



# HEALTH SCIENCES Catalog



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## ABOUT EXCELSIOR COLLEGE

Excelsior College is a regionally accredited, nonprofit distance learning institution founded in 1971 focused on providing educational opportunity to adult learners. The College contributes to the development of a diverse, educated society by valuing lifelong learning with an emphasis on serving individuals who are historically underrepresented by higher education. Excelsior meets students where they are—academically and geographically—removing obstacles to the educational goals of adult learners through affordable access to quality instruction and the assessment of learning. Our pillars include innovation, flexibility, academic excellence, and integrity.

Excelsior College does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, or sexual orientation in the educational programs and activities which it operates.

Excelsior College is a Title IV-eligible institution offering federal student aid to students who qualify in course-based programs. Stand-alone exam-based options and certificate programs

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## OUR MISSION

Excelsior College provides educational opportunity to adult learners with an emphasis on those historically underrepresented in higher education. The College meets students where they are—academically and geographically, offering quality instruction and the assessment of learning.

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## VISION STATEMENT

Excelsior College aspires to be a model university for the 21st century.

- ▶ Excelsior will be a provider of choice for those who pursue their educational goals in a flexible, individualized manner.
- ▶ Excelsior will continue to serve as a cost-effective stimulus for lifelong learning and individual achievement, advocating the assessment of learning and aggregation of credit.
- ▶ Excelsior will be recognized as an ideal academic collaborator and as a valuable partner in addressing societal and workforce needs.

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## ACCREDITATION

Excelsior College (and under its former name, Regents College) has been continuously accredited since 1977 by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. Middle States is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

The associate, bachelor's, and master's degree programs in nursing at Excelsior College are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000. The ACEN is a specialized accrediting agency for nursing recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

The bachelor's degree programs in electrical engineering technology and nuclear engineering technology are accredited by the Engineering Technology Accreditation Commission of ABET Inc. The bachelor's degree program in information technology is accredited by the Computing Accreditation Commission of ABET. ABET is a specialized accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).

Excelsior College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), 11374 Strang Line Rd., Lenexa, KS 66215. The business programs in the following degrees are accredited by the IACBE:

Bachelor of Science in Business with concentrations in: *Finance, General Accounting, General Business, Global Business, Management of Human Resources, Management of Information Systems, Marketing, and Operations Management*; and the Master of Business Administration (MBA) with concentrations in: *General Track (no concentration), Cybersecurity Management, Health Care Management, Human Performance Technology, Human Resource Management, Leadership, Social Media Management, and Technology Management*.

All the College's academic programs are registered (i.e., approved) by the New York State.

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## RECOGNITION

The Master of Arts in Liberal Studies program has been accepted into full membership by the Association of Graduate Liberal Studies Programs (AGLSP).

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and made college credit recommendations for Excelsior College Examinations.

The National League for Nursing (NLN) has designated the Excelsior College School of Nursing as a Center of Excellence in Nursing Education, 2016–2021. This distinction has been awarded in recognition of the College's sustained achievements in creating environments that promote student learning and professional development and it is the fifth consecutive designation the School has received since the NLN began the program in 2005.

The National Security Agency and the Department of Homeland Security designated Excelsior College as a National Center of Academic Excellence in Cyber Defense Education, 2015–2019.

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## INDIVIDUAL STATE REGISTRATION AUTHORIZATION DISCLOSURE

This institution is authorized by The Indiana Board for Proprietary Education, 101 W. Ohio St., Suite 670, Indianapolis, IN 46204-1984.

Excelsior College is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

For information on disclosures required by various states, visit [www.excelsior.edu/about/transparency](http://www.excelsior.edu/about/transparency).



# Message from the Dean



LAURIE CARBO-PORTER, PhD, RN

Congratulations on your decision to continue your education.

The Excelsior College School of Health Sciences provides many opportunities for health professionals and those interested in entering the health care arena to earn a college degree. This is an exciting time in health care. Our aging population, health care reform, advances in technology, and initiatives on quality and safety have resulted in tremendous growth within the industry. These new opportunities have increased the demand for a highly skilled and credentialed health care workforce. The time to earn a degree, or to update knowledge and skills through an online course, has never been better.

Excelsior College provides a flexible way to progress toward your educational goals while balancing the demands of work and family. Since 1971, Excelsior College has helped students like you achieve their dreams. Students use the convenience and flexibility of Excelsior College online courses and examinations as keys to their success. Combined with the many support services available to you, our courses and examinations make achieving educational and professional goals a reality.

Among other things, this catalog provides a detailed description of the programs and courses offered by the School of Health Sciences. We encourage you to review this catalog and contact us if you have any questions. Our faculty, academic advisors, and staff welcome the opportunity to work with you.

Thank you for choosing the Excelsior College School of Health Sciences. We look forward to partnering with you to help you realize your educational and professional goals as you progress through your career. Best wishes for your success.

A handwritten signature in cursive script that reads "Laurie Carbo-Porter".

Laurie Carbo-Porter, PhD, RN  
*Dean, School of Health Sciences*

## LIMITATIONS

Information in this catalog is current as of March 2017, and is subject to change without advance notice.

## CHANGES IN COLLEGE POLICIES, PROCEDURES, AND REQUIREMENTS

The College reserves the right to modify or revise the admission requirements of any program of the College; degree and graduation requirements; examinations, courses, tuition, and fees; and other academic policies, procedures, and requirements. Generally, program modifications and revisions will not apply to currently matriculated students so long as they actively pursue their degree requirements. However, in the event that it is necessary to make program changes for matriculated students, every effort will be made to give notice. It is also the responsibility of students to keep themselves informed of the content of all notices concerning such changes.

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Printed in the USA, March 2017.

Excelsior College maintains a drug-free workplace and is a drug-free school, as provided by the Federal Drug-Free Schools and Communities Act Amendments of 1989 and the Drug-Free Workplace Act of 1988.

Excelsior College does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats upon request.

Campus Crime Statistics can be found at the following website: [ope.ed.gov/security](http://ope.ed.gov/security)

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# GENERAL INFORMATION

## Student Policy Handbook

The Excelsior College [Student Policy Handbook](#) is your resource for understanding the academic and administrative policies that are important to your academic success. It includes a wide range of information from important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues.

It is your responsibility to be familiar with these policies. The term “students” includes those currently matriculated at Excelsior College taking examinations and/or courses, non-matriculated students taking examinations and/or courses, non-matriculated students in the application process, individuals using the OneTranscript® service (formerly Credit Bank), formerly matriculated students currently in withdrawn status, and graduates.

Policies and procedures that apply only to a specific degree program are listed in the appropriate school catalog. You may download a copy of the [Student Policy Handbook from our website](#). File your handbook with your other important academic papers and this program catalog for easy reference.

## Standardized Testing Participation

Students have a responsibility to participate in standardized tests (an example is the “Proficiency Profile” published by Educational Testing Services) that may be required during the period of their enrollment. These tests may be in addition to regular coursework and are required to gather critical information on achievement of student learning. Students are expected to actively participate and make every effort to do their best on these assessments to produce scores that accurately reflect their abilities. The results from these assessments will not be part of the course grade but are crucial for the purpose of program improvement and are frequently required by regulators and accreditation agencies. Participation in these assessments contributes toward increasing the value of the degree by providing evidence of student learning to external organizations, employers, and the general public.

## Excelsior College Website

Through the College’s [website](#), you have access to a wealth of information to help you succeed as a student. If you haven’t already done so, create a [MyExcelsior user account](#). It will serve as your gateway to a variety of support services and is where you will find up-to-date information tailored to your specific academic program as well as general announcements from the College.

## General Education Outcomes for All Undergraduate Degree Programs

Each undergraduate degree program has a strong arts and sciences component designed to help you develop a broad-based understanding of multiple disciplines, to provide a breadth of academic experience to enrich your life, and to allow you to become more informed and engaged as a citizen and a lifelong learner in an increasingly complex and changing world. This arts and sciences component, offered in a delivery model of flexibility, quality, and accessibility that is based on adult learning theory, helps you to integrate knowledge from multiple sources and experiences in diverse ways of knowing. These guiding principles have thus formed the five learning goals for General Education at Excelsior College.

### A. Communication and Oral Expression

Upon completion of their degree programs, Excelsior students will be able to express themselves effectively in English, both orally and in writing, and with clarity, persuasiveness, and coherence using standard conventions of communication.

### B. Mathematics and Scientific Method

Upon completion of their degree programs, Excelsior students will use scientific reasoning and basic mathematical calculations in problem solving in their daily lives.

### C. Information Literacy

Upon completion of the program, students will have learned to evaluate information critically. They will have learned to identify the amount and type of information needed, to locate and effectively access information, to evaluate the source of information, and to use it as per legal and ethical considerations.

#### D. Diversity and Global Understanding

Excelsior students will gain an understanding of a global society and appreciation for the complexities of diversity so they will be able to interact effectively with people from backgrounds and cultures different from their own. They will challenge their own sense of “self” vis-à-vis an understanding of those with different thoughts, beliefs, and traditional behaviors.

#### E. Ethics

Upon completion of the program, students will recognize the importance of ethical behaviors and decision-making.

For more information on the General Education goals and outcomes, visit [www.excelsior.edu/gened](http://www.excelsior.edu/gened).

### Average Time to Degree Completion

Excelsior College degree programs are designed to be completed at your own pace. However, a student who does not transfer any credits and earns at least 30 credits per year will complete:

- ▶ an associate degree (60–67 credits) in an average of three years,
- ▶ a bachelor’s degree (120–124 credits) in an average of five years, and
- ▶ a master’s degree (30–48 credits) in an average of three years.

### Requirements for All Degree Programs

Students in all undergraduate degree programs at Excelsior College are required to meet requirements in the following general education categories:

- ▶ Information Literacy
- ▶ Written English
- ▶ Ethics
- ▶ Humanities
- ▶ Social Sciences and History
- ▶ Natural Sciences and Mathematics

Each degree program may require credits in specific, core subjects, within the categories listed above.

Students must work closely with their academic advisors to plan how to meet the requirements that are in place for their particular degree program.

Coursework used in transfer to satisfy the written English requirement must be from an English-speaking institution. English as a Second Language courses may not be used to satisfy the written English requirement.

### Technology Literacy

Excelsior College Definition of Technology Literacy  
*Based on State Educational Technology Directors Association (SETDA)*

Excelsior College defines technology literacy as the ability to identify and responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning. This will facilitate the ability to acquire new knowledge for lifelong learning in the 21st-century global workplace.

#### Baseline Technology Skills and Resources

Prior to being admitted to Excelsior College, all students should be knowledgeable in the use of a personal computer (Windows or Macintosh). Entering students should have the ability to

- ▶ use a personal computer,
- ▶ use office automation programs to create, edit, store and print documents,
- ▶ use electronic communication tools, and search and retrieve information from electronic resources to complete assignments and activities.

Students must have reliable access to a computer with Internet connectivity.

