more about the extraordinary career opportunities available and start your new career at SB Clinical Practice Management Plan, Inc.

Exciting Opportunity for a growing HR Department with Stony Brook Clinical Practice Management Plan. The Training and Organizational Development Specialist will facilitate and develop employee and leadership training programs for the practices.

Job Duties & Essential Functions:

- Responsible for offering training for job specific areas, leadership development, and regulatory compliance.
- Facilitate Just Culture trainings throughout the practice.
- Focuses on teaching specific areas of knowledge or on-the-job capabilities needed for certain positions.
- Identify and assess training needs within the practices
- Conduct training surveys and needs assessments
- Routinely evaluate training effectiveness.
- Administer Learning Management Systems (LMS) and oversee compliance of
- Create teaching materials and learning literature.
- Teach skills such as computer applications, meaningful use, core measure, policies and procedures, and planning.
- Direct structured learning experiences and curriculum
- Participates in meetings and presentations on learning material.
- Plan, organize, and implement a range of training activities.
- Conduct orientation and onboarding of employees and routinely assess and modify program requirements
- Create monitored simulations and problem-solving scenarios.
- Create interactive, multimedia presentations.
- Facilitate leadership workshops and lectures.
- Perform all other duties as assigned by management.

Required Education & Qualifications:

- Bachelor's degree plus two years of full time training experience in a healthcare/clinical environment.

Coord Project - Admin

Northwell Health - New Hyde Park, NY 11042

As Coordinator Project Administration you will define, coordinate and evaluate special projects to support operational goals of departments within the department. You will also partner with department management to identify and assess opportunities for improvements.

Responsibilities Include;

- Partners with management to define project scope, establish goals, objectives, and timeline. Assists with design of project plans.
- Coordinates, evaluates and implements programs that support the operational goals of the department.
- Prepares project assessment, analysis, reports and recommendations.
 - Collaborates with management to collect financial, statistical and operational data for analysis.
 - Validates and organizes data to evaluate and/or communicate operational processes.
 - Prepares operational analysis, flow charts, presentations and reports, as required by project specifications.
 - Evaluates analyses, identifies best practices, deficiencies, and makes recommendations for improvements in operational processes, policies and procedures.
 - Provides scheduled project status reports for leadership team.
- Evaluates effectiveness of project plans.
 - Partners with management to develop tools and metrics to evaluate performance of target initiatives.
 - Collects data for review and analysis.

Qualifications

- Bachelor's Degree in Healthcare Administration, Business, Finance or related field, required.

Hospital Administrator

Louisiana Extended Care Hospital of Natchitoches - Natchitoches, LA 71457

Overview

The Administrator of the LTAC Hospital is responsible for implementing the decisions of the Governing Board, maintaining a good relationship with the Medical Staff and other business associates, coordinating efforts to accomplish quality services to the patients, and ensuring that the employees of the organization are treated with dignity. Interacts with the Governing Board in all aspects of business practices that involve the hospital and the Governing Board. Acts as a liaison between the Medical Staff and the Governing Board.

LHC Group is the preferred post-acute care partner for hospitals, physicians and families nationwide. From home health and hospice care to long-term acute care and community-based services, we deliver high-quality, cost-effective care that empowers patients to manage their health at home. Hospitals and health systems around the country have partnered with LHC Group to deliver patient-centered care in the home. More hospitals, physicians and families choose LHC Group, because we are united by a single, shared purpose: *It's all about helping people.*

IND0319

Additional Details

Our company, a part of LHC Group, is currently seeking clinicians/professionals that want to join our team to help improve the well being of our patients and their families.

As noted by independent analysts, LHC Group consistently outperforms the industry in the percentage of our locations rating four stars or more. We are helping drive better outcomes for our patients nationwide..

If you're seeking a unique opportunity to take your career to the next level, it just arrived!

Do you want to be rewarded for your hard work?

Do you desire to make a difference providing quality care?

Do you want to be part of a family and not just an employee?

Flexible schedule for field clinicians

Competitive pay

LHC Group is the preferred post-acute care partner for hospitals, physicians and families nationwide. From home health and hospice care to long-term acute care and community-based services, we deliver high-quality, cost-effective care that empowers patients to manage their health at home.

Qualifications

Formal Education: Bachelor's Degree

Education Requirements

Bachelor's Degree; advanced degree preferred with emphasis on hospital/healthcare management and/or business management.

Training Program Administrator

Northwell Health980 reviews - Manhasset, NY 11030

This position affords a talented individual the opportunity for professional development to lead and manage the daily operations of the residency/fellowship program ensuring the successful implementation of program objectives. Working as part of the administrative program leadership team, the candidate will be responsible for assisting in the development of program policies, procedures and system processes that are compliant with ACGME guidelines, maintaining databases, recruiting residents, and promoting effective working relationships with faculty and residents.

