


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.

<b>Title of Proposal</b>	Add NYSED Distance Education Format to the Associate in Science in Health Science and the Bachelor of Science in Healthcare Policy and Management degree programs.
<b>Date</b>	12/13/22
<b>Major or Minor</b>	Minor
<b>Proposer's Name</b>	Brigida Hernandez and Noemi Rodriguez
<b>Department</b>	Health Sciences
<b>Date of Departmental Meeting in which proposal was approved</b>	12/7/22
<b>Department Chair Name</b>	Susan Davide
<b>Department Chair Signature and Date</b>	 01/09/23
<b>Academic Dean Name</b>	Maureen Archer
<b>Academic Dean Signature and Date</b>	 02/06/23
<b>Brief Description of Proposal</b> (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body).	Add the NYSED Distance Education format to the Associate of Science in Health Science and the Bachelor of Healthcare Policy and Management degree programs.
<b>Brief Rationale for Proposal</b> (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 College's student body is comprised of a diverse population of students with competing priorities regarding jobs, family and school. Distance education caters to their needs as it provides flexibility in managing their schedule. Most courses are offered online and continue to be the preferred modality, supporting the need for NYSED certification of our online programs.
<b>Proposal History</b> (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list).	Original submission – 01/10/2023 Version 2 – 02/06/2023: Curriculum Committee and Provost recommendations

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	X
• Rationale for proposal	X
• Date of department meeting approving the modification	X
• Chair's Signature	X
• Dean's Signature	X
Evidence of consultation with affected departments List of the programs that use this course as required or elective, and courses that use this as a prerequisite.	N/A
Documentation of Advisory Commission views (if applicable).	N/A
Completed <a href="#">Chancellor's Report Form</a> .	X

**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)	

## Rationale for Modification

## AS Health Science Course Offerings

The AS Health Science (ASHS) degree launched in the Fall 2019 semester, with two sections of HSCI 1101 offered in-person. In the Spring of 2020, we began offering online instruction due to the pandemic and have seen significant growth in the ASHS program. Noteworthy, by the Fall 2022 semester, 20 sections of the program's three core courses (HSCI 1101, 2201, 2301) were all offered online. Seventeen of these sections reached the 25-student enrollment capacity; the remaining three sections had 24 enrolled students. See Table 1.

**Table 1: ASHS Course Offerings**

Semester	# HSCI 1101 Sections	# HSCI 2201 Sections	# HSCI 2301 Sections	Total # ASHS Sections
Fall 2019*	2	-	-	2
Fall 2020	6	2	-	8
Fall 2021	9	4	3	16
Fall 2022	10	6	4	20
Spring 2020	3	-	-	3
Spring 2021	6	4	2	12
Spring 2022	7	4	4	15
Summer 2021	1	1	1	3
Summer 2022	-	1	1	2

**Course Names:**

- HSCI 1101 – Introduction to Health Delivery and Careers
- HSCI 2201 – Safety for Health Care Professionals
- HSCI 2301 – Health Dynamics

\*Only semester that traditional (in-person) classes were offered for 15 weeks.

In the span of three academic years, more sections of ASHS core courses were added in order to meet student demand. When the program launched, 33 students were enrolled and that number increased to 717 students by Fall 2021 (see Table 2). This dramatic growth occurred while we offered only online courses.

**Table 2: ASHS Student Enrollment**

Semester	# Students Enrolled
Fall 2019*	33
Spring 2020	228
Fall 2020	516
Spring 2021	558
Fall 2021	717

Source: <http://air.citytech.cuny.edu/data-dashboard/>

With regards to the number of ASHS degrees awarded, there has been a steady increase as well. Table 3 indicates that by the end of the 2021-2022 academic year, a total of 163 students had been awarded an ASHS degree.