Student’s computer and operating systems must meet the minimal technical requirements as noted in the Excelsior College Computer System Requirements ([www.excelsior.edu/system-requirements](http://www.excelsior.edu/system-requirements)).

Students must be able to use required software applications.

Students need to use the Excelsior College website to access information, resources, and the Message Center, and to participate in activities. See the Excelsior College Electronic Use policy ([www.excelsior.edu/electronic-use-policy](http://www.excelsior.edu/electronic-use-policy)).

Students are required to conduct themselves appropriately and professionally at all times, including online.

Students need to use the Excelsior College website to access information, resources, and the Message Center.

See the Excelsior College Electronic Use policy ([excelsior.edu/electronic-use-policy](http://excelsior.edu/electronic-use-policy)).

Students are required to conduct themselves appropriately and professionally at all times, including online.



# SCHOOL OF HEALTH SCIENCES

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## Mission

The School of Health Sciences partners with students to help them realize their educational and professional goals as they progress through their career.

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## Goals

To achieve its mission, the School of Health Sciences will:

- ▶ use best practices in distance education and competency-based evaluation.
  - ▶ establish relationships that empower students to learn and grow as health professionals as they launch into a new career or expand their career potential.
  - ▶ provide flexible undergraduate and graduate degree programs that foster a spirit of inquiry, interprofessional collaboration, reflective learning and practice, ethical decision making, a commitment to lifelong learning, and excellence in practice.
  - ▶ maintain relevant programs of study that include emerging trends, innovative practices, and global perspectives.
  - ▶ offer curricula that promote cultural awareness and sensitivity.
  - ▶ prepare students to respond to emerging challenges with evidence-based solutions.
  - ▶ respond to workforce needs for health professionals.
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## Admission Requirements

All undergraduate degree programs in the School of Health Sciences are open-enrollment. Graduate degree programs require a baccalaureate degree from a regionally accredited U.S. institution or the equivalent. When submitting the application, include all applicable documents, such as official transcripts, military documents, score reports, and copies of licenses and certifications that may qualify for credit toward your degree.

## Maximum Credit Awarded for Licenses and Certifications for Undergraduate Health Sciences Degrees

LICENSE or CERTIFICATION	MAXIMUM CREDIT AWARDED						REQUIRED
	Associate of Science in Health Sciences	Bachelor of Science in Health Sciences	Bachelor of Science in Health Care Management	Bachelor of Science in Public Health	BS in Health Sciences to MS in Health Sciences	Management to MBA	
Licensed Radiologic Technologist	18	32	24	17	32	17	State License
Licensed Nuclear Medicine Technologist	18	32	24	17	32	17	State License
Licensed Radiation Therapist	18	32	24	17	32	17	State License
Registered Nurse	21	30	24	20	30	20	State License
Licensed Practical Nurse	21	26	24	20	26	20	State License
Licensed Massage Therapist	18	26	24	17	26	17	State License
Certified Pharmacy Technician	18	24	24	17	24	17	Certification Card from National Pharmacy Technician Certification Board (PTCB)
Certified Medical Manager (CMM)	9	9	12	12	9	12	Certificate from Professional Association of Health Care Office Management
Certified Medical Administrative Assistant (CMAA)	6	6	9	9	6	9	Certificate from National Healthcareer Association Certification

The Excelsior College School of Health Sciences offers the following programs:

- ▶ Associate of Science in Health Sciences
- ▶ Bachelor of Science in Health Sciences
- ▶ Bachelor of Science in Health Care Management
- ▶ Bachelor of Science in Public Health
- ▶ Master of Science in Health Sciences
- ▶ Master of Science in Health Care Administration
- ▶ Bachelor of Science in Health Sciences to Master of Science in Health Sciences (Dual Degree Track program)
- ▶ Bachelor of Science in Health Care Management to Master of Business Administration (Dual Degree Track program)

# UNDERGRADUATE DEGREE PROGRAMS

Our flexible, online undergraduate programs allow students the opportunity to earn their degrees while balancing work and family responsibilities. Along with a generous policy on transfer credit, students can use Excelsior College online courses, UExcel® exams, and other approved credit sources to complete degree requirements.

## Degree options include:

- ▶ an Associate of Science in Health Sciences
- ▶ a Bachelor of Science in Health Sciences—Students choose to focus on one or more of the following areas of emphasis: health and wellness, health education, management, public health;
- ▶ a Bachelor of Science in Health Care Management;
- ▶ a Bachelor of Science in Public Health;
- ▶ a Bachelor of Science in Health Sciences to Master of Science in Health Sciences dual degree program;
- ▶ a Bachelor of Science in Health Care Management to Master of Business Administration dual degree program

## Requirements for All Undergraduate Degree Programs

### Written English Requirement (WER)

Students are required to demonstrate competence in expository writing in English. The WER must be completed within the first 13 Excelsior College credits attempted.

- ▶ Associate degree students must complete one expository writing course or examination (minimum three credit hours or four quarter-hour credits) with a minimum of C grade.
- ▶ Bachelor's degree students must complete two expository writing courses or examinations (minimum six credit hours or eight quarter-hour credits) with a minimum of C grade,

### OR

- ▶ one expository writing course or examination (minimum three credit hours or four quarter-hour credits) and one applied writing or writing intensive course (minimum three credit hours or four quarter-hour credits).

### Humanities Requirement

Students seeking a bachelor's degree must complete a minimum of two semester hours in the humanities with a minimum grade of C. For health sciences degrees, this requirement is fulfilled by the ethics requirement.

### Information Literacy Requirement

Students are expected to demonstrate competency in information literacy. The standards, performance indicators, and outcomes for this requirement were selected from the Association of College and Research

Libraries (ACRL) Information Literacy Competency Standards for Higher Education. Competency will be assessed through a 1-credit pass/fail course offered online by Excelsior College **INL 102 Information Literacy** or through successful completion of an approved course taken at a regionally accredited college covering comparable content.

The information-literate student will be able to

- ▶ determine the nature and extent of the information needed.
- ▶ access needed information effectively and efficiently.
- ▶ evaluate information and its sources critically.
- ▶ incorporate selected information into their knowledge base and value system.
- ▶ understand many of the economic, legal, and social issues surrounding the use of information.
- ▶ access and use information ethically and legally.

For students enrolled on or after January 1, 2013, the information literacy requirement must be completed within the first 13 Excelsior College credits attempted.

### Academic Advising and Program Planning

The academic advising staff is here to assist and support you as you plan and move through your degree requirements. You should plan carefully and consult with your academic advisor to determine which examinations and courses will fulfill your degree requirements. We recommend that you obtain prior approval from your advisor before registering for an examination or course to ensure that it will apply toward your degree.

## ASSOCIATE OF SCIENCE IN HEALTH SCIENCES

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The Associate of Science (AS) in Health Sciences is a **60-credit program** composed of courses in the arts and sciences as well as in the health sciences. The program is designed as an academic gateway for individuals pursuing a career in the health sciences or for those already working in the field who want to build on their existing knowledge and skills to advance their career.

The AS in Health Sciences program lays the foundation for continued education at the baccalaureate level. Through course work in the arts and science and health science components of the curriculum, students engage in learning that fosters information literacy, critical thinking, and effective communication and builds a strong foundation for lifelong learning and career success. Graduates of the program may apply all credits earned toward the Excelsior College **Bachelor of Science (BS) in Health Sciences** or a total of 50 credits toward the **BS in Health Care Management**.

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### Program Outcomes

Upon completion of the program, the graduate will be able to:

1. Demonstrate effective oral and written communication.
2. Apply critical thinking in relation to health care issues.
3. Discuss the structure and function of the health care delivery system in the United States.
4. Explain the various roles and responsibilities of health professionals.
5. Discuss current trends and opportunities in health care.

### Program Requirements

The Associate of Science in Health Sciences requires a total of 60 credits, including 30 credits in arts and sciences and 30 credits in health sciences.

#### Arts and Sciences Component (30 credits)

The study of the arts and sciences is an essential part of preparation for professional practice in that it contributes both knowledge and an intellectual approach to problem solving. The arts and sciences requirements ensure that the student will develop college-level competence in the areas of the humanities, social sciences/history, and natural sciences/math.

##### 1. Written English Requirement

A minimum of 3 credits are required in expository writing, which may be at the freshman level. (See the written English requirement section on [page 3](#) for specific details.)

##### 2. Humanities

A minimum of 6 credits must be earned in the humanities. The humanities include subjects such as art, literature, ethics, philosophy, religion, theatre, speech, and foreign languages. Within the 6 credits, 3 must be in ethics with a minimum grade of C earned.

##### 3. Social Sciences/History

A minimum of 6 credits must be earned in the social sciences/history field. The social sciences include subjects such as geography, economics, cultural anthropology, political science, sociology, and psychology.

##### 4. Natural Sciences/Mathematics

A minimum of 6 credits must be earned in natural sciences/mathematics. A minimum of 2 credits is required in natural sciences subjects supportive of health sciences (biology, chemistry, physics, etc.) to meet the general education requirements. A minimum of 2 credits in mathematics is required.

##### 5. Arts and Sciences Electives

The remaining 8 credits may be distributed among the arts and sciences areas of the humanities, social sciences/history, and natural sciences/mathematics.

#### Health Sciences Component (30 credits)

The Health Sciences component provides the student with a knowledge base in the health care field, from which to begin or build their career, and is composed of:

- ▶ **9 credits** in health sciences core courses,
- ▶ **18 credits** in health sciences electives, and
- ▶ **3 credits** for the Associate Health Sciences Capstone.

**Health Sciences Core (9 credits)**

Associate in Health Sciences students must complete the following three courses with a minimum grade of C or better in order to satisfy the core requirement: **HSC 112 Medical Terminology** (3 credits), **HSC 121 Health Care in the United States** (3 credits), and **HSC 124 Professionalism in Health Care** (3 credits).

**Health Sciences Electives (18 credits)**

Health sciences elective credit includes coursework from fields such as: radiology, dental hygiene, cardiovascular technology, pharmacy technology, nursing, and medical laboratory technology, etc. Arts and sciences credit that is supportive of the health sciences may also be applied to this area. Additionally, health sciences elective credit may be awarded for faculty-approved licenses and certifications. The School of Health Sciences regularly reviews other licenses and certifications in various areas of health care for which health sciences elective credit may be awarded. For more specific information, see the list of approved licenses and certifications on [page 2](#).

**Health Sciences Capstone (3 credits)**

**HSC 292 Associate in Health Sciences Capstone** must be completed at Excelsior College with a minimum grade of C. To be eligible for the capstone, students must have all other health sciences requirements complete and be within 9 credits of completing the arts and sciences component, including successful completion of the written English requirement.