The Program Coordinator (PC) supports the Program Director with developing and maintaining the educational quality of the training program. The PC is responsible for compliance of guidelines and policies issued by the Office of Academic Affairs, GMEC, Resident Review Committee (RRC), and Accreditation Council for Graduate Medical Education (ACGME), State Medical Board, and other regulatory agencies. The PC functions as a liaison with the Program, Office of Academic Affairs, Human Resources, Finance, participating sites, and other departments. The PC should be knowledgeable about compliance and regulatory requirements at the various training sites in which their residents/fellows rotate.

- Works closely with program director, associate program directors, other faculty and institutional officials to provide administrative and logistical coordination of all aspects of medical education programming in the department.
- Identifies opportunities to improve deficiencies, develop and implement pragmatic solutions, program-specific policies and procedures that improve workflow and optimize resources.
- Schedules and proctors In-Training Exam.
- Monitors medical specialty boards pass rates for graduates from the program and reports 5-year data as required by the ACGME.
- Monitors and analyzes data to determine compliance with ACGME requirements and IPRO standards.
- Manages and maintains program data in New Innovations software, including schedules, conferences, and evaluations.
- Manages alumni communication and database.

Program Accreditation:

- Provides assistance to the Program Director in maintaining program accreditation with the ACGME and/or Council on Podiatric Medicine (CPME), Council on Dental Accreditation (CODA), American Osteopathic Association (AOA)
- Prepares and coordinates materials and resources for ACGME site visit reviews. Assists with developing, implementing and enforcing program-specific policies as required by the ACGME and other accrediting bodies, in conjunction with the Program Director and the Office of Academic Affairs.
- Reviews and assesses current program and institutional requirements for the program; monitors requirements for updates; assists Program Director in implementation; completes all required updates on the ACGME website.
- Monitors resident compliance with completion of ACGME surveys to ensure required compliance rate is reached. Assists the Program Director and faculty in planning, developing and implementing program quality improvement activities.
- Maintains and monitors information in WebADS and other specialty-specific electronic databases including but not limited to: program attrition, program characteristics, scholarly activity, board pass rates, case logs, residents and faculty surveys, milestone reporting and annual program updates.
- Coordinates and facilitates scheduled meetings with faculty, residents, and site directors regarding the program including Clinical Competency Committee, and the Annual Program Evaluation.
- Ensures that Program Letters of Agreement are in place for every rotation site and are kept current.
- Prepares, monitors and maintains program manuals, reports and resident files, procedure logs, attendance records and other official documentation to ensure trainees meet graduation requirements and program maintains its accreditation status.
- Documents verification of training for each trainee as per the requirements of each specialty board. Maintains all current and alumni resident files with documentation as per specific program requirements.
- Maintains on-going communications with Office of Academic Affairs regarding accreditation requirements for the trainees and program.
- Assists the program director with organizing and gathering required documentation for completing ACGME self-study and site visits.
- Participates on Program Evaluation Committee (PEC) and ensures required documents are available for committee to function.

Other Duties

- Participates in annual budget planning for the program; monitors and tracks the budget throughout the fiscal year
- Monitors and tracks resident time and reports attendance in Kronos
- Assists program director with establishing and maintaining current program website
- Counsels residents, as appropriate, on program requirements, policies, and regulations
- Attends Residency Coordinator meetings as scheduled by Office of Academic Affairs.
- Maintains professional expertise through attendance at professional meetings, review of current literature and contact with other GME professionals
- Assists with Continuing Medical Education (CME) related activities
- Orders supplies and equipment; processes travel and business expense reimbursements; tracks expenses and assists with preparation of program budgets.
- Assists and cross covers other team members and performs other duties as necessary

Qualifications

- Bachelor's Degree in Business, education or related field, preferred.

Appendix G: Library Resources & Information Literacy: Major Curriculum Modification Form

LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new courses/programs.

Consult with your library faculty subject specialist (<http://cityte.ch/dir>) **3 weeks before the proposal deadline.**

Course proposer: please complete boxes 1-4. **Library faculty subject specialist:** please complete box 5.

1	Title of proposal New BS in Healthcare Policy and Management	Department/Program Department of Health Sciences
	Proposed by (include email & phone) Noemi Rodriguez, nrodriguez@citytech.cuny.edu , 718.260.5283	Expected date course(s) will be offered: Fall 2020 # of students: 350

2	<p>The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (http://cityte.ch/curriculum) for articles and ebooks for your courses, or our open educational resources (OER) guide (http://cityte.ch/oer). Have you considered using a freely-available OER or an open textbook in this course?</p> <p>We have reviewed NYCCT’s ebook and OER resources. Applicable material is available via these venues; however, to give a solid foundation to and anchor the proposed courses, we will be incorporating required texts. They following are strongly being considered:</p> <p><u>HSCI 3101 Health Care Policy and Management</u></p> <p>Shi, L. & Singh, D.A. (2019). <i>Essentials of the U.S. health care system</i> (5th edition). MA: Jones & Bartlett Learning. ISBN-10: 9781284156720</p> <p><u>HSCI 3201 Health Care Policy and Management 2</u></p>
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Shi, L. (2018). *Introduction to health policy* (2nd edition). Chicago, IL: Health Administration Press. ISBN-13: 9781640550254