**Table 3: ASHS Degrees Conferred**

Academic Year	# Degrees Conferred
2019-2020	1
2020-2021	40
2021-2022	122

Source: <http://air.citytech.cuny.edu/data-dashboard/>

## BS in Healthcare Policy and Management Course Offerings

The Bachelor of Science in Healthcare Policy and Management (HCPM) launched in the Spring 2022 semester. Its first upper-level courses were offered in the hybrid format. In the Fall 2022 semester, both hybrid and fully online modalities were offered. All upper-level courses will be offered as distance learning courses with online mixed sections (i.e., synchronous and asynchronous) in Spring 2023 (see Table 4). Enrollment continues to grow as HCPM's courses transition to the fully online modality (see Table 5). Trends for the lower-level core courses (HSCI 1101 and HSCI 2201) are captured in the ASHS data above (see Table 1).

**Table 4: HCPM-BS Upper-Level Discipline Core Course Offerings**

	Spring 2022	Fall 2022	Spring 2023*
HSCI 3101	1 Hybrid	1 Hybrid & 1 Online	2 Online
HSCI 3201	-	1 Hybrid	2 Online
HSCI 3301	-	1 Online	2 Online
HSCI 4101	-	-	1 Online
HSCI 4201	-	-	1 Online
HSA 3630^	-	1 Hybrid & 1 Online	2 Online
HSA 4910^	1 Hybrid	1 Online	2 Online
HSA 4960^	-	-	1 Online
HSA 4970^	-	-	1 Online

\*As of December 6, 2022; more online sections to open if enrollment continues to increase.

^Sections shared between HCPM-BS and HSA-BS

Hybrid sections are a mix of in-person sessions and asynchronous online sessions.

All online sections are a mix of synchronous and asynchronous online sessions.

Source: CUNYfirst and Coursedog-NYCCT

Course Names: HSCI 3101 – Healthcare Policy and Management I

HSCI 3201 – Healthcare Policy and Management II

HSCI 3301 – Health Law and Regulatory Compliance

HSCI 4101 – Managerial Systems in Health Care

HSCI 4201 – Medical Metrics for Health Facilities  
 HSA 3630 – Healthcare Finance & Management Accounting  
 HSA 4910 – Introduction to Public Health Administration  
 HSA 4960 – Nursing Home Administration  
 HSA 4970 – Social Marketing in Healthcare Settings

**Table 5: HCPM-BS Students Enrolled in the Upper-Level Discipline Core Courses**

	# of Students in Upper-Level Discipline Courses
Spring 2022	20
Fall 2022	65
Spring 2023*	96

\*Data as of December 6, 2022

Unique students reported

Source: Navigate-NYCCT

## Student Survey of Interest in Online Offerings

During the Fall 2022 semester, students enrolled in HSCI 1101, HSCI 2301, and HSCI 3101 were provided with a Survey Monkey link to assess their interest in taking Health Sciences courses online.

- **79 students** volunteered to complete this survey which consisted of four items.
- Overall results indicate a **strong interest in taking courses online** as well as enrolling in online options of the department's ASHS and BS HCPM degrees.

Results to the four survey items are presented below.

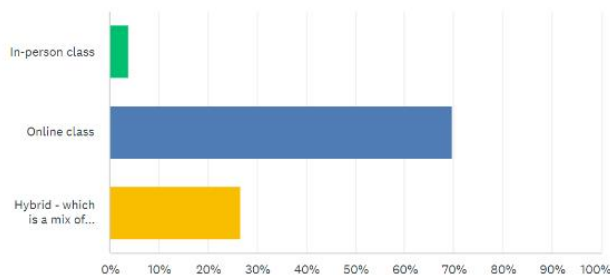
**Item 1:** What type of class do you prefer?  
**Key findings:** 69.62% preferred online, followed by hybrid (26.58%)  
 Only 3.80% indicated a preference for in-person

Q1

[Customize](#) [Save as ▼](#)

What type of class do you prefer?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ In-person class	3.80%	3
▼ Online class	69.62%	55
▼ Hybrid - which is a mix of in-person and online classes	26.58%	21
TOTAL		79

