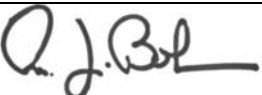New York City College of Technology, CUNY
CURRICULUM MODIFICATION PROPOSAL FORM
This form is used for all curriculum modification proposals. See the Proposal Classification Chart for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

| | |
|---|---|
| **Title of Proposal** | **BS, Health Services Administration, online degree** |
| **Date** | **8/11/2020** |
| **Major or Minor** | **Minor. This proposal is new in kind to City Tech; therefore, the College Council Curriculum Committee Chair was consulted. Since the change is to add a manner of delivery for the degree program, which is similar to a change in degree requirements to a program, a minor curriculum change, the Chair recommended that it be submitted as a minor.** |
| **Proposer's Name** | **Josef Bohm DC MPH** |
| **Department** | **Health Sciences** |
| **Date of Departmental Meeting in which proposal was approved** | **Ongoing process from spring 2020. Fully on-line syllabi for fall 2021 to be available by start of term.**<br><br>**Initiated as an acknowledged department goal with systematic deployment, commencing 2019-2020 academic year.** |
| **Department Chair Name** | **Dr Josef Bohm** |
| **Department Chair Signature and Date** | **8-11-2020** |
| **Academic Dean Name** | **Dr David Smith** |
| **Academic Dean Signature and Date** | **2020-08-12** |
| **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. | **The proposal seeks to enable the department to offer and promote a supplemental and optional, fully online degree path for students with interest in the BS in Health Services Administration degree, in addition to its traditional classroom/hybrid instruction. Readiness by both the department and college are demonstrated.** |

| | |
|---|---|
| **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). | • **The Degree seeks to formalize ongoing curricular modifications arising from the University's requirement during Spring 2020 to provide and sanction a fully online academic path for degree completion.**<br><br>• **The University has asked that all colleges not already allowed to do so, submit a substantive change request to our accrediting agency, MSCHE, for authorization to offer an on-line degree by November 2, 2020, and get Board of Trustee and NYSED permission as well.** |
| **Proposal History** (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | **This is a new, minor course proposal. The proposal requires course outlines for an online option that match learning outcomes of the traditionally offered course and demonstrates opportunities for regular and substantive interaction between faculty and students.** |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

| Completed CURRICULUM MODIFICATION FORM including: | |
|---|---|
| • Brief description of proposal | |
| • Rationale for proposal | |
| • Date of department meeting approving the modification | |
| • Chair's Signature | |
| • Dean's Signature | |
| Evidence of consultation with affected departments<br>List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | |
| Documentation of Advisory Commission views (if applicable). | |
| Completed Chancellor's Report Form. | |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | |
|---|---|
| Detailed rationale for each modification (this includes minor modifications) | |

**Proposal for an Online Option in the BS in HSA**

**Table of Contents**

**Description / Rationale:**
**BS in Health Services Administration (HSA), fully online degree option**
**Description:**
The department of Health Sciences proposes that its existing BS in Health Services
Administration (HSA) create, in addition to its traditional classroom-based instruction, a
permanent fully online path to degree completion.  To this end, HSA proposes creating an option
to deliver all required courses fully online, so that students will be able to graduate with 50% or
more of their credits online. Currently the college is not able to do so, as it has not received the
necessary approval from college governance, MSCHE for a substantive change for distance
education, the CUNY Board of Trustees and the New York State Education Department. With
the exception of a fully online option to formerly hybrid discipline courses, the degree's existing
admission criteria, courses, content, and learning outcomes  will remain unchanged. Services to
students such as advisement, registration, tutoring, etc., will remain comparable. This proposal is
driven both by student need and a requirement that all CUNY campuses submit one substantive
change form to MSCHE by November 1 (draft included as an attachment to this proposal) and in
parallel obtain approval from governance, the CUNY Board of Trustees and NYSED (see
Appendix 1).

**BS in HSA Program Background**
Since its inception in 2005, the HSA degree (a + 2 BS degree) has consistently included online
content within its courses. Prior to Spring 2020, all HSA courses were designated as either on-
line (asynchronous) or "hybrid, partially online" with course-specific amounts of online
asynchronous instruction. This mechanism for delivery is well suited for our working student
population that universally holds associate or higher degrees and has either licensed health care
provision experience or a minimum of two years of relevant work experience in a health care
setting.
The Department of Health Sciences faculty decided in 2019 to gradually develop a fully online
path to completion for this degree. To this end, the department converted two HSA courses to
fully online instruction and focused on developing and adding hybrid teaching components
within the other HSA courses.  In spring 2020, when the college moved suddenly to fully online
instruction, HSA was able to easily transition to a fully online model and took advantage of the
available professional development to continue to thoughtfully and intentionally convert all HSA
courses to include a fully online option.
While hybrid instruction has allowed students some degree of flexibility in coordinating their
education and career responsibilities, offering a fully online path to degree completion will
maximize flexibility and better serve our HSA students' needs. There is clearly student demand.
In August 2020, 135 registered HSA students were surveyed and over 80% (N=86 responders)
indicated that they were in favor of a fully online option. Only 13% would take hybrid/in person
courses, 37% would take online courses only and the remainder a blend. Just over 50% of the
responders indicate they would choose online courses because they work full-time. Complete
survey results are found in Appendix 2.
This proposal would serve these students by creating a fully online path to HSA degree
completion even after health guidelines allow the bulk of instruction to return to campus This
option will enable the degree and department to provide academic outreach to those students
seeking a fully online experience, increase instructional options for its current and future HSA

students, and enhance its utility to discipline employers within the Metropolitan region and surrounding areas.

The BS in HSA program serves a diverse population. For the past several years enrollment has been above 200 and there have been an average of 80 or so graduates a year. The employment rate of graduates is high. See Appendix 3, HAB data.xls, for details. Note while the college collects Both graduation and one-year retention rates for first-time, full-time degree-seeking freshmen entering college with no prior college credits. However, because students in Health Services Administration (HAB-BS) program enter the program as juniors, no graduation or retention rates can be reported.

Rationale

The proposal seeks to offer a fully online HSA option so that the degree and Department may provide academic outreach to those students seeking a fully online experience, increase instructional options for its current and future HSA students and, enhance its utility to discipline employers within the Metropolitan region and surrounding areas.

HSA is particularly well suited for this as, since its inception in 2005:

- HSA has included online teaching elements within its required discipline courses. Collective faculty experience and departmental culture support online teaching.
- All HSA faculty are experienced with curriculum development that applies to online teaching.
- Academic outcomes reflect a positive student experience with over 90 percent of students progressing through its current hybrid courses.
- The current HSA BS degree program was designated by Graduate Reports earlier this year as one of the top 25 HSA degrees in the United States based upon their analysis of government statistics for student outcomes: https://www.gradreports.com/best-colleges/healthcare-administration

In a collateral development, in addition to the program's readiness and plans to add a fully online option for the HSA degree, CUNY's chancellor has asked all campuses to obtain the necessary approvals to offer an online degree program in order to be designated by MSCHE as authorized for online instruction. Online ready course outlines for HSA discipline courses and required liberal arts courses can be found in Appendices 4a, 4b and 4c. Inspection demonstrates that they meet the USDE requirements for distance education:

Uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the other technologies listed. "Regular Interaction": (1) provides the opportunity for substantive interactions between instructors and students on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency, and (2) monitors the student's academic engagement and success and ensuring that an instructor is responsible for proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student. Further, define "substantive interaction" as that which engages students in teaching, learning

and assessment, consistent with the content under discussion, and includes at least two of the following: providing direct instruction, assessing or providing feedback on a student's coursework, providing information or responding to questions about the content of a course or competency, facilitating a group discussion regarding the content of a course or competency, or other instructional activities approved by the institution's or program's accrediting agency.

**Evidence of College Readiness to Offer an Online Degree**
    **1. Technology**
Blackboard Learning Management is the University-wide learning management platform that allows for robust collaboration, communication and synchronous teaching modes. To supplement the needs of the faculty, Enterprise software tools such as Microsoft Teams and Zoom are available for web conferences and synchronous teaching. A variety of collaboration and communication tools such as OpenLab and Microsoft 365 provide for flexibility in instructional modalities.
To support online instruction, the College is strengthening its technology landscape to enhance, promote and facilitate a flexible teach anywhere/learn anywhere model.

- The availability of cloud virtual desktop solutions or Desktop as a Service (DaaS) have become highly available and look to providing similar solutions with a lower or comparable cost as on-prem virtual desktop solutions. The College will be utilizing such environments to replicate an on-premise course that relies heavily on a computer lab

- In order to maximize the use of on-campus technology resources, existing computer labs will be accessible remotely for students through the use of Remote Desktop Software. Campus lab technicians have streamlined the access and utilization of computer labs.

- Enterprise software has been procured to facilitate web conferences and synchronous teaching capabilities. In addition to the use of the University Learning Management System (Blackbaord), faculty now have multiple avenues of providing synchronous lectures. Collaborative platforms such as Openlab and Microsoft 365 enable robust communication and collaboration between faculty and students.

The College maintains a Student Helpdesk that provides technical support to all students. The Helpdesk provides students with a variety of technical support including but not limited to software, communications and access as it relates to University and College technology resources. To enhance technology support services, the Media Services Department has been brought into the umbrella of the Office of Computing & Information Services. The reorganization will effectively streamline Helpdesk and technical support services, particularly to expand hours of operation and provide for efficient classroom technology support. As the College targets more remote instruction, classroom technology support is being defined differently to include the creation and management of physical spaces that are conducive to distance education as well as support for users who are less often physically on campus. Under the direction of the College Helpdesk Manager and CIO, the department's capabilities and output will be expanded to promote a quality and stable support services model for the College. Longer term plans include:
- Physical Classroom spaces will be enhanced to support distance learning and instruction. Through the redesign of existing classroom spaces, the College will create facilities that are

more conducive of remote collaboration, instruction and learning.

The college is predominantly an urban campus with limited physical space for numerous computer labs which are often needed for hands-on experiential learning, instruction and general use. A key objective is to reduce the need for developing such rigid computer labs that require computer desktops. The move towards virtualizing computer labs will enable the College to reclaim spaces and allow for more flexible learning environments.
In order to assure protection of student data, administrators and others at the institution have reviewed the FERPA and Virtual Learning Related Resources, with special attention to virtual learning. The college maintains a [Legal and Compliance FERPA website](#).

### 2. Assessment

Two types of assessment activities have been supported at City Tech:

- Academic assessment;
- AES (Administrative, Educational and Student Support) assessment

As a degree program, regardless its delivery methods, Health Services Administration (HAB-BS) is required to conduct program-level assessment periodically aiming to properly evaluate each of its program outcomes within a recommended cycle (i.e., every three years). During the assessment cycle, the Program will plan, conduct assessment, collect & analyze data, and provide a complete program-level assessment report. The report will further be reviewed, and a final version will be archived. Based on the findings or improvement plans from previous assessment cycle, the Program will start a new cycle and continue the assessment process. In addition, the Program participates in the course-level and institutional-level assessments depending on departmental decisions. For example, HSA 3602 (Health Services Management II) has been selected as a critical course of the Health Science department; HAS 3630 (Health Care Finance and Accounting Management) and HSA 4740 (Health Research Methods) have participated in Gen Ed assessment quantitative literacy and writing.

Specifically, the faculty-driven academic assessment is required on three levels: 1) course-level, 2) program-level, and 3) institutional level/general education. Course-level assessment examines course-based learning outcomes in "critical" courses that have been identified within each department at City Tech; Program-level assessment examines student learning outcomes for each degree program at City Tech; and General education assessment examines broader, college-wide student learning outcomes across all three schools at City Tech. The assessment leadership is demonstrated in *Figure 1*. More detailed assessment guidelines, materials, and assessment results can be found on the website of the Office of Assessment, Institutional Research & Effectiveness (AIRE) at: [www.air.citytech.cuny.edu/assessment](http://www.air.citytech.cuny.edu/assessment) .
Assessment Cycle Guidelines:

- Critical course assessment: 1-2 year cycle
- Program assessment: 3-year cycle (maximum)
- Gen Ed assessment: 3-year cycle
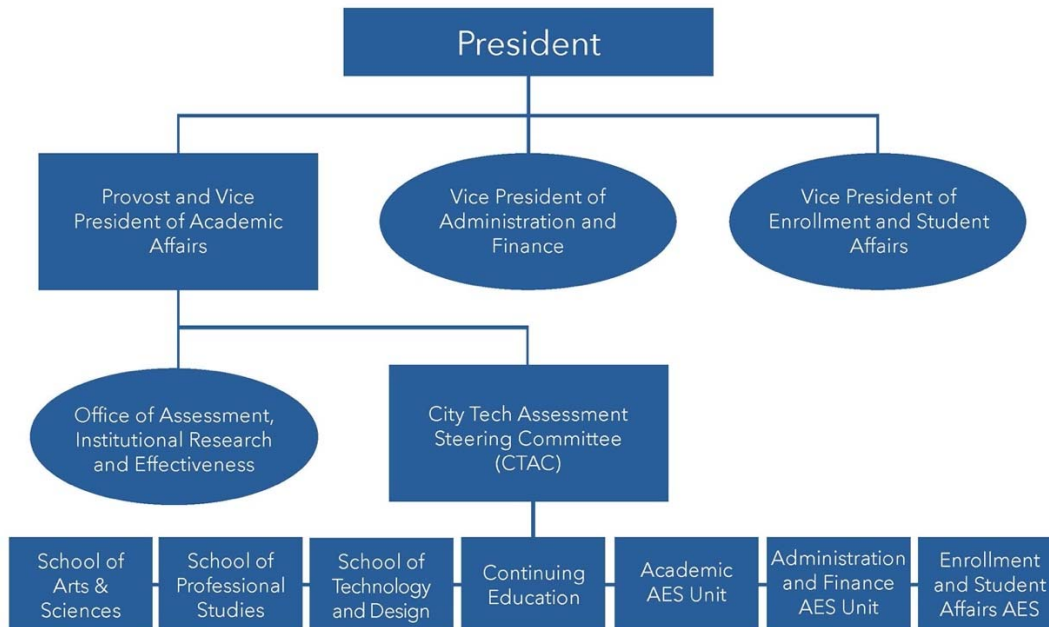- CUNY mandated self-study: 7 years (maximum)

Figure 1. Organizational Chart of City Tech Assessment Leadership

## A. Academic Assessment at City Tech

### i. General Education Assessment

Currently, City Tech assesses 14 Gen Ed competencies on a three-year cycle using AAC&U VALUE rubrics or modified rubrics (*Table 1*). According to the pre-planned Gen Ed timeline, relevant courses are selected by the departments to participate. The Gen Ed assessment activities include but not limited to: content validity examination on the course assignments, assessing student work, collecting & analyzing Gen Ed assessment data, compiling Gen Ed assessment reports, delivering assessment results, and closing the Gen Ed assessment loop by assisting departments to select appropriate Gen Ed competencies, analyze outcome data, and incorporate Gen Ed activities into the curriculum.

More details about Gen Ed assessment can be found at AIRE website:
http://air.citytech.cuny.edu/assessment/gen-ed-assessment/

| No. | General Education Competency | Assessment Instrument |
|---|---|---|
| 1 | Civic Engagement | AAC&U – Civic Engagement VALUE Rubric |
| 2 | Creative Thinking | AAC&U – Creative Thinking VALUE Rubric |
| 3 | Critical Thinking | AAC&U – Critical Thinking VALUE Rubric |
| 4 | Ethical Reasoning | AAC&U – Ethical Reasoning VALUE Rubric |
| 5 | Foundations and Skills for Lifelong Leaning | AAC&U – Foundations and Skills for Lifelong Learning VALUE Rubric |
| 6 | Information Literacy | Information Literacy Rubric (Modified from AAC&U Value Rubric) |
| 7 | Inquiry and Analysis | AAC&U – Inquiry and Analysis VALUE Rubric |
| 8 | Integrative Learning | AAC&U – Integrative Learning VALUE Rubric |

| 9 | Intercultural Knowledge and Competence | AAC&U – Intercultural Knowledge and Competence VALUE Rubric |
|---|---|---|
| 10 | Oral Communication | AAC&U – Oral Communication VALUE Rubric<br>Oral Communication Rubric (Modified from AAC&U Value Rubric) |
| 11 | Quantitative Literacy | AAC&U – Quantitative Literacy VALUE Rubric |
| 12 | Reading | Reading Rubric (Modified from AAC&U Value Rubric) |
| 13 | Teamwork | AAC&U – Teamwork VALUE Rubric |
| 14 | Writing | Writing Rubric (Modified from AAC&U Value Rubric) |

Table 1. Gen Ed assessment competencies and assessment instrument

**ii. Program Assessment**

At City Tech, each degree program is required to participate in the program-level assessment. Generally, the recommended assessment cycle is no more than three years. The program needs to plan and properly assess its program outcomes within each cycle, report assessment updates annually, and provide a complete program level assessment report (including assessment methods, results, and improvement plans) when finishing a cycle. The report will further be reviewed by peers and the college assessment steering committee (CTAC), as *Figure 2* shows, after revising, a final version of the assessment report will be archived. Thereafter, a new cycle will be planned based on the assessment results from previous cycle, and the assessment process continues.

Required Program Assessment Documentation (for each degree program) includes:
- Curriculum Mapping
- Program Level Assessment Planning
- Program Level Assessment Report
- Alignment of Program Outcomes to College Mission
- Alignment of Program Outcomes to General Education Competencies

The documentation templates and examples can be found at AIRE website:
http://air.citytech.cuny.edu/assessment/program-assessment/

As a demonstration, the "Program Level Assessment Report Template" is attached in *Appendix I*.
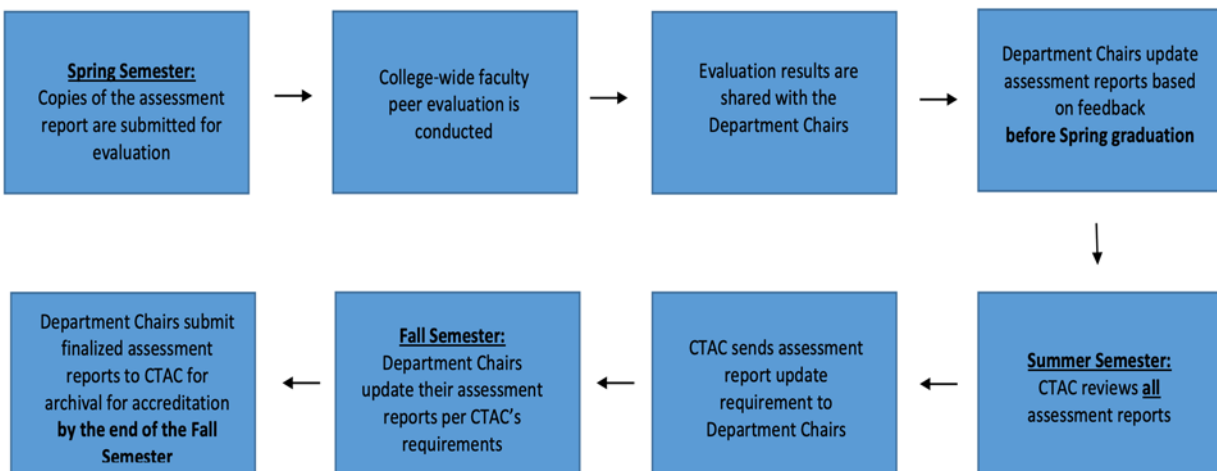


Figure 2. The Annual (Alternating) Critical Course & Program Assessment Report Peer Evaluation Cycle

### iii. Critical Course Assessment

To be qualified as a critical course, the course should focus on outcomes that are essential for success within the department/program; have a trend of high level of failing/non-completing students; is a gateway course; or is a capstone course.

Similarly, the selected course will go through multiple phases during an assessment cycle: planning -> conducting assessment -> completing assessment report -> peer & CTAC reviewing -> finalized report -> new assessment planning. The recommended assessment cycle for critical course is no more than two years.

Required Critical Course Assessment Documentation include:

- Critical Course Rationale Form
- Critical Course Assessment Planning
- Critical Course Assessment Report

More detailed info about critical course assessment can be found at AIRE website: http://air.citytech.cuny.edu/assessment/critical-course-assessment/

### iv. Peer Observation of Teaching and Student Evaluation of Teaching

Procedures, policies and rubrics for peer observation of teaching and student evaluation of teaching were developed by City Tech's Online Advisory Council in collaboration with the Instructional Technology and Technology Enhancement City (iTEC) and approved by college governance. More information can be found at:

http://websupport1.citytech.cuny.edu/citytechonline.html

**Library**

The City Tech Library is well-equipped to provide academic support to f 4ully online students in the BS in HSA program. Library holdings include approximately 687,500 print and electronic books and 116,300 print and electronic periodicals in over 180 electronic databases accessible to members of the City Tech community from both on- and off-campus. Additional print and electronic resources are available to students from all 21 CUNY libraries, via consortial arrangements with academic and public libraries in New York City, and through interlibrary loan.

The HSA subject specialist librarian works with faculty and students in the HSA Department to select materials to support student learning and research, offer information literacy and research instruction, and collaborate with faculty on developing curriculum and subject-specific research guides. In addition to the library subject specialist for HSA, all City Tech students are engaged in basic information literacy instruction during their required English Composition I course (first-year writing). The library provides virtual reference services for students accessible 24/7 and in-person reference during the library's open hours.

The Library Department includes 13 full-time faculty members (who hold ALA-accredited MLIS degrees), one office manager, two technical support staff members, 8 clerical staff members, 10 part-time faculty members, and over 30 part-time College Assistants.

Access to library services and resources is provided on campus and via the library's website at http://library.citytech.cuny.edu.

**Faculty Professional Development**

In preparation for online teaching and learning, all HSA faculty were certified to teach online. This involved participation in a six-week online seminar, as well as mentorship by a certified member of the college's Online Learning Advisory Council (OLAC).

The Online Learning Advisory Council (OLAC) is a group of faculty members who are actively involved in fostering student and faculty readiness for online teaching and learning. They investigate and recommend college adoption of best practices, including pedagogy, software, equipment and services for online learning. Members of OLAC also advocate for increased use of appropriate instructional technology. They insure quality control in the use of Web-enhanced, hybrid, and fully online instruction by certification and professional evaluation of colleagues using these modalities, and by providing methods of student feedback. They provide a forum for exchange of best practices and bring awareness of issues related to online, hybrid, and Web-enhanced learning to City Tech's policymakers and the larger college community. All members of OLAC are certified to teach online, have reviewed their work with other OLAC members, and currently teach or have taught hybrid or fully online courses at the college for a minimum of two years.

The six-week online seminar, which was approved by the members of OLAC, evolved over time to include a course module on Open Educational Resources. Here is a description of the City Tech Online Professional Development seminar:

> Course Description:
> Facilitating online takes advantage of many of the best principles from traditional teaching and balances them with the appropriate technologies and methodologies. The goal of the online professional development program is to assist the faculty, who create and deliver online/hybrid courses, so they can develop an interactive and collaborative learning environment. This course will focus on the following:
> 1. Examine pedagogical learning theory as it relates to online teaching and learning
> 2. Evaluate methods of effective course management and development
> 3. Explore the potential of online communication, collaboration, assessment, active learning, and other relevant teaching strategies
> 4. Learn how to integrate free and open educational resources (OER) within the hybrid or online course

The faculty learning objectives were as follows:

> Upon completion of the professional development program, the faculty member will be able to:
> 1. Use appropriate pedagogical principles, such as constructivist learning theory
> 2. Master the technology necessary to create and deliver courses based on sound design principles

Most course instructors are using one of two Learning Management Systems available at City Tech—Blackboard and OpenLab (our online platform). Extensive online and web-based instructions and tutorials on using these platforms have been made available to both faculty and students and are widely publicized via email and from the college's website. Many faculty had already used these resources and just required a refresher or no additional support.

In the conversion to online learning due to Covid-19 in spring 2020, previous faculty experience teaching online was initially evaluated through iTEC records of faculty who had gone through the college's or other online certification courses, and the number of hybrid and online courses taught in the last 3 years. Appropriate and targeted professional development was then arranged, as practical for hundreds of faculty. Experienced online faculty served as departmental mentors so

that appropriate discipline specific strategies could be disseminated. The college supported the development of "model online courses." These are course sites for high enrollment, multiple section courses, so that faculty can focus on effective pedagogy and student support, rather than the mechanics of uploading course materials.

**Online Student Support for College Readiness and Online Learning**
A. **New Students**
- **New Student Connection**, an online orientation coordinated by Student Life, which includes information about college resources and how to access them, policies and procedures.

- Academic **Department Connect Days**. The first club hour of the semester, Thursday, August 27 from 12:45 – 2, is reserved exclusively for departments to hold virtual welcomes for new students. Each department's Student Ready College representative provides important information for new students: Connect Days Resource Center.

- **City Tech Guide**, coordinated by First-Year Programs. Provides information, reflection and a place where new students can start to build a virtual community with each other.

- All students are enrolled in an online learning/Blackboard workshop. OpenLab provides similar online support

- All tutoring is available online including Math, the Learning Center, the Writing Center, BMI, and Perkins supported initiatives. CircleIn is available in biology.

B. **All Students**
- Enrollment Management sent email and text campaigns to all enrolled fall students with several key highlights
  o Most courses are fully online for the fall + how to read their class schedule on CUNYfirst
  o Information regarding our **Device Loan Program**
  o A link to **Virtual City Tech**, a hub of resources to assist students created by CIS

- The **Student Emergency Relief Fund**, which centralizes applications for emergency financial relief from various sources, including CARES Act funds, the Petrie Foundation, and Andrew Mellon Foundation, and more.

Additionally, resources are in place for online application, admission, registration, financial aid assistance, tutoring, and contact with the Registrar, bursar, and other offices.

Appendix 1 -  University Guidance on MSCHE Accreditations Issues
https://www.cuny.edu/coronavirus/academic-continuity/guidance-on-academic-continuity-to-campuses/
MSCHE Accreditation Issues

Updated MSCHE Guidance: In reading the following announcements and guidance please note that Institution refers to the college (the institution that is accredited); CEO to the college President; and ALO to the Accreditation Liaison Officer (one per college).

For MSCHE, there are two primary types of alternative delivery methods, both of which are defined by federal regulation: distance education and correspondence education. The MSCHE definition of distance education is an educational program when 50% or more of the program is offered through distance education. The 50% applies to courses that are offered in their entirety online (100%) although courses utilizing mixed delivery or hybrid methods may be part of the program.

Two phases of regulatory relief provided by the United States Department of Education (USDE) and MSCHE waived approvals needed for colleges to provide distance education
through December 31, 2020.

(Please note that the situation is more complex for non-immigrant students on an F-1 or M-1 visa. When the Department Homeland Security recently rescinded its ruling barring international students from taking online courses only in Fall 2020, it was announced that the regulations will revert to the status quo guidance of March 9, which provides flexibility to continuing students. Please refer to the University Admissions section of this document for more information under the Student and Exchange Visitor Program guidance.)


On top of Covid-19, decisions made at the federal level in November 2019 ushered in planned changes on July 1, 2020, including new program-specific reporting requirements. The institution must obtain prior approval from MSCHE for the first program offered through distance education, by submitting a Substantive Change Request. Once MSCHE approves this and acts to include distance education as an alternative delivery method within the institution's scope of accreditation, the institution has approval to offer more distance education courses. Before July 1, 2020, MSCHE required two approved programs to include distance education within its scope of accreditation, but now the requirement is one program. (To check, find your institution in the Institution Directory on the MSCHE website, access your Statement of Accreditation Status, and note the Alternative Delivery Methods tab at the bottom.)