HSCI 3301 Health Law and Regulatory Compliance

Showalter, J.S. (2017). *The law of healthcare administration* (8th edition). Chicago, IL: Health Administration Press. ISBN-13: 9781567938760

Baker, T.W. (2018). *The legal aspects of health care business transactions: A complete guide to the law governing health industry business organization, transactions, and governance*. Coronat Services. ISBN-13: 9781732669406

HSCI 4101 Managerial Information Systems in Health Care

OER

HSCI 4201 Medical Metrics for Health Facilities

Sharma, M. & Petosa, R.L. (2014). *Measurement and evaluation for health educators* (1st edition). MA: Jones & Bartlett. ISBN-13: 9781449628208

HSA 3630 Health Care Finance and Accounting Management

Bohm, J. (2016). *Health care finance and accounting management*. NY: Hamptonshire Group. (free e-text for CUNY students)

HSA 4910 Introduction to Public Health Administration

Carr, S.S., Unwin, N., Pless-Mulloli, T. (2007). *An introduction to public health and epidemiology*. McGraw-Hill. Open University Press. ISBN-13: 9780335216246

HSA 4960 Nursing Home Administration

Allen, J. (2016). *Nursing home administration* (7th edition). New York: Springer Publishing. ISBN-13: 9780826128546

HSA 4970 Social Marketing in Healthcare Settings

Weinreich, N.K. (2011). *Hand-on social marketing: A step-by-step guide to designing change for good* (2nd edition). Thousand Oaks, CA: Sage. ISBN-13: 978-1412953696

Selected journals to supplement textbook readings are:

Health Affairs
Health Policy and Management
Journal of Healthcare Management
Health Services Research
Evaluation and Health Professions
Health Services Research and Managerial Epidemiology
Health Information Management
Health Law and Policy
Healthcare Finance, Tax, and Law Weekly
American Journal of Public Health
American Journal of Health Promotion
Quality Management in Health Care
Journal of Social Marketing

3 Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.

Yes, City Tech's library resources are sufficient for course assignments.

4 Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.

We plan to have a one-on-one check-in with the program's library liaison every academic year to discuss new possible resources. We will follow-up and stay in communication via email, as needed.

5

Library Faculty Subject Specialist Cailean Cooney



8/13/19 Library Comments - Addressed (responses are below)

Thank you for your time on 8/27/2019 to discuss your comments and recommendations.

- We will support zero cost open course materials using the library's suggested digital resources and others available to us to support key learning objectives.
- Recommended OER texts related to the subject matter will be incorporated as supplemental material to support courses' learning objectives. As needed and as allowed by their creative commons licenses, the material will be molded to course content.
- We will work with the library to find best avenues for procuring required textbooks to be put on reserve for students. If available, we will seek additional copies faculty might have at hand.
- A list of priority texts and book monographs is being developed to share with the library for the procurement of additional resources, as allowed by the budget.
- The OER fellowship and other OER opportunities will be promoted to faculty for development in relation to the evolution of the courses.

NR_9/4/2019

Appendix H: Course Need Forms:

HSCI 3101:

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](#) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

Course Title	Health Care Policy and Management 1
Proposal Date	September 27, 2019
Proposer's Name	Noemi Rodriguez
Course Number	HSCI 3101
Course Credits, Hours	3 credits/ 3 hours
Course Pre / Co-Requisites	Matriculation into BS in HCPM (pre-req)
Catalog Course Description	The course addresses the interplay between policy, social justice, market forces, and social determinants of health to understand how services are delivered, accessed, and financed with an international comparison. Classes are forums of discussion emphasizing present-day issues related to healthcare management, policy, professionals, facilities, and technology. A grade of C or better is required.
Brief Rationale Provide a concise summary of why this course is important to the department, school or college.	This course is important to the department as a required core course in the proposed BS in Healthcare Policy and Management degree, concurrently being submitted with four other core courses. It is an introductory course on the healthcare system as well as management and policy principles and priorities in health care, building on students' basic knowledge obtained from the ASHS degree or as a consumer of health care and making no assumption of prior healthcare clinical and/or any other career-related experience.
CUNY – Course Equivalencies Provide information about equivalent courses within CUNY, if any.	None known
Intent to Submit as Common Core If this course is intended to fulfill one of the requirements in the common core, then indicate which area.	N/A
For Interdisciplinary Courses: - Date submitted to ID Committee for review - Date ID recommendation received	N/A

- Will all sections be offered as ID? Y/N	
Intent to Submit as a Writing Intensive Course	N/A