# Associate in Science in Health Sciences

**60**  
CREDITS

ARTS AND SCIENCES COMPONENT		CREDIT HOURS
▶ Written English Requirement		3
▶ Humanities		
HSC 214 Ethics and the Health Professions		3
Humanities elective		3
▶ Social Sciences		
Lifespan developmental psychology		3
Social sciences elective		3
▶ Natural Sciences/Mathematics		
Natural science supportive of health sciences		2
Mathematics		2
Natural sciences/mathematics elective		2
▶ INL 102 Information Literacy		1
▶ Arts and Sciences Electives		8
TOTAL CREDITS FOR ARTS AND SCIENCES COMPONENT		30
HEALTH SCIENCES COMPONENT		CREDIT HOURS
HSC 112 Medical Terminology		3
HSC 121 Health Care in the United States		3
HSC 124 Professionalism in Health Care		3
Health Sciences electives		18
HSC 292 Associate in Health Sciences Capstone		3
TOTAL CREDITS FOR HEALTH SCIENCES COMPONENT		30
TOTAL DEGREE CREDITS REQUIRED		60

# BACHELOR OF SCIENCE IN HEALTH SCIENCES

The Bachelor of Science in Health Sciences is a 120-credit program composed of courses in the arts and sciences as well as in the health sciences. It is designed to provide learning opportunities to foster knowledge and skills necessary to engage with interprofessional teams to promote quality care, expand career potential, and lay the foundation for study at the graduate level. For students with the ultimate goal of earning a Master of Science in Health Sciences, there is a Bachelor of Science to Master of Science in Health Sciences program (see [page 23](#)).

## Program Outcomes

Upon completion of the program, the graduate will be able to:

1. Identify and evaluate evidence to guide decision making.
2. Use a systematic approach and higher order thinking in developing strategies to address health issues and societal needs.
3. Integrate knowledge of culture and an appreciation of diversity in assessment of needs and delivery of health services.
4. Identify opportunities and challenges in the use of current and evolving information technologies for planning, implementing, and evaluating health services.
5. Use effective, professional communication skills to engage with various stakeholders.
6. Analyze legal, ethical, and policy issues within health delivery systems.
7. Implement specialized knowledge and skills in the management and delivery of health services.

## Program Requirements

The Bachelor of Science in Health Sciences degree program requires a total of **120 credits**, including 60 credits in arts and sciences and 60 credits in the health sciences.

### Arts and Sciences Component (60 credits)

The study of the arts and sciences is an essential part of preparation for professional practice in that it contributes both knowledge and an intellectual approach to problem solving. The arts and sciences requirements ensure that the student will develop college-level competence in the humanities, social sciences/history, and natural sciences/math.

### 1. Written English Requirement

A minimum of 6 credits are required in expository writing, which may be at the freshman level. (See the written English requirement section on [page 3](#) for specific details.)

### 2. Humanities

A minimum of 9 credits must be earned in the humanities. The humanities include subjects such as art, literature, ethics, philosophy, religion, theatre, speech, and foreign languages. Within the 9 credits, 2 must be in ethics with a minimum grade of C earned.

### 3. Social Sciences/History

A minimum of 9 credits must be earned in the social sciences/history field. The social sciences include subjects such as geography, economics, cultural anthropology, political science, sociology, and psychology.

### 4. Natural Sciences/Mathematics

A minimum of 9 credits must be earned in natural sciences/mathematics. A minimum of 2 credits is required in natural sciences subjects (biology, chemistry, physics, etc.) to meet the general education requirements. A minimum of 2 credits in statistics with a minimum grade of C is required to fulfill the core requirement.

### 5. Arts and Sciences Electives

The remaining 27 credits may be distributed among the arts and sciences areas of the humanities, social sciences/history, and natural sciences/mathematics.

### Health Sciences Component (60 credits)

The Health Sciences component provides students with a strong foundation in the health care field and allows the flexibility to choose an area of emphasis in order to develop skills and knowledge in a specific area.

The Health Sciences component is composed of

- ▶ 15 credits of health sciences core courses,
- ▶ 9 credits in an area of emphasis,
- ▶ 3 credits for the Health Sciences Capstone,
- ▶ 1 credit for Information Literacy, and
- ▶ 32 credits in health sciences electives.

### Health Sciences Core (15 credits)

Bachelor of Science in Health Sciences students must complete the following five core courses with a minimum grade of C in each: HSC 310 Writing and Communication in the Health Science Professions (3 credits), HSC 320 Health Care Issues in Culturally Diverse Populations (3 credits), HSC 365 Research for Evidence-Based Practice (3 credits), HSC 431 Introduction to Health Care Delivery Systems (3 credits), and HSC 445 Introduction to Health Care Informatics (3 credits).

### Area of Emphasis

Bachelor of Science in Health Sciences students must select at least one of the following areas of emphasis:

#### Health and Wellness Emphasis (9 credits)

To satisfy the Health and Wellness emphasis requirement, three upper-level courses must be completed with a minimum grade of C: HSC 407 Health and Wellness (*required*) and two courses (6.0 semester hours) in approved Health and Wellness electives.

#### Health Education Emphasis (9 credits)

To satisfy the Health Education emphasis requirements, the following three courses must be completed with a minimum grade of C: HSC 413 Principles of Teaching and Learning (3 credits), HSC 424 Health Care Education: Methods and Strategies (3 credits), and HSC 434 Health Literacy Issues and Solutions (3 credits).

#### Management Emphasis (9 credits)

To satisfy the Management emphasis requirements, the following three courses must be completed with a minimum grade of C: HSC 414 Budget and Finance in Health Care Organizations (3 credits), HSC 418 Management of Human Resources in Health Care Organizations (3 credits), and HSC 440 Leadership and Management in Health Care Seminar (3 credits).

#### Public Health Emphasis (9 credits)

To satisfy the Public Health emphasis requirement, three upper-level courses must be completed with a minimum grade of C: PBH 321 Introduction to Epidemiology (*required*), PBH 323 Principles of Public Health (*required*) and one course (3.0 semester hours) of an approved Public Health elective.

### Health Sciences Electives (32 credits)

Elective credit in the health sciences includes course-work from fields such as: radiology, dental hygiene, cardiovascular technology, pharmacy technology, nursing, and medical laboratory technology. Arts and sciences credit that is supportive of the health sciences may also be applied to this area.

Additionally, elective credit in the health sciences may be awarded for licenses and certifications that have been reviewed and approved by the faculty. The faculty periodically review other licenses and certifications in various areas of health care for which health sciences elective credit may be awarded. For more specific information, see the list of approved licenses and certifications on [page 2](#).

#### Health Sciences Elective Credit

A number of Excelsior College courses may be taken to fulfill the health sciences elective requirement. Students should consult with their academic advisors regarding the options. Some examples include:

HSC 112 Medical Terminology (3 credits), HSC 220 Spanish Communications for Health Science Professionals (4 credits),

HSC 235 Sex, Gender and Health (3 credits), HSC 260 Introduction to Human Genetics (3 credits), HSC 262 Human Animal Interactions for Health and Wellness (3 credits), HSC 314 Sociology of Health and Illness (3 credits), HSC 402 Managing Stress (3 credits), PBH 346 Post Traumatic Stress Disorder: A Gathering Storm (3 credits), and PBH 348 Violence and the American Family (3 credits).

### **Information Literacy (1 credit)**

At least 1 credit must be earned in information literacy. Excelsior College's INL 102 Information Literacy fulfills this requirement. See the information literacy requirement section on [page 3](#) for more specific information on this requirement. This requirement must be completed within the first 13 Excelsior College credits attempted.

### **Health Sciences Capstone (3 credits)**

HSC 464 Health Sciences Capstone must be completed at Excelsior College with a minimum grade of C. To be eligible for the Capstone, students must have successfully completed all other health sciences requirements, including the core, area of emphasis, information literacy, and elective requirements as well as the written English requirement and be within 9 credits of completing the arts and sciences component.



# Bachelor of Science in Health Sciences

**120**  
CREDITS

ARTS AND SCIENCES COMPONENT	CREDIT HOURS
▶ Written English Requirement	6
▶ Humanities Must include 2 credits in ethics	9
▶ Social Sciences/History	9
▶ Natural Sciences/Mathematics Must include 2 credits in statistics and 2 credits in the natural sciences	9
▶ Arts and Sciences Electives May include humanities, social sciences, history, natural sciences, or math	27
<b>TOTAL CREDITS FOR ARTS AND SCIENCES COMPONENT</b>	<b>60</b>
HEALTH SCIENCES COMPONENT	CREDIT HOURS
▶ Health Sciences Core	
HSC 310 Writing and Communication in the Health Science Professions	3
HSC 320 Health Care Issues in Culturally Diverse Populations	3
HSC 365 Research for Evidence-Based Practice	3
HSC 431 Introduction to Health Care Delivery Systems	3
HSC 445 Introduction to Health Care Informatics	3
<b>TOTAL CREDITS FOR HEALTH SCIENCES CORE</b>	<b>15</b>
▶ Health Sciences Area of Emphasis Health and Wellness, Management, Health Education or Public Health	9
▶ INL 102 Information Literacy	1
▶ Health Sciences Elective Credit	32
▶ HSC 464 Health Sciences Capstone	3
<b>TOTAL CREDITS FOR ADDITIONAL HEALTH SCIENCE REQUIREMENTS</b>	<b>45</b>
<b>TOTAL CREDITS FOR HEALTH SCIENCES COMPONENT</b>	<b>60</b>
<b>TOTAL DEGREE CREDITS REQUIRED</b>	<b>120</b>



# BACHELOR OF SCIENCE IN HEALTH CARE MANAGEMENT

The Bachelor of Science in Health Care Management is a **120-credit program** designed to meet the needs of adult learners interested in health care management. This program is composed of coursework that will prepare individuals to carry out the responsibilities required of managers in the health care arena. The curriculum includes core courses in business, health care management, and other areas supportive of the health care manager role. For students with the ultimate goal of earning a Master of Business Administration (MBA), there is a **Bachelor of Science in Health Care Management to MBA** option (see [page 28](#)).

## Program Outcomes

Upon completion of the program, the graduate will be able to:

1. Implement management practices in health care settings that reflect leadership and organizational theories.
2. Apply resource management principles within diverse health care organizations.
3. Explain the role of the manager in maintaining a legal and ethical environment.
4. Determine effective communication strategies when interacting with stakeholders.
5. Use evidence-based practice to guide decision making and promote quality in health care settings.

## Program Requirements

The Bachelor of Science in Health Care Management requires a total of **120 credits**, including **60 credits** in the arts and sciences, **15 credits** in the additional credit component, **42 credits** in the professional component, and a **3-credit capstone course**.

### Arts and Sciences Component (60 credits)

#### 1. Written English Requirement

A minimum of 6 credits are required in expository writing, which may be at the freshman level. See the written English requirement explanation on [page 3](#) for specific details.

#### 2. Humanities

- a. A minimum of 3 upper-level credits must be earned in business or health care ethics with a minimum grade of C.

- b. A minimum of 6 credits must be earned in other humanities subjects such as art, literature, ethics, philosophy, religion, theatre, speech, and foreign languages.

