

**LEHMAN COLLEGE  
OF  
THE CITY UNIVERSITY OF NEW YORK**  
PROPOSAL TO ESTABLISH A PROGRAM IN  
*HEALTH SERVICES ADMINISTRATION*  
LEADING TO THE  
**MASTER OF SCIENCE DEGREE**  
SPONSORED BY

**DEPARTMENT OF HEALTH SCIENCES**  
*Approval: December 1, 2021*

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY (HEAT)**  
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APPROVED BY  
LEHMAN COLLEGE FACULTY SENATE  
*Approval:*

*College Representative:*

Dr. Elgloria Harrison (Dean of the School of Health Sciences, Human Services and Nursing – HS2N)

*Contact Person:*

Professor Tailisha M. Gonzalez

Co-Director, Health Services Administration Program

Department of Health Sciences (formerly)

Department of Health Equity, Administration & Technology (HEAT)

[Tailisha.Gonzalez@lehman.cuny.edu](mailto:Tailisha.Gonzalez@lehman.cuny.edu)

917-306-3133

Provost's Signature:

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Provost's Name: Dr. Peter O. Nwosu

## Table of Contents

EXECUTIVE SUMMARY .....	4
ABSTRACT .....	6
PURPOSE AND GOALS.....	6
Purpose.....	6
CAHME Aligned .....	7
Program Goals .....	7
Career Objectives.....	7
Faculty Expertise and Support.....	7
Effect of the MS-HSA on Lehman College.....	8
The MS-HSA and Lehman College’s Values & Mission .....	9
NEEDS AND JUSTIFICATION.....	10
Industry Needs .....	10
Early Career Needs.....	12
Needs of the Profession .....	13
STUDENTS .....	16
Projected Five-Year Enrollment.....	16
Admission Requirements for the MS Program.....	16
Dual Credit Option.....	16
Recruitment and Retention .....	17
Admissions and Appeals .....	17
Career Development .....	17
Transfer Credits and E-Permits .....	17
CURRICULUM.....	18
Courses.....	18
Course Descriptions .....	19
COST ASSESSMENT.....	21
New Faculty Hire Qualifications .....	22
Cost Assessment - Faculty .....	22
New Faculty Hire Qualifications .....	26
FACILITIES AND EQUIPMENT .....	26
LIBRARY AND INSTRUCTIONAL MATERIALS.....	26
EVALUATION .....	27
Internal Evaluation and Outcomes.....	27
Assessment Plan.....	28

REFERENCES .....	30
Appendix A – Graduate Program Schedule .....	32
Appendix B – Financial Tables .....	33
Appendix C – New Course Proposals.....	43
Appendix D – New Course Syllabi .....	67
Appendix E – Student Survey and Results .....	150
Appendix F – Data on Faculty Members Directly Associated with Proposed Program.....	152
Appendix G – Curriculum Vitae .....	153
Appendix H – Letters of Support.....	187
Appendix J—External Reviewer Conflict of Interest Form.....	203
Appendix K—External Reviewer’s Report.....	209
Appendix L---Lehman College Response to Report.....	217
Appendix M---Letter of Intent.....	229
Appendix N---Response to CSI Objections.....	234
Appendix O—Response from CSI official withdrawal of Objections.....	236

## EXECUTIVE SUMMARY

The 30-credit Master of Science (MS) Degree in Health Services Administration is designed for students to excel in management positions within hospital systems, community-based clinics, non-profit organizations, private healthcare practices, and federal, state, and local government health surveillance and funding agencies to achieve organizational health and well-being, improved health outcomes for patients, and enhanced community resources. To date, there is no Master of Science in Health Services Administration program within the City University of New York among its 25 colleges; thus, the program at Lehman will be the first graduate program of its kind in the Bronx and at a public university in New York City.

Quality patient care and cost-effective service delivery are top priorities for global health economies. The U.S. healthcare system is characterized as the most expensive and least effective compared to nations with a similar gross domestic product.<sup>1</sup> While New York state is 13<sup>th</sup> in median overall health outcomes compared to other states,<sup>2</sup> the Bronx is ranked the New York county with the worst health outcomes (62/62).<sup>3</sup> Lehman College is well positioned to improve the borough and the city's health through the proposed Master of Science (MS) in Health Services Administration (HSA). According to a recent survey of alumni from the Bachelor of Science in HSA, more than half of the respondents (55%) expressed interest in pursuing the graduate degree. Only 13% had attained a graduate degree at the time of the survey. More than half of all respondents (57%) reported earnings of \$59,999 or less and about 1/3 were in entry level administrative positions in the healthcare system. This graduate program would provide an opportunity for upward mobility and increased earnings for Lehman College and CUNY alumni. Lehman College was ranked #3 by the Chronicle of Higher Education for having a high mobility rate and this program has the potential to further improve upon that rating.

The proposed graduate program offers a unique opportunity for full-time healthcare workers who require flexible course schedules and modalities to complete their studies. Scheduling and affordability are often obstacles to advanced degrees. Only 6.6% of Bronx residents hold a graduate degree or higher compared to 14.9% of NYC residents overall.<sup>4</sup> The MS in HSA will be offered asynchronously or synchronously online and may be completed in 5 semesters (7-week semester) taking two (2) courses in each 7-week period which equates to 6 credits per 7-weeks or 12 credits of full-time study for a full 15-week semester. This schedule includes the summer sessions. Part-time students are also welcomed to the MS-HSA program however, the schedule for part-time is one (1) course each 7-week semester fall and spring and one (1) course in the 6-week summer semester (see Table 5). The program will use both Asynchronous and Synchronous delivery model or a combination. Synchronous classes will be conducted during evenings and on weekends to accommodate industry leaders and students who have family commitments. This flexibility is designed to circumvent competing demands on the student's time, energy, and resources. The degree is affordable and accessible. The program will attract Lehman alumni and Bronx residents as well as students from around the globe with an interest in U.S. healthcare management.

The MS-HSA program learning outcomes are as follows:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;

5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic healthcare organizational culture based on mission, vision, and strategy;
7. Identify unique healthcare organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop innovative healthcare organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

## ABSTRACT

Lehman College of the City of New York proposes a full-time, cohort-based 30-credit Master of Science degree program in Health Services Administration (HSA). The MS in HSA will be offered asynchronously or synchronously online and may be completed in 5 semesters (7-week semesters) taking two (2) courses in each 7-week period which equates to 6 credits per 7-weeks or 12 credits of full-time study for a full 15-week semester. This schedule includes the summer sessions. Part-time students are also welcomed to the MS-HSA program however, the schedule for part-time is one (1) course each 7-week semester fall and spring and one (1) course in the 6-week summer semester (see Table 5). The program is designed to prepare students for positions in middle and upper management within a variety of healthcare institutions. It will enlist students from the Bronx, surrounding areas, and across the globe in novel training and development approaches to improve health outcomes among priority populations. The graduate program is accessible, affordable, and innovative in strategies and design.

To date, there is no Master of Science in Health Services Administration program within the City University of New York among its 25 colleges; thus, the program at Lehman will be the first graduate program of its kind in the Bronx and at a public university in New York City. This program creates opportunities for upward mobility and increased earnings for current entry level administrators. This is especially important for minority women who are over-represented in these positions and under-represented in middle management and executive leadership positions.<sup>5-7</sup> The program is designed to meet the needs of adult learners and students with families, social characteristics that are prevalent among Lehman and CUNY graduates. The Capstone project for this program is designed to promote experiential learning opportunities that complement the knowledge development and skill building that is introduced and reinforced throughout the curricula.

## PURPOSE AND GOALS

### Purpose

The purpose of this 5-semester, full-time, cohort-based, 30-credit MS degree in Health Services Administration is to prepare students to assume positions in middle and upper management within a variety of healthcare institutions. The program will provide training and educational opportunities via innovative curricula for 21<sup>st</sup> century healthcare leaders. The degree is affordable and accessible high-quality education designed to increase upward mobility for participants, improve health outcomes for Bronx residents, and enhance the efficiency of local health systems. There is currently no program at a public institution in NYC that offers an MS in HSA with a focus on health equity.

The MS-HSA program will be housed in the Department of Health Equity, Administration & Technology in the School of Health Sciences, Human Services and Nursing (HS2N) and it will be the first graduate program offered by Health Services Administration.

The design of the MS-HSA was informed by several sources:

- Lehman College's 52 years of administering an undergraduate HSA program – one of the oldest degree programs that can be traced to the College's founding in 1969
- Feedback from full-time HSA faculty over the course of a structured strategic planning process
- Trends in healthcare management
- A comprehensive comparative analysis of the top U.S.-based MS programs in healthcare management
- Input from recent HSA graduates
- Recommendations from Bronx-based partners whose mission is quality health service delivery

### CAHME Aligned

This degree program is designed to offer a high-quality healthcare management education that best prepares students for leadership roles in the burgeoning healthcare industry.<sup>6,8</sup> The program delivers competencies that meet the challenges of providing healthcare in diverse communities across the country and around the world.<sup>8</sup> Students will be prepared for positions with representative titles that include: Chief Diversity Officer, Chief Executive Officer, Chief Operating Officer, Executive Director, Executive Vice President, Operations Vice President, Clinical Director, Health Information Management Corporate Director, Health Information Management Director, Health Manager, Health Program Manager, Medical and Health Services Managers, Administrative Supervisor, Customer Service Manager/ Supervisor, Office Coordinator, Office Manager/ Supervisor, Clinical Data Manager, and Staff Services Manager.<sup>9</sup> Courses represent interdisciplinary scholarship including public health research, economics and financial management, human resources, leadership and organizational management, system delivery, strategic management, communication and marketing, social justice, ethics and law, policy, and health informatics and data analytics.

Bloom's Taxonomy was utilized to further develop the pedagogical content of the courses, which integrate practice and theory, and to develop assessment goals from the program's inception. Course objectives were aligned with the three domains of learning: cognitive, affective, and psycho-motor. The courses reinforce oral presentation, critical thinking, decision-making, problem-solving, and research applications via a Capstone project that is designed in partnership with a member of the HSA faculty.

### Program Goals

1. Recruit students from diverse backgrounds and perspectives with careful consideration of their level of experience in healthcare, their motivation, and a drive to succeed
2. Create, deliver, assess, and innovate a competency-based curriculum that stresses lifelong learning infused with a social justice health equity lens
3. Provide interprofessional education through multidisciplinary collaboration
4. Emphasize practical application of theory to practice
5. Prepare graduates to be competitive in the marketplace

### Career Objectives

Program graduates will contribute to the healthcare system in the following ways:

- Work in complex health systems to improve the health outcomes of priority populations
- Manage programs and/or policies that promote patient health and well-being
- Contribute to healthcare workers' well-being in the roles of managers and supervisors
- Develop efficient delivery systems while balancing patients' unique healthcare needs
- Create partnerships with stakeholders to facilitate resource sharing and coalition building
- Commit to the process of lifelong learning and development for the purpose of promotion and financial gain while promoting ethical and responsible leadership within healthcare
- Qualify for executive management positions within healthcare
- Establish sustainable healthcare economies and high-quality health service delivery

### Faculty Expertise and Support

Within HSA, there are committed, talented, and experienced faculty members with the credentials and skills to teach the required courses. Faculty will additionally mentor students in the development of their Capstone projects, providing the support and guidance needed by MS-HSA students to successfully complete their independent research. Students demonstrate mastery of foundational coursework through the identification of emergent issues in the healthcare industry and a synthesis of evidence-based practices and solutions that consider the social determinants of health of diverse populations. This course also prepares students to collaborate on a research paper that has the potential to be published in a peer reviewed journal article.

### Effect of the MS-HSA on Lehman College

The MS-HSA does not compete with any of the other graduate school programs at Lehman College. On the contrary, it taps a disconnected population that is excited to apply to this specific program. The program will increase graduate school enrollment at the College and contribute to Lehman's goal of 90,000 graduates by 2030. The MS-HSA has the potential to increase current healthcare workers' earnings and to push more emergent leaders into the management pipeline, especially women of color, who are over-represented in entry level administrative roles and who often need a graduate degree for promotion.

This proposal recognizes there are two other programs within Lehman College that also involve leadership and/or management development. These programs are also flexible and focused on the adult working professionals delivered in a virtual online environment. These programs are the Masters of Science in Business (MSB) and the Master of Organizational Leadership (MSOL). A brief distinction of these two programs and how they differ than the MS in HSA.

The MSB degree is a 30-credit curriculum geared mainly towards working professionals in a variety of business industries who want to improve their business acumen. The MSB program can be done online or face-to-face and can be completed within 12 to 18 months. The MSB is heavily focused business curriculum which appropriate to the School of Business mission and vision. While the MSB does not include students in the healthcare sector, it does not cater to healthcare management specifically therefore many students in healthcare would not necessarily see this degree as upward mobility. The MS in Health Services Administration is uniquely different in that we are educating health care professions using a health equity lens. Professionals educated in this degree will be better prepared to tackle the inequities in our current healthcare system and advocate for a more just system where all citizens have access to equality of service delivery in healthcare.

The MSOL degree is a 30-credit curriculum geared mainly towards working professionals in a variety of fields with a focus on developing the next generation of leaders which includes those interested in healthcare leadership. The MSOL program can be done online; however, there is 12 to 15 hours of field work that is required of each candidate over the course of a semester. The MSOL program can also be completed in 12-months. While the MSOL program does include students in the healthcare sector, it does not cater to healthcare management students specifically; therefore, many students in healthcare would not necessarily see this degree as upward mobility. The MS in Health Services Administration is uniquely different in that we are educating health care professions using a health equity lens. Professionals educated in this degree will be better prepared to tackle the inequities in our current healthcare system and advocate for a more just system where all citizens have access to equality of service delivery in healthcare.

Because of the flexibility of the program, accessibility, and affordability, the program will additionally attract applicants from a variety of educational backgrounds as well as those seeking a career change. Table 2 presents modest estimates of potential candidates for the year 2018. We define a variety of educational backgrounds as potential candidates from economic, business, social sciences, statistics population, and allied health.

	Bronx Only		NY Metro Area*		
	Lehman	All	All	Public	Private
Liberal arts, general studies,\ humanities	3	23	2192	1754	438
Public administration and social services	149	189	1160	696	464
Social services	347	947	7474	3886	3588
Health professions and related programs	713	1155	8231	3704	4527
Multi/ interdisciplinary	0	129	1292	633	659
Total	1212	2443	20349	10673	9676

Table 1: Feeder Programs for Potential Students - 2018 Bachelor's degree Graduates by Classification of Instructional Programs (CIP) Code<sup>10</sup>



In this one year alone, there are more than enough qualified candidates for the first MS-HSA cohort.

#### The MS-HSA and Lehman College's Values & Mission

This program aligns nicely with Lehman College's values:

- Social justice: advocating for human rights, honoring differences, and working towards equality and equity for all
- Excellence: pursuing innovative teaching, research, and scholarship to produce a diverse pipeline of leaders and change agents committed to novel and sustainable solutions and igniting new possibilities
- Ethics: upholding the principles of academic freedom and demonstrating honesty, integrity, respect and care in our interactions with others
- Diversity and inclusion: fostering a campus environment that respects and values diverse perspectives and identities and where all members of the Lehman community experience a remarkable sense of belonging
- Service: empowering the local and international community through the increased engagement of faculty, staff, students and alumni in outreach and partnership contributing to individual achievement, economic development, and the common good

It also serves the College's mission: Lehman is an economic and cultural catalyst in the Bronx and a national engine for social mobility as well as a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.

Lehman College produces the 2<sup>nd</sup> largest number of graduates in the Bronx second to Fordham University (Figure 1). As a strategy, this MS-HSA also serves a long-term goal of training more students with graduate degrees. Figure 2 highlights differences by undergraduate and graduate degree and Fordham offers more than half of their degrees at the Master's or Doctoral level.

## Educational Pipeline

In 2019, there were 16,761 graduates in Bronx County, NY. This pipeline has grown by 11% over the last 5 years. The highest share of these graduates come from Liberal Arts and Sciences/Liberal Studies, Social Work, and "Business Administration and Management, General".

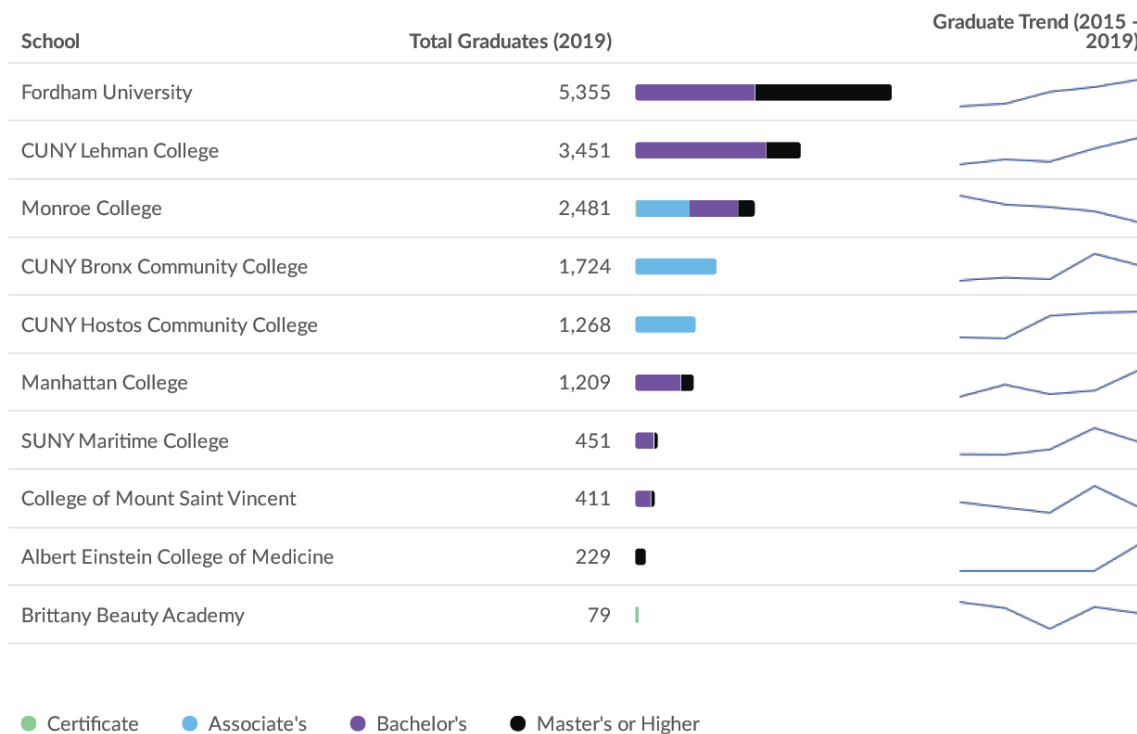


Figure 1: Bronx County graduates in 2019.

### NEEDS AND JUSTIFICATION

#### Industry Needs

Experts recommend that decision-makers in the healthcare industry allocate resources to train and develop executive managers and program administrators and qualify these professionals to develop impactful and cost-efficient health services.<sup>11,12</sup> Several policy papers support the importance of improving health services through the development of leadership skills. A study of administrators in the top U.S. News-ranked hospitals reported that the majority of these leaders held a graduate degree and more than half (52%) held a Master's degree in healthcare administration/ management.<sup>5</sup> Graduates from a CAHME accredited program experienced an overall advantage compared to those without this degree as great as 80:1.<sup>5</sup>

*Administrators of U.S. News-ranked hospitals, by type of graduate degree*

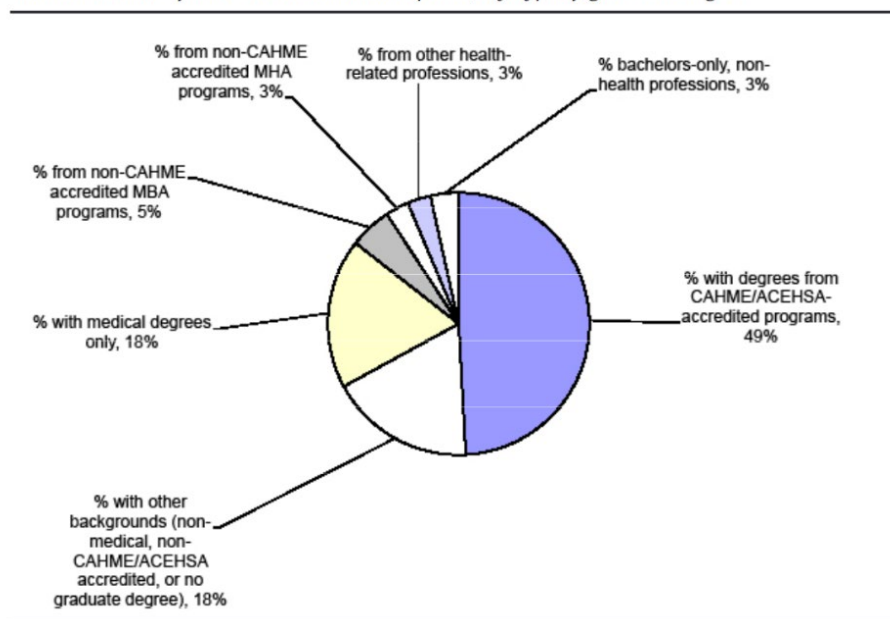


Figure 2: The majority of top healthcare administrators hold Master’s degrees in healthcare administration.<sup>5</sup>

Both in the Bronx and in the U.S. overall, healthcare is the largest and the fastest growing industry (Figure 3). The industry is in dire need of trained and competent leaders to spearhead healthcare into the future.

**Largest Industries**

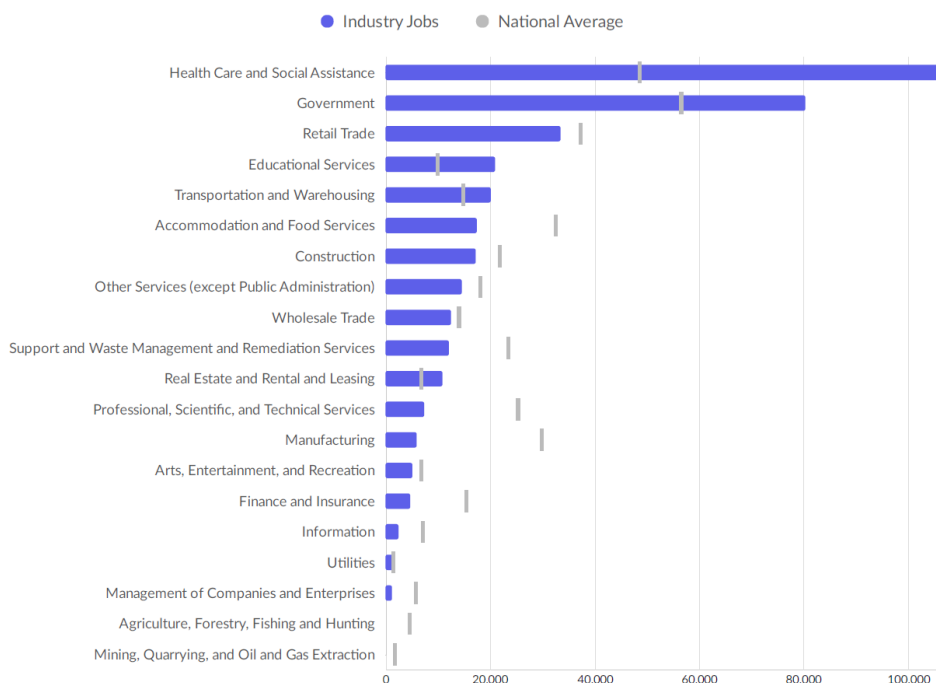


Figure 3: Largest industry in the Bronx and in the U.S.<sup>6</sup>

The link between leadership development and essential outcomes for healthcare organizations has been well established, particularly patient satisfaction, patient mortality, organizational financial performance, staff well-being, engagement, turnover and absenteeism, and overall quality of care.<sup>12,13</sup> Healthcare leaders are likewise the drivers of change in terms of eliminating health disparities. The Joint Center for Economic and Political Studies reported that 30.6% of direct medical expenditures for African Americans, Asian Americans, and Hispanics were excess costs attributed to health inequalities.<sup>14</sup> Skilled and informed administrators convey new knowledge about determinants of health disparities and outcomes in different subgroups.<sup>15</sup> They apply evidence-based practice and the translation of scientific findings to close the disparity gap.<sup>15</sup> Finally, they answer to the laws, measures, and funding priorities integral to policies that eliminate health disparities at the local and regional level.<sup>15</sup> Healthcare administrators are in a unique position to build capacity through inter-agency collaborations in order to alleviate the inequities that affect health and the rising costs that overwhelm a resource-strained health system.<sup>15</sup> This strain was highlighted from the onset of the COVID-19 pandemic. The Bronx reported the greatest number of residents with 3 or more risk factors (41.97%) compared to all other boroughs of New York City (NYC).<sup>16</sup> The Bronx likewise reported the highest death rate (391 per 100,000 people) compared to the rest of NYC with the greatest mortality rates experienced by African Americans (383 per 100,000) and Hispanics (375 per 100,000).<sup>16</sup> Vaccination rates also remain lowest in the Bronx (44% fully vaccinated) compared to other boroughs.<sup>16</sup> Prior to COVID-19, the Bronx experienced improvement across numerous socioeconomic factors, including population growth, employment, and household income, but these advancements stalled with the pandemic.<sup>16</sup> Skilled healthcare professionals who can improve access to health services and quality care will determine the Bronx's recovery efforts.

#### Early Career Needs

Researchers identified the top skills required of successful healthcare administrators. Among those were leadership, intra-agency collaboration, practice management, healthcare finance and quality control.<sup>17</sup>

Skill	Rank ( <i>n</i> =39)
<b>Top Ranked Skills</b>	
Leadership	4.87
How to work with physicians	4.55
Physician practice management and physician relations	4.47
Change management	4.39
Healthcare finance	4.39
Quality	4.36
Hospital operations	4.32
Strategy	4.28
Ethics	4.13
Teamwork	4.10

Table 2: The Healthcare Executive of the Future should be educated in the following areas. Rank 1-5 with 5 being the highest.<sup>17</sup>

Industry leaders can expect to earn competitive salaries upon completion of a Master's degree in health services administration (Figure 4). Management positions are the highest paid hourly rate in the Bronx and a number of other occupations also fall within the healthcare professions (e.g., healthcare practitioners and technology, business and financial operations, community and social service, etc.).

## Top Occupation Earnings

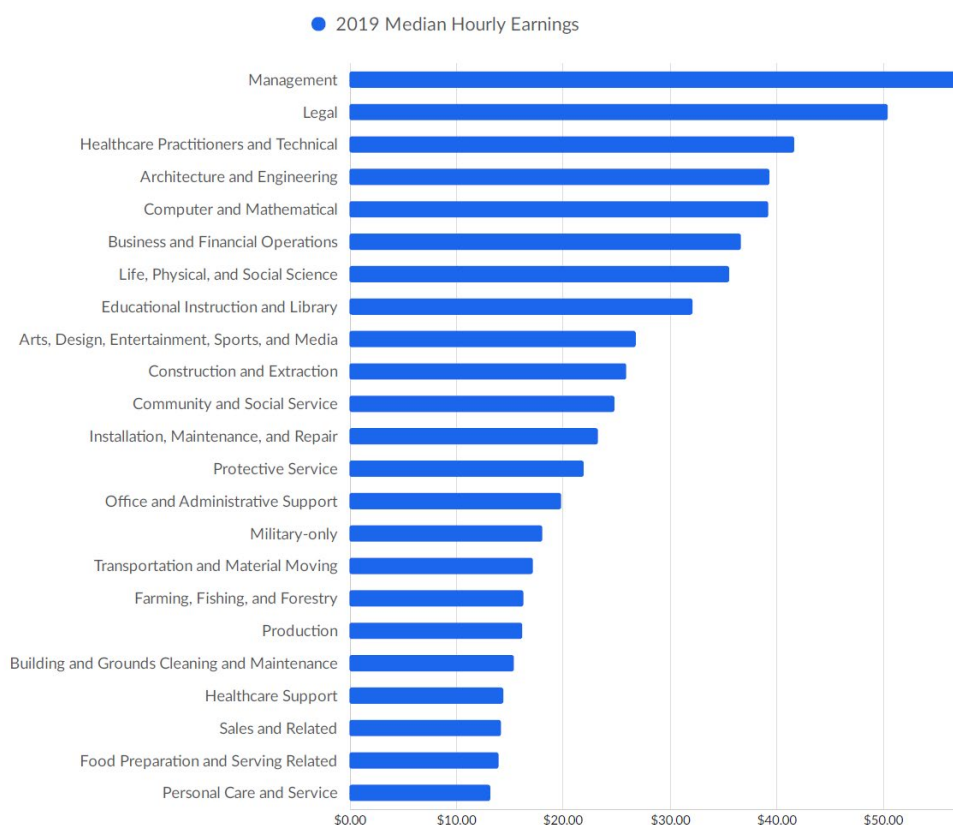


Figure 4: Top occupation earnings in the Bronx.<sup>6</sup>

### Needs of the Profession

Healthcare administrators are professionals who make daily decisions regarding the operations and finances of small, mid-size, and large healthcare institutions and facilities. These professionals manage and coordinate the business aspect of healthcare. Over the next ten years, the Bureau of Labor Statistics (BLS) projects a 32% growth in this sector, adding about 51,800 new jobs in the United States.<sup>18</sup> In 2020, BLS reported that the average earned salary for a health service administrator without clinical experience was \$104,280 with a median salary of \$71,000.<sup>18</sup> Often, healthcare administrators are clinicians who transition to positions in medical or health services management; however, clinical experience is not required and healthcare administrators may be promoted with a minimum of a Bachelor's degree. With the corporatization of small hospitals and community-based clinics, this trend has declined in recent years and most management positions now require a Master's degree with some years of experience.<sup>19,20</sup> The need for Master level prepared healthcare administrators, particularly in the area of nursing home administration, is urgent.

There has been limited research on healthcare administrators and their perspective on the healthcare crisis. Often, the focus is on the direct healthcare provider. However, administrators who are principally responsible for the organization and management of services are key to a well-organized and impactful healthcare institution.<sup>21</sup> In pandemic and non-pandemic times, healthcare providers need good organizational, communication, strategy planning, and financial management skills. The Master of Science

in Health Services Administration is developed as a competency-based curriculum to enhance these skills through practical applications using diverse research methods. The skill enhancing opportunities will provide graduates with a competitive advantage in their current and future employment.

To date, there is no Master of Science in Health Services Administration program within the City University of New York among its 25 colleges; thus, the program at Lehman will be the first graduate program of its kind in the Bronx and at a public university in New York City. Currently, Lehman's undergraduate HSA students interested in pursuing a Master degree within CUNY have to change their focus to public health (SPH), business (Baruch's executive MBA in Health Administration), or a healthcare management degree that does not include course content on social justice and equity (CSI). Lehman College has been ranked #3 by the Chronicle of Higher Education for having a high mobility rate. In 2020, a survey was sent to 150 graduates of the undergraduate program in Health Services Administration, soliciting information about their post-graduation education and employment status. Of the 150 surveys distributed, 135 surveys were returned (90%). 55% of respondents expressed an interest in a graduate degree in HSA. This 30-credit online Master in Health Services Administration has the potential for increasing marketability of our graduates. This program would provide additional opportunities for upward mobility to HSA alumni as well as countless other healthcare administrators in New York City and beyond.

#### Similar Programs within CUNY and at Other Institutions

While there may be existing graduate degrees related to health services administration within CUNY, most are business degrees with a focus on health services management. The program at the College of Staten Island is offered in person and is not accessible to residents in the Bronx in terms of travel and distance. Baruch College offers an Executive MBA in healthcare. This program recruits professionals with a minimum of 5 years of executive management experience and trains them in business administration in the healthcare industry. However, the program will enroll a select number of early careerists and promising students in the undergraduate to graduate pipeline. The program costs \$72,500 and includes an international study experience that provides students with a global business perspective. There are two graduate degrees within Lehman College unrelated to health services administration but with courses that have content in areas of human resources and organizational behavior (Masters in Business), and holistic leadership and communication (Master in Organizational Leadership). These programs are potential on campus partners that this new program will explore in an effort to share resources and increase the interdisciplinary nature of this degree. Residents in the Bronx do not have access to an affordable MS in health services administration from a public institution. In addition to flexibility and access, the MS in HSA at Lehman College is unique in that it is rooted in health equity and social justice frameworks. No other program targets health disparities through quality health services delivery despite calls from experts around the globe to train healthcare professionals in translational health sciences.

There are many online programs outside the City University of New York that are our likely competitors and while there are numerous, this section will highlight programs that have been the major contributors to online education. Most of these schools are SARA approved, which allows the program to be delivered outside its home state. This review is only a sampling of the online programs that deliver a Masters in Health Care Administration or Health Care Management, two titles most often used by these educational institutions:

1. Southern New Hampshire University [www.snhu.edu](http://www.snhu.edu) is a major player in educational offering of online programs both online and traditional. SNHU offers a Master's degree in Healthcare Administration, 36 credits online within 5 terms per year with each term 10-weeks. Program cost = \$627 per credit for a total of \$22,572. This program allows the transfer of 12 credits and can be completed in 15 months. The program is totally asynchronous. The focus of this master degree is in health care communications, critical thinking, and analytics in healthcare.

2. Grand Canyon University [www.gcu.edu](http://www.gcu.edu) with a mission that is centered in a Christian worldview and a focus on the value of a servant leadership. It offers a MS in Healthcare Administration with no differential between in-state and out-state tuition. It is a 48-credit online program delivered in 8 weeks and allows the transfer of up to 12 credits.
3. Arizona State University [www.asu.edu](http://www.asu.edu) is a major player in education offerings of more than 175 programs of which ASU offers a Master of Science in Science of health care delivery. This program offers many of the same course that are noted in this proposal and those at SNHU and GCU. ASU Masters is a 30 credits 11 classes delivered in a 7.5-week format. The program allows 12 transfer credits. The curriculum is similar in that it offers the foundation courses that are healthcare focused but business driven. Program cost is \$885 per credit = \$26,550.
4. Purdue Online [www.purdueglobal.edu](http://www.purdueglobal.edu) is a recent player in the online field having acquired Kaplan University and subsumed the business operation of the Purdue brand has now become a major player in the online education market serving adult learners primarily. Purdue has a Masters Health Care Administration (MHCA). The program is 52 quarter credit hours or 35 semester credit hours delivered in 10 weeks full-time study with completion in 1.5 years. Program cost is \$420 per credit = \$21,840. The program offers foundational courses that are healthcare focused but business driven.
5. University of Maryland Global Campus [www.umgc.edu](http://www.umgc.edu) is similar to ASU in that it has been a major player in online education on the east coast for many years with an initial focus in serving the members of the armed forces, however UMGC serves one of the largest adult-learning community. UMGC has a Masters of Health Care Administration while geared toward healthcare with a large business underpinning. This program is 42 credits online that allow transfer of 6 credits. Program cost \$514 per credit in-state = \$21,588 and \$659 per credit out-of-state = \$27,678. There are 14 courses delivered on line.
6. University of Maryland College Part Office of Extended Studies is the most recent addition to the University of Maryland [www.sph.umd.edu](http://www.sph.umd.edu) system offering a Master of Health Care Administration through the School of Public Health. This is a 46 credit online, 16 courses to be completed in 18 months full-time study. The program also requires 4 to 5 weekend day of residency in the fall and spring semester. Program cost \$957.34 per credits= \$44,037.64

In Summary: The above list of highly regarded not for profit universities with well-heeled resources that expanded the online education market well beyond the for-profit institutions such as University of Phoenix, Walden University, and Capella University. Because Lehman College City University of New York is a not-for-profit institution we make our comparison only with institutions similar to Lehman. In summary, each of the institution listed above have similar features, they each offer a Master's of Science or Master in Health Care Administration. Most of the core courses are foundational, focused on the nuance of the healthcare system. The cost of attendance with the exception of SPH UMD are roughly the same higher than Lehman College. While Lehman College proposal offer similar foundation courses, we offer a unique perspective in that our program has a focus on health equity. Educating new healthcare leaders on the issues center around health disparities we believe is key to rebuilding our healthcare system from the inside out.

## STUDENTS

### Projected Five-Year Enrollment

The MS-HSA admits cohorts in the Summer proceeding the Fall of each academic year. The program is 5 semesters delivered in 7-week semesters with two summer session, with students completing two courses per 7 per -week semester with the exception of summer which will be one course per semester.

	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Fall New	25	50	75	100	100
Spring Continuing	25	47	72	97	97
Summer Continuing	25	47	72	97	97

Table 3: Projected five-year student enrollment accounting for attrition.

The percent of attrition is based on the experience of completion rates experienced in other graduate level programs within the school of Health Sciences, Human Services, and Nursing. The number of enrolled students reflects an anticipated retention rate of 90%.

### Admission Requirements for the MS Program

1. A baccalaureate degree from an accredited college or university; No Graduate Record Examination (GRE) or GMAT is required;
2. A minimum 3.0 (B) Cumulative Grade Point Average from a completed undergraduate degree program;
3. A minimum of one year experience in a healthcare setting either as a healthcare clinician, administrator, or can demonstrate experience within business sectors for candidate who are early careerists;
  - Current Lehman College students with 60 credits and GPA of 3.0 are eligible to apply and their admission to the program is contingent upon successful completion of the HSA major; and
  - Healthcare executives and executive management-level professionals are eligible to apply with a minimum of 1 year of experience a performance evaluation is required as part of the application.
4. Three letters of recommendation: letters must be from an employer, healthcare professionals, or previous academic professors;
5. An interview with faculty will be required of all candidates and;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 500-word essay that includes responses to the following prompts:
  - reasons for wanting to pursue a degree as a Health Services Administrator;
  - candidate's philosophy on excellence in healthcare leadership, including the specific characteristics that contribute to effective leadership; and
  - current assessment of the state of healthcare, including health equity, health disparities, and what appear to be the greatest challenges and suggestions for overcoming these challenges.

### Dual Credit Option

Undergraduate students majoring in Health Services Administration with 60 or more credits, with a minimum (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's Online Master of Science degree in Health Services Administration. The following graduate courses may be taken in place of electives: HSA 500, HSA 501, and HSA 502, and HSA 503. A recommendation and authorization from the Master program's Director and/or future Chair must be secured by the student.



Note: While transfer credits are not accepted, undergraduate students who are conditionally eligible for enrollment must request transfer of the undergraduate credits to be applied to the graduate-level official transcript.

Once accepted into the MS-HSA, students will be assigned to a faculty advisor who they will meet with prior to registering for courses each semester. A week before the Summer/ Fall semester begins, students will participate in mandatory orientation activities as a cohort, during which they will be notified of program requirements, course expectations, and the Capstone project. In accordance with Lehman College policy, students will have a maximum of 5 years to complete the program.

#### Recruitment and Retention

Faculty will work closely with students to ensure continued engagement in the program. The program will enact the *early alert system* for graduate students, faculty will inform MS-HSA students if they are in danger of failing a course. Students must maintain a minimum B average to remain in the program.

Lehman College and the Department of Health Equity, Administration & Technology is dedicated to recruiting and retaining students from historically underrepresented groups in healthcare management. The faculty will coordinate with general advisors to conduct targeted research at other senior CUNY colleges. The Program Directors will also work with faculty to recruit students from underrepresented backgrounds from the alumni pool and current HSA undergraduate students.

#### Admissions and Appeals

The Admissions Committee consists of the Program Directors and faculty advisors. Applicants will be evaluated on the following criteria:

- academic record
- work/ volunteer experience
- letters of recommendation
- interview assessment
- writing sample
- quality of personal essay

An applicant who is unhappy with their admissions decision may appeal by writing a letter to the Program Directors. If they remain unsatisfied with the decision, they may write to the Department Chair. The Chair may request that the applicant interview with the Chair and the Dean.

#### Career Development

The Lehman College Career Exploration and Development Center currently partners with the undergraduate HSA Program Directors. They are an excellent resource for interview practice and application preparation. Students in the Master's program will likewise have access to these incredible resources.

#### Transfer Credits and E-Permits

Transfer credits will not be accepted towards the MS-HSA; however, students may request an e-permit for a course within CUNY that meets the learning goals and objectives. **While transfer credits are not accepted, undergraduate students who are conditionally eligible for enrollment must request transfer of the undergraduate credits to be applied to the graduate-level official transcript.**

## CURRICULUM

The 30-credit Master's degree in Health Services Administration is for graduate students who seek to acquire the knowledge and skills to advance to leadership positions in healthcare management. The degree is also appropriate for students who would like to pursue a doctorate in HSA, Public Administration, or Public Health. The curriculum is innovative and comprehensive, equipping students with critical skills to excel as 21<sup>st</sup> century decision-makers in healthcare systems.

The degree will be registered by the New York State Education Department (NYSED) as a qualifying education program meeting the licensure in health services administration. Initially, the program will not be accredited by the Commission on Accreditation of Healthcare Management Education (CAHME); however, the curriculum aligns with CAHME's standards, ensuring that students and faculty will be working towards accreditation aims.

### Courses

This program offers flexibility for full-time working healthcare professionals. This is a 5-semester plus summer accelerated program for student studying full-time with courses offered in the Fall, Spring, and Summer. Full-time study requires students to take two (2) course each 7-week blocks and one (1) course each 6-week block. Part-time students will take one (1) course per 7-week block in the Fall and Spring and one (1) course per 6-week block in the summer, program to be completed in two years. These sequences of courses may appeal to many candidates who have worked in management positions for a number of years and need the credential for promotion and the advancement of healthcare outcomes in their agencies. This program has an emphasis on evidence-based practice and relies heavily on research methodologies in assessment of student learning objectives. The following is a list of the courses required for the successful completion of the MS-HSA. See Appendix A-Graduate Table.

**Table 4: MS-HSA course requirements and credit allocation for student pursuing full-time.**

Full-time students	Fall Block 1	Fall Block 2	Spring Block 1	Spring Block 2	Summer	Total credits	
	<b><u>1<sup>st</sup> 7-week</u></b>	<b><u>1<sup>st</sup> 7-week</u></b>	<b><u>1<sup>st</sup> 7-week</u></b>	<b><u>2<sup>nd</sup> 7-week</u></b>	<b><u>1<sup>st</sup> 6-week</u></b>		
	3 credits HSA 500	3 credits HSA 502	3 credits HSA 600	3 credits HSA 602	3 credits HSA 700		15 credits
	3 credits HSA 501	3 credits HSA 503	3 credits HSA 601	3 credits HSA 603	Summer <b><u>2<sup>nd</sup> 6-week</u></b> 3 credits elective		15 credits
6 credits	6 credits	6 credits	6 credits	6 credits	30 credits		

Part-time student Year 1	Fall Block 1	Fall Block 2	Spring Block 1	Spring Block 2	Summer	Total credits
	<b><u>1<sup>st</sup> 7-week</u></b>	<b><u>2<sup>nd</sup> 7-week</u></b>	<b><u>1<sup>st</sup> 7-week</u></b>	<b><u>2<sup>nd</sup> 7-week</u></b>	<b><u>1<sup>st</sup> 6-week</u></b>	
	3 credits HSA 500	3 credits HSA 502	3 credits HSA 600	3 credits HSA 602	3 credits elective	
6 credits	6 credits	6 credits	6 credits	3 credits	15 credits	

**Table 5: MS-HSA course requirements and credit allocation for student pursuing part-time**

Part-time student Year 2	Fall Block 1 <u>1<sup>st</sup> 7- week</u>	Fall Block 2 <u>2<sup>nd</sup> 7- week</u>	Spring Block 1 <u>1<sup>st</sup> 7-week</u>	Spring Block 2 <u>2<sup>nd</sup> 7-week</u>	Summer <u>1<sup>st</sup> 6- week</u>	Total credits
	3 credits HSA 501	3 credits HSA 503	3 credits HSA 601	3 credits HSA 603	3 credits HSA 700	15 credits
	6 credits	6 credits	6 credits	6 credits	3 credits	15 credits
						30 credits

In their final semester, students have the option of selecting elective courses or requesting a course equivalency at Lehman or another CUNY graduate school utilizing an e-permit. Copies of course syllabi are included (Appendix B).