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

Course Need Assessment:

This course is an introductory-level course in the proposed Bachelor of Science in Healthcare Policy and Management degree. It presents a systems approach to healthcare delivery and resource allocation along with key frameworks and concepts needed to gain a deeper appreciation for the US healthcare system in both domestic and global contexts today and tomorrow, while laying the foundation for managerial and policy decision-making and solving issues pertinent to the operation of healthcare facilities and developing effective policy. The course is sensitive and tailored to the learning needs of students with minimal or no exposure or career-related experience within healthcare and yet, have a desire to participate in the delivery of healthcare as a professional in the field. Upon completion of this course students can apply their knowledge to critical policy and managerial decision-making skills presented in the Healthcare Policy and Management 2 (HSA 3201) course.

Course Design:

This course is an introductory course in the baccalaureate-level Healthcare Management and Policy degree. It is a 3 credits/3 hours course presented once-a-week in a face-to-face format over the course of a 15-week semester. In-class activities include, but are not limited to, large group discussion forums, small group problem solving and reflective activities with report outs, team building activities, impromptu writing activities individually or in groups, videos, and role-playing. Via the aforementioned activities in-class and the opportunities to navigate credible and discipline appropriate literature resources, with guided information literacy skills activities, outside the classroom using case studies to develop foundational skills needed to explore and analyze healthcare issues in management and policy and redelivered as reports, student gain the foundational skills needed for next course in this sequence, Healthcare Policy and Management 2 (HSA 3201). The Blackboard course management system will be the main platform for the delivery of course material with supplemental Open Lab use as appropriate for the course. Open educational resources will be utilized.

HSCI 3201:

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](#) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

Course Title	Health Care Policy and Management 2
Proposal Date	September 27, 2019
Proposer's Name	Noemi Rodriguez
Course Number	HSCI 3201
Course Credits, Hours	3 credits/3 hours
Course Pre / Co-Requisites	HSCI 3101 (pre-req)
Catalog Course Description	The course provides to students an in-depth understanding of the healthcare continuum related to policy and management complexities. Through lectures and case studies, students build skill sets that will prepare them for the decision-making processes around issues driving contemporary policy and management priorities. A grade of C or better is required.
Brief Rationale Provide a concise summary of why this course is important to the department, school or college.	This course is important to the department as a required core course in the proposed BS in Healthcare Policy and Management degree, concurrently being submitted with four other core courses. It is the second course to the Healthcare Policy and Management sequence, building on students' newly acquired knowledge to engage in basic problem-solving and decision-making within the US healthcare environment. This is done by providing a more practical approach to learning via situational, simulation activities, which is most critical for individual's without career-related experience.
CUNY – Course Equivalencies Provide information about equivalent courses within CUNY, if any.	None known
Intent to Submit as Common Core If this course is intended to fulfill one of the requirements in the common core, then indicate which area.	N/A
For Interdisciplinary Courses: - Date submitted to ID Committee for review - Date ID recommendation received - Will all sections be offered as ID? Y/N	N/A

Intent to Submit as a Writing Intensive Course	N/A
---	-----

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

Course Need Assessment:

This is a second course to the Healthcare Policy and Management sequence in the Healthcare Policy and Management Bachelor of Science degree. Following the introductory course (i.e., HSCI 3101), the course builds on students’ newly gained foundational knowledge and basic problem-solving and decision-making skills for the healthcare environment by providing a more practical approach to learning. Again, making no presumption of career-related or clinical exposure to the healthcare system, this course continues on the trajectory of presenting core health system concepts furthering students’ appreciation for and understanding of contemporary and probable future healthcare delivery issues impacting a wide array of healthcare stakeholders – consumers of healthcare, healthcare professionals, employers, government, communities – along with types of care delivered and settings for the delivery of care. A systems approach is maintained, while enhancing core skills needed to assess issues; identify and decipher best-evidence; and propose feasible and effective initiatives which either serve to resolve issues endemic to inefficient systems or exploit those extant systems exhibiting efficient and effective operations and policies. Upon completion of this course students can apply their more practical skills and knowledge to the practicum courses in managerial information systems in health care (HSCI 4101) and medical metrics for health facilities (HSCI 4201).

Course Design:

This course a second-level course in the baccalaureate-level Healthcare Management and Policy degree. It is a 3 credits/3 hours course presented once-a-week in a face-to-face format over the course of a 15-week semester. In-class activities include, but are not limited to, large group discussion forums, small group problem solving challenges and reflective activities with report outs, role-playing, debates, and simulations with debriefings. Via the aforementioned activities in-class and the opportunities to dive into more comprehensive case studies (as compared to the introductory course) outside the classroom, students refine their skills needed for next the four thousand-level courses in the degree managerial information systems in health care (HSCI 4101) and medical metrics for health facilities (HSCI 4201). The Blackboard course management system will be the main platform for the delivery of course material with supplemental Open Lab use as appropriate for the course. Open educational resources will be utilized.