**Item 2:** If we were to offer an online option of the ASHS degree, would you be interested in this option?

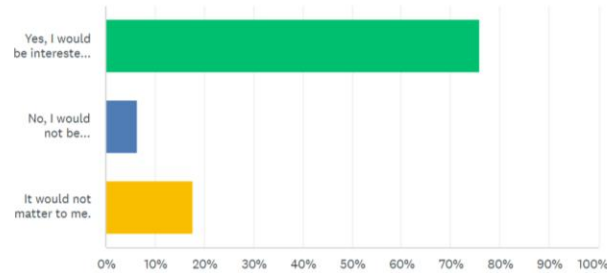
**Key findings:** 75.95% indicated Yes  
Only 6.33% indicated No

Q2

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If we were to offer an online option of the AS in Health Sciences (ASHS) degree, would you be interested in this option?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes, I would be interested in an online option of the ASHS degree.	75.95%	60
No, I would not be interested in an online option of the ASHS degree.	6.33%	5
It would not matter to me.	17.72%	14
<b>TOTAL</b>		<b>79</b>

**Item 3:** If we were to offer an online option of the BS HCMP degree, would you be interested in this option?

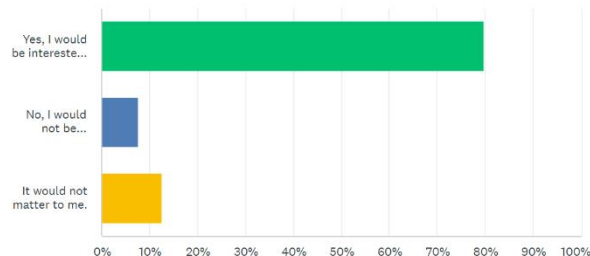
**Key findings:** 79.75% indicated Yes  
Only 7.59% indicated No

Q3

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If we were to offer an online option of the BS in Healthcare Policy and Management (BS HCMP) degree, would you be interested in this option?

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes, I would be interested in an online option of the BS HCMP degree.	79.75%	63
No, I would not be interested in an online option of the BS HCMP degree.	7.59%	6
It would not matter to me.	12.66%	10
<b>TOTAL</b>		<b>79</b>



**Item 4:** Check the best times to offer classes

**Key findings:** Weekday morning classes were most preferred (74.68%), followed by weekday afternoon classes (65.82%) and weekday evening classes (45.57%)

Q4

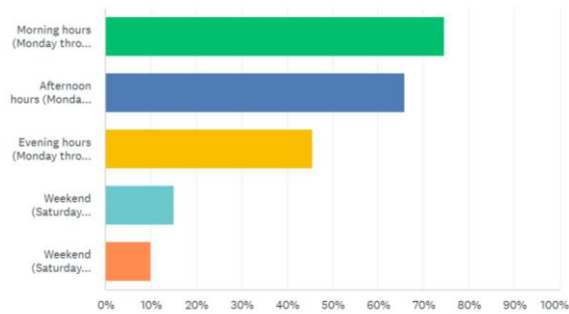


Customize

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Check the best times to offer class.

Answered: 79 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Morning hours (Monday through Friday)	74.68%	59
▼ Afternoon hours (Monday through Friday)	65.82%	52
▼ Evening hours (Monday through Friday)	45.57%	36
▼ Weekend (Saturday morning)	15.19%	12
▼ Weekend (Saturday afternoon)	10.13%	8
Total Respondents: 79		



**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE  
STATE OF NEW YORK / ALBANY, NY 12234**

## Application to Add the Distance Education Format To a New or Registered Program<sup>[1]</sup>

<sup>[1]</sup> CUNY and SUNY institutions: contact System Administration for application submission process.

## Application to Add the Distance Education Format To a New or Registered Program<sup>[1]</sup>



**Task 1 Institution and Program Information: Complete this task for applications to add the distance education format to an existing program.**

Institution Information	
<b>Institution Name:</b>  Institution Code (6 digits):  <i>The name and code of the institution should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i>	New York City College of Technology - CUNY  333800
	Health Sciences Department