#### Course Descriptions

#### **HSA 500: Healthcare Leadership, Management, and Organizational Behavior**

##### **Pre-requisite: none**

This course provides an overview of healthcare leadership, management, and organizational behavior in a variety of healthcare settings. This course reviews and contrasts leadership and management theories to include organizational culture and identity as well as systems thinking. The course uses case studies from a variety of organizational settings to evaluate similarities and transferability to healthcare settings.

#### **HSA 501: Healthcare Social Structure, System Delivery & Strategic Management**

##### **Pre-requisite: none**

This course provides fundamental knowledge of the U.S. Healthcare delivery system, including finance, economics, strategy, quality improvement, policies, and laws. This course focuses on the history, organization, and effectiveness of healthcare in the United States healthcare and public health system; health system governance structures, roles, responsibilities; the social determinants of health, need; access; and utilization. Students in this course apply principles of strategic thinking and planning as well as data synthesis to make decisions on behalf of the organization.

#### **HSA 502: Healthcare Social Justice, Ethics, and the Law**

##### **Pre-requisite: none**

This course explores theories of justice related to public health, providing an understanding of the impact of social determinants of health on at risk communities and priority populations. This course also examines the principles and concepts of ethics in health services administration and examines federal, state, and local laws that influence healthcare practice in the United States.

#### **HSA 503: Healthcare Communication and Marketing**

##### **Pre-requisite: none**

This course examines the use of communication strategies which inform and influence individual and community decisions that impact health. This course explores topics such as the social construction of health, social support, health literacy, survivorship, social and community issues, marketing and public relations, health messaging and promotional campaigns, theory application, and identity across contexts. Additionally, this course presents the differences between marketing services versus marketing tangible goods or products, and challenges students to understand how to market healthcare services and products to a variety of stakeholders who influence health service delivery.

#### **HSA 600: Health Equity and Disparities**

##### **Pre-requisite: none**

In this course, students will draw connections among the best practices in developing science to assist in identifying and implementing interventions or programs to address disparities in the healthcare system. Students will learn the concepts of health equity and Community-Based Participatory Research (CBPR), and Social Determinants of Health (SDOH) frameworks. Students will be introduced to the translational

research process: from planning, implementing, evaluating and disseminating community level interventions and programs to incorporating an SDOH perspective to promote good health.

### **HSA 601: Healthcare Financial Management**

#### **Pre-requisite: none**

This course examines healthcare financial management, which includes financial statement analysis and operational and capital budget forecasting. Students analyze financial statements, forecast revenue and expenses, review payer reimbursement models, and develop operational and capital budgets in a variety of healthcare settings (public, private, not-for-profit, for profit).

### **HSA 602: Healthcare Human Resource Management**

#### **Pre-requisite: none**

This course explores the leadership functions of human resource management in organizations to create a competitive edge by hiring, retaining, and promoting employees across the organizational lifespan. The course includes core concepts of diversity, equity, inclusion, compensation and benefit packets, employee recognitions, and employee/labor relations.

### **HSA 603: Health Policy & Economics**

#### **Pre-requisite: none**

This course introduces principles of healthcare policy and program evaluation using economic tools to prepare health services administrators in decision-making. The application of a variety of economic analysis tools to health policy and health system issues will be introduced, including cost benefit and cost effectiveness analysis.

### **HSA 604: Health Service and Emergency Preparedness**

#### **Pre-requisite: none**

In this course, students will study the principles of public health preparedness and the role of healthcare services to address public health emergency contingencies. This course will teach students to apply location-based thinking to enhance preparedness and response efforts as healthcare administrators.

### **HSA 605: Healthcare Informatics and Data Analytics**

#### **Pre-requisite: none**

This course introduces graduate students to health informatics and data systems, an emerging field devoted to the optimal use of data, information, and knowledge transfer to advance individual and population health, health service delivery, public health, and health-related research. Students learn informatics principles and skills and apply that knowledge to solve health-related problems. Applications include simulations, data analyses and visualization of health services data, and answering research questions using information retrieval methods.

### **HSA 606: Comparative Health Systems**

#### **Pre-requisite: none**

In this course, students will learn to recognize differences in health systems of industrialized and developing countries. Students will investigate the complex relationship between service delivery and health outcomes, evaluating the impact of different health systems on population health status and access to critical health goods and services. Explore the dimensions in the analysis of healthcare systems and review the relationship with health systems financing and medicines, universal coverage, and health reform. The strengths and weaknesses of these various national health systems will be identified, evaluated, and critiqued.

### **HSA 700: Healthcare Capstone Emerging Issues in Health Systems Management**

#### **Pre-requisite: All HSA courses must be completed prior to enrollment in the capstone course.**

Students are introduced to the Capstone project in preliminary modules and are charged with seeking a faculty mentor to develop their research projects early in the program. The Capstone course provides students with an opportunity to analyze and resolve challenges in healthcare management. Students focus on developing and strengthening action-oriented and decision-making leadership competencies as health administrators. Students demonstrate mastery of foundational coursework through the identification of

emergent issues in the healthcare industry and a synthesis of evidence-based practices and solutions that consider the social determinants of health of diverse populations. This capstone experience improves students' leadership competencies by using simulations to apply their analytical skills and to demonstrate their understanding of health services administration and management, including economic evaluation and financial management. Students are encouraged to explore data systems and databases to develop econometric, inferential, and predictive analytical models for their research projects. The end-project is a manuscript drafted in the format of a journal article with the potential for publication. Capstone projects are ultimately approved by the Department's program directors and faculty as part of a peer-review process.

#### COST ASSESSMENT

Budget Table	FY24	FY25	FY26	FY27	FY28
MS in Health Services Administration	25	47 <sup>^</sup>	72 <sup>^</sup>	97 <sup>^</sup>	97 <sup>^</sup>
In-State Tuition *	\$11,090.00	\$11,311.80	\$11,538.04	\$11,768.80	\$12,004.18
Out-of-State Tuition**	\$13,560.00	\$13,831.20	\$14,107.82	\$14,389.98	\$14,677.78
Projected Revenue	\$289,600.00	\$578,187.00	\$820,511.44	\$1,203,091.80	\$1,227,153.60
Projected Expense***	\$58,238.55	\$58,238.55	\$90,184.50	\$90,184.50	\$90,184.50
Projected Net Revenue	\$231,361.45	\$519,948.45	\$730,326.94	\$1,112,907.30	\$1,136,969.10

Table 5: Enrollment Projections

\* Tuition is calculated at \$5545 per fall and spring = \$11,090 per academic year

\*\*Out-of-State tuition calculated at \$565 x 12 credits per fall and spring = \$13,560 per academic year

\*\*\*Projected expense covers the cost of 2 adjuncts, 1 reassigned-time program director, and 1 college assistant in FY 24 and FY 25 and 4 adjuncts, 1 reassigned-time program director, and 1 college assistant in FY 26-FY 27.

Assumptions: As we move into year FY 25 and FY 26, the school should be able to convert some adjuncts to full-time permanent faculty provided revenue streams are consistent from year to year.

<sup>^</sup>attrition is estimated at a loss of 3 students from year one onward

The projected revenue is calculated using the fall 2021 Lehman College graduate program tuition costs. Start-up costs are only required in preparation for year 1 and the program will be fully sustainable within that same year. This program does not require the hiring of additional full-time faculty during its initial installment. Requests for funding additional faculty may be proposed after several years of growth and expansion.

## New Faculty Hire Qualifications

### Cost Assessment - Faculty

Currently, the Health Services Administration program has 5 full-time faculty members (Appendix B for curricula vitae) and there are searches underway for an additional Assistant Professor and Associate Professor. HSA faculty are skilled and prepared to teach graduate level courses. The proposed budget also includes two adjunct faculty to assist with the teaching load, a college assistant to provide program support, and reassigned time for 1 program director. Table 6 lists the full-time faculty who are qualified to teach MS-HSA courses.

**Table 6: MS-HSA courses and faculty qualifications.**

<b>Course Title</b>	<b>Proposed Faculty</b>	<b>Highest Degree Earned and Other Relevant Experience</b>
HSA 501: Healthcare Social Structure, System Delivery & Strategic Management HSA 606: Comparative Health Systems	Amy White, Assistant Professor, HSA Co-Program Director	Doctor of Education in Health Professions, AT Still University College of Graduate Health Studies <b>Relevant experience:</b> skilled academic program manager experienced developing curricula, contributing to student success initiatives, and expanding Pathways/Gateway course offerings; supervisory experience in academic settings of adjunct and full-time faculty; previous extensive experience in health economics and outcomes research mining large healthcare claims databases for pharmaceuticals and biotech devices; experienced medical writer of white papers, in-house training materials, abstracts, scientific posters, and peer-reviewed papers; federal government point-person for environmental health concerns; and ACUE-certified for online teaching.
HSA 602: Healthcare Human Resource Management	Tammy Christensen, Lecturer HSA Internship Coordinator	Doctor of Business Administration, 2020-Present Tulane University School of Public Health and Tropical Medicine, New Orleans, LA Master of Public Health International Health Systems Management, <b>Relevant experience:</b> Planned and executed high profile initiatives, public information campaigns, and events with programs such as Restaurant Grading, BigAppleRx Drug Discount Card, H1N1, Green Carts, West Nile Virus, Colonoscopy Awareness, and Take Care New York. Coordinated logistical aspects of event planning with organizations, such as Shanghai Health Department, Brooklyn Cyclones, Hong Kong Dragon Boat Race, and Spike Lee DDB. Represented Department's health and policy initiatives to Mayor's Office, Health Commissioner's Office, elected officials, city agencies, and international and local leaders to troubleshoot community matters. Liaison and Community Advisory Board member to Mount Sinai School of Medicine's National Children's Study environmental health grant project to increase community engagement efforts and provided operational advice.

		Functioned as a Health Department Field Operations Coordinator in the Healthcare Emergency Preparedness Program's Incident Command System structure to manage 7 Community Outreach Teams in the case of health-related emergencies such as the H1N1 (Swine Flu).
HSA 604: Health Service and Emergency Preparedness	Cherryle Brown, Lecturer	<p>Doctorate in Health Science Education (candidate)  Concentration: Public Health  Master's in Health Science  Concentration: Public Health  <b>Relevant experience:</b> Anticipation, recognition, evaluation, and control of hazards in State and City Agencies. Participated in the development and implementation of industrial hygiene programs, including Respiratory Protection, Hearing Conservation, Lead Hazards, Asbestos and Local Exhaust Ventilation; participates in formulating maintenance strategies and policies.  Advises the state and city agencies regarding industrial hygiene protocols and procedures to ensure regulatory compliance as mandated by local, state, and federal agencies; interacts with staff to correct non-compliance issues, including follow-up on corrective actions. Conduct routine and follow-up industrial hygiene surveys of municipal facilities and departments; prepares reports of findings and submits recommendations.  Utilizes a variety of industrial hygiene monitoring, sampling and analytical equipment and instruments to evaluate chemical and noise exposures.</p>
HSA 502 Healthcare Social Justice, Ethics, and the Law HSA 605: Healthcare Informatics and Data Analytics HSA 700: Healthcare Capstone Emerging Issues in Health Systems Management	Tailisha Gonzalez, Assistant Professor, HSA Co-Director, HEAT Department Assessment Coordinator	<p>PhD(c) in Community Health and Health Policy, CUNY Graduate School of Public Health and Health Policy  <b>Relevant experience:</b> adept program manager; seasoned group facilitator; proficient in curriculum development; highly skilled in strategic planning; experienced author and researcher; supervisorial experience in healthcare and academic settings; certified HIV tester/ counselor; knowledgeable in leadership development and capacity building in community based and government settings; previous experience as database technician for government grants; academic mentor and major advisor; graduate level teaching experience; and ACUE certified for online teaching.</p>

<p>HSA 500: Healthcare Leadership, Management, and Organizational Behavior HSA 503: Healthcare Communication and Marketing</p>	<p>Elgloria Harrison, Professor/Dean of HS2N</p>	<p>Doctor of Management, University of Maryland University College <b>Relevant experience:</b> Health Leadership position in health care in the private and public sector. Held roles as a Healthcare executive for several ancillary units in a hospital pediatric hospital setting. Responsible for 10-million-dollar hospital budget for the units that support patient care. In the academic setting is responsible for vision settings in the School of Health Science, Human Services, and Nursing in educating the next generation of health care professionals. Certified online instructor and educated in health care communication and marketing.</p>
<p>HSA 600: Health Equity and Disparities</p>	<p>Collette Brown, Chair, Associate Professor, Department of Health Equity, Administration &amp; Technology</p>	<p>PhD, Walden University, <b>Relevant experience:</b> A professional educator and public health researcher with over 20 years of experience in developing and delivering curriculum materials and providing interventions in agriculture, environmental science, and public health. Research interest include environmental and social factors that contribute to health disparities, especially among underserved populations.</p>
<p>HSA 601: Healthcare Financial Management HSA 603: Health Policy &amp; Economics</p>	<p>Maria Isabel Roldos, Associate Professor, Director of the CUNY Institute for Health Equity</p>	<p>DrPH, University of Georgia <b>Relevant experience:</b> Held leadership position in health care including Health Commissioner of the City of Quito-Ecuador (highest Public Health official in the city), country director of USAID nation-wide project; staff scientist in health disparities topics at the National Institutes of Minority Health and Health Disparities at NIH. Research portfolio and interest include: advancing the science of health disparities research; unintentional and intentional injury prevention including child maltreatment, intimate partner violence, and community crime; race and discrimination practices in health care management causing health disparities.</p>



### Faculty to be Hired

*Department Expectations: Identify the specific job title, courses to be taught, and qualifications for each position and the specific timeline by which the faculty member(s) will be hired. The job descriptions and minimum qualifications of faculty to be hired meet the meet minimum academic qualifications as identified in Part 52.2(b) of Commissioner's regulation. The date provided by which faculty to be hired will be in place must be clear and directly connected to when they are needed to discharge their responsibilities during program implementation. The Department reserves the right to request more information concerning recruitment and hiring of faculty if it is needed to make a determination concerning compliance with program registration standards.*

Position Title, and Rank	Highest Earned Degree, Discipline, and additional qualifications	Courses to be taught	Date by which they will begin job duties
Assistant Professor	PhD/Doctorate	TBD hire with skills to teach HSA 605 Health Informatics	Fall 2024
Assistant Professor	PhD/Doctorate	TBD hire with skills to teach HSA 503 Health Care Communications and Marketing	Fall 2024

## New Faculty Hire Qualifications

### *Assistant Professor Qualifications*

Candidates must have a doctoral degree in health administration, healthcare management, or a related field, and evidence of established or establishing a record of peer-reviewed journal publications, or the potential for active research and publication in health services administration. Preference will be given to applicants who have practical experience in health care administration and/or healthcare service delivery, skills in informatics, data sciences, and health technology and evidence of excellence in teaching which includes multi-modalities of teaching such as online and hybrid. Candidates will have a strong interest and/or the ability to teach related to social justice, environmental health justice, health equity, and social determinants of health.

### *Assistant Professor Responsibilities*

- Teach undergraduate and graduate courses in multiple modalities in health services administration, health care management, healthcare technology, financial management, research methods, healthcare marketing, and other related subjects. Teaching schedules may include daytime, evening, and weekend courses as well as online courses.
- Mentor and advise undergraduate and master's students.
- Contribute to the School and department's vision of social justice.
- Establish, or establishing, a research agenda and publish high-impact research in public health, public policy, health services administration, and management sciences peer reviewed journals.
- Seek and obtain extramural funding with trans-disciplinary research teams.
- Participate in Department, School and University committees and events.
- Collaborate with faculty and administration in the development and implementation of new programs.
- Coordinate undergraduate program development that increase technology and data science use in Health Services Administration program.
- Familiarity with programmatic accreditation for Association of University Programs in Health Administration (AUPHA) and the Commission on Accreditation of Healthcare Management Education (CAHME)

## FACILITIES AND EQUIPMENT

Currently, the Health Services Administration faculty have spacious accommodations on the 4<sup>th</sup> floor of Gillet Hall. The vacancies left by previous faculty are reserved for new HSA faculty. Since this is a fully online program, it will not draw critical classroom spaces away from other programs, especially with hyflex-prepared rooms in high demand. The software needed for the financial management and economics classes is available for free to all Lehman College students as well as programs needed for the data analytics classes. Faculty have the option of hosting their classes from their private offices at Lehman College or from their homes, having confirmed that they have high-speed internet connections in both spaces and may lecture uninterrupted. Lehman College has also already provided HSA faculty with laptops that are camera and audio ready for two-way interactive video distribution, video conferencing, and distance learning.

## LIBRARY AND INSTRUCTIONAL MATERIALS

Lehman College's Leonard Leif Library is housed in a modern, four-story building with an online catalog and circulation system providing access to over 200 online subscription databases. More than 300 state-of-the-art computer workstations are accessible for student use with full Internet access, as well as iPads, laptops, and e-Readers available for loan at the Circulation-Reserve Desk. The Graduate Research Room is reserved exclusively for graduate student use, while the Access and Technology Center provides assistive technology for students with special needs. The library's homepage [<http://www.lehman.edu/library/>] links to the CUNY+ online library catalog, licensed electronic resources, electronic journals, and eBook packages.

The monograph collection of over 362,674 volumes is supplemented by 652,700 microforms (including ERIC documents), 95,112 electronic journals, and over 554,885 electronic books. The library is a designated Depository for state and federal government documents. The research collection is augmented to support a robust undergraduate and graduate curriculum. Interlibrary loan service and CUNY's own library intra-borrowing system are available to members of the community.

In addition to general and specialized non-circulating reference collections, the library offers the Reserve collection including textbooks for requested courses. Specialized service areas include the Periodicals Room, well-equipped instructional labs, and Bronx History Archives. Reference librarians support student research during library hours, as well as offer special Consultations and online reference chat. The library has an active instructional program instilling tenets of information literacy and critical evaluation of information sources.

The Lehman College library provides access to the necessary research databases and journals required for students to excel in the MS-HSA program. Librarians are also readily available to assist graduate students with literature reviews and access to peer reviewed journals. Practically any text may be requested via inter-library loan should the Lehman Library not have a copy readily available. The library's home page provides students with remote access to the CUNY+ online library catalog, including vital databases such as PubMed and Medline. Students can complete all of their assignments for this program via this remote access.

## EVALUATION

### Internal Evaluation and Outcomes

Currently, the Department of Health Equity, Administration & Technology is expanding its formalized assessment model to slowly include more courses within specific programs until all courses are assessed on an annual basis. The MS-HSA would assess all courses as per the course schedule. Assessment is also a critical component of CAHME accreditation. While the MS-HSA would not be CAHME accredited initially, the goal is to seek accreditation once the first cohort successfully completes a semester of coursework and the faculty vacancies have been filled.

Lehman College is currently in the process of navigating assessment activities to a new software program. In the interim, assessment tools are collected and stored with a secured remote data storage company. The data will navigate to the new platform once faculty have been trained.

Student learning outcomes will be assessed using a series of survey tools created, tested, delivered, and analyzed by seasoned MS-HSA faculty. Additional data on promotion and career development will be collected through alumni surveys.

Assessment Plan

CAHME Domain	CAMHE Competency*	Timeline and Key Assessment	Method of Data Collection	Faculty Review/ Data Analysis
Knowledge of the healthcare system  Critical thinking, analysis, and problems solving  Organizational management knowledge  Political and community development  Communications and interpersonal effectiveness  Professional development and leadership	Healthcare environment Economics and statistical methods Policy and advocacy Population Health  Critical thinking and analysis Innovative thinking Information seeking  Financial skills Strategic orientation IT Management Organizational awareness Performance measurement Organizational design and governance  Community orientation Professionalism Relationship building  Communication skills Interpersonal communication  Personal leadership Change leadership Collaboration Self-confidence Self-development Accountability	First semester: self-assessment during orientation (subjective test) Didactic review Professional Development review  Fifth semester: advisor core competency evaluation  Final semester: Capstone course Self-assessment (subjective test)	Dropbox	First semester: meet with students if they fail didactic review and professional development review Second semester: advisor reviews progress report with areas to further develop Final semester: faculty mentorship on Capstone research project with continual feedback loop – combination of oral and written feedback Pre- and post-test scores and report published

Table 7: Assessment Plan

\*Scale: 0= no knowledge; 1= novice; 2= adv beginner; 3= competent; 4= proficient; 5=expert

The following are evaluation strategies that will be utilized to assess the MS-HSA program.

#### Self-Reported Satisfaction Surveys

All students will complete a course/ program evaluation at the end of each semester.

#### Student Outcomes

To ensure that students are mastering the program competencies, students will complete course-based evaluations and their grade point averages and Capstone project grades will be manually entered into a data capture system by program faculty.

#### Program Learning Outcomes

Students will complete surveys that collect data on program learning outcomes as they relate to student learning outcomes and course objectives. These outcomes/ objectives are stated in the syllabi. The results of these pre- and post-test analyses will be shared with faculty so that they may address gaps in instruction and course assessments.

#### Alumni Career Advancement

Every five years, the MS-HSA will survey graduates to collect data on promotion, income, and skills they identify for continued advancement. This data will be utilized to modify curriculum and to offer additional training opportunities to MS-HSA alumni.

#### Instructor Evaluation

Every semester, students will also have an opportunity to provide faculty with constructive feedback on instruction, content delivery, syllabus construction, assessments, organization of materials, remote learning opportunities, etc.

Annually the Lehman College requires all program to submit an assessment plan. The MS-HSA faculty will meet to develop the plan, collect data, and discuss assessment results in the context of strategic planning and goal setting. One key component of the assessment plan is to establish a rotational schedule that allows the program to map out routine assessment of each course. Assessment of course will occur over five (5) years with one to two courses assessed each academic year. Over the five-year assessment schedule, each course would be assessed at least twice. The data will be utilized to continue to modify and improve the MS-HSA program.

## REFERENCES

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## Appendix A – Graduate Program Schedule

- Indicate academic calendar type:  Semester  Quarter  Trimester  Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<b>Term: Fall 1<sup>st</sup> 7 Week</b>				<b>Term: Summer 1<sup>st</sup> 6 Week</b>			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
HSA 500	3	X	None	ELECTIVE	3	X	None
HSA 501	3	X	None				
Term credit total:	6			Term credit total:	3		
<b>Term: Fall 2<sup>nd</sup> 7 Week</b>				<b>Term: Summer 2<sup>nd</sup> 6 Week</b>			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
HSA 502	3	X	None	HSA 700	3	X	HSA 500,501,502,503,600,601,602,603
HSA 503	3	X	None				
Term credit total:	6			Term credit total:	3		
<b>Term: Spring 1<sup>st</sup> 7 Week</b>				<b>Term:</b>			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
HSA 600	3	X	None				
HSA 601	3	X	None				
Term credit total:	6			Term credit total:			
<b>Term: Spring 2<sup>nd</sup> 7 Week</b>				<b>Term:</b>			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
HSA 602	3	X	None				
HSA 603	3	X	None				
Term credit total:	6			Term credit total:			
<b>Program Totals:</b>				<b>Credits: 30</b>			
				Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable: Required capstone in the last semester HSA 700			
<b>New</b> = indicate if new course <b>Prerequisite(s)</b> = list prerequisite(s) for the noted course							



## Appendix B – Financial Tables

## New Resources Table

Expenditures	Year 1 Academic Year <sup>2</sup>	Year 2 Academic Year <sup>†</sup>	Year 3 Academic Year <sup>†</sup>	Year 4 Academic Year <sup>†</sup>	Year 5 Academic Year <sup>†</sup>
Full Time Faculty	\$ 140,632.34	\$ 140,632.34	\$ 140,632.34	\$ 140,632.34	\$ 140,632.34
Part Time Faculty	\$ 25,065.18	\$ 25,065.18	\$ 25,065.18	\$ 25,065.18	\$ 25,065.18
Full Time Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Part Time Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Library (Includes Staffing)	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Laboratories	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Expenses (Other than Personal Services)	\$ 4,350.00	\$ 4,350.00	\$ 4,350.00	\$ 4,350.00	\$ 4,350.00
Capital Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
Total all	\$ 170,047.52	\$ 170,047.52	\$ 170,047.52	\$ 170,047.52	\$ 170,047.52

### Projected Revenue Related to the Proposed Program

	1 <sup>st</sup> Year Academic Year 2024	2 <sup>nd</sup> Year Academic Year 2025	3 <sup>rd</sup> Year Academic Year 2026	4 <sup>th</sup> Year Academic Year 2027	5 <sup>th</sup> Year Academic Year2028
<u>Revenues[1]</u>					
<u>Tuition Revenue[3]</u>					
<u>Full time in-state calculated at 2% increase per year</u>	\$11,090.00	\$11,311.80	\$11,538.04	\$11,768.80	\$12,004.18
<u>02. From New Sources[5]</u>	\$221,800.00	\$509,031.00	\$749,972.34	\$1,059,192.00	\$1,080,375.80
<b>03. Total</b>	\$221,800.00	\$509,031.00	\$749,972.34	\$1,059,192.00	\$1,080,375.80
<u>Other Revenue[7]</u>					
07 Full time out-of-state calculated at 2% increase per year	\$13,560.00	\$13,831.20	\$14,107.82	\$14,389.98	\$14,677.78
08. From New Sources **	\$67,800.00	\$69,156.00	\$70,539.10	\$143,899.80	\$146,777.80
<b>09. Total</b>	\$67,800.00	\$69,156.00	\$70,539.10	\$143,899.80	\$146,777.80
<u>Grand Total[8]</u>					
10. From Existing Sources <sup>§</sup>					
11. From New Sources **	\$289,600.00	\$578,187.00	\$820,511.44	\$1,203,091.80	\$1,227,153.60
<b>TOTAL</b>	\$289,600.00	\$578,187.00	\$820,511.44	\$1,203,091.80	\$1,227,153.60

## Supplementary Material Expenditures

<b>DIRECT OPERATING EXPENSES</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with "net section needs" based on enrollment (see "Enroll & Seat Need Projections" tab)					
Current Full Time Faculty Overload (include Summer)					
New Full Time Faculty Base Salary (list separately)	\$ 93,134.00	\$ 93,134.00	\$ 93,134.00	\$ 93,134.00	\$ 93,134.00
New Full Time Faculty Overload (include Summer)					
New Faculty Re-assigned Time (list separately)					
Full Time Employee Fringe Benefits (51%)	\$ 47,498.34	\$ 47,498.34	\$ 47,498.34	\$ 47,498.34	\$ 47,498.34
<b>Total (Links to Full-Time Faculty on Program Exp Worksheet)</b>	<b>\$ 140,632.34</b>	<b>\$ 140,632.34</b>	<b>\$ 140,632.34</b>	<b>\$ 140,632.34</b>	<b>\$ 140,632.34</b>
Part Time Faculty Actual Salaries	\$ 21,987.00	\$ 21,987.00	\$ 21,987.00	\$ 21,987.00	\$ 21,987.00
Part Time Faculty Actual Fringe Benefits (14%)	\$ 3,078.18	\$ 3,078.18	\$ 3,078.18	\$ 3,078.18	\$ 3,078.18
<b>Total (Links to Part-Time Faculty Program Exp Worksheet)</b>	<b>\$ 25,065.18</b>	<b>\$ 25,065.18</b>	<b>\$ 25,065.18</b>	<b>\$ 25,065.18</b>	<b>\$ 25,065.18</b>
Full Time Staff Base Salary (list separately)	0	0	0	0	0
Full Time Staff Fringe Benefits (41.6%)	0	0	0	0	0
<b>Total (Links to Full-Time Staff on Program Exp Worksheet)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>PART-TIME STAFF (do not include library staff in this section)</b>	0	0	0	0	0
Part Time Staff Base Salary (list separately)	0	0	0	0	0
Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)	0	0	0	0	0
Graduate Assistants	0	0	0	0	0
Student Hourly	0	0	0	0	0
Part Time Employee Fringe Benefits (24.3%)	0	0	0	0	0
<b>Total (Links to Part-Time Staff on Program Exp Worksheet)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>LIBRARY</b>					
Library Resources	0	0	0	0	0
Library Staff Full Time (List Separately)	0	0	0	0	0

Full Time Staff Fringe Benefits (41.6%)	0	0	0	0	0
Library Staff Part Time (List Separately)	0	0	0	0	0
Part Time Employee Fringe Benefits (24.3%)	0	0	0	0	0
<b>TOTAL (Links to Library on Program Exp Worksheet)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>EQUIPMENT</b>	0	0	0	0	0
Computer Hardware	0	0	0	0	0
Office Furniture	0	0	0	0	0
Other (Specify)	0	0	0	0	0
<b>Total (Links to Equipment on Program Exp Worksheet)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>LABORATORIES</b>	0	0	0	0	0
Laboratory Equipment	0	0	0	0	0
Other (list separately)	0	0	0	0	0
<b>TOTAL (Links to Laboratories on Program Exp Worksheet)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>SUPPLIES AND EXPENSES (OTPS)</b>					
Consultants and Honoraria	0	0	0	0	0
Office Supplies	500	500	500	500	500
Instructional Supplies	0	0	0	0	0
Faculty Development	1100	1100	1100	1100	1100
Travel and Conferences	0	0	0	0	0
Membership Fees	0	0	0	0	0
Advertising and Promotion	0	0	0	0	0
Accreditation	0	0	0	0	0
Computer Software	1750	1750	1750	1750	1750
Computer License Fees	1000	1000	1000	1000	1000
Computer Repair and Maintenance	0	0	0	0	0
Equipment Repair and Maintenance	0	0	0	0	0
<b>New Total Supplies and OTPS Expenses (Links to Supplies on Program Exp Worksheet)</b>	<b>\$ 4,350.00</b>	<b>\$ 4,350.00</b>	<b>\$ 4,350.00</b>	<b>\$ 4,350.00</b>	<b>\$ 4,350.00</b>
<b>CAPITAL EXPENDITURES</b>					
Facility Renovations	0	0	0	0	0

Classroom Equipment	0	0	0	0	0
Other (list separately)	0	0	0	0	0
<b>TOTAL (Links to Capital Expenditures on Program Exp Worksheet)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Other (list separately)</b>					
<b>TOTAL (Links to Other on Program Exp Worksheet)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

## The Five-Year Revenue Projections for Program SENIOR COLLEGE (GRADUATE) WORKSHEET

Year 1 = Fall 2024

EXISTING FULL-TIME STUDENTS	Year One Fall 2024	Year Two Fall 2025	Year Three Fall 2026	Year Four Fall 2027	Year Five Fall 2028
Tuition & Fees:					
# of EXISTING FULL-TIME, In-State Students (linked from "Enroll & Seat Need Projections")					
Tuition Income (calculates 2% increase per year after Fall 2015)					
Total Tuition					
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees					
Total In-State Tuition & Fees					
Tuition & Fees:					
# of EXISTING FULL-TIME, Out-of-State Students (linked from "Enroll & Seat Need Projections")					
Annual Avg # of Credits per FT student (24-30)					
Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015)					
Total Tuition					
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees					
Total Out-of-State Tuition & Fees					
<b>TOTAL EXISTING FULL-TIME TUITION REVENUE</b>					
EXISTING PART-TIME STUDENTS	Year One Fall 2024	Year Two Fall 2025	Year Three Fall 2026	Year Four Fall 2027	Year Five Fall 2028
Tuition & Fees:					

# of EXISTING PART-TIME, In-State Students (linked from "Enroll & Seat Need Projections")					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)					
Total Tuition					
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees					
<b>Total In-State Tuition &amp; Fees</b>					
Tuition & Fees:					
# of EXISTING PART-TIME Out of State Students (linked from "Enrollment and Seat Need Projections")					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)					
Total Tuition					
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees					
<b>Total Out-of-State Tuition &amp; Fees</b>					
<b>TOTAL EXISTING PART TIME REVENUE</b>					
<b>TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5)</b>					
<b>NEW FULL-TIME STUDENTS</b>	<b>Year One Fall 2024</b>	<b>Year Two Fall 2025</b>	<b>Year Three Fall 2026</b>	<b>Year Four Fall 2027</b>	<b>Year Five Fall 2028</b>
Tuition & Fees:					
# of NEW FULL-TIME, In-State Students (linked from "Enroll & Seat Need Projections")	20	45	65	90	90

Tuition Income (Calculates 2% increase per year after Fall 2015)	\$11,090.00	\$11,311.80	\$11,538.04	\$11,768.80	\$12,004.18
Total Tuition	\$221,800.00	\$509,031.00	\$749,972.34	\$1,059,192.00	\$1,080,375.80
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
<b>Total In-State Tuition &amp; Fees</b>	<b>\$221,800.00</b>	<b>\$509,031.00</b>	<b>\$749,972.34</b>	<b>\$1,059,192.00</b>	<b>\$1,080,375.80</b>
Tuition & Fees:					
# of NEW FULL-TIME, Out-of -State Students (linked from "Enroll & Seat Need Projections")	5	5	5	10	10
Annual Avg # of Credits per FT student (24-30)	12	12	12	12	12
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)	\$13,560.00	\$13,831.20	\$14,107.82	\$14,389.98	\$14,677.78
Total Tuition	\$67,800.00	\$69,156.00	\$70,539.10	\$143,899.80	\$146,777.80
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees	0	0	0	0	0
<b>Total Out-of-State Tuition &amp; Fees</b>	<b>\$67,800.00</b>	<b>\$69,156.00</b>	<b>\$70,539.10</b>	<b>\$143,899.80</b>	<b>\$146,777.80</b>
<b>TOTAL NEW FULL-TIME TUITION REVENUE</b>	<b>\$289,600.00</b>	<b>\$578,187.00</b>	<b>\$820,511.44</b>	<b>\$1,203,091.80</b>	<b>\$1,227,153.60</b>



<b>NEW PART-TIME STUDENTS</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Tuition & Fees:					
# of NEW PART-TIME, In-State Students (linked from "Enroll & Seat Need Projections")					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)					
Total Tuition					
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees					
<b>Total In-State Tuition &amp; Fees</b>					
Tuition & Fees:					
# of NEW PART-TIME, Out-of-State Students					
Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)					
Tuition Income (Specify Rate per credit) calculates 2% increase per year					
Total Tuition					
Student Fees (enter ANNUAL program fees other than standard CUNY fees)					
Total Fees					
<b>Total Out-of-State Tuition &amp; Fees</b>					
<b>TOTAL NEW PART-TIME REVENUE</b>					

<b>TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)</b>	\$289,600.00	\$578,187.00	\$820,511.44	\$1,203,091.80	\$1,227,153.60
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<b>OTHER REVENUE</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13)					
Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)					

## Enrollment and Seat Projections Table

Projected Enrollment	Year One	Year Two	Year Three	Year Four	Year Five
<b>Existing Full-time Students</b>					
In-State					
Out-of-State					
<b>Existing Full-time Total</b>					
<b>Existing Part-time Students</b>					
In-State					
Out-of-State					
<b>Existing Part-time Total</b>					
<b>New Full-time Students</b>					
In-State	20	45	70	95	95
Out-of-State	5	5	5	5	5
<b>NEW Full-time Total</b>	<b>25</b>	<b>50</b>	<b>75</b>	<b>100</b>	<b>100</b>
<b>New Part-time Students</b>					
In-State					
Out-of-State					
<b>New Part-time Total</b>					

## Appendix C – New Course Proposals

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY

CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 500
Course Title	Healthcare Leadership, Management, and Organizational Behavior
Description	This course provides an overview of healthcare leadership, management, and organizational behavior in a variety of healthcare settings. This course reviews and contrasts leadership and management theories to include organizational culture and identity as well as systems thinking. The course uses case studies from a variety of organizational settings to evaluate similarities and transferability to healthcare settings.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
	<input type="checkbox"/> Scientific World

### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Healthcare Leadership, Management, and Organizational Behavior is an integral part of the Master's-level training, and foundational in the work of a health care administrator. A key responsibility of health care administrators and managers is human resources, including personnel administration, education, labor relations, and in-service training; all content covered in-depth in HSA500.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Critique leadership and management theories and explain the differences between these concepts;
2. Explicate some of the major challenges facing healthcare organizations and healthcare managers in the 21<sup>st</sup> century;
3. Apply systems thinking approaches to address and develop solutions to health services challenges;
4. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
5. Appraise the value of diversity, equity, and inclusion in healthcare organizations as an integral part of students' success; and
6. Evaluate systems thinking tools that are available to healthcare managers in current healthcare organizations that support decision-making.

### 5. **Date of Departmental Approval:** September 6, 2022

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:**    *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 501
Course Title	Healthcare Social Structure, System Delivery & Strategic Management
Description	This course provides fundamental knowledge of the US Healthcare delivery system, including finance, economics, strategy, quality improvement, policies, and laws. This course focuses on the history, organization, and effectiveness of the United States healthcare and public health system, health system governance structures, roles, responsibilities, as well as the social determinants of health, need, access and utilization. Students in this course apply the principles of strategic thinking and planning, as well as data synthesis to make decisions on behalf of the organization.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition

	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Healthcare Social Structure, System Delivery & Strategic Management is an integral part of the Master's-level training, and foundational in the work of a health care administrator. Health care administrators must understand the economic underpinnings and organizational processes of the health care system to be effective managers. HSA501 is designed to prepare students to successfully compete in the complex US health care system environment.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Analyze the social structure in which the U.S. healthcare delivery system is embedded;
2. Explain the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
3. Develop strategies that foster a dynamic organizational culture that defines its strategic mission/vision and engage in environmental scanning to identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that support operational planning and continuous improvement;
4. Differentiate organizational processes geared to improve decision-making and effectiveness;
5. Describe strategies used in conducting environmental assessments that include demographics, economics, politics, and technology;
6. Integrate the principles of microeconomic, macroeconomic and financial principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning.

### 5. **Date of Departmental Approval:** September 6, 2022

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 502
Course Title	Healthcare Social Justice, Ethics, and the Law
Description	This course explores theories of justice related to public health, providing an understanding of the impact of social determinants of health on at risk communities and priority populations. This course also examines the principles and concepts of ethics in health services administration and examines federal, state, and local laws that influence healthcare practice in the United States.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Healthcare Social Justice, Ethics, and the Law is an integral part of the Master's-level training, and foundational in the work of a health care administrator. Health care administrators must understand the legal system governing the health care system and the ethical principles overriding the work of a health care administrator. Adhering to and explaining the law is part of the responsibilities of an administrator and will be mastered by students upon completion of HSA502.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Examine the United States' collective thinking within a historical context that supports discrimination and bias and contributes to poor health outcomes in the healthcare system;
2. Evaluate various perspectives from which to understand the U.S. healthcare system and explain how the social justice view influences access to and delivery of services;
3. Analyze the role of community values and social participation to develop policies and programs that protect and promote health and are implemented in a manner that enhances the physical and social environment;
4. Distinguish among legal systems, sources of law and legal processes, and government, legislative and regulatory issues affecting health services administrators;
5. Compare the roles of risk management, quality improvement strategies, and utilization strategies in healthcare settings;
6. Analyze ethical models in the context of legal decisions and challenges;
7. Examine legal issues related to healthcare fraud, compliance, privacy, and confidentiality; and
8. Define social determinants of health and research-based data models to improve health equity in communities.

### 5. **Date of Departmental Approval:** September 6, 2022



**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 503
Course Title	Healthcare Communication and Marketing
Description	This course examines the use of communication strategies which inform and influence individual and community decisions that impact health. This course explores topics such as the social construction of health, social support, health literacy, survivorship, social and community issues, marketing and public relations, health messaging and promotional campaigns, theory application, and identity across contexts. Additionally, this course presents the differences between marketing services versus marketing tangible goods or products, and challenges students to understand how to market healthcare services and products to a variety of stakeholders who influence health service delivery.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Healthcare Communication and Marketing is an integral part of the Master's-level training, and foundational in the work of a health care administrator. Health care administrators are the liaison in the health care setting they manage, communicating among the sectors of employees and health care providers. Administrators also must be proficient at marketing the program they manage. Upon successful completion of HSA503, Lehman students will have achieved the mastery in communication and marketing required of health care administrators.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Examine healthcare communication and marketing principles in the planning process;
2. Recognize ethical issues in key health communication contexts, such as beneficence, fairness, transparency/honesty, disclosure, autonomy, and evidence;
3. Discuss both the essential and the unique components of communication and marketing strategies in the healthcare environment;
4. Explain the short-term and long-term environmental forces which condition organizational strategies for long-term planning and marketing and how they relate to organizational decision-making;
5. Determine the role of the internet, social media and multimedia on organizational communication and marketing strategies;
6. Critique a healthcare organizational communication campaign and marketing plan;
7. Develop a set of appropriate ethical guidelines for marketing and communication, and a checklist of words and phrases that must be used with care in health communication;
8. Identify issues related to health literacy and adhere to 508 compliance guidelines in marketing products to protect those with disabilities; and
9. Devise methods for vetting communication strategies and tactics and assign accountability for them.

### 5. **Date of Departmental Approval:** September 6, 2022

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 600
Course Title	Health Equity & Disparities
Description	In this course, students will draw connections among the best practices in developing science to assist in identifying and implementing interventions or programs to address disparities in the healthcare system. Students will learn the concepts of health equity and Community-Based Participatory Research (CBPR), and Social Determinants of Health (SDOH) frameworks. Students will be introduced to the translational research process: from planning, implementing, evaluating and disseminating community level interventions and programs to incorporating an SDOH perspective to promote good health.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
	<input type="checkbox"/> Scientific World

### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Health Equity and Disparities focuses on learning outcomes that are critical for successful 21<sup>st</sup> century leaders in healthcare. This is a required course that challenges students to address historic and systemic racism and discrimination in the development and delivery of healthcare services in the U.S. This course trains graduates to design inclusive communication, welcoming environments, and culturally appropriate services in healthcare organizations. They will be trained to comply with the U.S. Department of Health and Human Services' national health objectives initiatives, such as Healthy People 2030, and advocate for policies and interventions that address human rights and ethics.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Analyze the foundation of Critical Race Theory, and specifically explore racial concepts and hierarchies that shape research and practice;
2. Examine the Community Based Participatory Research (CBPR) approach to engage community partners and stakeholders in all the steps of the research process and coalitions to eliminate health disparities;
3. Investigate the determinants that affect population health from biological, behavioral, environmental, socio cultural and healthcare system domains of influence through individual, family, community and societal lenses;
4. Discuss guiding principles for inclusive communication to respectfully address diverse populations within the context of healthcare administration;
5. Recognize international and federal mandates, directives, objectives and language, including the U.S. Department of Health and Human Services' national health objectives initiatives developed to achieve health equity;
6. Analyze the roles, responsibilities, and contributions of public health practitioners in addressing disparities in healthcare systems; and
7. Advocate for policy changes and interventions which address human rights, and which affect socioeconomic circumstances and health system attributes that promote the elimination of health disparities.

### 5. **Date of Departmental Approval:** September 6, 2022

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY (HEAT)**

**CURRICULUM CHANGE**

1. **Type of change:** *New Course*

2.

Department(s)	DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 601
Course Title	Healthcare Financial Management
Description	This course examines healthcare financial management, which includes financial statement analysis and operational and capital budget forecasting. Students analyze financial statements, forecast revenue and expenses, review payer reimbursement models, and develop operational and capital budgets in a variety of healthcare settings (public, private, not-for-profit, for profit).
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Healthcare Financial Management focuses on learning outcomes that are critical for successful 21<sup>st</sup> century leaders in healthcare. This is a required course that challenges students to be astute planners in the financial environment of healthcare organizations. They will be trained in the roles and responsibilities of the Chief Financial Officer of a healthcare organization and understand the policies and laws that dictate and organization's financial health and well-being. The class is fundamental for students who wish to enhance their portfolio and seek employment in financial management and executive leadership.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Examine the financial environment of healthcare organization, including such concepts as managed care, third party payers, budgetary forecasting, and financial planning;
2. Discuss the role of the CFO and financial leadership in the healthcare system;
3. Differentiate healthcare reimbursement in the U.S. with respect to utilization, billing, collections, and determine how these factors influence the revenue cycle of the financial health of the organization;
4. Explore the role of government policies in influencing the financial management of healthcare organizations;
5. Employ managerial accounting analyses applicable to healthcare organization, such as the identification of costs of care, cost allocation, pricing, budgeting, and cost/benefit analyses; and
6. Prepare financial reports that assist in organizational decision-making and communicate these findings to organizational stakeholders.