HSCI 3301:

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](#) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

Course Title	Health Law and Regulatory Compliance
Proposal Date	September 27, 2019
Proposer's Name	Noemi Rodriguez
Course Number	HSCI 3301
Course Credits, Hours	3 credits/3 hours
Course Pre / Co-Requisites	HSCI 3101 (pre-req)
Catalog Course Description	This course explores key statutory and regulatory issues affecting the health care policy and delivery within institutional settings. Students gain an understanding of the complexity of regulatory issues inherent to health care and comprehend the role of regulatory standards and compliance as managerial functions. A grade of C or better is required.
Brief Rationale Provide a concise summary of why this course is important to the department, school or college.	This course is important to the department as a required core course in the proposed BS in Healthcare Policy and Management degree, concurrently being submitted with four other core courses. Students are eligible to take it after completing the introductory course in the Healthcare Policy and Management sequence; thus, it builds on students' newly acquired knowledge to engage in basic problem-solving and decision-making within the US healthcare environment. The course is essential as it provides a concrete foundation in a most critical area of health care – regulations and compliance for health managers and policy implementation.
CUNY – Course Equivalencies Provide information about equivalent courses within CUNY, if any.	None known
Intent to Submit as Common Core If this course is intended to fulfill one of the requirements in the common core, then indicate which area.	N/A
For Interdisciplinary Courses: - Date submitted to ID Committee for review - Date ID recommendation received - Will all sections be offered as ID? Y/N	N/A

Intent to Submit as a Writing Intensive Course	N/A
---	-----

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

Course Need Assessment:

This is a potential second course in the Healthcare Policy and Management Bachelor of Science degree, as its pre-requisite is the introductory course (i.e., HSCI 3101). The course builds on students’ newly gained foundational knowledge and basic problem-solving and decision-making skills for the healthcare environment within the context of healthcare’s regulatory environment. This course, too, does not presume career-related or clinical exposure to the healthcare system; and therefore, presents core health system concepts yet from the lens of laws, policies, regulations, and compliance requirements within different parts of the healthcare system. Upon completion of this course students can apply their more polished problem-solving and decision-making skills to the upper level courses in managerial information systems in health care (HSCI 4101) and medical metrics for health facilities (HSCI 4201).

Course Design:

This course is a potential second-level course in the baccalaureate-level Healthcare Management and Policy degree. It is a 3 credits/3 hours course presented once-a-week in a face-to-face format over the course of a 15-week semester. In-class activities include, but are not limited to, large group discussion forums, small group problem solving challenges and reflective activities with report outs, role-playing, debates, and regulatory/compliance-specific case analyses. Via the aforementioned activities in-class and the opportunities to dive into more comprehensive case studies (as compared to the introductory course) outside the classroom, students refine their skills needed for next the four thousand-level courses in the degree managerial information systems in health care (HSCI 4101) and medical metrics for health facilities (HSCI 4201). The Blackboard course management system will be the main platform for the delivery of course material with supplemental Open Lab use as appropriate for the course. Open educational resources will be utilized.

HSCI 4101:

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](#) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

Course Title	Managerial Information Systems in Health Care
Proposal Date	September 27, 2019
Proposer's Name	Noemi Rodriguez
Course Number	HSCI 4101
Course Credits, Hours	3 credits/ 3 hours
Course Pre / Co-Requisites	HSCI 3201
Catalog Course Description	Practicum for discipline-related skills and competencies using electronic health records and practice management software to enable students to conduct knowledge-based managerial and policy-related decision-making. A grade of C or better is required.
Brief Rationale Provide a concise summary of why this course is important to the department, school or college.	The course is identified by faculty as a core competency for individuals seeking career-level employment within the healthcare sector and provides students with 'hands on' experience in the use industry standard information systems for management of facility operations, medical records, and analytics for evaluation of health-related actions and procedures.
CUNY – Course Equivalencies Provide information about equivalent courses within CUNY, if any.	None known
Intent to Submit as Common Core If this course is intended to fulfill one of the requirements in the common core, then indicate which area.	N/A
For Interdisciplinary Courses: - Date submitted to ID Committee for review - Date ID recommendation received - Will all sections be offered as ID? Y/N	N/A
Intent to Submit as a Writing Intensive Course	N/A

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

Course Need Assessment:

The course allows students to apply information and knowledge gained from prior HSCI teaching using ‘hands on’ experiential learning. Students will interface with industry standard software to develop a basic competency in their use and application to health care operations and decision-making.

The course fulfills key learning objectives defined by departmental faculty that cannot be obtained through alternative coursework.

Course Design:

The course is lecture based and in conjunction with didactic learning, sessions are supplemented with related computer laboratory exercises and simulations that are routinely encountered in health care operations.