Institution Address:	300 Jay Street, A-807
City:	Brooklyn
State/Country:	NY
Zip:	11201
<a href="#">Regents Regions:</a>	Kings County
Specify campus(s) of the institution where program is offered, if other than the main campus:  <b><i>The name and code of the location(s) should reflect the information found on the <a href="#">Inventory of Registered Programs</a></i></b>	New York City College of Technology - CUNY Department of Health Sciences: - Associate in Science in Health Science - Bachelor of Science in Healthcare Policy and Management
Specify any other additional campus(s) where the program is offered besides the ones selected above:	N/A
If any courses will be offered off campus, indicate the location and number of courses and credits:	N/A
If the program will be registered jointly with another institution, please provide the partner institution's name:	N/A

**Program Information for Existing Programs:** *Program information should reflect the information found on the [Inventory of Registered Programs](#)*

40408

Program Code: (for <a href="#">registered programs</a> only)	
Program Title:	Health Science
Degree Award:	Associate in Science
<a href="#">HEGIS code:</a>	1299.00

Contact Information	
Name of contact person	Brigida Hernandez, PhD
Title of contact person:	Director, AS in Health Science, Associate Professor
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Email:	<a href="mailto:bhernandez@citytech.cuny.edu">bhernandez@citytech.cuny.edu</a>

**Program Information for Existing Programs:** *Program information should reflect the information found on the [Inventory of Registered Programs](#)*

Program Code: (for <a href="#">registered programs</a> only)	41551
Program Title:	Healthcare Policy and Management
Degree Award:	Bachelor of Science
<a href="#">HEGIS code:</a>	1299.00

Contact Information	
Name of contact person	Noemi Rodriguez, DrPH.
Title of contact person:	Director, Healthcare Policy and Management, Assistant Professor
Telephone	718-260-5283
Fax:	718-260-5329
Email:	<a href="mailto:nrodriguez@citytech.cuny.edu">nrodriguez@citytech.cuny.edu</a>

**Instructions**

Guidance for this task can be found by clicking here: <a href="#">Review Process for Approval of Programs in the Distance Education Format</a>	
<b>1. Anticipated enrollment in distance program</b>	
Initial Enrollment:	Maximum by year 3:
<b>2. Program Information</b>	
a. <b>Term length</b> (in weeks) for the distance program: 15	
b. <b>Is this the same as term length for the classroom program?</b> X Yes No	
c. <b>How much “instructional time” is required per week per credit for a distance course in this program</b> (do not include time spent on activities that would be done outside “class time”, such as research, writing assignments, or chat rooms) Answer: Instructional time for a 3-credit course is 3 hours per week. Students are expected to complete 2 hours of activity outside of class for every credit hour.	
d. <b>What proportion of the program will be offered in Distance Education format?</b> Answer: 50-100 % For students enrolled in the AS Health Science program, we intend to offer at least one section of our core courses (i.e., HSCI 1101, 2201, and 2301) as in-person. This would allow students who are interested in in-person classes an opportunity to have such an experience.  Furthermore, the online sections of HSCI 1101, 2201, and 2301 will include mostly synchronous sessions to maximize instructor-student interaction. There will be a few asynchronous weeks to allow students to complete required assignments such as examinations and online certifications (e.g., NYS infection control training, IRB training).	
e. <b>What is the maximum number of students who will be enrolled in an online course section?</b> Answer: 25	

**Part A: Institution-wide Issues:** Submit this part for the **first** Distance Education program proposed by your institution. This will be kept in a master file, and will not need to be resubmitted for each new proposed online program, unless there are changes.

### **I. Organizational Commitment**

1. Describe your institution’s planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences.

Answer: Much of human activity has shifted from an in-person environment to online. This has been fueled by the growth of the Internet, e-commerce, and social media. More recently, COVID-19 has brought home the essential nature of online capability. From this perspective, it can be more beneficial for students to work in digital format with the very platforms that they will go on to use on a daily basis as professionals. Based on the high enrollment of our current students in online and hybrid courses, we expect that enrollment will meet or exceed the current numbers. Furthermore, when we surveyed our students during the Fall 2022 semester, we found