#### 3. Social Sciences/History

- a. A minimum of 3 credits must be earned in microeconomics with a minimum grade of C.
- b. A minimum of 3 credits must be earned in macroeconomics with a minimum grade of C.
- c. A minimum of 3 credits must be earned in other social science/history subjects, including geography, economics, cultural anthropology, political science, sociology, and psychology.

#### 4. Natural Sciences/Mathematics

- a. A minimum of 3 credits must be earned in statistics with a minimum grade of C.
- b. A minimum of 2 credits must be earned in the natural sciences (e.g., biology, chemistry, physics).
- c. A minimum of 4 credits must be earned in natural sciences/mathematics electives. Subjects composing this category include topics in biology, chemistry, mathematics, genetics, and physics.

#### 5. Arts and Sciences Electives

An additional 27 credits must be completed in the arts and sciences areas of the humanities, social sciences/history, or natural sciences/mathematics. Students may distribute these credits across the arts and sciences subjects in any fashion.

## **Additional Credit Component (15 credits)**

### **1. Medical Terminology**

A minimum of 3 credits must be earned in medical terminology. Students who have earned an associate degree or higher in a health sciences field will be awarded 3 credits for medical terminology. Students who present a state-issued license as a registered nurse or a practical nurse will also be awarded 3 credits in medical terminology to fulfill this requirement. Students who have earned a minimum of 3 credits of anatomy and physiology from military training will also be awarded 3 credits for medical terminology. The anatomy and physiology credit must be listed on a joint services transcript.

### **2. Information Literacy**

A minimum of 1 credit must be earned in information literacy. See the information literacy requirement explanation appearing earlier in this catalog for more information. (Excelsior College INL 102 **Information Literacy** may be used to fulfill this requirement.)

### **3. Other College-Level Credit**

A minimum of 11 credits must be earned in other college-level credit. This essentially is an elective area that can be fulfilled with additional arts and sciences credits or applied professional credits.

## **Professional Component (42 credits)**

### **1. Business Core**

Three credits in each of the following subjects must be earned with minimum grade of C:

- Accounting
- Principles of Management
- Research (upper level)
- Human Resources Management
- Marketing

### **2. Health Care Management Core**

Bachelor of Science in Health Science students must complete the following seven core courses with a minimum grade of C in each:

- HSC 301 Foundations of Health Care Management
- HSC 305 Critical Issues in Health Care Management
- HSC 310 Writing and Communication in the Health Sciences Professions
- HSC 330 Legal and Regulatory Environment of Health Care
- HSC 404 Organizational Behavior and Theory in Health Care
- HSC 414 Budget and Finance in Health Care Organizations
- HSC 450 Economics of Health Care

### **3. Business or Health Care Electives**

An additional 6 credits must be completed in business or health care electives.

## **Health Care Management Capstone (3 credits)**

HSC 470 Health Care Management Capstone must be completed at Excelsior College with a minimum grade of C. To be eligible for the capstone, students must have successfully completed all other requirements of the professional and additional credit components as well as the written English requirement and be within 9 credits of completing the arts and sciences component.



# Bachelor of Science in Health Care Management

**120**  
CREDITS

ARTS AND SCIENCES COMPONENT		CREDIT HOURS
▶ Written English Requirement		6
▶ Humanities Business Ethics (UL), Electives (6 credits)		9
▶ Social Sciences/History Microeconomics, Macroeconomics, Electives (3 credits)		9
▶ Natural Sciences/Mathematics Statistics, Electives (6 credits. Must include a minimum of 2 credits in the natural sciences.)		9
▶ Arts and Sciences Electives		27
TOTAL CREDITS FOR ARTS AND SCIENCES COMPONENT		60
ADDITIONAL CREDIT COMPONENT		CREDIT HOURS
▶ HSC 112 Medical Terminology		3
▶ Information Literacy		1
▶ Other college-level credit		11
TOTAL CREDITS FOR ADDITIONAL CREDIT COMPONENT		15
PROFESSIONAL COMPONENT		CREDIT HOURS
▶ Business Core Accounting, Human Resources Management, Marketing, Principles of Management, Research (UL)		15
▶ Health Care Management Core		21
HSC 301 Foundations of Health Care Management	HSC 404 Organizational Behavior in Health Care Environments	
HSC 305 Critical Issues in Health Care Management	HSC 414 Budget and Finance in Health Care Organizations	
HSC 310 Writing and Communication in the Health Sciences Professions	HSC 450 Economics of Health Care (F)	
HSC 330 Legal and Regulatory Environment of Health Care		
▶ Business or Health Care Electives		6
TOTAL CREDITS FOR PROFESSIONAL COMPONENT		42
CAPSTONE COMPONENT		CREDIT HOURS
▶ HSC 470 Health Care Management Capstone		3
TOTAL CREDITS FOR CAPSTONE COMPONENT		3
TOTAL DEGREE CREDITS REQUIRED		120

UL: Upper level courses F: Foundational requirements

# BACHELOR OF SCIENCE IN PUBLIC HEALTH

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The Bachelor of Science in Public Health is a **120-credit program** composed of courses in the arts and sciences as well as in public health. The program is designed to prepare students to enter the field of public health equipped with knowledge and skills to address challenges to population health. Students are exposed to a curriculum that is rooted in promoting and protecting the health of populations, and embraces the concept that health around the world is relevant to the health of local communities. Throughout the program, students learn about the five core public health disciplines: behavioral health/health education, epidemiology, statistics, health services administration, and environmental health. The curriculum emphasizes knowledge acquisition, skills building, and practical application in public health to prepare students to enter the workforce or to move on to study at the graduate level.

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## Program Outcomes

Upon completion of the program, the graduate will be able to:

1. Apply the principles of public health in addressing health issues that impact humankind.
2. Employ strategies to plan, implement, and evaluate programs and policies designed to address public health issues.
3. Demonstrate multiple strategies of communication when addressing public health issues with diverse stakeholders.
4. Analyze the impact of social, political, and economic variables on public health issues and health care delivery systems.
5. Analyze the interrelationship among policy, practice, systems, and population health.
6. Analyze social, behavioral, biological, and environmental factors that impact population health and contribute to health disparities.
7. Apply basic concepts, methods, and tools of public health data collection in addressing population-based needs.
8. Demonstrate critical thinking, including the ability to analyze, synthesize, and evaluate public health and other types of data to make evidence-based decisions.
9. Examine the practice of public health using legal, regulatory, and ethical frameworks.

## Program Requirements

The Bachelor of Science in Public Health requires a total of 120 credits, including 60 credits in the arts and sciences, 30 credits in the public health component, 12 credits in public health electives, 12 credits in other electives, a 1-credit information literacy requirement, and a 5-credit Public Health Capstone.

### Arts and Sciences Component (60 credits)

The study of the arts and sciences is an essential part of preparation for professional practice in that it contributes both knowledge and an intellectual approach to problem solving. The arts and sciences requirements ensure that the student will develop college-level competence in the areas of the humanities, social sciences/history, and natural sciences/mathematics.

#### 1. Written English Requirement

A minimum of 6 credits are required in expository writing, which may be at the freshman level. See the written English requirement explanation on [page 3](#) for additional information.

#### 2. Humanities

A minimum of 9 credits must be earned in the humanities. The humanities include subjects such as art, literature, ethics, philosophy, religion, theatre, speech, and foreign languages. Within the 9 credits, a minimum of 3 credits must be earned in health care ethics with a grade of C or better.

#### 3. Social Sciences/History

A minimum of 9 credits must be earned in social sciences/history. The social sciences include subjects such as geography, economics, cultural anthropology, political science, sociology, and psychology.

#### 4. Natural Sciences/Mathematics

- A minimum of 3 credits must be earned in statistics with a minimum grade of C.
- A minimum of 6 credits must be earned in anatomy and physiology.

#### 5. Arts and Sciences Electives

The remaining 27 credits may be distributed among the arts and sciences areas of the humanities, social sciences/history, and natural sciences/mathematics.

### Other College-Level

#### Electives Component (12 credits)

A minimum of 12 credits must be earned in other college-level credit. This essentially is an elective area that can be fulfilled with additional arts and sciences credits or applied professional credits.

#### Public Health Core Component (30 credits)

Three credits in each of the following subjects must be earned with a minimum grade of C:

PBH 323 Principles of Public Health (3 credits)

PBH 321 Introduction to Epidemiology (3 credits)

PBH 421 Global Health (3 credits)

PBH 401 Health Education and Promotion for Diverse Communities (3 credits)

PBH 306 Environmental Health (3 credits)

HSC 431 Introduction to Health Care Delivery Systems (3 credits)

PBH 311 Health Disparities (3 credits)

HSC 365 Research for Evidenced-Based Practice (3 credits)

PBH 303 Special Issues in Public Health (3 credits)

PBH 439 Planning and Evaluating Health Programs (3 credits)

#### Public Health Electives (12 credits)

An additional 12 credits must be completed in electives supportive of the discipline of public health.

#### Information Literacy (1 credit)

A minimum of 1 credit must be earned in information literacy. See the information literacy requirement explanation appearing earlier in this catalog for more information (Excelsior College INL 102 Information Literacy may be used to fulfill this requirement).

#### Public Health Capstone (5 credits)

PBH 468 Public Health Capstone must be completed at Excelsior College with a minimum grade of C. To be eligible for the capstone, students must have successfully completed all other requirements of the professional and additional credit components as well as the written English requirement, and be within 9 credits of completing the arts and sciences component.





# Bachelor of Science in Public Health

**120**  
CREDITS

ARTS AND SCIENCES COMPONENT	CREDIT HOURS
▶ Written English Requirement	6
▶ Humanities Must include 3 credits in Health Care Ethics	9
▶ Social Sciences/History	9
▶ Natural Sciences/Mathematics Must include 3 credits in statistics and 6 credits in anatomy and physiology	9
▶ Arts and Sciences Electives May include humanities, social sciences, history, natural sciences, or mathematics	27
<b>TOTAL CREDITS FOR ARTS AND SCIENCES COMPONENT</b>	<b>60</b>
OTHER COLLEGE-LEVEL ELECTIVES	CREDIT HOURS
<b>TOTAL CREDITS FOR COLLEGE-LEVEL ELECTIVES</b>	<b>12</b>
PUBLIC HEALTH COMPONENT	CREDIT HOURS
PBH 323 Principles of Public Health	3
PBH 321 Introduction to Epidemiology	3
PBH 421 Global Health	3
PBH 401 Health Education and Promotion for Diverse Communities	3
PBH 306 Environmental Health	3
HSC 431 Introduction to Health Care Delivery Systems	3
PBH 311 Health Disparities	3
HSC 365 Research for Evidenced-Based Practice	3
PBH 303 Special Issues in Public Health	3
PBH 439 Planning and Evaluating Health Programs	3
<b>TOTAL CREDITS FOR PUBLIC HEALTH COMPONENT</b>	<b>30</b>
▶ Public Health Electives	12
▶ Information Literacy Requirement	1
▶ PBH 468 Public Health Capstone	5
<b>TOTAL DEGREE CREDITS REQUIRED</b>	<b>120</b>

# GRADUATE DEGREE PROGRAMS

## Policies Specific to the Graduate Degree Programs

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The Excelsior College [Student Policy Handbook](#) is your resource for understanding the academic and administrative policies that are important to your academic success. It includes a wide range of information, including your right to privacy, grading, and policies and procedures concerning refunds and withdrawals, in addition to other administrative issues. It is your responsibility to be familiar with these policies.