HSCI 4201:

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](#) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

Course Title	Medical Metrics for Health Facilities
Proposal Date	September 27, 2019
Proposer's Name	Noemi Rodriguez
Course Number	HSCI 4201
Course Credits, Hours	3 credits/ 3 hours
Course Pre / Co-Requisites	HSCI 3201, Math 1272 (or 1372 or 1472) (pre-reqs)
Catalog Course Description	This course provides a foundation in medical metrics for evaluation, applied research, and quality control in the healthcare setting. It provides students with skills necessary to translate empirical interventions into applied settings for health delivery. A grade of C or better is required.
Brief Rationale Provide a concise summary of why this course is important to the department, school or college.	The course is designed to enhance the computational competencies of students by applying statistical practice to health care related data.
CUNY – Course Equivalencies Provide information about equivalent courses within CUNY, if any.	None known
Intent to Submit as Common Core If this course is intended to fulfill one of the requirements in the common core, then indicate which area.	N/A
For Interdisciplinary Courses: - Date submitted to ID Committee for review - Date ID recommendation received - Will all sections be offered as ID? Y/N	N/A
Intent to Submit as a Writing Intensive Course	N/A

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

Course Need Assessment:

The course applies statistical skills to quantitative, qualitative and organizational metrics routinely used in health-related employment for development of appropriate baseline competencies in managerial epidemiology.

The course fulfills key learning objectives defined by departmental faculty that cannot be obtained through alternative coursework.

Course Design:

The course is lecture based and in conjunction with didactic learning, sessions are supplemented with related computer laboratory exercises using industry standard data that is routinely encountered in health care operations and public domain health related research.

Appendix I: Chancellor's Report

HSCI 3101:

New courses to be offered in the Health Sciences department

Department (s)	Health Sciences		
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial		
Subject Area	BS in Healthcare Policy and Management		
Course Prefix	HSCI		
Course Number	3101		
Course Title	Health Care Policy and Management I		
Catalog Description	The course addresses the interplay between policy, social justice, market forces, and social determinants of health to understand how services are delivered, accessed, and financed with an international comparison. Classes are forums of discussion emphasizing present-day issues related to healthcare management, policy, professionals, facilities, and technology. A grade of C or better is required.		
Prerequisite	Matriculation into BS in Healthcare Policy and Management degree		
Corequisite			
Pre- or corequisite			
Credits	3		
Contact Hours	3		
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Course Attribute (e.g. Writing Intensive, etc)	none		
Course Applicability	<input checked="" type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Speech <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Advanced Lib <input type="checkbox"/> Individual and Society		

	[] Scientific World
Effective Term	Fall 2020

Rationale: A required core course providing students without any preexisting health care related knowledge, an introduction to healthcare systems, management and policy.

HSCI 3201:

Department(s)	Health Sciences
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	BS in Healthcare Policy and Management
Course Prefix	HSCI
Course Number	3201
Course Title	Health Care Policy and Management II
Catalog Description	The course provides to students an in-depth understanding of the healthcare continuum related to policy and management complexities. Through lectures and case studies, students build skill sets that will prepare them for the decision-making processes around issues driving contemporary policy and management priorities. A grade of C or better is required.
Prerequisite	HSCI 3101
Corequisite	
Pre- or corequisite	
Credits	
Contact Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, etc)	none
Course Applicability	<input checked="" type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Speech <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Advanced Liberal <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective Term	Fall 2020

Rational: This is the second course to the Healthcare Policy and Management sequence, building on students' newly acquired knowledge to engage in basic problem-solving and decision-making within the US healthcare environment.

HSCI 3301:

Department (s)	Health Sciences
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	BS in Healthcare Policy and Management
Course Prefix	HSCI
Course Number	3301
Course Title	Health Law and Regulatory Compliance
Catalog Description	This course explores key statutory and regulatory issues affecting the healthcare policy and delivery within institutional settings. Students gain an understanding of the complexity of regulatory issues inherent to health care and comprehend the role of regulatory standards and compliance as managerial functions. A grade of C or better is required.
Prerequisite	HSCI 3101
Corequisite	
Pre- or corequisite	
Credits	3
Contact Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, etc)	none
Course Applicability	<input checked="" type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Speech <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Advanced Liberal Arts <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective Term	

Rational: This course builds on students' newly acquired knowledge to engage in basic problem-solving and decision-making within the US healthcare environment. The course is essential as it provides a concrete foundation in a most critical area of health care – regulations and compliance for health managers and policy implementation.