that there was strong interest in taking online courses for both the ASHS and BS in HCPM degrees. Students will be informed of technology requirements for online learning ahead of time, and we can arrange for loaner laptops/tablets when needed.
<p>2. Describe your institution's resources for distance learning programs and its support services to ensure their effectiveness. What course management system does your institution use?</p> <p>Answer: Course management is primarily through Blackboard and Open Lab (an open-source blogging, publishing, and social networking platform that utilizes WordPress and BuddyPress and allows faculty to build their own course sites). Blackboard Collaborate Ultra and Yuja are used for live-streaming and creating video-recorded lectures. CUNY also provides faculty Zoom access for virtual lectures.</p>
<p>3. Describe how faculty are trained and supported in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train faculty, or are otherwise in charge of online education.</p> <p>Answer: All City Tech faculty are required to obtain Online Teaching Certification through our internal training program in order to participate in remote instruction. Faculty training requires proficiency in online instructional platforms, as well as rigorous pedagogical training. Advanced-level workshops are offered regularly to faculty for grading, online testing, and online course design. These are provided by our iTec Department, led by Nathaly Zarisfi, Director iTec and iTec Centers, who is supported by a team of IT professionals; in addition to workshops, they provide tech support to faculty.</p>
<p>4. If your institution uses courses or academic support services from <b>another provider</b>, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.</p> <p>Answer: NA</p>
<p>5. Does your institution have a clear <b>policy on ownership of course materials</b> developed for its distance education courses? How is this policy shared with faculty and staff?</p> <p>Answer: The CUNY Intellectual Property Policy: "Electronically Published Course Materials. Courses designed to be delivered over the internet, by computer or through similar technologies may involve both Copyrightable Works and other Intellectual Property. Consistent with its intent to recognize the Creator as the owner of Scholarly or Pedagogical works, <b><u>the University claims no ownership rights</u></b> in either the intellectual content of such courses, or the tools and technologies used to present them, unless the work was the result of Sponsored Research or is Commissioned Work, in which case B.1 or B.2 of this Part shall apply"</p> <p>From CUNY Intellectual Property Policy: see <a href="https://www.cuny.edu/research/research-compliance/sponsored/guidance/pre-award/ip/">https://www.cuny.edu/research/research-compliance/sponsored/guidance/pre-award/ip/</a></p>
<b>II. Learner Support</b>
<p>6. Describe how your institution provides distance students with <b>clear information</b> on:</p>

<ul style="list-style-type: none"> <li>▪ Program completion requirements, including which courses, if any, <b>must</b> be taken in an on-ground, face-to-face format</li> <li>▪ The nature of the learning experience</li> <li>▪ Any specific student background, knowledge, or technical skills needed</li> <li>▪ Expectations of student participation and learning</li> <li>▪ The nature of interaction in the courses.</li> <li>▪ Any technical equipment or software required or recommended</li> <li>▪ Scheduling of online and on-ground sections of the same course</li> </ul> <ul style="list-style-type: none"> <li>• Answer: Program completion requirements will be the same for face-to-face and online courses. Each course section is clearly labeled in the schedule as either online, in person, or a combination of the two [hybrid].</li> <li>• Students will obtain expertise by communicating and researching through online resources in their area of expertise. Completing degree requirements online prepares students well for today's industry by having gained a high level of proficiency in using web-based technology.</li> <li>• Ideally, courses will be set up so students will complete course work using digital platforms that they will use on a daily basis in the professional realm, including: Word Press web sites and blogs, social media, Office 365, Zoom conferencing, electronic health records, and other software. Instruction will incorporate technology with the goal of preparing students to work both online and offline.</li> <li>• Students will be expected to attend synchronous sessions as well as participate online in chat forums, wikis, and other web-based formats, including digital submissions of individual and group assignments.</li> <li>• For research-based courses, City Tech students can use CUNY's virtual desktop remote access to course software for Windows, allowing them to work on projects from any location: <a href="https://www.cuny.edu/about/administration/offices/cis/virtual-desktop/">https://www.cuny.edu/about/administration/offices/cis/virtual-desktop/</a>). Additionally, when students are not on campus, they can access campus lab computers remotely through the College's Campus VPN resource: <a href="https://www.citytech.cuny.edu/virtual-lab/">https://www.citytech.cuny.edu/virtual-lab/</a> .</li> <li>• In terms of scheduling, online and face-to-face courses have the same requirements for student participation and course assignments, and assessments are the same for either modality. The only difference between face-to-face and online courses would be the flexibility for students to attend in-person class or remotely.</li> </ul>	<p>7. Describe how your institution provides distance learners with adequate <b>academic and administrative support</b>, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?</p> <p>Answer: The college provides students with both on- and off-campus access to technology. Students are presented with multiple opportunities to hone their online skills through free workshops led by City Tech's iTec department. Face-to-face and online workshops are available for students in Blackboard, Open Lab, and other web-based software throughout the academic year. Also, students have access to face-to-face as well as virtual tutoring and writing assistance services. City Tech provides Microsoft 365 software to students at no cost, and the use of design-based software such as EHR-Go is available with course enrollment. The City Tech Library has extensive databases that are accessible on- or off-campus, including ways to contact librarians; this is included in the college-wide student orientation materials and programming. City Tech has been</p>
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expanding its Open Educational Resource (OER) program, and students have the opportunity to select zero textbook cost (ZTC) courses with 100% free online content, allowing them to study on their mobile devices.