Now, there is a new federal regulation that requires that colleges notify MSCHE about every subsequent offering under that delivery method.

WHAT TO DO/ACTIONS REQUIRED

As of July 1, 2020, there are new procedures, guidelines, and forms (some still undergoing updates). Please ensure that you are not using outdated forms, and please double-check with your MSCHE Vice President liaison that you are working with the latest information. There is also a new tiered review procedure, with tiered fees.

1.  For colleges that have no distance education programs approved as an alternative delivery method—Bronx, City, Guttman, LaGuardia, Medgar, NYCCT, and Queensborough:

Please submit a full Substantive Change Request for one program by one of two deadlines in Fall 2020: September 1 for MSCHE review by the end of October and November 1 for review by the end of December. (Schedule is available here.)

Procedure summary (but consult your ALO as the expert):

- Complete the Substantive Change Screening Form, which is available only within your institution portal.
- Complete the form for Type No. 4 Alternative Delivery Method. There is now a separate form for each type of change. You can access the forms within the list "Types of Substantive Change (as of July 1, 2020)." Click on "Alternative Delivery Method."
- Evidence is required as attachments. The entire final PDF document cannot exceed 100 pages.

Approvals (Section C of the form):

- CUNY does not require System Approval for MSCHE (please check "NO" in Section C on the form).
- But you must first obtain your own college approvals. * *If not yet obtained but required, request form must be submitted after all institutional approvals are received.*
- You should also seek New York State Education Department (NYSED) approval in parallel, although NYSED approval does not need to already be obtained.
- Applying for NYSED approval does require CUNY Board of Trustee approval. (See below for details.)

While awaiting the formal MSCHE action, please begin preparing for "B" or "C" below.

1. For colleges that already have distance education as an alternative delivery method in their MSCHE scope of accreditation (have approval for one or two programs) and have not been on Warning within the last three years:

There is a new step to notify MSCHE for every program to be delivered via distance education. (Always consult your ALO as the expert.)

- Complete the Substantive Change Screening Form, which is available only within your institution portal. This Screening Form will now be used for both step #1 of the full Substantive Change Request and for this new notification process.
- You need to complete this Screening Form only for program changes as of July 1, 2020. (You don't have to register longstanding online programs.)
- These records will be kept by MSCHE in your "institutional record," which is not openly accessible or listed on your SAS. The institutional record is a compilation of materials and data MSCHE has on file about your college. It's important to maintain your own records about which programs have been registered to offer distance education.
- You have to enter each program separately.
- The $200 per-program fee is waived through 2020-21.
- There is no disadvantage to notifying MSCHE about programs planned to be offered through distance education. You do not need to file a subsequent notification if later the program is not offered through distance education. The program stays in the institutional record and ensures that MSCHE is meeting federal regulatory requirements, should the USDE reviews these files.

- You have 30 days to notify MSCHE once a program is offered through distance education. If the current USDE waiver expires in December 2020 and you offer programs via distance education in Spring 2021, you will have 30 days to notify MSCHE about each one, unless you plan ahead.
- This notification process does not require CUNY System Approval or notification to Central OAA.
- It is not yet clear if MSCHE's per-program notification process requires applying for NYSED registration for distance education at the same time, but if it does, applying for NYSED registration does require CUNY Board of Trustee approval. (See below for details.)

1. For colleges that have distance education as an alternative delivery method in their MSCHE scope of accreditation (have approval for one or two programs) and have been on MSCHE Warning within the last three years:

(The three years begins on the date your institution was put on Warning. Count up to the day you plan to submit your application.)

There is a new step to notify MSCHE for every program to be delivered via distance education. (Always consult your ALO as the expert.)

- You are not able to notify MSCHE by completing the Substantive Change Screening Form, as outlined in "B" above.
- You will need to complete a separate form (not yet available) that will be posted on the MSCHE website to obtain prior approval for every program to be offered through distance education.
- This means planning ahead is critical to obtain approvals before the current USDE waiver expires in December 2020.
- This notification process does not require CUNY System Approval or notification to Central OAA.
- It is not yet clear if MSCHE's per-program notification process requires applying for NYSED registration for distance education at the same time, but if it does, applying for NYSED registration does require CUNY Board of Trustee approval. (See below for details.)

The July 1, 2020 changes also allowed regional accreditors, now referred to as institutional accreditors, to consider membership expansion beyond geographic boundaries. MSCHE is now accepting applications from all domestic institutions, as the first step in a phased-in approach. MSCHE will not change its name.

Appendix 2 HAS Student Survey Results

# Q1 Are you in favor of adding a fully online option for the BS in Health Services Administration?

Answered: 68    Skipped: 0
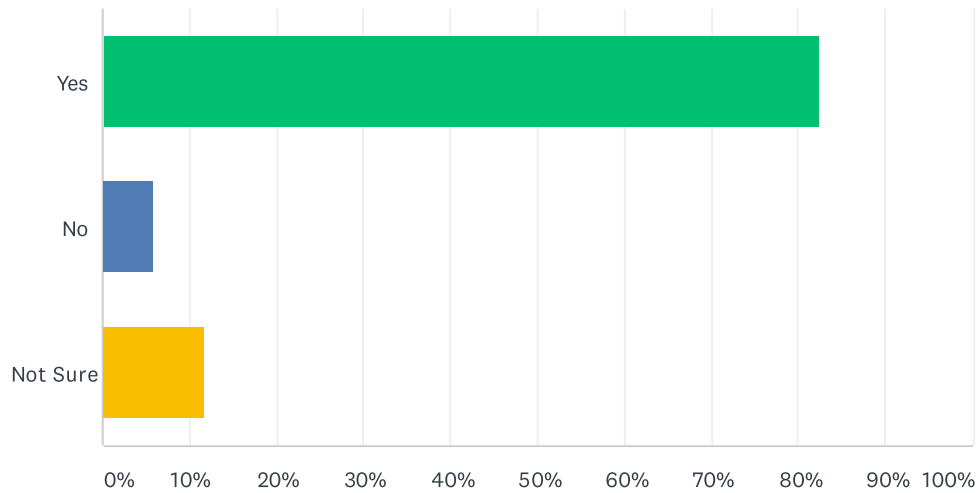


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Yes | 82.35% | 56 |
| No | 5.88% | 4 |
| Not Sure | 11.76% | 8 |
| TOTAL | | 68 |

# Q2 If there were options for both in-person/hybrid and fully online courses for the Health Services Administration degree, which would you prefer:

Answered: 68    Skipped: 0
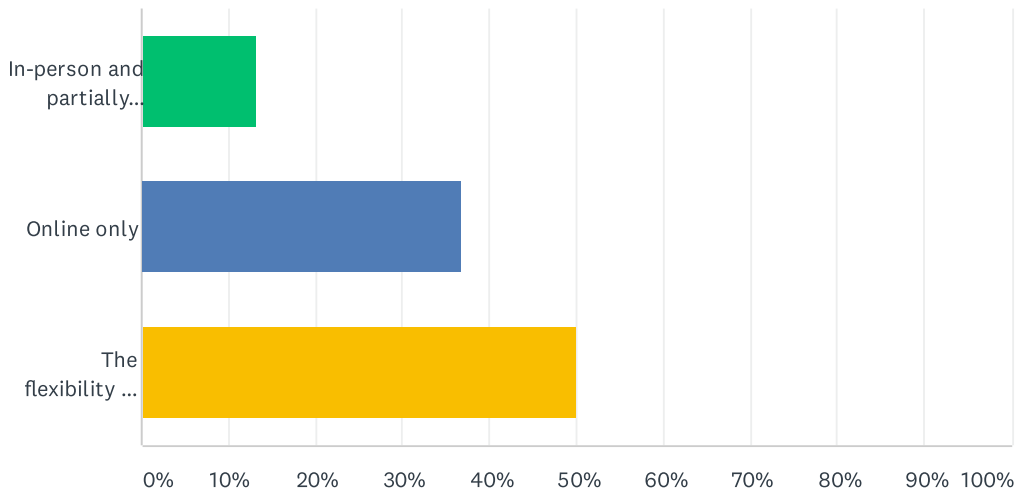


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| In-person and partially online (hybrid) only | 13.24% | 9 |
| Online only | 36.76% | 25 |
| The flexibility of taking fully online, partially online (hybrid) and in-person courses | 50.00% | 34 |
| TOTAL | | 68 |

# Q3 When you choose fully online courses, what reason(s) are most important to you?

Answered: 67    Skipped: 1
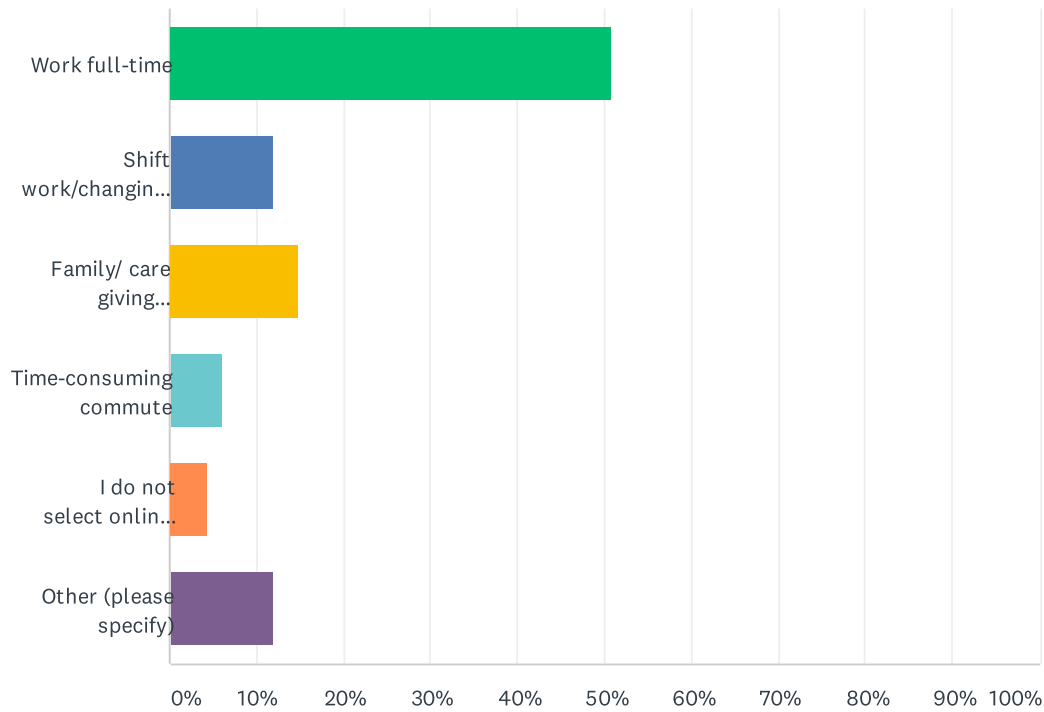


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Work full-time | 50.75% | 34 |
| Shift work/changing hours | 11.94% | 8 |
| Family/ care giving responsibilities | 14.93% | 10 |
| Time-consuming commute | 5.97% | 4 |
| I do not select online courses | 4.48% | 3 |
| Other (please specify) | 11.94% | 8 |
| TOTAL | | 67 |

# Q4  Advisement

Answered: 68     Skipped: 0
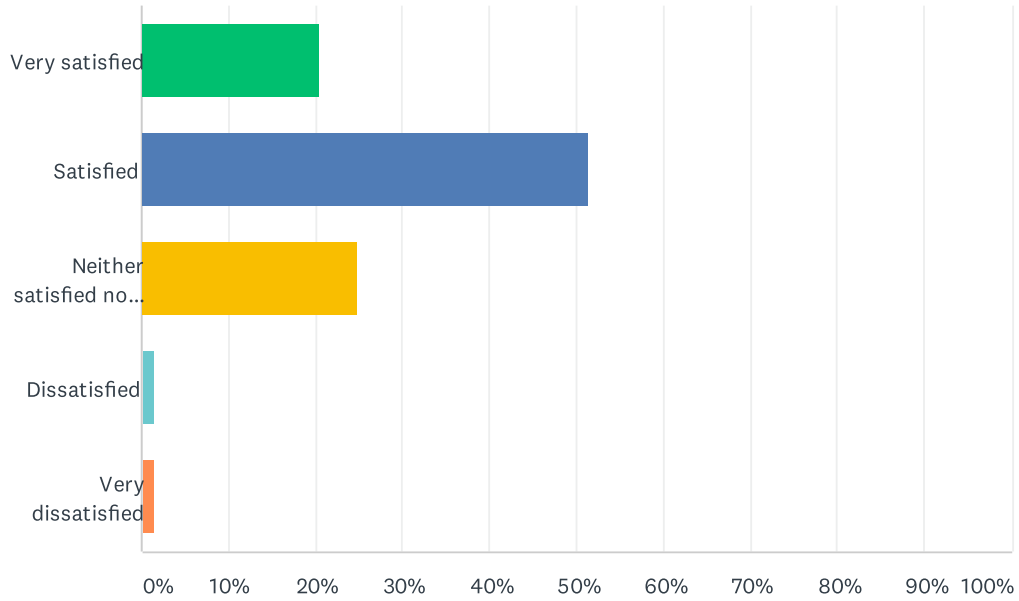


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Very satisfied | 20.59% | 14 |
| Satisfied | 51.47% | 35 |
| Neither satisfied nor dissatisfied | 25.00% | 17 |
| Dissatisfied | 1.47% | 1 |
| Very dissatisfied | 1.47% | 1 |
| TOTAL | | 68 |

# Q5 Registration

Answered: 67     Skipped: 1
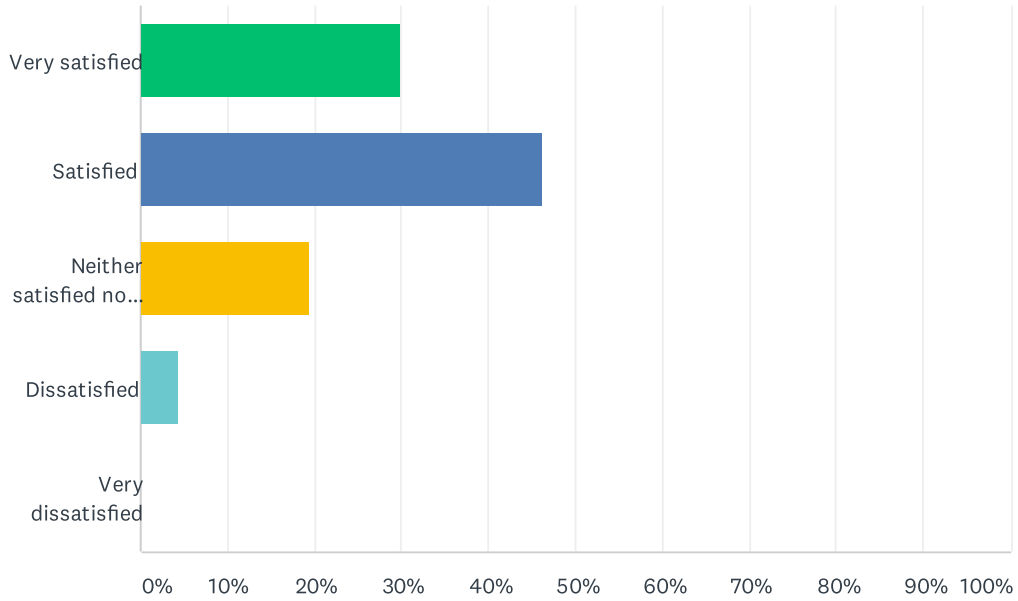


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Very satisfied | 29.85% | 20 |
| Satisfied | 46.27% | 31 |
| Neither satisfied nor dissatisfied | 19.40% | 13 |
| Dissatisfied | 4.48% | 3 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 67 |

# Q6 Interactions with your HSA instructors

Answered: 68     Skipped: 0
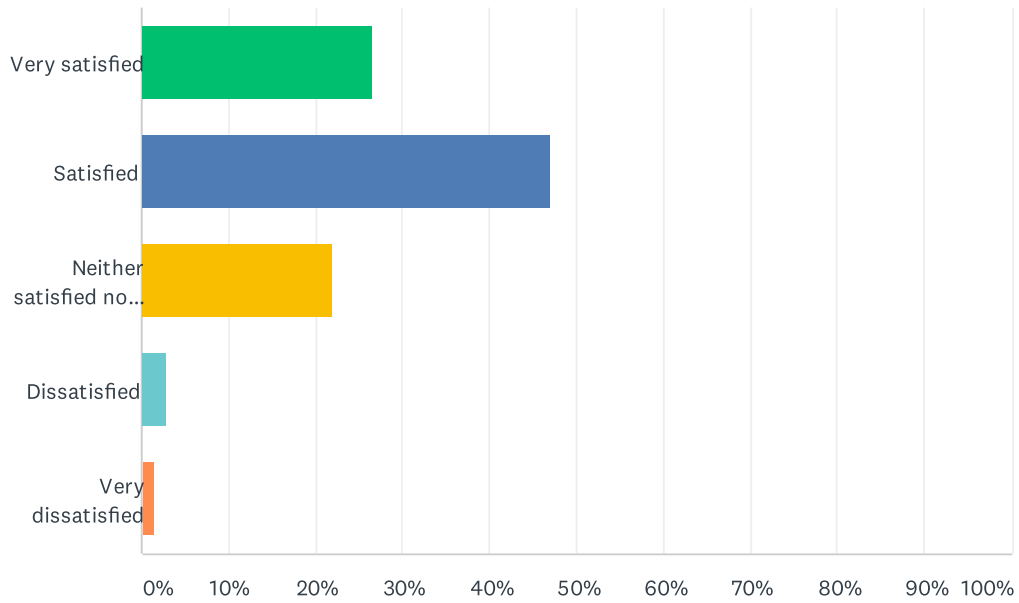


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Very satisfied | 26.47% | 18 |
| Satisfied | 47.06% | 32 |
| Neither satisfied nor dissatisfied | 22.06% | 15 |
| Dissatisfied | 2.94% | 2 |
| Very dissatisfied | 1.47% | 1 |
| TOTAL | | 68 |

# Q7 Bursar

Answered: 68     Skipped: 0
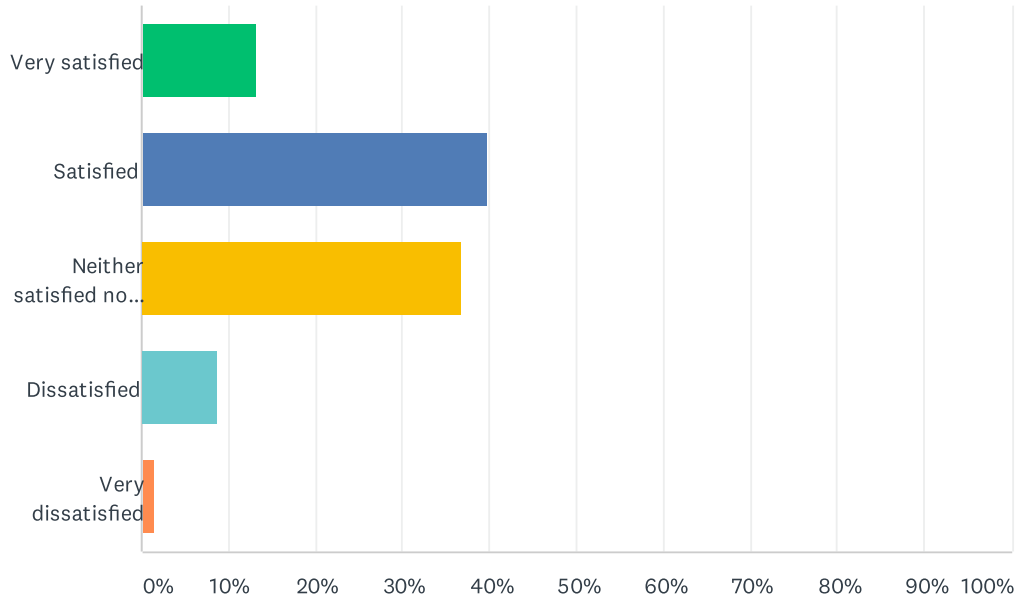


| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Very satisfied | 13.24% | 9 |
| Satisfied | 39.71% | 27 |
| Neither satisfied nor dissatisfied | 36.76% | 25 |
| Dissatisfied | 8.82% | 6 |
| Very dissatisfied | 1.47% | 1 |
| TOTAL | | 68 |

## Q8 Access to college services such as:a.　　counseling centerb.　library c.　　tutoringd.　　technical support
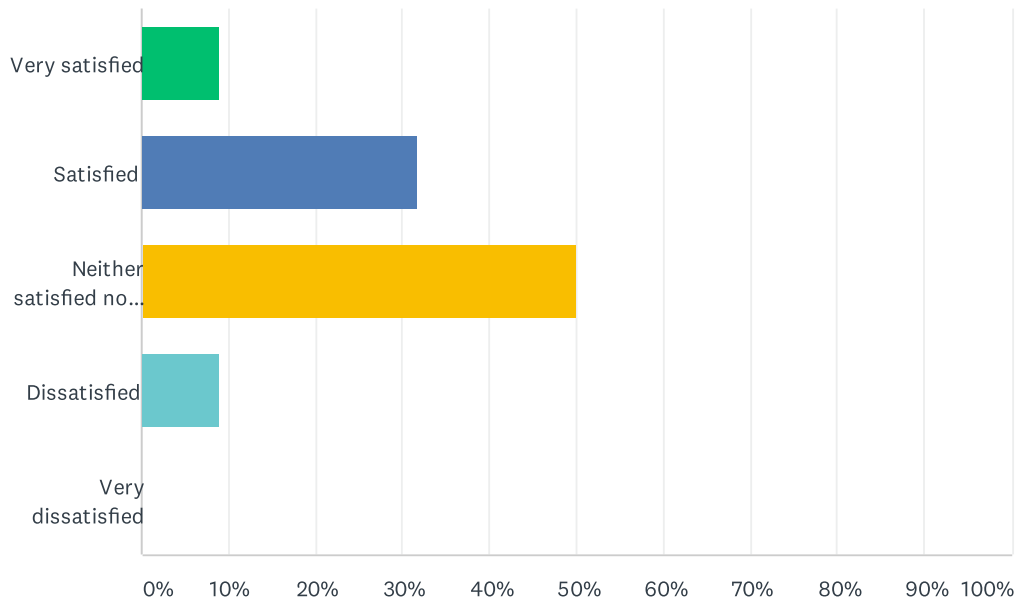
| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Very satisfied | 9.09% | 6 |
| Satisfied | 31.82% | 21 |
| Neither satisfied nor dissatisfied | 50.00% | 33 |
| Dissatisfied | 9.09% | 6 |
| Very dissatisfied | 0.00% | 0 |
| TOTAL | | 66 |

# Q9 If you have anything else to add about the possibility of having the option of completing your Health Services degree online even after it's safe for classes to return to campus, please comment here.

Answered: 30    Skipped: 38

# Q10 Which most closely describes your path to entering the BS in Health Services Administration program:

Answered: 67    Skipped: 1
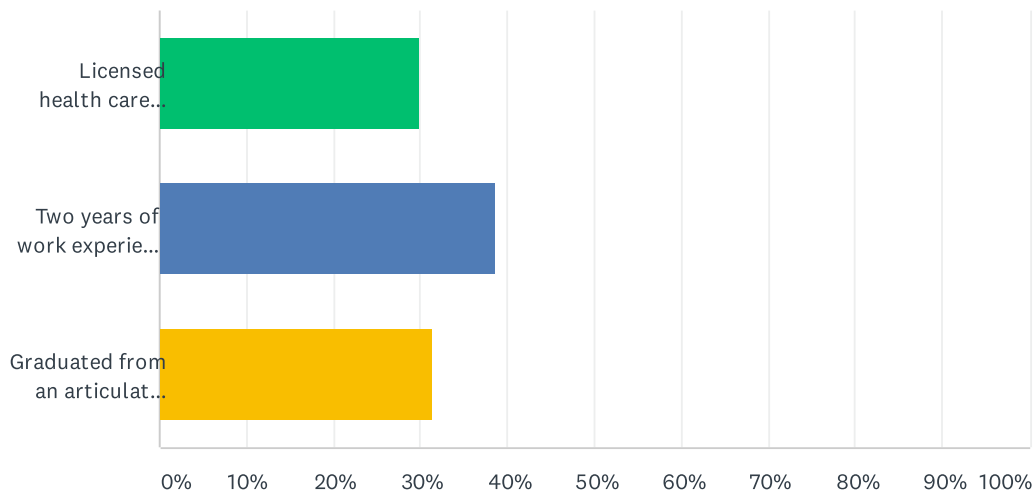


| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Licensed health care provider | 29.85% | 20 |
| Two years of work experience in a heath care setting | 38.81% | 26 |
| Graduated from an articulated degree program | 31.34% | 21 |
| TOTAL | | 67 |

**Appendix 3 HAB Data**

| Enrollment Trend | 2012 Fall | 2013 Fall | 2014 Fall | 2015 Fall | 2016 Fall | 2017 Fall | 2018 Fall | 2019 Fall |
|---|---|---|---|---|---|---|---|---|
| City Tech | 16207 | 16860 | 17374 | 17424 | 17282 | 17279 | 17269 | 17036 |
| Health Services Administration (HAB-BS) | 216 | 209 | 205 | 208 | 229 | 217 | 202 | 219 |

| Ethnicity | 2012 Fall | 2013 Fall | 2014 Fall | 2015 Fall | 2016 Fall | 2017 Fall | 2018 Fall | 2019 Fall |
|---|---|---|---|---|---|---|---|---|
| **City Tech** | | | | | | | | |
| American Indian or Alaskan Native | 0.4% | 0.4% | 0.4% | 0.4% | 0.4% | 0.4% | 0.3% | 0.3% |
| Asian | 16.7% | 17.7% | 19.2% | 19.7% | 19.7% | 19.8% | 19.8% | 19.9% |
| Black or African American | 34.8% | 32.4% | 30.8% | 30.2% | 29.7% | 29.2% | 29.0% | 28.9% |
| Hispanic/Latino | 28.5% | 30.7% | 31.5% | 32.0% | 33.2% | 33.7% | 34.4% | 34.4% |
| Native Hawaiian or Other Pacific Islander | 0.4% | 0.5% | 0.6% | 0.4% | 0.5% | 0.3% | 0.3% | 0.3% |
| Nonresident alien | 4.3% | 4.6% | 4.5% | 4.8% | 4.7% | 4.8% | 4.7% | 4.3% |
| Two or more races | 0.6% | 0.8% | 1.0% | 1.0% | 1.0% | 1.3% | 1.4% | 2.0% |
| White | 14.4% | 12.9% | 12.2% | 11.6% | 11.0% | 10.5% | 10.2% | 10.0% |
| **Health Services Administration (HAB-BS)** | | | | | | | | |
| American Indian or Alaskan Native | | | | | 0.4% | 0.5% | | |
| Asian | 12.0% | 12.4% | 18.0% | 16.8% | 16.2% | 16.6% | 21.8% | 19.6% |
| Black or African American | 44.0% | 44.0% | 39.5% | 33.7% | 34.5% | 31.8% | 33.7% | 34.7% |
| Hispanic/Latino | 20.8% | 22.5% | 22.4% | 26.0% | 29.7% | 28.1% | 28.2% | 26.0% |
| Native Hawaiian or Other Pacific Islander | 0.5% | 0.5% | 0.5% | | | | | |
| Nonresident alien | 3.2% | 3.8% | 2.9% | 3.8% | 3.1% | 3.7% | 3.0% | 5.5% |
| Two or more races | | 0.5% | 1.0% | 1.4% | 1.3% | 0.5% | 1.5% | 0.9% |
| White | 19.4% | 16.3% | 15.6% | 18.3% | 14.8% | 18.9% | 11.9% | 13.2% |

| Student Exit Survey (City Tech) | 2012 Survey | | 2015 +2016 Survey | | 2017 Survey | | 2018 Survey | | 2019 Survey | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Total Responses | % of employed | Total Responses | % of employed | Total Responses | % of employed | Total Responses | % of employed | Total Responses | % of employed |
| City Tech | 679 | 68.8% | 302 | 78.9% | 981 | 87.4% | 851 | 72.9% | 796 | 69.8% |
| Health Services Administration (HAB-BS) | 12 | 91.7% | 3* | 100.0%* | 34 | 97.1% | 31 | 86.7% | 35 | 82.9% |