Policies and procedures that apply specifically to the graduate degree program are listed below. File your handbook with this program catalog and your other important academic papers for easy reference.

### Admission Policy

Students with a bachelor's degree from an accredited institution may be admitted into the Excelsior College Master of Science in Health Sciences program or Master of Science in Health Care Administration program.

Students applying to the Health Professions Education specialization must include the following with their application materials:

- ▶ An official transcript confirming completion of an allied health degree program. If this program was not completed at the bachelor's level, then you also need to submit an official transcript that confirms completion of your bachelor's degree.
- ▶ Documentation that you are eligible to practice in an allied health profession in your state of residence. This documentation may be a license or certification.

### Acceptance of Transfer Credit

Previously completed graduate-level coursework may be used to satisfy the requirements of the graduate degree program if approved by the School of Health Sciences faculty. Graduate-level coursework being considered for transfer into one of the areas of specialization must have been completed within seven years of the date of enrollment. Students may transfer up to 18 credits. A minimum grade of B is required for any approved graduate course accepted for transfer credit.

### Maximum Time to Complete

Students pursuing a graduate degree program in the School of Health Sciences have a maximum of seven years from the date of enrollment to complete the program.

### Grade Point Average

Excelsior College requires an overall 3.0 cumulative GPA for completion of the graduate degree program. No more than two Excelsior College courses with C grades can be applied toward the degree; these C grades must be offset by A grades in other Excelsior College courses. Refer to the [Student Policy Handbook](#) for complete information.

### Application Process

You are required to apply for admission into the Excelsior College graduate degree programs. Visit our website at [www.excelsior.edu/apply](http://www.excelsior.edu/apply). Please submit an official college transcript verifying completion of a baccalaureate degree along with official transcripts of any graduate-level study you wish to be considered for transfer toward the Master of Science in Health Sciences requirements. Upon review of the transcripts and application, if qualified, you will receive an acceptance letter and then complete the enrollment agreement.

### Program Content and Requirements

Enrolled graduate students work with academic advisors to make degree plans that meet student needs and conform to the academic policies and course requirements of the program. The programs are designed to be flexible and ensure student success. Academic advisors help students determine appropriate options for fulfilling course requirements that meet their academic and career objectives, preferred learning styles, and current lifestyles. This diversity of educational alternatives makes our programs unique and helps to ensure that graduate health science education alternatives are provided to populations traditionally underserved by higher education.

# MASTER OF SCIENCE IN HEALTH SCIENCES

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The **Master of Science in Health Sciences** program is designed for students who wish to develop advanced knowledge and skills in health care. It is composed of an **18-credit core**, a **15-credit area of specialization**, and a **3-credit capstone course**. The required core courses are designed to help students develop critical competencies relevant to various branches of the health sciences, such as communication, ethical reasoning, and leadership. The core courses also provide foundational knowledge in research, health care policy, and statistics. There are three options to choose from for specialization: **health professions education**, **public health**, **health care informatics**, as well as a **no-specialization option**.

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The **Health Professions Education specialization** is designed to address the growing demand for allied health professionals and the shortage of faculty prepared to teach in allied health programs. It is designed for practicing health professionals who want to move into an instructor or faculty role. Students who engage in this specialization will develop skills in classroom and clinical instruction, assessment and evaluation, and curriculum development.

The **Public Health specialization** is designed for students interested in developing specialized skills to address existing and emerging societal health issues. The field of public health is multidisciplinary in nature and attracts students with various professional backgrounds with one common goal—improving the health of populations. Students will be introduced to the five disciplines that make up the field of public health: behavioral science/health education, epidemiology, biostatistics, environmental health, and health services administration/management.

The **Health Care Informatics specialization** prepares students with knowledge and skills necessary to work within, or assume leadership roles in, the field of health care informatics. In this specialization, students explore topics such as electronic medical records, decision support, privacy and security of information, and the overall impact of health care informatics on the health care delivery system. Through this learning, students develop a variety of skills, including: information management system design and evaluation, critical thinking of system solutions, and the implementation of systems.

The flexible option of **No Specialization** is for students with previous graduate-level coursework and those who prefer to combine a variety of the graduate-level health sciences-based courses to establish a unique area of focus.

## Program Outcomes

Upon completion of the Master of Science in Health Sciences program, graduates will be able to:

1. Demonstrate proficiency in using multiple strategies of communication to convey complex thoughts and ideas.
2. Use research findings to explain and direct the resolution of practice-related issues and challenges.
3. Apply leadership skills in managing people and programs.
4. Analyze issues and challenges, including new and emerging trends within the health care industry, using an ethical framework.
5. Use knowledge of health care policy and delivery systems to guide professional practice.

Students who select a specialization will also meet the following program outcomes:

### Health Professions Education Specialization

- Apply principles and theories of teaching, learning, and assessment.
- Use curriculum development and evaluation processes within dynamic health care and educational environments.
- Evaluate multiple instructional strategies, including educational technologies, to support student learning.

### Public Health Specialization

- Apply an epidemiological framework to public health issues.
- Examine the influence of social determinants of health on populations.
- Develop evidence-based strategies to address public health issues.

### Health Care Informatics Specialization

1. Apply health care informatics knowledge and skills to select, manage, and evaluate information systems.
2. Use critical thinking skills to identify informatics technology solutions to improve healthcare.

### Program Requirements (36 credits)

#### Graduate Health Science Core (18 credits)

- ▶ HSC 500 Graduate Research and Writing (3 credits)
- ▶ HSC 510 Health Care Policy, Politics, and Power (3 credits)
- ▶ HSC 518 Ethics and Health Care (3 credits)
- ▶ HSC 560 Health Care Delivery Systems (3 credits)
- ▶ HSC 580 Research and Applied Statistics (3 credits) or PBH 592 Biostatistics (3 credits)<sup>①</sup>
- ▶ HSC 552 Leadership (3 credits)

#### Health Professions

#### Education Specialization (15 credits)

- ▶ HSC 600 Principles and Theories of Learning (3 credits)
- ▶ HSC 610 Assessment of Learning in the Classroom and Clinical Setting (3 credits)
- ▶ HSC 620 Technology Application in Health Professions Education (3 credits)
- ▶ HSC 630 Classroom and Clinical Instruction (3 credits)
- ▶ HSC 640 Curriculum Development (3 credits)

#### Public Health Specialization (15 credits)

- ▶ PBH 603 Behavioral Health and Social Environment (3 credits)
- ▶ PBH 604 Epidemiology (3 credits)
- ▶ PBH 609 Critical Issues in Public Health (3 credits)
- ▶ PBH 613 Program Planning and Evaluation for Public Health (3 credits)
- ▶ PBH 647 Vulnerable Populations (3 credits)

<sup>①</sup> PBH 592 Biostatistics is required for the Public Health Specialization

### Health Care Informatics Specialization (15 credits)

- ▶ HINF 521 Data, Information, and Knowledge (3 credits)
- ▶ HINF 522 Informatics and the Health Care Delivery System (3 credits)
- ▶ HINF 551 Systems Life Cycle (4 credits)
- ▶ HINF 553 Issues in Health Care Informatics (3 credits)
- ▶ HINF 555 Knowledge Representation (2 credits)
- ▶ NUR 680 Management Information for Decision Support (3 credits)

### No Specialization (15 credits)

Students are required to complete a compilation of graduate-level coursework from health sciences fields. This will include Excelsior College graduate courses as well as approved courses transferred in from other institutions.

### Graduate Health Sciences Capstone (3 credits)

HSC 660 Graduate Health Sciences Capstone may be taken when students are in their final trimester and have completed at least 30 credits.



## Master of Science in Health Sciences

**36**  
CREDITS

CORE COMPONENT	CREDIT HOURS
HSC 500 Graduate Research and Writing	3
HSC 510 Health Care Policy, Politics, and Power	3
HSC 518 Ethics and Health Care	3
HSC 560 Health Care Delivery Systems	3
HSC 580 Research and Applied Statistics or PBH 592 Biostatistics	3
HSC 552 Leadership	3
<b>TOTAL CREDITS FOR CORE COMPONENT</b>	<b>18</b>
SPECIALIZATION COMPONENT (Select one specialization)	CREDIT HOURS
► Health Professions Education	
HSC 600 Principles and Theories of Learning	3
HSC 610 Assessment of Learning in the Classroom and Clinical Setting	3
HSC 620 Technology Application in Health Professions Education	3
HSC 630 Classroom and Clinical Instruction	3
HSC 640 Curriculum Development	3
► Public Health	
PBH 603 Behavioral Health and Social Environment	3
PBH 604 Epidemiology	3
PBH 609 Technology Application in Health Professions Education	3
PBH 613 Program Planning and Evaluation for Public Health	3
PBH 647 Vulnerable Populations	3
► Health Care Informatics (For a total of 15 credits)	
HINF 521 Data, Information and Knowledge	3
HINF 522 Informatics and the Health Care Delivery System	3
HINF 551 Systems Life Cycle	4
HINF 553 Issues in Health Care Informatics	3
HINF 555 Knowledge Representation	2
NUR 680 Management Information for Decision Support	3
► No Specialization	
Health Sciences Electives	15
<b>TOTAL CREDITS FOR SELECTED SPECIALIZATION COMPONENT</b>	<b>15</b>
GRADUATE COURSE COMPONENT	CREDIT HOURS
HSC 660 Graduate Health Sciences Capstone	3
<b>TOTAL CREDITS FOR GRADUATE COURSE COMPONENT</b>	<b>3</b>
<b>TOTAL DEGREE CREDITS REQUIRED</b>	<b>36</b>



# MASTER OF SCIENCE IN HEALTH CARE ADMINISTRATION

The Master of Science in Healthcare Administration program is designed to prepare individuals for leadership positions in a dynamic healthcare environment. The program includes a 21-credit core component, a 9-credit area of specialization component, 3 graduate-level elective credits, and a 3-credit capstone course. Students may choose to specialize in organizational development or select a no-specialization option and select from an array of electives to individualize their academic program. Graduates of this program acquire marketable knowledge and skills through coursework that includes analysis of case studies and reality-based projects and simulations.

## Program Outcomes

Upon completion of the program, the graduate will be able to:

1. Develop theory-based communication strategies within the health care environment.
2. Lead effectively within the health care environment.
3. Integrate principles of risk management and quality improvement to optimize desired outcomes.
4. Implement human resource practices commonly used by health care administrators.
5. Apply ethical standards to policy and legal issues in health care.
6. Analyze contemporary issues impacting the health care environment.