### 5. **Date of Departmental Approval:** September 6, 2022

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 602
Course Title	Healthcare Human Resource Management
Description	This course explores the leadership functions of human resource management in health services organizations to create a competitive edge by hiring, retaining, and promoting employees across the organizational lifespan. The course includes core concepts of diversity, equity, inclusion, compensation and benefit packets, employee recognitions, and employee/labor relations.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Healthcare Human Resource Management focuses on learning outcomes that are critical for successful 21<sup>st</sup> century leaders in healthcare. This is a required course that challenges students to master decision-making that is fully informed of the laws, protocols, and credentialing for a healthy, productive, talented, and effective healthcare workforce. The course provides training in promoting diversity and inclusion, answering the call from international and U.S. experts to create a more culturally representative healthcare labor force. The course deliverables are products that students will be able to modify in developing human resources policies that will prioritize patient safety and employee wellness. The class is fundamental for students who wish to enhance their portfolio and seek employment in human resources management and executive leadership.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Identify the concepts of strategic human resources management;
2. Analyze employment law, employee relations, and organized labor in healthcare;
3. Explain the role of healthcare professionals and professional credentialing;
4. Describe diversity and inclusion, recruitment, selection, and retention processes;
5. Examine job analysis and design and performance management processes;
6. Compare employee compensation and benefits packages;
7. Explore human resource management for quality and patient safety; and
8. Design workforce and workplace well-being programs and create succession plans.

### 5. **Date of Departmental Approval:** September 6, 2022



**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 603
Course Title	Health Policy & Economics
Description	This course introduces principles of healthcare policy and program evaluation using economic tools to prepare health services administrators in decision-making. The application of a variety of economic analysis tools to health policy and health system issues will be introduced, including cost benefit and cost effectiveness analysis.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Health Policy & Economics focuses on learning outcomes that are critical for successful 21<sup>st</sup> century leaders in healthcare. This is a required course that challenges students to master decision-making that balances the trade-offs between efficiency and equity in their roles in healthcare management. The course deliverables are products that they will be able to modify in creating economic evaluation plans in healthcare settings. The class is fundamental for students who wish to enhance their portfolio and seek employment in financial management and executive leadership.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Evaluate trade-offs between efficiency and equity in health services administration;
2. Differentiate between various types of economic evaluations;
3. Select an economic evaluation technique appropriate for health services practice;
4. Construct an economic evaluation plan to aid health service decision-making in real-world scenarios;
5. Critically evaluate published literature and discuss the limitations and controversies of economic evaluations; and
6. Construct a policy or program recommendation using findings from an economic evaluation geared to improving an organization's efficiency.

### 5. **Date of Departmental Approval:** September 6, 2022

**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 604
Course Title	Health Services and Emergency Preparedness
Description	In this course, students will study the principles of public health preparedness and the role of healthcare services to address public health emergency contingencies. This course will teach students to apply location-based thinking to enhance preparedness and response efforts as healthcare administrators.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Health Services and Emergency Preparedness focuses on learning outcomes that are critical for successful 21<sup>st</sup> century leaders in healthcare. This elective course is 1 of 3 that students may choose to personalize their educational experience and specialize their Master's degree based on their chosen career path. The course introduces students to public health preparedness in the scope of designing and implementing health services designed to facilitate improved health outcomes during global, national, and/or local emergencies. In recent decades, the effects of climate change, pandemics caused by infectious diseases, and natural disasters have tested, strained, and sometimes disabled health services systems all over the globe. This course is critical to the ability of future graduates to develop services that can withstand these challenges and deliver public health emergency contingencies. The class is fundamental for students who wish to enhance their portfolio and seek employment in emergency management with international, federal, or local agencies.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Differentiate between the types of disaster programs, activities, and responses to recovery operations;
2. Distinguish among the components of the preparedness cycle and the factors that influence preparedness in communities;
3. Evaluate the purpose of a hazard vulnerability assessment and the importance of completing this type of assessment;
4. Construct an emergency operations plan;
5. Identify a variety of at-risk populations and specific considerations that should be made for these groups during the emergency planning process;
6. Define the whole community approach to preparedness and apply this approach to an emergency situation; and
7. Create a crisis communication plan appropriate for the emergency disaster.

### 5. **Date of Departmental Approval:** September 6, 2022

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY****CURRICULUM CHANGE**1. **Type of change:** *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 605
Course Title	Health Informatics and Data Analytics
Description	This course introduces graduate students to health informatics and data systems, an emerging field devoted to the optimal use of data, information, and knowledge transfer to advance individual and population health, health service delivery, public health, and health-related research. Students learn informatics principles and skills and apply that knowledge to solve health-related problems. Applications include simulations, data analyses and visualization of health services data, and answering research questions using information retrieval methods.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Health Informatics and Data Analytics focuses on learning outcomes that are critical for successful 21<sup>st</sup> century leaders in healthcare. This elective course is 1 of 3 that students may choose to personalize their educational experience and specialize their Master's degree based on their chosen career path. The course introduces students to health informatics and data systems and teaches them how to utilize the derived principles and skills in decision-making, service delivery, assessment and evaluation, operations, policy development, governance, and human resource management. Health informatics and data analytics is a burgeoning field and public health experts have encouraged all Master's programs related to healthcare to offer this important skill set to future managers and executives. The class is fundamental for students who wish to enhance their portfolio with technological expertise.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Identify the concepts of informatics and its domains;
2. Compare and contrast current and prior health informatics frameworks and distinguish between data, information, knowledge and wisdom models;
3. Define big data and its types, and describe the challenges (including issues of ethics and diversity) related to big data;
4. Assess the challenges of patient-provider confidentiality in computerized healthcare and describe precautions for data breaches;
5. Define the role of database management systems and networks in healthcare delivery;
6. Demonstrate the need for health informatics tools and technologies in research and evaluation;
7. Identify data sources from clinical and other pertinent applications across the healthcare spectrum;
8. Evaluate data characteristics to understand their usefulness in reports and communications; and
9. Develop recommendations from data reports for key stakeholders in the healthcare industry.

### 5. **Date of Departmental Approval:** September 6, 2022

LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY**

### CURRICULUM CHANGE

1. **Type of change:** *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 606
Course Title	Comparative Health Systems
Description	In this course, students will learn to recognize differences in health systems of industrialized and developing countries. Students will investigate the complex relationship between service delivery and health outcomes, evaluating the impact of different health systems on population health status and access to critical health goods and services. Explore the dimensions in the analysis of healthcare systems and review the relationship with health systems financing and medicines, universal coverage, and health reform. The strengths and weaknesses of these various national health systems will be identified, evaluated, and critiqued.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Comparative Health Systems focuses on learning outcomes that are critical of successful 21<sup>st</sup> century healthcare leaders. This elective course is 1 of 3 that students may choose from to personalize their educational experience and specialize their Master's degree based on their chosen career path. The course challenges students to think critically about diverse countries' health systems and analyze the benefits and challenges to different designs and service delivery systems. The class is fundamental for students who wish to explore career options outside of the U.S. context and those who may be looking to improve upon systems within the U.S. from this translational knowledge.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Translate knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;
7. Engage in environmental scanning to identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that support operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### 5. **Date of Departmental Approval:** September 6, 2022



**LEHMAN COLLEGE  
OF THE  
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** *New Course*

2.

Department(s)	HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	M.S. in Health Services Administration
Course Prefix & Number	HSA 700
Course Title	Healthcare Capstone Emerging Issues in Health Systems Management
Description	Students are introduced to the Capstone project in preliminary modules and are charged with seeking a faculty mentor to develop their research projects early in the program. The Capstone course provides students with an opportunity to analyze and resolve challenges in healthcare management. Students focus on developing and strengthening action-oriented and decision-making leadership competencies as health administrators. Students demonstrate mastery of foundational coursework through the identification of emergent issues in the healthcare industry and a synthesis of evidence-based practices and solutions that consider the social determinants of health of diverse populations. This capstone experience improves students' leadership competencies by using simulations to apply their analytical skills and to demonstrate their understanding of health services administration and management, including economic evaluation and financial management. Students are encouraged to explore data systems and databases to develop econometric, inferential, and predictive analytical models for their research projects. The end-project is a manuscript drafted in the format of a journal article with the potential for publication. Capstone projects are ultimately approved by the Department's program directors and faculty as part of a peer-review process.
Pre/ Co Requisites	Pre-requisites: HSA 500, HSA 501, HSA 502, HSA 503, HSA 600, HSA 601, HSA 602, HAS 603 & 1 HSA Masters level elective.
Credits	3
Hours	3

Liberal Arts	[ ] Yes [ X ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

### 3. **Rationale:**

The Master of Science in Health Services Administration prepares students for positions in middle and upper management within a variety of healthcare institutions. The program consists of 10 graduate courses. This course on Healthcare Capstone Emerging Issues in Health Systems Management is the culminating experience for the program's graduate students. This class is critical to their work in translating theory to practice. The course tests the skills they have developed in the previous 8 classes and provides them with an opportunity to work with a member of the faculty on a manuscript that will be drafted for publication in a peer reviewed journal article. This unique experience jumpstarts their career in executive management and expands their social network to facilitate their promotion and upward mobility. It is a challenging experience that merges data analysis and synthesis, research, communications, and professional presentation, all skills that are required of successful 21st century leaders in healthcare.

### 4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Evaluate challenges in healthcare leadership and solutions to those challenges;
2. Design health services that reduce health disparities among priority populations and maximize equity;
3. Apply leadership skills in various healthcare contexts and develop diverse and inclusive healthcare ecosystems;
4. Synthesize best practices in financial management and human resource administration;
5. Apply anti-racist and ethical standards to resolve policy and legal issues in healthcare; and
6. Formulate a career plan for advancement in the healthcare field.

### 5. **Date of Departmental Approval:** September 6, 2022

## Appendix D – New Course Syllabi



LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK

MASTER OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM

HSA 500 Healthcare Leadership, Management, and Organizational Behavior

FALL 2022

SYNCHRONOUS- DATE AND TIME TBD

Class will meet Virtually via ZOOM

Instructors	Office Hours	Office Location
TBD	TBD	TBD

**Course Rationale and Description:**

This course provides an overview of healthcare leadership, management, and organizational behavior in a variety of healthcare settings. This course reviews and contrasts leadership and management theories to include organizational culture and identity as well as systems thinking. The course uses case studies from a variety of organizational settings to evaluate similarities and transferability to healthcare settings.

**Prerequisite:** Graduate College-Level Standing

**Program Learning Outcomes & Objectives:**

At the end of this program, students will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;

5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;
7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course student will demonstrate mastery in how to:

1. Critique leadership and management theories and explain the differences between these concepts;
2. Explicate some of the major challenges facing healthcare organizations and healthcare managers in the 21<sup>st</sup> century;
3. Apply systems thinking approaches to address and develop solutions to health services challenges;
4. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
5. Appraise the value of diversity, equity, and inclusion in healthcare organizations as an integral part of students' success; and
6. Evaluate systems thinking tools that are available to healthcare managers in current healthcare organizations that support decision-making.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

- Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
- Demonstrate proficiency in the use of digital information technology;
- Correctly cite references to avoid plagiarism;
- Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
- Develop critical thinking skills using digital technology and show evidence of independent thought;
- Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
- Communicate and collaborate with others in the virtual environment; and
- Demonstrate awareness of digital technology, security, and safety.

### **Required Text/Materials:**

1) Borkowski, N., Meese, K. A., (2021). *Organizational Behavior, Theory, and Design in Health Care, Third Edition 3rd Edition* ISBN-13: 978-1284194180

2) Johnson, J.A, Anderson, D.E., Rossow, C.C. (2020). *Health systems thinking: a primer*. Burlington, MA: Jones & Bartlett Learning ISBN 9781284167146

3) Supplemental articles and YouTube videos are provided on the Blackboard site for discussion within each module.

### **Course Requirements:**

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

Microsoft 365: All assignments must be completed using Microsoft Word, Excel, and PowerPoint, where applicable. Students may access this software by visiting this site:

<https://www.cuny.edu/about/administration/offices/cis/technology-services/>

Computer Technology: All courses at Lehman College stress the importance of computer use and technology. Assignments require the use of a computer. Each student will need to check Blackboard once per day and especially prior to attending each class for information, instruction, and messages (Student Learning Activities). Students are required to communicate using the @LC.cuny.edu email address and not a personal email.

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

Written Assignments: All written work must be submitted as scheduled and typed in a word document format. Formal American English must be used in your written communications. (**Student Learning Objectives 1-6**)

Blackboard Discussion Forum: The Blackboard discussion board helps students to develop critical thinking skills where they engage with classmates to discuss a relevant topic. Discussion boards also foster teamwork. (**Digital Learning Outcomes 1-8**)

Oral Presentation Assignments: Oral Presentations are a requirement in this course. Professionals in any field must learn to be good public speakers. Your presentation will be done via Voicethread. (**Student Learning Objectives 1-6**)

Research: Each of the topics that are researched contain pertinent information and supporting data. The time spent researching a topic will help develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. Students are encouraged to use both the Lehman library and Pubmed/ Medline (available via the Lehman library website: <https://www.lehman.edu/library/>) to complete research. (**Student Learning Objectives 1-6**)

#### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Oral presentations on assignments Topic Identification Annotated Bibliography Final Research Paper	Speak with confidence and use visual aids to communicate while demonstrating that student learned a new vocabulary. ( <b>SLO1-4</b> )
Three short reflection papers	These are designed to help you think critically about concepts presented in the textbook chapters or peer-reviewed journal articles. ( <b>SLO 1-3</b> )
Blackboard Discussion Forum	These online conversations provide you with the opportunity to share ideas and make cohesive arguments on a given topic. They will also allow you to incorporate technology into the classroom. ( <b>SLO1-6</b> )

Annotated Bibliography	This activity tests your ability to select and analyze peer-reviewed journal articles and create an annotated bibliography. <b>(SLO1-6)</b>
Concept Map –graphical illustration of the topic	Upon completion of the Annotated Bibliography, you will develop a concept map highlighting themes that emerged from that assignment. <b>(SLO 1-6)</b>
Literature Review	This activity assesses your ability to synthesize peer-reviewed literature into one cohesive document and present a cogent argument on the topic. You will identify patterns and draw conclusions. <b>(SLO 1-6)</b>
Final Research paper  Final oral presentation with PowerPoint slides	The final assessment for this course measures your ability to conduct research, collect data and summarize findings on a topic and present it as a polished research paper. <b>(SLO 1-6)</b>  You will also demonstrate your ability to present a scientifically rich and professional presentation to a lay audience. <b>(SLO 1-4)</b>

### Grading Criteria:

1. Grades calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.
3. Each assignment has a point value.
4. Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.
5. The actual letter grade will be determined by using the following Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

### Grades are defined as follows:

A = 900-940	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

Blackboard Discussion Boards	20%
Three Short Reflection Papers	10%
Annotated Bibliography	10%
Concept Map	10%
Literature Review	20%
Final Paper	20%
Final Paper Presentation	10%
<b>TOTAL</b>	<b>100%</b>

### **Course Policies:**

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

### **Instruction Methodology**

#### **Synchronous course**

This course is synchronous and will meet once per week on the day and time listed in CUNYFIRST. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the Discussion Board Forum, where students are required to participate. Group activities will occur in break-out sessions, fostering a collaborative learning process among student peers. There are several ways that materials will be introduced, including but not limited to YouTube content, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text. They will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry and critical thinking and research. Students are expected to engage in all assigned research activities and to conduct their own research. While the online environment offers students flexibility, students must be prepared to participate in the synchronous class discussions.

#### **Class Recording and On Camera requirements:**

In a Master level course, visual and audio presence is required. Students will be required to have their cameras turned on for the full duration of class and to unmute themselves when called upon to speak or when volunteering to participate. Routine attendance and participation in the class will create a successful environment in which students will engage with each other in a learning community that fosters scholarship among students and the instructor. There are two oral presentation assignments in this course which will require live on-camera presence as part of a presentation to peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material at a later time. Each week, a summary of the lesson will be available in Blackboard. There is a weekly Test Your Knowledge Quiz that will keep you on track with your reading assignments. However, completion of written assignments and participation in the discussion board will provide you with a deeper understanding of the course content. The dates for the quizzes will be provided with the links in Blackboard, in the directions, and in your "My Grades" portal.

Remember: this is not a distance learning course, so it requires your weekly synchronous participation.

**Assessment:** There are multiple means of assessing your coursework in this class. You will have many opportunities to show that you are mastering the coursework and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded. Below is a list of the graded assignments required in this course.

### **Graded Assignments**

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, submitting the test your knowledge quizzes, completing the written assignments (annotated bibliography, literature review, concept map, final research paper), and delivering your oral presentations.

**Blackboard Discussion:** There are 6 discussion board forums. These are dynamic topic discussion between students and the professor. Active participation in these discussions is required to build your thought muscle regarding theories and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Class participation:** There are 7 weeks during which you will complete the Test Your Knowledge Quizzes. TYK quizzes will demonstrate your attendance and a basic understanding of the reading. Test your knowledge quizzes must be done in the week the quiz is due. Students are required to actively participate in all Blackboard class discussions. Regular Blackboard participation is important and you must keep up with your coursework. Active participation means you demonstrate the ability to apply the concepts introduced in class, the ability to research a subject, and the ability to work in a group. These are all part of the learning process. I welcome your comments and feedback and hope that we can establish an atmosphere in which you feel safe to explore ideas and ask questions.

**Test Your Knowledge quizzes**—There are 7 short quizzes. These are designed to help you recall concepts learned from the chapter or chapters. These are multiple choice and will be graded automatically by the Blackboard quiz system. These will be timed for 60 minutes. Once the 60 minutes are up, the quiz will submit automatically and you will receive a grade.

**Written assignments:** There are several writing assignments that you will be required to complete. Below explains each of these writing assignments.

**Topic Identification:** You will be required to identify a topic within the first week of the course, so that you are able to start working towards the final research paper. The topic must be approved by the professor.

**Annotated Bibliography:** You will be required to identify a topic in health services administration with which you may or may not be familiar and complete a detailed annotated bibliography describing the most recent research and evidence-based practices. An annotated bibliography establishes the foundation of key research on a given topic and examines contemporary authors involved in this research area.

**Three short reflection papers:** These are designed to help you think critically about concepts discussed in the course.

**Concept Map:** This activity is designed to help you visualize the concepts or themes that arise from the research submitted as part of the annotated bibliography.

**Literature review:** You will develop the ability to synthesize peer reviewed journal articles in the format of a literature review. This cohesive document will articulate your well-crafted argument on the topic, weaving in patterns you have identified, and culminating in a substantiated conclusion.

**Final Research Paper:** You will develop a research question and utilize peer reviewed journal articles to seek evidence that supports or contradicts your original hypothesis. The paper should



follow the format of a peer reviewed journal article, including: introduction, background, methods, results, discussion, and conclusion.

**Presentation**—Oral presentation is a valued skill required of all professionals. Each student will present an overview of the research project via video using PowerPoint slides and submit to the class for review and to the instructor for grading.

**Feedback:** It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within 48 hours upon closing of the assignment. Grades for the Annotated Bibliograph, Literature Review, and Final Research Paper will be posted within 72 hours. You will be given an opportunity to present a draft of the paper for feedback for early comments. This will allow you to make changes to your final document before you submit it in Blackboard.

**Late assignment policy:** This policy applies to any assignment worth 50 points or more. Late papers will be accepted up to five (5) days following the submission deadline. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would translate as follows: a late paper that is received within the 5-day grace period can earn no higher than 85 points. Exceptions will not be made for internet connectivity issues. Early submissions are welcome to avoid the late penalty.

**Note:** Assignments that are worth 49 points or less will not be accepted after the deadline for any reason. While online classes provide you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

#### **Cheating/ Plagiarism Statement:**

Students enrolled at Lehman College are obligated to maintain standards of academic integrity. Violations of academic obligations include unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification and the facilitation of such acts. Cheating includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of sources.

**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

#### **Students with Disabilities**

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center (<https://www.lehman.edu/student-disability-services/>) as soon as possible to request an official letter outlining authorized accommodations. This letter must be given to each instructor during the first week of class. Failure to submit by the first week of class may forfeit your opportunities later in the semester.



**LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK**  
**MASTER OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM**  
**HSA 501 Healthcare Social Structure, System Delivery & Strategic Management**

**FALL 2022**

SYNCHRONOUS- DATE AND TIME TBA

Class will meet Virtually via ZOOM

<b>Instructors</b>	<b>Office Hours</b>	<b>Office Location</b>
<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

**Course Rationale and Description:**

This course provides fundamental knowledge of the US Healthcare delivery system, including finance, economics, strategy, quality improvement, policies, and laws. This course focuses on the history, organization, and effectiveness of the United States healthcare and public health system, health system governance structures, roles, responsibilities, as well as the social determinants of health, need, access and utilization. Students in this course apply the principles of strategic thinking and planning, as well as data synthesis to make decisions on behalf of the organization.

**Prerequisite: Graduate College-Level Standing**

**Program Learning Outcomes & Objectives:**

At the end of this program, students will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;

5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;
7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course, students will demonstrate mastery in how to:

1. Analyze the social structure in which the U.S. healthcare delivery system is embedded;
2. Explain the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
3. Develop strategies that foster a dynamic organizational culture that defines its strategic mission/ vision and engage in environmental scanning to identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that support operational planning and continuous improvement;
4. Differentiate organizational processes geared to improve decision-making and effectiveness;
5. Describe strategies used in conducting environmental assessments that include demographics, economics, politics, and technology;
6. Integrate the principles of microeconomic, macroeconomic and financial principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

- Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
- Demonstrate proficiency in the use of digital information technology;
- Correctly cite references to avoid plagiarism;
- Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
- Develop critical thinking skills using digital technology and show evidence of independent thought;
- Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
- Communicate and collaborate with others in the virtual environment; and
- Demonstrate awareness of digital technology, security, and safety.

### **Required Text/Materials:**

1. Moseley, G.B. (2018). *Managing health care business strategy*. Burlington, MA: Jones & Bartlett Learning. ISBN 9781284081107

2. Supplemental articles and YouTube videos are provided on the Blackboard site for discussion within each module.

**Course Requirements:**

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

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Written Assignments: All written work must be submitted as scheduled and typed in a word document format. Formal American English must be used in your written communications. **(Student Learning Objectives 1-6)**

Blackboard Discussion Forum: The Blackboard discussion board helps students to develop critical thinking skills where they engage with classmates to discuss a relevant topic. Discussion boards also foster teamwork. **(Digital Learning Outcomes 1-8)**

Oral Presentation Assignments: Oral Presentations are a requirement in this course. Professionals in any field must learn to be good public speakers. Your presentation will be done via Voicethread. **(Student Learning Objectives 1-6)**

Research: Each of the topics that are researched contain pertinent information and supporting data. The time spent researching a topic will help develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. Students are encouraged to use both the Lehman library and Pubmed/ Medline (available via the Lehman library website: <https://www.lehman.edu/library/>) to complete research. **(Student Learning Objectives 1-6)**

### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Activity:	Learning outcome
Oral presentations on assignments Topic Identification Annotated Bibliography Final Research Paper	Speak with confidence and use visual aids to communicate while demonstrating that student learned a new vocabulary. <b>(SLO1-4)</b>
Three short reflection papers	These are designed to help you think critically about concepts presented in the textbook chapters or peer-reviewed journal articles. <b>(SLO 1-3)</b>

Blackboard Discussion Forum	These online conversations provide you with the opportunity to share ideas and make cohesive arguments on a given topic. They will also allow you to incorporate technology into the classroom. <b>(SLO1-6)</b>
Annotated Bibliography	This activity tests your ability to select and analyze peer-reviewed journal articles and create an annotated bibliography. <b>(SLO1-6)</b>
Concept Map – graphical illustration of the topic	Upon completion of the Annotated Bibliography, you will develop a concept map highlighting themes that emerged from that assignment. <b>(SLO 1-6)</b>
Literature Review	This activity assesses your ability to synthesize peer-reviewed literature into one cohesive document and present a cogent argument on the topic. You will identify patterns and draw conclusions. <b>(SLO 1-6)</b>
Final Research paper	The final assessments for this course measure your ability to conduct research, collect data and summarize findings on a topic and present it as a polished research paper. <b>(SLO 1-6)</b>
Final oral presentation with PowerPoint slides	You will also demonstrate your ability to present a scientifically rich and professional presentation to a lay audience. <b>(SLO 1-4)</b>

1. Grades calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.
3. Each assignment has a point value.
4. Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.
5. The actual letter grade will be determined by using the following
6. Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

Grades are defined as follows:

A = 900-940	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

Blackboard Discussion Boards	<b>20%</b>
Three Short Reflection Papers	<b>10%</b>
Annotated Bibliography	<b>10%</b>
Concept Map	<b>10%</b>
Literature Review	<b>20%</b>
Final Paper	<b>20%</b>
Final Paper Presentation	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

**Course Policies:**

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

**Instruction Methodology****Synchronous course**

This course is synchronous and will meet once per week on the day and time listed in CUNYFIRST. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the Discussion Board Forum, where students are required to participate. Group activities will occur in break-out sessions, fostering a collaborative learning process among student peers. There are several ways that materials will be introduced, including but not limited to YouTube content, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text. They will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry and critical thinking and research. Students are expected to engage in all assigned research activities and to conduct their own research. While the online environment offers students flexibility, students must be prepared to participate in the synchronous class discussions.

**Class Recording and On Camera requirements:**

In a Master level course, visual and audio presence is required. Students will be required to have their cameras turned on for the full duration of class and to unmute themselves when called upon to speak or when volunteering to participate. Routine attendance and participation in the class will create a successful environment in which students will engage with each other in a learning community that fosters scholarship among students and the instructor. There are two oral presentation assignments in this course which will require live on-camera presence as part of a presentation to peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material at a later time. Each week, a summary of the lesson will be available in Blackboard. There is a weekly Test Your Knowledge Quiz that will keep you on track with your reading assignments. However, completion of written assignments and participation in the discussion board will provide you with a deeper understanding of the course content. The dates for the quizzes will be provided with the links in Blackboard, in the directions, and in your "My Grades" portal.

Remember: this is not a distance learning course, so it requires your weekly synchronous participation.

**Assessment:** There are multiple means of assessing your coursework in this class. You will have many opportunities to show that you are mastering the coursework and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded. Below is a list of the graded assignments required in this course.

**Graded Assignments**

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, submitting the test your knowledge quizzes, completing the written assignments (annotated bibliography, literature review, concept map, final research paper), and delivering your oral presentations.

**Blackboard Discussion: 6 discussion board forums:** These are dynamic topic discussion between students and the professor. Active participation in these discussions is required to build your thought muscle regarding theories and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Class participation:** There are 7 weeks that you will complete the Test Your Knowledge Quizzes. TYK quizzes will demonstrate your attendance and a basic understanding of the reading. Test

**your knowledge quizzes must be done in the week the quiz is due.** Students are required to actively participate in all Blackboard class discussions. Regular Blackboard participation is important and you must keep up with your coursework. Active participation means you demonstrate the ability to apply the concepts introduced in class, the ability to research a subject, and the ability to work in a group. These are all part of the learning process. I welcome your comments and feedback and hope that we can establish an atmosphere in which you feel safe to explore ideas and ask questions.

**Test Your Knowledge quizzes**—There are 7 short quizzes. These are designed to help you recall concepts learned from the chapter or chapters. These are multiple choice and will be graded automatically by the Blackboard quiz system. These will be timed for 60 minutes. Once the 60 minutes are up, the quiz will submit automatically and you will receive a grade.

**Written assignments:** There are several writing assignments that you will be required to complete. Below explains each of these writing assignments.

**Topic Identification:** You will be required to identify a topic within the first week of the course, so that you are able to start working towards the final research paper. The topic must be approved by the professor.

**Annotated Bibliography:** You will be required to identify a topic in health services administration with which you may or may not be familiar and complete a detailed annotated bibliography describing the most recent research and evidence-based practices. An annotated bibliography establishes the foundation of key research on a given topic and examines contemporary authors involved in this research area.

**Three short reflection papers:** These are designed to help you think critically about concepts discussed in the course.

**Concept Map:** This activity is designed to help you visualize the concepts or themes that arise from the research submitted as part of the annotated bibliography.

**Literature review:** You will develop the ability to synthesize peer reviewed journal articles in the format of a literature review. This cohesive document will articulate your well-crafted argument on the topic, weaving in patterns you have identified, and culminating in a substantiated conclusion.

**Final Research Paper:** You will develop a research question and utilize peer reviewed journal articles to seek evidence that supports or contradicts your original hypothesis. The paper should follow the format of a peer reviewed journal article, including: introduction, background, methods, results, discussion, and conclusion.

**Presentation**—Oral presentation is a valued skill required of all professionals. Each student will present an overview of the research project via video using PowerPoint slides and submit to the class for review and to the instructor for grading.

**Feedback:** It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within 48 hours upon closing of the assignment. Grades for the Annotated Bibliography, Literature Review, and Final Research Paper will be posted within 72 hours. You will be given an opportunity to present a draft of the paper for feedback for early comments. This will allow you to make changes to your final document before you submit it in Blackboard.

**Late assignment policy:** This policy applies to any assignment worth 50 points or more. Late papers will be accepted up to five (5) days following the submission deadline. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would translate as follows: a late

paper that is received within the 5-day grace period can earn no higher than 85 points. Exceptions will not be made for internet connectivity issues. Early submissions are welcome to avoid the late penalty.

**Note:** Assignments that are worth 49 points or less will not be accepted after the deadline for any reason. While online classes provide you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

### **Cheating/ Plagiarism Statement:**

Students enrolled at Lehman College are obligated to maintain standards of academic integrity. Violations of academic obligations include unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification and the facilitation of such acts. Cheating includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of sources.

**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

### **Students with Disabilities**

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center (<https://www.lehman.edu/student-disability-services/>) as soon as possible to request an official letter outlining authorized accommodations. This letter must be given to each instructor during the first week of class. Failure to submit by the first week of class may forfeit your opportunities later in the semester.





**LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK**  
**HEALTH SERVICES ADMINISTRATION PROGRAM**  
**HSA 502 Healthcare Social Justice, Ethics, and the Law**  
**FALL 2022**

SYNCHRONOUS- DATE AND TIME TBA

Class will meet Virtually via ZOOM

<b>Instructors</b>	<b>Office Hours</b>	<b>Office Location</b>
<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

**Course Rationale and Description:**

This course explores theories of justice related to public health, providing an understanding of the impact of social determinants of health on at risk communities and priority populations. This course also examines the principles and concepts of ethics in health services administration and examines federal, state, and local laws that influence healthcare practice in the United States.

**Prerequisite: Graduate College-Level Standing**

**Program Learning Outcomes & Objectives:**

At the end of this program, students will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;

7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Objectives:**

At the end of this course student will demonstrate mastery in how to:

1. Examine the United States' collective thinking within a historical context that supports discrimination and bias and contributes to poor health outcomes in the healthcare system;
2. Evaluate various perspectives from which to understand the U.S. healthcare system and explain how the social justice view influences access to and delivery of services;
3. Analyze the role of community values and social participation to develop policies and programs that protect and promote health and are implemented in a manner that enhances the physical and social environment;
4. Distinguish among legal systems, sources of law and legal processes, and government, legislative and regulatory issues affecting health services administrators;
5. Compare the roles of risk management, quality improvement strategies, and utilization strategies in healthcare settings;
6. Analyze ethical models in the context of legal decisions and challenges;
7. Examine legal issues related to healthcare fraud, compliance, privacy, and confidentiality; and
8. Define social determinants of health and research-based data models to improve health equity in communities.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

- Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
- Demonstrate proficiency in the use of digital information technology;
- Correctly cite references to avoid plagiarism;
- Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
- Develop critical thinking skills using digital technology and show evidence of independent thought;
- Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
- Communicate and collaborate with others in the virtual environment; and
- Demonstrate awareness of digital technology, security, and safety.

### **Required Text/Materials:**

1) Hammaker, D.K., Knadig, T.M. (2018). *Health Care Management and the Law*: Burlington, MA: Jones & Barlett Learning. ISBN 9781284134551

Recommended text: Pozgar, George D. (2019). *Legal Aspects of Health Care Administration*, 13<sup>th</sup> Edition. Jones and Bartlett Learning. ISBN: 9781284127171. (Note: 14<sup>th</sup> edition coming out in 2022)

2) Supplemental articles and YouTube videos are provided on the Blackboard site for discussion within each module.

### **Course Requirements:**

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

**Microsoft 365:** All assignments must be completed using Microsoft Word, Excel, and PowerPoint, where applicable. Students may access this software by visiting this site:

<https://www.cuny.edu/about/administration/offices/cis/technology-services/>

**Computer Technology:** All courses at Lehman College stress the importance of computer use and technology. Assignments require the use of a computer. Each student will need to check Blackboard once per day and especially prior to attending each class for information, instruction, and messages (Student Learning Activities). Students are required to communicate using the @LC.cuny.edu email address and not a personal email.

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

**Written Assignments:** All written work must be submitted as scheduled and typed in a word document format. Formal American English must be used in your written communications. **(Student Learning Objectives 1-8)**

**Blackboard Discussion Forum:** The Blackboard discussion board helps students to develop critical thinking skills where they engage with classmates to discuss a relevant topic. Discussion boards also foster teamwork. **(Digital Learning Outcomes 1-8)**

**Oral Presentation Assignments:** Oral Presentations are a requirement in this course. Professionals in any field must learn to be good public speakers. Your presentation will be done via Voicethread. **(Student Learning Objectives 1-8)**

**Research:** Each of the topics that are researched contain pertinent information and supporting data. The time spent researching a topic will help develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. Students are encouraged to use both the Lehman library and Pubmed/ Medline (available via the Lehman library website: <https://www.lehman.edu/library/>) to complete research. **(Student Learning Objectives 1-8)**

#### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Oral presentations on assignments Topic Identification Annotated Bibliography Final Research Paper	Speak with confidence and use visual aids to communicate while demonstrating that student learned a new vocabulary. <b>(SLO1-4)</b>
Three short reflection papers	These are designed to help you think critically about concepts presented in the textbook chapters or peer-reviewed journal articles. <b>(SLO 1-3)</b>
Blackboard Discussion Forum	These online conversations provide you with the opportunity to share ideas and make cohesive arguments on a given topic. They will also allow you to incorporate technology into the classroom. <b>(SLO1-8)</b>
Case studies	Case studies promote critical thinking and increase your ability to apply the concepts to real-world scenarios. <b>(SLO 1-6)</b>

Literature Review	This activity assesses your ability to synthesize peer-reviewed literature into one cohesive document and present a cogent argument on the topic. You will identify patterns and draw conclusions. <b>(SLO 1-8)</b>
Final Research paper	The final assessments for this course measure your ability to conduct research, collect data and summarize findings on a topic and present it as a polished research paper. <b>(SLO 1-8)</b>
Final oral presentation with PowerPoint slides	You will also demonstrate your ability to present a scientifically rich and professional presentation to a lay audience. <b>(SLO 1-4)</b>

### Grading Criteria:

1. Grades calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.
3. Each assignment has a point value.
4. Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.
5. The actual letter grade will be determined by using the following Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

### Grades are defined as follows:

A = 900-940	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

Blackboard Discussion Boards	<b>20%</b>
Three Short Reflection Papers	<b>15%</b>
Case Studies	<b>10%</b>
Literature Review	<b>20%</b>
Final Paper	<b>25%</b>
Final Paper Presentation	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

### **Course Policies:**

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

### **Instruction Methodology**

#### **Synchronous course**

This course is synchronous and will meet once per week on the day and time listed in CUNYFIRST. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the Discussion Board Forum, where students are required to participate. Group activities will occur in break-out sessions, fostering a collaborative learning process among student peers. There are several ways that materials will be introduced, including but not limited to YouTube content, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text. They will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry and critical thinking and research. Students are expected to engage in all assigned research activities and to conduct their own research. While the online environment offers students flexibility, students must be prepared to participate in the synchronous class discussions.

#### **Class Recording and On Camera requirements:**

In a Master level course, visual and audio presence is required. Students will be required to have their cameras turned on for the full duration of class and to unmute themselves when called upon to speak or when volunteering to participate. Routine attendance and participation in the class will create a successful environment in which students will engage with each other in a learning community that fosters scholarship among students and the instructor. There are two oral presentation assignments in this course which will require live on-camera presence as part of a presentation to peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material at a later time. Each week, a summary of the lesson will be available in Blackboard. There is a weekly Test Your Knowledge Quiz that will keep you on track with your reading assignments. However, completion of written assignments and participation in the discussion board will provide you with a deeper understanding of the course content. The dates for the quizzes will be provided with the links in Blackboard, in the directions, and in your "My Grades" portal.

Remember: this is not a distance learning course, so it requires your weekly synchronous participation.

**Assessment:** There are multiple means of assessing your coursework in this class. You will have many opportunities to show that you are mastering the coursework and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded. Below is a list of the graded assignments required in this course.

#### **Graded Assignments**

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, submitting the test your knowledge quizzes, completing the written assignments (annotated bibliography, literature review, concept map, final research paper), and delivering your oral presentations.

**Blackboard Discussion: 6 discussion board forums:** These are dynamic topic discussion between students and the professor. Active participation in these discussions is required to build your thought muscle regarding theories and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Class participation:** There are 7 weeks that you will complete the Test Your Knowledge Quizzes. TYK quizzes will demonstrate your attendance and a basic understanding of the reading. Test

**your knowledge quizzes must be done in the week the quiz is due.** Students are required to actively participate in all Blackboard class discussions. Regular Blackboard participation is important and you must keep up with your coursework. Active participation means you demonstrate the ability to apply the concepts introduced in class, the ability to research a subject, and the ability to work in a group. These are all part of the learning process. I welcome your comments and feedback and hope that we can establish an atmosphere in which you feel safe to explore ideas and ask questions.

**Test Your Knowledge quizzes**—There are 7 short quizzes. These are designed to help you recall concepts learned from the chapter or chapters. These are multiple choice and will be graded automatically by the Blackboard quiz system. These will be timed for 60 minutes. Once the 60 minutes are up, the quiz will submit automatically and you will receive a grade.

**Written assignments:** There are several writing assignments that you will be required to complete. Below explains each of these writing assignments.

**Topic Identification:** You will be required to identify a topic within the first week of the course, so that you are able to start working towards the final research paper. The topic must be approved by the professor.

**Annotated Bibliography:** You will be required to identify a topic in health services administration with which you may or may not be familiar and complete a detailed annotated bibliography describing the most recent research and evidence-based practices. An annotated bibliography establishes the foundation of key research on a given topic and examines contemporary authors involved in this research area.

**Three short reflection papers:** These are designed to help you think critically about concepts discussed in the course.

**Case Studies:** Three Case studies promote critical thinking and increase your ability to apply the concepts to real-world scenarios.

**Literature review:** You will develop the ability to synthesize peer reviewed journal articles in the format of a literature review. This cohesive document will articulate your well-crafted argument on the topic, weaving in patterns you have identified, and culminating in a substantiated conclusion.

**Final Research Paper:** You will develop a research question and utilize peer reviewed journal articles to seek evidence that supports or contradicts your original hypothesis. The paper should follow the format of a peer reviewed journal article, including: introduction, background, methods, results, discussion, and conclusion.

**Presentation**—Oral presentation is a valued skill required of all professionals. Each student will present an overview of the research project via video using PowerPoint slides and submit to the class for review and to the instructor for grading.

**Feedback:** It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within 48 hours upon closing of the assignment. Grades for the Annotated Bibliography, Literature Review, and Final Research Paper will be posted within 72 hours. You will be given an opportunity to present a draft of the paper for feedback for early comments. This will allow you to make changes to your final document before you submit it in Blackboard.

**Late assignment policy:** This policy applies to any assignment worth 50 points or more. Late papers will be accepted up to five (5) days following the submission deadline. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would translate as follows: a late

paper that is received within the 5-day grace period can earn no higher than 85 points. Exceptions will not be made for internet connectivity issues. Early submissions are welcome to avoid the late penalty.

**Note:** Assignments that are worth 49 points or less will not be accepted after the deadline for any reason. While online classes provide you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

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**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

### **Students with Disabilities**

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**LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK**  
**MASTERS OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM**

**HSA 503 Healthcare Communication and Marketing**

**FALL 2022**

SYNCHRONOUS- DATE AND TIME TBA

Class will meet Virtually via ZOOM

<b>Instructors</b>	<b>Office Hours</b>	<b>Office Location</b>
<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

**Course Rationale and Description:**

This course examines the use of communication strategies which inform and influence individual and community decisions that impact health. This course explores topics such as the social construction of health, social support, health literacy, survivorship, social and community issues, marketing and public relations, health messaging and promotional campaigns, theory application, and identity across contexts. Additionally, this course presents the differences between marketing services versus marketing tangible goods or products, and challenges students to understand how to market healthcare services and products to a variety of stakeholders who influence health service delivery.

**Prerequisite:** Graduate College-Level Standing

**Program Learning Outcomes & Objectives:**

At the end of this program, student will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;



6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;
7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course student will demonstrate mastery in how to:

1. Examine healthcare communication and marketing principles in the planning process;
2. Recognize ethical issues in key health communication contexts, such as beneficence, fairness, transparency/honesty, disclosure, autonomy, and evidence;
3. Discuss both the essential and the unique components of communication and marketing strategies in the healthcare environment;
4. Explain the short-term and long-term environmental forces which condition organizational strategies for long-term planning and marketing and how they relate to organizational decision-making;
5. Determine the role of the internet, social media and multimedia on organizational communication and marketing strategies;
6. Critique a healthcare organizational communication campaign and marketing plan;
7. Develop a set of appropriate ethical guidelines for marketing and communication, and a checklist of words and phrases that must be used with care in health communication;
8. Identify issues related to health literacy and adhere to 508 compliance guidelines in marketing products to protect those with disabilities; and
9. Devise methods for vetting communication strategies and tactics and assign accountability for them.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

- Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
- Demonstrate proficiency in the use of digital information technology;
- Correctly cite references to avoid plagiarism;
- Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
- Develop critical thinking skills using digital technology and show evidence of independent thought;
- Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
- Communicate and collaborate with others in the virtual environment; and
- Demonstrate awareness of digital technology, security, and safety.

### **Required Text/Materials:**

1. Hicks, N.J., Nicols, C. (2015). *Health Industry communication: new media, new methods, new message*. Burlington, MA: Jones & Bartlett Learning ISBN 9781284077759
2. Thomas, R. (2020) *Marketing Health Services* 4<sup>th</sup> edition Health Administration Press 9781640551558
3. Supplemental articles and YouTube videos are provided on the Blackboard site for discussion within each module.