*Note: * indicates responses lower than 5, use the results with caution.*

**City Tech graduates responded to this exit survey at the end of the academic year in which their degree was conferred.**

more detailes about the survey: http://air.citytech.cuny.edu/survey-services/student-exit-survey/

| Degree Awarded | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---|---|---|---|---|---|
| HAB-BS(Health Services Administration) | 65 | 79 | 78 | 85 | 81 |

| City Tech | Measure | 2012 Fall | 2013 Fall | 2014 Fall | 2015 Fall | 2016 Fall | 2017 Fall | 2018 Fall | 2019 Fall |
|---|---|---|---|---|---|---|---|---|---|
| American Indian or Alaskan Native | N | 60 | 69 | 67 | 68 | 66 | 62 | 54 | 58 |
| Asian | N | 2,711 | 2,983 | 3,332 | 3,425 | 3,396 | 3,420 | 3,420 | 3,388 |
| Black or African American | N | 5,633 | 5,465 | 5,344 | 5,260 | 5,129 | 5,047 | 5,010 | 4,922 |
| Hispanic/Latino | N | 4,613 | 5,175 | 5,473 | 5,573 | 5,729 | 5,826 | 5,937 | 5,858 |
| Native Hawaiian or Other Pacific Islander | N | 64 | 76 | 104 | 77 | 81 | 58 | 50 | 43 |
| Nonresident alien | N | 702 | 773 | 775 | 829 | 809 | 824 | 805 | 730 |
| Two or more races | N | 93 | 142 | 166 | 177 | 178 | 222 | 237 | 337 |
| White | N | 2,331 | 2,177 | 2,113 | 2,015 | 1,894 | 1,820 | 1,756 | 1,700 |
| Grand Total | N | 16,207 | 16,860 | 17,374 | 17,424 | 17,282 | 17,279 | 17,269 | 17,036 |

| Ciity Tech | Measure | 2012 Fall | 2013 Fall | 2014 Fall | 2015 Fall | 2016 Fall | 2017 Fall | 2018 Fall | 2019 Fall |
|---|---|---|---|---|---|---|---|---|---|
| American Indian or Alaskan Native | % | 0.4% | 0.4% | 0.4% | 0.4% | 0.4% | 0.4% | 0.3% | 0.3% |
| Asian | % | 16.7% | 17.7% | 19.2% | 19.7% | 19.7% | 19.8% | 19.8% | 19.9% |
| Black or African American | % | 34.8% | 32.4% | 30.8% | 30.2% | 29.7% | 29.2% | 29.0% | 28.9% |
| Hispanic/Latino | % | 28.5% | 30.7% | 31.5% | 32.0% | 33.2% | 33.7% | 34.4% | 34.4% |
| Native Hawaiian or Other Pacific Islander | % | 0.4% | 0.5% | 0.6% | 0.4% | 0.5% | 0.3% | 0.3% | 0.3% |
| Nonresident alien | % | 4.3% | 4.6% | 4.5% | 4.8% | 4.7% | 4.8% | 4.7% | 4.3% |
| Two or more races | % | 0.6% | 0.8% | 1.0% | 1.0% | 1.0% | 1.3% | 1.4% | 2.0% |
| White | % | 14.4% | 12.9% | 12.2% | 11.6% | 11.0% | 10.5% | 10.2% | 10.0% |
| Grand Total | % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

| Health Services Administration (HAB-BS) | Measure | 2012 Fall | 2013 Fall | 2014 Fall | 2015 Fall | 2016 Fall | 2017 Fall | 2018 Fall | 2019 Fall |
|---|---|---|---|---|---|---|---|---|---|
| American Indian or Alaskan Native | N | | | | | 1 | 1 | | |
| Asian | N | 26 | 26 | 37 | 35 | 37 | 36 | 44 | 43 |
| Black or African American | N | 95 | 92 | 81 | 70 | 79 | 69 | 68 | 76 |
| Hispanic/Latino | N | 45 | 47 | 46 | 54 | 68 | 61 | 57 | 57 |
| Native Hawaiian or Other Pacific Islander | N | 1 | 1 | 1 | | | | | |
| Nonresident alien | N | 7 | 8 | 6 | 8 | 7 | 8 | 6 | 12 |
| Two or more races | N | | 1 | 2 | 3 | 3 | 1 | 3 | 2 |
| White | N | 42 | 34 | 32 | 38 | 34 | 41 | 24 | 29 |
| Grand Total | N | 216 | 209 | 205 | 208 | 229 | 217 | 202 | 219 |

| Health Services Administration (HAB-BS) | Measure | 2012 Fall | 2013 Fall | 2014 Fall | 2015 Fall | 2016 Fall | 2017 Fall | 2018 Fall | 2019 Fall |
|---|---|---|---|---|---|---|---|---|---|
| American Indian or Alaskan Native | % | | | | | 0.4% | 0.5% | | |
| Asian | % | 12.0% | 12.4% | 18.0% | 16.8% | 16.2% | 16.6% | 21.8% | 19.6% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Black or African American | % | 44.0% | 44.0% | 39.5% | 33.7% | 34.5% | 31.8% | 33.7% | 34.7% |
| Hispanic/Latino | % | 20.8% | 22.5% | 22.4% | 26.0% | 29.7% | 28.1% | 28.2% | 26.0% |
| Native Hawaiian or Other Pacific Islander | % | 0.5% | 0.5% | 0.5% | | | | | |
| Nonresident alien | % | 3.2% | 3.8% | 2.9% | 3.8% | 3.1% | 3.7% | 3.0% | 5.5% |
| Two or more races | % | | 0.5% | 1.0% | 1.4% | 1.3% | 0.5% | 1.5% | 0.9% |
| White | % | 19.4% | 16.3% | 15.6% | 18.3% | 14.8% | 18.9% | 11.9% | 13.2% |
| Grand Total | % | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

**Appendix 4 HSA Course Outlines**

Health Services Administration Program

## COURSE OUTLINE

**INSTRUCTOR:**

E-mail
Office Hours: online, scheduled

**COURSE CODE & TITLE:**    Health Services Management I, HSA 3510/HD50

**DAY & TIME:**    TBA Scheduled 2hrs:30 minutes for 3 credit

**ROOM:**    Online

**CREDITS:**    3

**PRE- or COREQISITE:**    Admission to the Health Services Administration Program or
program approval required

**REQUIRED TEXT:**    Knickman, J.R. & Elbel, B. (eds.). (2018). *Jonas & Kovner's
Health Care Delivery in the United States* (12th ed.).
New York, NY: Springer Publishing. ISBN 9780826172723
*e-book* ISBN 9780826172730

American Psychological Association. (2009). *Concise rules of
APA style* (6th ed.). ISBN 9781433805608
(Or, an equivalent <u>APA</u> reference guide – print or electronic).

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


**COURSE STRUCTURE**
This is a fully online course with **eight (8) synchronous online sessions and seven (7) asynchronous
online sessions.**  The synchronous sessions are noted as synchronous virtual lectures (SVL) in the course
schedule.  The professor will notify students as to the preferred application for the virtual lectures (e.g.,
CUNY Webex, CUNY *Blackboard* Collaborate, Zoom).


**COURSE DESCRIPTION**
Systems for the delivery of health services and related issues will be examined.  The course will explore
the present and probable future of the industry, including the historical shift from a policy system to a
market-driven system.  Classes are forums of discussion emphasizing contemporary issues related to
health care professionals, facilities, and organization patterns of both the system and related suppliers
and industries.

**COURSE LEARNING OUTCOMES**

Students will:
- Describe the U.S. health care system (past, present, and future projections).
- Evaluate social, economic, and political issues relevant to health services delivery in the U.S.
- Describe important contemporary issues in health services management.
- Explain the functions of management and identify leadership skills relevant to health care management.
- Appreciate and express the importance of teams in health services organizations.
- Identify and apply skills for lifelong learning, information literacy, and independent learning.

**KEY GENERAL EDUCATION OUTCOMES**
- Demonstrate intellectual honesty and personal responsibility.
- Work with teams, including those of diverse composition. Build consensus.
- Respect and use creativity.
- Demonstrate social and civic knowledge [regarding social, political, economic, and historical issues].
- Apply knowledge and analyze social, political, economic, and historical issues.
- Discern multiple perspectives.

Lifelong learning skills **introduced and practiced** in this course include:
- Blackboard navigation.
- Library database and internet searches.
- Evaluating the value and credibility of information.
- APA format for research papers and references.
- Professional etiquette for expressing ideas via online forums and media outlets as well as email communication.

**GRADING METHOD and COURSE EXPECTATIONS**

| Assignment Type | Percent |
|---|---|
| Examinations & Quizzes | 70% |
| Writing | 20% |
| Presentations | 10% |
| Total | 100% |

**Exams and Quizzes:** Three examinations (**20% each)** and two quizzes **(5% each).**
The exams and quizzes consist of best answer multiple choice, multiple answer, matching, and true/false questions. Questions are derived from the course readings and virtual lectures. The exams and quizzes are administered via Blackboard.  Each student is expected to be ready to perform his/her best upon the first sitting to take these assessments. Students must ensure that they are on a stable internet network, on a laptop or desktop (no cell phones, iPads, tablets, or similar devices) having the latest versions of Adobe Flash Player and JAVA scripts, and on Google Chrome or Mozilla Firefox.  A second opportunity is provided in the event of a technology failure during the first attempt.  No third opportunity and no make-ups.

**Writing Assignments:**

1) **Reflective essay (10%)** on an assigned topic, which will be posted on *Blackboard*. This essay will follow the APA style for papers.

2) **Professional email (5%)**:  Each student is responsible for constructing a professional email related to the individual presentation (see below). This email will be graded using a rubric for professional email etiquette (available on *Blackboard*). Students must send the email to the professor and do a text submission via *Blackboard*. See *Blackboard* for detailed instructions and the due date.

3) **Team evaluation memo (5%)**: Each student submits a written evaluation/reflection on his/her team experience. See *Blackboard* for detailed instructions and the due date.


**Presentations:**

There are two presentations in this course.  Their PowerPoint presentation slides will be submitted via *Blackboard,* and students will have an opportunity to do a virtual presentation for approximately 5-8 minutes with a one (1) minute Q&A session for evaluation.  All information must be supported by credible literature and clearly referenced (at least five (5) sources in the APA format).  See *Blackboard* for detailed instructions and due dates.

1) **Individual Presentation Slides – Health and Health Services Community Assessment (5% total)**
   - Each student will develop his/her own slide set on his/her community health services assessment.
        i. Approximately 7-8 slides with notes (including title and reference slides)

2) **Cross-functional Team Presentation – Triple Aim (5% total)**
   - The team will consist of three to four students.
   - Each student will have expertise in one of the Triple Aim dimensions.  Together, the team members will develop a slide set on all three dimensions of the Triple Aim.
        i. Approximately 8-10 slides with notes (including title and reference slides)


**Detailed instructions, suggested outlines, and rubrics for all writing assignments are available on *Blackboard*.**

# COURSE SCHEDULE

*This timetable of lectures, assignments, and presentations are subject to changes.*
*** FULLY ONLINE with 8 SYNCHRONOUS VIRTUAL LECTURES SESSIONS  (SVL) ***

| Session | Date | Topic | Readings | Assignment Due* |
|---|---|---|---|---|
| 1 [SVL] | 1-Sep | HSA Program overview & syllabus review APA Requirements | | |
| 2 asynchronous | 8-Sep | Evaluating online information (EOI), APA, library resources, and writing skills | Web links | **Online Quiz (5%)** |
| 3 [SVL] | 15-Sep | Healthcare Management and Leadership History, Challenges, Governance, Evidence-Based | Web links Chapter 13 | |
| 4 asynchronous | 22-Sep | Healthcare management career | Web links | **Reflective Essay (10%)** |
| 5 [SVL] | 6-Oct | Context of Healthcare in the U.S. (past to present) & Comparative Health Systems | Chapters 1, 3, 4 | |
| 6 asynchronous | 13-Oct | **Exam I on material from sessions 1-5** | | **Online Exam 1 (20%)** |
| 7 [SVL] | 20-Oct | Organization of Health Care Healthcare Workforce | Chs.   2       9 | |
| 8 asynchronous | 27-Oct | Keeping Americans Safe: Population Health, Public Health | Chs.   5       6 | **Online Quiz (5%) – Intermediate assessment** |
| 11 [SVL] | 17-Nov | Keeping Americans Safe: Health Behaviors, Vulnerable Populations | Chs.   7       8 | |
| 9 asynchronous | 3-Nov | **Exam II on material from sessions 7-11** | Weblinks | **Online Exam 2 (20%)** |
| 12 [SVL] | 24-Nov | Healthcare Finance Healthcare Costs | Chs.   10       11 | |
| 10 asynchronous | 10-Nov | *Health and Health Services Community Assessment* | | **Professional Email (5%) Presentation Slides (5%)** |
| 13 [SVL] | 1-Dec | Healthcare Value and Quality Health Information Technology | Chs.   12       14 | |
| 14 [SVL] | 8-Dec | *Triple Aim (optional virtual team presentation)* Future of Healthcare Delivery and Policy | Ch.   15 | **Triple Aim: Cross-functional Team Presentation Slides (5%)** |
| 15 asynchronous | 15-Dec | **Exam III on material from sessions 12-14** (not cumulative; however, concepts build from information presented in prior sessions) | | **Online Exam 3 (20%) Evaluation Memo (5%)** |

*Check Blackboard for detailed instructions for each assignment and to confirm due dates & times.

**COURSE REQUIREMENTS**
As a blended introductory HSA course, students in HSA 3510 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 (approximately 2-3 times a week)
  - ✓ 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 conduct academic internet searches.
- Have basic skills for evaluating the value and credibility of information.
- Be familiar with the APA format for research papers and 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.

# COURSE OUTLINE

**INSTRUCTOR:**

**E-mail:**
**Office Location**:
**Office Hours:**  on-line, sccheduled

**COURSE CODE & TITLE:**     **Legal Aspects of Health Care, HSA 3560**
**DAY & TIME:**              TBA Scheduled 2hrs:30 minutes for 3 credit

**ROOM:**                     online

**CREDITS:**                 3

**PRE- or COREQISITE:**      Health Services Management I (HSA 3510)

**REQUIRED TEXT:**           **Status: Required**
                             *Medical law and ethics* (5th edition). Author: Fremgen, B.F. (2016).
                             Upper Saddle River, New Jersey: Pearson Education, Inc.
                             [ISBN-13:  978-0-13-399898-6]
                             NOTE: Older versions of the textbook may not be compatible for this course.

                             **Status: Recommended**
                             *Concise Rules of APA Style,* Author American Psychological Association
                             6th Edition, Year Published 2010.
                             [ISBN-9781433805608]

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

## COURSE DESCRIPTION
This course will explore ethical and legal issues and their interaction in today's dynamic health care arena.  By studying legal principles, decision-making and cases, students will learn to understand, integrate and apply these disciplines in the health arena.

## COURSE STRUCTURE
This is a fully online course with four (4) synchronous online sessions and seven (11) asynchronous online sessions.  The synchronous sessions are noted as synchronous virtual lectures (SVL) in the course schedule.  The professor will notify students as to the preferred application for the virtual lectures (e.g., CUNY Webex, CUNY Blackboard Collaborate, Zoom).

## 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

## Important
**This is a online course, it is important that you stay up to date with all course work and check the course Blackboard (Bb) website daily for updates.**

## Posting Issues:
**It is the students' responsibility to make sure they are able to complete all assignments by the posted course due day/times.  Technology or Internet problems are not acceptable excuses.  Makes sure you post early to avoid problems.  If you do have problems check your browser and/or complete your work on-campus in one of the computer labs e.g. G-606 or The Atrium**

COURSE SCHEDULE:   HSA 3560 – Legal Aspects of Health Care -
*** FULLY ONLINE with 4 SYNCHRONOUS VIRTUAL LECTURES SESSIONS (SVL) ***

| Session | Date | | Assessment | Content Area |
|---|---|---|---|---|
| 1 | | On-line | Introduction BLOG | Course Introduction<br>Review of Course Syllabus |
| 2 | | VSL | Practice<br>Online Exam | Chapter 1 – Ethics & Bioethics<br>Ch2 – The Legal System |
| 3 | | On-line | Online Exam # 1<br>Chapters 1 & 2 | Ch3 – The Legal System for the Physician |
| 4 | | On-line | BLOG 1 | Ch4 – Medical Practice and Allied<br>Health Professionals |
| 5 | | On-line | Online Exam # 2<br>Chapters 3 & 4 | Ch6 – Professional Liability and Malpractice<br>Ch5 – The Physician Patient Relationship |
| 6 | | VSL | Case Study 1 | Ch7 – Public Duties of a Physician |
| 7 | | On-line | Online Exam # 3<br>Chapters 5 & 6 | Ch8 – Workplace Law and Ethics |
| 8 | | On-line | Online Exam # 4<br>Chapters 7 & 8 | Ch9 – The Medical Record |
| 9 | | On-line | Online Exam # 5<br>Chapters 9 & 10 | Ch10 – Confidentiality within Medical Practice |
| 10 | | VSL | | Ch11 – Ethical & Bioethical issues in Medicine |
| 11 | | On-line | BLOG 2 | Ch12 – Ethical Issues Related to Life |
| 12 | | On-line | Online Exam # 6<br>Chapters 11 & 12 | Ch13 – Death and Dying |
| 13 | | VSL | | Ch14 – Future Trends in Healthcare |
| 14 | | On-line | Case Study 2 | Complete reviewing all posted online<br>materials. |
| 15 | | On-line | Online Exam # 7 | |

| | | | **Chapters 13 & 14** | |
|---|---|---|---|---|

### COURSE OBJECTIVES & LEARNING OUTCOMES

| COURSE OBJECTIVE | LEARNING OUTCOMES |
|---|---|
| **OBJECTIVE #1**<br>**To review the American legal system and its importance to health care professionals.** | ✓ LO#1a - Describe the American legal system.<br>✓ LO#1b - Explain the importance of the law in relation to health care professionals. |
| **OBJECTIVE #2**<br>**To provide a systematic and concise review of major health laws and regulations.** | ✓ LO#2a - Summarize major health laws and regulations.<br>✓ LO#2b - Discuss the duties of health care professionals and the rights of patients.<br>✓ LO#2c - Explain workplace legalities and professional liability. |
| **OBJECTIVE #3**<br>**To engage students in important contemporary topics in healthcare law.** | ✓ LO#3a - Recognize important contemporary topics in healthcare law.<br>✓ LO#3b - Discuss key aspects of the most current healthcare law issues. |
| **OBJECTIVE #4**<br>**To present real life legal & ethical issues and apply lessons learned to health.** | ✓ LO#4a - Analyze real life legal and ethical issues.<br>✓ LO#4b - Integrate legal and ethical codes into one's role in the health care industry. |
| **OBJECTIVE #5**<br>**To enhance skills for lifelong learning** | ✓ LO#5a – Demonstrate written and oral communication skills<br>✓ LO#5b – Perform basic research<br>✓ LO#5c - Navigate online resources to find the most up-to-date legal information.<br>✓ LO#5d – Practice skills needed for independent lifelong learning |

## 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 word minimums will be posted along with the descriptions of the assignments.  All students are required to have an active campus email account to participate.

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

Each online week you will be required to log-on and participate in the posted class discussions and assignments (either a posted Case Study, BLOG or Online Exam).  A due date will be posted for each online activity. After the due date the online activity will close – entries will not be permitted.  Any student that does not post by the due date will be considered absent for that session (week).  There is no partial credit for completing part of the weekly assigned activities.

### Case Reviews (Assignments)
Students will be responsible for two case reviews. Each review will be approximately 3 – 5 pages of content.  The assignments will be explained in class and posted on the Blackboard course website. Your case reviews will need to be fully referenced and must follow the APA style.  Each case review represents an individual assignment.

All assignments must be typed. Assignments are to be completed and submitted on the due date specified. Assignments must be posted to the courses SAFE ASSIGN Black Board (Bb) area by the due date to receive full credit. Case Studies that are not correctly uploaded to SAFE ASSIGN on-time will receive an automatic -20 point grade reduction. Late Case Studies can not be posted to Bb and therefore will not receive full credit. Late assignments will not be accepted after 7 days.

## Exams

Seven exams will be administered online. The exams will not be cumulative. Each exam will cover 2 chapters of the textbook. Online exam format will be multiple choice, true/false and matching type questions. All online exams must be completed by the due date/time via Bb. Online exams can not be made up. No exceptions. Not posting an online exam will result in an absence for that week.

## BLOGs

Some online participation will be in the form of BLOGs. BLOGs should be posted prior to 24 hours of the due date/time. An important part of online participation in the form of BLOGs is reading all and responding in a timely manner.

## GRADING METHOD

**Evaluation:**                                How your final grade is calculated

| ITEM: | PERCENT: |
|---|---|
| BLOGs  (2 BLOGs) | 10% |
| On-Line Exams (7 Online Exams) | 70% |
| Case Study  1 | 10 % |
| Case Study  2 | 10 % |
|  |  |
|  | 100 % |

## COLLEGE & COURSE POLICIES

## Attendance

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 e.g. contributing to online forums (BLOGS), posting assignments, input in group work and completion of online exams. Directions for weekly online activities will be posted on Blackboard (Bb).

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 the instructor with the proper documentation regarding these absences (e.g., doctor's notes). Documented absences are counted as an absence.

Late assignments (Case Studies) will only be accepted at the discretion of the instructor. If an assignment is late you must contact the instructor within 48 hours of the due date. Case Studies that are handed in up to one week late will be reduced -20 points. After one week no late assignments will be accepted without approval from the instructor and will incur a significant grade reduction. You must email or contact your instructor if an assignment will be late.

BLOGs and On-line Exams must be completed by the posted due date/time.
BLOGS and Online exams cannot be made up.
You must post early and fix any technology issues before the assignment closes.
**You are given ample lead time to finish all Case Studies, BLOGs and Online Exams – start early.**

**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.  See the complete College Academic Integrity Policy (attached).

**Cellphones:**
The use of cell phones are <u>not</u> 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.

**Class Participation:**
Students are expected to come to class prepared to discuss the weekly assigned readings and to contribute their own thoughts and ideas about the course topics.

**eMail:**
Students <u>must</u> have a valid CityTech email account to participate in BlackBoard (Bb) and to communicate with faculty. Only <u>@MAIL.CITYTECH.CUNY.EDU</u> 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.

**BIBLIOGRAPHY**
**Texts**
Aiken, T. D. (2009). *Legal and Ethical Issues in Health Occupations* (2nd ed.).  Missouri:
        Saunders/Elsevier.
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/admnsimp/index.shtml
FindLaw: https://healthcare.findlaw.com/

**NEW YORK CITY COLLEGE OF TECHNOLOGY, CUNY**
**HEALTH SERVICES ADMINISTRATION PROGRAM**


Instructor:

Email:
Phone:
Office Hours: online, scheduled


Course Title:          Health Services Management II

Course Code:          HSA 3602

Section:

Class hours & Credits:     TBA Scheduled 2hrs:30 minutes for 3 credit

Pre & Co-requisites:      HSA 3510

Course Days and Times:    Online


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


**Catalogue description Goals & Objectives / Outcomes:**

This course builds upon knowledge gained from Health Services Management 1 (HSA 3510). The course provides to students an in-depth understanding of issues central to health care management. Through the use of synchronous online lectures, asynchronous coursework, discussions and case studies, HSA 3602 will develop in students an appreciation of contemporary issues which impact health care management while building skill sets that will prepare students to actively engage in administrative decision making.

**COURSE STRUCTURE**
This is a fully online course with **four (4) synchronous online sessions and eleven (11) asynchronous online sessions.** The synchronous sessions are noted as synchronous virtual lectures (SVL) in the course schedule.  The professor will notify students as to the preferred application for the virtual lectures (e.g., CUNY Webex, CUNY *Blackboard* Collaborate, Zoom).


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

| Course Objectives | Learning Outcomes |
|---|---|
| | |


Dr. Katherine Gregory                                                   Revised: 8/2020

Fall 2020

Students will be exposed to the principle features of U.S. health policy, laws and regulatory environment for delivery of health care.

Students will understand key concepts related to the structure, process and organization of health care delivery within the United States.

Students will obtain an appreciation of the principles associated with evidence based management within health care.

Students will understand key challenges concerning issues related to cost, access and quality of health care provision.

Students will develop a portfolio of analytic competencies for development of problem solving skills related to critical analysis and assessment of health related issues.

Students will demonstrate competencies in applying policy analysis, root cause analysis, SWOT and cost effectiveness analysis as assessment tools.

Students will recognize the complications related to administrative decision-making and effectively communicate findings via written and oral communications.

Students will obtain competencies in the application of health policy analysis. Students will author a case study as a basis for demonstrating effective communication skills and present its findings in a presentation to fellow students.

**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 and office productivity programs including Zoom, word processing and presentation software.

**Online 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 administration.  Selected case studies make available to the student specific examples that illustrate and demonstrate key content areas for the course.  Through the use of **synchronous, asynchronous and self-direct learning sessions**, students are given an opportunity to explore topics and relate them to their own interests, experience and/or study priorities.  The application of a rigorous submission policy for the hybrid assignments will also develop key project management skills for students to apply in later workplace settings.

*Synchronous learning:* Students engage in learning at the same time. Lectures delivered using Zoom.

*Asynchronous learning:* Student learning and curriculum does not occur at a specific time or place. Materials and instruction provided on Blackboard.

*Self-directed learning:* Students are provided with instruction to complete coursework related research, structured tasks within session folders and assignment(s).

**Writing Intensive:**

City Tech has designated this course as a "Writing Intensive" (WI) course.