HSCI 4101:

Department (s)	Health Sciences
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	BS in Healthcare Policy and Management
Course Prefix	HSCI
Course Number	4101
Course Title	Managerial Information Systems in Healthcare
Catalog Description	Practicum for discipline-related skills and competencies using electronic health records and practice management software to enable students to conduct knowledge-based managerial and policy-related decision-making. A grade of C or better is required.
Prerequisite	
Corequisite	
Pre- or corequisite	HSCI 3201
Credits	3
Contact Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, etc)	
Course Applicability	<input checked="" type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Speech <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Advanced Learning <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective Term	Fall 2020

Rational: The course is identified by faculty as a core competency for individuals seeking career level employment within the health care sector and provides students with 'hand on' experience in the use of industry standard information systems for management of facility operations, medical records, and analytics for evaluation of health-related actions and procedures.

HSCI 4201:

Department (s)	Health Sciences
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	BS in Healthcare Policy and Management
Course Prefix	HSCI
Course Number	4201
Course Title	Medical Metrics for Health Facilities
Catalog Description	This course provides a foundation in medical metrics for evaluation, applied research, and quality control in the healthcare setting. It provides students with skills necessary to translate empirical interventions into applied settings for health delivery. A grade of C or better is required.
Prerequisite	HSCI 3201, Math 1272 (or 1372 or 1472)
Corequisite	
Pre- or corequisite	
Credits	3
Contact Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, etc)	none
Course Applicability	<input checked="" type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - Collegiate <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Speech <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Advanced Liberal Arts <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective Term	Fall 2020

Rational: The course is designed to enhance the computational competencies of students by applying statistical practice to health care related data.

Appendix J: Course Sequencing Exemplar:

BACHELOR'S DEGREE

My Academic Career Planner

STUDENT WORKSHEET

Use this tool to help you think through step-by-step how you will achieve your degree. Plan from the beginning to the end of your degree, and make changes or print new copies any time.

Name: SAMPLE

Empl ID: _____

Major: Healthcare Policy and Mana

Catalog Year: _____

SEMESTER 1

Fall Winter Spring Summer YEAR

COURSE NUMBER / COURSE NAME	CREDITS
ASHS courses (see page 17)	
SEMESTER CREDITS	0

SEMESTER 2

Fall Winter Spring Summer YEAR

COURSE NUMBER / COURSE NAME	CREDITS
ASHS courses (see page 17)	
SEMESTER CREDITS	0

SEMESTER 3

Fall Winter Spring Summer YEAR

COURSE NUMBER / COURSE NAME	CREDITS
ASHS courses (see page 17)	
SEMESTER CREDITS	0

SEMESTER 4

Fall Winter Spring Summer YEAR

COURSE NUMBER / COURSE NAME	CREDITS
ASHS courses (see page 17)	
SEMESTER CREDITS	0

SEMESTER 5

Fall Winter Spring Summer YEAR

COURSE NUMBER / COURSE NAME	CREDITS
HSCI 3101	3
BIO 1100 or higher	3
ECON 1101	3
PSY 1101	3
ECON 1401	3
SEMESTER CREDITS	15

SEMESTER 6

Fall Winter Spring Summer YEAR

COURSE NUMBER / COURSE NAME	CREDITS
HSCI 3201	3
HSCI 3301	3
Speech	3
MAT 1272	3
PSY 2404	3
SEMESTER CREDITS	15

SEMESTER 7

Fall Winter Spring Summer YEAR

COURSE NUMBER / COURSE NAME	CREDITS
HSCI 4101	3
HSA 3630	3
HSA 4910	3
PSY 3405	3
BUS 1122	3
SEMESTER CREDITS	15

SEMESTER 8

Fall Winter Spring Summer YEAR

COURSE NUMBER / COURSE NAME	CREDITS
HSCI 4201	3
HSA 4960	3
HSA 4970	3
SOC 2403	3
ID	3
SEMESTER CREDITS	15

SEMESTER 9

Fall Winter Spring Summer YEAR

COURSE NUMBER / COURSE NAME	CREDITS
SEMESTER CREDITS	0

REQUIREMENTS

- WI in Major
- WI in Major
- WI in General Education
- WI in General Education
- Advanced Liberal Arts or Foreign Language Sequence

QUESTIONS

1. What are my post graduation plans?

2. What interests me?

3. What classes must be taken in sequence?
(a specific order)

Appendix K: Statements of Support



**NEW YORK CITY
COLLEGE OF TECHNOLOGY**

THE CITY UNIVERSITY OF NEW YORK

300 JAY STREET • BROOKLYN, NY 11201-2983

SCHOOL OF PROFESSIONAL STUDIES

718-260-5345

Date: 2019-09-19
To: Curriculum Committee
From: Dr. David B Smith
Subject: Letter of support for new Health Care Policy and Management BS

Greetings,

Please allow this letter to serve as my support for the proposed new BS in Healthcare Policy and Management (HCPM). I have been working with the proposers for this degree for a couple of years now, and since we have now created and rolled out the new Associate in Science in Health Sciences (ASHS) degree, we are now able to provide the necessary academic support to allow students to move directly from the ASHS into the HCPM.