### **Course Requirements:**

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

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Written Assignments: All written work must be submitted as scheduled and typed in a word document format. Formal American English must be used in your written communications. **(Student Learning Objectives 1-9)**

Blackboard Discussion Forum: The Blackboard discussion board helps students to develop critical thinking skills where they engage with classmates to discuss a relevant topic. Discussion boards also foster teamwork. **(Digital Learning Outcomes 1-8)**

Oral Presentation Assignments: Oral Presentations are a requirement in this course. Professionals in any field must learn to be good public speakers. Your presentation will be done via Voicethread. **(Student Learning Objectives 1-9)**

Research: Each of the topics that are researched contain pertinent information and supporting data. The time spent researching a topic will help develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. Students are encouraged to use both the Lehman library and Pubmed/ Medline (available via the Lehman library website: <https://www.lehman.edu/library/>) to complete research **(Student Learning Objectives 1-9)**

#### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Oral presentations on assignments Topic Identification Annotated Bibliography Final Research Paper	Speak with confidence and use visual aids to communicate while demonstrating that student learned a new vocabulary. (SLO1-9)
Three short reflection papers	These are designed to help you think critically about concepts presented in the textbook chapters or peer-reviewed journal articles. (SLO 1-3)
Blackboard Discussion Forum	These online conversations provide you with the opportunity to share ideas and make cohesive arguments on a given topic. They will also allow you to incorporate technology into the classroom. (SLO1-9)

Annotated Bibliography	This activity tests your ability to select and analyze peer-reviewed journal articles and create an annotated bibliography. (SLO1-9)
Concept Map –graphical illustration of the topic	Upon completion of the Annotated Bibliography, you will develop a concept map highlighting themes that emerged from that assignment. (SLO 1-6)
Literature Review	This activity assesses your ability to synthesize peer-reviewed literature into one cohesive document and present a cogent argument on the topic. You will identify patterns and draw conclusions. (SLO 1-9)
Final Research paper	The final assessments for this course measure your ability to conduct research, collect data and summarize findings on a topic and present it as a polished research paper. (SLO 1-9)
Final oral presentation with PowerPoint slides	You will also demonstrate your ability to present a scientifically rich and professional presentation to a lay audience. (SLO 1-4)

### Grading Criteria:

1. Grades calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.
3. Each assignment has a point value.
4. Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.
5. The actual letter grade will be determined by using the following Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

Grades are defined as follows:

A = 900-940	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

Blackboard Discussion Boards	20%
Three Short Reflection Papers	10%
Annotated Bibliography	10%
Concept Map	10%
Literature Review	20%
Final Paper	20%
Final Paper Presentation	10%
<b>TOTAL</b>	<b>100%</b>

### **Course Policies:**

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

### **Instruction Methodology**

#### **Synchronous course**

This course is synchronous and will meet once per week on the day and time listed in CUNYFIRST. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the Discussion Board Forum, where students are required to participate. Group activities will occur in break-out sessions, fostering a collaborative learning process among student peers. There are several ways that materials will be introduced, including but not limited to YouTube content, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text. They will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry and critical thinking and research. Students are expected to engage in all assigned research activities and to conduct their own research. While the online environment offers students flexibility, students must be prepared to participate in the synchronous class discussions.

#### **Class Recording and On Camera requirements:**

In a Master level course, visual and audio presence is required. Students will be required to have their cameras turned on for the full duration of class and to unmute themselves when called upon to speak or when volunteering to participate. Routine attendance and participation in the class will create a successful environment in which students will engage with each other in a learning community that fosters scholarship among students and the instructor. There are two oral presentation assignments in this course which will require live on-camera presence as part of a presentation to peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material at a later time. Each week, a summary of the lesson will be available in Blackboard. There is a weekly Test Your Knowledge Quiz that will keep you on track with your reading assignments. However, completion of written assignments and participation in the discussion board will provide you with a deeper understanding of the course content. The dates for the quizzes will be provided with the links in Blackboard, in the directions, and in your "My Grades" portal.

Remember: this is not a distance learning course, so it requires your weekly synchronous participation.

**Assessment:** There are multiple means of assessing your coursework in this class. You will have many opportunities to show that you are mastering the coursework and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded. Below is a list of the graded assignments required in this course.

#### **Graded Assignments**

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, submitting the test your knowledge quizzes, completing the written assignments (annotated bibliography, literature review, concept map, final research paper), and delivering your oral presentations.

**Blackboard Discussion: 6 discussion board forums:** These are dynamic topic discussion between students and the professor. Active participation in these discussions is required to build your thought muscle regarding theories and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Class participation:** There are 7 weeks that you will complete the Test Your Knowledge Quizzes. TYK quizzes will demonstrate your attendance and a basic understanding of the reading. Test

**your knowledge quizzes must be done in the week the quiz is due.** Students are required to actively participate in all Blackboard class discussions. Regular Blackboard participation is important and you must keep up with your coursework. Active participation means you demonstrate the ability to apply the concepts introduced in class, the ability to research a subject, and the ability to work in a group. These are all part of the learning process. I welcome your comments and feedback and hope that we can establish an atmosphere in which you feel safe to explore ideas and ask questions.

**Test Your Knowledge quizzes**—There are 7 short quizzes. These are designed to help you recall concepts learned from the chapter or chapters. These are multiple choice and will be graded automatically by the Blackboard quiz system. These will be timed for 60 minutes. Once the 60 minutes are up, the quiz will submit automatically and you will receive a grade.

**Written assignments:** There are several writing assignments that you will be required to complete. Below explains each of these writing assignments.

**Topic Identification:** You will be required to identify a topic within the first week of the course, so that you are able to start working towards the final research paper. The topic must be approved by the professor.

**Annotated Bibliography:** You will be required to identify a topic in health services administration with which you may or may not be familiar and complete a detailed annotated bibliography describing the most recent research and evidence-based practices. An annotated bibliography establishes the foundation of key research on a given topic and examines contemporary authors involved in this research area.

**Three short reflection papers:** These are designed to help you think critically about concepts discussed in the course.

**Concept Map:** This activity is designed to help you visualize the concepts or themes that arise from the research submitted as part of the annotated bibliography.

**Literature review:** You will develop the ability to synthesize peer reviewed journal articles in the format of a literature review. This cohesive document will articulate your well-crafted argument on the topic, weaving in patterns you have identified, and culminating in a substantiated conclusion.

**Final Research Paper:** You will develop a research question and utilize peer reviewed journal articles to seek evidence that supports or contradicts your original hypothesis. The paper should follow the format of a peer reviewed journal article, including: introduction, background, methods, results, discussion, and conclusion.

**Presentation**—Oral presentation is a valued skill required of all professionals. Each student will present an overview of the research project via video using PowerPoint slides and submit to the class for review and to the instructor for grading.

**Feedback:** It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within 48 hours upon closing of the assignment. Grades for the Annotated Bibliography, Literature Review, and Final Research Paper will be posted within 72 hours. You will be given an opportunity to present a draft of the paper for feedback for early comments. This will allow you to make changes to your final document before you submit it in Blackboard.

**Late assignment policy:** This policy applies to any assignment worth 50 points or more. Late papers will be accepted up to five (5) days following the submission deadline. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would translate as follows: a late paper that is received within the 5-day grace period can earn no higher than 85 points. Exceptions will not be made for internet connectivity issues. Early submissions are welcome to avoid the late penalty.

**Note:** Assignments that are worth 49 points or less will not be accepted after the deadline for any reason. While online classes provide you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

**Cheating/ Plagiarism Statement:**

Students enrolled at Lehman College are obligated to maintain standards of academic integrity. Violations of academic obligations include unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification and the facilitation of such acts. Cheating includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of sources.

**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

**Students with Disabilities**

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center (<https://www.lehman.edu/student-disability-services/>) as soon as possible to request an official letter outlining authorized accommodations. This letter must be given to each instructor during the first week of class. Failure to submit by the first week of class may forfeit your opportunities later in the semester.



LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK

MASTER OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM

HSA 600: Health Equity and Disparities  
FALL 2022

SYNCHRONOUS- DATE AND TIME TBD

Class will meet Virtually via ZOOM

Instructors	Office Hours	Office Location
TBD	TBD	TBD

#### Course Rationale and Description:

In this course, students will draw connections among the best practices in developing science to assist in identifying and implementing interventions or programs to address disparities in the healthcare system. Students will learn the concepts of health equity and Community-Based Participatory Research (CBPR), and Social Determinants of Health (SDOH) frameworks. Students will be introduced to the translational research process: from planning, implementing, evaluating and disseminating community level interventions and programs to incorporating an SDOH perspective to promote good health.

**Prerequisite:** Graduate College-Level Standing

#### Program Learning Outcomes & Objectives:

At the end of this program, students will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;

6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;
7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course student will demonstrate mastery in how to:

1. Analyze the foundation of Critical Race Theory, and specifically explore racial concepts and hierarchies that shape research and practice;
2. Examine the Community Based Participatory Research (CBPR) approach to engage community partners and stakeholders in all the steps of the research process and coalitions to eliminate health disparities;
3. Investigate the determinants that affect population health from biological, behavioral, environmental, socio cultural and healthcare system domains of influence through individual, family, community and societal lenses;
4. Discuss guiding principles for inclusive communication to respectfully address diverse populations within the context of healthcare administration;
5. Recognize international and federal mandates, directives, objectives and language, including the U.S. Department of Health and Human Services' national health objectives initiatives developed to achieve health equity;
6. Analyze the roles, responsibilities, and contributions of public health practitioners in addressing disparities in healthcare systems; and
7. Advocate for policy changes and interventions which address human rights, and which affect socioeconomic circumstances and health system attributes that promote the elimination of health disparities.
- 8.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

- Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
- Demonstrate proficiency in the use of digital information technology;
- Correctly cite references to avoid plagiarism;
- Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
- Develop critical thinking skills using digital technology and show evidence of independent thought;
- Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
- Communicate and collaborate with others in the virtual environment; and
- Demonstrate awareness of digital technology, security, and safety.

### **Required Text/Materials:**

- 1) Health Disparities in the United States: Social Class, Race, Ethnicity, and the Social Determinants of Health third Edition, Donald Barr Johns Hopkins U Press, ISBN-13: 978-1421432588
- 2) Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race, Derald Wing Su WILEY publications, ISBN-13: **978-1119241980**
- 3) Supplemental articles and YouTube videos are provided on the Blackboard site for discussion within each module.



**Course Requirements:**

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

Microsoft 365: All assignments must be completed using Microsoft Word, Excel, and PowerPoint, where applicable. Students may access this software by visiting this site:

<https://www.cuny.edu/about/administration/offices/cis/technology-services/>

Computer Technology: All courses at Lehman College stress the importance of computer use and technology. Assignments require the use of a computer. Each student will need to check Blackboard once per day and especially prior to attending each class for information, instruction, and messages (Student Learning Activities). Students are required to communicate using the @LC.cuny.edu email address and not a personal email.

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

Written Assignments: All written work must be submitted as scheduled and typed in a word document format. Formal American English must be used in your written communications. **(Student Learning Objectives 1-7)**

Blackboard Discussion Forum: The Blackboard discussion board helps students to develop critical thinking skills where they engage with classmates to discuss a relevant topic. Discussion boards also foster teamwork. **(Digital Learning Outcomes 1-8)**

Oral Presentation Assignments: Oral Presentations are a requirement in this course. Professionals in any field must learn to be good public speakers. Your presentation will be done via Voicethread. **(Student Learning Objectives 1-7)**

Research: Each of the topics that are researched contain pertinent information and supporting data. The time spent researching a topic will help develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. Students are encouraged to use both the Lehman library and Pubmed/ Medline (available via the Lehman library website: <https://www.lehman.edu/library/>) to complete research. **(Student Learning Objectives 1-7)**

### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Oral presentations on assignments Topic Identification Final Research Paper	Speak with confidence and use visual aids to communicate while demonstrating that student learned a new vocabulary. <b>(SLO1-7)</b>
Three short reflection papers	These are designed to help you think critically about concepts presented in the textbook chapters or peer-reviewed journal articles. <b>(SLO 1-7)</b>
Blackboard Discussion Forum	These online conversations provide you with the opportunity to share ideas and make cohesive arguments on a given topic. They will also allow you to incorporate technology into the classroom. <b>(SLO1-7)</b>

CBPR project	This project tests your ability to identify a health concern in the Bronx and design a CBPR project to identify stakeholders, engage partners, and if enacted, eliminate disparity. <b>(SLO 1-7)</b>
Healthy People 2030 Concept Map and Group Project – graphical illustration of the topic	Based upon policy directives such as Healthy People 2030, you will work in a small group to develop a concept map highlighting themes and identifying interventions. <b>(SLO 1-7)</b>
Literature Review	This activity assesses your ability to synthesize peer-reviewed literature into one cohesive document and present a cogent argument on the topic. You will identify patterns and draw conclusions. <b>(SLO 1-7)</b>
Final Research paper	The final assessments for this course measure your ability to conduct research, collect data and summarize findings on a topic and present it as a polished research paper. <b>(SLO 1-7)</b>
Final oral presentation with PowerPoint slides	You will also demonstrate your ability to present a scientifically rich and professional presentation to a lay audience. <b>(SLO 1-7)</b>

### Grading Criteria:

1. Grades calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.
3. Each assignment has a point value.
4. Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.
5. The actual letter grade will be determined by using the following Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

### Grades are defined as follows:

A = 900-940	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

### Grades are determined as follows:

Reflection essays (3)	<b>10%</b>
Blackboard Reflection Forums (6)	<b>15%</b>
CBPR Project (1)	<b>20%</b>
Healthy People Group Project (1)	<b>20%</b>
Literature Review (1)	<b>5%</b>
Oral Presentation of Individual Research Project using PowerPoint Slides (1)	<b>15%</b>
Final Project (1)	<b>15%</b>
<b>Total</b>	<b>100%</b>

### Course Policies:

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

## **Instruction Methodology**

### **Synchronous course**

This course is synchronous and will meet once per week on the day and time listed in CUNYFIRST. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the Discussion Board Forum, where students are required to participate. Group activities will occur in break-out sessions, fostering a collaborative learning process among student peers. There are several ways that materials will be introduced, including but not limited to YouTube content, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text. They will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry and critical thinking and research. Students are expected to engage in all assigned research activities and to conduct their own research. While the online environment offers students flexibility, students must be prepared to participate in the synchronous class discussions.

### **Class Recording and On Camera requirements:**

In a Master level course, visual and audio presence is required. Students will be required to have their cameras turned on for the full duration of class and to unmute themselves when called upon to speak or when volunteering to participate. Routine attendance and participation in the class will create a successful environment in which students will engage with each other in a learning community that fosters scholarship among students and the instructor. There are two oral presentation assignments in this course which will require live on-camera presence as part of a presentation to peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material at a later time. Each week, a summary of the lesson will be available in Blackboard. There is a weekly Test Your Knowledge Quiz that will keep you on track with your reading assignments. However, completion of written assignments and participation in the discussion board will provide you with a deeper understanding of the course content. The dates for the quizzes will be provided with the links in Blackboard, in the directions, and in your "My Grades" portal.

Remember: this is not a distance learning course, so it requires your weekly synchronous participation.

**Assessment:** There are multiple means of assessing your coursework in this class. You will have many opportunities to show that you are mastering the coursework and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded. Below is a list of the graded assignments required in this course.

### **Graded Assignments**

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, submitting the test your knowledge quizzes, completing the written assignments (annotated bibliography, literature review, concept map, final research paper), and delivering your oral presentations.

**Blackboard Discussion: 6 discussion board forums:** These are dynamic topic discussion between students and the professor. Active participation in these discussions is required to build your thought muscle regarding theories and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Class participation: There are 7 weeks that you will complete the Test Your Knowledge Quizzes. TYK quizzes will demonstrate your attendance and a basic understanding of the reading. Test your knowledge quizzes must be done in the week the quiz is due.** Students are required to actively participate in all Blackboard class discussions. Regular Blackboard participation is important and you

must keep up with your coursework. Active participation means you demonstrate the ability to apply the concepts introduced in class, the ability to research a subject, and the ability to work in a group. These are all part of the learning process. I welcome your comments and feedback and hope that we can establish an atmosphere in which you feel safe to explore ideas and ask questions.

**Test Your Knowledge quizzes**—There are 7 short quizzes. These are designed to help you recall concepts learned from the chapter or chapters. These are multiple choice and will be graded automatically by the Blackboard quiz system. These will be timed for 60 minutes. Once the 60 minutes are up, the quiz will submit automatically and you will receive a grade.

**Written assignments: There are several writing assignments that you will be required to complete. Below explains each of these writing assignments.**

**Topic Identification:** You will be required to identify a topic within the first week of the course, so that you are able to start working towards the final research paper. The topic must be approved by the professor.

**CBPR Project:** You will identify a health concern in the Bronx and design a CBPR project to identify stakeholders, engage partners, and if enacted, eliminate disparity.

**Three short reflection papers:** These are designed to help you think critically about concepts discussed in the course.

**Concept Map:** Based upon policy directives such as Healthy People 2030, you will work in a small group to develop a concept map highlighting themes and identifying interventions.

**Literature review:** You will develop the ability to synthesize peer reviewed journal articles in the format of a literature review. This cohesive document will articulate your well-crafted argument on the topic, weaving in patterns you have identified, and culminating in a substantiated conclusion.

**Final Research Paper:** You will develop a research question and utilize peer reviewed journal articles to seek evidence that supports or contradicts your original hypothesis. The paper should follow the format of a peer reviewed journal article, including: introduction, background, methods, results, discussion, and conclusion.

**Presentation**—Oral presentation is a valued skill required of all professionals. Each student will present an overview of the research project via video using PowerPoint slides and submit to the class for review and to the instructor for grading.

**Feedback:** It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within 48 hours upon closing of the assignment. Grades for the Annotated Bibliograph, Literature Review, and Final Research Paper will be posted within 72 hours. You will be given an opportunity to present a draft of the paper for feedback for early comments. This will allow you to make changes to your final document before you submit it in Blackboard.

**Late assignment policy:** This policy applies to any assignment worth 50 points or more. Late papers will be accepted up to five (5) days following the submission deadline. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would translate as follows: a late paper that is received within the 5-day grace period can earn no higher than 85 points. Exceptions will not be made for internet connectivity issues. Early submissions are welcome to avoid the late penalty.

**Note:** Assignments that are worth 49 points or less will not be accepted after the deadline for any reason. While online classes provide you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

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**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

**Students with Disabilities**

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**LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK**  
**MASTERS OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM**

**HSA 601 Healthcare Financial Management**

**FALL 2022**

SYNCHRONOUS- DATE AND TIME TBD

Class will meet Virtually via ZOOM

<b>Instructors</b>	<b>Office Hours</b>	<b>Office Location</b>
<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

**Course Rationale and Description:**

**HSA 601 Healthcare Financial Management**

This course examines healthcare financial management, which includes financial statement analysis and operational and capital budget forecasting. Students analyze financial statements, forecast revenue and expenses, review payer reimbursement models, and develop operational and capital budgets in a variety of healthcare settings (public, private, not-for-profit, for profit). **Pre-requisite:** Graduate College-Level Standing.

**Program Learning Outcomes & Objectives:**

At the end of this program, students will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;

7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course student will demonstrate mastery in how to:

1. Examine the financial environment of healthcare organization, including such concepts as managed care, third party payers, budgetary forecasting, and financial planning;
2. Discuss the role of the CFO and financial leadership in the healthcare system;
3. Differentiate healthcare reimbursement in the U.S. with respect to utilization, billing, collections, and determine how these factors influence the revenue cycle of the financial health of the organization;
4. Explore the role of government policies in influencing the financial management of healthcare organizations;
5. Employ managerial accounting analyses applicable to healthcare organization, such as the identification of costs of care, cost allocation, pricing, budgeting, and cost/benefit analyses; and
6. Prepare financial reports that assist in organizational decision-making and communicate these findings to organizational stakeholders.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

- Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
- Demonstrate proficiency in the use of digital information technology;
- Correctly cite references to avoid plagiarism;
- Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
- Develop critical thinking skills using digital technology and show evidence of independent thought;
- Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
- Communicate and collaborate with others in the virtual environment; and
- Demonstrate awareness of digital technology, security, and safety.

### **Required Text/Materials:**

- 1) Zelman, W., McCue, M. & Glick, N. (2022). *The Financial Management of Healthcare Organizations*, 5<sup>th</sup> edition. Jossey-Bass. ISBN: 978-1119553847
- 2) Supplemental articles and YouTube videos are provided on the Blackboard site for discussion within each module.

### **Course Requirements:**

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

Microsoft 365: All assignments must be completed using Microsoft Word, Excel, and PowerPoint, where applicable. Students may access this software by visiting this site:

<https://www.cuny.edu/about/administration/offices/cis/technology-services/>

**Computer Technology:** All courses at Lehman College stress the importance of computer use and technology. Assignments require the use of a computer. Each student will need to check Blackboard once per day and especially prior to attending each class for information, instruction, and messages (Student Learning Activities). Students are required to communicate using the @LC.cuny.edu email address and not a personal email.

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

**Written Assignments:** All written work must be submitted as scheduled and typed in a word document format. Formal American English must be used in your written communications. **(Student Learning Objectives 1-6)**

**Blackboard Discussion Forum:** The Blackboard discussion board helps students to develop critical thinking skills where they engage with classmates to discuss a relevant topic. Discussion boards also foster teamwork. **(Digital Learning Outcomes 1-8)**

**Oral Presentation Assignments:** Oral Presentations are a requirement in this course. Professionals in any field must learn to be good public speakers. Your presentation will be done via Voicethread. **(Student Learning Objectives 1-6)**

**Research:** Each of the topics that are researched contain pertinent information and supporting data. The time spent researching a topic will help develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. Students are encouraged to use both the Lehman library and Pubmed/ Medline (available via the Lehman library website: <https://www.lehman.edu/library/>) to complete research. **(Student Learning Objectives 1-6)**

### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Review Quizzes (7) 10%	Review quizzes are designed to assist students with recall of information learned in the chapters and through the Blackboard Discussion forums. <b>(SLO 1-6)</b>
Blackboard discussion Forum (4) 20%	These online conversations provide you with the opportunity to share ideas and make cohesive arguments on a given topic. They will also allow you to incorporate technology into the classroom. <b>(SLO1-6)</b>
Midterm Exam (1) 20%	This examination is designed to test your new knowledge of the concepts learned from the beginning of the semester until mid-point. <b>(SLO 1-3, 5)</b>
Group Project (1) 10%	Create a research-based digital resource on issues of healthcare reimbursement, utilization, billing, and the revenue cycle. <b>(SLO 1-6)</b>
Individual Research Project (1) 10%	Each student will conduct research, collect data, summarize findings on a topic, correctly cite resources, and present a final research project. <b>(SLO 1-6)</b>
Oral presentation with power point slides (1) 5%	You will also demonstrate your ability to present a scientifically rich and professional presentation to a lay audience. <b>(SLO 1-4)</b>
Case Study (1) 5%	This activity requires the student to demonstrate the ability to perform computations from financial statements using Microsoft Excel. <b>(SLO 5-6)</b>
Final Examination (1) 20%	This is a culminating examination that tests students' ability to demonstrate mastery of concepts learned throughout the semester. <b>(SLO 1-6)</b>



**Grading Criteria:**

1. Grades calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.
3. Each assignment has a point value.
4. Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.
5. The actual letter grade will be determined by using the following
6. Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

Grades are defined as follows:

A = 900-940	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

Grades are determined as follows:

Discussion Board Forums (4)	<b>20%</b>
Chapter Review Quizzes (7)	<b>10%</b>
Midterm Exam (1)	<b>20%</b>
Group Project (1)	<b>10%</b>
Individual Research Project (1)	<b>10%</b>
Oral Presentation of Individual Research Project using PowerPoint Slides (1)	<b>5%</b>
Case Study (1)	<b>5%</b>
Final Exam (1)	<b>20%</b>
<b>Total</b>	<b>100%</b>

**Course Policies:**

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

**Instruction Methodology****Synchronous course**

This course is synchronous and will meet once per week on the day and time listed in CUNYFIRST. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the Discussion Board Forum, where students are required to participate. Group activities will occur in break-out sessions, fostering a collaborative learning process among student peers. There are several ways that materials will be introduced, including but not limited to YouTube content, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text. They will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry and critical thinking and research. Students are expected to engage in all assigned research activities and to conduct their own research. While the online environment offers students flexibility, students must be prepared to participate in the synchronous class discussions.

### **Class Recording and On Camera requirements:**

In a Master level course, visual and audio presence is required. Students will be required to have their cameras turned on for the full duration of class and to unmute themselves when called upon to speak or when volunteering to participate. Routine attendance and participation in the class will create a successful environment in which students will engage with each other in a learning community that fosters scholarship among students and the instructor. There are two oral presentation assignments in this course which will require live on-camera presence as part of a presentation to peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material at a later time. Each week, a summary of the lesson will be available in Blackboard. There is a weekly Test Your Knowledge Quiz that will keep you on track with your reading assignments. However, completion of written assignments and participation in the discussion board will provide you with a deeper understanding of the course content. The dates for the quizzes will be provided with the links in Blackboard, in the directions, and in your "My Grades" portal.

Remember: this is not a distance learning course, so it requires your weekly synchronous participation.

**Assessment:** There are multiple means of assessing your coursework in this class. You will have many opportunities to show that you are mastering the coursework and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded. Below is a list of the graded assignments required in this course.

### **Graded Assignments**

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, completing the written assignments (individual research project, group project, and case study) and completing the review quizzes. Additionally, you will have two high stake examinations, a mid-term examination and a final examination to be submitted through Blackboard.

**Blackboard Discussion: 4 discussion board forums:** These are dynamic topic discussion between students and the professor. Active participation in these discussions is required to build your thought muscle regarding theories and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Class participation:** There are seven (7) review quizzes that you will complete. RV quizzes will demonstrate your attendance and a basic understanding of the contents of the reading. These are short quizzes designed to help you recall concepts learned from the chapter or chapters. These are multiple choice and will be graded automatically by the system. These will be timed for 60 minutes. Once the 60 minutes is up, the quiz will automatically submit to the instructor and you will receive a grade. Review quizzes must be done in the week the quiz is due. Students are required to actively participate in all Blackboard class discussions. Regular Blackboard participation is important and you must keep up with your coursework. Active participation means you demonstrate the ability to apply the concepts introduced in class, the ability to research a subject, and the ability to work in a group. These are all part of the learning process. I welcome your comments and feedback and hope that we can establish an atmosphere in which you feel safe to explore ideas and ask questions.

**Written assignments:** There are several writing assignments that you will be required to complete. Below is a description of each.

**Group Project:** You will collaborate with a team of students on a healthcare financial management topic approved by your instructor. You and your team will create a research-based digital resource on issues in healthcare reimbursement, utilization, billing, the revenue cycle, and other relevant topics.

**Individual Research Project:** You will conduct individual research, collect data, summarize findings on a topic, correctly cite resources, and present it as a final research project deliverable.

**Case Study:** This activity is designed to help you perform computations from financial statements using Microsoft Excel. You will summarize information obtained from computations to prepare customary reports from real-world data. You will form a conclusion and recommendation based on your findings. References are expected to support your conclusions.

**Midterm Examination:** You will demonstrate mastery of the content through various assessment modes including identification of terms, explanation of practice, application of principles, computations of figures and description of processes related to financial management of healthcare organization. (Chapters 1 through 4)

**Final Examination:** This exam will cover the content from Chapters 5 through 13 which will prepare you to demonstrate mastery of the concepts learned in financial healthcare management. This examination will cover vocabulary, major theories, and principles covered in these last chapters.

**Presentation—** Oral presentation is a valued skill required of all professionals. Each student will present an overview of the research project via video using PowerPoint slides and submit to the class for review and to the instructor for grading.

**Feedback:** It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within 48 hours upon closing of the assignment. Grades for the Annotated Bibliograph, Literature Review, and Final Research Paper will be posted within 72 hours. You will be given an opportunity to present a draft of the paper for feedback for early comments. This will allow you to make changes to your final document before you submit it in Blackboard.

**Late assignment policy:** This policy applies to any assignment worth 50 points or more. Late papers will be accepted up to five (5) days following the submission deadline. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would translate as follows: a late paper that is received within the 5-day grace period can earn no higher than 85 points. Exceptions will not be made for internet connectivity issues. Early submissions are welcome to avoid the late penalty.

**Note:** Assignments that are worth 49 points or less will not be accepted after the deadline for any reason. While online classes provide you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

#### **Cheating/ Plagiarism Statement:**

Students enrolled at Lehman College are obligated to maintain standards of academic integrity. Violations of academic obligations include unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification and the facilitation of such acts. Cheating includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of sources.

**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

**Students with Disabilities**

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center (<https://www.lehman.edu/student-disability-services/>) as soon as possible to request an official letter outlining authorized accommodations. This letter must be given to each instructor during the first week of class. Failure to submit by the first week of class may forfeit your opportunities later in the semester.



LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK

MASTERS OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM

HSA 602 Healthcare Human Resource Management

FALL 2022

SYNCHRONOUS- DATE AND TIME TBD

Class will meet Virtually via ZOOM

Instructors	Office Hours	Office Location
TBD	TBD	TBD

#### Course Rationale and Description:

##### HSA 602 Healthcare Human Resource Management

This course explores the leadership functions of human resource management in health services organizations to create a competitive edge by hiring, retaining, and promoting employees across the organizational lifespan. The course includes core concepts of diversity, equity, inclusion, compensation and benefit packets, employee recognitions, and employee/labor relations. **Pre-requisite:** Graduate College-Level Standing.

#### Program Learning Outcomes & Objectives:

At the end of this program, students will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;

7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course student will demonstrate mastery in how to:

1. Identify the concepts of strategic human resources management;
2. Analyze employment law, employee relations, and organized labor in healthcare;
3. Explain the role of healthcare professionals and professional credentialing;
4. Describe diversity and inclusion, recruitment, selection, and retention processes;
5. Examine job analysis and design and performance management processes;
6. Compare employee compensation and benefits packages;
7. Explore human resource management for quality and patient safety; and
8. Design workforce and workplace well-being programs and create succession plans.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

1. Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
2. Demonstrate proficiency in the use of digital information technology;
3. Correctly cite references to avoid plagiarism;
4. Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
5. Develop critical thinking skills using digital technology and show evidence of independent thought;
6. Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
7. Communicate and collaborate with others in the virtual environment; and
8. Demonstrate awareness of digital technology, security, and safety.

### **Required Text/Materials:**

1) Sampson, C. & Fried, B. (2021). *Human Resources in Healthcare: Managing for Success, 5<sup>th</sup> edition*. Chicago, IL. Health Administration Press. ISBN: 978-1640552456

2) Supplemental articles and YouTube videos are provided on the Blackboard site for discussion within each module.

### **Course Requirements:**

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

Microsoft 365: All assignments must be completed using Microsoft Word, Excel, and PowerPoint, where applicable. Students may access this software by visiting this site:

<https://www.cuny.edu/about/administration/offices/cis/technology-services/>

Computer Technology: All courses at Lehman College stress the importance of computer use and technology. Assignments require the use of a computer. Each student will need to check Blackboard once

per day and especially prior to attending each class for information, instruction, and messages (Student Learning Activities). Students are required to communicate using the @LC.cuny.edu email address and not a personal email.

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

**Written Assignments:** All written work must be submitted as scheduled and typed in a word document format. Formal American English must be used in your written communications. **(Student Learning Objectives 1-8)**

**Blackboard Discussion Forum:** The Blackboard discussion board helps students to develop critical thinking skills where they engage with classmates to discuss a relevant topic. Discussion boards also foster teamwork. **(Digital Learning Outcomes 1-8)**

**Oral Presentation Assignment:** An oral Presentation is a requirement in this course. Professionals in any field must learn to be good public speakers. Your presentation will be done via Voicethread. **(Student Learning Objectives 1-8)**

**Research:** Each of the topics that are researched contain pertinent information and supporting data. The time spent researching a topic will help develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. Students are encouraged to use both the Lehman library and Pubmed/ Medline (available via the Lehman library website: <https://www.lehman.edu/library/>) to complete research. **(Student Learning Objectives 1-8)**

### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Review Quizzes (7) 10%	Review quizzes are designed to assist students with recall of information learned in the chapters and through the Blackboard Discussion forums. <b>(SLO 1-8)</b>
Blackboard discussion Forum (4) 20%	These online conversations provide you with the opportunity to share ideas and make cohesive arguments on a given topic. They will also allow you to incorporate technology into the classroom. <b>(SLO1-8)</b>
Midterm Exam (1) 20%	This examination is designed to test your new knowledge of the concepts learned from the beginning of the semester until mid-point. <b>(SLO 8)</b>
Group Project (1) 10%	Create a research-based digital resource on issues of healthcare reimbursement, utilization, billing, and the revenue cycle. <b>(SLO 1-8)</b>
Individual Research Project (1) 10%	Each student will conduct research, collect data, summarize findings on a topic, correctly cite resources, and present a final research project. <b>(SLO 1-8)</b>
Oral presentation with power point slides (1) 5%	You will also demonstrate your ability to present a scientifically rich and professional presentation to a lay audience. <b>(SLO 1-4)</b>
Case Study (1) 5%	This activity requires the student to demonstrate the ability to perform computations from financial statements using Microsoft Excel. <b>(SLO 1-8)</b>
Final Examination (1) 20%	This is a culminating examination that tests students' ability to demonstrate mastery of concepts learned throughout the semester. <b>(SLO 1-8)</b>
Review Quizzes (7) 10%	Review quizzes are designed to assist students with recall of information learned in the chapters and through the Blackboard Discussion forums. <b>(SLO 1-8)</b>

### Grading Criteria:

Grades calculated using a point accumulation method. The total number of possible points in the course is based on the total number of assignments given. Each assignment has a point value.

Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.

The actual letter grade will be determined by using the following Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

Grades are defined as follows:

A = 900-940	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

Discussion Board Forums (4)	20%
Chapter Review Quizzes (7)	10%
Midterm Exam (1)	20%
Group Project (1)	10%
Individual Research Project (1)	10%
Oral Presentation of Individual Research Project using PowerPoint Slides (1)	5%
Case Study (1)	5%
Final Exam (1)	20%
<b>Total</b>	<b>100%</b>

### Course Policies:

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

### Instruction Methodology

#### Synchronous course

This course is synchronous and will meet once per week on the day and time listed in CUNYFIRST. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the Discussion Board Forum, where students are required to participate. Group activities will occur in break-out sessions, fostering a collaborative learning process among student peers. There are several ways that materials will be introduced, including but not limited to YouTube content, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text. They will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry and critical thinking and research. Students are expected to engage in all assigned research activities and to conduct their own research. While the online environment offers students flexibility, students must be prepared to participate in the synchronous class discussions.

#### Class Recording and On Camera requirements:



In a Master level course, visual and audio presence is required. Students will be required to have their cameras turned on for the full duration of class and to unmute themselves when called upon to speak or when volunteering to participate. Routine attendance and participation in the class will create a successful environment in which students will engage with each other in a learning community that fosters scholarship among students and the instructor. There is one oral presentation assignment in this course which will require live on-camera presence as part of a presentation to peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material at a later time. Each week, a summary of the lesson will be available in Blackboard. There is a weekly review quizzes that will keep you on track with your reading assignments. However, completion of written assignments and participation in the discussion board will provide you with a deeper understanding of the course content. The dates for the quizzes will be provided with the links in Blackboard, in the directions, and in your "My Grades" portal.

Remember: this is not a distance learning course, so it requires your weekly synchronous participation.

**Assessment:** There are multiple means of assessing your coursework in this class. You will have many opportunities to show that you are mastering the coursework and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded. Below is a list of the graded assignments required in this course.

### **Graded Assignments**

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, completing the written assignments (individual research project, group project, and case study) and completing the review quizzes. Additionally, you will have two high stake examinations, a mid-term examination and a final examination to be submitted through Blackboard.

**Blackboard Discussion: 4 discussion board forums:** These are dynamic topic discussion between students and the professor. Active participation in these discussions is required to build your thought muscle regarding theories and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Class participation:** There are seven (7) review quizzes that you will complete. RV quizzes will demonstrate your attendance and a basic understanding of the contents of the reading. These are short quizzes designed to help you recall concepts learned from the chapter or chapters. These are multiple choice and will be graded automatically by the system. These will be timed for 60 minutes. Once the 60 minutes is up, the quiz will automatically submit to the instructor and you will receive a grade. Review quizzes must be done in the week the quiz is due. Students are required to actively participate in all Blackboard class discussions. Regular Blackboard participation is important and you must keep up with your coursework. Active participation means you demonstrate the ability to apply the concepts introduced in class, the ability to research a subject, and the ability to work in a group. These are all part of the learning process. I welcome your comments and feedback and hope that we can establish an atmosphere in which you feel safe to explore ideas and ask questions.

**Written assignments:** There are several writing assignments that you will be required to complete. Below is a description of each.

**Group Project:** You will collaborate with a team of students on a healthcare financial management topic approved by your instructor. You and your team will create a research-based digital resource on issues in healthcare reimbursement, utilization, billing, the revenue cycle, and other relevant topics.

**Individual Research Project:** You will conduct individual research, collect data, summarize findings on a topic, correctly cite resources, and present it as a final research project deliverable.

**Case Study:** This activity is designed to help you perform computations from financial statements using Microsoft Excel. You will summarize information obtained from computations to prepare customary reports from real-world data. You will form a conclusion and recommendation based on your findings. References are expected to support your conclusions.

**Midterm Examination:** You will demonstrate mastery of the content through various assessment modes including identification of terms, explanation of practice, application of principles, computations of figures and description of processes related to financial management of healthcare organization. (Chapters 1 through 4)

**Final Examination:** This exam will cover the content from Chapters 5 through 13 which will prepare you to demonstrate mastery of the concepts learned in financial healthcare management. This examination will cover vocabulary, major theories, and principles covered in these last chapters.

**Presentation**— Oral presentation is a valued skill required of all professionals. Each student will present an overview of the research project via video using PowerPoint slides and submit to the class for review and to the instructor for grading.

**Feedback:** It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within 48 hours upon closing of the assignment. Grades for the Literature Review, and Final Research Paper will be posted within 72 hours. You will be given an opportunity to present a draft of the paper for feedback for early comments. This will allow you to make changes to your final document before you submit it in Blackboard.

**Late assignment policy:** This policy applies to any assignment worth 50 points or more. Late papers will be accepted up to five (5) days following the submission deadline. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would translate as follows: a late paper that is received within the 5-day grace period can earn no higher than 85 points. Exceptions will not be made for internet connectivity issues. Early submissions are welcome to avoid the late penalty.

**Note:** Assignments that are worth 49 points or less will not be accepted after the deadline for any reason. While online classes provide you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

#### **Cheating/ Plagiarism Statement:**

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**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to any third party online, including the syllabus.

#### **Students with Disabilities**

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center (<https://www.lehman.edu/student-disability-services/>) as soon as possible to request an official letter outlining authorized accommodations.

This letter must be given to each instructor during the first week of class. Failure to submit by the first week of class may forfeit your opportunities later in the semester.



LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK

MASTERS OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM

HSA 603 Health Policy & Economics

FALL 2022

SYNCHRONOUS-DATE AND TIME TBD

Class will meet Virtually via ZOOM

Instructors	Office Hours	Office Location
TBD	TBD	TBD

**Course Rationale and Description:**

**HSA 603 Health Policy & Economics**

**Pre-requisite: none**

This course introduces principles of healthcare policy and program evaluation using economic tools to prepare health services administrators in decision-making. The application of a variety of economic analysis tools to health policy and health system issues will be introduced, including cost benefit and cost effectiveness analysis.

**Pre-requisite:** Graduate College-Level Standing

**Program Learning Outcomes & Objectives:**

At the end of this program, students will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;

6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;
7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course student will demonstrate mastery in how to:

1. Evaluate trade-offs between efficiency and equity in health services administration;
2. Differentiate between various types of economic evaluations;
3. Select an economic evaluation technique appropriate for health services practice;
4. Construct an economic evaluation plan to aid health service decision-making in real-world scenarios;
5. Critically evaluate published literature and discuss the limitations and controversies of economic evaluations; and
6. Construct a policy or program recommendation using findings from an economic evaluation geared to improving an organization's efficiency.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

1. Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
2. Demonstrate proficiency in the use of digital information technology;
3. Correctly cite references to avoid plagiarism;
4. Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
5. Develop critical thinking skills using digital technology and show evidence of independent thought;
6. Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
7. Communicate and collaborate with others in the virtual environment; and
8. Demonstrate awareness of digital technology, security, and safety.

### **Required Text/Materials:**

Required Text:

Drummond ME, Sculpher MJ, Torrance GW, O'Brien BJ, Stoddart GL. *Methods for the Evaluation of Health Care Programmes, third edition*. Oxford: Oxford Medical Publications, 2005.

Haddix AC, Teutsch SM, Corso PS., eds. *Prevention Effectiveness: An Introduction to Decision Analysis and Economic Evaluation, second edition*. New York, NY: Oxford University Press, 2003.

Recommended Texts (optional):

Gold MR, Siegel JE, Russel LB, Weinstein MC, eds. *Cost-effectiveness in Health and Medicine*. New York, NY: Oxford University Press, 1996.

Recommended Software (optional):

TreeAge Pro Suite ([www.treeage.com](http://www.treeage.com)): student version available for \$45.

3) Supplemental articles and YouTube videos are provided on the Blackboard site for discussion within each module.

### **Course Requirements:**

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

Microsoft 365: All assignments must be completed using Microsoft Word, Excel, and PowerPoint, where applicable. Students may access this software by visiting this site:

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<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

Written Assignments: All written work must be submitted as scheduled and typed in a word document format. Formal American English must be used in your written communications. **(Student Learning Objectives 1-6)**

Blackboard Discussion Forum: The Blackboard discussion board helps students to develop critical thinking skills where they engage with classmates to discuss a relevant topic. Discussion boards also foster teamwork. **(Digital Learning Outcomes 1-8)**

Oral Presentation Assignments: Oral Presentations are a requirement in this course. Professionals in any field must learn to be good public speakers. Your presentation will be done via Voicethread. **(Student Learning Objectives 1-6)**

Research: Each of the topics that are researched contain pertinent information and supporting data. The time spent researching a topic will help develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. Students are encouraged to use both the Lehman library and Pubmed/ Medline (available via the Lehman library website: <https://www.lehman.edu/library/>) to complete research. **(Student Learning Objectives 1-6)**

### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Oral presentations on assignments Topic Identification Final Research Paper	Speak with confidence and use visual aids to communicate while demonstrating that student learned a new vocabulary. <b>(SLO1-4)</b>
Three assignments will be administered: (1) critical appraisal of a cost-effectiveness analysis (2) development and presentation of an economic evaluation study design (3) 2 critical appraisals of economic evaluation journal articles	These are designed to help you think critically about concepts presented in the textbook chapters or peer-reviewed journal articles. <b>(SLO 1-3)</b>
Blackboard Discussion Forum	These online conversations provide you with the opportunity to share ideas and make cohesive arguments on a given topic. They will also allow you to incorporate technology into the classroom. <b>(SLO1-5)</b>
Literature Review	This activity assesses your ability to synthesize peer-reviewed literature into one cohesive document and present a cogent argument on the topic. You will identify patterns and draw conclusions. <b>(SLO 1-5)</b>
Final Research paper  Final oral presentation with PowerPoint slides	The final assessment for this course measures your ability to conduct research, collect data and summarize findings on a topic and present it as a polished research paper. <b>(SLO 1-5)</b>  You will also demonstrate your ability to present a scientifically rich and professional presentation to a lay audience. <b>(SLO 1-4)</b>

### Grading Criteria:

Grades calculated using a point accumulation method. The total number of possible points in the course is based on the total number of assignments given. Each assignment has a point value.

Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.

The actual letter grade will be determined by using the following Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

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A = 900-940	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

<u>Blackboard Discussion Boards</u>	<u>20%</u>
<u>Critical Appraisals</u>	<u>30%</u>
<u>Literature Review</u>	<u>20%</u>
<u>Final Paper</u>	<u>20%</u>
<u>Final Paper Presentation</u>	<u>10%</u>
<b><u>TOTAL</u></b>	<b><u>100%</u></b>

### **Course Policies:**

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

### **Instruction Methodology**

#### **Synchronous course**

This course is synchronous and will meet once per week on the day and time listed in CUNYFIRST. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the Discussion Board Forum, where students are required to participate. Group activities will occur in break-out sessions, fostering a collaborative learning process among student peers. There are several ways that materials will be introduced, including but not limited to YouTube content, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text. They will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry and critical thinking and research. Students are expected to engage in all assigned research activities and to conduct their own research. While the online environment offers students flexibility, students must be prepared to participate in the synchronous class discussions.