**Sequence of topics:**

*** FULLY ONLINE with 4 SYNCHRONOUS VIRTUAL LECTURES SESSIONS  (SVL) ***

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

| | | |
|---|---|---|
| Session 1<br>Online -<br>Synchronous | VSL | Objectives and Review of Blackboard<br>Lecture-Evidence Based Management<br>**Case Based Learning**: Root Cause Analysis assigned in class. |
| Session 2<br>Online –<br>Asynchronous | | **Root Cause Analysis:** Analytical tool in health service administration.<br>Supplemental readings and self-directed learning<br>Write one Root Cause Analysis to understand why childbirth is so expensive in the United States or to get to the root cause of why there are high African American maternal and infant mortality rates in the United States. Due by: |
| Session 3<br>Online –<br>Synchronous | VSL | Lecture-Health Policy, principles, development and critical issues<br>Risk Management<br><br>**Case Based Learning:** Policy Analysis Short Paper assigned in class – Disaster planning and the case of Bellevue Hospital. |
| Session 4<br>Online –<br>Asynchronous | | **Policy Analysis:**  Analytical tool in health service administration.<br>Policy analysis paper<br>Supplemental readings and self-directed learning.<br>**Policy Analysis** due by: |
| Session 5<br>Online -<br>Asynchronous | | Lecture - Health Behavior<br>**Health Behavior Group Project** due by: |
| Session 6<br>Online –<br>Asynchronous<br>Self-directed | | Work in groups to complete Health Behavior Theory Project: Theoretical foundations of health behavior and health promotion |
| Session 7<br>Online -<br>Asynchronous | | Health Behavior Theory Group Presentations<br>Lecture- Health Services for Special Populations<br><br>**Homework: SWOT Analysis -** Analytical tool in health service administration. PowerPoint, supplemental readings and self-directed learning.<br><br>**Case Based Learning,** Hybrid activity - Apply a SWOT analysis to assess effectiveness of administrative and policy decisions. Focus on state oversight of US healthcare policy. |
| Session 8<br>Online –<br>Asynchronous<br>Self-directed | | **Case Based Learning,** Hybrid activity – Applying a SWOT analysis; template and Discussion Board (asynchronous) posting<br>**SWOT Analysis** due by: |
| Session 9 | VSL | Health Communication and Social Marketing in Healthcare Settings |

| | | |
|---|---|---|
| Online – Synchronous | | **Debate:** (Online) debate preparation: "Medicare for All" versus privatization of healthcare insurance versus a mix of private and public coverage. You will be assigned to one of three groups in order to participate in a classroom debate.<br>• Annotated Bibliography Assignment: Due bt:<br>• Debate Strategies posted and Discussion Board (asynchronous): due by: |
| Session 10<br>Online –<br>Asynchronous<br>Self-directed | | Work on Annotated Bibliography and Debate Strategies |
| Session 11<br>Online –<br>Asynchronous | | Cost, Access, and Quality of Care Indicators<br>Patient Navigation<br>Final Written Project: "Case Study" assignment discussed in class due by: |
| Session 12<br>Online –<br>Asynchronous<br>Self-directed | | **Debate:** (Online) debate preparation:  You will be assigned to one of two groups in order to participate in a classroom debate.<br><br>• Annotated Bibliography Assignment due by:<br>• Debate Strategies posted and Discussion Board (asynchronous) due by: |
| Session 13<br>Online –<br>Synchronous | VSL | Online Debate |
| Session 14<br>Online –<br>Asynchronous<br>Self-directed | | Prepare for final paper and presentation |
| Session 15<br>Online –<br>Asynchronous | | Presentation based on final paper<br>Due: Final Written Project: "Case Study" assignment |

**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.  Late assignments will not be accepted and will result in a grade of zero for the assignment. Once your assignment is completed, there are no resubmissions. Also, failure to submit a hybrid session assignment will be considered an absence.

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:** | | |
| Root Cause Analysis | 10% | |
| Health Behavior Theory Analysis (group submission) | 10% | |
| SWOT Analysis | 10% | |
| | | |
| **Debate Assignment:** | | |
| Annotated Bibliography | 10% | |
| Debate Participation & Discussion Board Post | 10% | |
| | | |
| **Papers:** | | |
| Policy Analysis Paper | 20% | |
| Final Case Study | 25% | |
| Final Presentation | 5% | |
| | 100% | |

This semester 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 tools. Each model introduced in class will break down the issue through a series of steps to determine how to prevent or solve the issues at hand. All projects will be data driven and backed up with evidence. Details of each assignment will be explained in class and posted on Blackboard. All final assignments must be posted to Safe Assign and submitted on time.

**Root Cause Analysis (10%) -** Apply a Root Cause Analysis to uncover the cause of a health care issue. Deliverable: Write a paragraph for each (5) Root Cause step.

**Policy Analysis Paper (20%)** - Apply a five-step policy analysis to latest health care issues. Deliverable: 5-to-7 page paper.

**Health Behavior Theory Analysis (10%) -** Student groups will present in class their analysis of an assigned health condition and will identify a successful application of a health behavior theory to address this condition. Final deliverable: group presentation and submission of 6-to-8 PowerPoint slides.

**SWOT Analysis and Cost/Benefits Analysis (10%) -** Apply this model to determine the Strengths-Weaknesses-Opportunities-Threats of an assigned health care topic and utilize a cost/benefits analysis to determine which of the four quintiles is most cost effective. Deliverable: Write a paragraph for each of the four SWOT sections and one paragraph for the Cost/Benefits Analysis.

**Annotated Bibliography (10%)** – This assignment is in preparation of the class debate. Deliverable: Write a bibliographic list of (4) peer-reviewed sources and include a one-paragraph summary for each reference.

**Debate Participation & Discussion Board Post (10%)** – Students will be assigned to a Debate Team. Deliverable: Mandatory debate participation and post to Discussion Board and Safe Assign three paragraphs identifying strongest debate strategies.

**Final Case Study Paper (25%) and Presentation (5%)** – Write a case study based on the general state of the healthcare system in your designated state. Deliverable: 8-to-10 page paper.

**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

**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

**NEW YORK CITY COLLEGE OF TECHNOLOGY, CUNY**
**HEALTH SERVICES ADMINISTRATION PROGRAM**

**Instructor:**

Email:
Office Hours: online, scheduled

| | |
|---|---|
| **Course Title:** | Health Care Finance and Accounting Management |
| **Course Code:** | HSA 3630 / |
| **Day & Time** | TBA Scheduled 2hrs:30 minutes for 3 credit |
| Room | Online |
| **Credits**: | 3 credits |
| **Pre-& Co-requisites:** | HSA 3510, Fulfillment of Pathways M&QR requirement |
| **Textbook:** | Dr. Josef Bohm, Health Care Finance and Accounting Management, Copyright: Hamptonshire Group, NY.2018, (**Blackboard, Main Menu, Course Text**) Selected readings and handouts reflecting contemporary issues, and events will be used throughout. |

## COURSE STRUCTURE

**This is a fully online course with ten (10) synchronous online sessions and seven (5) asynchronous online sessions. The synchronous sessions are noted as synchronous virtual lectures (SVL) in the course schedule. The professor will notify students as to the preferred application for the virtual lectures (e.g., CUNY Webex, CUNY *Blackboard* Collaborate, Zoom). Blackboard will be the Course delivery platform. Collaborative group work will be through Blackboard student groups**

**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. |

**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:**
*** FULLY ONLINE with 10 SYNCHRONOUS VIRTUAL LECTURES / SESSIONS (SVL) ***

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

| Session | Date | Topic/Activity | Reading |
|---|---|---|---|
| **1 (SVL)** | | Provides an introductory overview of key concepts and trends in healthcare finance including elements of financial management and accounting practice and information management systems | Pages 5-17 session folder contents |
| **2 (Asynchronous)** | | Understanding the composition and interaction of assets, liabilities and net worth. Video tutorials introducing basic concepts in Microsoft Excel; hybrid assignment | Excel Video tutorials Session folder content |
| **3 (Asynchronous)** | | 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. | Session folder contents |
| **4 (SVL)** | | **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. | Text 18-25 appendix 2a, b & c Session folder contents |
| **5 (SVL)** | | **Examination #1** & Continuation of lecture from session 4 Explores key healthcare payment methods and revenue streams including insurance mechanism, managed care, service contracts, discounts and regulatory issues | Text 26-37, appendix 3 session folder contents |
| **6 (Asynchronous)** | | **Hybrid Session**. Developing material for your business plan; Hybrid Assignment | Appendix 2d session folder contents |

| | | | |
|---|---|---|---|
| **7 (SVL)** | **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<sup>st</sup> half business plan. | Text 38-48         session folder contents | **HSA 3630,** |
| **8 (SVL)** | Understanding Expenses and Costs | Text Pages 49-63 session folder contents | |
| **9 (SVL)** | **Examination #2** <br> Examining the relationship between fixed and variable costs, introduction to depreciation and break even analysis | Text Pages 64-71 session folder contents | |
| **10 (SVL)** | Performance measures, financial statements; balance sheets, revenue, and expenses, font balance and operating ratios. Group Projects Breakout – Preparation for hybrid session (financial reports used in business plan) | Text Pages72-85 session folder contents | |
| **11 (Asynchronous)** | Financial reports used in your business plan; hybrid assignment | Text appendix 2e-2i session folder contents | |
| **12 (SVL)** | Forecasting, benchmarks and budgeting / Group Projects Breakout – Presentation for hybrid session | Pages 86-94 session folder contents | |
| **13 (SVL)** | Case Study Hospitals / Group Project Breakout | Text 95- end session folder contents | |
| **14 (Asynchronous)** | Work on refining your Business plan | | |
| **15 SVK** | **Examination #3 &** **Submission of 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:**

Assignments, due date and submission mechanisms will be posted in 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.***

**Exams and Quizzes:** Three examinations (**20% each)**
The exams and quizzes consist of best answer multiple choice, multiple answer, matching, and true/false questions. Questions are derived from the course readings and virtual lectures. The exams and quizzes are administered via Blackboard or via direct download

**Method of grading:**

The following weightings will be applied to grades:

**Examinations (60% of final grade)**

| | |
|---|---|
| Examination 3 | 20% |
| Examination 2 | 20% |
| Examination 1 | 20% |

**Homework (10% of final grade)**

| | | |
|---|---|---|
| Personal Balance Sheet-EXCEL assignment | 5% | |
| Depreciation Assignment | 5% | |

**Business Plan (30% of final grade)**

| | |
|---|---|
| Mission Statement & Bio -Group Submission | 5% |
| Bus Concept & Market Summary | 5% |
| Business Plan – Finance Spreadsheets | 10% |
| Business Plan -12 months business projection | 5% |
| Final Business Plan submission -Group Submission | 5% |

100% Total

| | | |
|---|---|---|
| Homework assignments | 10% | total |
| Business plan project | 30% | total (consists of individual & group work) |
| 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
Journal of Health Care Management

INSTRUCTOR:

Prof.

E-mail:

Office Location:

Office Hours:               on-line  scheduled


COURSE CODE & TITLE:        Health Care Information Systems, HSA 4620

DAY & TIME, ROOM:           On-line, scheduled

Note: This is a Fully-Online course.  You are expected to log-on to the course website  throughout the week to check for updates.  Check the course calendar for assignment and Exam due dates / times.  All submissions must be via the course website on-time.

CREDITS:                    3


PRE- or COREQISITE:         Health Services Management II HSA 3602)


REQUIRED TEXT:              Information Technology for the Health Professions (5th ed.)

                            Authors: Lillian Burke and Barbara Weill

                            Pearson Publishers

                            ISBN: 978-0-13-487771-6

                            Additional course materials will be posted on Bb.

                            NOTE: We will be using the 5th edition of the textbook.


COURSE DESCRIPTION

This course will provide an in-depth view of information technology used by the health care industry.  HSA 4620 will examine all the components that make up the clinical and administrative information systems in health care organizations and will give students the information needed to participate in decisions regarding appropriate systems selection and management.

 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

 Important

This is a Fully-Online course which means all course content, communications and course work for the week will be online. You will have online work to complete via the course Blackboard (Bb) website. For Fully-Online courses it is extremely important that you stay up to date with all course work and check the course Blackboard (Bb) website daily for updates.

Posting Issues

It is the students' responsibility to make sure they are able to complete all assignments by the posted course due day/times.  Technology or Internet problems are not acceptable excuses.  Makes sure you post early to avoid problems.

If you do have problems check your browser and/or complete your work on-campus in one of the computer labs e.g. G606 or The Atrium Learning Center or at your public library.  Check the NYCCT website for computer lab hours of operation.     For Student HELP see http://it.citytech.cuny.edu/

If you are having problems posting on Bb try the following:

> 1)     Save – Reboot your computer

> 2)     Try changing your Browser

>          Preferred Browsers are Chrome (PCs) and Firefox (MACs)

On-Campus Computer Labs and Writing Center: Check the CityTech Website for the current hours and resources.

Student Helpdesk: Library Building  L-114 studentHelpDesk@citytech.cuny.edu , 718-260-4900

Learning Center: General Building G-18  http://citytech.cuny.edu/library , 718-260-5874

Library:   Library Building – Atrium, Computers Throughout  https://library.citytech.cuny.edu/ , 718-260-5485

Computer Lab  iTEC Helpdesk     General Building G-600 and V 217
         http://websupport1.citytech.cuny.edu/labs.html , 718-260-8565

 Grade via Assessments

Because this course will take place online all assessments including, BLOGs, Exams, and Case Studies must be completed online.  Each week you will receive instructions for the week.  You should pay careful attention to the course calendar on the next day so that you can stay up-to-date.  Post all your work early.  Online assessments cannot be made up.

**4620 - Health Care Information Systems**                    **INFORMATICS Course Calendar –2020**

**Please note:** *This timetable of lectures, assignments and exams, are subject to changes and may be modified.*

*\*\*\*All online sessions are asynchronous\*\*\**

| Session | Date | Content Area | Assessments |
|---------|------|--------------|-------------|
| Week 1 | | Review Course website.<br>Begin reading the textbook.<br>Read articles and other materials posted in the course content folders. | **Introduction BLOG** |
| 2 | | An Introduction to Medical Informatics: Alternative Uses of Computers in the Medical Office | **Exam 1** |
| 3 | | Telemedicine | **Exam 2** |
| 4 | | Review websites and Bb content folders for information about Telemedicine | **BLOG 1** |
| 5 | | Information Technology in Public Health | **Exam 3** |
| 6 | | Information Technology in Radiology | **Exam 4** |
| 7 | | Instructions for the final project, the Infographic (Poster) are online.   Collect 5 articles or APA academic resource for your poster. | |
| 8 | | Information Technology in Surgery – The Cutting Edge | **Exam 5** |
| 9 | | Information Technology in Pharmacy | **Exam 6** |
| 10 | | Review websites and Bb content folders for information about Electronic Health Records (EHRs) and Meaningful Use (MU) | **Exam 7** |
| 11 | | Information Technology in Rehabilitative Therapies: Computerized Medical Devices, Assisted Technology and Prosthetic Devices | **Exam 8** |
| 12 | | Medical Informatics: The American Recovery and Reinvestment Act, HITECH and Health Information Technology  Security and Privacy in the Electronic Age | **BLOG 2** |
| 13 | | Information Technology in Rehabilitative Therapies: Computerized Medical Devices, Assisted Technology and Prosthetic Devices | **Exam 9** |
| 14 | | Complete reading all materials posted in the weekly folders on Bb. | **Exam 10** |
| 15 | | Complete Infographic (Poster) upload to Safe Assign by posted due date/time.<br>Complete Online Course Survey | **Infographic Poster** |

GRADING METHOD

BLOGS:                          10% (2 BLOGS)

On-line Exams:                  80% (10 On-line Exams)

Infographic (Poster) Assignment:    10%

                                100%  total


COLLEGE, HSA, and COURSE POLICIES


Attendance

It is the responsibility of the student to participate in all weekly activities occurring in online sessions. Participation is determined by e.g. contributing to online forums (BLOGS), posting assignments, input in group work and completion of online exams.   Directions for weekly online activities will be posted on Blackboard (Bb).


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 the instructor with the proper documentation regarding these absences (e.g., doctor's notes).   Documented absences are counted as an absence.  Online assignments, exams and BLOGs can not be made up once the due date passes.

Lateness and Late Assignments

No Late Assignments, BLOGs or Exams will be accepted.  This is a Fully On-line course – it is expected that you complete all assignments via the BlackBoard site.  No assignments will be accepted via email.


You must post early and fix any technology issues before the assignment closes.

1.      You are given ample lead time to finish all assignments – start early.

2.      You are given multiple attempts to complete assignments, BLOGs and Exams on time.


See Assignment Menu Tab "INFORMATION" for trouble shooting help regarding Browsers and Cache/Cookies.

Online Participation

All on-line activities must be completed by the posted due date.  A due date will be posted for each online activity. After the due date the online activity will close – entries will not be permitted.  Any student that does not post by the due date will be considered absent for that session (week).  There is no partial credit for completing part of the weekly assigned activities.  BLOGs should be posted prior to

24 hours of the due date/time.  An important part of online participation in the form of BLOGs is reading all and responding in a timely manner.

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. See the complete College Academic Integrity Policy (attached).  All assignments will run through the SAFE ASSIGN program that checks for plagiarism.

On-line exams may not be copied or reproduced or shared in ANY format. Copying and/or sharing the content of  on-line exams will result in a failing grade for the course and will be reported to the department and college academic integrity committees.

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.

Assessment Methods

Assignments are to be completed in an accurate and timely manner. Students are expected to submit all assignments (BLOGS, On-line Exams and the Infographic Poster) on time via the directions posted for each assignment.

Exams will be multiple choice, matching and true/false format. There will be 10 online exams during the semester which will cover the textbook chapter materials, PPTs and posted reading. Missing an assignment, exam or BLOG will count as an absence.

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.  A review of the college's academic integrity policy is attached to the syllabus.

Learning Objectives and Outcomes

| COURSE OBJECTIVE | LEARNING OUTCOME (LO) |
|---|---|
| **OBJECTIVE #1**<br>**Establish the role and function of Health Information Management (HIM) within Healthcare** | LO#1a – Explain the role of technology in healthcare  LO#1b – Understand how information technology can help with decision making and strategic planning at the executive level<br>LO#1cUnderstand how computers and telecommunications technology are used for staff development and clinical practice enhancement.<br>LO#1d – Understand how health information may improve patient care |
| **OBJECTIVE #2**<br>**Identify the role of technology in the Healthcare Environment** | LO#2a - Understand the basic "tools" and terminology of the health care information industry.<br>LO#2b - Understand the process for the collection and processing of health data<br>LO#2c -Differentiate between the various types of healthcare records<br>LO#2d -Understand the importance of data quality |
| **OBJECTIVE #3**<br>**Understand the role of Electronic Health Records (EHR)** | LO#3a – Indentify the purpose of EHRs<br>LO#3b – Discuss the pros and cons of the current storage systems for health data<br>LO#3c – Comprehend the ethical issues regarding information technology, security and confidentiality. LO#3d - Categorize the different types of EHR systems |
| **OBJECTIVE #4**<br>**Enhance skills for lifelong learning** | LO#4a – Demonstrate written communications skills<br>LO#4b – Perform advanced online research<br>LO#4c – Practice information literacy skills<br>LO#4d – Demonstrate ability to effectively communicate in online environments<br>LO#4e – Create a technology health related Infographic. |

COURSE BIBLIOGRAPHY:

Glandon, G. L., Smaltz, H. D. & Slovensky, D. (2008). Information systems for health management (7th ed.).

Chicago: Health Information Press.

Heshmat, S. (2001). An overview of managerial economics in the health care system. Albany, New York:

Delmar Publishers.

Johns, M.L. (1997). Information management for health professions. Albany, NY: Delmar Publishers.

Marreel, R.D. & McLellan, J.M. (1999). Information management in health care. Albany, New York: Delmar    Publishers

Nicholson, L. (ed.). (1999). The internet and health care. (2nd ed.). Chicago: Health Administration Press. Smaltz, H.D. & Berner, E.S. (2007). The executive's guide to electronic health records ( 3rd ed.). Chicago:

Health Administration Press.

Tan, J. & Cobb-Payton, F. (2010). Adaptive health information systems: Concepts cases and practical situations. Sudbury, Massachusetts: Jones and Bartlett.

Worthley, J.A. (2000). Managing information in health care: Concepts and cases. Chicago: Health Administration Press.

A Partial List of Appropriate Course Journals:

American Journal of Hospital Care

Business and Health

Computers in Healthcare

Health Care Financial Management

Health Economics

Health Management Technology

Health Management Quarterly

Health Services Manager

Journal of Health Care Management

Medical Group Management Journal

Nursing Economics

A partial list of websites relevant to this course can be found within the "Content Folders".

**NEW YORK CITY COLLEGE OF TECHNOLOGY**

Health Services Administration Program

## COURSE OUTLINE

| | |
|---|---|
| **INSTRUCTOR:** | Professor<br>E-mail:<br>Office Hours:  online, scheduled |
| **COURSE TITLE & CODE:** | Health Research Methods, HSA 4740/OL |
| **DAY & TIME:** | Online |
| **ROOM:** | Online |
| **CREDITS:** | 3 |
| **PRE-REQISITE:** | HSA 3602, MAT 1272 or higher-level statistics course<br>Reserved for HAB |
| **ATTRIBUTE:** | Reserved for HAB students. This is one of six required major courses for the HSA Program. It is a fully online course with no textbook cost. |
| **REQUIRED TEXT:** | All readings are from online Open Education Resources and the NYCCT Library.<br><br>Main e-book (free): Bhattacherjee, A. (2012). Social science research: principles, methods, and practices. University of South Florida Scholar Commons. Textbooks Collection. Book 3.<br>http://scholarcommons.usf.edu/oa_textbooks/3 |

## COURSE STRUCTURE

This is a fully online course with 15 asynchronous sessions.  Four optional synchronous chat sessions (one per month) will be offered for students to ask questions to the professor and review labs, as needed.  These live sessions will be done on either CUNY Webex, CUNY *Blackboard* Collaborate, or Zoom and recorded.  The recordings will be posted on *Blackboard*.

## COURSE DESCRIPTION

This course will provide the student with a background and experience in the research process relevant to the health services field.  Health services research is scientific inquiry to produce

knowledge about the resources, provision, organizing, financing, and policies of the health sector, as well as prevention of disease and current research into health.

**COURSE GOAL**

The goal of this course is to have students develop an appreciation for research literacy in health care management.

**COURSE LEARNING OUTCOMES**

Students will:
- Develop a deep understanding for the application of research in health services.
- Explain the research process as well as common methods germane to health services research.
- Apply knowledge of health services research to develop expert research questions that address current problems in health care management and guide research that informs practical and feasible solutions.
- Develop an overall plan or framework for investigation.
- Become highly proficient in lifelong learning with a focus on information literacy.

**General Learning Outcomes**
- Pursue disciplined, inquiry-based learning in the major.
- Derive meaning from experience, as well as gather information from observation.
- Understand and employ both quantitative and qualitative analysis to describe and solve problems, both independently and cooperatively.
- Employ scientific reasoning and logical thinking.
- Gather, interpret, evaluate, and apply information discerningly from a variety of sources.
- Transform information into knowledge, and knowledge into judgment and action.
- Discern multiple perspectives.

**COURSE GRADING METHOD & ASSIGNMENTS**

| Assignment Type | Percent |
|---|---|
| Lessons | 20% |
| Labs | 25% |
| Writing assignments | 30% |
| Exam | 25% |
| Total | 100% |

This course is delivered fully online via the *Blackboard* course management system.

There are **10 lessons (2 points per lesson for a total of 20 points).**
- Each lesson has between two (2) to four (4) learning modules.
    - Each learning module has a variety of free open educational resource readings (available online for free) and assessments to gauge learning.
    - To move from one lesson to the next, students must
        - complete all modules within a lesson along with the required activities/assessments.
        - mark the lessons reviewed when done.

There are **five (5) labs (5 points per lab for a total of 25 points).**
- Baseline Knowledge
- CITI training
- Qualitative Analysis
- Quantitative Analysis
- Interpreting Quantitative Results

There is **one exam (25 points).**
- It is a cumulative final exam.
- This exam will be fully online (via *Blackboard*).
- It will cover health research methods and concepts presented in the online sessions and covered in the course readings.

There are **three (3) key writing assessments (10 points each for a total of 30 points).**
- Research Topic Summary (10 points)
- Peer Review with revised research topic summary (10 points)
- Research Design (10 points)

All lessons are self-paced; however, students must be aware that the lessons must be completed to effectively prepare for the cumulative exam, the writing assignments, and the labs. Suggested completion dates for the lessons will be provided on *Blackboard*.

Attempting any of the assignments noted above without doing the lessons, can result in poor performance in the course. Students are responsible for their independent learning and effectiveness as well as efficient progression through the course.

The 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.

These writing assignments facilitate the writing process towards a comprehensive research idea. Students will develop their own research idea on a self-chosen health services topic approved by the professor.  Key components associated with the development of the idea are: a problem statement, a SMART PICO research question, a critical review of the literature, and a plan for investigation with ethical considerations.  All information must be supported by credible literature and referenced in the APA or AMA format.

# COURSE SCHEDULE

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

**--*ALL ONLINE SESSIONS ARE ASYNCHRONOUS*--**

Check Blackboard for detailed instructions for each assignment/task and to confirm due dates & times.

| Session | Date | Lesson (L) and Topic | Module (M) and Subtopic |
|---|---|---|---|
| 1 | Online | Getting acquainted with the course and baseline research knowledge | **Lab 1: Course Overview & Baseline Research Knowledge** |
| 2 | Online | **L1:** Introduction – What is research? | M1A: Research as scientific inquiry<br>M1B: Health services research (HSR)<br>M1C: Evidence-based management |
| 3 | Online | **L2:** Ethics in Research | M2A: Research ethics<br>M2B: **Lab 2 – CITI Training (5 points)** |
| 4 | Online | **L3:** Exploration – Conceptualizing, Gathering, and Organizing Background Information | M3A: Identifying a health services research topic and conceptualization<br>M3B: Primary and secondary sources<br>M3C: Gathering best evidence and organizing research literature<br>M3D: **Research Topic (10 points)** |
| 4 | Online | **L4:** Research Foundations | M4A: Research paradigms/approaches: qualitative and quantitative |
| 5 | Online | | M4B: Unit of analysis<br>M4C: Concepts, constructs, and variables |
| 6 | Online | | M4D: Propositions and hypothesis<br>M4E: Theory and modeling<br>M4F: **Lab 3 – Qualitative Analysis (5 points)** |
| 8 | Online | **L5:** Reviewing the Literature, Appraising Studies, and Peer Evaluation | M5A: Critically reading and appraising research studies<br>M5B: **Peer Evaluation with revised research summary (5 points)** |
| 9 | Online | **L6:** Measurement, Reliability, and Validity | M6A: Measurement Theory<br>M6B: Reliability and Error<br>M6C: Levels of Measurement<br>M6D: Types of Validity |
| 10 | Online | **L7:** Sampling and Research Design | M7A: Sampling<br>M7B: Introduction to Design in Research<br>M7C: Quantitative Designs: Experimental, Quasi-experimental, Survey<br>M7D: Qualitative Designs<br>M7E: **Research Design (10 points)** |
| 11 | Online | **L8:** Managerial Epidemiology and Using MS Excel for Data Analysis | M8A: Managerial Epidemiology<br>M8B: **Lab 4 – Descriptive & Inferential Statistics and Interpreting Quantitative Results (5 points)** |
| 12 | Online | | M8C: **Lab 4 – Quantitative Analysis (5 points)** |
| 13 | Online | **L9:** Funding Sources for HSR | M9A: HSR Funding Sources<br>M9B: Practice Final |
| 14 | Online | **L10:** Putting it all Together! | M10A: Purpose of the Research Proposal<br>M10B: Components of a Research Proposal<br>M10C: Understanding a Research Proposal |
| 15 | Online | Course Exam | **Course Exam (Lessons 1-8)** |

Revised 5/2020

**COURSE REQUIREMENTS**

As an <u>online upper-level HSA course</u>, students in HSA 4740 are expected to:

- Have access to the internet.
- 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 able to effortlessly navigate Blackboard to find course materials and to submit assignments.
- Be highly proficient in MS Word and have good proficiency in MS PowerPoint and MS Excel.
- Have well-developed skills in conducting library database and internet searches.
- Be able to skillfully evaluate the value and credibility of information.
- Follow the APA style for research papers and 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 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 using *Blackboard*, office productivity programs including word processing, Excel, PowerPoint, and database search engines.