Students can access information about a wide range of resources through the link below.

<http://www.citytech.cuny.edu/current-student/>

In addition, our faculty offer in-person advisement and/or email or Zoom sessions. In-person, email, and Zoom sessions are also offered by our Registrar and Financial Aid offices.

8. Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

Answer: The administrative processes are tailored to distance learning students and the college's website provides a comprehensive navigational guide to various student services and program materials.

[Prospective Students - City Tech \(cuny.edu\)](http://www.citytech.cuny.edu/prospective-students/)

[Admissions - City Tech \(cuny.edu\)](http://www.citytech.cuny.edu/admissions/)

[Academic Advising - City Tech \(cuny.edu\)](http://www.citytech.cuny.edu/academic-advising/)

[Global Class Search \(cuny.edu\)](http://www.citytech.cuny.edu/global-class-search/)

[Health Sciences \(cuny.edu\)](http://www.citytech.cuny.edu/health-sciences/)

In addition, the Registrar has developed numerous user guides to help our students navigate various sites including searching for classes, building a schedule, bringing up a Degree Audit, registering for classes, and withdrawing from classes to name a few.

See the link below:

<https://www.citytech.cuny.edu/registrar/student-guides.aspx>

9. What **orientation** opportunities and resources are available for students of distance learning?

Answer: As distance learners, students have a wealth of opportunities and through the New Student Connection, have access to orientation resources and can connect to the College's Computer Classrooms remotely. A New Student Engagement Mobile App allows students to digitally sign-in to events, gamify their student engagement experience, and other skills and activities to immerse and support them as distance learners.

[New Student Welcome - City Tech \(cuny.edu\)](http://www.citytech.cuny.edu/new-student/welcome/)

[Student Portal | Presence](http://www.citytech.cuny.edu/student-portal/)

[Academic Continuity Resources - City Tech \(cuny.edu\)](http://www.citytech.cuny.edu/academic-continuity-resources/)

[City Tech Distance Learning Services - City Tech \(cuny.edu\)](http://www.citytech.cuny.edu/distance-learning-services/)

[Student Services - City Tech \(cuny.edu\)](http://www.citytech.cuny.edu/student-services/)

**Part B: Program-Specific Issues:** Submit this part for **each new request** to add Distance Education Format to a registered program.

### III. Learning Design

10. How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance



learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Answer: The curriculum in the Distance Education program would be the same as that of the in-person program. Many of our courses have been taught in a hybrid and online instructional setting for several years and the same academic standards and requirements are applicable to the courses taught through distance learning. Course outlines specify the content that each course must cover throughout the semester as well as the learning outcomes. Proficiency in web-based communication tools is necessary for the type of positions our students are seeking. To this end, course content is consistent in either face-to-face or online courses; it is only the delivery method that changes. Each section of our courses undergoes peer observations to ensure that the pedagogy is appropriately matched to the modality, and that a specially designed online course assessment rubric is satisfied. Learning objectives are clearly defined for each course and our faculty are expected to meet these objectives regardless of the course modality.

11. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Answer: Courses for the distance learning program will be offered in the same sequence as our face-to-face courses. Distance learning allows for much more flexibility in scheduling for students, providing the opportunity to complete their degrees faster by eliminating time spent on commuting and juggling other priorities. Asynchronous modalities provide even greater flexibility, as participation does not require a specific day/time. Courses are also offered in the Summer and Winter sessions, allowing for students to stay on track with their graduation requirements.

12. How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

Answer: There are frequent reassessments in our programs' courses to ensure the most appropriate and up-to-date software and hardware tools are being utilized. These include web-based enhancements as well as pedagogical training. There is no question that technology is at the heart of healthcare, and by providing students with access to hardware, software, and appropriate training, they will be well-equipped to enter the industry. The program leverages Blackboard, OpenLab platform, and Zoom to deliver the content and achieve the intended learning outcomes. The use of these technological tools has proven to be successful over the years in fully online and hybrid courses. The College also provides technological resources for students that need them to complete their coursework.

13. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Answer:  
As stated previously, for students enrolled in the AS Health Science (ASHS) program, we plan to offer at least one section of HSCI 1101, HSCI 2201, and HSCI 2301 as in-person.

Online sections of HSCI 1101, 2201, and 2301 will offer mostly synchronous sessions in order to maximize instructor-student interaction. Note that there will be a handful of asynchronous weeks, thereby allowing students to complete certain required assignments such as examinations and online certifications (e.g., NYS infection control training, IRB training).

To foster online interaction, HSCI 1101, 2201, and 2301 have engaging activities/assignments. For instance, HSCI 1101 has virtual site visits of clinical departments such as nursing and dental hygiene. HSCI 2201 has case studies to illustrate common safety issues related to the healthcare sector. HSCI 2301 has group presentations whereby students demonstrate knowledge of health promotion/disease prevention.

Courses in the Healthcare Policy and Management degree will be offered as online mix courses. Such courses have online synchronous sessions that meet at a scheduled time and day (between 33% to 66% of the semester) and have online asynchronous sessions. During synchronous sessions, students can interact with the instructor and other students via live video conferencing applications, allowing for an in the moment person-to-person direct connection. These sessions allow for live case study and current events discussions, debates, and student-led topics for peer learning. During asynchronous sessions, students do not have set virtual meetings; interaction occurs via the Blackboard Discussion Board and other platforms noted by the instructor to have discussions with the instructor and with their peers. Additionally, asynchronous sessions allow for instructors to flip the classroom such that readings, videos, lectures, and other learning materials are delivered in advance for greater interaction during the synchronous sessions.

Regardless of format, instructors will be required to hold virtual and/or in-person office hours to meet with students. In particular, full-time faculty will be expected to have on-campus presence and office hours.

14. How do faculty teaching online courses verify that students are doing their own work?

Answer: Faculty can verify originality by using anti-plagiarism software with global and institutional databases, such as SafeAssign and TurnItIn. More importantly, faculty working with online modalities will be required to create challenging assignments that encourage critical thinking about contemporary issues in the field. Assignments, term projects and examinations in any online section of a course will be assessed with the same rigor as any face-to-face course and updated regularly to reflect the current state of healthcare.

#### IV. Outcomes and Assessment

15. Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

Answer: Learning outcomes are clearly specified in the syllabi, and rubrics are provided to evaluate performance criteria to determine whether outcomes have been met or not. The learning outcomes for each course are the same regardless of instructional modality. See course outlines for the AS Health Science and BS Healthcare Policy and Management by clicking on the course number here: [Health Sciences - Course Listing \(cuny.edu\)](https://www.cuny.edu/health-sciences/course-listing/)

16. Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Answer:

Student learning is assessed through a variety of assignments including discussion boards, blogs, quizzes, exams, case studies, research-based papers, and group presentations. A mix is used to allow students to demonstrate their knowledge through multiple means. For the most part, Blackboard is used for the submission and grading of assignments. Also, Blackboard allows for rubrics to be posted and to provide learner feedback on each assignment. In either an in-person or online course, the faculty member is responsible for monitoring and guiding the discussion and work product of students through specific feedback and constructive comments.