#### **Class Recording and On Camera requirements:**

In a Master level course, visual and audio presence is required. Students will be required to have their cameras turned on for the full duration of class and to unmute themselves when called upon to speak or when volunteering to participate. Routine attendance and participation in the class will create a successful environment in which students will engage with each other in a learning community that fosters scholarship among students and the instructor. There are two oral presentation assignments in this course which will require live on-camera presence as part of a presentation to peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material at a later time. Each week, a summary of the lesson will be available in Blackboard. There is a weekly Test Your Knowledge Quiz that will keep you on track with your reading assignments. However, completion of written assignments and participation in the discussion board will provide you with a deeper understanding of the course content. The dates for the quizzes will be provided with the links in Blackboard, in the directions, and in your "My Grades" portal.

Remember: this is not a distance learning course, so it requires your weekly synchronous participation.

**Assessment:** There are multiple means of assessing your coursework in this class. You will have many opportunities to show that you are mastering the coursework and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded. Below is a list of the graded assignments required in this course.

#### **Graded Assignments**



The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, completing the written assignments (critical appraisals, literature review, and final research paper) and completing the test your knowledge quizzes and delivering your oral presentations.

**Blackboard Discussion: 6 discussion board forums:** These are dynamic topic discussion between students and professors. Active participation in these discussions is required to build your thought muscle regarding theories and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Written assignments:** There are several writing assignments that you will be required to complete. Below explains each of these writing assignments.

**Topic Identification:** You will be required to identify a topic within the first week of the course, so that you are able to start working towards the final research paper. The topic must be approved by the professor.

**Three critical appraisals:** These assignments are designed to help you think critically about concepts discussed in the course:

**Literature review:** You will develop the ability to synthesize peer reviewed journal articles in the format of a literature review. This cohesive document will articulate your well-crafted argument on the topic, weaving in patterns you have identified, and culminating in a substantiated conclusion.

**Final Research Paper:** You will develop a research question and utilize peer reviewed journal articles to seek evidence that supports or contradicts your original hypothesis. The paper should follow the format of a peer reviewed journal article, including: introduction, background, methods, results, discussion, and conclusion.

**Presentation**—Oral presentation is a valued skill required of all professionals. Each student will present an overview of the research project via video using

**Feedback:** It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within 48 hours upon closing of the assignment. Grades for the Annotated Bibliograph, Literature Review, and Final Research Paper will be posted within 72 hours. You will be given an opportunity to present a draft of the paper for feedback for early comments. This will allow you to make changes to your final document before you submit it in Blackboard.

**Late assignment policy:** This policy applies to any assignment worth 50 points or more. Late papers will be accepted up to five (5) days following the submission deadline. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would translate as follows: a late paper that is received within the 5-day grace period can earn no higher than 85 points. Exceptions will not be made for internet connectivity issues. Early submissions are welcome to avoid the late penalty.

**Note:** Assignments that are worth 49 points or less will not be accepted after the deadline for any reason. While online classes provide you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

### **Cheating/ Plagiarism Statement:**

Students enrolled at Lehman College are obligated to maintain standards of academic integrity. Violations of academic obligations include unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification and the facilitation of such acts. Cheating includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of sources.

**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

### **Students with Disabilities**

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center (<https://www.lehman.edu/student-disability-services/>) as soon as possible to request an official letter outlining authorized accommodations. This letter must be given to each instructor during the first week of class. Failure to submit by the first week of class may forfeit your opportunities later in the semester.



**LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK**  
**MASTER OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM**  
**HSA 604 Health Services and Emergency Preparedness**  
**FALL 2022**

SYNCHRONOUS- DATE AND TIME TBD

Class will meet Virtually via ZOOM

Instructors	Office Hours	Office Location
TBD	TBD	TBD

**Course Rationale and Description:**

In this course, students will study the principles of public health preparedness and the role of healthcare services to address public health emergency contingencies. This course will teach students to apply location-based thinking to enhance preparedness and response efforts as healthcare administrators. **Prerequisite:** Graduate College-Level Standing

**Program Learning Outcomes & Objectives:**

At the end of this program, students will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;

7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course student will demonstrate mastery in how to:

1. Differentiate between the types of disaster programs, activities, and responses to recovery operations;
2. Distinguish among the components of the preparedness cycle and the factors that influence preparedness in communities;
3. Evaluate the purpose of a hazard vulnerability assessment and the importance of completing this type of assessment;
4. Construct an emergency operations plan;
5. Identify a variety of at-risk populations and specific considerations that should be made for these groups during the emergency planning process;
6. Define the whole community approach to preparedness and apply this approach to an emergency situation; and
7. Create a crisis communication plan appropriate for the emergency disaster.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

- Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
- Demonstrate proficiency in the use of digital information technology;
- Correctly cite references to avoid plagiarism;
- Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
- Develop critical thinking skills using digital technology and show evidence of independent thought;
- Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
- Communicate and collaborate with others in the virtual environment; and
- Demonstrate awareness of digital technology, security, and safety.

### **Required Text/Materials:**

- 1) McKinney, S., Papke, M.E., (2019). Public health emergency preparedness: A practical approach for the real world. Burlington, MA, Jones & Bartlett Learning. ISBN 9781284069259
- 2) Supplemental articles and YouTube videos are provided on the Blackboard site for discussion within each module.

### **Course Requirements:**

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

Microsoft 365: All assignments must be completed using Microsoft Word, Excel, and PowerPoint, where applicable. Students may access this software by visiting this site:

<https://www.cuny.edu/about/administration/offices/cis/technology-services/>

**Computer Technology:** All courses at Lehman College stress the importance of computer use and technology. Assignments require the use of a computer. Each student will need to check Blackboard once per day and especially prior to attending each class for information, instruction, and messages (Student Learning Activities). Students are required to communicate using the @LC.cuny.edu email address and not a personal email.

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

**Written Assignments:** All written work must be submitted as scheduled and typed in a word document format. Formal American English must be used in your written communications. **(Student Learning Objectives 1-7)**

**Blackboard Discussion Forum:** The Blackboard discussion board helps students to develop critical thinking skills where they engage with classmates to discuss a relevant topic. Discussion boards also foster teamwork. **(Digital Learning Outcomes 1-8)**

**Oral Presentation Assignments:** Oral Presentations are a requirement in this course. Professionals in any field must learn to be good public speakers. Your presentation will be done via Voicethread. **(Student Learning Objectives 1-7)**

**Research:** Each of the topics that are researched contain pertinent information and supporting data. The time spent researching a topic will help develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. Students are encouraged to use both the Lehman library and Pubmed/ Medline (available via the Lehman library website: <https://www.lehman.edu/library/>) to complete research. **(Student Learning Objectives 1-7)**

#### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Oral presentations on assignments Case Studies Literature Review Final Research Case Study	Speak with confidence and use visual aids to communicate while demonstrating that student learned a new vocabulary. <b>(SLO1-7)</b>
Three short reflection papers	These are designed to help you think critically about concepts presented in the textbook chapters or peer-reviewed journal articles. <b>(SLO 1-6)</b>
Blackboard discussion Forum	These online conversations provide you with the opportunity to share ideas and make cohesive arguments on a given topic. They will also allow you to incorporate technology into the classroom. <b>(SLO 1-7 &amp; Digital Learning Outcomes 1-8)</b>
Case studies	Case studies promote critical thinking and increase your ability to apply the concepts to real-world scenarios. <b>(SLO 1-6)</b>
Literature Review	This activity assesses your ability to synthesize peer-reviewed literature into one cohesive document and present a cogent argument on the topic. You will identify patterns and draw conclusions. <b>(SLO 1-6)</b>
Final Research paper Final oral presentation with PowerPoint slides	The final assessment for this course measures your ability to conduct research, collect data and summarize findings on a topic and present it as a polished research paper. <b>(SLO 1-6)</b> . You will also demonstrate your ability to present a scientifically rich and professional presentation to a lay audience. <b>(SLO 7)</b>

**Grading Criteria:**

1. Grades calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.
3. Each assignment has a point value.
4. Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.
5. The actual letter grade will be determined by using the following Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

Grades are defined as follows:

A = 900-940	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

Blackboard Discussion Boards	<b>20%</b>
Three Short Reflection Papers	<b>10%</b>
Case Studies	<b>20%</b>
Literature Review	<b>20%</b>
Final Paper	<b>20%</b>
Final Paper Presentation	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

**Course Policies:**

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

**Instruction Methodology****Synchronous course**

This course is synchronous and will meet once per week on the day and time listed in CUNYFIRST. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the Discussion Board Forum, where students are required to participate. Group activities will occur in break-out sessions, fostering a collaborative learning process among student peers. There are several ways that materials will be introduced, including but not limited to YouTube content, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text. They will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry and critical thinking and research. Students are expected to engage in all assigned research activities and to conduct their own research. While the online environment offers students flexibility, students must be prepared to participate in the synchronous class discussions.

**Class Recording and On Camera requirements:**

In a Master level course, visual and audio presence is required. Students will be required to have their cameras turned on for the full duration of class and to unmute themselves when called upon to speak or when volunteering to participate. Routine attendance and participation in the class will create a successful

environment in which students will engage with each other in a learning community that fosters scholarship among students and the instructor. There are two oral presentation assignments in this course which will require live on-camera presence as part of a presentation to peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material at a later time. Each week, a summary of the lesson will be available in Blackboard. There is a weekly Test Your Knowledge Quiz that will keep you on track with your reading assignments. However, completion of written assignments and participation in the discussion board will provide you with a deeper understanding of the course content. The dates for the quizzes will be provided with the links in Blackboard, in the directions, and in your “My Grades” portal. Remember: this is not a distance learning course, so it requires your weekly synchronous participation.

**Assessment:** There are multiple means of assessing your coursework in this class. You will have many opportunities to show that you are mastering the coursework and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded. Below is a list of the graded assignments required in this course.

### **Graded Assignments**

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, completing the written assignments (short reflection papers, literature review, case studies, and final research paper) and completing the test your knowledge quizzes and oral presentations.

**Blackboard Discussion:** There are 6 discussion board forums. These are dynamic topic discussion between students and the professor. Active participation in these discussions is required to build your thought muscle regarding theories and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Class participation:** There are 7 weeks during which you will complete the Test Your Knowledge Quizzes. TYK quizzes will demonstrate your attendance and a basic understanding of the reading. Test your knowledge quizzes must be done in the week the quiz is due. Students are required to actively participate in all Blackboard class discussions. Regular Blackboard participation is important and you must keep up with your coursework. Active participation means you demonstrate the ability to apply the concepts introduced in class, the ability to research a subject, and the ability to work in a group. These are all part of the learning process. I welcome your comments and feedback and hope that we can establish an atmosphere in which you feel safe to explore ideas and ask questions.

**Test Your Knowledge quizzes**—There are 7 short quizzes. These are designed to help you recall concepts learned from the chapter or chapters. These are multiple choice and will be graded automatically by the Blackboard quiz system. These will be timed for 60 minutes. Once the 60 minutes are up, the quiz will submit automatically and you will receive a grade.

**Written assignments:** There are several writing assignments that you will be required to complete. Below explains each of these writing assignments.

**Topic Identification:** You will be required to identify a topic within the first week of the course, so that you are able to start working towards the final research paper. The topic must be approved by the professor.

**Three short reflection papers:** these are designed to help you critically think about concepts discussed in the course:

**Case Studies:** Three case studies promote critical thinking and increase your ability to apply the concepts to real-world scenarios.

**Literature review:** You will develop the ability to synthesize peer reviewed journal articles in the format of a literature review. This cohesive document will articulate your well-crafted argument on the topic, weaving in patterns you have identified, and culminating in a substantiated conclusion.

**Final Research Paper:** You will develop a research question and utilize peer reviewed journal articles to seek evidence that supports or contradicts your original hypothesis. The paper should follow the format of a peer reviewed journal article, including: introduction, background, methods, results, discussion, and conclusion.

**Presentation**—Oral presentation is a valued skill required of all professionals. Each student will present an overview of the research project via video using PowerPoint slides and submit to the class for review and to the instructor for grading.

**Feedback:** It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within 48 hours upon closing of the assignment. Grades for the Annotated Bibliograph, Literature Review, and Final Research Paper will be posted within 72 hours. You will be given an opportunity to present a draft of the paper for feedback for early comments. This will allow you to make changes to your final document before you submit it in Blackboard.

**Late assignment policy:** This policy applies to any assignment worth 50 points or more. Late papers will be accepted up to five (5) days following the submission deadline. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would translate as follows: a late paper that is received within the 5-day grace period can earn no higher than 85 points. Exceptions will not be made for internet connectivity issues. Early submissions are welcome to avoid the late penalty.

**Note:** Assignments that are worth 49 points or less will not be accepted after the deadline for any reason. While online classes provide you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

### **Cheating/ Plagiarism Statement:**

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**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

### **Students with Disabilities**

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center (<https://www.lehman.edu/student-disability-services/>) as soon as possible to request an official letter outlining authorized accommodations. This letter must be given to each instructor during the first week of class. Failure to submit by the first week of class may forfeit your opportunities later in the semester.





**LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK**  
**MASTERS OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM**  
**HSA 605 Healthcare Informatics and Data Analytics**

**FALL 2022**

SYNCHRONOUS- DATE AND TIME TBD

Class will meet Virtually via ZOOM

<b>Instructors</b>	<b>Office Hours</b>	<b>Office Location</b>
<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

**Course Rationale and Description:**

**HSA 605 Healthcare Informatics and Data Analytics**

This course introduces graduate students to health informatics and data systems, an emerging field devoted to the optimal use of data, information, and knowledge transfer to advance individual and population health, health service delivery, public health, and health-related research. Students learn informatics principles and skills and apply that knowledge to solve health-related problems. Applications include simulations, data analyses and visualization of health services data, and answering research questions using information retrieval methods.

**Pre-requisite:** Graduate College-Level Standing

**Program Learning Outcomes & Objectives:**

At the end of this program, students will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;

5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;
7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course student will demonstrate mastery in:

1. Identify the concepts of informatics and its domains;
2. Compare and contrast current and prior health informatics frameworks and distinguish between data, information, knowledge and wisdom models;
3. Define big data and its types, and describe the challenges (including issues of ethics and diversity) related to big data;
4. Assess the challenges of patient-provider confidentiality in computerized healthcare and describe precautions for data breaches;
5. Define the role of database management systems and networks in healthcare delivery;
6. Demonstrate the need for health informatics tools and technologies in research and evaluation;
7. Identify data sources from clinical and other pertinent applications across the healthcare spectrum;
8. Evaluate data characteristics to understand their usefulness in reports and communications; and
9. Develop recommendations from data reports for key stakeholders in the healthcare industry.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

- Conduct effective internet search strategies using various search engines for purposes of research, data, and media information;
- Demonstrate proficiency in the use of digital information technology;
- Correctly cite references to avoid plagiarism;
- Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
- Develop critical thinking skills using digital technology and show evidence of independent thought;
- Create digital learning strategies that prepare for employment or entry to professional schools upon completion of degree;
- Communicate and collaborate with others in the virtual environment; and
- Demonstrate awareness of digital technology, security and safety.

### **Required Text/Materials:**

1) Mastrian, K., McGonigle, D., (2019). *Informatics for Health Professionals, 2nd Edition* ISBN-13: 978-1284182095

2) Additional articles and videos may be assigned in each module.

### **Course Requirements:**

Blackboard tutorial is available for those new to the Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

**Microsoft 365:** All assignments must be completed using Microsoft Word, Excel, and PowerPoint, where applicable. Students may access this software by visiting this site:

<https://www.cuny.edu/about/administration/offices/cis/technology-services/>

**Computer Technology:** All courses at Lehman College stress the importance of computer use and technology. Assignments require the use of a computer. Each student will need to check Blackboard once per day and especially prior to attending each class for information, instruction, and messages (Student Learning Activities). Email communications are required to be sent from student's @LC.cuny.edu email address.

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

**Written Assignments:** All written work must be submitted as scheduled and typed in a Microsoft Word document format. Formal American English must be used in written communications. **(Student Learning Objectives 1-9)**

**Blackboard Discussion Forum:** Discussion board assignments develop critical thinking skills where you engage with classmates to discuss a relevant topic. These assignments also foster teamwork. **(Digital Learning Outcomes 1-8)**

**Oral Presentation Assignments:** Oral Presentations are a requirement in this course. Professionals in any field must learn to express their ideas, data, and facts to an audience. Presentations will be done via voice thread. **(Student Learning Objective 1-9)**

**Research:** Each of the topics that you research contains information and supporting data. The time spent researching your topic will help you to develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. You must use the Lehman library and healthcare databases, such as PubMed and Medline, to complete research assignments. **(Student Learning Objectives 1-6)**

#### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Mini assignments (4)	Students (1) identify the concepts of health informatics and data analytics, (2) compare and contrast models, (3) define big data and associated challenges, and (4) describe challenges to confidentiality in patient record keeping. <b>(SLO 1-4)</b>
Quizzes (2)	Students think critically about concepts presented in the textbook chapters and assigned articles and videos. Students are able to retain this information and produce knowledge through open-ended questions and essay prompts. <b>(SLO1-9)</b>
Blackboard discussions (4)	Students express ideas, demonstrate mastery of content, and make recommendations through the lens of a healthcare administration professional <b>(SLO 1-9)</b>
Midterm	Students differentiate between informatics models and frameworks, distinguish types of big data, and elucidate the role of database management systems and networks <b>(SLO 1-5)</b>
Final Health Informatics Research Paper (1)	Students demonstrate the need for health informatics tools in health services administration, identify data sources, and evaluate data characteristics to understand their usefulness in reports. They make recommendations to key stakeholders based on data reports. <b>(SLO 5-9)</b>
Final oral presentation with PowerPoint slides (1)	Students demonstrate mastery of the content and make a case for the integration of informatics and data analytics by healthcare professionals <b>(SLO 1-9)</b> .

Total points of all activities	100
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### Grading Criteria:

1. Grades are calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.
3. Each assignment has a point value.
4. Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a midterm assessment. The university requires each teacher to assess students' progress at midpoint.
5. The actual letter grade will be determined by using the following grading scale. The final grade will be based upon the successful completion of all assignments, discussion board participation, test grades, and project work. You will receive the grade you earn.

Grades are defined as follows:

A ≥ 93	C =73-76.9
A- =90-92.9	C- =70-72.9
B+ =87-89.9	D+ =67-69.9
B =83-86.9	D =63-66.9
B- =80-82.9	D- =60.9-62.9
C+ =77-79.9	F < 60.9

Mini Assignments	20%
Quizzes	10%
Discussion Board Assignments	20%
Midterm	20%
Final Paper	20%
Final Paper Presentation	10%
<b>TOTAL</b>	<b>100%</b>

## Course Policies:

**All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).**

## Instruction Methodology

### Synchronous course

This course is synchronous and will meet once per week on a day and time to be determined. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the discussion board forum, where students are required to participate in the discussion. Group activities will occur in break-out session allowing for a collaborative process among student peers. There are several ways that materials will be introduced, to include public domain videos, instructor recordings, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned additional readings and will be expected to complete all assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry, critical thinking and research and students are expected to engage in all assigned activities. Although the online environment offers students flexibility, there is an expectation that you will participate in the class discussion and submit all written assignments on time.

### Class Recording and On Camera requirements:

In a Master's level course, video participation is required. Routine attendance and participation in the class stimulates dialogue, which ensures that you have a positive graduate school experience. Being visually and auditorily present fosters exchange and scholarship between students and the instructor. There is one oral presentation required in this course and it will also require you to be visually present as you present to your peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material again after class. Each week, a summary of the lesson will be posted in Blackboard. The dates for all of the assignments are in the syllabus and you are expected to keep track of them in your personal calendar system. **Remember: This is not a distance learning course, so it requires your participation in the virtual environment every week.**

**Assessment:** There are multiple methods for assessing your coursework in this class. You will have many opportunities to demonstrate that you have mastered the content and you will be guided by rubrics. Rubrics help you to understand how your work will be graded by the instructor. They will be posted in Blackboard under assignments.

Below is the list of graded assignments that will be required in this course. Late assignments will not be accepted.

### Graded Assignments

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, completing the written assignments (mini assignments and final research paper), completing the quizzes and midterm, and delivering our oral presentation.

**Blackboard Discussion: 4 discussion board forums:** These are dynamic discussions between students and professors. Active participation in these discussions is required to build your thought muscle regarding frameworks and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Quizzes:** There are two quizzes that test your knowledge of the content delivered in the first and second halves of the semester. Take good notes during lectures and when you are reading. These materials will be invaluable when you sit down for these timed exams.

**Mini assignments:** There are 4 mini writing assignments that you have to complete. Each one focuses on a key content area: (1) the concepts of health informatics and data analytics, (2) health informatics models, (3) big data and associated challenges, and (4) challenges to confidentiality in patient record keeping. The instructions for each are located in the "Assignments" tab in Blackboard.

**Final Research Paper:** The final paper for this class merges everything that you have learned into a research project. You will utilize peer reviewed journal articles to propose a health service in a hospital system that depends upon health informatics and data analytics.

**Presentation:** Oral presentation is a valued skill required of all professionals. You will present an overview of the research project via video and submit to the class for review and to the instructor for grading.

#### **CHEATING/PLAGIARISM STATEMENT:**

Students enrolled at Lehman College are obligated to maintain standards of academic integrity. Violations of academic obligations include unethical practices and acts of academic dishonesty, including but not limited to cheating, plagiarism, falsification and the facilitation of such acts. Cheating includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work.

Plagiarism is the use of another's ideas or words, or both, as if they were one's own. You must paraphrase data and facts and cite the original author as per the standards of peer reviewed journal publications. Software tools such as SafeAssign and TurnItIn will be used with a benchmark of 20% used to maintain academic integrity.

**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

#### **Students with Disabilities**

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center (<https://www.lehman.edu/student-disability-services/>) as soon as possible to request an official letter outlining authorized accommodations. This letter must be given to each instructor during the first week of class. Failure to submit by the first week of class may forfeit your opportunities later in the semester.



LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK

MASTER OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM

HSA 606: Comparative Health Systems  
FALL 2022

SYNCHRONOUS- DATE AND TIME TBD

Class will meet Virtually via ZOOM

Instructors	Office Hours	Office Location
TBD	TBD	TBD

#### Course Rationale and Description:

In this course, students will learn to recognize differences in health systems of industrialized and developing countries. Students will investigate the complex relationship between service delivery and health outcomes, evaluating the impact of different health systems on population health status and access to critical health goods and services. Explore the dimensions in the analysis of healthcare systems and review the relationship with health systems financing and medicines, universal coverage, and health reform. The strengths and weaknesses of these various national health systems will be identified, evaluated, and critiqued.

**Prerequisite:** Graduate College-Level Standing

#### Program Learning Outcomes & Objectives:

At the end of this program, student will demonstrate the following skills: The ability to

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;
2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;

5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;
7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course student will demonstrate mastery in how to:

1. Evaluate the components of a health system including the functions of stewardship, generating human and physical resources, service delivery, and financing;
2. Differentiate among industrialized countries' health systems' goals and outcomes in terms of health equity, responsiveness, and financial protection;
3. Appraise the various kinds of healthcare financing models, including private insurance models, national health delivery systems, universal coverage, fee for service, and mix-models via country level case studies;
4. Critique the patterns of spending and levels of efficiency and equity in the countries under study;
5. Evaluate ways in which a government can improve the allocation of resources to meet a populations' needs;
6. Evaluate variations in healthcare reform and the decentralization of health services from first level of care to specialized health services; and
7. Critique health service delivery systems in different countries to evaluate the effectiveness of coverage for the poor, including, for example: physical accessibility as well as availability of human capital, resources and medicines; organizational quality, relevance of services, timing and continuity of care; and social accountability to address a country's health burden.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

- Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
- Demonstrate proficiency in the use of digital information technology;
- Correctly cite references to avoid plagiarism;
- Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
- Develop critical thinking skills using digital technology and show evidence of independent thought;
- Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
- Communicate and collaborate with others in the virtual environment; and
- Demonstrate awareness of digital technology, security, and safety.

### **Required Text/Materials:**

1) Required textbooks:

- Johnson, J. A., Stoskopf, C., & Shi, L. (2017). *Comparative health Systems*. Jones & Bartlett Learning.
- Students will be assigned reports, technical papers, and academic papers as outlined in the class schedule.

2) Recommended:



- Muenning, P., & Su, C. (2013). *Introducing Global Health, Practice, Policy and Solutions*. San Francisco, CA: John Wiley & Sons, Inc.
- Skolnik, R. (2008). *Essentials of Global Health*. Sudbury, MA: Jones & Bartlett.

3) Supplemental articles and YouTube videos are provided on the Blackboard site for discussion within each module.

### Course Requirements:

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

Microsoft 365: All assignments must be completed using Microsoft Word, Excel, and PowerPoint, where applicable. Students may access this software by visiting this site:

<https://www.cuny.edu/about/administration/offices/cis/technology-services/>

Computer Technology: All courses at Lehman College stress the importance of computer use and technology. Assignments require the use of a computer. Each student will need to check Blackboard once per day and especially prior to attending each class for information, instruction, and messages (Student Learning Activities). Students are required to communicate using the @LC.cuny.edu email address and not a personal email.

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

Written Assignments: All written work must be submitted as scheduled and typed in a word document format. Formal American English must be used in your written communications. **(Student Learning Objectives 1-7)**

Blackboard Discussion Forum: The Blackboard discussion board helps students to develop critical thinking skills where they engage with classmates to discuss a relevant topic. Discussion boards also foster teamwork. **(Digital Learning Outcomes 1-8)**

Oral Presentation Assignments: Oral Presentations are a requirement in this course. Professionals in any field must learn to be good public speakers. Your presentation will be done via Voicethread. **(Student Learning Objectives 1-7)**

Research: Each of the topics that are researched contain pertinent information and supporting data. The time spent researching a topic will help develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. Students are encouraged to use both the Lehman library and Pubmed/ Medline (available via the Lehman library website: <https://www.lehman.edu/library/>) to complete research. **(Student Learning Objectives 1-7)**

### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Oral presentations on assignments Topic Identification Final Research Paper	Speak with confidence and use visual aids to communicate while demonstrating that student learned a new vocabulary. <b>(SLO1-4)</b>
Concepts and theories will be explored via country case studies with different health systems (3)	These are designed to help you think critically about concepts presented in the textbook chapters or peer-reviewed journal articles. <b>(SLO 1-3)</b>
Blackboard discussion Forums	These online conversations provide you with the opportunity to share ideas and make cohesive arguments on a given topic. They will also allow you to incorporate technology into the classroom. <b>(SLO1-7)</b>
Bi-weekly Quizzes (4)	Ability to draw connections among health systems of industrialized nations. <b>(SLO 1-7)</b>
Literature Review	This activity assesses your ability to synthesize peer-reviewed literature into one cohesive document and present a cogent argument on the topic. You will identify patterns and draw conclusions. <b>(SLO 1-7)</b>
Final country case study report  Final oral presentation with power point slides	The final assessment for this course measures your ability to conduct research, collect data and summarize findings on a topic and present it as a polished research paper. <b>(SLO 1-7)</b> . You will also demonstrate your ability to present a scientifically rich and professional presentation to a lay audience. <b>(SLO 1-4)</b> .

#### Grading Criteria:

1. Grades calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.
3. Each assignment has a point value.
4. Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a mid-term assessment. The university requires each teacher to assess student's progress at mid-point.
5. The actual letter grade will be determined by using the following Grading Scale: The final grade will be based upon the successful completion of all assignments, participation in class discussion either live or through BB discussion board and test grades. You will receive the grade you earn.

#### Grades are defined as follows:

A = 900-940	A- = 899-879	
B+ = 878-858	B = 857-837	B- = 836-800
C+ = 770-799	C = 730-760	C- = 700-720
D+ = 670-690	D = 600-660	
F = < 600		

<u>Blackboard Discussion Boards</u>	<u>20%</u>
<u>Quizzes (4)</u>	<u>20%</u>
<u>Case Studies</u>	<u>30%</u>
<u>Literature Review</u>	<u>5%</u>
<u>Final Paper</u>	<u>20%</u>
<u>Final Paper Presentation</u>	<u>5%</u>
<b><u>TOTAL</u></b>	<b><u>100%</u></b>

### **Course Policies:**

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

### **Instruction Methodology**

#### **Synchronous course**

This course is synchronous and will meet once per week on the day and time listed in CUNYFIRST. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the Discussion Board Forum, where students are required to participate. Group activities will occur in break-out sessions, fostering a collaborative learning process among student peers. There are several ways that materials will be introduced, including but not limited to YouTube content, instructor made videos, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned supplemental readings in addition to the required text. They will be expected to complete assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry and critical thinking and research. Students are expected to engage in all assigned research activities and to conduct their own research. While the online environment offers students flexibility, students must be prepared to participate in the synchronous class discussions.

#### **Class Recording and On Camera requirements:**

In a Master level course, visual and audio presence is required. Students will be required to have their cameras turned on for the full duration of class and to unmute themselves when called upon to speak or when volunteering to participate. Routine attendance and participation in the class will create a successful environment in which students will engage with each other in a learning community that fosters scholarship among students and the instructor. There are two oral presentation assignments in this course which will require live on-camera presence as part of a presentation to peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material at a later time. Each week, a summary of the lesson will be available in Blackboard. There is a weekly Test Your Knowledge Quiz that will keep you on track with your reading assignments. However, completion of written assignments and participation in the discussion board will provide you with a deeper understanding of the course content. The dates for the quizzes will be provided with the links in Blackboard, in the directions, and in your "My Grades" portal. Remember: this is not a distance learning course, so it requires your weekly synchronous participation.

**Assessment:** There are multiple means of assessing your coursework in this class. You will have many opportunities to show that you are mastering the coursework and will be guided by rubrics. Rubrics help you as a student determine how your work will be graded. Below is a list of the graded assignments required in this course.

#### **Graded Assignments**

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, completing the written assignments (case studies, quizzes, literature review, and the final research paper), and delivering your oral presentations.

**Blackboard Discussion (6):** These are dynamic topic discussion between students and the professor. Active participation in these discussions is required to build your thought muscle regarding theories and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Bi-Weekly quizzes**—There are four short quizzes every other week. These are short quizzes designed to help you recall concepts learned from the assigned reading. These are multiple choice, short answer, and

matching. The quizzes will be timed for 60 minutes. Once the 60 minutes are up, the quiz will automatically submit to the instructor.

**Written assignments: There are several writing assignments that you will be required to complete. Below explains each of these writing assignments.**

**Three Short Case Studies:** You will be required to select three industrialized nations to reflect on their healthcare systems in the context of the course content. One of these countries will be the basis for your final paper and presentation.

**Literature review:** You will develop the ability to synthesize peer reviewed journal articles in the format of a literature review. This cohesive document will articulate your well-crafted argument on the topic, weaving in patterns you have identified, and culminating in a substantiated conclusion.

**Final Research Paper:** You will develop a research question and utilize peer reviewed journal articles to seek evidence that supports or contradicts your original hypothesis. The paper should follow the format of a peer reviewed journal article, including: introduction, background, methods, results, discussion, and conclusion.

**Presentation** Oral presentation is a valued skill required of all professionals. Each student will present an overview of the research project via video using PowerPoint slides and submit to the class for review and to the instructor for grading.

**Feedback:** It is my policy and practice to provide timely feedback. For most assignments, the feedback will be provided within 48 hours upon closing of the assignment. Grades for the Annotated Bibliograph, Literature Review, and Final Research Paper will be posted within 72 hours. You will be given an opportunity to present a draft of the paper for feedback for early comments. This will allow you to make changes to your final document before you submit it in Blackboard.

**Late assignment policy:** This policy applies to any assignment worth 50 points or more. Late papers will be accepted up to five (5) days following the submission deadline. Late papers will be subject to a 15-point reduction regardless of the reason for the late submission. This would translate as follows: a late paper that is received within the 5-day grace period can earn no higher than 85 points. Exceptions will not be made for internet connectivity issues. Early submissions are welcome to avoid the late penalty.

**Note:** Assignments that are worth 49 points or less will not be accepted after the deadline for any reason. While online classes provide you with flexibility, the deadlines for the assignments are firm. Deadlines must be adhered to in order to receive timely feedback from the instructor.

#### **Cheating/ Plagiarism Statement:**

Students enrolled at Lehman College are obligated to maintain standards of academic integrity. Violations of academic obligations include unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification and the facilitation of such acts. Cheating includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of sources.

**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

**Students with Disabilities**

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center (<https://www.lehman.edu/student-disability-services/>) as soon as possible to request an official letter outlining authorized accommodations. This letter must be given to each instructor during the first week of class. Failure to submit by the first week of class may forfeit your opportunities later in the semester.



**LEHMAN COLLEGE CITY UNIVERSITY OF NEW YORK**  
**MASTERS OF SCIENCES IN HEALTH SERVICES ADMINISTRATION PROGRAM**  
**HSA 700 Healthcare Capstone Emerging Issues in Health Systems Management**

**FALL 2022**

SYNCHRONOUS- DATE AND TIME TBD

Class will meet Virtually via ZOOM

Instructors	Office Hours	Office Location
TBD	TBD	TBD

**Course Rationale and Description:**

**HSA 700 Healthcare Capstone: Emerging Issues in Health Systems Management**

**Pre-requisite: All HSA courses must be completed prior to enrollment in the capstone course.**

Students are introduced to the Capstone project in preliminary modules and are charged with seeking a faculty mentor to develop their research projects early in the program. The Capstone course provides students with an opportunity to analyze and resolve challenges in healthcare management. Students focus on developing and strengthening action-oriented and decision-making leadership competencies as health administrators. Students demonstrate mastery of foundational coursework through the identification of emergent issues in the healthcare industry and a synthesis of evidence-based practices and solutions that consider the social determinants of health of diverse populations. This capstone experience improves students' leadership competencies by using simulations to apply their analytical skills and to demonstrate their understanding of health services administration and management, including economic evaluation and financial management. Students are encouraged to explore data systems and databases to develop econometric, inferential, and predictive analytical models for their research projects. The end-project is a manuscript drafted in the format of a journal article with the potential for publication. Capstone projects are ultimately approved by the Department's program directors and faculty as part of a peer-review process.

**Program Learning Outcomes & Objectives:**

At the end of this program, student will demonstrate the following skills:

1. Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings;

2. Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;
3. Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;
4. Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;
5. Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;
6. Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;
7. Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;
8. Develop organizational processes geared to improve decision-making and effectiveness; and
9. Apply system thinking approaches to address and develop solutions to health services challenges.

### **Student Learning Outcomes & Objectives:**

At the end of this course student will demonstrate mastery in how to:

1. Evaluate challenges in healthcare leadership and solutions to those challenges;
2. Design health services that reduce health disparities among priority populations and maximize equity;
3. Apply leadership skills in various healthcare contexts and develop diverse and inclusive healthcare ecosystems;
4. Synthesize best practices in financial management and human resource administration;
5. Apply anti-racist and ethical standards to resolve policy and legal issues in healthcare; and
6. Formulate a career plan for advancement in the healthcare field.

### **Student Digital Learning Outcomes**

During this course, students will demonstrate the following digital literacy skills:

- Conduct effective internet search strategies using various search engines for the purpose of research, data, and media information;
- Demonstrate proficiency in the use of digital information technology;
- Correctly cite references to avoid plagiarism;
- Assess findings and effectively discuss and distribute information to an audience using platforms such as social media (Twitter, Facebook, or others);
- Develop critical thinking skills using digital technology and show evidence of independent thought;
- Create digital learning strategies that prepare students for employment or entry to professional schools upon completion of the degree;
- Communicate and collaborate with others in the virtual environment; and
- Demonstrate awareness of digital technology, security, and safety.

### **Required Texts/Materials:**

1. John Toussaint's *Becoming the Change: Leadership Behavior Strategies for Continuous Improvement in Healthcare* (New York, NY: McGraw Hill, 2020)
2. Bon Ku's *Health Design Thinking* (Boston, Massachusetts: MIT Press, 2020)
3. Steven Berger's *Fundamentals of Health Care Financial Management: A Practical Guide to Fiscal Issues and Activities, 4<sup>th</sup> Edition* (San Francisco, CA: Jossey-Bass, 2014)

3. Darren Liu's *Isms in Health Care Human Resources: A Concise Guide to Workplace Diversity, Equity, and Inclusion* (Massachusetts: Jones and Bartlett, 2021)
4. Carolina Criado Perez's *Invisible Women: Data Bias in a World Designed for Men* (New York, NY: Abrams Press, 2021)
5. Elizabeth McGibbon's *Anti-Racist Health Care Practice* (Ontario, Canada: Canadian Scholars' Press, Inc., 2009)
5. Jim Collins's *Good to Great* (New York, NY: Harper Collins, 2001)
6. Robert Putnam's *Bowling Alone: The Collapse and Revival of the American Community* (New York: Simon and Schuster, 2000)
6. Additional assigned reading materials and videos will be provided in Blackboard.

### **Course Requirements:**

Blackboard tutorial is available for those new to Blackboard Learning Management System

Click on the link to the tutorial to get started: <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

Microsoft 365: All assignments must be completed using Microsoft Word, Excel, and PowerPoint, where applicable. Students may access this software by visiting this site:

<https://www.cuny.edu/about/administration/offices/cis/technology-services/>

Computer Technology: All courses at Lehman College stress the importance of computer use and technology. Assignments require the use of a computer. Each student will need to check Blackboard once per day and especially prior to attending each class for information, instruction, and messages (Student Learning Activities). Students are required to communicate using the @LC.cuny.edu email address and not a personal email.

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/helpsupport/>

Written Assignments: All written work must be submitted as scheduled and typed in a Microsoft Word document format. Formal American English must be used in written communications. **(Student Learning Objectives 1-6)**

Blackboard Discussion Forum: Discussion board assignments develop critical thinking skills where you engage with classmates to discuss a relevant topic. These assignments also foster teamwork. **(Digital Learning Outcomes 1-8)**

Oral Presentation Assignments: Oral Presentations are a requirement in this course. Professionals in any field must learn to express their ideas, data, and facts to an audience. Presentations will be recorded and posted by the deadline. **(Student Learning Objective 1-6)**

Research: This skill is required for all of the written assignments, the midterm, and the final paper. You are expected to provide high quality scientific information, supporting data, and citations. The time spent researching topics will help you to develop the language used by members of the healthcare team. There will be dedicated class time spent reviewing the mechanics of researching a topic. You must use the Lehman library and healthcare databases, such as PubMed and Medline, to complete research assignments. **(Student Learning Objectives 1-6)**



### Mapping the course to the Student Learning Objectives/Outcomes

Activity:	Learning outcome
Written Assignments (8)	Students (1) master key concepts, (2) compare and contrast frameworks and models, (3) present innovative plans and implementation strategies and (4) articulate their career trajectories in healthcare. <b>(SLO 1-6)</b>
Blackboard discussions	Students share ideas and make cohesive arguments on a given discussion board topic. This practice also reinforces the use of technology in communicating ideas, proposals, and data. <b>(SLO 1-6)</b>
Midterm	This organizational profile challenges students to utilize knowledge they have created by weaving together lessons on leadership, data management, decision-making, fiscal responsibility, and human resource management. <b>(SLO 1-4)</b>
Final Research paper	Students conduct research, analyze data and summarize findings on a topic and present it as a final research paper. <b>(SLO 1-6)</b>
Final oral presentation with power point slides	Students present a professional grade presentation that is fact-based and data rich to an audience of their peers. <b>(SLO 1-6)</b>

This course consists of 8 modules that weave together content introduced and reinforced throughout the program. The goal of this course is mastery. Students will produce knowledge from the information they have been taught. The course relies on books, peer reviewed journal articles, and government reports so that the information is relevant and timely. Readings will be modified each semester, unless there are pinnacle works that are critical to the student's understanding of the material.

Week	Topic	Written Assignments	Discussion Boards	SLOs
Module 1	Current issues and challenges in healthcare management.	Issue analysis	Introductions Discuss the healthcare management issue that you would like to study this semester.	1-6
Module 2	Healthcare leadership for the 21 <sup>st</sup> century.	Leadership profile	Post a summary of your leadership profile with links on more information about the person.	1, 3, 6
Module 3	Health design thinking: how to improve patient health outcomes through creative product and service design.	Proposal: innovative health service	Post the logic model for your health service. Summarize the components for your peers.	2
Module 4	Issues in fiscal responsibility.	Persuasive speech: price or people	Post a video recording of your persuasive speech.	4
Module 5	The function of organizational diversity and inclusion in hospital performance and patients' health outcomes.	Essay: how is organizational diversity and inclusion related to patients' health outcomes?	Choose an example from history of an organization that succeeded or perished based on their workforce strategies.	1-3, 5

Module 6	Big data: how to use it to leverage the transferability of best practices and affect positive patient health outcomes.	Project design: data capture system for informed decision making	Book commentary: highlight 2-3 issues presented in the assigned text. Discuss how you will design big data systems to be inclusive of women's needs.	1-4
Module 7	Ethical, legal, and policy implications in healthcare administration: analysis through an anti-racism and social justice lens.	Structural change: redesigning healthcare systems to be anti-racist	Choose an example from the assigned text that illustrates how to apply anti-racist and ethical standards to resolve policy and legal issues in healthcare.	5
Module 8	Tools for success: bonding, bridging, asset maps and social networking for career advancement.	Career planning: step by step 5 and 10-year guide for promotion and higher income	Post your plan and summarize why you believe these steps will result in your long-term goals.	6

### Grading Criteria:

1. Grades are calculated using a point accumulation method.
2. The total number of possible points in the course is based on the total number of assignments given.
3. Each assignment has a point value.
4. Lehman College requires that instructors verify attendance within the first two weeks of the semester and provide students with a midterm assessment. The university requires each teacher to assess students' progress at midpoint.
5. The actual letter grade will be determined by using the following grading scale. The final grade will be based upon the successful completion of all assignments, discussion board participation, test grades, and project work. You will receive the grade you earn.

Grades are defined as follows:

A ≥ 93	C = 73-76.9
A- = 90-92.9	C- = 70-72.9
B+ = 87-89.9	D+ = 67-69.9
B = 83-86.9	D = 63-66.9
B- = 80-82.9	D- = 60.9-62.9
C+ = 77-79.9	F < 60.9

Written Assignments	20%
Reading Quizzes	10%
Discussion Board Assignments	20%
Midterm	20%
Final Paper	20%
Final Paper Presentation	10%
<b>TOTAL</b>	<b>100%</b>

### Course Policies:

All students are to read and adhere to the Lehman Student Code of Conduct (see the Lehman Student Handbook).

### Instruction Methodology

#### Synchronous course

This course is synchronous and will meet once per week on a day and time to be determined. This course is taught remotely in a 100% online environment. Additionally, the class will require Blackboard discussions in the discussion board forum, where students are required to participate in the discussion. Group activities will occur in break-out session allowing for a collaborative process among student peers. There are several ways that materials will be introduced, to include public domain videos, instructor recordings, online website training modules, and other media materials designed to facilitate course mastery.

Students will be assigned additional readings and will be expected to complete all assigned reading and writing tasks independently and in a timely manner and prepare to answer questions in the discussion forum. The course places a strong emphasis on independent inquiry, critical thinking and research and students are expected to engage in all assigned activities. Although the online environment offers students flexibility, there is an expectation that you will participate in the class discussion and submit all written assignments on time.

#### Class Recording and On Camera requirements:

In a Master's level course, video participation is required. Routine attendance and participation in the class stimulates dialogue, which ensures that you have a positive graduate school experience. Being visually and auditorily present fosters exchange and scholarship between students and the instructor. There is one oral presentation required in this course and it will also require you to be visually present as you present to your peers and instructors.

Summary recordings of the weekly lessons will be available so you can review the material again after class. Each week, a summary of the lesson will be posted in Blackboard. The dates for all of the assignments are in the syllabus and you are expected to keep track of them in your personal calendar system. Remember: This is not a distance learning course, so it requires your participation synchronously weekly.

**Assessment:** There are multiple methods for assessing your coursework in this class. You will have many opportunities to demonstrate that you have mastered the content and you will be guided by rubrics. Rubrics help you to understand how your work will be graded by the instructor. They will be posted in Blackboard under assignments.