**COLLEGE, HSA, and COURSE POLICIES**

**eMAIL**

Only use your City Tech email account ending in @MAIL.CITYTECH.CUNY.EDU to communicate with HSA faculty and staff. Email from commercial accounts, such as @aol, @gmail, and @yahoo will not be opened.

All email communication must adhere to professional etiquette standards for communication. Review your professional email requirements in HSA 3510 for a refresher.

**Student Support Services**

"The Center for Student Accessibility is the disabilities service provider at New York City College of Technology, designated to provide services and reasonable accommodations to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and Americans with Disabilities Amendments Act of 2008 (ADAAA)." For additional information including location and hours of operation visit the Center's website at http://www.citytech.cuny.edu/accessibility/.

**Attendance**
Class attendance is based on engagement with the course on Blackboard, which includes doing all lessons and course assignments and exams.  Important concepts are explained in lessons and key concepts are analyzed through *Blackboard* discussions.  Lack of or minimal adequate engagement can affect student performance and thus, the final course grade.

**Lateness**
Students are expected to submit all assignments on time.  See below.

**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, on Blackboard, or by the instructor. Late assignments are subject to a 10% grade penalty. An assignment one week overdue will not be accepted.

**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… Academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion […] Academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work."  See the complete College Academic Integrity Policy at http://www.citytech.cuny.edu/academics/docs/academic_integrity_policy.pdf

**Online Course Etiquette**
Students are required to adhere to professional standards of online communication (i.e., netiquette). This includes:
*Proper grammar and punctuation as well as words spelled correctly
*Use of all CAPS **only** when appropriate (e.g., acronyms).  All CAPS is equated to shouting in an online forum.
*Citing all sources used to develop one's responses and writing in one's own words and style
*Respect for other's opinions and beliefs, even when there is disagreement
*Constructive feedback to others and thoughtful contributions to discussion
*Unassuming responses with proper English terms and correct use of discipline related terminology

**Class Participation**
Students are expected to complete all 10 lessons.  They are to move through the lessons and modules at a pace that allows them to successfully complete their writting assignments, labs, and final exam.  They are to be prepared to discuss the assigned readings and to contribute their own thoughts and ideas about the course topics, as required in *Blackboard* postings.

## BIBLIOGRAPHY

Texts

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 (3$^{rd}$ ed.)*.  SAGE Publications Inc.

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

Kane, R. L.  (2006).  *Understanding health care outcomes research* (2$^{nd}$ 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/

**NEW YORK CITY COLLEGE OF TECHNOLOGY**
Health Services Administration Program

## COURSE OUTLINE

**INSTRUCTOR:**

Prof.
E-mail:
Phone #:
Office Hours:

**COURSE CODE & TITLE:**    Health Services Internship, HSA 4900

**DAY & TIME:**    Fully Online

**ROOM:**    Internship Site (student specific)

**CREDITS:**    3 Credits

**PRE- or COREQISITE:**    Admission to the Health Services Administration Program and program approval required

**REQUIRED TEXT:**    None
*Readings in the form of newspaper, journal, and Internet articles as well as book excerpts, etc. will be utilized throughout the semester.

## COURSE DESCRIPTION

HSA 4900 is an elective course that consists of a period of supervised internship hours (105 hours minimum for the semester, over 15 weeks), which must be completed by the end of the term preceding that in which the student will graduate.

This course is designed to give students a general field experience in a health service organization or in an area of specialization based on the student's area of interest or professional concentration. Students will have the opportunity to apply their formal education to actual work situations in an effort to ease the transition from the classroom to the work environment.  Online discussion will focus on the strategic management of healthcare organizations and the sharing of information with other participants in the course and the instructor.

Revised 1/2013

**MEETING INFORMATION:**
This is an ONLINE Internship course that meets face-to-face only once.  You **must participate on a weekly basis** via the Blackboard Course Management system and through email with your instructor.  Plan on visiting Blackboard at least once a week.


**TECHNOLOGY PREREQUISITES:**
1.  You must **register for the CUNY Portal**, http://www.cuny.edu
2.  You must have access to and be able to use the Netscape and/or Internet Explorer browsers versions 7.0 or above.
3.  You will need a school email account and must be comfortable using it.
4.  You need access to a computer with at least 64MB RAM and an Internet connection via a minimum of a 56.6 modem.


**COURSE GOALS:**
The Internship course will:
- Expose the student to operational realities of the administration of health care delivery in a variety of institutional settings.
- Guide the student in the identification of at least three areas of interest and how to state these interests as concrete, achievable goals.
- Allow the student to evaluate his/her progress throughout the semester in weekly summary/evaluation reports to instructor.
- Provide a forum for the student to further improve his/her written communication skills


**COURSE LEARNING OUTCOMES:**
Upon completion of the Internship, the student will:
- Have developed knowledge of and developed an appreciation for the clinical and the administrative aspects involved in the delivery of health care and health related industries.
- Have gained a specific perspective on an area of concentration within the health care field.
- Have an understanding of concepts presented during the didactic portion of the Health Services Administration Program.
- Have identified management skills and leadership skills required for a successful career in Health Services Administration.
- Know how to evaluate progress and final growth and development in terms of individual goals.
- Utilize effective written communication skills.

**COURSE REQUIREMENTS**

Student

- The student will meet with the Internship instructor before beginning the experience to discuss career goals and internship opportunities.
- The Internship Coordinator and the Instructor will help the student secure a placement, which must be approved by the HSA Program.
- The student will sign an agreement that explains their obligations as an intern. The site supervisor will also sign this agreement.
- The student will report to the site at a mutually agreed time.
- A journal will be written and submitted weekly.
- The student will create a series of topic papers, meeting with the Instructor as needed. These papers will be posted on Blackboard and will be discussed on the discussion board.

Internship Site

- Internship sites have the right to accept or reject a student as long as the acceptance or rejection is not made on the basis of sex, race, national origin, religion or age.
- Internship sites have the right to request termination of an internship placement of any student not fulfilling his/her obligations as an intern.
- Internship site supervisors have the responsibility to submit all evaluation forms to the College in a timely manner, and to notifying the course instructor of any problems with student interns.

**GRADING POLICY: for a Grade of A**, excellence is required in all written and posted reports. It is the student's responsibility to submit all work in a **timely manner and in an acceptable format** for full credit.

- Submission of internship goals/ with resume ............................ 15 points
- Submission of weekly reports ............................ 30 points
- Submission of 2 topic postings ............................ 20 points
- Field Experience Report ............................ 20 points
- Updated Resume (include internship) ............................ 5 points
- Student evaluation by Field/Site supervisor & Attendance ............................ 10 points

**THE VIRTUAL SCHEDULE:**

We are in a virtual world and time can easily lapse. The class is primarily self-paced with only one time when the entire class must meet face-to-face. I encourage you to participate fully in the discussions and assignments. For the maximum benefit, participate in the postings often. (Note the Blackboard system indicates the date and time of postings.) If you have a problem posting to the system or cannot meet a deadline, send an E-mail to the instructor. You are required to post online weekly reports.

**INTERNSHIP GUIDELINES FOR HSA STUDENTS:**
Students registered and enrolled in HSA 4900 are responsible for completing a suitable internship within the health industry. The following process must be satisfactorily completed to receive credit for this course:

1. Choose a suitable work environment within the field of health or contact the instructor for help with placement.
2. Prepare an official application form; state your plan to further your career goals prior to the internship.
3. Discuss the internship with your field supervisor (employer) prior to the orientation meeting regarding date, time and location.
4. Prepare a student placement contract.
5. Attend an orientation meeting prior to the first day of attending the Internship with the course instructor. Submit completed resume and placement contract. Check and make sure you can enter the Blackboard site.
6. Send instructor name, title, full mailing address as well as email address of the site supervisor(s). This must be done by the second week of the course to enable instructor to send evaluations to supervisor(s).
7. Submit weekly reports according to the schedule. These reports must be posted on Blackboard by 6 p.m. on Thursday for the previous week. Each week make hard copies of the weekly summary and the instructor's reply for your records.
8. Research a minimum of five articles that are related to your project and can give you information or provoke thought about your stated career goals. See below for a list of topics that may be appropriate. You may choose a topic not listed but get approval from your instructor if you choose your own topic.
9. These articles will be focused on your topic of interest. Class discussion on the Discussion Board in Blackboard will be focused around these topics encountered in your reading that are relevant to your work experience.


Use the following outline for the content of the Weekly Posting:

- What the topic means in your work experience (feel free to discuss what it is supposed to mean officially as well as what you perceive it really means.)
- What you like about the concept or topic.
- What you don't like about the concept or topic.
- Things that stand in the way of it working.
- Appropriate APA reference for each source you read to inform you on your topic.

Be sure to make hard copies of your postings and responses for your records.

Submit the hard copy of the final field experience report and all other materials by **6pm on 5/24/13 to Professor Williams via Safe Assignment on Blackboard.** This is a firm deadline for full credit.

Revised 1/2013

**Career Concentration Areas (this is not an exhaustive list):**
Human Resources and Organization
        Personnel practices
        Groups and teams
        Staff morale

Computer systems
        Hardware
        System management software
        Application software
        Wireless communication
        Communicating via the Internet
        Data management
        Staffing requirements
        Outsourcing
        Patient care applications
                Computer-based patient records
                Clinical services applications and systems.
                Ambulatory care information systems
        Clinical decision-support systems
        Computer-assisted medical instrumentation

Relationships with customers/clients/patients
        Customer satisfaction index
        Attention to clients
        The patient's bill of rights under New York and Federal statutes
                Disclosure of confidential information.
                Informed consent and refusal.
                Legal and ethical obligations to provide care.
                Informed refusal.
                The right to die, competency, brain death and nutrition.
        Healthcare proxies under New York law.
        Advanced directives.
        Living wills.
        Surrogates.
        Durable power of attorney and emergency situations.

Government relationships
        Grants
        Financial relationships

Financial information and the decision-making process
        Information and decision making
        Uses and users of financial information

Financial organization
Relationships with suppliers

Marketing strategies

Quality management
        TQM (total quality management) movement and other models for changing
        performance
        Managerial issues in assessing performance

Legal and ethical issues
        Denial of care

Accreditation

Policy and procedure manuals
        Elements of the policy and procedure manual
        Employee compliance with the policy and procedure manual


## READINGS FOR TOPIC POSTINGS:

The reading for topic postings should come from professional journals related to health care as
it pertains to the area of concentration to further your career goals.

A partial list of appropriate journals:

American Journal of Preventive Medicine
American Journal of Medical Quality
American Journal of Hospital Care
Business and Health
Evaluation and the Health Professions
Health Affairs
Health Care Management Review
Health Economics
Health Management Quarterly
Health Services Manager
Issues in Law and Medicine
Journal of Allied Health
Journal of Health Care Management
Journal of Social Issues
Nursing and Health Care
Nursing Economics
Quality Assurance in Health Care
Topics in Health Care Financing

Revised 1/2013

Radiologic Technology – Journal of the ASRT

**_All FINAL REPORTS must be submitted by Friday, May 24th by 6 PM - LATE REPORTS ARE NOT ACCEPTED._**

**Note:** It is the student's responsibility to submit all work on time in an acceptable format for full credit.  It is expected that you will initiate and confirm arrangements for appointments with instructor via email.

### Internship Final Report Format
### (Use APA Style)

1) Title page: your name, date, course #, section #, report title, and instructor's name
2) Table of contents with page numbers
3) My Internship Objectives
    a) Career goals
    b) Objectives of the internship in relation to your career goals
    c) How the internship experience was shaped to help you achieve these goals
4) Agency Background
    a) Restate in your own words the historical profile of the agency and the mission.
    b) Include the agency's organization chart; indicate your position and its place in the organization.
    c) Indicate whether the agency has an employee handbook.
5) Agency Culture
    a) Summarize your observations of employee morale during this project, note initial impressions, any changes in morale.
6) Internship Project(s)
    a) Describe key projects
    b) Specifically, which skills did the project help you develop?
    c) To what extent were you able to meet your internship objectives?
7) Conclusion
    a) Include a statement of relevance of the internship in view of your specific career goals
8) Reference page
9) Attach updated resume


**\*\*The following policies are to be considered in the context of the internship site and the online participation.  Your professor will clarify further.**

### COLLEGE, HSA, and COURSE POLICIES

**Attendance**
Students are allowed two (2) absences per semester.  Not participating during <u>an online period of a hybrid or online course</u> week will count as one (1) absence and add to the total course absences.  Excessive absences will affect the final course grade.

Revised 1/2013

For each absence over two (2), the final course grade will be reduced by one (1) letter grade. For example: a third absence will reduce a grade of 'A' to a grade of 'A-'.

Students must email their instructors 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 the instructor with the proper documentation regarding these absences (e.g., doctor's notes).

### 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.

### 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.

### 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.

**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.

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

1. Improper grammar and punctuation.
2. Failure to use spell check.
3. THE USE OF ALL CAPS.   (Use of all CAPS means you are shouting)
4. Not citing your work, "borrowing" from classmates' posts.
5. Failing to proof-read your post before submitting.
6. Attacking classmates and/or their opinions or beliefs.
7. Improperly using the copy/paste function from Word (resulting in the improper code and confusing posts).
8. Scrutinizing classmates' work instead of constructively contributing to discussion.
9. Being boisterous and presumptuous.
10. Ranting or cursing in a discussion post.

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

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**COLLEGE ACADEMIC INTEGRITY POLICY**                                        Updated 1/2011
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.

Revised 1/2013

- 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.
*************************************************************************************************

**COM1330: Public Speaking**
**Section _____**

Prof. _____
Department of Humanities
_____@citytech.cuny.edu

**SYLLABUS**

Classroom hours:

Office hours: Tues, Wed, Thurs, 11:00 - 11:30am and 2:00 - 2:30pm. Same Zoom location. Sign up for office hours using this link: **INSERT HERE**. I will also meet students other days/times as our schedules permit (by appointment). I encourage students to make appointments to discuss assignments, clarify class topics, share ideas and concerns, review tests, etc. These hours are for you and are an important part of your education.

Zoom link to classroom and office: **INSERT HERE**
Meeting ID: **INSERT HERE**, Password: **INSERTE HERE**

**Course Description**
Fundamental principles of speaking in public situations and the preparation and delivery of informative and persuasive presentations. Subjects include ethics in public speaking, audience analysis, selecting and researching speech topics, constructing well-reasoned arguments, extemporaneous delivery, and peer evaluation. Students are expected to develop outlines and speaking notes, use visual aids, and improve verbal and nonverbal delivery skills.

**Standard Textbook:** Stephen Lucas. ***The Art of Public Speaking*, 13th Edition.** Digital format ONLY through McGraw Hill Connect. [SEE INSTRUCTIONS AT END OF SYLLABUS]

**Assessment Methods**
Assessment is based on oral presentations that are supported by specific requirements of the assignment, such as credible oral citations, organization of thoughts, reasoning, and arguments, and the effectiveness of the delivery. In addition, a more global assessment will be made on minimally prepared or unprepared speeches. Assessment is based on written work, including outlines, and online quizzes. Finally, detailed evaluations of prepared speeches are made by the professor. Peer evaluations assess the evaluators' abilities to observe, analyze and record the differences between effective and ineffective presentation.

**Curriculum**

**1. Presentations**
All formal presentations must be presented on the date scheduled. *Late presentations will not be permitted without the prior consent of the professor.* If you miss your assigned date without prior consent, you will receive an Incomplete (INC) grade for the semester. The student will need to perform the speech the following semester in order to receive course credit. INC grades will only be given to students who completed all other presentations.

All live presentations must be performed extemporaneously (not read or memorized, but carefully outlined and practices in advance, with eye contact and speaking notes).

> **A) Interview presentations.** Pairs of students will interview one another about their experience of race, ethnicity and/or immigration in the United States. The interviewee will also share one image that they feel represents their experience. The interviewer will then compose a brief speaking outline and introduce the interviewee to the rest of the class.

> **B) Demonstration presentations:** Students will develop a five- to seven-minute presentation. Students will also be required to complete and turn in a preparation outline of their speech with a bibliography. Since speakers will manipulate objects, cameras must be positioned to capture a wider field of vision

**C) Informative presentation:** Students will develop a (minimum) five- to seven-minute speech designed to share your research on an area of public interest. Students will also be required to complete and turn in a speaking outline of their speech (due the day you speak) with a bibliography. 3-5 sources and one visual aid are required.

**D) Persuasive presentation:** Students will deliver a six- to eight-minute speech in support of a position on an issue. The goal will be to persuade the audience to change its attitudes, values, beliefs, and/or actions about a controversial issue. They will also be required to complete and turn in a speaking outline of the speech (due the day of the presentation) with a bibliography. 3-5 sources and PPX slides required.

**2. Peer feedback:** Students will complete peer evaluations of all formal presentations. Quality of written evaluation forms contributes to the Citizenship grade. Written evaluations must be shared on Blackboard during the Q and A at the end of a presentation.

**3. Research:** Research skills are one of the most important things students get out of this class. Research may sound like something that is hard to do, but we all conduct research almost every day, with our smart phones and other forms of technology. Conducting research in a college class is different from conducting research in your everyday life because students are expected to present that research formally in speeches and in submitted outlines. We will discuss reasons for conducting research, research methodologies, and citational styles and formats.

**4. SmartBook Reading (McGraw-Hill Connect):** Review questions are embedded in the online textbook chapters. Reading (with response questions) can be done as many times as necessary until the reader reaches 100 points. Credit for reading can only be obtained if completed on time (due date, start of class time).

**5. Worksheets and quizzes (McGraw-Hill Connect):** Worksheets and quizzes test students' knowledge of the fundamental concepts of the communication field, improve critical analysis skills, and help students develop new content for speeches. All answers must be written in complete sentences and require original writing. Late submissions are deducted 5 points each day past the due date (Connect assignments are due at the start of class time on the due date).

**6. In class activities: Speech analyses and group work.** One of the ways to learn to create better speeches is to read important speeches from the past and recorded presentations on Ted Talks and other venues. These exercises are designed to teach students how to identify themes, analyze rhetorical devices and stylistic devices, language style, and the context of the speech (audience, occasion, purpose, setting, speaker, culture). In class assignments will be calculated into the Citizenship grade.

**7. Visual Aids:** Students are required to prepare slide presentations for the Informative and Persuasive presentations. Students will be graded on the appropriateness of the visual aid(s), the accuracy and reliability of the information, quality of organization and design, and how well the student explains the visual aids during speeches.

**8. Citizenship:** A percentage of your grade depends on respectful classroom conduct and active participation, as both a speaker and an audience member. Good citizenship means (a) active and timely participation during class discussions and oral feedback for designated speeches; (b) active and timely participation during group work; (c) punctual arrival to class and consistent class presence; (d) presenting speeches on dates scheduled; (e) punctual submission of graded assignments and speaking outlines; (f) collegial and cooperative interactions with the professor and peers; and (g) professionally acceptable classroom behavior, including demonstrating ethical communication and avoiding audible and visual distractions (talking, eating, packing up early, texting, checking social media, or entering/exiting the classroom) during lectures and presentations.

<u>**Basic Public Speaking Classroom Etiquette**</u>
- Unless you are using your phone to access Zoom, cell phone use is not permitted.
- Stay for the entire class session. **Cameras must remain on throughout the period. If you are signed on but your camera is off, you will be marked absent.**

- No eating or gum chewing while presenting or at any time during class.
- Classes begin punctually. Please sign in on time and prepared to participate at every session. If you are late, remain in the Zoom waiting room until the instructor grants you access.

## Presentation Days: Speakers
- Organize your materials in advance (slides, speaking notes, etc.).
- Control the space. Set up the physical area the way it will work best for your presentation. Place your speaking notes in the near vicinity of your camera so you can easily move your eyes from one to the other.
- Look professional. Remove your hat & coat. Keep hair off your face.
- Make sure your camera and microphone function properly before class starts. Practice transitions between "Screen Share" and normal view.

## Presentation Days: Listeners
- Arrive on time. The instructor will invite you from the waiting room between presentations.
- **Keep your camera turned on, your microphone off, and screen set to "Speaker View."**
- Give each speaker your total attention and be ready to ask questions at the end.

## Grading Distribution
| | |
|---|---|
| Introduction presentation | 5% |
| Demonstration outline and presentation (Informative speech) | 10% |
| Informative outline and presentation | 15% |
| Persuasive outline and presentation | 30% |
| Connect SmartBook Reading | 15% |
| Connect worksheets and quizzes | 15% |
| Citizenship | 10% |

## Humanities Department Attendance Policy
It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

## Plagiarism and NYCCT Academic Integrity Policy:
"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 at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion." (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:
- 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.
- Speech assignments must be paraphrased into your own language and properly cited. All major writing speeches and exams will be run through Safe Assign.

**Disability/Medical Accommodations Statement**

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143, or http://www.citytech.cuny.edu/accessibility/ N.B., Students who miss a scheduled presentation or exam due to illness or medically-related emergencies will be referred to the Center for Student Accessibility. The CSA will review any documentation requested and give the student a letter to share with the relevant instructor if accommodations need to be made.

**Humanities Department Commitment to Student Diversity**

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

### Course Intended Learning Outcomes and Assessment Details

| LEARNING OUTCOMES | ASSESSMENT METHODS |
|---|---|
| Compose and present appropriate verbal and nonverbal messages to diverse audiences. | Students will have presented several Individual speeches and participated in oral exercises throughout the semester, each one building on previous in-class experiences and oral/written feedback from both the instructor and class peers. |
| Display observational and critical evaluation skills by critiquing speeches in a professionally appropriate fashion in oral/written format. | Students will critique speeches throughout the semester. Assessment can include both oral and/or written format. Students typically view other student speeches during class and speeches available through various forms media formats. Students also observe speakers outside of the traditional classroom setting. |
| Demonstrate competence in active listening skills. | Assessment will be based on in-class activities or homework assignments. They set listening goals, take notes, locate speaker's main ideas and detect organizational patterns. They also pay attention to verbal and nonverbal cues. Written and oral critiques demonstrate their ability to listen effectively. |
| Demonstrate the skills necessary to compose/create and present informative and persuasive messages. | Assessment will be based on oral presentations supported by specific research, outlining, and delivery skills. |
| Learn to use presentation aids and technologies to enhance their speeches. | Assessment will be based on the effective and purposeful use of visual aids throughout the semester. |

Additional details for intended General Education learning outcomes and assessment methods for *Individual and Society* are listed under the Communication Curriculum on the Humanities Department's website.

**Connect Access for Lucas, The Art of Public Speaking (Registration Required)**
Students must register in order to access the textbook, study materials and worksheets, and exams.

**Bookstore:** The bookstore has special discounted Connect Access Card of Lucas, The Art of Public Speaking. **Purchase the Connect Card only (which gives you a code to access the online textbook) ONLY. Do not purchase the loose-leaf materials**. Purchase these at the College Bookstore and follow registration directions on the package.
   **OR**
**Digital Purchase Online:** The department has arranged a special discounted price for direct purchase of the online textbook. This is not a printed textbook, but includes the complete eBook, LearnSmart quizzes and access to all course content for $60. **This subscription will work for one semester.** *To register, follow the steps below*

**How to Register for Connect**
  A. Go to the section web address for your class: https://connect.mheducation.com/class/c-swift-ol41
  B. Click the **"Register Now"** Button.

B. Enter your email address.
i. If you already have a McGraw-Hill account you will be prompted for your password.
ii. If you do not have a McGraw-Hill account you will be asked to create one.

C. To access Connect (see example):
i. If you already have a registration code (for example, included in the print package from the bookstore), enter it in the **"Have a registration code?"** section.
ii. If you do not have an access code, select **"Buy Online"** (valid credit card required).

D. Complete the registration form, and click **"Submit"**

**Please purchase ONLY from the above two sources as third party vendor Connect Access more often does not work at all.**
Visit the Connect Student Success Academy for online FAQs and
tutorials: http://www.connectstudentsuccess.com/

**How to Get Technical Support**: http://www.mhhe.com/support
If you need Technical Support (forgotten password, wrong code, etc.) please contact the McGraw-Hill Education **Customer Experience Group (CXG) at: (800) 331-5094.** *(Please be sure to get your case number for future reference if you call the CXG line.)*

Technical Support Hours:
Monday – Thursday: 24 hours
Friday: 12am – 9pm
Saturday: 10am – 8pm
Sunday: 12noon – 12am

**New York City College of Technology**
**Social Science Department**
**Fall 2020**

**Course: ECON 1101-Macroeconomics**
**Instructional Mode: Fully Online**
**Prerequisite: CUNY Proficiency in Reading and Writing**
**Pathways: US Experience in Its Diversity**

**COURSE DESCRIPTION:**
Fundamental economic ideas and the operation of the economy on a national scale. Production, distribution and consumption of goods and services, the exchange process, the role of government, the national income and its distribution, GDP, consumption function, savings function, investment spending, the multiplier principle and the influence of government spending on income and output. Analysis of monetary policy including the banking system and the Federal Reserve System.