## Program Requirements (36 credits)

### Graduate Health Science Core (21 credits)

- ▶ BUS 504 Human Resource Management (3 credits)
- ▶ BUS 516 Communication Strategy for the Health Care Leader (3 credits)
- ▶ HSC 519 Contemporary Issues and Trends in Health Care (3 credits)
- ▶ HSC 528 Health Care Finance (3 credits)
- ▶ HSC 544 Health Care Law and Ethics (3 credits)
- ▶ HSC 552 Leadership (3 credits)
- ▶ HSC 561 Quality Management in Health Care (3 credits)

### No Specialization (9 credits)

Any 9 graduate-level credits supportive of Health Care Administration. Students are required to complete a compilation of graduate-level coursework from health sciences fields. This will include Excelsior College graduate courses as well as approved courses transferred in from other institutions.

### Organizational Development Specialization (9 credits)

- ▶ HSC 526 Strategic Management of Health Care Organizations (3 credits)
- ▶ HSC 627 Strategic Planning in Health Care (3 credits)
- ▶ HSC 629 Project Management in Health Care Environments (3 credits)

### Electives Component (3 credits)

Any 3 graduate-level credits supportive of Health Care Administration

### Graduate Health Sciences Capstone (3 credits)

HSC 698 MS in Health Care Administration Capstone may be taken when students are in their final trimester and have completed at least 30 credits.



## Master of Science in Health Care Administration

**36**  
CREDITS

CORE COMPONENT	CREDIT HOURS
BUS 504 Human Resources Management	3
HSC 516 Communication Strategy for the Health Care Leader	3
HSC 519 Contemporary Issues and Trends in Health Care	3
HSC 528 Health Care Finance	3
HSC 544 Health Care Law and Ethics	3
HSC 552 Leadership	3
HSC 561 Quality Management in Health Care	3
<b>TOTAL CREDITS FOR CORE COMPONENT</b>	<b>21</b>
SPECIALIZATION COMPONENT (Select one specialization)	CREDIT HOURS
► No Specialization	
Any 9 graduate-level credits supportive of health care administration	9
► Organizational Development	
HSC 526 Strategic Management of Health Care Organizations	3
HSC 627 Strategic Planning in Health Care	3
HSC 629 Project Management in Health Care Environments	3
<b>TOTAL CREDITS FOR SELECTED SPECIALIZATION COMPONENT</b>	<b>9</b>
ELECTIVES COMPONENT	
Any 3 graduate-level credits	3
<b>TOTAL ELECTIVES COMPONENT</b>	<b>3</b>
GRADUATE COURSE COMPONENT	CREDIT HOURS
HSC 698 MS in Health Care Administration Capstone	3
<b>TOTAL CREDITS FOR GRADUATE COURSE COMPONENT</b>	<b>3</b>
<b>TOTAL DEGREE CREDITS REQUIRED</b>	<b>36</b>

## BACHELOR OF SCIENCE IN HEALTH SCIENCES TO MASTER OF SCIENCE IN HEALTH SCIENCES (DUAL DEGREE TRACK)

The Bachelor of Science in Health Sciences to Master of Science in Health Sciences dual degree program consists of **147 credits** of coursework. The program is designed for students who have a goal of earning a Master of Science in Health Sciences and working in a leadership and/or specialty role in public health, health professions education, health care informatics, or another area of interest within the health sciences. Students earn the bachelor's degree by completing **60 credits** in the arts and sciences component and **51 credits** in the health sciences component. Students achieve graduate status after completing all undergraduate requirements and the **9-credit** bridge component. The **27-credit** graduate component completes the master's degree requirements.

### Program Outcomes

Upon completion of the **Bachelor of Science in Health Sciences** program, the graduate will be able to:

1. Identify and evaluate evidence to guide decision making.
2. Use a systematic approach and higher order thinking in developing strategies to address health issues and societal needs.
3. Integrate knowledge of culture and an appreciation of diversity in assessment of needs and delivery of health services.
4. Identify opportunities and challenges in the use of current and evolving information technologies for planning, implementing, and evaluating health services.
5. Use effective professional communication skills to engage with various stakeholders.
6. Analyze legal, ethical, and policy issues within health delivery systems.
7. Implement specialized knowledge and skills in the management and delivery of health services.

Upon successful completion of the **Master of Science in Health Sciences** program, the graduate will be able to:

1. Demonstrate proficiency in using multiple strategies of communication to convey complex thoughts and ideas.
2. Use research findings to explain and direct the resolution of practice-related issues and challenges.
3. Apply leadership skills in managing people and programs.

4. Analyze issues and challenges, including new and emerging trends within the health care industry, using an ethical framework.
5. Use knowledge of health care policy and delivery systems to guide professional practice.

Depending on their specialization, the graduate will also be able to:

#### Public Health Specialization

- Apply an epidemiological framework to public health issues.
- Examine the influence of social determinants of health on populations.
- Develop evidence-based strategies to address public health issues.

#### Health Professions Education Specialization

- Apply principles and theories of teaching, learning, and assessment.
- Use curriculum development and evaluation processes within dynamic health care and educational environments.
- Evaluate multiple instructional strategies, including educational technologies, to support student learning.

#### Health Care Informatics Specialization

- Apply health care informatics knowledge and skills to select, manage, and evaluate information systems.
- Use critical thinking skills to identify informatics technology solutions to improve healthcare.

## DUAL DEGREE TRACK REQUIREMENTS

### Arts and Sciences Component (60 credits)

The study of the arts and sciences is an essential part of preparation for professional practice in that it contributes both knowledge and an intellectual approach to problem solving. The arts and sciences requirements ensure that the student will develop college-level competence in the areas of the humanities, social sciences/history, and natural sciences/mathematics.

#### 1. Written English Requirement

A minimum of 6 credits are required in expository writing, which may be at the freshman level. See the written English requirement explanation on [page 3](#) for additional information.

#### 2. Humanities

A minimum of 9 credits must be earned in the humanities. The humanities include subjects such as art, literature, ethics, philosophy, religion, theatre, speech, and foreign languages. Within the 9 credits, 2 must be in ethics with a minimum grade of C earned.

#### 3. Social Sciences/History

A minimum of 9 credits must be earned in social sciences/history. The social sciences include subjects such as geography, economics, cultural anthropology, political science, sociology, and psychology.

#### 4. Natural Sciences/Mathematics

A minimum of 9 credits must be earned in natural sciences/mathematics. A minimum of 2 credits is required in natural sciences subjects (biology, chemistry, physics, etc.) to meet the general education requirements. At least 2 credits in statistics with a minimum grade of C is required to fulfill the core requirement.

#### 5. Arts and Sciences Electives

The remaining 27 credits may be distributed among the arts and sciences areas of the humanities, social sciences/history, and natural sciences/mathematics.

### Health Sciences Component (51 credits)

The Health Sciences component provides students with a strong foundation in the health care field and allows the flexibility to choose an area of emphasis in order to develop skills and knowledge in a specific area.

The Health Sciences component is composed of:

- ▶ 9 credits of health sciences core courses,
- ▶ 9 credits in an area of emphasis,
- ▶ 1 credit for information literacy, and
- ▶ 32 credits in health sciences electives.

### Health Sciences Core (9 credits)

Bachelor of Science in Health Sciences students must complete the following three courses with a minimum grade of C in each in order to satisfy the core requirement:

- ▶ HSC 310 Writing and Communication in the Health Science Professions (3 credits)
- ▶ HSC 320 Health Care Issues in Culturally Diverse Populations (3 credits)
- ▶ HSC 445 Introduction to Health Care Informatics (3 credits)

### Area of Emphasis (9 credits each)

At the undergraduate level, students must select at least one of the following areas of emphasis:

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#### Health And Wellness Emphasis (9 credits)

To satisfy the Health and Wellness emphasis requirement, three upper-level courses must be completed with a minimum grade of C: HSC 407 Health and Wellness (*required*) and two courses (6.0 semester hours) in approved Health and Wellness electives.

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#### Health Education Emphasis (9 credits)

The following three upper-level courses must be completed with a minimum grade of C in each in order to satisfy the Health Education emphasis requirements:

- ▶ HSC 413 Principles of Teaching and Learning (3 credits)
  - ▶ HSC 424 Health Care Education: Methods and Strategies (3 credits)
  - ▶ HSC 434 Health Literacy Issues and Solutions (3 credits)
-

### Management Emphasis (9 credits)

The following three courses must be completed with a minimum grade of C in each in order to satisfy the Management emphasis requirements:

- ▶ HSC 414 Budget and Finance in Health Care Organizations (3 credits)
- ▶ HSC 418 Management of Human Resources in Health Care Organizations (3 credits)
- ▶ HSC 440 Leadership and Management in Health Care Seminar (3 credits)

### Public Health Emphasis (9 credits)

To satisfy the Public Health emphasis requirement, three upper-level courses must be completed with a minimum grade of C: PBH 321 *Introduction to Epidemiology* (required), PBH 323 *Principles of Public Health* (required) and one course (3.0 semester hours) of approved Public Health Elective.

### Health Sciences Electives (32 credits)

Health sciences elective credit includes coursework from fields such as: radiology, dental hygiene, cardiovascular technology, pharmacy technology, nursing, medical laboratory technology, etc. Arts and sciences credit that is supportive of the health sciences may also be applied to this area.

Additionally, health sciences elective credit may be awarded for faculty-approved licenses and certifications. The School of Health Sciences regularly reviews other licenses and certifications in various areas of health care for which health sciences elective credit may be awarded. For more specific information, see the list of approved licenses and certifications on [page 2](#).

### Health Sciences Elective Credit

There are a number of Excelsior College health science courses that can apply as health sciences elective credit. Students should consult with their academic advisors regarding the options. Some examples are listed below:

- ▶ HSC 112 Medical Terminology (3 credits)
- ▶ HSC 220 Spanish Communication for the Health Care Professions (4 credits)
- ▶ HSC 235 Sex, Gender and Health (3 credits)
- ▶ HSC 260 Introduction to Human Genetics (3 credits)
- ▶ HSC 262 Human Animal Interactions for Health and Wellness (3 credits)

- ▶ HSC 314 Sociology of Health and Illness (3 credits)
- ▶ HSC 402 Managing Stress (3 credits)
- ▶ PBH 346 Post Traumatic Stress Disorder: A Gathering Storm (3 credits)
- ▶ PBH 348 Violence and the American Family: Public Health and Social Issues (3 credits)

### Information Literacy (1 credit)

At least 1 credit must be earned in information literacy. Excelsior College's INL 102 *Information Literacy* fulfills this requirement. See the information literacy requirement section on [page 3](#) for more specific information on this requirement. This requirement must be completed within the first 13 Excelsior College credits attempted.