Below is the list of graded assignments that will be required in this course. Late assignments will not be accepted.

### **Graded Assignments**

The graded assignments for this course consist of active class participation on the Blackboard discussion board forum, completing the written assignments (mini assignments and final research paper), completing the quizzes and midterm, and delivering our oral presentation.

**Blackboard Discussion: 8 discussion board forums:** These are dynamic discussions among students and professors. Active participation in these discussions is required to build your thought muscle regarding frameworks and concepts introduced in this course and how these might apply in your current and future work as a healthcare leader.

**Quizzes:** There are weekly quizzes to ensure that you are doing the reading. This is a Masters level course and you are expected to complete the assigned reading each week. As a healthcare professional, you should be reading 1-3 articles a day to stay current and make your best decisions. Developing this habit now is critical to your future success. The quizzes are meant to keep you on track. Plan your reading each day so that you do not fall behind. The readings are carefully curated to add to your skill portfolio and your management library. They are also an investment in your future.

**Written assignments: There are 8 written assignments that correspond to each module.** Instructions are located in the "Assignments" tab in Blackboard. The discussion boards are directly related to the written assignments, so you will want to get the written assignments completed earlier in the week to allow time for discussion. It is good practice to get ahead on the written assignments and to have them prepared the week before to give you time for proofreading and editing.

**Final Research Paper:** The final paper for this class merges everything that you have learned into a research project. You will utilize peer reviewed journal articles and the assigned books to propose a health service in a hospital system that incorporates evidence-based practices you learned throughout the semester.

**Presentation:** Oral presentation is a valued skill required of all professionals. You will present an overview of the research project via video and submit to the class for review and to the instructor for grading.

### **Cheating/ Plagiarism Statement:**

Students enrolled at Lehman College are obligated to maintain standards of academic integrity. Violations of academic obligations include unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification and the facilitation of such acts. Cheating includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. However, ideas or direct quotations from others are acceptable with appropriate citation of sources.

**Intellectual Property Statement:** Students are prohibited from posting any intellectual property related to this class to third party vendors online, including the syllabus.

**Students with Disabilities**

Lehman College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). In general, University policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known. Any student with a documented disability (physical, cognitive [intellectual], or emotional) who requires academic accommodations should contact the Disability Resource Center (<https://www.lehman.edu/student-disability-services/>) as soon as possible to request an official letter outlining authorized accommodations. This letter must be given to each instructor during the first week of class. Failure to submit by the first week of class may forfeit your opportunities later in the semester.

**Appendix E – Student Survey and Results**

Health Services Administration (HSA)

Program Alumni Survey

Prepared by:

Ileana M. Carillo, Assistant Professor Health Services Administration Program

Lehman College, City University of New York Department of Health Equity, Administration & Technology

January, 2020

## Overview

A survey was created to obtain employment and education information from alumni who graduated from Lehman College's Health Services Administration (HSA) program.

The survey was administered electronically using SNAP software to individuals identified as graduates of the HSA program. The goal was to obtain information from respondents to gain insights into their employment and education status.

Participants were identified through Lehman's IT Department, who supplied email addresses. The survey was forwarded with a message asking for participation, which was purely voluntary. Consent was given through answering "Yes" to the first question regarding voluntary participation, and the ability of respondents to withdraw from the survey at any time. A total of 150 alumni responded to the survey between June 6 and June 30, 2019. Of those, 135 were usable. A summary follows.

## Results

Question 1: *Which best describes your current employment status?*

Of the 135 responses, 76 (57%) are employed in a job related to their HSA studies. Thirty-seven alumni (27%) indicated that they were employed in a job not related to their HSA studies. Eighteen (13%) indicated that they were unemployed and seeking employment. Four (3%) are pursuing full-time graduate studies. No respondents indicated that they had joined the military, and none indicated that they were unemployed, but *not* seeking employment.

n=135 %

Employed in a job directly related to my HSA studies	44	33%
Employed in a job related to my HSA studies	32	24%
Employed in a job not related to HSA	37	27%
F/T Graduate Student	4	3%
Unemployed and seeking employment	18	13%

Question 13: *What is your annual income from your current or most recently worked position?* n=135 %

\$20,000-\$39,999	20	14.8%
\$40,000-\$59,999	57	42.2%
\$60,000-\$79,999	23	17.0%
\$80,000-\$99,999	6	4.4%
\$100,000+	2	1.5%
Hourly, please enter	8	5.9%
Per diem, please enter	1	0.7%
Blank/No answer	18	13.0%

Question 23: *Have you earned an additional degree since graduating from the HSA program?*

n=135 %

No	117	87%
Yes	18	13%

Question 28: *How interested would you be in a graduate HSA degree?*

This question was asked to determine the interest of alumni if a graduate HSA Degree were available. Fifty-six percent of graduates (n=75) would be interested in this type of degree.

n=135 %

Very interested	30	22%
Interested	14	10%
Somewhat interested	31	23%
Not at all interested	50	37%
Not applicable	8	6%
Blank / No answer	2	1%





**Appendix G – Curriculum Vitae**

*Elgloria Harrison, Doctor of Management, Curriculum Vitae*  
**Address:** 1527 Fort Davis Place SE Washington, DC 20020

**New Address:** 2728 Henry Hudson Parkway, A52 Bronx, New York 10463

**Phone:** (202) 487-3729

**Email Address:** elgloria.harrison@lehman.cuny.edu

#### CAREER SUMMARY

Results-oriented university administrator and scholar/practitioner who possesses presentation development and delivery skills. A deadline-driven and highly motivated professional with a positive disposition. Employs strategic communication and historical context that align with the culture of the organization to achieve desired outcomes. Utilizes a strong work ethic and integrity to maintain balance and equity.

As Associate Dean and Acting Department Chair of Health Nursing and Nutrition within the College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES) I have been successful at implementing appropriate business concepts to accomplished pre-determined goals.

#### EDUCATION

**Doctor of Management**, August 2014:

University of Maryland University College, College Park, Maryland

Advisor: Dr. Claudine Schweber

Dissertation Title: The Role of Leadership, Culture, Structure, and Business Strategy in Enabling Adaptive Strategies: A Case Study Analysis of Four Historically Black Colleges and Universities

**Master of Science Strategic Communication**, August 2018:

Purdue University, West Lafayette Campus, West Lafayette, Indiana

**Masters of Science**, Health Care Administration December 1995:

University of Maryland University College, College Park, Maryland

**Bachelor of Science in Biology**, May 1982:

Southern University, New Orleans, Louisiana

#### CERTIFICATIONS

Strategic Communications | Purdue University

Respiratory Therapy Certificate of Completion | Alton Oschner Medical Foundation

Quality Matters Independent Applying the Quality Matters Rubric

Quality Matters Online Builder Course

Quality Matters Face-to-Face Facilitator

#### PROFESSIONAL CREDENTIALING

Registered Respiratory Therapist #46721

Neonatal/Pediatric Specialist

Basic Life Support Instructor

Neonatal Resuscitator Program Certified

Certified Asthma Educator

### **PROFESSIONAL LICENSURE**

District of Columbia Respiratory Care Practitioner Licensure #001

Maryland State Respiratory Care Practitioner Licensure #L01546

Virginia Commonwealth Respiratory Care Practitioner Licensure #886

California State Respiratory Care Practitioner Licensure #23545 –inactive status

### **TECHNOLOGICAL SKILLS**

Windows, Microsoft Office Suite, PeopleSoft, Blackboard, Moodle, Banner, WebCT, SoftChalk

### **ACADEMIC EXPERIENCE**

Lehman College City University of New York

Dean, School of Health Sciences, Human Services, and Nursing, August 2020 -Present

- *Executive administrator for all academic and non-academic related activities in the School.*
- *Leader of the School Personnel and Budget Committee*
- *Responsible for completing pre-tenure review for junior faculty*
- *Responsible for the oversight of the CUNY Institute of Health Equity (CIHE). CIHE facilitates health disparity and health equity research throughout the campuses within the CUNY system*
- *Responsible for the planning and execution of new degree programs that drive enrollment*
- *Responsible for engaging alumni involvement in the School's activity and to increase involvement in mentoring, volunteerism, and giving.*

University of the District of Columbia, College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES)

*Associate Dean Academic Programs, June 2016- August 2020*

*Acting Chair of the Department of Health Nursing and Nutrition January 2019- Present*

- *Coordinate all student related activities of the Academic Programs within CAUSES.*
- *Coordinate the efforts of Department Chairs of Architecture and Urban Sustainability and the Department of Health Nursing and Nutrition related to course scheduling, room assignments, and faculty workloads.*
- *Oversee Assessment activities for academic and land-grant programs. Provide quarterly and annual report of process improvement within the college.*
- *Conduct monthly faculty meetings to provide updated information regarding activities within and external to the college that are of importance to faculty members.*
- *Assure adequate supplies necessary to conduct all academic programs.*
- *Oversee the daily activities of the faculty in Health Nursing and Nutrition.*
- *Act as a Liaison with the Office of the Registrar for student registration and graduation clearance related affairs.*
- *Act as a Liaison with the Office of Admission student recruitment and admission related affairs*
- *Provide faculty mentoring, consultations, and evaluations.*
- *Deliver face-to-face, hybrid, and online course instructions for undergraduate and graduate level classes.*
- *Serve as chair of 10 plus search committees for the college for both faculty and land-grant staff positions.*
- *Assist in the hiring of adjuncts for each semester to assure course coverage.*

- *Assist in the classroom observations and evaluations of the adjunct faculty-provided written and oral feedback to the respective adjunct.*

University of the District of Columbia, College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES)

*Special Assistant to the Dean Academic Programs, March 2013- June 2016*

- *Coordinated all student related activities of the Academic Programs within CAUSES.*
- *Coordinated the efforts of Department Chairs of Architecture and Urban Sustainability and the Department of Health Nursing and Nutrition related to course scheduling, room assignments, and faculty workloads.*
- *Oversaw Assessment activities for academic and land-grant programs. Provide quarterly and annual report of process improvement within the college.*
- *Conducted monthly faculty meetings to provide updated information regarding activities within and external to the college that are of importance to faculty members.*
- *Assured adequate supplies necessary to conduct all academic programs.*
- *Oversaw the daily activities of the faculty in Health Nursing and Nutrition.*
- *Acted as a Liaison with the Office of the Registrar for student registration and graduation clearance related affairs.*
- *Acted as a Liaison with the Office of Admission student recruitment and admission related affairs.*
- *Provided faculty mentoring, consultations, and evaluations.*
- *Delivered face-to-face, hybrid, and online course instructions for undergraduate and graduate level classes.*
- *Served as chair of 10 plus search committees for the college for both faculty and land-grant staff positions.*

University of the District of Columbia, College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES)

*Department Chair of Nursing and Health Professions, March 2008- March 2013*

- *Coordinated the efforts of the Department of Nursing and Health Professions related to course scheduling, room assignments, and faculty workloads.*
- *Conducted monthly faculty meetings to provide updated information regarding activities within and external to the college that are of importance to faculty members.*
- *Assured adequate supplies necessary to conduct all academic programs.*
- *Oversaw the daily activities of the faculty in Health Education, Nursing, Respiratory Therapy, and Speech Language Pathology.*
- *Acted as a Liaison with the Office of the Registrar for student registration and graduation clearance related affairs.*
- *Acted as a Liaison with the Office of Admission student recruitment and admission related affairs.*
- *Provided faculty mentoring, consultations, and evaluations.*
- *Delivered face-to-face undergraduate courses in Respiratory Therapy.*
- *Assisted in recruitment effort of students.*
- *Assisted in student advising.*
- *Provided training on the banner system for faculty members.*

University of the District of Columbia, College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES) *Acting Department Chair of Nursing and Allied Health, March 2008- May 2010—this assignment occurred when the previous chair abruptly resigned from the university at the end of February.*

- *Coordinated the efforts of the Department of Nursing and Allied Health related to course scheduling, room assignments, and faculty workloads.*
- *Conducted monthly faculty meetings to provide updated information regarding activities within and external to the college that are of importance to faculty members.*
- *Assured adequate supplies necessary to conduct all academic programs.*
- *Oversaw the daily activities of the faculty in Associate Degree Nursing, Respiratory Therapy, Mortuary Science, Medical Radiography, Biology, Chemistry, and Physics.*
- *Responsible for coordinating the faculty move from the main campus to 801 North Capitol Street NE.*
- *Worked with Facility to correct architecture deficiencies in many of the classrooms and laboratories at 801 North Capitol to better facilitates classroom and laboratory instruction.*
- *Acted as a Liaison with the Office of the Registrar for student registration and graduation clearance related affairs.*
- *Acted as a Liaison with the Office of Admission student recruitment and admission related affairs.*
- *Provided faculty mentoring, consultations, and evaluations.*
- *Delivered face-to-face undergraduate courses in Respiratory Therapy.*
- *Assisted in the recruitment effort of students.*
- *Assisted in student advising.*
- *Provided training on the banner system for faculty members.*

University of the District of Columbia, College of Arts and Sciences

*Associate Professor, Respiratory Therapy & Director of Clinical Education (DCE) August 2006- March 2008*

- *Provided face-to-face instruction in Respiratory Therapy in Acid-Base Hemodynamics, Mechanical Ventilation, Principle and Practice of Respiratory Therapy, and Neonatal Pediatrics.*
- *Provided Clinical instructions at Providence Hospital and Georgetown University Hospital in both Adult, Pediatric, and Neonatal care.*
- *Provided student advisement.*
- *Oversaw clinical placement of students at local hospitals.*
- *Oversaw clinical activities in the respiratory laboratory.*
- *Assisted in the move of the Associate Degree Programs to the new location at 801 North Capitol Street NE.*
- *Provided ongoing Blackboard training for faculty in the department.*
- *Assisted in the preparation of the Respiratory Therapy Self-study in preparation for the accreditation visit.*

## **CLINICAL EXPERIENCE**

Mt. Washington Pediatric Hospital

Director of Clinical Operations June 1995– July 2005

- *Responsible for the oversight of the Departments of Respiratory Therapy, Pharmacy, Medical Laboratory, and Medical Radiography.*
- *Developed and managed the management agreement between the hospital and contractual services.*
- *Provided oversight in the development of accreditation reports for each of these areas.*
- *Responsible for 10-million-dollar operations budget.*
- *Responsible for securing adequate staffing and equipment for each unit.*
- *Assisted in the development of the self-study document for each of these areas of responsibilities.*

## DC General Hospital

### Assistant Director of Respiratory Care Services July 1994– June 1995

- *Provided clinical oversight for a staff of 25 covering all Respiratory Therapy services from general floor care to critical care.*
- *Provided oversight and quality assurance for the Blood Gas Laboratory and prepared laboratory reports as requested for the laboratory regulatory department.*
- *Conducted Medical Rounds with the Medical Director for Respiratory Services to discuss and implement respiratory weaning strategies for patients in the intensive care area.*
- *Conducted respiratory training for staff to perform routine and required competencies.*
- *Acted in the absence of the Director of Respiratory Care.*

## Children National Medical Center

### Neonatal Pediatric House Supervisor, Respiratory Care Services January 1984– June 1994

- *Provided clinical oversight for a staff of 30 covering all the night shift for Respiratory Therapy services from general floor care to critical care.*
- *Provided oversight for neonatal pediatric emergency transport, i.e. ground, helicopter, and Learjet transports.*
- *Conducted Medical Rounds with the Medical Director for Respiratory Services to discuss and implement respiratory weaning strategies for patients in the neonatal and pediatric intensive care area.*
- *Provided respiratory consultation in the Pediatric emergency room.*
- *Conducted respiratory training for staff to perform routine and required competencies.*
- *Assumed the duties of Director in the absence of the Director of Respiratory Care on the night shift.*
- *Collaborated with the Charge Nurse on night shift to assure all services were delivered as required.*

## Georgetown University Hospital

### Staff Respiratory Therapist August 1983– January 1984

- *Provided intensive care to neonatal and pediatric patients in both the general floor and intensive care units*
- *Conducted pulmonary physiology testing for pulmonary patients*
- *Provided respiratory services in the Emergency Room, member of the Emergency Code Team*
- *Member of the Transport Team*

## **SERVICE – COLLEGE AND UNIVERSITY COMMITTEES**

### ***University of the District of Columbia***

- University Assessment Committee Fall 2014-Present
- University Accreditation Task Force Fall 2018-Present
- Middle State Re-affirmation sub-committee---fall 2014 through April 2016
- Inaugural member of negotiating team for SEIU adjunct contract negotiations
- Former Member, Vice Chair on the Interim University Senate (currently named Faculty Senate)
- Former Member of the Academic Standard Policy and Procedures Committee
- Responsible for the development of the Self-Study Document for Respiratory Therapy—received 10 years accreditation
- Assisted in the accreditation efforts of ACEND (Nutrition & Dietetics), ACEN (RN-BSN Nursing), and NAAB (Architecture), and Environmental Testing Laboratory in Water Resource Institute

- Banner Trainer for Academic programs
- Completed the Build of 10 Online Courses for CAUSES PSM in Urban Sustainability Fall 2016, 2017, 2018, 2019 (In total have completed the build for 30 online courses in 16 week and 8 week format)
- Blackboard Trainer
- Advisory Board Member for the Center for Advancement of Learning Fall 2018-Present
- Commencement Committee Chair Fall 2014—Present
- Graduate Council—non-voting member Fall 2013—Present
- CAUSES Honors Convocation Chair—spring 2013-present
- CAUSES Research Day spring 2013 – present
- Chair: Search/Selection Committee—15 new hires from 2017 through present

## SCHOLARSHIP

### GRANTSMANSHIP/RESEARCH EXPERIENCE

Principal Investigator for the Northeast Multi-State Research Collaboration \$87,000 federal and \$87,000 district match, 2016-present

Principal Investigator for the Northeast Climate Change Hub, \$30,000 federal, 2015-present

Co-Principle Investigator for the Establishment at UDC to Initiate Climate Change Research for the District of Columbia, \$60,000, 2014-2017

Principal Investigator for the Scholarship for Disadvantage Students, Health Resource Service Administration, \$2,000,000, RN to BSN Nursing, 2012-2016

Principal Investigator for the Scholarship for Disadvantage Students, Health Resource Service Administration, \$1,800,000, AASN Nursing, 2012-2016

Co-Principal Investigator for Collaborative Home Environmental Intervention Program: Asthma In-Home Education in Washington, DC (CHEIP-ASTHMA) DC Department of Health \$25,000, 2006-2007

Co-Principal Investigator for Asthma Green Light, Community-Based Asthma Education Program in Washington, DC, DC Department of Health \$15,000 2007-2008

Principal Investigator for Asthma Green Light, Community-Based Asthma Education Program in Washington, DC, English Speaking Childcare providers, DC Department of Health \$100,000 2009-2010

Principal Investigator for Asthma Green Light, Community-Based Asthma Education Program in Washington, DC, Spanish Speaking Childcare providers, DC Department of Health \$100,000 2010-2011

### REFEREED ARTICLES & BOOK CHAPTERS

**Harrison, E.**, Thomas, M. (2021). Adaptive Survival Strategies: A case study analysis of four HBCUs. In Crosby, G.B., White, K.A., Chanay, M.A., Hilton, A.A. (Ed.) Reimagining Historically Black Colleges and Universities Survival Beyond 2021. Great Debates in Higher Education. (pp 97-108). Emerald Publishing ISBN: 9781800436657

**Harrison, E.**, Monroe-Lord, L., Carson, A.D. *et al.* COVID-19 pandemic-related changes in wellness behavior among older Americans. *BMC Public Health* **21**, 755 (2021). <https://doi.org/10.1186/s12889-021-10825-6> published April 21, 2021

Monroe-Lord, L., Ardekani, A., Lee, J., **Harrison, E.** Improving Healthy Behavior and Adopting Healthy Habits by Bodywise Program for Older Adult DC Residents, *Innovation in Aging*, Volume 4, Issue Supplement\_1, 2020, Page 403, <https://doi.org/10.1093/geronil/igaa057.1297>

**Harrison, E.**, Milton, A., Richardson, M. (2020). Knowledge and perceptions of environmental issues by African Americans/Blacks in Washington, DC, USA: Giving voice to the voiceless, *Sustainability* **2020**, 12(22), 9495; <https://doi.org/10.3390/su12229495>

Hsieh, S, **Harrison, E.**, Phoenix, J. (2020). Asthma and particulate matter (PM) pollution: Insights from health survey and air quality monitoring in the Buzzard Point, Washington DC neighborhood (in press)

Moran, R., Allison, T., Bell, B., Brown, E., Dews, M., Foster, S., Kidane, L., Olukanni, Z., Phillips, T., Reyes-Mendez, L., Roy, N., Shottner, L., Sancell, K., Watson, J., Wright, T., **Harrison, E.** (2020)

Urban Forest and the Tree Canopy: A Pathway to Climate Resilience *International Undergraduate Journal of Service Learning, Leadership, and Social Change*. 10 (1), 10-25.  
<https://opus.govst.edu/iujsl/vol10/iss1/4>

**Harrison, E.**, Monroe-Lord, L., Asongwed, E. Johnson-Largent, T., Jackson, P., Jean-Baptiste, A., Harris, B., Jeffery, T. (2020). Perceptions, Opinions, Beliefs, and Attitudes about Physical Activity and Exercise in Urban-Community-Residing Older Adults. *Journal of Primary Care and Community Health* <https://doi.org/10.1177/2150132720924137>.

Richardson, M., Milton, A., **Harrison, E.** (2020). People with different educational attainment in Washington, DC, USA have differential knowledge and perceptions about environmental issues. *Sustainability* <https://www.mdpi.com/2071-1050/12/5/2063>.

**Harrison, E.** & Thomas, M. (2019). Employing the ENHANCE Learning Model to Inform a High Impact Course Design. *Ubiquitous Learning: An International Journal*, 12 (3): 9-18, doi: 10.18848/1835-9795/CGP/v12i03/9-18

Johnson-Largent, TN, Monroe-Lord, L and **Harrison, E** (2019) *Fruit and Vegetable Recipes Promoted at a Mobile Farmers' Market in a Food Desert in the District of Columbia Ward 8*. Supplement to Journal of Nutrition Education and Behavior. Volume 51 Number 7S, July/August 2019 ISSN 1499-4046. Page S44.

Thomas, M., & **Harrison, E. A.** (2018). ENHANCE Learning Model: A case study in moving the learner from novice to proficient, 4, 1-12, [www.arjoline.org](http://www.arjoline.org)

Anderson-Morgan, T., Fett, M., Jasso, M., Moten, A., **Harrison, E.**, (2018). Determining nutritional barriers to access to fresh fruits, vegetables, and whole grains in older Americans, *American Journal of Undergraduate Research* 15 (2), <https://doi.org/10.33697/ajur.2018.014>

**Harrison, E.A.** (2011) *Neonatal Respiratory Care Handbook* Sudbury, MA, Jones and Bartlett Publishers

#### **REFEREED ABSTRACTS Accepted for publication**

Monroe-Lord, L., Ardekani, A., Lee, J., **Harrison, E.** (2020) Improving Healthy Behavior and Adopting Healthy Habits by Bodywise Program for Older Adult DC Residents. *2020 GSA Annual Scientific Meeting*

**Harrison, E.** & Thomas, M. (2021). Adaptive survival strategies: A case study of four Historically Black Colleges and Universities. In G. B. Crosby, K. A. White, M. A. Chaney, & A. A. Hilton (Eds.), *Reimagining Historically Black Colleges and Universities*. Emerald Publishing, Great Debate in Higher Education series.

Francis, S.L., **Harrison, E.**, Contrady, A., Montgomery, D., Rudolph, C.S., Monroe-Lord, L., Asongwed, E., Jackson, P., Jean Baptiste, A. M., Johnson-Largent, T., Harris, M., Jeffery, T., Broadnax, P. (2020). Physical Activity: What do Older Adults Need and Want? *Society for Nutrition Education Behavior*



## CONFERENCE PRESENTATIONS & WORKSHOPS

Howard University Faculty Development Workshop (November 18, 2021) Panelist: Topic: Let's Talk Faculty Forum: How the role of faculty has changed over the past 10-15 years

Food & Nutrition Conference & Expo 2021 (August 25, 2021) Moderator: Leveraging Partnerships to Improve Nutrition Education Programs for Disadvantaged Communities

The University of the District of Columbia

Enhancing Collaborative Learning

Applying the Quality Matters Rubric (APPQMR)

Online Build Certificate

Incorporating Social Media into courses

Quality Matter Peer Review Course

Hsieh, S., **Harrison, E.**, Camacho, A., Hamilton, R. (2020). Time-resolved PM spikes in a Washington, DC (USA) Neighborhood. Trinity Washington, University, University of the District of Columbia, and Near Buzzard Point Resilient Action Committee. Presented January 8, 2020 in Kyoto, Japan

Richardson, ML & E Harrison. 2020. Inclusivity in Cooperative Extension programming, with an emphasis on natural resources and climate change. USDA Northeast Region Climate Hub, virtual webinar.

Presented at the Climate Change and Food Security, Rutgers University, New Brunswick, NJ Poster Presentation "*Local community Perspective on Climate Change: Air Pollution & Asthma*"

Presented at the Eleventh International Conference on e-Learning & Innovation Pedagogies St. John's University Manhattan Campus, NY, "*Employing the ENHANCE Learning Model to Inform High Impact Course Design*"

Presented at the Northeastern Regional Association of State Agricultural Experiment Station Directors (NERA) "*Communication Strategies for Climate Change*" Dover, DE

Presented at the International Congress for The American Association for Respiratory Care on "*Asthma Green Light, Community-Based Asthma Education Program in Washington, DC*" Las Vegas, NV

Presented at the International Academy of Management and Business on "*Global Leadership Competencies Hinges on Soft Skills: An examination of cultural and emotional intelligence*" Warsaw, Poland

Presented at the National Medical Association on "*Collaborative Home Environmental Intervention Program: Asthma In-Home Education in Washington, DC*" Atlanta, GA

Presented at the AARC International Congress "*Asthma Green Light, Community-Based Asthma Education Program in Washington, DC*", Jacksonville, FL poster

Presented at USDA/NCAR workshop "Climate Change, Global Food Security and the US Food System "*Climate Change: Rise in Asthma and Cardiovascular Diseases: A systematic review*" Boulder, CO, poster

HBCU and HSI Research Conference, "*Climate Change: Rise in Asthma and Cardiovascular Diseases: A systematic review*", Washington, DC, poster

### **THESIS COMMITTEE CHAIR**

Jean Claude Luhere Mulume: "Leading factors that cause persistent malnutrition in children under five years in South Kivu, Province of Democratic Republic of Congo: A Case Study", October, 2014

Sara Albishi: "Effectiveness of Vitamin D Supplementation on Type 2 Diabetes" December, 2014

Dania Alhuthali: "Homocysteine, Folic Acid, and Cardiovascular Disease: A systematic review and meta-analysis" May, 2015

Ahlam Aljohani: "Gender Difference in Dietary Habits, Sedentary Behavior, and Physical Activity in the prevalence of obesity among teenagers ages 12 through 18 years" December, 2016

Ghadah Alhammad's thesis entitled "Assessing Microbial Contamination in an Aquaponic System: Food Safety" May, 2017

### **BOARD MEMBERSHIP**

Member of USDA NIFA NE 1939 Multi-state Research Collaboration 2021-Present

Secretary of USDA NIFA NE 1939 Multi-state Research Collaboration 2018-2021

Member of USDA NIFA NE 1439 Multi-state Research Collaboration 2016-2018

Member of the USDA NE Climate Hub representing the University of the District of Columbia

Former Board Chair for the DC Board of Respiratory Care under the DC Department of Health  
2000-2010

Member of the Advisory Board for Respiratory Care at the University of the District of Columbia  
Community College

Chair of the Advisory Board for Respiratory Care at Washington Adventist University

Member of the MD/DC Legislative Committee

### **ADDITIONAL TEACHING & INSTRUCTION EXPERIENCE**

Northern Virginia Community College

*Clinical Instructor, August 1992*

*Serves as a clinical instructor at Fairfax Hospital for respiratory therapy student rotation through the general care and pediatric units*

Washington Adventist University (formerly Columbia Union College)

*Clinical Instructor, August 1986*

*Serves as a clinical instructor at Fairfax Hospital for respiratory therapy student rotation through the general care and pediatric units*

H.D. Woodson High School

*Instructor – Delivered Urban Sustainability Programming to High School Students Fall 2017-present*

**PROFESSIONAL AFFILIATIONS**

American Association for Respiratory Care

National Board for Respiratory Care

MD/DC Society for Respiratory Care

Asthma Education Network

**AWARDS**

Honorable Ronald H. Brown Distinguished Leadership Award 2020

Maryland/District of Columbia Society for Respiratory Care Lifetime Achievement Award 2018

American Association for Respiratory Care Outstanding Practitioner Award 1998

Maryland/District of Columbia Society for Respiratory Care President's Award 1997

Maryland/District of Columbia Society for Respiratory Care Legislative Award 1997

GlaxoSmithKline Fellowship Award for Asthma Education in the Community \$3500



## CURRICULUM VITAE

Name: Amy S. White    Date Submitted:

### **RECOMMENDATION FOR:**

APPOINTMENT \_\_\_\_\_      PROMOTION \_\_\_\_\_

REAPPOINTMENT \_\_\_\_\_      REAPPOINTMENT WITH TENURE \_\_\_\_\_

OTHER (Sabbatical Leave, Designation ECP, etc.) \_\_\_\_\_

TITLE \_\_\_\_\_      DEPARTMENT \_\_\_\_\_

EFFECTIVE DATE \_\_\_\_\_      SALARY RATE \_\_\_\_\_

Initial Appointment Date \_\_\_\_\_      Tenure Date \_\_\_\_\_

### **HIGHER EDUCATION** (in reverse chronological order)

Institution	Dates Attended	Degree & Major	Date Conferred
AT Still University College of Graduate Health Studies	1/19 – 5/21	Doctor of Education in Health Professions	5/30/21
Harvard School of Public Health	9/97 – 5/99	SM Health Policy and Management	5/27/1999
Brown University	9/90 – 5/94	AB Environmental Studies and Public Policy	5/30/1994

### **EXPERIENCE** (in reverse chronological order)

## Teaching (at Lehman and any other institutions)

Institution	Dates	Rank	Department
Lehman College	8/21 - Current	Doctoral Lecturer	HSD
Lehman College	8/18-5/21	Substitute Lecturer	HSD
Lehman College	1/16-5/18	Adjunct Lecturer	HSD
Mercy College	1/16 – 5/18	Adjunct Lecturer	School of Health and Natural Sciences
Westchester Community College	9/12 – 5/15  9/18 – 12/18	Adjunct Professor	School of Health Careers, Technology, and Applied Learning
The College of Westchester	9/15 – 12/15	Adjunct Professor	Department of Health Equity, Administration & Technology

## Employment/Others

Employer/ Institution	Dates	Position/ Rank	Department/Unit
Bridgehead International	9/08 – 6/15	Freelance medical writer	Pharma/biotech
BPS International	9/08 – 6/14	Freelance medical writer	Pharma
Boehringer Ingelheim	6/03 – 2/05	Manager	Health Economics/Managed Markets
Pharmacia Corporation	5/01 – 6/02	Manager	Global Health Outcomes
The Medstat Group	1/00 – 5/01  1/98 – 12/99	Manager  Senior Analyst	Pharmaceutical Research
Eastern Research Group	6/96 – 9/97	Research Analyst	Healthcare
Agency for Toxic Substances and Disease Registry	6/94 – 6/96	Oak Ridge Research Fellow	Regional Office I (New England)

## ACADEMIC AND PROFESSIONAL HONORS

5/21 AT Still University Certificate for Academic Excellence for achieving a 4.0 GPA

5/94 Brown University Graduated with honors. Honors thesis: Preventing Childhood Lead Poisoning through New Home Inspections

## PUBLICATIONS/CREATIVE WORKS

Peer-Reviewed

Komenda P, Garfield S, Duchane J, Walker D, **Poret AW**, Gavaghan M, Just P. An economic assessment model for in-center, conventional home, and more frequent home hemodialysis. *Kidney International*, 2012. 81, 307–313

Garfield SS, **Poret AW**, Gavaghan M. Co-Testing for HPV and patterns of patients' annual visits. Fast-Track Study, *The Female Patient*, April, 2010.

Garfield SS, **Poret AW**, Evans RW. The cost effectiveness of organ preservation methods in renal transplantation: US projections on the Machine Preservation Trial. *Transplantation Proceedings*. 41: 3531-3536, 2009

Young CH, Zhang K, **Poret AW**. Utilization Patterns Among Angiotensin II Receptor Blocker Initiators. *American Journal of Health-System Pharmacy*. 62(22):2381-2385, 2005.

Zaher C, Schloss S, George D, **Poret AW**, and Shah H. *Journal of Stroke and Cerebralvascular Disease*. Characterization of Ischemic Events and Use of Prescription Antiplatelet and Anticoagulant Agents After Stroke or Transient Ischemic Attack. 14(4):145-151, 2005.

Pomerantz JM, Finkelstein SN, Berndt ER, **Poret AW**, et. al.,. Prescriber Intent, Off-label Usage, and Early Discontinuation of Antidepressants: A Retrospective Physician Survey and Data Analysis. *Journal of Clinical Psychiatry*. 65(3):395-404, 2004.

Crown WH, Finkelstein S, Berndt ER, Ling D, **Poret AW**, Rush AJ, Russell JM. The impact of treatment-resistant depression on health care utilization and costs. *Journal of Clinical Psychiatry*. 63(11):963-71, 2002.

**Poret AW**, Ozminkowski RJ, Goetzel RG, Pew JE, Balent J. Cost burden of illness for hepatitis-C patients with employer-sponsored health insurance. *Disease Management* 5(2):95-108, 2002

Crown WH, Treglia M, Meneades L, and **White A**. Long-term costs of treatment for depression: impact of drug selection and guideline adherence. *Value in Health*. 4(4):295-307, 2001

**Poret A**, Neslusan C, Wang S, Ricci J, Khan Z, and Kwong W. Retrospective Analysis of the Health Care Costs of Bupropion Sustained Release in Comparison to Other Antidepressants. *Value in Health*. 4(5):362-9, 2001

Crystal-Peters J, Neslusan C, **White A**, and Meneades L. An Investigation of Allergic Rhinitis, Asthma, and Medication Use in a Privately Insured Population. *American Journal of Managed Care Pharmacy*. May/June 2001

## PRESENTATIONS

**White, AS**. A Phenomenological Study: Recent College Graduates who Successfully Transitioned off Medicaid. *Stony Brook University Symposium on Advancing Equity in Higher Education on Long Island, 2021*

**White, AS.** Using Technology to Improve Advisement During the Pandemic. *19<sup>th</sup> Annual CUNY It Conference, 2020*

**White, AS.** Teaching Career Readiness in a Writing-Intensive Class Aligned to the Ethical and Political Realities of Modern Healthcare. Roundtable Presentation invitation. *ReVision and ReForm: Teaching Writing Across Borders, 2020*

Hanshaw J, **White AS.** Why Doula Services Should Become an Essential Health Benefit in New York State. *Lehman Scholars Conference, 2019*

**PH.D. DISSERTATION/THESIS TITLE:**

A Phenomenological Research Study of Recent College Graduates

Who Successfully Transitioned off Medicaid

**UNPUBLISHED WORK**

(Supported by evidence, including unpublished Ph.D. or Master's Thesis)

a. Works accepted for publication/Exhibition/Production

*White, AS Lehman College HS2N Unconference 2021: Pursuing a Doctorate While Teaching Full-Time.*

b. Works submitted for publication, exhibition and production

c. Works in progress

Manuscripts in preparation

Successfully Transitioning from Medicaid to Private Health Insurance, 1/22 anticipated submission date

Research in progress

Of the population of former Medicaid recipients, how many have private health insurance and how many out-earn Medicaid income thresholds but do not have health insurance? What are the health and economic consequences of forgoing health insurance?

College Graduation Readiness: Preparing soon-to-be college graduates about the reality of private health insurance. Premiums, co-payments, co-insurance,

Exhibitions / Productions in preparation

**GRANTS**

Current

Completed

Career Success Course Innovation Grant, City College of New York, 2019 \$5,000

Applied but not funded:

CUNY Informatics, Competency, Agility, Resources, & Equity (CUNY I-CARE) \$444,907

**SERVICE TO DEPARTMENT**

Program Co-Director, 1/19 – 5/19 and 8/21 – current, Health Services Administration Co-Program Director

Program Director, 9/19 – 5/21, Health Services Administration Program Director

Coordinator, 9/18 – 1/19: Middle States re-accreditation assessment activities

Faculty member on committee reviewing student grade appeal 11/18

### SERVICE TO SCHOOL

Committee member, 1/21 – current; Interprofessional Education Committee HS2N

### SERVICE TO LEHMAN COLLEGE

Committee Member, 9/18 – 1/21: Curriculum Review Committee, School of Health Sciences, Human Services, and Nursing

### SERVICE TO CUNY

Committee Member, 3/21 – 5/21; Gates Foundation Major Gateway Course Initiative; Health Services Administration

### SERVICE TO THE PROFESSION

Association of University Programs in Health Administration (AUPHA) *Journal of Health Administration Education* (JHAE): JHAE Reviewer 8/21 - current

### COMMUNITY SERVICE

Co-President, 2017-present: Sleepy Hollow Performing Arts Boosters.

Coordinator, 2017-2019: Community Food Pantry of Sleepy Hollow and Tarrytown, NY.

Coordinator, 2011-2015: Rivertown Runners, Community Outreach Coordinator.

Board Member, 2006-2012: Tarrytown Cooperative Nursery School

Board Member, 2004-2006: Philipse Manor Beach Club, Sleepy Hollow, NY.

Alumni Association, 1995 – current, Brown University undergraduate applicants

### TEACHING

#### COURSES TAUGHT

<b>Course Code</b>	<b>Course Title</b>	<b>Semester First Taught</b>	<b>Lehman or GC</b>
HPI 101	US Healthcare: Careers in a Unique System	Spring 2020	Lehman
HSD 266	The U.S. Healthcare Delivery System	Spring 2016	Lehman
HSA 201	Introduction to Interprofessional Communication	Fall 2021	Lehman
HSA 267	Management of Health Organizations	Fall 2018	Lehman
HSA 312	Managed Health Care	Fall 2018	Lehman
HSA 402	Research and Program Evaluation in Healthcare Services Administration	Spring 2019	Lehman



**STUDENT EVALUATIONS** (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)

<b>Course</b>	<b>Semester</b>	<b>SETL 5.1 mean</b>	<b>SETL 5.1 median</b>	<b>SETL 5.2 mean</b>	<b>SETL 5.2 median</b>	<b>Number of responses</b>
HSA402	Spring 2021	1.57	1.0	1.57		7
HSA402	Spring 2021	1.55		1.55		11
HSD266	Spring 2018					22
HSD266	Spring 2018					18
HSD266	Fall 2018					18
HSD266	Fall 2018					21
HSA312	Fall 2018	1.65		1.71		20
HSA267	Fall 2018					17
HSA267	Fall 2018					15
HSA312	Fall 2019					13
HSA402	Spring 2019					16
HSA312	Fall 2018					13

**CURRICULUM VITAE****NAME** Maria Isabel Roldos-Prosser**RECOMMENDATION FOR****APPOINTMENT** August 26, 2020**REAPPOINTMENT****PROMOTION****REAPPOINTMENT WITH TENURE****OTHER** (Designation as Vice President, Dean, etc.)**TITLE** Associate Professor**DEPARTMENT** Health Services Administration**EFFECTIVE DATE** August 26, 2020**SALARY RATE****I. HIGHER EDUCATION****DEGREES**

<b>Institution</b>	<b>Dates Attended</b>	<b>Degree &amp; Major</b>	<b>Date Conferred</b>
University of Georgia	2008	2012	DrPH
Georgia State University	2008	2010	MA
New York University	2002	2004	MPA
Universidad San Francisco de Quito	1994	1997	BA

**B. ADDITIONAL HIGHER EDUCATION and/or EDUCATION IN PROGRESS**

<b>Institution</b>	<b>Dates</b>	<b>Degree or Certificate &amp; Major</b>	<b>(Expected) Date Conferred</b>

**II. EXPERIENCE**

**TEACHING EXPERIENCE**

<b>Institution</b>	<b>Department</b>	<b>Rank</b>	<b>Dates</b>
CUNY – Lehman College	Department of Health Equity, Administration & Technology , Services and Nursing Lehman College	Associate Professor  Director of the Institute of Health Equity	August, 2020 - Present
University of Georgia Adjunct	Institute of Global Health	Adjunct Professor	2014-
Southern New Hampshire University	Health Care and Nursing	Adjunct - Instructor	2017
Universidad San Francisco de Quito	School of Public Health	Professor  Associate Dean	2012-2016

**B. OTHER EXPERIENCE**

<b>Institution</b>	<b>Department</b>	<b>Rank or title role</b>	<b>Dates</b>
<b>National Institutes of Health (NIH)</b>	<b>National Institute on Minority Health and Health Disparities (NIMHD)</b>	Science Policy Analysts	2018-2020
<b>City of Quito’s Municipality, Ecuador</b>	<b>Health Commissioner’s Office</b>	Health Commissioner	2016-2018
<b>Grupo FARO – Quito Ecuador</b>	<b>USAID- Country office</b>	Country Director	2012
<b>Centers for Disease Control, Atlanta, GA</b>	<b>National Center for Injury Prevention and Control (NCIPC)</b>	ORISE Fellow	2010-2012
<b>University of Georgia College of Public Health</b>	<b>Department of Health Policy and Management</b>	Doctoral fellow	2009-2011
<b>Emory University</b>	<b>Department of Anthropology</b>	Senior research project coordinator	2006-2008
<b>Miller School of Medicine University of Miami, Miami, FL</b>	<b>Department of Epidemiology</b>	Senior Research Associate	2004-2006
<b>College of Dentistry New York University,</b>	<b>Department of Public Health</b>	Project Coordinator	2002-2004

**III. ACADEMIC AND PROFESSIONAL HONORS**

<b>Honor or Award</b>	<b>Granting Institution</b>	<b>Date</b>

#### **IV. PUBLICATIONS/CREATIVE WORKS**

##### **A. PUBLICATIONS/Creative Works Performed or Exhibited (Last five years only)**

###### **CUNY\_Lehman sponsored publications**

**Roldos, Maria Isabel**, Farhat Tilda, Gomez, Marcia, Hoffman, Megan. (2021) National Institute of Health(NIH) research portfolio addressing mortality disparities related to fatal injury among racial and ethnic adolescents and young adults. *In press*

Conceptualize the paper, drafted the manuscript and lead the editorial perspective.

**Roldos, Maria Isabel**, Burt Kate, Eubank Jacob, Assessing COVID-19 vaccine hesitancy among Faculty and Students at Lehman, College, Bronx, NY. *In press*

Conceptualize the paper, drafted the manuscript and lead the editorial perspective.

**Roldos, M.I**, Orazem, J, & Fortunato-Tavares, T, (2021). Understanding the longitudinal trends (2011-2020) and associated determinants to premature mortality and years of potential life lost rate (YPLL) related to health disparities in New York State counties. *In press*

Conceptualize the paper, drafted the manuscript and lead the editorial perspective.

**Roldos, Maria-Isabel**, Breen, Nancy (2021). Using economic evaluation

to hasten health equity, *Health Equity* 5:1, 627–632,

DOI: 10.1089/heq.2021.0010.

Conceptualize the paper, drafted the manuscript and lead the editorial perspective.

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**Roldos, Maria-Isabel**, Farhat, T., & Moehlman, T. (2020). NIH portfolio of unintentional injury research among racial and ethnic minority children: current landscape and future opportunities. *Journal of racial and ethnic health disparities*, 1-11.