**COURSE INTENDED LEARNING OUTCOMES AND ASSESSMENT METHODS: To develop an understanding of the fundamental concepts of macroeconomics and the workings of the national economy. Specifically, course objectives include the following:**

| LEARNING OUTCOMES | ASSESMENT METHODS |
|---|---|
| Demonstrate an understanding of the basic decisions that underlie the economic process: What and how to produce goods and services and how they are distributed. | Regular in-class discussions; review of material in short exercises at the end of chapters. |
| Understand the concepts of scarcity, choice, opportunity cost and apply these concepts to the analysis of the workings of a market economy | Review of material in short exercises at the end of chapters, class discussions, assignments. |
| Demonstrate a firm knowledge of the interrelationships among consumers, government, business and the rest of the world in the U.S. macroeconomy. | In-class exercises, assignments and discussions. |
| Identify the process of how the nation's output of goods and services is measured through the national income and product accounts; clearly comprehend the income and expenditure approaches to measuring national output and national income. | Working with data using various databases; assignments; in-class discussions. |

| | |
|---|---|
| Acquire the ability to clearly illustrate the specific roles and functions of monetary and fiscal policy in the economy and explain how these are applied to the process of shaping economic policy and stabilizing the economy, specifically with regard to controlling inflation, promoting full employment and facilitating economic growth. | Working with data using various databases; assignments; in-class discussions; final project. |
| Explain the process of how fiscal policy is enacted and how its functions-taxation and spending-are designed to achieve the goals of equilibrium between Aggregate Demand and Supply; develop a firm understanding of the differences between, and the specific roles of, discretionary fiscal policy and automatic stabilizers in stabilizing employment, income, growth, and prices during periods of recession and economic expansion. | Working with data using various databases; assignments; in-class discussions; final project. |
| Identify and analyze the role of Federal System in setting monetary policy, and comprehend the objectives of the instruments used by the Federal Reserve to regulate the nation's money supply (setting short-term interest rates, conducting open market operations, and establishing bank reserves); develop the ability to distinguish the functions these tools to controlling inflation, regulating the circulation of money in the economy, and promoting economic and income growth. | Working with data using various databases; assignments; in-class discussions. |
| Develop an understanding of the impact of globalization on the U.S. economy particularly since the early 1970's; examine the relationship between the changing structure of the U.S. macroeconomy, and changes in U.S. and international trade policy; the impact of trade agreements of the decline of the U.S. manufacturing based economy to a service based economy. | In-class discussions; assignments. |

**GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS**

| LEARNING OUTCOMES | ASSESSMENT METHODS |
| --- | --- |
| Knowledge: To develop an introductory understanding of macroeconomic concepts, topics, theories of how to address macroeconomic problems. | Class discussions; assignments, final project. |
| Skills: Develop and apply the tools of macroeconomic analysis to critically question, analyze, and discuss economic problems and issues; develop and strengthen the ability to discuss concepts and thoughts in writing. | Class discussions; assignments, final project. |
| Integration: Apply the tools of macroeconomic analysis and the economic perspective to the understanding of other disciplines. | Class discussions; assignments, final project. |
| Values, ethics and relationships: Develop an understanding of and ability to apply diverse perspectives to the understanding of macroeconomic issues; work creatively with others in group problem solving; develop a respect for diverse viewpoints; apply the skills and concepts covered in the course to the analysis of related issues and concepts across other disciplines. | Class discussions; assignments, final project. |

**Required Text:**
Title:  The Economy
Authors/Contributors:  The CORE Team
Publisher: The CORE Project
You need to register to access the e-textbook. Use the following link to register as a student:
CORE econ registration

*The Economy* App is now available free as an app for off-line reading on the Google Play store for Android devices. It is also available in the Apple iBooks store for free. You need iBooks 1.5 or later to be able to view all features of the book. For more information and to download the apps, go to the following link: https://www.core-econ.org/our-apps/

**Videos:**
This course use the Econ LowDown website to display videos. Students can log in at:
https://econlowdown.org/student

**TECHNOLOGY REQUIREMENTS:**
Students must use their CityTech email address. If they do not know their CityTech email login information, they should visit http://mail.citytech.cuny.edu/UserIdLookupA/. From there, they can retrieve their login information. They can also email the student Helpdesk at studenthelpdesk@citytech.cuny.edu.

System Requirements:
You will be required to log onto a computer with internet access. You will need the latest versions of one of the following: Chrome or Firefox (*recommended*), Microsoft Edge / Internet Explorer (on its way out), Safari.

Blackboard Login:
You will access Blackboard from the same sites you currently use, but you will log in using your CUNYfirst username followed by @login.cuny.edu and your CUNYfirst password. For example, if you log into CUNYfirst as george.washington76, you will log into Blackboard as george.washington76@login.cuny.edu.

**How do I login to Blackboard?** There are a few ways to do this:
- The direct link to login is https://bbhosted.cuny.edu/webapps/login/noportal.
- Alternatively, go to the CUNY website at http://www2.cuny.edu/. From upper-right corner, hover mouse over Log In and click Blackboard. It will take you to CUNY Applications Login Page. Type in your CUNYfirst username & password and click Log in.
- Finally, you can also access Blackboard by visiting the school website at http://www.citytech.cuny.edu/. Hover mouse over QUICKLINKS and click Blackboard under Logins. It will take you to CUNY Applications Login Page.

**Notes:** For the security reasons, the CUNYfirst password needs to be changed every six months. You can change your password at https://home.cunyfirst.cuny.edu.
Should you forget your CUNYfirst challenge questions, you can reclaim your CUNYfirst account by creating a New User account at https://impweb.cuny.edu/selfservice/activation/start.action.

➢ Help with Blackboard: If you need assistance with Blackboard, contact the **Instructional Technology & Technology Enhancement Center** via e-mail at ITEC@citytech.cuny.edu.

➢ Additionally, the Department of Instructional Technology will be conducting free online student Blackboard workshops during the fall 2020 semester. Basic student instruction will be provided on how to get the portal ID and use Blackboard for class assignments. The schedule can be found here: http://websupport1.citytech.cuny.edu/workshops.html. Then click on **Student Schedule**.

➢ Information about the various features of Blackboard may be found below: http://websupport1.citytech.cuny.edu/studentbb.html

➢ "Blackboard Student User Guides" can be found at the following link:

**METHOD OF GRADING** – elements and weight of factors determining the students' grade.
1. Class Participation 10%
2. Assignments 60% (6 assignments, 10 points each)
3. Final Project: 30%

**GRADING POLICY**
All grades will be calculated according to the college grade scale:

| Letter Grade | Meaning of Letter Grade | Number Grade |
|---|---|---|
| A | Exceptional | 100-93 |
| A- | Superior | 92.9-90 |
| B+ | Very good | 89.9-87 |
| B | Good | 86.9-83 |
| B- | Above Average | 82.9-80 |
| C+ | Slightly Above Average | 79.9-77 |
| C | Average | 76.9-70 |
| D | Poor | 69.9-60 |
| F | Failure | 59.9-0 |
| WU | Unofficial withdrawal | |
| WN | Never attended and did not officially withdraw | |

**Attendance:**
If you do not submit any of the weekly requirements, you will be marked as absent. However, if you complete at least one, you will be marked as present.

I realize that there may be legitimate reasons why a student may be absent. Keep in mind that failure to attend class once the semester has started (without officially dropping the class or with-drawing from the class by the Registrar's deadline) will result in a WU (unofficial withdrawal) grade. A WN grade is assigned if the student never attended the course (i.e., failure to complete any online requirements). WU grades are calculated into the grade point average as failing grades. If extenuating circumstances arise (e.g., medical and/or family emergencies), you are re-sponsible for informing me as soon as possible. Documentation pertaining to the emergency may be required as well. Attendance will be taken every week.

**Student Accessibility:**
City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing ac-commodations. If you have or think you may have a disability, you may be eligible for reasona-ble accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under cer-tain circumstances. If you have questions about your eligibility and/or would like to seek accom-modation services and/or academic adjustments, please email the Student Accessibility Center.

**Commitment to Student Diversity:**

The Department of Social Science complies with the college wide nondiscrimination policy and seek to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

**SEQUENCE OF TOPICS**

| Date | Weekly Topics and Weekly Requirements |
|---|---|
| Week 1 | 1. Read the Syllabus carefully.<br>2. Familiarize yourself with Blackboard. You will take all assignments in Blackboard.<br>3. Read Unit 1: The Capitalist Revolution<br>Sections: 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9 |
| Week 2 | 1. Read Unit 1: The Capitalist Revolution continued<br>Sections: 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9<br>2. Supply and Demand Model<br>Lecture notes |
| Week 3 | 1. Supply and Demand continued<br>Read Unit 8 (Sections: 8.1 and 8.2)<br>2. Read Unit 7 (sections: 7.8, 7.9 and 7.10)<br>3. Econ Lowdown courses/videos/audios<br>4. Assignment #1 |
| Week 4 | 1. Market failures<br>Lecture notes |
| Week 5 | 1. Measuring the Economy: Employment and Unemployment<br>Lecture notes |
| Week 6 | 1. Read Unit 9 section 9.2<br>2. Econ Lowdown courses/videos/audios<br>3. Assignment #2 |
| Week 7 | 1. Measuring the aggregate economy<br>Lecture notes |
| Week 8 | 1. Read Unit 13: Economic Fluctuations and Unemployment<br>Sections: 1-5 and 7-9 (in section 7, skip the part on coordination game)<br>2. Econ Lowdown courses/videos/audios<br>3. Assignment #3 |

| Week 9 | 1. Fiscal Policy <br> 2. Lecture notes |
|---|---|
| Week 10 | 1. Read Unit 14: Unemployment and Fiscal Policy <br>     Sections: 1-8 (in section 4, read the explanation on Figure 14.10c only) <br> 2. Econ Lowdown courses/videos/audios <br> 3. Assignment #4 |
| Week 11 | 1. Banks, Money and the Credit Market |
| Week 12 | 1. Inflation, Unemployment and Monetary Policy <br> 2. Read Unit 15: sections 15.1; 15.7; 15.8; 15.10; 15.11; 15.12 |
| Week 13 | 1. Aggregate Demand & Aggregate Supply Model I <br> 2. Assignment #5 |
| Week 14 | 1. Aggregate Demand & Supply Model II <br> 2. Econ Lowdown courses/videos/audios <br> 3. Assignment #6 |
| Week 15 | Final Assignment |

**Course: Labor Management Relations (Econ 2403-OL60)-Capstone Course**
**Instructional Mode: Fully Online**
**Prerequisite:  ECON 1101**
**Pathways: US Experience in Its Diversity**

**Course Textbook and Materials:**
**Required Text**: The Labor Relations Process, 11<sup>th</sup> edition by Holley, Jennings, Wolters.
ISBN# 9781305576209

Resources for additional reading are provided on the Course Documents area.

**Information and Organization of the class**:
This is a fully on line class**.** Here is a quick guide on how to navigate through Blackboard:
The Announcements area of the classroom will be used on at least weekly basis to
post updates and comments  or remind you of important due dates.
The Course Documents area is arranged in folders by week and it contains all reading materials
for the course.
The Assignment area is where you will submit your paper.
The Discussion area contains one discussion forum for each week of the course. The discussions
will be based on the weekly readings.

**Course Description**:   Economic and social problems relating to the field of labor management;
development and functions of labor and employer organizations, regulatory law and protective
labor legislation, collective bargaining and dispute settlement, the laws on wages, hours, working
conditions, social security, elimination of discrimination and health hazards; labor management
relations in the context of the U.S. macroeconomy; the goals of unions and employers; analysis
of varying economic perspectives on the role of unions in the U.S. economy.

**Note:** *This course fulfills the LAA/LAS Associate Capstone requirement, though it can also be
taken for other requirements and electives. The City Tech LAA/LAS Associate Capstone is de-
signed for students entering their second year in the program. LAA/LAS Associate Capstone
courses are meant to prepare students to continue their studies in a bachelor's degree, third-
year, or junior, level. In addition, Associate Capstone courses are meant to help students develop
an awareness of the importance of knowledge, values and skills developed in general education
courses; and to integrate this knowledge, these values and these skills into their advanced aca-
demic study and professional careers. Please ask the instructor if you have any questions about
what the LAA/LAS Associate Capstone requirement entails.*

**Course Objectives:**
a) To foster analytical and quantitative thinking.
b) To develop students' abilities to solve problems and interpret data.
c) To promote a sensitivity to ethical issues and promote moral reasoning in a business setting.

**Learning Outcomes:** At the conclusion of the course, the student should be able to:
1. Discuss the development and impact of the labor movement and related legislation.
2. Identify and explain the process of collective bargaining.
3. Discuss management's ethical, social, and legal responsibilities in labor/management relations; and analyze and interpret various labor/management disputes.

**Assessment Methods**: Short essay assignments; multiple choice questions on midterm and final exams.

**General Education Learning Outcomes:**
- To develop an introductory understanding of the concepts of labor management relations and the topics and perspectives on how to address a variety of contemporary labor management issues.
- Develop and apply the tools of labor-management analysis to critically analyze, discuss and reach a resolution of various labor-management issues; Develop and strengthen the ability to discuss concepts and thoughts in writing
- Develop and understanding of and ability to apply diverse perspectives to the understanding of labor-management relations; work creatively with others in group problem solving; develop a respect for diverse viewpoints; apply the skills and concepts covered in the course to the analysis of related issues and concepts across other disciplines

**Class Requirements:**
**In order to successfully complete this class you need to do all the followings within the due dates:**
1. Discussion Participation- 30 **% of the grade**.
2. Capstone Paper - **20% of the grade**
3. The midterm exam is worth **25 % of the grade**.
4. The final exam is worth **25% of the grade**

**Note: To get all the points for each discussion topic (8.5 points) you need to:**
- **Post correct answer no later than due date (7 points)**
- **Comment on at least one of your classmates post (1.5 points).**

**See Assignment and Discussion areas and the Course Outline for detailed instructions and due dates.**
Detailed instructions and grading criteria are provided for all assignments under the Assignments area. You are expected to actively participate in class.

**Make up Policy**: No make-up exams will be permitted unless you have made prior arrangements with me BEFORE the exam takes place. If you have a legitimate and documented excuse for missing an exam, please make arrangements for a make-up exam.

**Grading scale**:
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: 59.9 and below
WU student stops attending

## Attendance Policy:

It is the conviction of the Department of Social Science that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

**Please note**: This is an online class. If student does not post on the weekly discussion board they will be marked as absent from class. This is the same as missing a face-to-face class.

## Student Accessibility:

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please email the Student Accessibility Center.

## Commitment to Student Diversity:

The Department of Social Science complies with the college wide nondiscrimination policy and seek to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

**Academic Integrity Policy Statement**: 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 CUNY and City Tech and is punishable by penalties, including failing grades, suspension, and expulsion. Please familiarize yourself with the complete text of the college's academic integrity policies as posted either online (www.citytech.cuny.edu), in the student handbook, or in the college catalog.

**Students' responsibilities**: Disruption of class or other inappropriate classroom behavior will not be tolerated.

## COURSE OUTLINE

| Weeks | Readings | Discussions and assignments |
|---|---|---|
| Week 1 | Read: Chapter 1 – **Union-Management Relationships in Perspective (pages 5-21)** | **Discussion Topic 1**: Can an individual be both pro union and pro-employer, or does being pro-union mean one has to be anti- employer? Can an individual be anti-union and still legitimately claim to support pro-employee interests? |
| Week 2 | Read: Chapter 2 - **Evolution of Labor-Management Relationships (pages 44-66)** | Discussion Topic 2 : Discuss the similarities and differences between the Knights of Labor (KOL) and the Industrial Workers of the World. |
| Week 3 | Read Chapter 2- **Evolution of Labor-Management Relationships (pages 66- 80)** | Discussion Topic 3: *Some experts predict that in the future there are likely to be fewer but larger labor organizations. Discuss some advantages and disadvantages of the so called One Big Union approach to representing employees' interests.* |
| Week 4 | Read: Chapter 3 – **Legal Influences (pages 89-107)** | Discussion Topic 4- How were the yellow-dog contracts and labor injunctions used to limit activities of union organizers or slow union growth? |

| Week 5 | Read: Chapter 3- **Legal Influences (pages107 -121)** | Discussion Topic 5- Why is there still a separate labor relations law for the railway and airline industries? |
|---|---|---|
| Week 6 | Read: Chapter 5-**Negotiating the Labor Agreement** (pages 197-229) | Discussion Topic 6 – What would be a good response from a union organizer for each Statement in the "Labor Relations in Action" on page 239? |
| **Week 7** | Read: Chapter 5 –**Negotiating the Labor Agreement (pages 229-242)** | Discussion Topic 7– Explain the following statement: "It is not the union that organizes the employees; it is management." |
| **Week 8** | **Midterm** | |
| **Week** | Read: Chapter 9- **Resolving Negotiation (Interest) Disputes and the Use of Economic Pressure** (pages438-463) | Discussion Topic 8: What are some similarities and differences between mediation, fact finding, and interest arbitration? |
| Week 10 | Read: Chapter 9 **Resolving Negotiation (Interest) Disputes and the Use of Economic Pressure (pages 463-475)** | Discussion Topic 9- Should employees engaged in lawful strike activity be protected from permanent replacement? Explain your reasoning. |

| Week 11 | Read: Chapter 10 **Contract Administration ( pages 497-513)** | Discussion Topic 10- Why does a typical grievance procedure have so many steps when the employee is either right or wrong and a one- step or a two -step procedure would save time and money? In your answer discuss the various functions and prob-lems each of the grievance steps can offer. |
|---------|------------------|--------------------|
| Week 12 | Read: Chapter 10 **Contract Administration ( pages 513-526))** | Discussion Topic 11- Why is it difficult for union and manage-ment officials to resolve each grievance on its own merits? |
| Week 13 | Read: Chapter 14 -**Labor Relations in Multinational Corporations and in Other Countries (pages702-719)** | **Semester Paper Due.** |
| Week 14 | Read: Chapter 14 -**Labor Relations in Multinational Corporations and in Other Countries (pages719-746)** | Discussion Topic 12- Although we share a common border with Canada, its labor relations system is affected by a number of variables that do not greatly affect the United States. Enumerate and explain these variables |
| Week 15 | **FINAL EXAM** | |

**Bibliography:**
- "Why America Needs Unions But Not The Kind It Has Now" (Business Week, May 23, 1994, pp. 70-82) (http://www.businessweek.com/stories/1994-05-22/why-america-needs-unions-but-not-the-iind-it-has-now)
- "Government by Strike," (Business Week, July 21, 1934, pp. 7-8)
- "A Mucky Road for the UAW" (Business Week, May 11, 2009, p. 27)
- "A New Deal for America's Employers" (Business Week, June 28, 1947, pp. 15-22)
- "Labor Violence and Corruption" (Business Week, August 31, 1957, pp. 77-90)

- "Labor's Favorite Bill Hits a Wall" (Business Week, March 23 & 30, 2009, p. 24) (http://www.law.stanford.edu/news/labors-favorite-bill-hits-a-wall)
- "So Long AFL-CIO. Now What?" (Business Week, August 8, 2005, p. 35) (http://www.businessweek.com/stories/2005-08-07/so-long-afl-cio-dot-now-what)
- "No Solidarity for Labor" (Business Week, June 15, 2009, p. 28) (http://www.businessweek.com/magazine/content/09_24/b4135028917564.htm)
- "How Wal-Mart Keeps Unions at Bay" (Business Week, October 28, 2002, pp. 94-96) (http://www.businessweek.com/stories/2002-10-27/how-wal-mart-keeps-unions-at-bay)
- Farber, S. H. and Western, B. 2002. "Ronald Reagan and the Politics of Declining Union Organization." British Journal of Industrial Relations, 40(3), pp. 385-401.
- Hirsch, B. T. and Schumacher, E. J. 2005. "Classic or new monopsony? Searching for evidence in nursing labor markets." Journal of Health Economics, 24, pp. 969-989.
- "Is Your Job Next?" (Business Week, February 3, 2003, pp. 50-60)
- "Move Over, India" (Business Week, August 11, 2003, pp. 42-43)
- "Stalking High-Tech Sweatshops" (Business Week, June 19, 2006, pp. 62-63) http://www.businessweek.com/stories/2006-06-18/stalking-high-tech-sweatshops
- "Lessons from Saturn's Fall" (Business Week, March 2, 2009, p. 25) (**http://www.zimbio.com/BusinessWeek/articles/786/LESSONS+FROM+SATURN+S+FALL**

# NEW YORK CITY COLLEGE OF TECHNOLOGY
## The City University of New York

DEPARTMENT:          Mathematics
COURSE:              MAT 1272
TITLE:                 Statistics
DESCRIPTION: An introduction to statistical methods and statistical inference. Topics include descriptive statistics, random variables, distributions, sampling estimation and inference, t-tests, Chi-square tests and correlation.
TEXT: Introductory Statistics  9th edition  Prem S. Mann  John Wiley & Sons

CREDITS:              3
PREREQUISITES:      MAT 1190 or higher
                               Spring 2020

                               Prepared by:
                               Prof Johanna Ellner

A.    Testing Guidelines:

The following examination schedule is suggested.
1.    A one-hour exam at the completion of Lessons 1 - 5
2.    A one-hour exam at the completion of Lessons 7 - 11
3.    A one-hour exam at the completion of Lessons 13 - 18
4.    A one-hour exam at the completions of Lessons 20 - 25
5.    A one session Final Examination.

B.    Requirement: A statistical calculator. Instructions for the TI Graphing Calculator 83 or higher are provided in the textbook.

C.    Homework

On-line Assignments noted on the syllabus contain exercises similar to those in the practice problems sets.  These exercises are available on the Wiley Plus Web Site.  The Web Site provides help with the solutions and records homework grades for each assignment.  The assignment grade has been designed to allow students two attempts at each question for full credit.  Further attempts will reduce the credit by 30% .  Hints and solutions are provided.

MAT 1272      Statistics                                        Introductory Statistics by P. Mann 9th edition
REGISTER for the on-line text and WileyPlus using the Course ID _____(provided by instructor).

| Lessons | Sections to Read | Homework |
|---|---|---|
| Lesson 1 | **1.1** Statistics and Types of Statistics<br>**1.2** Basic Terms<br>**1.3** Types of Variables<br>**1.5** Population vs. Sample | **Practice Homework**<br>**1.1:** 1.1, 1.3<br>**1.2**: 1.5, 1.6<br>**1.3**: 1.7, 1.9<br>**1.5**: 1.13,1.19, 1.21, 1.25<br>**Graded On-Line HOMEWORK CHAPTER 1** |
| Lesson 2 | **2.1** Organizing and Graphing Qualitative Data<br>**2.2** Organizing and Graphing Quantitative Data<br>   (omit subsections: 2.2.5 and 2.2.8) | **Practice Homework**<br>**2.1:** 2.1, 2.5, 2.7 b<br>**2.2**: 2.9, 2.11, 2.17 a - d<br>**Graded On-Line HOMEWORK CHAPTER 2** |
| Lesson 3 | **2.3** Stem-and-Leaf Displays<br>**1.7** Summation Notation using a T1 84<br>**3.1** Measures of Central Tendency for Ungrouped<br>   Data<br>**Learn how to use the calculator to find measures of central tendency** | **Practice Homework**<br>**2.3:** 2.25 , 2.27<br>**1.7:** 1.37, 1.39<br>**3.1**: 3.1, 3.9, 3..13 abd, 3.19<br>**Graded On-Line HOMEWORK CHAPTER 3 #1 of 2** |
| Lesson 4 | **3.2** Measures of Dispersion for Ungrouped Data (omit coefficient of variance)<br>**Learn how to use the calculator to find standard deviation**<br>**3.4** Use of Standard Deviation only section 3.4.2<br>**3.5** Measures of Position<br>**3.6** Box-and-Whisker Plot outliers, left and right skews | **Practice Homework**<br>**3.2:** 3.29, 3.35a,c, 3.39a,c, 3.43<br><br>**3.4:** 3.59, 3.63<br>**3.5:** 3.69, 3.73<br>**3.6**: 3.75, 3.77 AND<br>**Graded On-Line HOMEWORK CHAPTER 3 #2 of 2** |
| Lesson 5 | **13.1** Simple Linear Regression Model (Omit 13.1.7)<br>**13.4.** Linear Correlation – only calculating *r* **13.4.1**<br>**Learn how to use the calculator to find slope and y-int of regression line and the value of r. To find r go to CATALOG scroll down to DIAGNOTIC and turn it ON. (press enter twice)** | **Practice Homework**<br>**13.1:** 13.2, 13,4, 13.11. 13.15, 13.19a,b 13.21all parts<br>**13.4**: 13.45 - 13.53 odd, 13.57a,b,<br>**Graded On-Line HOMEWORK CHAPTER 13** |
| Lesson 6 | **Exam1** | |

| Lesson 7 | 4.1 Experiment, Outcomes and Sample Space<br>4.2 Calculating Probability | **Practice Homework**<br>**4.1:** 4 .1, 4.3, 4.7 ,4.9<br>**4.2**: 4.15, 4.17, - 4.21 odd, 4.25, 4.27<br>**Graded On-Line HOMEWORK CHAPTER 4 #1 of 4** |
|---|---|---|
| Lesson 8 | 4.3. Different Probability Concepts<br>4.3.1 Marginal and Conditional Probabilities and Related<br>4.3.2 Mutually Exclusive Events<br>4.3.3 Independent vs. Dependent | **Practice Homework**<br>**4.3**: 4.29 – 4.31 all, 4.33 a, b, 4.35<br>**Graded On-Line HOMEWORK CHAPTER 4 #2 of 4** |
| Lesson 9 | 4.3. 4 Complementary Events<br>4.4. Intersection of Events and the Multiplication Rule | **Practice Homework**<br>**4.3:** 4.32, 4.33 (c), 4.39 b , 4.41<br>**4.4**: 4.43, 4.45 a, b, c, 4.49 (a), 4.53-4.57 odd, 4.61<br>**Graded On-Line HOMEWORK CHAPTER 4 # 3 of 4** |
| Lesson 10 | 4.5 Union of Events and the Addition Rule<br>4.6. Counting Rule, Factorials, Combinations, and Permutations<br>**Learn how to use the calculator for combinations and permutations (MATH)** | **Practice Homework**<br>**4.5**: 4.67, 4.71 (a), 4.73, 4.75<br>**4.6:** 4.83, 4.87, 4.91, 4.93 odd<br>**Graded On-Line HOMEWORK CHAPTER 4 # 4 of 4** |
| Lesson 11 | 5.5 The Hypergeometric Probability Distribution<br>5.1 Random Variables | **Practice Homework**<br>**5.5 :** 5.43, - 5.45 all<br>**5.1**: 5.1 – 5.3 all<br>**Graded On-Line HOMEWORK CHAPTER 5 # 1 of 3** |
| Lesson 12 | **Exam 2** | |
| Lesson 13 | 5.2 Probability Distributions of a Discrete Random Variable<br>5.3 Mean and Standard Deviation of a Discrete Random Variable<br>**Learn how to use the calculator to find mean and standard deviation\* See last page of syllabus** | **Practice Homework**<br>**5.2**: 5.5 - 5.7 all, 5.11<br>**5.3:** 5.15 - 5.19 odd, 5.23<br>**Graded On-Line HOMEWORK CHAPTER 5 # 2 of 3** |
| Lesson 14 | 5.4 The Binomial Probability Distribution<br>**Use formulas to find mean and standard deviation**<br>**Learn how to use the binomial probability table on the calculator** | **Practice Homework**<br>**5.4**: 5.27, 5.29, 5.30, 5.33 - 5.37 odd<br>**Graded On-Line HOMEWORK CHAPTER 5 # 3 of 3** |

| | | |
|---|---|---|
| Lesson 15 | **6.1** Continuous Probability Distribution and the Normal Probability Distribution<br>**Learn to use the calculator to find area under standard normal curve –back of Chapter 6** | **Practice Homework**<br>**6.1:** 6.1, 6.5 – 6.17 odd **For:** 6.11-6.17<br>**-draw normal curve and shading the**<br> **requested area(s).**<br> **Graded On-Line HOMEWORK CHAPTER 6 # 1 of 3** |
| Lesson 16 | **6.2** Standardizing the Normal Distribution<br>**6.3** Applications of the Normal Distribution<br>**Learn to use the calculator with non standard normal distributions.** | **Practice Homework**<br>**6.2:** 6.19 using the formula,<br> and use the calculator for 6.21 – 6.23 odd<br>**6.3**: use the calculator for 6.25 – 6.31 odd<br> **Write answers in a complete sentence.**<br>**Graded On-Line HOMEWORK CHAPTER 6 # 2 of 3** |
| Lesson 17 | **6.4** Determining the of $z$ and $x$ Values when an Area Under the Normal Curve is Known<br>**Learn to use the calculator to find z-score given the area or percentage.** | **Practice Homework**<br>**6.4:** use the calculator for: 6.37,<br> Hint: use the calculator to find z score and then<br> use the z-score, mean and standard deviation to find x.<br> 6.39 a-d, 6.40, 6.41 be sure to **write answers in a**<br> **complete sentence.**<br>**Graded On-Line HOMEWORK CHAPTER 6 # 3 of 3** |
| Lesson 18 | **Exam 3** | |
| Lesson 19 | **7.1** Sampling Distributions, Sampling Error, and Non-sampling Errors<br><br>**7.2** Mean and Standard Deviation of $\bar{x}$<br><br>**7.3** Shape of the Sampling Distribution of $\bar{x}$ | **Practice Homework**:<br>**7.1:** 7.1 -7.3 all, 7.4 use the calculator for parts a – c.<br>**7.2**: 7.7, 7.11, 7.14, 7.15 use the formulas<br>**7.3**: 7.18,<br>**Graded On-Line HOMEWORK CHAPTER 7 # 1 of 2** |

| | | |
|---|---|---|
| Lesson 20 | **7.3 (7.3.1)** Continued Central Limit Theorem,<br> and Ex.7-3 & Ex 7-4<br><br>**7.4** Applications of the Sampling Distribution of $\bar{x}$ | **Practice Homework**<br>**7.3:** 7.23- 7.27 odd<br>**7.4:** 7.31, 7.35, 7.39<br>**Write answers in a complete sentence.**<br> **Graded On-Line HOMEWORK CHAPTER 7 # 2 of 2** |
| Lesson 21 | **9.1** Hypothesis Tests: An Introduction | **Practice Homework**<br>**9.1**: 9.1 - 9.5 all, 9.7<br>**Graded On-Line HOMEWORK CHAPTER 9 # 1 of 4** |
| Lesson 22 | **9.2:** Hypothesis Tests about $\mu$ : $\sigma$ <u>Known</u><br>**Only section 9.2.2** Use critical value approach (Omit 9.21) | **Practice Homework**<br>**9.2:** 9.9, 9.11, 9.12, 9.16, 9.19<br> (Type 1 error is rejecting a true hypothesis), 9.21, 9.23<br>**Graded On-Line HOMEWORK CHAPTER 9 # 2 of 4** |

| Lesson 23 | **9.2:** Application using critical value approach | **Practice Homework**<br>**9.2:** 9.25 (b), 9.27 (b), 9.29 (b), 9.31(b)<br>**Show the rejection and non-rejection regions.**<br>**Write answers in a complete sentence.**<br>**Graded On-Line HOMEWORK CHAPTER 9 # 3 of 4** |
|---|---|---|
| Lesson 24 | **9.3:** Hypothesis Tests about $\mu$ : $\sigma$ <u>Unknown</u> **Only section 9.3.2** Use critical value approach only (Omit 9.3.1) | **Practice Homework**<br>**9.3**: 9.34. 9.35, 9.38, 9.39, 9.45(a)- only using t-test, 9.45(b),<br>9.47 use calculator. **Show the rejection and non-rejection regions.**<br>**Write answers in a complete sentence**<br>**Graded On-Line HOMEWORK CHAPTER 9 # 4 of 4** |
| Lesson 25 | **Exam 4** | |
| Lesson 26 | **11.1** The Chi-Square Distribution<br>**11.2** A Goodness-of-Fit Test | **Practice Homework**<br>**11.1**: 11.1,11.2 11.5a<br>**11.2**: 11.8, 11.9 – 11.15 odd<br>**Graded On-Line HOMEWORK CHAPTER 11** |
| Lesson 27 | **11.3** A Test about Independence or Homogeneity (Optional) | **Practice Homework 11.3**: 11.21 - 11.25 odd |
| Lesson 28 | Review | TI calculator needed |
| Lesson 29 | Revies | TI calculator needed |
| Lesson 30 | **Final Examination** | TI calculator needed |

The on-line text and access to Wiley-Plus are available immediately at www.wiley.com/WileyCDA/Section/id-828293.html. You have 14 days of free access. The cost for the e-book and Wiley-Plus for City Tech students is $40 when you use the promo code CTC06.