### Bridge Component (9 credits)

HSC 552 Leadership (3 credits)  
HSC 560 Health Care Delivery Systems (3 credits)  
HSC 580 Research and Applied Statistics (3 credits)<sup>①</sup>

### Graduate Course Component (27 credits)

#### Health Sciences Core (9 credits)

- ▶ HSC 500 Graduate Research and Writing (3 credits)
- ▶ HSC 510 Health Care Policy, Politics, and Power (3 credits)
- ▶ HSC 518 Ethics and Health Care (3 credits)

<sup>①</sup> In lieu of HSC 580 Research and Applied Statistics, PBH 592 Biostatistics is required for the Public Health Specialization

### Specialization Component (15 credits)

At the graduate level, students may choose one of the following areas of specialization:

#### Health Professions

##### Education Specialization (15 credits)

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- ▶ HSC 600 Principles and Theories of Learning (3 credits)
- ▶ HSC 610 Assessment of Learning in the Classroom and Clinical Setting (3 credits)
- ▶ HSC 620 Technology Application in Health Professions Education (3 credits)
- ▶ HSC 630 Classroom and Clinical Instruction (3 credits)
- ▶ HSC 640 Curriculum Development (3 credits)

##### Public Health Specialization (15 credits)

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- ▶ PBH 603 Behavioral Health and Social Environment (3 credits)
- ▶ PBH 604 Introduction to Epidemiology (3 credits)
- ▶ PBH 609 Critical Issues in Public Health (3 credits)
- ▶ PBH 613 Program Planning and Evaluation for Public Health (3 credits)
- ▶ PBH 647 Vulnerable Populations (3 credits)

##### Health Care Informatics Specialization (15 credits)

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- ▶ HINF 521 Data, Information, and Knowledge (3 credits)
- ▶ HINF 522 Informatics and the Health Care Delivery System (3 credits)
- ▶ HINF 551 Systems Lifecycle (4 credits)
- ▶ HINF 555 Knowledge Representation (2 credits)
- ▶ NUR 680 Management Information for Decision Support (3 credits)

### No Specialization (15 credits)

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Students are required to complete a compilation of graduate-level coursework from health science fields. This will include Excelsior College graduate courses as well as approved courses transferred in from other institutions.

#### Graduate Health Sciences Capstone (3 credits)

HSC 660 Graduate Health Sciences Capstone may be taken when students are in their final trimester and have completed at least 30 credits.





# Bachelor of Science in Health Sciences to Master of Science in Health Sciences — Dual Degree Track

**147**  
CREDITS

ARTS AND SCIENCES COMPONENT	CREDIT HOURS
▶ Written English Requirement	6
▶ Humanities Ethics (Must include 2 credits in Ethics), Electives (6 credits)	9
▶ Social Sciences/History	9
▶ Natural Sciences/Mathematics Statistics, Electives (6 credits). Must include a minimum of 2 credits in natural sciences subjects.	9
▶ Arts and Sciences Electives	27
<b>TOTAL CREDITS FOR ARTS AND SCIENCES COMPONENT</b>	<b>60</b>
HEALTH SCIENCES COMPONENT	CREDIT HOURS
▶ Health Sciences Core	
HSC 310 Writing and Communication in the Health Sciences Professions	3
HSC 320 Health Care Issues in Culturally Diverse Populations	3
HSC 445 Introduction to Health Care Informatics	3
▶ Health Sciences Area of Emphasis (Choose one)	
Health & Wellness	
Health Education	9
Management	
Public Health	
▶ Health Sciences Electives	32
▶ Information Literacy	1
<b>TOTAL CREDITS FOR HEALTH SCIENCES COMPONENT</b>	<b>51</b>
BRIDGE COMPONENT	CREDIT HOURS
HSC 552 Leadership	3
HSC 560 Health Care Delivery Systems	3
HSC 580 Research & Applied Statistics or PBH 592 Biostatistics <sup>①</sup>	3
<b>TOTAL CREDITS FOR BRIDGE COMPONENT</b>	<b>9</b>
GRADUATE COURSE COMPONENT	CREDIT HOURS
▶ Health Sciences Core	
HSC 500 Graduate Research and Writing	3
HSC 510 Health Care Policy, Politics, and Power	3
HSC 518 Ethics and Health Care	3
▶ Health Science Specialization (Choose one)	
Public Health, Health Professions Education, Health Care Informatics, or No Specialization	15
▶ Capstone Requirement	
HSC 660 Master of Science in Health Sciences Capstone	3
<b>TOTAL CREDITS FOR GRADUATE COURSE COMPONENT</b>	<b>27</b>
<b>TOTAL DEGREE CREDITS REQUIRED</b>	<b>147</b>

<sup>①</sup> In lieu of HSC 580 Research and Applied Statistics, PBH 592 Biostatistics is required for the Public Health Specialization.

# BACHELOR OF SCIENCE IN HEALTH CARE MANAGEMENT TO MASTER OF BUSINESS ADMINISTRATION (DUAL DEGREE TRACK)

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The Bachelor of Science in Health Care Management to Master of Business Administration dual degree program consists of **147 credits** of course work. The program is designed for students who have a goal of earning an MBA and working in health care management and administration. Students earn the bachelor's degree by completing **60 credits** in the arts and sciences component, **36 credits** in the professional component, and **15 credits** in the additional credit component. Students achieve graduate status after completing all undergraduate requirements and the **9-credit** bridge component. The **27-credit** graduate component completes the master's degree requirements.

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## Program Outcomes

Upon completion of the **Bachelor of Science in Health Care Management** program, the graduate will be able to:

1. Implement management practices in health care settings that reflect leadership and organizational theories.
2. Apply resource management principles within diverse health care organizations.
3. Explain the role of the manager in maintaining a legal and ethical environment.
4. Determine effective communication strategies when interacting with stakeholders.
5. Use evidence-based practice to guide decision making and promote quality in health care settings.

Upon successful completion of the **Master of Business Administration** program, the graduate will be able to:

1. Analyze real-world business problems and generate recommendations for action.
2. Integrate accounting, marketing, finance, management, and economics into a strategic business analysis.
3. Assess the impact of the global business environment on business situations.
4. Apply quantitative methods to analysis of business situations.
5. Perform ethically and professionally in business and society.

6. Communicate effectively to relevant audiences in written materials.
7. Collaborate in teams to produce required deliverables.
8. Apply project management skills to business situations.
9. Assess the ethical implications of actions for diverse stakeholders.

## DUAL DEGREE TRACK REQUIREMENTS

### Arts and Sciences Component (60 credits)

#### 1. English Composition

A minimum of 6 credits must be earned in English composition using approved examinations and/or courses. See the written English requirement explanation on [page 3](#) for additional information.

#### 2. Humanities

- a. A minimum of 3 upper-level credits must be earned in business or health care ethics with a minimum grade of B. This course serves as a foundation requirement for the MBA.
- b. A minimum of 6 credits must be earned in other humanities subjects such as art, literature, ethics, philosophy, religion, theatre, speech, and foreign languages.

#### 3. Social Sciences/History

- a. A minimum of 3 credits must be earned in microeconomics with a minimum grade of C.

- b. A minimum of 3 credits must be earned in macroeconomics with a minimum grade of C.
- c. A minimum of 3 credits must be earned in other social science/history subjects, including geography, economics, cultural anthropology, political science, sociology, and psychology.

#### 4. Natural Sciences/Mathematics

- a. A minimum of 3 credits must be earned in statistics with a minimum grade of C.
- b. A minimum of 3 credits must be earned in upper level quantitative methods with a minimum grade of B. This course serves as a foundation requirement for the MBA.
- c. A minimum of 3 credits must be earned in natural sciences. Subjects composing this category include topics in biology, chemistry, genetics, and physics.

### Arts and Sciences Electives

An additional 27 credits must be completed in the arts and sciences areas of the humanities, social sciences/history, or natural sciences/math. Students may distribute these credits across the arts and sciences subjects in any fashion.

### Additional Credit Component (15 credits)

#### 1. Medical Terminology

A minimum of 3 credits with a minimum grade of C must be earned in medical terminology.

Students who have earned an associate degree or higher in a health sciences field will be awarded 3 credits for medical terminology. Students presenting a state-issued license as a registered nurse or practical nurse will also be awarded 3 credits in medical terminology to fulfill this requirement. Students who have earned a minimum of 3 credits of Anatomy & Physiology from military training (must be listed on a JST) will also be awarded 3 credits for medical terminology.

#### 2. Information Literacy

A minimum of 1 credit must be earned in information literacy. See the information literacy requirement explanation on [page 3](#) for more information.

#### 3. Other College-Level Credit

A minimum of 11 credits must be earned in other college-level credit that can be fulfilled with additional arts and sciences credits or applied professional credits.

### Professional Component (36 credits)

#### 1. Business Core

Three credits in each of the following subjects must be earned with minimum grades of C unless otherwise noted:

- Accounting
- Principles of Management  
HSC 205 Introduction to Health Care Management
- Research (must be upper level)  
HSC 365 Research for Evidence-based Practice
- Human Resources Management  
HSC 418 Human Resource Management in Health Care Organizations
- Marketing  
Must be upper level, minimum grade of B required. This course serves as a foundation requirement for the MBA.

#### 2. Health Care Management Core

Three upper-level credits in each of the following courses must be earned with minimum grades of C unless otherwise noted:

- HSC 301 Foundations of Health Care Management
- HSC 305 Critical Issues in Health Care Management
- HSC 330 Legal and Regulatory Environment of Health Care
- HSC 404 Organizational Behavior and Theory in Health Care (minimum grade of B required). This course serves as a foundation requirement for the MBA.
- HSC 414 Budget and Finance in Health Care Organizations
- HSC 450 Economics of Health Care (minimum grade of B required). This course serves as a foundation requirement for the MBA.

#### 3. Business or Health Care Electives

An additional 6 credits must be completed in business or health care electives (minimum grade of C required).

### Bridge Component (9 credits)

1. BUS 501 Business Communications
2. BUS 502 Global Business Environment
3. BUS 505 Finance

### Graduate Course Component (27 credits)

1. BUS 500 Accounting for Managers
2. BUS 504 Human Resource Management
3. BUS 554 Change Management
4. BUS 552 Leadership
5. BUS 570 Information Technology or  
HINF 522 Informatics and the  
Health Care Delivery System

### Approved Electives (9 credits)

Students electing an MBA concentration may use those credits to fulfill the elective requirement. Students may choose to have no concentration, or choose from the following concentrations: cybersecurity management, human performance technology, human resources management, leadership, social media management, technology management, and health care management.

### Strategy and Policy Capstone

- BUS 511 Strategy and Policy

### Policies Specific to the Bachelor's of Health Care Management to Master of Business Administration Dual Degree Program

The Excelsior College Student Policy Handbook is your resource for understanding the academic and administrative policies that are important to your academic success. It includes a wide range of information from important federal policies, including your right to privacy, to grading policies and policies and procedures concerning refunds, withdrawals, and other administrative issues. It is your responsibility to be familiar with these policies.