**Roldós María Isabel**, Farhat Tilda (2019) Inadequate Data Limit the Analysis of Health Disparities and Causes: A Call for Research on Youth Interpersonal Violence. *Journal of Interpersonal Violence*. 2019 Jul 29, 8826

Daniel T, **Roldós MI** (2019) The Effect of Housing Instability on Risky Sexual Behavior and HIV and STIs for a Sample of African American Sero-Discordant Couples. *Journal Community Medicine Public Health Care* 6: 043.

Walcott Rebecca L, Murcia Angela M, Berry Gloria M, Juna Christian F, **Roldós María Isabel**, Corso Phaedra S (2018) The impact of nursing students on the health-related quality of life and perceived social support of a rural population in Ecuador: effects of a service-based learning course. *International Journal for Equity in Health* 17:16

**Roldós Maria Isabel**, Espinosa Isabel, Kulkarni A, Pillsbury M, Pavelyev, Monsanto H, Guarín, Cashat (2017), Cost-effectiveness of the comparison of a two-dose versus four-dose bivalent and quadrivalent vaccine to the economic burden of genital warts caused by HPV. *International STD Research and Reviews*, 6(1): 1-8

**Roldós, María Isabel**, Hopenhayn, C., Sacoto, F., & Bustamante, K. (2017). Developing local health policy: Profiling needs and opportunities in the Municipality of Quito, Ecuador. *Journal of Public Health Policy*, 1-13.

**Roldós María Isabel**, Corso Phaedra, Ingels Justin (2017), How much are Ecuadorians Willing to Pay to Reduce Maternal Mortality? Results from a Pilot Study on Contingent Valuation, *International Journal of MCH and AIDS*, Volume 6, Issue 1, 1-8

#### PhD/MFA THESIS TITLE

PhD/MFA Thesis Title	Date
The Longitudinal Effect Of Drug Use On Productivity Status Of Nonmetropolitan African American Young Adults	May 2012

#### C. PUBLICATIONS/Creative Works Performed or Exhibited (Prior to last five years)

**Roldós María Isabel**, Bustamante Vanessa (2016) Lessons learned from collecting cost data from physicians for economic evaluations: Two methods compared, *International Journal of Pediatric Research*, 2:15, Volume 2, Issue 1

**Roldós María Isabel** (2015), "The Longitudinal Effect Of Drug Use On Productivity Status Of Nonmetropolitan African American Young Adults", *Journal of Drug Use Education*.

**Roldós M. Isabel**, B. Vanessa (2014). Consensus of clinical practices and associated costs to diagnose and treat genital warts caused by human papilloma virus (HPV) in Ecuador: results from a panel of experts. *Journal of Health Sport and Tourism*, 5(1), 11-18.

**Roldós María Isabel**, Noonan Rita K., Beattie Lynn (2013) "Strengthening the role

Of caregivers in promoting fall risk screening for older adults during the annual wellness visit, *Perspectives of Public Health*, Vol. 133 no. 5 **246-247**

Corso Phaedra, Ingels Justin, **Roldos María Isabel** (2013) A Comparison of Willingness to Pay to Prevent Child Maltreatment Deaths in Ecuador and the United States. *International Journal of Environmental Research and Public Health*, 10(4):1342-1355.

**Roldós María Isabel**, Corso Phaedra (2013) The 2012 economic burden of intimate partner Violence (IPV) in Ecuador: Setting the agenda for future research and violence prevention policies, *Western Journal of Emergency Medicine*. August; 14(4): 347–353.

Cruz Gustavo D.M.D., M.P.H, **Roldos Isabel** M.P.A; Puerta Diva., Salazar Christian M.P.H (2005) Community-based, culturally appropriate oral health promotion program for immigrant pregnant women in New York City. *N Y State Dental Journal*. 71(7): 34-8

#### V. UNPUBLISHED WORK (Supported by Evidence)

#### WORKS ACCEPTED FOR PUBLICATION/EXHBITION/PRODUCTION

Publication/Show Title	Publisher/Venue	Date

## WORKS SUBMITTED FOR PUBLICATION, EXHIBITION or PRODUCTION

### Abstracts/ Posters

**Roldos, Maria Isabel**, Tommy Moehlman, Tilda Farhat. An application of NIMHD's research framework to identify research gaps and opportunities in NIH's portfolio of unintentional injury research among racial and ethnic minority children and adolescents. *Conference: IAPHS - Interdisciplinary Association for Population Health Science*, Seattle, WA, October 2019

**Roldos, Maria Isabel**, Tommy Moehlman, Tilda Farhat. NIH's opportunities to address the burden of unintentional injuries in racial and ethnic minority children and adolescents, *Conference: OPA Symposium*, Bethesda, MD, April 2019

Rebecca Walcott, Angela Murcia, Gloria Berry, Christian Fernando Juna, **María Isabel Roldós**, Phaedra Corso, Impact of Nursing Student Home Visits on the Health-related Quality of Life and Perceived Social Support of a Rural Population in Ecuador, *Conference: Conference Global Health and Innovation*, New Haven, CT, 2017

**Roldós MI**, Espinosa I, Kulkarni A, Pillsbury M, Pavelyev A, Monsanto Ha, Guarín D, Cashat, Cost-Effectiveness Of Quadrivalent Human Papillomavirus (Hpv6/11/16/18) Vaccination In Ecuador. *Submitted ISPOR Conference – Santiago de Chile, 2015*

**María Isabel Roldós MPA, MS**, Rita Noonan, PhD., Falls Among Older Adults Are Not Accidents. How Caregivers Can Help., 2011 Joint Annual Meeting of the Safe States Alliance, Iowa City, IA, April 2011.

**María Isabel Roldos MPA**, Differences in intimate partner violence experiences of Ecuadorian women between Mestizo and Indigenous ethnicities. *Safety 2010 World Conference*, London, September 2010.

**María Isabel Roldos MPA & Phaedra Corso**, PhD, MPA, The economic burden of intimate partner violence (IPV) in Ecuador: setting the agenda for future research and violence prevention policies. *Safety 2010 World Conference*, London, September 2010.

**María Isabel Roldós MPA**, Luhua Zhao MS, & Tenbroeck Smith MA, Predictors of Distress in Cancer Survivors, Gender Moderation of the Effect of Social Support: A Report from the American Cancer Society's Studies of Cancer Survivors Survivorship Conference – American Cancer Society –Atlanta, GA June – 2008

### WORKS IN PROGRESS

<b>2020 Publication/Show Title</b>	<b>Publisher/Venue</b>	<b>Date</b>
<b>Understanding discrimination and racism in New York City's health systems. Co-PIs: Maria Isabel Roldos &amp; Judith Aponte (Hunter College)</b>	TBD	Fall 2021
<b>Young adults Bronx residents evaluate policy options and use contingent evaluation to estimate the economic benefit of violent crime prevention</b>	TBD	Fall 2021 & Spring 2022
<b>Strength-based of community based organizations in the Bronx: Opportunities and challenges to promote health equity.</b>	TBD	Fall 2021

**VI. GRANTS RECEIVED**

Name of Grant	Individual or Group	Dollar Amount	Funding Dates
PSC-CUNY Research Award Program	Individual	\$5939.48	July 1 <sup>st</sup> , 2021 – June 30 <sup>rd</sup> , 2022
National Institute of Health - LRP	Individual	\$56,477	August 2021-May 2023
SRAB	Group	\$5000	May 2021-May 2022

**VII. SERVICE****COLLEGE SERVICE**

Name of Committee or Project	Type of Service	Role (I.e. Chair)	Dates
Faculty Research Advisory Board (FRAB)	Service	Member	November 2020

**UNIVERSITY SERVICE**

Name of Committee or Project	Type of Service	Role (I.e. Member)	Dates
Director of CUNY Institute for Health Equity	Service	Director	August 2020 -
CUNY University's research priorities for strategic planning Taskforce	Service	Recommended by Provost to participate.	August 2020

**COMMUNITY SERVICE**

Name of Committee or Project	Type of Service	Role	Dates
Vanguard Project	Service	Assigned by President Lemons to represent Lehman in Office of Congressman Adriano Espaillat initiative	November 2020
Catholic Charities Services	Service/ Research	Building a research site- for data collection and service with the HS2N	Ongoing

**VIII. MEMBERSHIP IN PROFESSIONAL SOCIETIES (last five years only)**

Professional Organization	Membership Role (I.e. Board)	Dates
Society for Medical Decision Making	member	
American Public Health Association	member	
American Evaluation Association	member	
Interdisciplinary Association for Population Health Science	member	

**IX. REFERENCES** (List name, title and affiliation only. Excerpts from letters may be attached as separate document)

<b>Name of Reference</b>	<b>Title</b>	<b>Affiliation</b>	<b>Letter Excerpt attached (y/n)</b>
Phaedra Corso, PhD	Vice-President for Research	Kennesaw State University	n
Rita Noonan, PhD	Branch Chief, Division of Unintentional Injury Prevention	Centers for Disease Control and Prevention - CDC	n
Gonzalo Mendieta, PhD	President	Universidad de Las Americas – UDLA - Ecuador	n

**X. CHAIRMAN'S REPORT** (For reappointment, promotion or continued reappointment with tenure)

**XI. STUDENT EVALUATION** (For reappointment, promotion or continued reappointment with tenure)

See attachment

**XII. RECORD AT COLLEGE**

**DATE SUBMITTED TO BHE**





## CURRICULUM VITAE

Name: Tailisha Gonzalez  
8/25/2021

Date Submitted:

**RECOMMENDATION FOR:**

APPOINTMENT \_\_\_\_\_

PROMOTION  
\_\_\_\_\_

REAPPOINTMENT \_\_\_\_\_

REAPPOINTMENT WITH TENURE  
\_\_\_\_\_

OTHER (Sabbatical Leave, Designation ECP, etc.) \_\_\_\_\_

TITLE \_\_ Instructor \_\_\_\_\_

DEPARTMENT \_Health  
Sciences \_\_\_\_\_

EFFECTIVE DATE \_\_\_\_\_

SALARY RATE  
\_\_\_\_\_

Initial Appointment Date \_1/2021\_\_\_\_

Tenure Date \_\_\_\_\_

**HIGHER EDUCATION** (in reverse chronological order)

Institution	Dates Attended	Degree & Major	Date Conferred
CUNY Graduate School of Public Health and Health Policy	2017-Present	Phd	May 2022 (expected)
CUNY Hunter College	2006-2011	MPH	May 2011
New School University	2004-2006	MS in Non-Profit Management	May 2006
Columbia University	1999-2003	BA in Latino Studies; Concentrations in African American Studies & Political Science	May 2003

**EXPERIENCE** (in reverse chronological order)

## Teaching (at Lehman and any other institutions)

Institution	Dates	Rank	Department
Lehman College	2021-Present	Instructor	Health Sciences
Lehman College	2018-2021	Sub-Lecturer	Health Sciences
CUNY Graduate School of Public Health and Health Policy	2018	Adjunct	Community Health and Social Sciences
CUNY Graduate School of Public Health and Health Policy	2018	Teaching Assistant	Community Health and Social Sciences
Fundacion Brethren y Unida	2012-2017	Instructor	Special Programs
Hunter College	2012	Teaching Assistant	Community Health and Health Education
Columbia University	2006-2012	Non-Credit Certificate Instructor	Community Development
Mt. Sinai Adolescent Health Center	2004-2006	Health Educator & Trainer	Department of Health Education

## Employment/Others

Employer/ Institution	Dates	Position/ Rank	Department/Unit
Lehman College	2021-Present	Co-Director of the Health Services Administration undergraduate program	Health Sciences
Lehman College	2020-2021	Interim Director of Undergraduate Health Education and Promotion Program	Health Sciences
Lehman College	2018-2021	Director of BS in Public Health	Health Sciences
CUNY Graduate School of Public Health and Health Policy	2017-2019	Doctoral Fellow	Community Health and Social Sciences
CUNY Graduate School of Public Health and Health Policy	2017-2018	Research Coordinator	Community Health and Social Sciences: Echeverria Research Group

Fundacion Brethren y Unida	2013-2017	Manager	Community Health Interventions
Columbia University	2006-2013	Manager	Community Development
Mt. Sinai Adolescent Health Center	2004-2006	Research Assistant	Connect 2 Protect (Adolescent Trials Network)
Bailey House, Inc.	2003-2004	Database Technician	Substance Abuse and Mental Health Services Administration (SAMHSA) Program Grants

#### ACADEMIC AND PROFESSIONAL HONORS

(since last personnel action, with dates received, in reverse chronological order)

<i>Dean's Fellowship</i> , CUNY Graduate School of Public Health and Health Policy	2017-19
<i>Hurricane Irene Dream Team Award</i> , Columbia University	2012
<i>Grove Foundation Fellow</i> , Hunter College	2010-11
Echoing Green Fellowship Semi-Finalist	2010
Best Program of the Year: Alternative Spring Break, NOLA, Columbia University	2010
<i>Ten Years Loyal Service Award</i> , Columbia University	2010
<i>Academic Excellence Award</i> , New School University	2006
<i>Recognition Award for Leadership Excellence</i> , East Harlem HIV Care Network	2006
<i>King's Crown Pioneer Leadership Legend Award</i> , Columbia University	2003
<i>Dean's List Standing</i> , Columbia University	1999, 2001

#### PUBLICATIONS/CREATIVE WORKS

(since last personnel action, in reverse chronological order)

##### *Peer-Reviewed Publications*

Alam MT, Echeverria SE, DuPont-Reyes MJ, Vasquez E, Murillo R, **Gonzalez T**, Rodriguez F. Educational Attainment and Prevalence of Cardiovascular Health (Life's Simple 7) in Asian Americans. (2021) *International Journal of Environmental Research and Public Health*, 18(4):1480.

Torres-Pagan L, Nieves-Quinones KM, Katic BJ, **Gonzalez T**, Rosa-Rodriguez Y. (2020) Coronary Heart Disease (CHD) among Island-based Puerto Ricans Adults: Revisiting Healthcare Access Following the Affordable Care Act. *Centro Journal*, 32(2):105-17.

**Gonzalez T**, Katic B, Torres Pagan L, Divney A, Echeverria SE. (2020) Report of behavior modification among Latinos diagnosed with multiple cardiovascular risk factors. *Medical Care*, 58(1):59-64.

Tsui EK, Wang W-Q, Franzosa E, **Gonzalez T**, Reckrey JM, Sterling MR, Baron S. (2019) Training to Reduce Home Care Aides' Work Stress Associated with Patient Death: A Scoping Review. *Journal of Palliative Care*, 23(9):1243-1249.

Murrillo R, Katic B, **Gonzalez T**, Vasquez E, Echeverria SE. (2019) Association of Diabetes and Prediabetes Risk Perception with Leisure-time Physical Activity and Weight Loss. *Am J Hlth Promotion*, 33(4):534-540.

*Published Abstracts*

\*Indicates faculty mentor for Lehman College undergraduate student.

Weems A, **Gonzalez T\***. (2021) The association between family structure and risk of teen pregnancy. *Annual Undergraduate Student Research and Scholarly Works Symposium (April 30<sup>th</sup>)*. New York, NY. Lehman College Student Research Advisory Board.

**Gonzalez T**, Isijola O, Murillo R, Orozco J, Sandoval J, Vasquez E, Echeverria SE. (2020) Fear of job loss and hypertension prevalence among working Latino adults. *APHA's 2020 Virtual Annual Meeting and Expo (Oct. 24-28)*. American Public Health Association.

Hatten CF, DuPont-Reyes M, **Gonzalez T**, Murillo R, Echeverria S, Vasquez E. (2020) Job strain and mental health among older adults: Results from the National Health Interview Survey. *Innovation in Aging*, 4.Supplement\_1:169.

**Gonzalez T**, Echeverria SE. (2019) What does multi-sector community-based physical activity research look like? A feasibility study in New York City. *Annals of Behavioral Medicine*, 53 (Issue suppl\_1): S652.

**Gonzalez T**, Katic B, Pagan L, Divney A, Echeverria SE. (2018) Healthy behaviors for chronic disease management: A study of behavior modification and acculturation among Latinos. *Annals of Behavioral Medicine*, 52 (Issue suppl\_1): S310.

Divney A, **Gonzalez T**, Echeverria SE. (2018) Patterns in mode of physical activity and diabetes risk among Latinos in the US. *Annals of Behavioral Medicine*, 52 (Issue suppl\_1): S102.

PRESENTATIONS (since last personnel action, in reverse chronological order)

\*Indicates faculty mentor for undergraduate Lehman College student

Weems A, **Gonzalez T\***. The association between family structure and risk of teen pregnancy. Lehman College Undergraduate Student Research and Scholarly Works Symposium, Poster, New York, NY, April 2021.

Murillo R, Desai S, **Gonzalez, T**, Echeverria S, & Vasquez E. Work-related exertion and standing/walking are associated with leisure-time physical activity in Latinos. Poster to be presented at the 2021 American Heart Association Epi/Lifestyle Conference. Virtual, May 2021.

**Gonzalez T**, Echeverría SE. What does intersectoral, community-based physical activity research look like? A feasibility study in New York City. Society of Behav Med, Poster, Washington DC, March 2019.

Divney A, **Gonzalez T**, Echeverría SE. Mode of Physical Activity and Diabetes Risk among Latinos in the U.S. Society of Behavioral Medicine, Poster, New Orleans, LA, April 2018.

**Gonzalez T**, Katic B, Pagan L, Divney A, Echeverría SE. Health behavior change in a national sample of Latinos living with chronic health conditions. Society of Behavioral Medicine, Poster, New Orleans, LA, April 2018.

PH.D. DISSERTATION/THESIS TITLE:

*Exploring multi-faceted structural determinants of diabetes risk in Latinx workers*

UNPUBLISHED WORK

(Supported by evidence, including unpublished Ph.D. or Master's Thesis)

a. Works accepted for publication/Exhibition/Production

**Gonzalez T**, Isijola O, Murillo R, Sandoval J, Vazquez E, Echeverria SE. (2021) Fear of job loss and hypertension prevalence among Working Latino Adults. (Under review)

Desai S, **Gonzalez T**, Echeverria S, Vasquez E, Murillo R. (2020) Work-related Exertion and Standing/Walking are Associated with Leisure-time Physical Activity in Latinos. (Under review)

c. Works in progress

Echeverria SE, **Gonzalez T**, Langham J, Huang T. Feasibility of integrating cardiometabolic and physical activity monitoring in a large-scale physical activity program: *Shape Up, NYC*.

## GRANTS

### *Completed*

NYC Dept. of Health and Mental Hygiene (NYC DOHMH) \$40,000          2017-2018

Objective: Report on physical activity and health outcomes in Shape Up NYC. This project was a collaboration between the NYC Parks Department and NYCDOHMH to field-test various approaches to evaluate the Shape Up NYC program across 3 NYC sites – Brooklyn, Bronx and Harlem, including collecting objective cardiometabolic data and potential linkages with clinical care.

Role: Research Coordinator

Adolescent Trials Network (ATN): Connect 2 Protect      Undisclosed      2004-2006

Objective: Reduce incidence of HIV in adolescents and young adults through partnerships with community-based organizations that collaborate to implement community intervention research.

Role: Research Assistant

### U01 HD 040533/ U01 HD 040474

Substance Abuse and Mental Health                      \$499,417          2003-2004

Services Administration (SAMHSA)

Objective: Enhance the community infrastructure to provide integrated substance use and mental health treatment, housing, and access to critical recover support, care coordination, and on-going assessment of client barriers to maintaining stable housing and linkage to needed services.

Role: Database Technician

## SERVICE TO DEPARTMENT

Co-Director, Health Services Administration undergraduate program (2021-present)

Co-Chair, Health Services Administration *Lecturer, Assistant Professor & Associate Professor* search committees (2021-present)

Coordinator, Public Health minor (2018-Present)

Member, Health Sciences Department Curriculum Committee (2021-present)

Assessment Coordinator (2021-present)

Advisor, Health Education and Promotion undergraduate program (2018-2021)

Interim Director, Undergraduate Health Education and Promotion Program (2020-2021)

Program Director, Undergraduate Public Health Program (2018-2021)

Member, Health Services Administration *Internship Coordinator & Lecturer* search committee (2019-2020)

Member, Health Sciences Department Ad Hoc committee on faculty teaching observations (2019-2020)

#### SERVICE TO SCHOOL

Member, Internet Technology Ad Hoc Committee (Spring 2020)

#### SERVICE TO LEHMAN COLLEGE

Member, Undergraduate Student Research Advisory Board (2019-Present)

Member, Office of Prestigious Awards (OPA) Watson Fellowship Selection Committee (2019-2020)

#### SERVICE TO THE PROFESSION: PROFESSIONAL MEMBERSHIPS

American Public Health Association (APHA); New York State Public Health Association (NYSPHA); Association of Schools & Programs of Public Health (ASPPH); Society of Behavioral Medicine (SBM)

#### CERTIFICATIONS AND RELEVANT TRAININGS

Lehman College HYFLEX training program (2021); Certification in Online Instruction (ACUE, 2021); Certificate in Online Instruction (Central Michigan University, 2018); Certificate in Online Instruction (City University of New York, 2018); Human Subjects Research Training, Mt. Sinai Adolescent Health Center (2004) & City University of New York (2012 & 2017); Statistical Analysis Software (SAS) (2017); HIV Testing & Counseling Certification, NYC Department of Health (2005)

### **TEACHING**

#### **COURSES TAUGHT**

<b>Course Code</b>	<b>Course Title</b>	<b>Semester First Taught</b>	<b>Lehman or GC</b>
HEA 300	Introduction to Public Health	Fall 2021	Lehman
HSA 402	Research and Program Evaluation in Healthcare Services Administration	Fall 2019	Lehman
HSD 606	Introduction to Epidemiology	Fall 2020	Lehman
HSD 306	Introduction to Epidemiology	Fall 2018	Lehman
PHE 303	Approaches to Public Health Research	Spring 2020	Lehman
PHE 306	Global Burden of Communicable and Non-Communicable Diseases	Fall 2018	Lehman
PHE 470	Public Health Field Experience	Fall 2019	Lehman
PHE 472	Public Health Capstone	Spring 2020	Lehman
HEA 249	Foundations of Health	Fall 2019	Lehman
PHE 305	Community Based Participatory Research	Spring 2019	Lehman

PHE 360	Special Topics in Public Health	Spring 2019	Lehman
PHE 302	Social & Environmental Determinants of Health	Fall 2018	Lehman
CHSS 610	Fundamentals of Social and Behavioral Health/ CHSS 610	Fall 2018	CUNY Graduate School of Public Health & Health Policy

**STUDENT EVALUATIONS** (since last personnel action, in reverse chronological order; excerpts of representative comments may be attached as a separate document)

Course	Semester	SETL 5.1 mean	SETL 5.1 median	SETL 5.2 mean	SETL 5.2 median	Number of responses
HSD (A04) 306	Spring 2021	2.15	2	1.85	2	13
HSD (A01) 306	Spring 2021	1.47	1	1.53	1	19
HSA 402	Spring 2021	1.44	1	1.56	1	9

SETL Overall Rating

(5.3)

HSD 306 – Spring 2021 (A04)

(5.3) Please describe what this instructor has done especially well:

Remind assignment due date. She was available anytime to answer questions. Giving feedback and encouraging to ask questions for

better understanding

She gave weekly assignment which seems a lot a first, but as the semester prgressed I began to appreciate the time and effort required of

me to do them. I am better able to progress to my next classes utilizing what I've learned.

She wasvery effective to me in her organization and she responds well to emails during this difficult time

The professor had voice power points. This was helpful.

(5.4) Please describe areas in which this instructor can improve their teaching.

Her teaching is excellent



Weekly Key Logs and Quizzes. For someone who works full time and has other classes this can be overwhelming.

HSD 306 – Spring 2021 (A01)

(5.3) Please describe what this instructor has done especially well:

Always communicating to her students. Using the announcement boards highlighting what she wanted up to see and do.

Explain directly what needed to be done on a timely method.

Explaining the subjects of the course

Made sure we all didn't feel as though she wasn't there to help. Emailed or got back to anyone whenever we needed help. Gave us

feedback after grading any assignments. Posted tutorials for any difficult topics.

Prof. Gonzalez, honestly, is the most nicest professor I've met thus far being a Public Health major. She only teacher Epidemiology so

supreb, because other wise I would of failed. She made it very organized and understanding, with using slides that were organized to help

us.

Prof. Gonzalez is an outstanding professor! I was very nervous about taking this course online due to how difficult I heard it was, but Prof.

Gonzalez always provides us with detailed lectures and is always willing to address any questions or concerns at her regularly scheduled

office hours. That was a tremendous help to me. She seems to have mastered how to teach what some may consider a difficult subject

asynchronously. I've done very well in her class.

Professor Gonzalez answers her email very promptly. Even though we do no have zoom class see explains the lectures very well. and

encourages critical thinking and for use to know the terminologies.

Professor Gonzalez explained the concepts every week more than once in other to achieve success in her class.

Professor Gonzalez. I thank you so much for your support this semester. I have learned so much in this class regarding diseases and

protections.

She challenges her students to be their best, she's very considerate

The course work was well structured. I appreciated the powerpoints.

The instructor is very passionate about the subject and always willing to help. Assignments are clear

(5.4) Please describe areas in which this instructor can improve their teaching.

NONE! She is great

NOTHING!!!

No issues she made things clear and followed the course outline and made it easy for student taking more then on class.

None

Nothing for the professor to improve. On a separate note, I think due to the intensity and wealth of information of this class it should be offered ONLY in person or live online meetings (synchronous learning).

She is just perfect

Stay just the way she is.

HSA 402 – Spring 2021 (A03)

(5.3) Please describe what this instructor has done especially well:

Great Professor!

Taking extra time to explain the tasks given. Providing us with feedback.

The professor puts up tutorials and instruction videos on how to do the assignments. That has been helpful.

(5.4) Please describe areas in which this instructor can improve their teaching.

None

Nothing

She is an excellent professor that wants all of her students to succeed

**Appendix H – Letters of Support**



Office of Academic Affairs  
718-262-5152  
academicaffairs@york.cuny.edu

York College  
94-20 Guy R. Brewer Blvd.  
Jamaica, New York 11451

Dear Dean Harrison,

My name is Linda R Barley and I serve as the Interim Dean for the School of Health Sciences & Professional Programs at the York College of the City University of New York, where I have worked for forty-two years. I write to express support of a Master of Science degree program in Health Services Administration at Lehman College. As a former healthcare administrator and researcher and health researcher of ten years, I can attest to the need for improved health service design and implementation in the Bronx and the neighboring environs of New York City. The work that you aim to do will assist in eliminating health disparities in the healthcare system through the advanced training and development of one of the most diverse workforces in the U.S. The need for highly skilled administrators was made apparent at the onset of the COVID-19 pandemic when our hospital system was stretched and strained to its limits. Astute managers with the ability to balance costs and benefits while prioritizing patient health outcomes are in more demand than ever before.

Health services administrators are in a unique position to maximize organizational efficiency while also targeting inequities in access to and delivery of care. A program that is rooted in social justice and health equity answers a call to action from many experts in the field, like me, who want to maximize the resources available in the Bronx and reduce the disease burden experienced by so many of our patients.

Based on my experiences in healthcare and higher education, I believe that this program is needed and would be supported by other healthcare and higher education administrators who would like the opportunity to advance their skillset. Furthermore, a program that is both affordable and accessible will increase the likelihood of retention for those who work full-time and want to complete their studies near where they live and work. Healthcare professionals working in the Bronx would also be able to increase their income potential and close the gap that they report between healthcare management positions in this borough and the rest of New York City. The program has the potential to contribute to continued upward mobility for Lehman College graduates.

Without reservation, I support the development of the Master's degree program in Health Services Administration.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda R Barley". The signature is written in a cursive, flowing style.

Linda R Barley, EdD, CHES

Interim Dean, School of Health Science & Professional Programs

Cc: Derrick Brazil, Interim Provost & Sr. Vice President



**Dr. Elgloria Harrison**

**Dean**

School of Health Sciences, Human Services and Nursing  
 CUNY Institute of Health Equity  
 Lehman College  
 250 Bedford Park Blvd West  
 Davis Hall 125  
 Bronx, NY 10468

The purpose of this letter is to provide my upmost **support to the planning and execution of the Master's degree program in Health Services Administration** at Herbert Lehman College-HLC. (HLC) is the only senior college of City University of New York (CUNY) system located in the Bronx. HLC is a Hispanic-serving Institution and a Higher Education Anchor Institution primarily serving Bronx residents with close to 60% of students residing in the Bronx. As an Anchor Institution in the Bronx, Lehman has the opportunity with improving the conditions of the broader community through socialization, civic engagement and ultimately creating pathways to social mobility.

Residents from the Bronx borne a disproportionate burden of the COVID-19 pandemic. The neighborhoods hit the hardest are also those with the highest racial and ethnic disparities in COVID-19 outcomes including: case count, hospitalizations, and premature death. Of the top 15 most vulnerable neighborhoods in NYC, 9 are in the Bronx (Mott Haven/ Melrose, Hunts Point/Longwood, Crotona/ Morrisania, Concourse/ Highbridge, South Fordham/University Heights, Belmont/East Tremont, Kingsbridge Heights/Bedford, Parkchester/Soundview, Baychester/Williamsbridge). Research suggests that those from a low socioeconomic status and from an immigrant background are less likely to be tested and at the same time more likely to test positive; neighborhoods with households with more than 4 members and Non-Hispanic African Americans or Blacks are also more likely to test positive and suffer complications; and those living in the Bronx have the highest hospitalizations rates in NYC with 634 per 100.000 compared to Manhattan with 224 per 100.000.

I currently serve as Director of CUNY's Institute of Health Equity – CIHE. CIHE is a CUNY-wide locus of scholarly and applied work that contributes to the preparation of a cadre of faculty, students and community leaders to understand the social determinants of health and disease and encourage their collaboration to achieve health equity. My support to this program is deeply grounded in my experience as a practitioner and researcher in the field of economic evaluation and health disparities research. I have over 10 years of experience of conducting applied research and practice in this field.

A Master's in Health Services Administration has a multipronged impact in the Bronx and in New York State. Students will have the opportunity to receive formal training in cross-cutting themes in health services administration, as well as evaluate the tradeoff between efficiency, efficacy and equity. The online and multi-disciplinary approach of this program provides great promise to attract students from the Bronx, and NYC residents, and other New York State Counties. New York State (NYS) is the 27<sup>th</sup> largest state in territory and the 4<sup>th</sup> most populous state in the U.S., with close to 20 million people in 62 counties. The socio-demographic description of NYS indicates its population is young and racially and ethnically diverse. HLC as a long-standing successful record of serving this population.

The Competencies provided through this program will serve graduates advance their careers as well as provide practitioners and health care providers address social determinants of health, take an active role in community and institution assessment, receive training in best practices in health care management, and identify sources of biases in the provision of health services. All combined, this program will greatly impact the way we think and administer health equity concepts in any health care setting.

I thank you in advance for your time and consideration,

Sincerely,

A handwritten signature in blue ink, appearing to read 'M. Roldós-Prosser'.

Maria Isabel Roldós-Prosser, DrPh, MPA, MS  
CUNY – Institute for Health Equity – Director  
Associate Professor – Department of Health Equity, Administration & Technology | Health Services  
Administration Program.



Lehman College  
Career Exploration & Development Center  
250 Bedford Park Boulevard West  
Bronx, NY 10468

Dear Dean Harrison,

My name is Navisha Maharaj, MS, GCDF, and I am the Career Advisor at the Career Exploration & Development Center at Lehman College, where I have worked for the past 11 years. I am writing to express support of a Master of Science degree program in Health Services Administration at Lehman College. As an Advisor specifically working with students for all health-related majors during my tenure at Lehman, I can attest to the need for improved health service design and implementation in the Bronx and the neighboring environs of New York City. The work that you aim to do will assist in eliminating health disparities in the healthcare system through the advanced training and development of one of the most diverse workforces in the U.S. The need for highly skilled administrators was made apparent at the onset of the COVID-19 pandemic when our hospital system was stretched and strained to its limits. Astute managers with the ability to balance costs and benefits while prioritizing patient health outcomes are in more demand than ever before.

Health services administrators are in a unique position to maximize organizational efficiency while also targeting inequities in access to and delivery of care. A program that is rooted in social justice and health equity answers a call to action from many experts in the field, like me, who want to maximize the resources available in the Bronx and reduce the disease burden experienced by so many of our patients.

Based on my experiences in healthcare, I believe that this program is needed and would be supported by other administrators who would like the opportunity to advance their skillset. Furthermore, a program that is both affordable and accessible will increase the likelihood of retention for those who work full-time and want to complete their studies near where they live and work. Healthcare professionals working in the Bronx would also be able to increase their income potential and close the gap that they report between healthcare management positions in this borough and the rest of New York City. The program has great potential to contribute to continued upward mobility for Lehman College graduates.

Without reservation, I fully support the development of the Master's degree program in Health Services Administration.

Sincerely,

**Navisha Maharaj**

Navisha Maharaj  
Career Advisor  
Lehman College



234 E 149<sup>th</sup> street Bronx ,NY 10451

Dear Dean Harrison,

My name is Hilda Reyes and I am the Social Determinants Program Manager at Lincoln Hospital where I have worked for two years. I am writing to express support of a Master of Science degree program in Health Services Administration at Lehman College. As a healthcare professional for two years, I can attest to the need for improved health service design and implementation in the Bronx and the neighboring environs of New York City. The work that you aim to do will assist in eliminating health disparities in the healthcare system through the advanced training and development of one of the most diverse workforces in the U.S. The need for highly skilled administrators was made apparent at the onset of the COVID-19 pandemic when our hospital system was stretched and strained to its limits. Astute managers with the ability to balance costs and benefits while prioritizing patient health outcomes are in more demand than ever before.

Health services administrators are in a unique position to maximize organizational efficiency while also targeting inequities in access to and delivery of care. A program that is rooted in social justice and health equity answers a call to action from many experts in the field, like me, who want to maximize the resources available in the Bronx and reduce the disease burden experienced by so many of our patients.

Based on my experiences in healthcare, I believe that this program is needed and would be supported by other administrators who would like the opportunity to advance their skillset. Furthermore, a program that is both affordable and accessible will increase the likelihood of retention for those who work full-time and want to complete their studies near where they live and work. Healthcare professionals working in the Bronx would also be able to increase their income potential and close the gap that they report between healthcare management positions in this borough and the rest of New York City. The program has great potential to contribute to continued upward mobility for Lehman College graduates.

Without reservation, I fully support the development of the Master's degree program in Health Services Administration.

Sincerely,

A handwritten signature in cursive script that reads "Hilda Reyes".

Hilda Reyes  
Program Manager  
NYC H+H Lincoln





## The Leslin Healthcare Leadership Foundation

1550 Allerton Avenue – FRNT A, PMB 12  
Bronx, New York 10469

Dear Dean Harrison,

My name is Linda C. Lombardi, and I am the President of the The Leslin Healthcare Leadership Foundation, founded 2 years ago. Formerly, I was the Associate Executive Director and Chief Strategy Officer at NYC Health+Hospitals| Bellevue for over 37 years. I am writing to express support of a Master of Science degree program in Health Services Administration at Lehman College. As a healthcare professional and educator (I have been teaching at the undergraduate and graduate levels for over 25 years), I can attest to the need for improved health service design and implementation in the Bronx and the neighboring environs of New York City. I was born, raised and live in the Bronx and I attended public schools here. I also must mention that I and am a proud graduate of Herbert H. Lehman College.

The work that you aim to do will assist in eliminating health disparities in the healthcare system through the advanced training and development of one of the most diverse workforces in the U.S. The need for highly skilled administrators was apparent at the onset of the COVID-19 pandemic when our hospital system was stretched and strained to its limits. I have been on the frontlines in public health for many years and know well the skills and abilities needed in it. Our health system and community needs leaders who are ready and able to meet the challenges of our community as they build strong careers for themselves. Astute managers with the ability to balance costs and benefits while prioritizing patient health outcomes are in more demand than ever before. Healthcare is expected to one of the few sectors to grow over the next 10 years and so it offers students with many career options.

Health services administrators are in a unique position to maximize organizational efficiency while also targeting inequities in access to and delivery of care. A program that is rooted in social justice and health equity answers a call to action from many experts in the field, like me, who want to maximize the resources available in the Bronx and reduce the disease burden experienced by so many of our patients.

Based on my experiences in healthcare, I believe that this program is needed and would be supported by other administrators who would like the opportunity to advance their skillset. Furthermore, a program that is both affordable and accessible will increase the likelihood of retention for those who work full-time and want to complete their studies near where they live and work. Healthcare professionals working in the Bronx would also be able to increase their income potential and close the gap that they report between healthcare management positions in this borough and the rest of New York City. The program has immense potential to contribute to continued upward mobility for Lehman College graduates.

And so, without reservation and with great enthusiasm, I fully support the development of the Master's degree program in Health Services Administration. I would be pleased to discuss this further as needed.

Respectfully,

**Linda C. Lombardi**

Linda C. Lombardi, PhD. LHD (Hon)

President, The Leslin Healthcare Leadership Foundation

Fellow, New York Academy of Medicine

(Former) Associate Executive Director/Chief Strategy Officer NYC H+H | BELLEVUE



**Visiting Nurse Service of New York Volunteer  
Services - Garden Level**

107 East 70th Street New York, NY 10021

December 9, 2021

Dear Dean Harrison,

My name is Naomi Bibbins, MPA and I am the Manager of Volunteer Services at the Visiting Nurse Service of New York, where I have worked for 17 years. I am writing to express support of a Master of Science degree program in Health Services Administration at Lehman College. I can attest to the need for improved health service design and implementation in the Bronx and the neighboring environs of New York City. The work that you aim to do will assist in eliminating health disparities in the healthcare system through the advanced training and development of one of the most diverse workforces in the U.S. The need for highly skilled administrators was made apparent at the onset of the COVID-19 pandemic when our hospital system was stretched and strained to its limits. Astute managers with the ability to balance costs and benefits while prioritizing patient health outcomes are in more demand than ever before.

Health services administrators are in a unique position to maximize organizational efficiency while also targeting inequities in access to and delivery of care. A program that is rooted in social justice and health equity answers a call to action from many experts in the field, like me, who want to maximize the resources available in the Bronx and reduce the disease burden experienced by so many of our patients.

Based on my experiences in healthcare, I believe that this program is needed and would be supported by other administrators who would like the opportunity to advance their skillset. Furthermore, a program that is both affordable and accessible will increase the likelihood of retention for those who work full-time and want to complete their studies near where they live and work. Healthcare professionals working in the Bronx would also be able to increase their income potential and close the gap that they report between healthcare management positions in this borough and the rest of New York City. The program has great potential to contribute to continued upward mobility for Lehman College graduates.

Without reservation, I fully support the development of the Master's degree program in Health Services Administration.

Sincerely,

Naomi Bibbins, MPA  
Manager of Volunteer Services  
Visiting Nurse Service of New York

Naomi.bibbins@vnsny.org

(917) 747-2746



SCHOOL OF CONTINUING  
& PROFESSIONAL STUDIES

Carman Hall, Room 128  
250 Bedford Park Blvd West  
Bronx, NY 10468

Phone: 718-960-8512  
Fax: 718-960-8727  
[www.lehman.edu/scps](http://www.lehman.edu/scps)

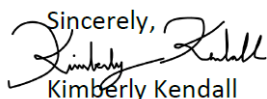
December 13, 2021

Dear Dean Harrison,

My name is Kimberly Kendall, MBA and I am the Interim Associate Dean of the School for Continuing and Professional Studies and Lehman College. I am writing to express support of a Master of Science degree program in Health Services Administration at Lehman College. As a workforce professional for the past 15 years, healthcare is the number one employer in the Bronx. The School for Continuing and Professional Studies work with local unions and healthcare employers, such as The New Jewish Home, to develop upskilling programs for hundreds of their members and employees each year. The work that you aim to do will provide a vital career pathway for local healthcare employees to become highly skilled administrators. The majority of the employees served in our workforce and continuing education programs go on to become first generation college students. Providing a master's degree program in Health Services Administration will provide a pathway for these students to return to Lehman again to become the next generation of healthcare leaders. Having more diverse talent in all levels of the healthcare system will assist in eliminating health disparities.

Health services administrators are in a unique position to maximize organizational efficiency while also targeting inequities in access to and delivery of care. A program that is rooted in social justice and health equity answers a call to action from many experts in the field, like me, who want to maximize the resources available in the Bronx and reduce the disease burden experienced by so many of our patients.

Based on my experience Lehman is a trusted healthcare educator in the Bronx. Students start in CNA and CCMA programs, return to Lehman for undergraduate and nursing programs. I believe that this program is needed to give healthcare professionals working in the Bronx to increase their access to senior healthcare positions and close the gap that they report between healthcare management positions in this borough and the rest of New York City. The program has great potential to contribute to continued upward mobility for Lehman College graduates. Without reservation, I fully support the development of the Master's degree program in Health Services Administration.

Sincerely,  


Kimberly Kendall

Interim Associate Dean, School of Continuing and Professional Studies  
Lehman College



**Appendix I: External Reviewer's CV: Dr. Lauren Pete**

***Dr. Lauren Grace Pete, J.D., Ph.D.***  
***32 Gramercy Park South***  
***New York, New York 10003***  
***212-777-4233***  
***E-mail Addresses: lpete@sjcny.edu***

**EDUCATION**

Doctor of Philosophy [Ph.D.] 1985  
 Sociology Department  
 City University Graduate Center, C.U.N.Y.  
 New York, New York

Juris Doctor [J.D.] 1979  
 Benjamin Cardozo School of Law  
 Yeshiva University  
 New York, New York

**EMPLOYMENT EXPERIENCE**

**St. Joseph's College** 1999 - Present  
 Chairperson  
 Health Administration  
 Health Care Management Graduate Program  
 245 Clinton Avenue  
 Brooklyn, New York 11201

Duties include: Administrative responsibilities for the Health Administration Department and teaching assignments in the graduate and undergraduate programs. Developed and taught land based as well as on-line courses including Computer Applications in Health Care, Health Care Information Systems, Health Care Delivery, Managed Care, Health Care Management and Legal Aspects of Health Administration, Strategic Planning and Financial Management of Health Care Services

**Berkeley College** 1999 - 2000  
 Chairperson  
 Health Information Management Department  
 4 Rifle Camp Road  
 West Paterson, New Jersey 07424

Duties included: Administrative responsibilities for the Health Information Management Department and teaching assignments in the Undergraduate programs.

**CNA/Continental Insurance Companies** 1994 - 1999  
 Senior HealthCare Consultant  
 HealthPro  
 60 Maiden Lane  
 New York, New York 10016

Duties included: Conducting facility-wide surveys and responsibility for developing, implementing and providing effective risk management and quality assurance programs and services to health care facilities.

**Terence Cardinal Cooke Health Care Center** 1992-1994  
 Vice President  
 Office of Quality Assurance and Legal Affairs  
 1249 5th Avenue  
 New York, New York 10029

Duties included: Coordinating the Center's quality assurance and risk management programs; acting as a liaison between or among programs, departments and committees in developing and implementing consistent and effective quality assurance and /risk management programs; assisting in the performance and coordination of concurrent occurrences screening and variance analysis to detect issues, events, patterns and trends that are problematic or place the facility at risk.

**Greater New York Hospital Association** 1989 - 1992  
 Director, Long Term Care Division  
 555 West 57<sup>th</sup> Street  
 New York, New York 10019

Duties included: Data analysis and planning in the area of quality assurance, interaction with regulatory bodies and various levels of government and liaison with the Long term Care membership of the Association regarding the above areas.

**New York City Health & Hospitals Corporation** 1984 - 1989

**Bellevue Hospital**  
 Assistant Director, Human Resources  
 First Avenue & 27<sup>th</sup> Street  
 New York, New York 10003

Duties included: Responsibility for the following areas: labor relations and employee practices; employee training & development; credentialing, performance appraisals, sexual & ethnic harassment, negligent hiring, workers' compensation, and grievance proceedings.