The on-line homework assignments, in the syllabus, are in Wiley Plus which also provides tutorials. These assignments are graded and recorded. Full credit is given if the correct answer is provided in the first two attempts. If a third attempt is required the grade for the question is reduced by 30%.

**Calculator Instruction for MA 1272** –
 found at the end of each of the following chapters:
Chapter 1: Entering and Editing Data
        Operations with Lists
Chapter 2: Creating a Frequency Histogram
        Creating a Stem-and-Leaf
Chapter 3: Calculating Summary Statistics
        Creating a Box Plot

Chapter 13: Find Regression Equation, r and $r^2$ (Diagnostic On)
Chapter 4: Calculating !, $_nC_r$, $_nP_r$
Chapter 5:  * TI 84 + STAT, EDIT (enter x in column L1 and P(x) in column L2
               STAT, CALC, 1-VAR, list L1, Frequency L2 enter
                 TI 83+ STAT, EDIT (enter x in column L1 and P(x) in column L2
             STAT, CALC, 1-VAR L1, L2  enter
             Calculating a Binomial Probability
              Calculating a Cumulative Binomial Probability
              Preparing a Binomial Probability Distribution
              Calculating a Hypergeometric Probability
Chapter 6: Calculating a Left Tail Probability
              Calculating a Probability between Two Variables
              Calculating a Right Tail Probability
              Determining z when a Probability is known.

**New York City College of Technology**
**Social Science Department**
**Fall 2020**

**Course: PHIL 2203ID-Health Care Ethics (Interdisciplinary)**
**Instructional Mode: Fully Online**
**Prerequisite:  ENG 1101**
**Pathways: Individual and Society**

**Required Texts:**
This is an OER (Open Educational Resource) course. All required readings for this course are either open access, freely available on external websites, or available for free through the City Tech library to students of City Tech. See hyperlinks in schedule below.

**Information and Organization of the class**:
This is a fully on line class**.** Here is a quick guide on how to navigate through Blackboard:
The Announcements area of the classroom will be used on at least weekly basis to
post updates and comments  or remind you of important due dates.
The Course Documents area is arranged in folders by week and it contains all reading materials for the course.
The Assignment area is where you will submit your paper.
The Discussion area contains one discussion forum for each week of the course. The discussions will be based on the weekly readings.

**Course Description**: An examination of the major ethical theories on what is morally right and wrong, and the meaning of moral concepts (e.g., the concepts of right and duty). Focus is on ethical problems associated with the practice of medicine and biomedical research.

**Course Objectives:**
This course introduces students to issues at the intersection of health care and values, as well as the theories, principles, data, and literature addressing these issues. By the end of this course, students will have learned several basic ethical theories and philosophical concepts relevant to health care ethics. They will have developed familiarity with multiple important issues in health care ethics, and have a grasp about how philosophical theories and concepts have been thought to apply to these issues. They will also be capable of individually applying these theories and concepts to novel issues as well as collaborating with others to resolve novel issues in an institutional setting.

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS**

| LEARNING OUTCOMES | ASSESSMENT METHODS* |
|---|---|
| **1.** Learn key theories and principles from philosophical ethics and health care ethics, and gain an appreciation for the contribution of philosophical ethics to ethical problems in health care. | **1.** Reading quizzes and homework assignments; objective questions and essays on exams. |

| | |
|---|---|
| **2.** Acquire skills in philosophical reasoning, including constructing and analyzing arguments, recognizing ethical issues, and gaining an ability think critically about their own values and assumptions. | **2.** Class participation grade; term paper; reflection assignments in homework. |

### GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

| LEARNING OUTCOMES | ASSESSMENT METHODS* |
|---|---|
| 1. KNOWLEDGE: Develop knowledge from a range of disciplinary perspectives, and develop the ability to deepen and continue learning. | 1. Lectures and in class discussion; class readings and homework/quizzes testing comprehension; mid-term and final. |
| 2. SKILLS: Acquire and use the tools needed for communication, inquiry, analysis, and productive work. | 2. In class discussion; reading comprehension quizzes; term paper. |
| 3. INTEGRATION: Work productively within and across disciplines. | 3. Term paper project; mid-term and final exams. Case analysis and other discussions in class. |
| 4. VALUES, ETHICS, AND RELATIONSHIPS: Understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains. | 4. Class discussion on each of these individual topics; opportunities for reflection in homework; case analysis, in class and in homework. |

**Blackboard Discussion Forums:**
Discussion and debate—such as taking and defending positions and asking or answering critical questions—is a vital part of the practice of philosophy. Consequently, the final grade for this class heavily reflects this. Students may get credit for participation by asking critical questions, answering questions posed to the class, or volunteering ideas and thoughts relevant to class topics. However, there is no way to get full credit for this segment of the class without actual participation in the Blackboard discussion forums.

**Homework:**
Homework will usually consist of short written assignments. They will always be announced on Blackboard at least one class before they are due. Sometimes homework questions will be about

readings; other times they will require students to reflect on something discussed in the Blackboard discussion forums. There will be 3-4 homework assignments throughout the course of the semester.

**Midterm:**
The first half of the midterm will consist of questions covering material from readings and lecture. The second half will consist of an essay question related to topics covered so far in class. Students are expected to give *their own* perspective on the essay question, while making reference to readings and class discussions.

**Interdisciplinary Group Project:**
Students will be divided into groups, and assigned a case. Each group will divide into separate roles and will work to provide an integrated, interdisciplinary case analysis.
The group project has 2 components: an Annotated Bibliography and a Written Report.

### 1. Annotated Bibliography
For instructions, see the handouts "1. Researching for the Group Project" and "2. Creating an annotated bibliography for your case" on Blackboard.

### 2. Written Report
The paper will be **at least 1000 words** (about 4 double-spaced pages), not including the Works Cited page. For instructions, see the handout "3. Preparing a written report for your case" on Blackboard.

**Final Exam:**
The final will be similar in format to the mid-term. It will focus primarily on material from the second half of the semester (i.e., it is not cumulative, although in some cases it may be useful to to build on concepts learned in the first half of the semester).

**Grade Breakdown:**
Participation: 10%
Midterm: 20%
Homework: 10%
Case Study, total: 40%
Final Exam: 20%

**Grade scale**:
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: 59.9 and below

WU student stops attending

**Attendance Policy:**
It is the conviction of the Department of Social Science that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

**Please note**: This is an online class. If student does not post on the weekly discussion board they will be marked as absent from class. This is the same as missing a face-to-face class.

**Student Accessibility:**
City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please email the Student Accessibility Center.

**Commitment to Student Diversity:**
The Department of Social Science complies with the college wide nondiscrimination policy and seek to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

**Academic Integrity Policy Statement**: 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 CUNY and City Tech and is punishable by penalties, including failing grades, suspension, and expulsion. Please familiarize yourself with the complete text of the college's academic integrity policies as posted either online (www.citytech.cuny.edu), in the student handbook, or in the college catalog.
**Students' responsibilities**: Disruption of class or other inappropriate classroom behavior will not be tolerated.

## COURSE OUTLINE

| Weeks | Topic | Reading |
|-------|-------|---------|
|       |       |         |

| Week 1 | Introductions. Syllabus. Normative/Empirical distinction. Evaluating Normative Arguments.Philosophical and Professional Ethics. | Metcalf, Thomas. 2018. "Philosophy and Its Contrast with Science." *1000-Word Philosophy: An Introductory Anthology*. Accessed 12/31/18. [Link to external web site](#). |
|---|---|---|
| Week 2 | Moral Skepticism, Individual and Cultural Moral Relativism. Consequentialist Ethics | Westacott, Emrys. n.d. "Moral Relativism." *The Internet Encyclopedia of Philosophy*. Accessed 12/31/18. [Link to external web site](#). Please read sections 2 g, 3 a, b, c, d, and 4 b, c, d, e. Nathanson. Stephen. n.d. "Consequentialist Ethics." *The Internet Encyclopedia of Philosophy*. Accessed 12/31/18. [Link to external web site](#). Read all of sections 1 and 2. |
| Week 3 | Deontological Ethics. Building a Case Presentation, Part IA: Developing an Annotated Bibliography Entry. | Jankowiak, Tim. n.d. "Immanuel Kant." *The Internet Encyclopedia of Philosophy*. Accessed 12/31/18. [Link to external web site](#). Please read all of section 5. Le Morvan, P., & Stock, B. 2005. Medical Learning Curves and the Kantian Ideal. *Journal of Medical Ethics*, 31(9), 513–518. [Link to Open Access](#). |
| Week 4 | Principlism. Building a Case Presentation, Part IB: Researching Ethics Cases. | McCormick, Thomas R. 2013. "Principles of Bioethics." Accessed 12/31/18. [Link to external web site](#). |

| Week 5 | Respecting Patient Autonomy. Decision Making Capacity and Competence. | Macklin, R. (1977). Consent, Coercion, and Conflicts of Rights. *Perspectives in Biology and Medicine* 20(3), 360–371. [Link to library-licensed digital file](). Appelbaum, P. S. (2007). Assessment of Patients 'Competence to Consent to Treatment. *The New England Journal of Medicine*357(18), 1834–1840. [Link to library-licensed digital file.]() |
|--------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 6 | Surrogate Decision Making. Medical Decision Making for Children. | Brock, Dan W. 2004. "Surrogate Decision-Making." In *Encyclopedia of Bioethics*, 3rd ed., edited by Stephen G. Post, 2483-2486. Vol. 4. New York, NY: Macmillan Reference USA. *Gale Virtual Reference Library*.[Link to library-licensed digital file.]() Walter, Jennifer K., and Lainie Friedman Ross. 2014. "Relational Autonomy: Moving Beyond the Limits of Isolated Individualism." *Pediatrics* 133:S16-S23. [Link to library-licensed digital file.]() |
| Week 7 | Midterm. | |

| Week 8 | Definitions of Health and Disease. | Boorse, C. 1975. "On the Distinction Between Disease and Illness." Philosophy and Public Affairs, 5(1), 49–68. Link to library-licensed digital file. Kingma, Elselijn. 2007. "What Is It to Be Healthy?" Analysis 67 (294): 128–33. Link to Open Access. |
|---|---|---|
| Week 9 | Disability. | Wendell, S. (1989). Toward a Feminist Theory of Disability. *Hypatia*, 4(2), 104–124. Link to library-licensed digital file. Gunther, D. F., & Diekema, D. S. 2006. Attenuating Growth in Children with Profound Developmental Disability: A New Approach to an Old Dilemma. *Archives of Pediatrics & Adolescent Medicine*, 160(10), 1013–1017. Link to library-licensed digital file. |
| Week 10 | Treatment and Enhancement. | Amadio, Jordan. 2010. "Are Cosmetic Surgeons Complicit in Promoting Suspect Norms of Beauty?" *Virtual Mentor* 12 (5): 401–5. Link to external website. |
| Week 11 | Mental Illness. | Szasz, Thomas S. 1960. "The Myth of Mental Illness." *American Psychologist* 15 (2): 113–18. Link to library-licensed digital file. |

| Week 12 | Justice and the Distribution of Health. | Sterba, James P. "Justice." In *Encyclopedia of Bioethics*, 3rd ed., edited by Stephen G. Post, 1354-1361. Vol. 3. New York, NY: Macmillan Reference USA, 2004. *Gale Virtual Reference Library.* Link to library-licensed digital file. |
|---|---|---|
| Week 13 | Organ Transplantation Activity. Kidney Markets. | Kishore, R R. 2005. "Human Organs, Scarcities, and Sale: Morality Revisited." Journal of Medical Ethics 31 (6): 362–65. Link to Open Access. |
| Week 14 | Euthanasia and Physician Assisted Suicide. | D W. 1992. "Voluntary Active Euthanasia." The Hastings Center Report 22 (2): 10–22. Link to library-licensed digital file. |
| Week 15 | Final Exam | |

**New York City College of Technology**
**Social Science Department**
**Fall 2020**

<u>**Course:**</u> **PSY1101 – Introduction to Psychology (3 class hours, 3 credits)**
<u>**Instructional Mode:**</u> **Fully Online**
<u>**Prerequisite:**</u> **CUNY Proficiency in Reading and Writing**
<u>**Pathways:**</u> **Individual and Society**

<u>**Course Description:**</u>
This course is designed to provide a broad overview of methodology, history and theories of psychology, brain and behavior, neuropsychology, socialization, motivation, emotion, perception, learning, thinking, intelligence, personality and the adjustment processes, and social psychology. This course is designed to promote a continuing interest in psychology and to facilitate critical thinking.

## CONTENT-RELATED LEARNING OUTCOMES AND ASSESSMENT:

| LEARNING OUTCOMES | ASSESSMENT |
|---|---|
| Demonstrate an understanding of classic and contemporary concepts of Psychology | Will take place asynchronously in an online environment: assignments, discussions, concept assessments and exams |
| Demonstrate an understanding of the different research methods associated with Psychology | Will take place asynchronously in an online environment: assignments, discussions, concept assessments and exams |
| Demonstrate an understanding of the many different areas within Psychology, along with their main focus areas of study, terms and definitions associated with these different areas of study, and the ability to synthesize these different areas of Psychology. | Will take place asynchronously in an online environment: assignments, discussions, concept assessments and exams |
| Demonstrate an ability to apply psychological concepts to real world/translational applications such as mental health issues | Will take place asynchronously in an online environment: assignments, discussions, concept assessments and exams |

## GENERAL EDUCATION LEARNING OUTCOMES AND ASSESSMENT:

| LEARNING OUTCOMES | ASSESSMENT |
|---|---|
| KNOWLEDGE: Develop an introductory knowledge of psychology methodology and concepts | Will take place asynchronously in an online environment: assignments, discussions, concept assessments and exams |

| | |
|---|---|
| SKILLS:  Develop and use the tools needed for communication, analysis and productive work | Will take place asynchronously in an online environment:  assignments, discussions, concept assessments and exams |
| INTEGRATION:  Work productively within and across disciplines | Will take place asynchronously in an online environment:  assignments, discussions, concept assessments and exams |
| VALUES, ETHICS, AND RELATIONSHIPS:  Understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains | Will take place asynchronously in an online environment:  assignments, discussions, concept assessments and exams |

Required Text: Psychology 2e  from openstax.org

System Requirements:
You will be required to log onto a computer with internet access. You will need the latest versions of one of the following: Chrome or Firefox (*recommended*), Microsoft Edge / Internet Explorer (on its way out), or Safari.

TECHNICAL DIFFICULTIES:
Computer or internet problems are not valid excuses for late submissions of assignments and journals; nor are they valid excuses for failure to take an exam on time.  All requirements will be available at least a week in advance of the due date.  Make sure you have a backup plan in case of a computer and/or internet problem. Most problems can be avoided by not waiting until the last minute!

NETIQUETTE:
Please keep in mind that communicating in an online environment presents some challenges, Messages are being received in the absence of visual cues (e.g., facial expressions) and auditory cues (e.g., tone of voice) that influence the content of the message.  Therefore, it is important to communicate in a respectful manner at all times.  This does not mean that you have to agree with everything; it means that feedback must be given in a sensitive and supportive manner.  If someone disagreed with you and had recommendations for improvement, what kind of communication would you like to receive?  Remember, humor may appear to be sarcastic in an online environment.  THE USE OF ALL CAPITALS MAY SEEM LIKE SOMEONE IS SCREAMING AT YOU.  So review before you hit send.

Here are some other student guidelines for the class (Taken from Mintu-Wimsatt, A., Kernek, C., & Lozada, H.R. (2010).  Netiquette:  Make it a part of your syllabus. *Journal of Online Teaching and Learning, 6,* 264-267.):
- Do not dominate any discussion.
- Do not use offensive language.

- Never make fun of someone's post.
- Avoid texting lingo
- Use correct grammar and spelling.
- Share tips with other students.
- Keep an open mind and be willing to express your opinion.
- Be aware of CUNY's Policy on Academic Integrity.
- Think before you push the send button.
- Do not hesitate to ask for feedback.
- When in doubt, check with your instructor for clarification.

Blackboard Login:
You will access Blackboard from the same sites you currently use, but you will log in using your CUNYfirst username followed by @login.cuny.edu and your CUNYfirst password. For example, if you log into CUNYfirst as george.washington76, you will log into Blackboard as george.washington76@login.cuny.edu.

**How do I login to Blackboard?** There are a few ways to do this:
- The direct link to login is https://bbhosted.cuny.edu/webapps/login/noportal.
- Alternatively, go to the CUNY website at http://www2.cuny.edu/. From upper-right corner, hover mouse over Log In and click Blackboard. It will take you to CUNY Applications Login Page. Type in your CUNYfirst username & password and click Log in.
- Finally, you can also access Blackboard by visiting the school website at http://www.citytech.cuny.edu/. Hover mouse over QUICKLINKS and click Blackboard under Logins. It will take you to CUNY Applications Login Page.

**Notes:** For the security reasons, the CUNYfirst password needs to be changed every six months. You can change your password at https://home.cunyfirst.cuny.edu.
Should you forget your CUNYfirst challenge questions, you can reclaim your CUNYfirst account by creating a New User account at https://impweb.cuny.edu/selfservice/activation/start.action.

➢ Help with Blackboard: If you need assistance with Blackboard, contact the **Instructional Technology & Technology Enhancement Center** via e-mail at ITEC@citytech.cuny.edu.

➢ Additionally, the Department of Instructional Technology will be conducting free online student Blackboard workshops during the fall 2020 semester. Basic student instruction will be provided on how to get the portal ID and use Blackboard for class assignments. The schedule can be found here: http://websupport1.citytech.cuny.edu/workshops.html. Then click on **Student Schedule**.

➢ Information about the various features of Blackboard may be found below: http://websupport1.citytech.cuny.edu/studentbb.html

➢ "Blackboard Student User Guides" can be found at the following link:

Navigating the Blackboard site:
The following are descriptions of the frequently used features that you will be using on Blackboard for this course:
ANNOUNCEMENTS – This is where I will post important information about the course as we proceed.  For example, I will post reminders about weekly work and provide updates to the course.  All announcements are sent to your City Tech email.
MODULES – Each module contains your work for every week of the semester.
POWERPOINT SLIDES - The PowerPoint slides for each lecture are posted here.
TEXTBOOK: The link to your textbook is here.
SYLLABUS- The syllabus is posted here.
ULTRA COLLABORATE – Mini lectures will be posted here.
DISCUSSION BOARD – This will be our primary meeting place and where you will post your responses to questions/prompts.  You will also be required to reply back to your classmates by making comments and asking questions.
EXAMS – Your exams will be available here.
CUNY BLACKBOARD STUDENT USER GUIDES – Links to various Blackboard tutorials.
STUDENT STUDY GUIDES – Study Guides are available for each chapter.
EFFECTIVE READING AND NOTETAKING – To help your
TOOLS – Here you will find tools for sending e-mails, checking your grades, etc.
LIBRARY – Link to City Tech Library
HELP – Additional help for Blackboard

Help with City Tech e-mail:
**You must use your college e-mail to communicate in this course**.  If you're having trouble with your Student Email, or you need to update your email, please visit http://cis.city-tech.cuny.edu/Student/it_student_email.aspx . Alternatively, **e-mail them at stu-denthelpdesk@citytech.cuny.edu**.  In general, a student's e-mail address will be their first-name.lastname@mail.citytech.cuny.edu.

**Course Requirements:**
Each week students will complete one module. For most of the modules students will have to: complete readings, review PowerPoint slides, view a mini lectures, complete assignments, complete concept assessments and partake in class discussion  In addition to those requirements, students will also take four exams this semester.

How to access a module:   Each module contains the course content for one chapter in the textbook.  Each week, an announcement with a course link to the module will be posted on Blackboard. You will also receive the announcement and link via your City Tech email.

Alternatively, students can go to the Blackboard course menu and click the "Modules" button.

➢ Discussion Board Forums:

1. Forums will be created for the discussion topics. Some weeks, however, the instructor may create brief video discussions using a program called Flipgrid. Students are expected to post their response to the discussion prompt and then respond to two or more classmates. However, students are expected to check the board regularly during the week to keep the conversation going.

2. A forum called "Ask Professor _____" will be available for the entire semester. Here students will post any psychology and/ or course-related questions that may be of interest to the whole class.

➢ Assignments:
Students will be given a variety of writing assignments this semester that will encourage critical thinking and application. Detailed instructions for each assignment can be found in the chapter modules.

➢ Concept Exercises:
Concept exercises will be assigned every week to help reinforce key concepts and assess your level of understanding.

➢ Exams:
Four multiple choice exams will be given during the fall semester. For each exam, students will have up to 50 multiple choice questions. Once opened, students must complete the exam in one sitting.

**Policy on late or missing work:**
No late work will be accepted or give make-up exams will be given. Any work that is missing will receive a zero grade.

**Policy on Extra Credit:**
No extra credit will be afforded.  You are expected to do the work that has been assigned.

**Assessment and Grading:**
Each exam, assignment, and discussion is worth 100 points. Each grade will be weighted according to the table below and your final grade will be determined by *summing* up the weighted grades.

| | |
|---|---|
| 10  Discussions * | 10% |
| 10 Assignments * | 15% |
| 14 Concept Assessments* | 15% |
| 4 Exams | 60% |

 * The lowest grade will be dropped.

The letter grade equivalent for final weighted totals will be assigned according to the following scale:

| GRADE | NUMERICAL RANGES |
|-------|------------------|
| 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 | 59.9 and below |

Please refer to the Student Handbook for more information about grades.

**Attendance:**
If students do not submit any of the weekly requirements, they will be marked as absent. However, if students complete at least one, they will be marked as present.

Keep in mind that failure to attend class once the semester has started (without officially dropping the class or withdrawing from the class by the Registrar's deadline) will result in a WU (unofficial withdrawal) grade. A WN grade is assigned if the student never attended the course (i.e., failure to complete any online requirements). WU grades are calculated into the grade point average as failing grades. If extenuating circumstances arise (e.g., medical and/or family emergencies), students are responsible for informing me as soon as possible. Documentation pertaining to the emergency may be required as well. Attendance will be taken every week.

**Student Accessibility:**
City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please email the Student Accessibility Center.

**Commitment to Student Diversity:**
The Department of Social Science complies with the college wide nondiscrimination policy and seek to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example,

we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

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

Please be aware that CUNY's revised policy on Academic Integrity went into effect on July 1, 2011.
1.  As required by the policy, the college will implement the full use of an electronic plagiarism detection device.
2.  There are additional due process protections for students in some circumstances.
3.  The procedure now requires faculty to report, using the official form, any incident of academic dishonesty that is serious enough to affect the student's final grade.
4.  In cases where there is a "substantial" violation, the College Academic Integrity Officer is directed to seek disciplinary sanctions, as well as academic sanctions.  Students enrolled in programs leading to professional licensure should be aware that ANY violation on their part may be considered a substantial violation. The complete policy is posted on the website at http://www.citytech.cuny.edu/aboutus/docs/policies/CUNY_ACADEMIC_INTEGRITY_6-2011.pdf.

Any occurrence of academic dishonesty, such as cheating or plagiarism, will result a failing grade.  In addition, the incidence will be reported to the Academic Integrity Committee.

## What is academic dishonesty?
Academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work.
Plagiarism is the presenting of someone else's ideas without proper credit or attribution. These ideas could come from:
1. Information obtained from books, journals or other printed sources.
2. The work of other students or of faculty.
3. Information from the Internet.
4. Software programs or other electronic material.
5. Designs produced by other students or faculty.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or
communication during an academic exercise. Examples of cheating include:
1. Copying from another student during an examination or allowing another to copy your work.
2. Unauthorized collaboration on a take-home assignment or examination.

3. Using notes during a closed-book examination.
4. Taking an examination for another student, or asking or allowing another student to take an examination for    you.
5. Changing a graded exam and returning it for more credit.
6. Submitting substantial portions of the same paper to more than one course without consulting each instructor.
7. Preparing answers or writing notes in an exam manual before an examination.
8. Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services.
9. Giving assistance to acts of academic misconduct/dishonesty.
10. Fabricating data (in whole or in part).
11. Falsifying data (in whole or in part).
12. Unauthorized use during an examination of electronic or wireless handheld devices, including computers
or other technologies to retrieve or send information during an exam.