Healthcare Management is an increasingly important component of the healthcare industry. With the increasingly complex interdependencies between and within health disciplines, continuous changes in health delivery requirements and policy, and an anticipated growth that predicts a that healthcare will comprise 20% of the GDP by 2025, the need for managerial positions will also continue to increase.

The HCPM serves to fill similar but significantly different students as the Health Service Administration (HSA) Degree. However, the HSA is program designed to add administrative competencies to people already involved in clinical aspects of Health Delivery: there is a large number of potential students who apply to this program, but do not meet the HSA requirements. As such, we can provide a different pathway for these students that leads to Healthcare Management positions, and we further anticipate that many graduates of the ASHS will continue to the HCPM to complete their baccalaureate education.

As such I highly endorse and support this proposal.

Thank you for your consideration

Respectfully,

A handwritten signature in black ink, appearing to read "David B. Smith". The signature is fluid and cursive, with a large initial "D" and "S".

Dr. David B Smith

Dean, School of Professional Studies

NYC College of Technology

City University of New York

718-260-5345

dsmith@citytech.cuny.edu

BS HCPM proposal & Business courses (1)BUS1122

Josef Bohm

Wed 4/1, 3:47 PMLucas M. Bernard;Noemi Rodriguez

Thanks much, to keep this simple, I'll interpret your reply as such support

Josef Bohm, DC, MPH.

Chair & Associate Professor

Department of Health Sciences

718-260-5957

From: Lucas M. Bernard

Sent: Wednesday, April 1, 2020 2:26 PM

To: Josef Bohm

Cc: Lauren E. Fernandez; David Smith; Rachel Marie Raskin; Denise Hardesty Sutton

Subject: Re: BS HCPM proposal & Business courses (1)BUS1122

Hi,

This is great news; I am certainly in favor of it. Please let me know if you need anything from me, e.g., letter of support, etc.

Best,

Lucas M. Bernard, PhD

Chairman & Associate Professor

Department of Business

The New York City College of Technology

The City University of New York

300 Jay Street, Namm-1012

Brooklyn, NY 11201-1909

LBernard@citytech.cuny.edu

Phone: 718-260-5773

Fax: 718-260-5774

BS HCPM proposal Social Sciences courses (6)

From: Peter Parides

Sent: Wednesday, April 1, 2020 3:57 PM

To: Josef Bohm

Cc: Lauren E. Fernandez; David Smith

Subject: Re: BS HCPM proposal Social Sciences courses (6)

Hi Joe,

Thank you for sending this. This looks really good, and it's certainly within our ability to support when the program comes online.

Best,

Peter

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Appendix L: Proposal Revision History

Version	Date	Revisions
1.1-1.2	Spring-Fall 2019	Internal departmental reviews and revisions
1.3	September 25, 2019	First submission to the Curriculum Committee
1.4	March 4, 2020	<p>Re-submission to the Curriculum Subcommittee post 2/18/20 meeting with the following revisions:</p> <ul style="list-style-type: none"> • BIO 1100 added to the required coursework for the BS in HCPM (Table 1, p.17 and Table 3, p.20), as recommended by the subcommittee. • Updated Tables 1 – 3 to better reflect the inclusion of BIO1100 and the transition from ASHS to BS in HCPM (pp.17-20). • Updated the sample BS in HCPM Academic Career Planner to more clearly reflect the 2+2 structure, with a cross-reference to the ASHS degree requirements noted on page 17 in the proposal (Appendix J, p.122), as recommended by the subcommittee. • Updated the Admissions requirements to provide transparency regarding appropriate credit evaluation for students with alternative associate degrees in good academic standing (pp.12 & 25). • Removed the Writing Intensive (WI) description from the HSCI 4201, Medical Metrics for Health Facilities syllabus (Appendix D.5, p.54). This is not a WI course. • Appropriately named Appendix K – Letters of Support (p.123). • Added Appendix L for proposal revision history (p.125), as recommended by the subcommittee. • Updated the proposal history in the Curriculum Modification Proposal Form on page 2, as recommended by the subcommittee. • Made the degree's proposed name consistent throughout the document – BS in Healthcare Policy and Management.
1.5	April 3, 2020	<p>Note: Some pages numbers have shifted from the prior 1.4 version.</p> <ul style="list-style-type: none"> • Clarified language on advisement for students coming from alternative academic backgrounds (pp.2, 3, 6, 11, 12 & 16). • Added v1.5 note to the proposal history (p.3)

		<ul style="list-style-type: none">• More clearly stated open electives (Table 1 footnote – p.17, Table 3 – pp.19 & 20)• Clarified the footnote on “future minor curriculum modifications” for four discipline courses, adding two more to the list. All are to be reviewed for prerequisites and writing intensive requirements (Table 2 – p.18).• Appendix K title revised to <i>Statements of Support</i>. Added two additional statements – City Tech’s Business and Social Sciences departments (pp. 125-126).
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