**Office of the Inspector General**  
 Assistant Director  
 Special Assistant to the Inspector General  
 New York, New York

**Vera Institute of Justice** 1980 - 1984  
 Director, Bronx Community Service Sentencing Project  
 233 Broadway  
 New York, New York 10279

**Office of the District Attorney, Kings County** 1979 - 1980  
 Assistant District Attorney  
 350 Jay Street  
 Brooklyn, New York 11201

## **ADDITIONAL TEACHING EXPERIENCE**

New York University, School of Professional Studies, Division of Applied Undergraduate Studies, Professional Programs 1986 - Present

Adjunct Professor

Courses taught include: Computer Applications in Health Care; Medical Law & Ethics; Legal Aspects of Health Care Administration; Current Issues in Health Care; Health Care Policy; Research Methods; Community Health Care; Urban Primary Health Care; Financial Aspects of Health Care Administration.

**The New School for Social Research** 1994 - 1999  
Graduate School of Management & Urban Policy,  
Health Services Management  
Adjunct Assistant Professor  
Course taught: Legal Aspects of Health Care Administration

## **MONOGRAPHS**

The Promise of Long Term Care Insurance: Financing Chronic Health Care Needs [GNYHA, 1992]

Meeting the Needs of Persons with AIDS in the Long term Care Setting [GNYHA, 1992]

## **CONSULTATIONS**

*Managing Disruptive Change: Support for Managers*

November 9 and 16, 2011

New York City Department of Health and Mental Hygiene

Staff Development

42-09 28th Street,

Long Island City, NY 11101

Project: Conducted in service for 50 middle managers on disruptive change.

*Complaint and Incident Reporting Program*

August to October 2010

Home & Hospice Care of Rhode Island

1085 North Main Street

Providence, RI 02904

Project: The project was to develop a complaint and incident reporting program for Home & Hospice Care of Rhode Island. The program provided a process for the reporting, collecting, investigating and evaluating of complaints and incidents, including development of policies and procedures and administrative reporting instruments. In addition, the implementation phase included training materials and in-service training

**Metropolitan Jewish Health System** 2010 - May 2011  
38 Broadway, Suite 300  
New York, New York 10016  
Legal Liaison

Duties include: Responsibility for Hospice Corporate Compliance Program and Audits related to Medicare/Medicaid Conditions of Participation and NYS Department of Health

**Continuum Hospice Care**

2002 – July 2010

Continuum Health Partners  
Consultant  
Program Integrity  
Senior Vice President, Education  
39 Broadway, Suite 200  
New York, New York 10016

Duties include: Responsibilities for the Corporate Compliance Program, Complaint and Incident Reporting and Analysis, Patient Satisfaction Survey and Analysis, and Training and Development, Hospice New Employee Orientation.

**ElderCare Risk Management, Inc.**

June 2002 – September 2005

Health Care Consultant  
Elgin, Illinois

Projects/Assignments: Conducts Professional and General Liability Risk Management and Loss Control on-site surveys for long term care facilities.

**St. Francis College**

September - October 2000

Allied Health Program  
Brooklyn, New York

Project: Conducted Quinquennial Review of Allied Health Program concluding in a written report to Administration.

**American Health Information Association**

August 2000

West Paterson, New Jersey

Project: Conducted a Certification Examination Preparation Course for Two Year Health Information Program.

**Center for Nursing and Rehabilitation**

September 1991

Brooklyn, New York

Project: Conducted facility-wide CARP Independent Consultant Survey.

**AWARDS**

New York University School of Continuing Education Award for Outstanding Services, May 1992.

**BOARD MEMBERSHIP**

I am a member of the following advisory board as of January 2022:

- The Leslin Healthcare Leadership Foundation; 1450 Allerton Avenue – Bronx, New York 10469 Leslin@tlhlf.org



**MEMBERSHIP**

*Health Care Advisory Board*

*Health Care Finance Management Association*

*New York Task Force on AIDS and Aging*

*Women in Health Care Management*

*American College of Health Care Executives*

*New York Citizen's Committee on Health Care Decisions*

External Review Conflict of Interest Form

**Appendix J: External Reviewer Conflict of Interest Form**



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

OFFICE OF HIGHER EDUCATION  
Office of College and University Evaluation  
Room 969 EBA  
89 Washington Avenue  
Albany, New York 12234  
Tel. (518) 474-1551  
Fax (518) 486-2779

**External Reviewer Conflict of Interest Statement**

I am providing an external review of the application submitted to the NYS Education Department by:

St. Joseph College

(Name of Institution or Applicant)

The application is for (circle A or B below)

- A) New Degree Authority
- B) Registration of a new academic program by an existing institution of higher education:

Masters of Science in Health Service Administration

**(Title of Proposed Program)**

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;
2. am not a spouse, parent, child, or sibling of any of the individuals listed above;
3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application;
4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.
  - a. Dr. Lauren Pete does not have a relationship with Lehman College City University of New York and was approved as a reviewer by the NYSDE (see email approval below)

Name of External Reviewer (please print):

Dr. Lauren Pete

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Ekaterina Sukhanova <Ekaterina.Sukhanova@cuny.edu>  
Tue 4/26/2022 4:51 PM

To:

- Elgloria Harrison;
- Sophia Diamantis-fry

Cc:

- Angela Vallecillo <Angela.Vallecillo@cuny.edu>;
- Victor Brown;
- Kenneth Norz <Kenneth.Norz@cuny.edu>

Dear Elgloria

Thank you for the reminder. We checked with NYSED again and they agreed to the reviewer you proposed.

We will be looking forward to guiding this proposal through board approval in early fall, of course pending local approvals.

Kindest regards,

Ekaterina



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY.

Office of College and University Evaluation

### Evaluation Report Form for Program Proposals

Please refer to the Department's [guidance on external reviews](#) for information about when external reviews are required and the selection of external reviewers.

Institution:	Lehman College City University of New York
Program title:	Masters of Sciences in Health Services Administration
Degree:	Masters of Science
Date of evaluation:	7-1-22
External Reviewer Name (please print):	Dr. Lauren Pete
External Reviewer Title and Institution:	St. Joseph University
External Reviewer Signature:	<i>Dr. Lauren Pete</i>

<p><b>I. Program</b></p> <p>1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.</p> <p>The purpose, goals, structure and requirements, as described in the proposal are well-defined, appropriate and more than adequate to meet the needs of prospective students that will be tomorrow's healthcare leaders. The purpose, reflects the needs of current and future healthcare leaders, particularly the focus on improving health outcomes of the surrounding community. The program will fill a gap in the CUNY system for educating healthcare professionals. The recruitment and retention steps that the program will offer will provide students with the proper advisement needed to be successful in the program. Therefore, the programs mechanisms for program administration and monitoring are more than sufficient to allow prospective students to succeed in meeting the specific goals of the program. Students will develop a strong relationship with the program administrators and faculty mentors of individual students that will allow students to succeed in the program.</p> <p>My assessment has resulted in the following findings:</p> <ul style="list-style-type: none"> <li>Although the proposal is designed for students to excel in management positions within hospital systems, community-based clinics, non-profit organizations, private healthcare practices, and federal, state, and local government health surveillance and funding agencies to achieve organizational health and well-being, improved health outcomes for patients, and enhanced community resources, the proposal would benefit from some inclusion of the importance of cost-effective healthcare service delivery. Without this last element the other elements are unlikely to be achieved.</li> </ul>
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<ul style="list-style-type: none"> <li>• The proposal should clarify admission requirements. Are students who are not currently managers going to be admitted?</li> <li>• The proposal should clarify why it is important that a public institution in New York City offer an MS in HSA with a focus on health equity. The proposal would benefit from the inclusion of more information regarding the need for this type of program by a public institution. The proposal does not make it clear if there are private institutions in the same catchment area which offer similar programs with similar purposes. The proposal should clarify the special qualities of a public institution to include such a program. In addition, it would be helpful if the proposal included a fuller discussion of other programs that will compete with this program, whether or not they are part of CUNY.</li> <li>• The proposal includes several sources to support the design of the of the MS-HSA program. Although a list was provided, the proposal would benefit from a more detailed discussion of the bullet points.</li> <li>• The program, as currently proposed, will provide graduates with competencies that meet the challenges of providing healthcare in diverse communities across the country and around the world.” In furtherance of the above, it is suggested that the program proposal be extended to include an international/global perspective.</li> <li>• The proposal should include how the program goals will be measured and evaluated more clearly and consistently. There seems to be an inconsistency with how the proposal discusses the flexibility and affordability of the program and how it will attract applicants from a variety of educational backgrounds. It appears that program candidates must have a least an entry-level management position in healthcare. Admission standards would benefit from a clarification of what a “variety of educational backgrounds” means.</li> </ul>
<p>2. Comment on the special focus of this program, if any, as it relates to the discipline.</p>
<p>After a review of the program description, the program appropriately focuses on the following cohort of students: those seeking upward mobility and increased earnings for current entry level administrators and Lehman College and CUNY alumni; women of diverse ethnic backgrounds who are underrepresented in middle management and leadership roles in the healthcare industry; working professionals who require a flexible course schedule and modalities seeking master level health services degree; Bronx residents may not have access to an affordable master’s level health services degree. However, there are a few comments I would like to make:</p> <ul style="list-style-type: none"> <li>• Currently the proposal requires a minimum of one year experience in a healthcare setting either as a healthcare clinician or an administrator. By limiting admission to a healthcare administrator or clinician, the program would limit the number of candidates to be admitted into the program.</li> <li>• In addition, the admission process requires an interview with faculty and the candidate may be asked to complete a writing sample during the interview. The proposal should more fully clarify when a candidate will be required to have a writing sample.</li> <li>• The requirements for the thousand-word essay should be clarified. The requirements seem to elicit an understanding that would be achieved when the candidate actually takes the courses required of the program. The authors of the proposal should consider a less comprehensive essay to weed out candidates inappropriate for the program.</li> </ul>
<p>3. Comment on the plans and expectations for continuing program development and self-assessment.</p>
<p>The proposed MS-HSA program satisfactorily describes assessments tools (self-reporting satisfaction surveys, course-based student evaluations, pre-and posttest analyses, alumni career advancement surveys and student instructor course evaluations) to be used to determine whether</p>



student learning outcomes are achieved. These assessments will allow the program to determine whether or not it is meeting its goals and allows for continued program development. The MS-HSA program will also appropriately use CAHME Domain categories to be used in the future to assess student learning outcomes. In addition, the program will every two years meet with faculty to discuss assessment results in the context of strategic planning and goal setting. The data will be utilized to continue to modify and improve the MS-HSA program.” However, I have the following concern. Although the MS-HSA program learning outcomes and the program goals are clearly delineated in the proposal, the learning outcomes indicated in the individual syllabi, do not necessarily correlate with the student learning outcomes or the program goals listed in the proposal. The proposal will be enhanced if there was a correlation showing the relationship between individual course student learning outcomes as they relate specifically to program learning outcomes and program goals.

The proposal lists a number of “Career Objectives,” which if achieved by program graduates, would certainly improve healthcare outcomes of residents of the Bronx and the surrounding community. However, it is not clear from the proposal how these “Career Objectives” will be measured.

#### 4. Assess available support from related programs.

The program proposal clearly indicates the role of the Department of Health Sciences In the School of Health Sciences, Human Services and Nursing will play in the development and assessment of the MS-HAS, particularly the use of HSA staff as faculty and mentors to students in the program. The proposal also lists specific “influencers” to the development of the program. However, proposal would benefit from a clearer discussion of how the six “informed sources” added to the specific development of the purpose and goals of the proposed program.

#### 5. What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

The proposal includes a table which clearly indicates there are a number of healthcare professionals at Lehman College that will be interested in pursuing the Masters program (713). Reference is made in support of the need for healthcare leaders and is well documented. In particular the proposal indicates clearly the relationship between the need for more healthcare leaders and its relationship to improve healthcare outcomes. The proposal also clearly indicates the response of the healthcare industry to this need by offering competitive salaries for future graduates. In addition, the proposal clearly shows a relationship between the limited graduate opportunities that currently exist within CUNY, and Lehman College in particular, and the proposed program. This reinforces the need and demand for the program. Currently, Lehman’s undergraduate HSA students interested in pursuing a Master degree within CUNY have to change their focus to public health (SPH), business (Baruch’s executive MBA in Health Administration), or a healthcare management degree that does not include course content on social justice and equity (CSI). The need for the program is also supported by the 2020 survey sent out by Lehman College clearly indicated that 55% of the respondents expressed an interest in a graduate degree in HAS. 90% of the respondents responded to the survey (135 respondents).

There are a few comments I would like to make:

- The proposal would be enhanced by reviewing the statistics provided to support the program. The section entitled early career needs states, "Over the next ten years, the Bureau of Labor Statistics (BLS) projects a 32% growth in this sector, adding about 51,800 new jobs in the United States. In 2020, BLS reported that the average earned salary for a health service administrator without clinical experience was \$104,280 with a median salary of \$71,000." These statistics are somewhat misleading. The Bureau of Labor Statistics uses a category, "Medical and Health Services Managers." Proposal should clarify the use of "health service administrator."
- Although the authors of the proposal use the definition of a medical and health service manager (These professionals manage and coordinate the business aspect of healthcare), graduates of the proposed program will go beyond managing and coordinating the business aspect of healthcare. Indeed, that is part of the uniqueness of your program.
- The proposal correctly focuses on the need for master level prepared healthcare administrators in the area of nursing home administration. The proposal would benefit from a more extensive discussion as to how the program will meet the needs of the elderly population in the Bronx and surrounding areas.
- The proposal would benefit from a discussion of similar programs in the catchment area that are not CUNY programs. The proposal does not discuss the program at Mercy College, a nearby competitor.

<b>II. Faculty</b>
6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.
A review of the resumes attached to the proposal indicate clearly that the proposed HSA faculty are skilled and prepared to teach graduate level courses in the program.
7. Assess the faculty in terms of <b>size and qualifications</b> . What are plans for future staffing?
The proposal indicates that the program will have 5 full-time faculty members and that there will be searches underway for an additional Assistant Professor and Associate Professor. The proposed budget also includes two adjunct faculty to assist with the teaching load, a college assistant to provide program support, and reassigned time for 1 program director. Table 6 lists the full-time faculty who are qualified to teach MS-HSA courses. It is appropriate to the program to utilize full-time faculty to teach graduate courses. However, full-time faculty usually cannot devote time to current healthcare industry employment. As of two usually are not compatible. However, it is also noted that the program intends to hire two adjunct faculty to assist in the teaching load. Because adjunct faculty usually have full-time jobs within the healthcare system, they are able to bring expertise of the current problems that must be addressed with healthcare administrators in the current and near future. It is strongly suggested that the program make use of a better mix of full-time and adjunct faculty, particularly in reference to courses that may require special expertise. For example, a course entitled, "HSA 502 Healthcare Social Justice, Ethics, and the Law; HSA 600: Health Equity and Disparities; HSA 605: Healthcare Informatics and Data Analytics; HSA 503: Healthcare Communication and Marketing; HSA 601: Healthcare Financial Management and HSA 603: Health Policy & Economics may greatly benefit for healthcare professionals that currently work in these fields. Here is where better mix of adjuncts and full-time faculty assignments would benefit the program greatly.
8. Evaluate credentials and involvement of <b>adjunct and support faculty</b> .
The credentials and involvement of adjunct faculty cannot be evaluated as adjunct faculty have not been hired as yet. However, the proposal appropriately discusses the fact that current full-time staff will be used to mentor students and teach graduate courses. The credentials and involvement of support faculty, based on the resumes provided, are more than adequate to meet the programs overall goals.
<b>III. Resources</b>
9. Comment on the adequacy of physical <b>resources and facilities</b> , e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.
The physical resources listed in the program description are more than adequate to support the program.
10. What is the <b>institution's commitment</b> to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.



The budget table includes the number of students anticipated to be in the program for fiscal year 2023 moving forward to physical year 2027. These estimates although based on other program enrollment, seemed quite high.

#### IV. Summary Comments and Additional Observations

11. Summarize the major **strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

Overall, the program proposal would fill a gap in educating healthcare professionals the 21<sup>st</sup> century by providing them with a Master's degree that not only focuses on the current healthcare problems facing New Yorkers and in particular Bronx residents, but also focused on the near future and future issues facing the entire healthcare system. An additional Master's program with its focus on public health, diversity and unmet needs of particular populations is needed within the CUNY system. Although there may be minor gaps in the information provided to support this, the overall program should be incorporated into Lehman College.

The program description includes a number of well documented and supported generalizations and conclusions for the development of the MS-HAS program. This includes (1) the purpose of the program; (2) program goals; (3) career objectives; (4) program's relationship to Lehman college values and mission; (5) early career needs; (6) program curriculum (7) recruitment havoc engine; (8) assessment of student outcomes; (9) course description (10) adequacy of facilities and equipment and (11) adequacy of library and instructional materials.

There are no weaknesses in the program. However, the program description would benefit from addressing a few specific questions or comments referenced above.

## College Response to External Evaluation

After careful review of Dr. Lauren Pete's evaluation report, the following are the ways that we will address her suggestions organized by each major section of the report:

### 1. Program

#### Comment:

1. Although the proposal is designed for students to excel in management positions within hospital systems, community-based clinics, non-profit organizations, private healthcare practices, and federal, state, and local government health surveillance and funding agencies to achieve organizational health and well-being, improved health outcomes for patients, and enhanced community resources, **the proposal would benefit from some inclusion of the importance of cost-effective healthcare service delivery. Without this last element the other elements are unlikely to be achieved.**

#### Response:

The faculty agree that inclusion of cost-effective health service delivery is important and believe that the course HSA 501 Healthcare Social Structure, System Delivery & Strategic Management covers this content. We are aware of healthcare service models introduced by Michael Porter that equates healthcare value with outcome over cost. Models have been introduced that considered a focused model approach at specific patient populations. This approach builds efficiency in the healthcare system, improves learning across the health system, ultimately decreasing cost. The faculty will revisit the HSA 501 syllabus and assure that each student is able to demonstrate application of this concept through assignments, discussions, and tangible deliverables.

#### Comment:

2. The proposal should clarify admission requirements. Are students who are not currently managers going to be admitted?

#### Response:

We appreciate the reviewer pointing out that the program may be shortsighted in limiting non-experienced students into the program, which could limit the program growth. The admission criteria are also in conflict with our statement on dual-enrollment. The faculty will review and revise the admission criteria as appropriate to be more holistic in our consideration of applicants who lack the minimum of one-year experience. The faculty will develop several mechanisms whereby a student may demonstrate relevant experience and these are:

1. Current Lehman College students with 60 credits are eligible to apply and their admission to the program is contingent upon successful completion of the HSA major;
2. Healthcare professionals with a minimum of 5 years of experience are eligible to apply; a performance evaluation is required as part of the application; and

3. Healthcare executives and executive management-level professionals are eligible to apply with a minimum of 1 year of experience a performance evaluation is required as part of the application.

**Comment:**

3. The proposal should clarify why it is important that a public institution in New York City offer an MS in HSA with a focus on health equity. The proposal would benefit from the inclusion of more information regarding the need for this type of program by a public institution. The proposal does not make it clear if there are private institutions in the same catchment area which offer similar programs with similar purposes.

**Response:**

Lehman College is well positioned as an anchor public institution in the Bronx serving a large student population that are mainly Hispanic (49.9%) and Black (32.9%), mainly Bronx residents with an average income of just under \$30,000. Many Bronx residents lack access to good quality healthcare even though the healthcare industry is one of the largest industries in this community. Lehman College is committed to social justice with a goal of working towards equality and equity for all. While there are other masters level program in our surrounding area, as the reviewer pointed out these are private institution, rooted in a business perspective, i.e., MBA or MPA in HealthCare Management with tuition that is much higher than CUNY and credit hours that exceed the proposed program of 30 credits, which translates to less time and less money for students serious about getting their master's degree in 12 months. Lastly, as a public institution we are committed to serving the needs of the Bronx and being the conduit for social mobility.

**Comment:**

4. The proposal should clarify the special qualities of a public institution to include such a program. In addition, it would be helpful if the proposal included a fuller discussion of other programs that will compete with this program, whether or not they are part of CUNY.

**Response:**

This proposal is guided by Lehman College 2025 Roadmap to the Future and anchored by our 90x30 challenge to increase the economic impact in the Bronx and address the evolving labor and environmental needs in ways that advance the Bronx and surrounding regions. Lehman College is a public institution that has a key interest in serving the Bronx community denoted as one of the least healthy boroughs in New York. We find an imperative to provide programs, degrees, certificates to our local communities that lifts residents out of poverty and promote social mobility. There are several programs located in our area that can compete with our program and these are:

Lehman College at cost of \$13,910, is an online 30 credits, 10 courses designed to be completed in 12 months, 7-week semesters to include one summer. The focus is aligned with social justice through the lens of health disparity research and principles of health equity. The advantage is the humanistic focus, designed around our 90X30 challenge to increase the number of advance degrees for residents of the Bronx and beyond. Our competitors are:

Fordham University at cost of \$30,933, is an executive-style curriculum, face-to-face instructions, 14 courses and 31 credits, designed to be completed in 12 months. focused on ethical and humanistic leaderships. The advantage of Fordham has the research and collaboration of three graduate schools and the Global Healthcare Innovation Management Center. The disadvantage is the cost and not online.

Baruch College at cost of \$72,500, is an Executive MBA cohort model that leads to an MBA degree. Face-to-face, 49.5 credits, designed to be completed in 28 months, business focus. The advantaged program is in the Baruch College Zicklin School of Business a highly regarded business school. The disadvantage is the cost and not online.

Mercy College private college at cost of \$21,358, most similar to the proposed program. It can be done face-to-face, weekends, and online, 30 credits and awards a MS in Health Service Management upon completion. Students must have at least 4-years of managerial experiences to be admitted to the program.

Monroe College private college at cost of \$29,685. It can be done online or hybrid, it is 42 credits and awards a MS in Healthcare Administration. The advantage can be done online and hybrid. The disadvantage cost.

**Comment:**

5. The proposal includes several sources to support the design of the of the MS-HSA program. Although a list was provided, the proposal would benefit from a more detailed discussion of the bullet points.

**Response:**

The design of the MS-HSA was informed by several sources:

- Lehman College's 52 years of administering an undergraduate HSA program – one of the oldest degree programs that can be traced to the College's founding in 1969
- Feedback from full-time HSA faculty over the course of a structured strategic planning process
- Trends in healthcare management
- A comprehensive comparative analysis of the top U.S.-based MS programs in healthcare management
- Input from recent HSA graduates
- Recommendations from Bronx-based partners whose mission is quality health service delivery

The reviewer suggested that the proposal include a more detailed discussion of the sources that informed the design of this degree program. We address this feedback in bullet points above. Currently the Department of Health Equity, Administration & Technology (HEAT) has one undergraduate major, BS in Health Services Administration, two minors in Health Services Administration and Public Health, and one

certificate in Nursing Home Administration. The department is proud to serve the Bronx and beyond in graduating students with their bachelor's degree and providing a gateway for those earning a minor, and a certificate for those in Nursing Home Administration. Developing a master degree in Health Service Administration was the next logical step in curriculum development within the department. The department has developed a 5-year strategic plan that included the development of innovative curricula that fits the needs of current and future students in the Bronx and beyond.

Additionally, Lehman College has also made a commitment to increase its footprint in delivering online degrees, an area that has growth potential. With these facts in mind, the Master of Sciences in Health Services Administration is the first new program that the faculty developed that moves the department into the virtual space. Getting feedback from students was another important component the faculty used to drive decision-making. The feedback, though limited in number of participants that responded, was overwhelmingly positive regarding a Masters in Health Services Administration. We are aware from many of our Bronx-based health care organization partners that many managers/administrators are Bachelor prepared and have expressed an interest in an advanced degree as a step to promotion in their current positions. This new degree will support the efforts of many folks who are trapped in the health leadership pipeline to get promoted.

**Comment:**

6. The program, as currently proposed, will provide graduates with competencies that meet the challenges of providing healthcare in diverse communities across the country and around the world.” In furtherance of the above, it is suggested that the program proposal be extended to include an international/global perspective.

**Response:**

We appreciate the reviewer pointing out an additional perspective to include an international/global perspective and while we believe our efforts will focus locally on the needs of New York City and State, and the Bronx specifically, there are two courses that certainly can bridge an international/global discussion. The faculty will revisit these courses to add descriptions that includes this recommendation.

**Comment:**

7. The proposal should include how the program goals will be measured and evaluated more clearly and consistently. There seems to be an inconsistency with how the proposal discusses the flexibility and affordability of the program and how it will attract applicants from a variety of educational backgrounds. It appears that program candidates must have a least an entry-level management position in healthcare. Admission standards would benefit from a clarification of what a “variety of educational backgrounds” means.

**Response:**

Please see response to comment number two. The faculty will re-evaluate the admission criteria and perhaps use a more holistic approach to our admission. It is our desire to train future healthcare leaders and these may come from industries that our non-healthcare related but have transferrable skills.

**Comment:**

8. The proposal should more fully clarify when a candidate will be required to have a writing sample. The requirements for the thousand-word essay should be clarified. The requirements seem to elicit an understanding that would be achieved when the candidate actually takes the courses required of the program. The authors of the proposal should consider a less comprehensive essay to weed out candidates inappropriate for the program.

**Response:**

In review of Lehman's graduate admission website, the requirement is 500-word essay. We will revise this criterion to reflect that of the graduate admission.

**Comment:**

9. Although the MS-HSA program learning outcomes and the program goals are clearly delineated in the proposal, the learning outcomes indicated in the individual syllabi, do not necessarily correlate with the student learning outcomes or the program goals listed in the proposal. The proposal will be enhanced if there was a correlation showing the relationship between individual course student learning outcomes as they relate specifically to program learning outcomes and program goals.

**Response:**

The chart on page below shows the relationship between the program goals and the student learning outcomes for each of the courses in the program syllabi. The program goals can be tracked throughout the program although not every course may cover every program learning outcome. The Capstone course is the culminating experience and will highlight mastery of learning outcomes in preparation for graduation.



Program learning outcome	HSA 500	HSA 501	HSA 502	HSA 503	HSA 600	HSA 601	HSA 602	HSA 603	HSA 604 elective	HSA 605 elective	HSA 606 elective	HSA 700 capstone
<b>PLO 1</b> Apply interpersonal skills, effective collaborative practices, and cultural competence through verbal and written communications in individual and group settings	HSA 500		HSA 502	HSA 503			HSA 602				HSA 606	HSA 700
<b>PLO 2</b> Integrate principles and functions of management to foster organizational development, promote effective human resource practices, enhance system operations, and position the organization through application of market analysis;	HSA 500			HSA 503		HSA 601	HSA 602		HSA 604		HSA 606	HSA 700
<b>PLO 3</b> Appraise the effectiveness, utilization, and integration of information management systems within the micro and macro systems of the organization;					HSA 600	HSA 601		HSA 603		HSA 605	HSA 606	HSA 700
<b>PLO 4</b> Use knowledge of the U.S. Healthcare Delivery system, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level;	HSA 500	HSA 501	HSA 502	HSA 503					HSA 604		HSA 606	HSA 700
<b>PLO 5</b> Integrate microeconomic, macroeconomic, and financial management principles to monitor, analyze, and interpret healthcare financial data for decision-making and strategic planning;	HSA 500	HSA 501				HSA 601		HSA 603				HSA 700
<b>PLO 6</b> Develop strategies that foster a dynamic organizational culture based on mission, vision, and strategy;	HSA 500			HSA 503			HSA 602					HSA 700



<b>PLO 7</b> Identify organizational strengths, weaknesses, opportunities, and threats (SWOT Analysis) using data analytics that supports operational planning and continuous improvement;		HSA 501				HSA 601			HSA 604	HSA 605		HSA 700
<b>PLO 8</b> Develop organizational processes geared to improve decision-making and effectiveness; and	HSA 500	HSA 501			HSA 600				HSA 604	HSA 605	HSA 606	HSA 700
<b>PLO 9</b> Apply system thinking approaches to address and develop solutions to health services challenges.	HSA 500		HSA 502		HSA 600			HSA 603	HSA 604	HSA 605		HSA 700



**Comment:**

10. The proposal lists a number of “Career Objectives,” which if achieved by program graduates, would certainly improve healthcare outcomes of residents of the Bronx and the surrounding community. However, it is not clear from the proposal how these “Career Objectives” will be measured.

**Response:**

The program will administer graduate survey at 6months and 12months to determine program outcomes related to employment, promotion, and work-related assignments that show graduates interact with vulnerable populations. The program will administer an employer survey at 12 months to determine whether the program has achieved its outcome with regards to the quality of the graduates the program produces.

**Comment:**

11. The proposal also lists specific “influencers” to the development of the program. However, proposal would benefit from a clearer discussion of how the six “informed sources” added to the specific development of the purpose and goals of the proposed program.

**Response:**

Under comment #5 the response described in detail what informed the faculty’s approach guided by an overarching alignment with social justice and equity for all. The purpose of the program is to prepare healthcare leaders that can focus on health equity and bring fresh ideas to an organization that serves at-risk patients. To change the healthcare system requires a look from within. Healthcare leaders who are more representative of the population are more likely to see the healthcare system differently and have the capacity to change policies and practices that are more equitable, thus improving value to the system while possibly reducing cost.

Several of the courses within the program will emphasize cost reduction and improving health equity and teach students the concepts of social good and societal perspective in the implementation of health services. HSA 502 will address federal policies and laws designed to address health inequalities with the support of public monies to correct for market failures that create inequality.

**Comment:**

12. The proposal would be enhanced by reviewing the statistics provided to support the program. The section entitled early career needs states, “Over the next ten years, the Bureau of Labor Statistics (BLS) projects a 32% growth in this sector, adding about 51,800 new jobs in the United States. In 2020, BLS reported that the average earned salary for a health service administrator without clinical experience was \$104,280 with a median salary of \$71,000.” These statistics are somewhat misleading. The Bureau of Labor Statistics uses a category, “Medical and Health Services Managers.” Proposal should clarify the use of “health service administrator.”

Although the authors of the proposal use the definition of a medical and health service manager (These professionals manage and coordinate the business aspect of healthcare), graduates of the proposed program will go beyond managing and coordinating the business aspect of healthcare. Indeed, that is part of the uniqueness of your program.

**Response:**

The proposal attempted to be as specific as possible; however, the Bureau of Labor Statistics (BLS) does not list the category of Health service administrator and thus the positions of Medical and Health service managers were as close for the purpose of this proposal. BLS does list a category of Top Executive; however, the title was a bit too ambiguous to use for this purpose. In the proposal we will clarify our definition of health service administrator.

**Comment:**

13. The proposal correctly focuses on the need for master level prepared healthcare administrators in the area of nursing home administration. The proposal would benefit from a more extensive discussion as to how the program will meet the needs of the elderly population in the Bronx and surrounding areas. The proposal would benefit from a discussion of similar programs in the catchment area that are not CUNY programs. The proposal does not discuss the program at Mercy College, a nearby competitor.

**Response:**

We appreciate the reviewer's point regarding preparing healthcare administrators in the area of nursing home administration and we agree that this is an important area to focus on. In fact, the department now has a Nursing Home Administration Certificate program that was approved in Fall 2021. Given the learned experiences from the COVID-19 pandemic and the number of older adults in the Bronx who succumbed to COVID-19, a focus in this area is appropriate. We will update the proposal to better describe the alignment of this program in preparing nursing home administrators.

The external review is correct in that the proposal failed to mention the Master of Science in Healthcare Administration at Mercy College. It was addressed in comment #4 and is repeated here and will add Monroe College to this discussion: The proposal will be updated to include these additional competitive schools.

Mercy College private college at cost of \$21,358, most similar to the proposed program. It can be done face-to-face, weekends, and online, 30 credits and awarded a MS in Health Service Management upon completion. Students must have at least 4-years of managerial experiences to be admitted to the program.

Monroe College private college at cost of \$29,685. It can be done online or hybrid, it is 42 credits and awarded a MS in Healthcare Administration. The advantage can be done online and hybrid. The disadvantage cost.

**II. Faculty**

**Comment:**

14. It is strongly suggested that the program make use of a better mix of full-time and adjunct faculty, particularly in reference to courses that may require special expertise. For example, a course entitled, "HSA 502 Healthcare Social Justice, Ethics, and the Law; HSA 600: Health Equity and Disparities; HSA 605: Healthcare Informatics and Data Analytics; HSA 503: Healthcare Communication and Marketing; HSA 601: Healthcare Financial

Management and HSA 603: Health Policy & Economics may greatly benefit for healthcare professionals that currently work in these fields. Here is where better mix of adjuncts and full-time faculty assignments would benefit the program greatly.

**Response:**

We appreciate the reviewer pointing out the need to balance the mix of full-time and adjunct faculty to provide the student with real-world instruction from professionals that are in the healthcare industry. More recently, Lehman College has approved our new School of Business, and there many opportunities to partner with the School of Business to maximize our resources. In the hiring process, the School of Business and the Department of HEAT will forge a partnership that hires adjuncts and full-time faculty with expertise in healthcare and business that can serve students in our respective schools and programs. Given our resource-limited environment, it is wise to collaborate more closely with other schools who have expertise and avoid duplication of efforts. Further we should point out that the current faculty in the Department of HEAT, the newly established department in the school of HS2N has 8 full-time faculty to include the School Dean and Associate Dean with more than 70 years of practice experiences in the field of health service administration and public health.

**Appendix M: Letter of Intent**



Academic Program Review  
Office of Academic Affairs  
205 East 42nd Street, 9<sup>th</sup> floor  
New York, NY 10017

**NOTICE OF INTENT FORM FOR ALL GRADUATE AND UNDERGRADUATE  
PROPOSED ACADEMIC DEGREE PROGRAMS**

**Name of Institution:**

Lehman College

**Contact Person:**

Elgloria Harrison

**Proposed Program Title:**

Master of Science in Health  
Services Administration

**Proposed Program Award**

Fall 2022

**Date:**

**Will this program be delivered in cohorts using an executive format?**

YES     NO

**Number of credits:** 30

**Will this program follow the traditional semester/summer schedule?**

YES     NO

**If no, explain:** The program is a total of 10 courses and 30 credit hours. It can be completed in 5 traditional semesters, including 1 summer. Each semester is organized into 2 8-week blocks.

**If a graduate program, is this a:** (check all that apply)

Classroom program?     Hybrid program?     Fully on-line program?

**Please include the following items in an executive summary of the program, which you may use as the executive summary of the full program proposal.**

The Master of Science in Health Services Administration curriculum prepares students for positions in middle and upper management within a variety of healthcare institutions. The Master of Science in Health Services Administration is 30 credit hours with a total of 10 courses offered entirely online using both synchronous and asynchronous formats including:

HSA 500 Healthcare Leadership, Management, and Organizational Behavior

HSA 501 Healthcare Social Structure, System Delivery & Strategic Management

HSA 502 Healthcare Social Justice, Ethics, and the Law



HSA 503 Healthcare Communication and Marketing

Academic Program Review  
Office of Academic Affairs  
205 East 42nd Street, 9<sup>th</sup> floor  
New York, NY 10017

HSA 600: Health Equity and Disparities

HSA 601 Healthcare Financial Management

HSA 602 Healthcare Human Resource Management

HSA 603 Health Policy & Economics

HSA 604: Health Service and Emergency Preparedness

HSA 605 Healthcare Informatics and Data Analytics

HSA 606: Comparative Health Systems

HSA 700 Healthcare Capstone Emerging Issues in Health Systems Management

After successful completion of the Master of Science in Healthcare Administration at Lehman College, according to the Bureau of Labor Statistics, graduating students without clinical experience can expect an annual salary of \$104,280 with a median salary of \$71,000. Healthcare administrators are employed in small, mid-size, and large healthcare institutions and facilities with the titles of Division Administrator, Health Services Administrator, Health Services Manager, Healthcare Administrator, and Administrative Director among others. If students wish to pursue doctoral opportunities following this degree, they will be prepared to apply to the CUNY School of Public Health DPH in Health Policy and Management program. Over the next ten years, the Bureau of Labor Statistics projects a 32% growth in this sector, adding about 51,800 new jobs in the United States. This growth far exceeds the potential market for other fields where the average growth rate is closer to 9%. A Master is the expected degree for most managerial-level positions in health care administration and there is an unmet need for programs targeting and acknowledging the healthcare needs of facilities in the Bronx. The existing resources are the faculty in the Health Services Administration program, including the three new lines for which searches are underway. This is a completely online program so there will not be a draw on physical resources. Internet technology and software is readily available. There are no needed resources to initiate this program and successfully launch the program.





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New York, NY 10017

**By signing this form the proposing CAO certifies that (check one)**

- I confirm that we have completed a review of the CUNY Academic Program Inventory and have found no existing program similar to this proposed program.
- I confirm that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) similar in content but believe that there is significant enough demand for an additional program or significant enough difference in focus to justify advancing our proposal.

**Name of Institution(s) and Program(s):**

College of Staten Island Master of Science in Healthcare Management  
(Lucille and Jay Chazanoff School of Business)

**Evidence of demand for a second program:**

In 2000-2001, a sample of the Lehman College BS in Health Services Administration graduates were surveyed and over 50% expressed a desire to pursue an MS in Health Service Administration at Lehman College. Lehman College was ranked #3 by the Chronicle of Higher Education for having a high upward mobility rate. This program will assist students in improving their economic prospects further, especially during a time when small hospitals and community clinics are being annexed by larger corporations that require graduate credentials for healthcare management positions. This program additionally has the potential to contribute to improved health outcomes in the Bronx, where graduate education is lower than other boroughs in New York City, and this gradient change could contribute to more efficient health services administration and healthcare delivery.

**Articulation of difference in focus:**

This program is unique in that it is social justice oriented and trains students to make decisions in healthcare administration from a social determinants of health approach rooted in health equity frameworks. The program is based on critical public health principles with an interdisciplinary focus on health, economics, policy, education, technology, and social justice. The MS in Healthcare Management is a business degree with a healthcare management focus that utilizes an approach rooted in business economics to teaching students about decision-making. The program at CSI focuses on the needs of healthcare providers, while the program at Lehman College takes a holistic approach to solving problems in healthcare service delivery. The target audience is people with backgrounds in business who want to transition to healthcare while the target audience for the Lehman program is healthcare professionals who aspire to hold middle and upper management positions and affect change at the individual and community level.

- I confirm that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) to be substantially similar to



Academic Program Review  
Office of Academic Affairs  
205 East 42nd Street, 9<sup>th</sup> floor  
New York, NY 10017

**what we are proposing and have conferred with our colleagues from the relevant CUNY institution(s) and the central Office of Academic Affairs.**

**Name of Institution(s) and Program(s):**

Lehman College  
Health Services Administration (Health Sciences Department)

**Peter O. Nwosu**

\_\_\_\_\_  
**Provost Name:**

  
\_\_\_\_\_  
**Provost Signature**

## Appendix N: Response to CSI Objection

### Response from Lehman College to the concerns raised by the College of Staten Island on the new Proposed MS in Health Services Administration (HSA) Program at Lehman College.

We appreciate our colleagues at the College of Staten Island Lucille and Jay Chazanoff School of Business giving us an opportunity to address their concerns regarding our proposal to implement a new MS in Health Services Administration Program (MS-HSA). While there is similarity across these programs, there are distinct differences, and I will characterize those differences as the following:

- The Lehman College MS in HSA as proposed and written draws on the deep history of social justice and equality as a part of our Lehman College history and mission. This proposed program aligns with the mission of our School of Health Sciences, Human Services, and Nursing and the CUNY Institute for Health Equity which focuses on social justice, health equity, and health disparities framework embedded into the fabric of the program. We agree that the stated proposal will provide graduates with credentials for healthcare management positions and the value-added is a view of the health system from a health equality lens, which makes this proposal unique in its own rights and less duplicative based on the content noted in the descriptions of each course.
  - We certainly believe that the Lucille and Jay Chazanoff School of Business at CSI has an excellent reputation for preparing graduates with a business mind-set, to includes health professionals who have no business background. Our faculty have both health disparity, health management research backgrounds, and extensive experience in managing healthcare organizations, which provides a unique lens that will enrich our graduate's ability to evaluate health delivery services from a social justice perspective. Thus, our proposed degree program will focus differently from the current business model used by majority business schools.
- The Lehman College MS in HSA is a 30 credit totally online program. Our data show that many of our graduates want more online offering and this in line with Lehman College trajectory to expand online programmatic offerings. We anticipate this program and future programs will increase Lehman College online education footprint and many of these programs will be offered through the School of Health Sciences, Human Services, and Nursing. The health care industry is one of the largest employers in the Bronx and one with many health care workers who hold baccalaureate degrees. Many of our graduates have a desire to return to get their masters in health services administration and this program would allow them to move up the career ladder with a decidedly more nuanced focus than just business alone. We have heard from employers in the Bronx that having employees prepared at the Masters level in health administration is an area they are willing to support. The Bronx is ranked 62<sup>nd</sup> in poor health outcomes across New York State (NYS), this program will focus on preparing graduates to improve these health outcomes.
- Lehman College not only supports the Bronx region; but also supports Westchester County and Southern Connecticut and having a totally online program will assist many mid-career professionals that wish to return to school in a program that offers this type of flexibility. It bears repeating, we are the only senior college in the Bronx with services to citizens in the Bronx and Westchester County.

- The College of Staten Island as publicized on the website is a traditional face-to-face program; however, in our colleague's objection, it is noted an *anticipation that several of these courses will remain on line in the future*. We understand that the College of Staten Island has registered concerns that the Lehman College program is in direct competition and we disagree. The locations and logistics of course offerings minimize this competition and our data show that most residents in the Bronx remain in the Bronx typically return to Lehman for its location and low cost.
- Admittedly, CSI program demonstrate an interdisciplinary approach drawing courses from Business, Management, Nursing, Finance, and Marketing, which support CSI's argument that the School of Business targets early and mid-career health professionals. Many business schools have a health care administration track, so CSI's HCM program is consistent with business school models that add an element of health care to attract non-business majors to obtain a business degree with a focus on health care.
- Our current internal data gathered from a recent survey from Lehman College BS in Health Services Administration graduates who live in the Bronx and had not applied to a graduate program indicated an interest in a Lehman Master's degree in HSA program if it were located either in the Bronx or online. We acknowledged that many of our working healthcare professional students requested Lehman College to hold more online classes this semester. We have a fairly accurate assessment that many of our students want and need more online programs and that this program and others at Lehman are likely to expand Lehman's Online Education which is inscribed in our strategic plan.
  - The College of Staten Island has indicated that more than one-third of the students in the HCM program attend from outside of the Borough of Staten Island, which may not be surprising given the close location of Manhattan and Brooklyn to the College of Staten Island and the status of the Lucille and Jay Chazanoff School of Business and its other business course offerings. We do not disagree with our colleagues in the School of Business. We recognize the likelihood to attracts potential students external to the Borough of Staten Island; however, we do contend that the majority of students that live in the Bronx remain in the Bronx for their education.

In summary, we believe that the Lehman College proposed Masters of Science in Health Services Administration is not in direct competition with the HCM program at College of Staten Island. We further believe that the two programs are distinctly different to serve their immediate communities that geographically aligns with the school's location. The Lehman College MS HSA program focuses on social justice, health equity, and health disparities in the delivery of the content to prepare future leaders in the health service delivery arena. While the Lehman College proposal will not have an on-campus presence it will take full advantage of the distance education model, which is congruent with Lehman College strategic plan to extend its online portfolio and fully serve the needs of our surrounding region.

**APPENDIX O: CSI Official Withdrawal of their Objection**

**From:** Kenneth Norz <Kenneth.Norz@cuny.edu>  
**Sent:** Tuesday, April 12, 2022 1:53 PM  
**To:** Peter Nwosu <peter.nwosu72@login.cuny.edu>; Victor Brown <Victor.Brown@lehman.cuny.edu>; Elgloria Harrison <ELGLORIA.HARRISON@lehman.cuny.edu>  
**Subject:** CSI objection

Peter, Victor and Elgloria

I just finished a Zoom with Michael Parrish, Provost of CSI. The college is officially withdrawing its objection to your MS in Health Services Administration.

Ken