### Schedule of Topics

| Week / Date | Chapter & Topic | Module and Due Date |
| --- | --- | --- |
| Week 1 | Orientation | Complete the Module "Class Orientation." Review syllabus, take plagiarism quiz, post introductions on the discussion board, familiarize yourself with Blackboard |
| Week 2 | 1 / What is Psychology? | Complete Module #1. Assignment #1, Discussion #1, Concept assessment#1 |
| Week 3 | 2 / Psychological Research | Complete Module #2. Discussion #2, Concept assessment #2 |
| Week 4 | 3/ Biopsychology | Complete Module #3. Assignment #2, Discussion #3, Concept assessment #3 |
| Week 5 | 5 / Sensation & Perception | Complete Module #4. Assignment #3, Concept assessment#4 **EXAM #1** |
| Week 6 | 9 / Lifespan Development | Complete Module 5. Assignment #4, Discussion #4, Concept assessment #5 |
| Week 7 | 6/ Learning | Complete Module #6. Assignment #5, Discussion #5, Concept assessment #6 |
| Week 8 | **7 /** Thinking and Intelligence | Complete Module #7. Discussion #6, Concept assessment #7 **EXAM #2** |
| Week 9 | 8/ Memory | Complete Module #8. Assignment #6, Discussion #7, Concept assessment #8 |

| Week 10 | 11/ Personality | Complete Module #9.<br>Assignment #7, Discussion #8, Concept assessment #9 |
|---|---|---|
| Week 11 | 15 / Psychological Disorders | Complete Module #10.<br>Assignment #8, Concept assessment #10<br>**EXAM #3** |
| Week 12 | 16 / Therapy & Treatment | Complete Module #11.<br>Assignment #9, Discussion #9, Concept assessment#11 |
| Week 13 | 12/ Social Psychology | Complete Module #12.<br>Assignment #10, Concept exercises #12 |
| Week 14 | 14 / Stress, Lifestyle, & health | Complete Module #13.<br>Discussion #10, Concept assessment#13 |
| Week 15 | | **FINAL EXAM** |

**Course**: PSY 2404-PERSONNEL/ORGANIZATIONAL PSYCHOLOGY
**Instructional Mode:** Fully Online
**Prerequisite:** PSY 1101-Introduction to Psychology
**Pathways:** Individual and Society

## Course Description:

Theory and techniques of personnel problems in industry and business. Dynamics of individual and group behavior in work situations, selection, evaluation methods, interviewing, and leadership development. This course will focus on the theoretical, empirical (i.e. research based), and applied (i.e. practical implications) aspects of Personnel Organizational, also known as Industrial Organizational (I/O) Psychology.

## Capstone Course Statement:

This course fulfills the LAA/LAS Associate Capstone requirement, though it can also be taken for other requirements and electives. The City Tech LAA/LAS Associate Capstone is designed for students entering their second year in the program. LAA/LAS Associate Capstone courses are meant to prepare students to continue their studies in a bachelor's degree, third-year, or junior, level. In addition, Associate Capstone courses are meant to help students develop an awareness of the importance of knowledge, values and skills developed in general education courses; and to integrate this knowledge, these values and these skills into their advanced academic study and professional careers. Please ask the instructor if you have any questions about what the LAA/LAS Associate Capstone requirement entails.

## Course Goals:

a) To examine concepts, theories, and real-world applications of I/O psychology
b) To gain familiarity with psychological testing, performance appraisal, training and development, work teams, and organizational development
c) To acquire an understanding of how research is conducted in I/O psychology and demonstrate the ability to critique it
d) To discover how I/O psychology is relevant to one's own work experiences
e) To develop skills to apply I/O psychology in order to analyze a job, select employees, and assess job performance

## Blackboard:

This course is online and actively uses the Blackboard interface. As a registered student, you have a campus account (including your CityTech email) that permits you to log into the campus network, email, Blackboard, and other resources. Course announcements, instructor contact information, this syllabus, lecture slides, assignments, and online tests will be presented on Blackboard.

### COURSE-INTENDED LEARNING OUTCOMES & ASSESSMENT METHODS

| LEARNING OUTCOMES | ASSESSMENT METHODS |
| --- | --- |

| | |
|---|---|
| Demonstrate an understanding of industrial and organizational psychology and how it fits in the general study of psychology. | Objective or subjective exam items; assignment |
| Demonstrate knowledge of a general history of how Organizational Psychology became a science and how it is currently utilized in the workplace environment. | Objective or subjective exam items; assignment |
| Describe how to become an organizational psychologist identify available job opportunities. | Objective or subjective exam items; assignment |
| Demonstrate an understanding of the different research methods that psychologists use in industrial and organizational psychology. | Objective or subjective exam items; assignment |
| Identify independent and dependent variables, experimental and control groups, and other elements of research design in applied examples. | Objective or subjective exam items; assignment |
| Design an appropriate recruitment strategy. | Objective or subjective exam items; assignment |
| Describe various types of training programs and be able to identify which might are best for various job types. | Objective or subjective exam items; assignment |
| Demonstrate knowledge of the various leadership theories and justify the validity of each. | Objective or subjective exam items; assignment |
| Describe work, stress and family issues. | Objective or subjective exam items; assignment |
| Define work-life balance and its impact on organizations and employees. | Objective or subjective exam items; assignment |

## GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

| LEARNING OUTCOMES | ASSESSMENT METHODS |
|---|---|
| KNOWLEDGE: Develop an introductory knowledge of psychology methodology and concepts | Exam items; assignments; Discussion Board |
| SKILLS: Develop and use the tools needed for communication, analysis and productive work | Exam items; assignments; Discussion Board |
| INTEGRATION: Work productively within and across disciplines | Exam items; assignments; Discussion Board |

| VALUES, ETHICS, AND RELATIONSHIPS: Understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains | Exam items; assignments; Discussion Board |
| --- | --- |

**Required Text:**
Riggio, R. E. (2013) Introduction to Industrial/Organizational Psychology, 6th Ed: Upper Saddle River, NJ: Pearson/Prentice Hall.

## Grading
Exam 1 & 2: 50% (25% each), 25 knowledge checks: 25% (1% each), Final Exam: 25%.

Please note that the basis for letter grades is as follows:

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

## Online Sessions:
Self-discipline, organization, and a willingness to practice computer skills are needed components for success in an online course. Students will be required to log on to Blackboard at least 2 times a week to review podcasts and/or videos assigned for that week. Students will also be required log-on to Blackboard to complete all knowledge checks and exams by their due dates.

## Announcements:
Announcements are posted beginning of each week briefly indicating material that will be due over the course of that week. Announcements may also be posted throughout the week with updates as needed.

## Lectures:
Lectures are pre-recorded and posted as a Collaborate session or a YouTube video. Each lecture corresponds to a chapter in the required textbook. The material will overlap but both the lectures and the textbook may provide unique information that may be on the test.

## Knowledge Checks:
Lectures and videos will have a brief review quiz which will serve as an indicator of whether you fully understood the material. You will only be able to complete each quiz once. Knowledge checks will not be reset once they have been opened on your end. After it has been submitted, Blackboard will give you a score and you will be able to go back to review your responses. These questions also provide a clue to how I will ask questions in the exams. Instructions and deadlines for knowledge checks will be posted in the Content folder in Blackboard.

All knowledge checks will collectively be worth 25% of your final course grade.

## Online Exams:

Two, objective, timed, online exams will be given on Blackboard. Materials that will be tested include the lectures, textbook chapters, and assignments given prior to the exam. The second exam will cover material reviewed since the first exam. Exams will be found in the Content section in Blackboard.

## Online Final Exam:
The final exam will cover the remaining topics since in the semester and will have one cumulative component that is intended to integrate the main principles presented in this course. It will include multiple-choice, matching, short answer, and brief essay questions. The final exam will be worth 25% of the semester grade.

## Deadlines:
Podcasts (recorded lectures) will be become available per week at midnight (12:00 AM) on Sunday of the week they are due for your review.

Knowledge checks will open at midnight (12:00 AM) on the Sunday (beginning) of the week they are due and will close at 11:59 PM on the Saturday (end) of that week.

Online exams (including the final exam) will open at midnight (12:00 AM) on the Wednesday of the week they are scheduled and will close at 11:59 PM on the Friday of that week.

## Missing Deadlines:
Please note that this course keeps very strict windows to complete knowledge checks and exams. If you miss the completion window, you will automatically receive "0" (zero) for that missed knowledge check or exam. Make-up exams will only be given in extenuating circumstances and at the instructor's discretion. Knowledge check windows will not reopen once they are closed.

## Attendance Policy:
It is the conviction of the Department of Social Science that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Instructors may including a reasonable "Participation" grade into their final grade calculations for this course.

## Student Accessibility:
City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please email the Student Accessibility Center.

**Commitment to Student Diversity:**
The Department of Social Science complies with the college wide nondiscrimination policy and seek to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

**Course Schedule:**

| | |
|---|---|
| Week 1: | Introduction to the Course (powerpoint & audio file) |
| | History of I/O Psychology (powerpoint & audio file) |
| | US Bureau of Labor Statistics: I/O Psychologists (article) |
| | |
| Week 2: | Research Methods (powerpoint & audio file) |
| | How to Write a Resume that Will Get You Noticed (article) |
| | |
| Week 3: | Job Analysis (powerpoint & audio file) |
| | Employee Screening, Selection, & Placement (powerpoint & audio file) |
| | Why the Best Hire Might Not Have the Perfect Resume (video) |
| | How to Ace Your Next Online Job Interview (article) |
| | |
| Week 4: | Employee Training & Development (powerpoint & audio file) |
| | Evaluating Employee Performance (powerpoint & audio file) |
| | |
| Week 4: | **Exam 1** |
| | |
| Week 5: | Employee Motivation (powerpoint & audio file) |
| | Gen Z in the Workplace (video) |
| | Millennials in the Workplace (video) |
| | |
| Week 6: | What Makes Us Feel Good About Our Work (video) |
| | |
| Week 7: | Job Stress and Negative Employee Attitudes (powerpoint & audio file) |
| | The Cost of Workplace Stress (video) |
| | |
| Week 8: | **Exam 2** |
| | |
| Week 9: | Communication in the Workplace (powerpoint & audio file) |
| | Understanding Sexual Harassment (video) |
| | |
| Week 10: | Group Processes (powerpoint & audio file) |
| | How to Work in Multi-Generational Work Teams (article) |
| | |
| Week 11: | Leadership (powerpoint & audio file) |
| | How Great Leaders Inspire Action (video) |

Week of  12          Power & Politics in the Workplace (powerpoint & audio file)
                                The Power of Humble Narcissism (article)

Weeks 13 & 14:       Organizational Structure, Culture, & Development (powerpoint & audio)
                                Measuring What Makes Life Worthwhile (video)

Week 15:               **FINAL EXAM**

**Appendix 5 Dean Letters of Support**

| | |
|---|---|
| Date: | 2020-08-23 |
| To: | City Tech Community |
| From: | Dr. David B Smith |
| Subject: | Letter of Support of fully online BS in Health Service Administration |

Greetings.

I write this letter to support the deployment of a fully online Bachelor of Science in Health Service Administration (HSA). The current HSA program as existed at City Tech for a number of years, and is designed to support the needs of clinicians who wish to learn administrative and managerial competencies to advance within their healthcare hierarchy. Even before the current pandemic, it had already delivered the bulk of the discipline courses with hybrid or fully online options. Thus the faculty are already experienced in this modality, and the courses were all well on their way to having the requisite online resources. In Spring 2020, when the entire college went fully online, these resources were expanded and codified.

This program will be of great value to the college and HSA-enrolled students. It will allow its cohort, which comprises clinicians with already busy lives, to avoid further loss of time from lengthy commutes, and will also open the door to those who live outside the greater NYC area.

Since the college now has the curricular capability to deliver the remainder of the required and elective courses, it becomes possible to implement a fully online degree without additional investment in course development.

As such, I see no down side to the deployment of a degree with so many benefits, and therefore give this proposal my enthusiastic approval.

Respectfully,

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

# NEW YORK CITY
# COLLEGE OF TECHNOLOGY

**The City University of New York**
JustinVazquez-Poritz
Dean of the School of Arts & Sciences
300 Jay Street, Namm 321
Brooklyn, NY 11201
Ph: (718) 260-5008
Jvazquez-poritz@citytech.cuny.edu

August 25, 2020

To Whom It May Concern:

I fully support the proposal to provide students with a fully online version of the Bachelor of Science in Health Service Administration (HSA).

This program provides an important continuation degree option for students who complete the Liberal Arts and Sciences Associate degree program and have the necessary work experience in a healthcare setting to join the HSA program. Due to this work requirement as well as the nature of the program, many of the students continue working while they are in the HSA program, and so providing a fully online version will better enable them to do both while avoiding multiple commutes to work and school. Clearly a fully online program will also open the door for attracting prospective students outside of the New York City region.

The administrative and managerial competencies as well as the required liberal arts courses can be effectively taught online. In fact, several of the liberal arts courses have already been offered online even prior to this past year. With the current push for health-related services via electronic information and telecommunication technologies including remote admissions, the experience that students will receive with online modality could make them all the more competitive for the job market in healthcare services administration.

Sincerely,

Justin Vazquez-Poritz
Dean of the School of Arts & Sciences

**Appendix 6 HSA Degree Requirements**

# Bachelor of Science in
# HEALTH SERVICES ADMINISTRATION

The bachelor of science (BS) in Health Services Administration prepares you to enter the challenging and fast growing profession of health service management. The US Department of Labor's Bureau of Labor Statistics advises that employment in this field is expected to grow at a faster than average rate of 16% per year. Health care services administration integrates all aspects of health care with administrators often being responsible for the management of facilities, resources and employees.

### Health Services Administration Program Mission Statement

The New York City College of Technology's Health Service Administration program prepares students for entry-level administrative positions within health service organizations. Representing the interests of a diverse student body; the program gives to students the necessary knowledge, skills and competencies needed for successful career mobility and diversification. The faculty, staff and administration are committed to providing excellence in education through student focused active learning that promotes ongoing self development, ethical conduct, and leadership. The program offers a dynamic learning environment that prepares students for the rigors of employment, encourages their professional growth and inspires a commitment to graduate education and lifelong learning.

### Program Description

The bachelor of science in Health Services Administration is a degree for students who have an earned an associate degree in a clinical discipline that enables them to practice as a licensed a health provider. Students with other associates degrees may apply provided the they have the equivalent of two years full time relevant work experience in a health care facility. This degree builds upon students' prior experiences in health care to further prepare them for entry level management positions or advanced graduate studies in fields such as health administration and management within the health professions.

The Health Services Administration program offers an upper-level program designed to develop and expand the career opportunities of associate degree health professionals. The program builds upon the strengths and coursework of the associate degree programs such as dental hygiene, restorative dentistry, nursing, vision care technology, radiologic technology and medical imaging, surgical technology and respiratory therapy, as well as associate degree clinical health professionals in other areas.

Graduates of the Health Services Administration program will be able to:
• Articulate the role of supervisors, managers, directors and administrators in health services organizations.
• Demonstrate entry-level management skills to plan, organize, direct and control the function and processes of a health service organization.
• Apply budget information and financial analysis to making decisions within health service organizations.
• Evaluate laws and policy regulations as well as apply appropriate legal decisions to the administration of health services organizations.
• Collect, interpret and apply data and research findings.
• Exercise proficient communication skills including written and oral communication.
• Engage in formal presentations and demonstrate technology competency with various electronic media.
• Integrate science, mathematics, humanities, critical thinking, information literacy, interpersonal skills and problem solving skills.

### Careers

Graduates will be prepared to enter the challenging and fast-growing world of health service management as entry-level administrators in a variety of health care settings. Significant employment opportunities exist for graduates as supervisors, managers and administrators in hospitals, health care agencies, nursing homes, insurance companies, medical/dental clinics and managed care organizations. Alternatively, the program provides students with an excellent foundation should they wish to continue their graduate education in such distinctive fields as health administration, public health and the clinical professions.

### A Program with the Working Student in Mind

Students in the Health Service Administration program study in small classes under the guidance of faculty members skilled in administration, finance, research methods, law and information technology. Classes are conveniently scheduled in the evenings and Saturdays. Students make use of state-of-the-art instruction materials and have the availability of the College's significant technological and information resources including:
• A learning management system, BlackBoard©, an interactive Internet- enabled technology connecting students and faculty for on-line learning experiences
• Smart Classrooms for 'hands on' experience and learning opportunities
• A program that emphasizes "process education" where students are encouraged to master self-directed learning.

Faculty members within the Health Services Administration program have comprehensive career backgrounds in administration, public health and professional disciplines. They are dedicated to helping students put together a range of career development skills by working with them from admission to graduation.

**Admissions Requirements:**

Prerequisites for entering the program are an appropriate associate degree with a minimum grade point average of 2.5 and licensure or certification in a clinical health science discipline or the full-time equivalent of two years employment in a health care setting.

To enter the Health Services Administration program you will need:

An associate degree in a clinical health science program of study with a minimum cumulative grade point average of 2.5, and appropriate licensure or certification in hand or pending;

**or**

An associate degree from a program that has an articulation agreement with the NYCCT HSA program with a minimum cumulative grade point average of 2.5;

**or**

An associate degree from a field of study other than a clinical health science program with a minimum cumulative grade point average of 2.5, and the equivalent of at least two years of full-time alternative work experience in a health care setting or related field as determined by the HSA program coordinator.

Students will meet with a faculty advisor who will review their transcripts to ensure proper placement within the program.

Please contact the admissions office at 718.260.5252 or the transfer office at 718.260.5508 or the HSA program coordinator at 718.260.5957 for more information or an appointment.

**Progression in the Health Services Administration Program**

As per Health Services Administration program policy:

• A minimum grade of "C" must be earned in each course designated with the prefix HSA.

• No HSA course may be repeated more than once.

• No more than two HSA courses may be repeated during the entire course of study.

• Students must show progression (i.e. maintaining a 2.0 GPA, with no multiple W, WF or WU grades in any courses).

If a student fails to meet any of the above requirements, he/she will be required to withdraw from the HSA curriculum.

**Health Services Administration Program**

The College will grant a bachelor of science degree with a major in Health Services Administration upon satisfactory completion of a minimum of 120 credits and all required coursework.

The BS in Health Services Administration is a transfer degree for students already holding an associate degree and professional licensure or relevant experience. Entering students will meet with an advisor to determine how their credits may best be used to meet CUNY Pathways Common Core requirements and College/degree-specific requirements. Students in a bachelor of science program are required to earn a minimum of 60 credits in liberal arts and sciences. The program-specific requirements for Health Services Administration include 42 professional credits from a combination of associate degree credits and upper level professional electives and 18 credits of required courses in the major.

# HEALTH SERVICES ADMINISTRATION PROGRAM

## DEGREE CHECKLIST FOR BACHELOR OF SCIENCE IN HEALTH SERVICES ADMINISTRATION

For students entering the program Spring 2019 to Spring 2020.

### BACHELOR'S DEGREE

**GENERAL EDUCATION REQUIREMENTS AND FLEXIBLE COMMON CORE (42 CREDITS)**

[1] Students must take at least one advanced liberal arts course or choose two sequential courses in a foreign language.

At least 2 courses designated WI are required from the College Option or Gen Ed Flexible Common Core.

General education requirement will vary based on admission criteria.

| COURSE | COURSE TITLE | PRE/CO REQUISITES | CREDITS |
|---|---|---|---|
| ENG 1101 | English Composition I (EC) | **Prereq:** CUNY Read and Write Proficiency | 3 credits. |
| ENG 1121 | English Composition II (EC) | **Prereq:** ENG 1101 | 3 credits. |
| | Math and Quantitative Reasoning (MQR) | | 3 credits. |
| | Life and Physical Sciences (LPS) | | 3 credits. |
| | *World Cultures and Global Issues (WCGI) | | 3 credits. |
| | *US Experience in its Diversity (USED) | | 3 credits. |
| | *Individual in Society (IS) | | 3 credits. |
| | *Creative Expression (CE) | | 3 credits. |
| | *Scientific World (SW) | | 3 credits. |
| | *Additional Flexible Common Core Course (Add. Flex Core) | | 3 credits. |
| COM 1330 | Public Speaking | **Prereq:** CUNY Read and Write Proficiency | 3 credits. |
| | *Interdisciplinary Course (ID) | | 3 credits. |
| | *Liberal Arts Elective (LibArt) or Foreign Language Sequence (FL) | | 3 credits. |
| | *Liberal Arts Elective (LibArt) [1] or Foreign Language Sequence (FL) [1] | | 3 credits. |
| | General Education Course | | |
| | General Education Course | | |
| | General Education Course | | |
| | General Education Course | | |

### PROGRAM-SPECIFIC DEGREE REQUIREMENTS (18 CREDITS)

At least 2 courses designated WI are required from the program-specific required and elective courses.

**Double Duty[2]** Specific courses listed indicate double duty courses, i.e., program degree requirements that also meet general education requirements in that category.

| COURSE | COURSE TITLE | PRE/CO REQUISITES | CREDITS |
|---|---|---|---|
| | **Associate degree or other transfer credits** | | **60** |
| HSA 3510 | Health Services Management I | **Prereq:** Admission to HSA program | 3 credits. |
| HSA 3560 | Legal Aspects of Health Care | **Prereq or Coreq:** HSA 3510 | 3 credits. |
| HSA 3602 | Health Services Management II (WI) | **Prereq:** HSA 3510 | 3 credits. |
| HSA 3630 | Health Care Finance and Accounting Management | **Prereq:** HSA 3510 and MQR | 3 credits. |
| HSA 4620 | Health Care Information Systems | **Prereq:** HSA 3510 and 3602 | 3 credits. |
| HSA 4740 | Health Research Methods (WI) | **Prereq:** HSA 3602, MAT 1272 or higher Statistics class | 3 credits. |
| ECON 1101 [2] | Macroeconomics (USED) | **Prereq:** CUNY Read and Write Proficiency | 3 credits. |
| ECON 2403 [2] | Labor Management Relations (USED) | **Prereq:** ECON 1101 | 3 credits. |
| MAT 1272 [2] | Statistics or higher-level statistics course (MQR, SW) | **Prereq:** MAT 1190 or higher | 3 credits. |
| PHIL 2203 or 2203ID [2] | Health Care Ethics (IS) | **Prereq:** ENG 1101 | 3 credits. |
| PSY 1101 [2] | Introduction to Psychology (IS) | **Prereq:** CUNY Read and Write Proficiency | 3 credits. |
| PSY 2404 or 2404ID [2] | Personnel and Organizational Psychology (IS) | **Prereq:** PSY 1101 | 3 credits. |

### PROGRAM-SPECIFIC ELECTIVE COURSES

Select as needed to equal 60 professional credits

| COURSE | COURSE TITLE | PRE/CO REQUISITES | CREDITS |
|---|---|---|---|
| HSA 4900 | Health Services Internship | **Prereq:** HSA 3602, 3630 and Department Approval | 3 credits. |
| HSA 4910 | Introduction to Public Health Administration | **Prereq:** ENG 1101, MAT 1190 or higher, HSA 3510 or Department Approval | 3 credits. |
| HSA 4960 | Nursing Home Administration | **Prereq:** HSA 3510 (HSA 3630 recommended) | 3 credits. |
| HSA 4970 | Social Marketing in Health Care Settings | | 3 credits. |

### FREE ELECTIVES

Take as needed to equal 120 credits.

| | | | |
|---|---|---|---|
| | Free Elective | | 3 credits. |
| | | | |

**BACHELOR OF SCIENCE IN HEALTH SERVICES ADMINISTRATION: 120 CREDITS.
MINIMUM REQUIRED LIBERAL ARTS AND SCIENCES CREDITS: 60 CREDITS.**

# HEALTH SERVICES ADMINISTRATION PROGRAM

## REQUIREMENTS FOR ADMISSION:

*To enter the Health Services Administration program you will need:*
An associate degree in a clinical health science program of study with a minimum cumulative grade point average of 2.5, and appropriate licensure or certification in hand or pending;
**or**
An associate degree from a program that has an articulation agreement with the NYCCT HSA program with a minimum cumulative grade point average of 2.5;
**or**
An associate degree from a field of study other than a clinical health sciences program with a minimum cumulative grade point average of 2.5, and at least equivalent of two years of full-alternative work experience in a health care setting or related as determined by the HSA program coordinator.

Students will meet with a faculty advisor who will review their transcripts to ensure proper placement within the program.

## REQUIREMENTS FOR TRANSFER STUDENTS:

- Students transferring with an associate degree are required to take only 6 credits of the College Option, which must include a course in Speech/Oral Communication (unless such a course was already taken at the associate level) and the Interdisciplinary Liberal Arts and Sciences course.

- Where fewer than 42 professional credits are applicable to the degree, students will supplement with additional professional and elective courses approved by the program.

- A minimum of 34 post associate degree credits must be completed in residence.

## PROGRESSION IN THE HEALTH SERVICES ADMINISTRATION PROGRAM:

As per Health Services Administration program policy:

- A minimum grade of "C" must be earned in each course designated with the prefix HSA.
- No HSA course may be repeated more than once.
- No more than two HSA courses may be repeated during the entire course of study.
- Students must show progression (i.e. maintaining a 2.0 GPA, with no multiple W, WF or WU grades in any courses).

If a student fails to meet any of the above requirements, he/she will be required to withdraw from the HSA curriculum.

## SAMPLE COURSE OF STUDY
For Bachelor of Science in Health Services Administration.

### SEE ADMISSION REQUIREMENTS

Associate degree or other transfer credits

### SEMESTER 5 (Total Credits 15)

| | | |
|---|---|---|
| HSA 3510 | Health Services Management I | 3 credits. |
| HSA 3560 | Legal Aspects of Health Care | 3 credits. |
| ECON 1101 | Macroeconomics | 3 credits. |
| MQR | Mathematical and Quantitative Reasoning | 3 credits. |
| LibArts | | 3 credits. |

### SEMESTER 6 (Total Credits 15)

| | | |
|---|---|---|
| HSA 3602 | Health Services Management II | 3 credits. |
| HSA 3630 | Health Care Finance and Accounting Management | 3 credits. |
| ECON 2403 | Labor Management Relations | 3 credits. |
| PHIL 2203 or 2203ID | Health Care Ethics or PHIL 2103 | 3 credits. |
| PSY 1101 | Introduction to Psychology | 3 credits. |

### SEMESTER 7 (Total Credits 15)

| | | |
|---|---|---|
| HSA 4620 | Health Care Information Systems | 3 credits. |
| MAT 1272 | Statistics or higher-level statistics course | 3 credits. |
| COM 1330 | Public Speaking | 3 credits. |
| PSY 2404 or 2404ID | Personnel and Organizational Psychology | 3 credits. |
| ID | Interdisciplinary Course | 3 credits. |

### SEMESTER 8 (Total Credits 15)

| | | |
|---|---|---|
| HSA 4740 | Health Research Methods | 3 credits. |
| Gen Ed/Prof | | 3 credits. |
| Gen Ed/Prof | | 3 credits. |
| Gen Ed/Prof | | 3 credits. |
| LibArt | | 3 credits. |

### SEMESTER 9

As needed