The Department requires a minimum overall GPA of 2.0 for satisfactory progression and graduation. Students must earn a C or better in all program upper-level core courses to be able to receive credit toward the degree and move on to the next sequential course.

## V. Program Evaluation

17. What process is in place to monitor and **evaluate the effectiveness** of the distance learning program on a regular basis?

Answer: City Tech's Office of Assessment, Institutional Research and Effectiveness (AIRE) performs cyclical assessments under the College aegis. AIRE has multiple assessment cycles and data that can be used to evaluate effectiveness in quantitative terms and around a consistent framework (<http://air.citytech.cuny.edu/assessment/>). Programmatic assessments of learning outcomes are done on a three-year cycle.

Additionally, program instructional effectiveness is evaluated annually through peer observations, self-evaluations, and discussions between the department chair and faculty. Lead instructors guide junior faculty to best practices, ensuring that instructors across modalities offer examinations and other assessments that are uniform throughout all sections of the course. Student evaluations of teaching (SETs) provide helpful feedback that is then incorporated into each course across all sections.

18. How will the evaluation results will be used for **continuous program improvement**?

Answer: The department utilizes short- and long-term assessment processes to make changes in the programs on an ongoing basis. From term-to-term, faculty engage in reflective analyses of pedagogy, which can be used during the term to improve or change delivery methods.

Following the programs' 3-year assessment cycles, faculty assess program and course learning outcomes over time. The results are discussed, and improvement plans are developed as needed. Instructional practices are redesigned - based on the improvement plans - to help students meet the learning outcomes. The learning outcomes are reassessed to evaluate the effectiveness of the improvement plans, allowing for continuous program improvement.

19. How will the evaluation process assure that the **program results in learning outcomes appropriate to the rigor and breadth** of the college degree or certificate awarded?

Answer: A broad-based and comprehensive assessment program is employed to evaluate each course. The evaluation process ensures uniformity across all sections. Assignments, term projects and examinations in any online section of a course will be assessed with the same rigor as any face-to-face course. Lack of participation in the

online portion of any course will result in a low or failing grade, requiring the student to retake the course.

[\[1\]](#) CUNY and SUNY institutions: contact System Administration for application submission process.

## Chancellor's Report Form

**Add/Change/Delete NYSED Format to Existing Program****PROGRAM CODE:**     [40408](#)**PROGRAM TITLE:**    HEALTH SCIENCE**AWARD:**               AS**INST.NAME/CITY:**    NYC COLLEGE OF TECHNOLOGY BROOKLYN**HEGIS:**               1299.00

<b>From:</b>	<b>To:</b>
	<u>DSTED</u>
<b>Rationale:</b>	
The College's student body is comprised of a diverse population of students with competing priorities regarding jobs, family and school. Distance education caters to their needs as it provides flexibility in managing their schedule. Most courses are offered online and continue to be the preferred modality, supporting the need for NYSED certification of our online programs.	
<b>Effect Outside Department:</b> None	
<b>Date of Department Approval:</b> December 7, 2022	
<b>Date of College Council Approval:</b>	

## Chancellor's Report Form

**Add/Change/Delete NYSED Format to Existing Program****PROGRAM CODE:**     [41551](#)**PROGRAM TITLE:**    HEALTHCARE POLICY AND MANAGEMENT**AWARD:**                BS**INST.NAME/CITY:**    NYC COLLEGE OF TECHNOLOGY BROOKLYN**HEGIS:**                1299.00

<b>From:</b>	<b>To:</b>
	<u>DSTED</u>
<b>Rationale:</b>	
The College's student body is comprised of a diverse population of students with competing priorities regarding jobs, family and school. Distance education caters to their needs as it provides flexibility in managing their schedule. Most courses are offered online and continue to be the preferred modality, supporting the need for NYSED certification of our online programs.	
<b>Effect Outside Department:</b> None	
<b>Date of Department Approval:</b> December 7, 2022	
<b>Date of College Council Approval:</b>	