- There are five foundational requirements for the MBA, including business ethics, quantitative methods, organizational behavior and theory in health care, advanced marketing, and upper-level economics. A minimum grade of B is required for each.
- Credits used to fulfill foundation requirements must be within 10 years of the student's academic policy date.
- A minimum grade of C is required for all other degree requirements with the exception of arts and science electives.
- Credit used to fulfill requirements within the professional component must be completed within 15 years of the student's academic policy date.
- Students must be within 10 credits of completing the undergraduate requirements before beginning the bridge component.
- Students achieve graduate status upon successful completion of all undergraduate requirements, including the bridge courses.
- Students must complete undergraduate and bridge requirements in order to enter the graduate component.
- A minimum GPA of 3.0 is required of all MBA courses for degree completion.
- Students must complete all MBA requirements within 10 years of reaching graduate status.



# Bachelor of Science in Health Care Management to Master of Business Administration — Dual Degree Track

**147**  
CREDITS

ARTS AND SCIENCES COMPONENT		CREDIT HOURS
► Written English Requirement		6
► Humanities Business Ethics (UL) (F), Electives (6 credits)		9
► Social Sciences/History Microeconomics, Macroeconomics, Electives (3 credits)		9
► Natural Sciences/Mathematics Statistics, Quantitative Methods (UL) (F), Electives (3 credits. Must include a minimum of 2 credits in the natural sciences.)		9
► Arts and Sciences Electives		27
<b>TOTAL CREDITS FOR ARTS AND SCIENCES COMPONENT</b>		<b>60</b>
ADDITIONAL CREDIT COMPONENT		CREDIT HOURS
► HSC 112 Medical Terminology		3
► Information Literacy		1
► Other college-level credit		11
<b>TOTAL CREDITS FOR ADDITIONAL CREDIT COMPONENT</b>		<b>15</b>
PROFESSIONAL COMPONENT		CREDIT HOURS
► Business Core Accounting, Human Resources Management, Marketing, Principles of Management, Research (UL)		15
► Health Care Management Core		15
HSC 301 Foundations of Health Care Management	HSC 404 Organizational Behavior in Health Care Environments	
HSC 305 Critical Issues in Health Care Management	HSC 450 Economics of Health Care (F)	
HSC 330 Legal and Regulatory Environment of Health Care		
► Business or Health Care Electives		6
<b>TOTAL CREDITS FOR PROFESSIONAL COMPONENT</b>		<b>36</b>
BRIDGE COMPONENT (MBA requirements; credits apply toward the bachelor's degree.)		CREDIT HOURS
BUS 501 Business Communications		3
BUS 502 Global Business Environment		3
BUS 505 Finance		3
<b>TOTAL CREDITS FOR BRIDGE COMPONENT</b>		<b>9</b>
GRADUATE COURSE COMPONENT		CREDIT HOURS
BUS 500 Accounting for Managers	BUS 570 Information Technology or HINF 522 Informatics and the Health Care Delivery System	27
BUS 504 Human Resource Management		
BUS 552 Leadership	Electives (9 approved or concentration credits)	
BUS 554 Change Management	BUS 511 Strategy and Policy (capstone)	
<b>TOTAL CREDITS FOR GRADUATE COURSE COMPONENT</b>		<b>27</b>
<b>TOTAL DEGREE CREDITS REQUIRED</b>		<b>147</b>

UL: Upper level courses. F: Foundational requirements.





## COURSES

All courses are delivered online. The following includes a list of all undergraduate and graduate level courses (refer to the Business Catalog for descriptions of the BUS courses).

Remember to contact your academic advisor for approval prior to registering for any courses to ensure that they will apply toward your degree. Not every course is offered every term. It is important that you work closely with your academic advisor before the start of each term to discuss course registration plans and options.

### Undergraduate Level

#### HSC 105 / BIO 105 Anatomy & Physiology I

This course focuses on the structure and function of the human body. Topics and body systems that will be studied include: the chemistry of life, histology and the integumentary system, skeletal and articulation system, muscular system, nervous system, sensory system, and the endocrine system.

#### HSC 105L / BIO 105L Anatomy & Physiology I LAB

This is a laboratory course that utilizes simulations and hands-on experiments to study body systems that include: cells, blood, integumentary system, muscular system, nervous system, skeletal system, and endocrine system. Students use the scientific method in an experimental environment, learn and use safe laboratory practices, perform dissections, perform experiments, gather and analyze data, and present data and conclusions in scientific laboratory reports. *(1-credit course)*

#### HSC 106 / BIO 106 Anatomy & Physiology II

This course focuses on the structure and function of the human body. Topics and body systems that will be studied include: blood, the cardiovascular system, lymphatic and immune system, respiratory system, digestive system, nutrition and metabolism, urinary system and fluid balance, and reproductive systems.

#### HSC 106L / BIO 106L Anatomy & Physiology II LAB

This is a laboratory course that utilizes simulations and hands-on experiments to study body systems that include: temperature regulation and metabolism, fluid and electrolyte balance, digestive system, respiratory system, cardiovascular system, urinary system, reproductive system, and human development and genetics. Students use the scientific method in an experimental environment, learn and use safe laboratory practices,

perform dissections, perform experiments, gather and analyze data, and present data and conclusions in scientific laboratory reports. *(1-credit course)*

#### HSC 112 Medical Terminology

This course is designed to introduce the student to medical language. Students will gain an understanding of medical terminology as related to the basis of word roots, word structure, suffixes and prefixes, and the special vocabulary of specific human biological systems.

#### HSC 121 Health Care in the United States

This course provides students with opportunities to explore the structure and function of the United States healthcare delivery system. Students will learn about health care finance, settings for care, modes of delivery, the role of technology, and key trends in health care.

#### HSC 124 Professionalism in Health Care

This course provides students with an opportunity to explore multiple aspects of professionalism in the healthcare occupations. Topics covered include cultural competence, legal and ethical issues, effective communication, interdisciplinary teams, and professional competence.

#### HSC 134 Medical Billing and Coding

According to the U.S. Bureau of Labor Statistics, jobs for certified medical coders will increase through the year 2022. By taking this course, students will gain knowledge of medical coding guidelines and regulations including compliance and reimbursement, and assigning accurate medical codes for diagnoses, procedures, and services rendered by qualified healthcare providers in the office or healthcare facility setting.

### HSC 205 Introduction to Health Care Management

This course will provide students with a basic overview of the necessary skills and knowledge for a career in health care management. A broad overview, with a health care perspective, will be presented on such topics as leadership, managing employees, communications and marketing, quality, finance, legal, ethical, and cultural issues, and strategic planning.

### HSC 214 Ethics and the Health Professions

This course provides students with an opportunity to explore ethical principles and apply ethical reasoning to common dilemmas in health care environments. During this course, students will discuss multiple challenges faced by health care professionals and approaches designed to protect the rights of patients, families, and staff.

### HSC 220/SPA 220 Spanish Communication for the Health Care Professions

This course introduces novice Spanish language concepts and develops students' speaking, listening, reading, and writing skills for health care purposes. The course presents grammar, vocabulary, and pronunciation as crucial tools for effective communication within the health care environment. Additionally, knowledge and understanding of the cultures of the Spanish-speaking world in relation to health care settings play an integral part in the learning process.

### HSC 235 Sex, Gender, and Health

In this course, students are introduced to issues in gender health from a biopsychosocial perspective. The role of social norms and expectations, social and political policy, family and community, and lifestyle factors will be explored in the context of health outcomes. Disparities that individuals face in the health care system will be examined.

### HSC 247 Health in the News

This course is designed to introduce students to the many ways in which health, wellness, and illness are portrayed in the popular media. Students will explore how messages are crafted for various audiences. This course will provide students with an opportunity to engage in dialogue on health topics currently making headlines nationally and globally, and to distinguish facts from opinions. Students will learn what research and best practice evidence tends to make the news

and will explore strategies to bring best practices and research findings to lay audiences in a consumer-friendly and informative way.

### HSC 260 Intro to Human Genetics

This course provides an overview of the field of human genetics from its beginning, Mendelian genetics, through the chromosomal theory of inheritance, the evolution of molecular genetics to the modern techniques of genetic engineering. Applications of human genetics in the healthcare field will be included with topics on genetic counseling and the biopsychosocial aspects of various genetic based diseases. The basic concepts in cell structure and function will be reviewed as a foundation. Discussion of political and sociological implications of the ever-expanding understanding of genetics and heredity will complement the exploration in this field.

### HSC 262 Human-Animal Interaction

In this course, students are introduced to the field of human-animal interactions in healing. Students explore current theories and understanding of the power of the human-animal bond in promoting physical, psychological, and emotional health and wellness across the lifespan. The roles of companion pets and therapeutic pets are examined. Ethical and legal considerations in animal-assisted interventions in the home and within the health care system are also considered.

### HSC 280 Biology of Health and Disease

This is an introductory course which examines a systems approach to the fundamental biological concepts of normal human anatomy and physiology, proper terminology, and the structure and function of all human organ systems in the presence of major common human diseases. This course also evaluates the broader risk factors and socioeconomic factors impacting human health at both the individual and population levels. Students explore these concepts through case studies, interactive simulations, videos, online labs, and discussions.

### HSC 292 Associates in Health Sciences Capstone

This end-of-program capstone course provides students the opportunity to demonstrate their knowledge of the health care delivery system and professional practice in interpreting health science-based scenarios. Students will apply effective critical thinking and communication throughout the course.

### HSC 301 Foundations of Health Care Management

This course provides you with the foundational knowledge to fulfill the role of healthcare manager. It introduces you to the historical background of health care in the United States and takes a contemporary look at the structure, function, and operation of the current U.S. health care system.

### HSC 304 Exercise for Health

Throughout this course students investigate a variety of physical fitness and wellness topics that facilitate promoting, maintaining, and restoring health. Physiological, psychological, and social aspects of exercise and health will be explored. Students will examine strategies to achieve and maintain health and wellness throughout the lifespan, as well as promote fitness at the individual, family, and community levels. Current issues and future directions will also be explored.

### HSC 305 Critical Issues in Health Care Management

This course provides you with an overview of current issues that influence the delivery of health care. You will learn about opportunities as well as challenges present in today's health care environment that are important to health care managers. During this course, you will investigate current trends and critical issues that have emerged in the early 21st century and will explore ways in which health care systems can respond to these changes in the external environment.

### HSC 310 Writing and Communication in the Health Sciences Professions

This course is designed to help students master the art of professional communication. With a focus on communications in health organizations and among health professionals, this course provides an essential foundation for the health sciences degree program as well as success in all professions. A broad range of topics are covered, including communication styles, cross-cultural communications, the stages of the writing process, professional presentations, meeting management, and social media communication. Students will have the opportunity to practice their written and oral communication skills. Developing employment communications and establishing a professional presence are also explored.

### HSC 312/PHL 312 Ethics in Health Care

This interdisciplinary course guides students through a systematic analysis of contemporary ethical issues in health care. During the course, students will be required to differentiate ethical issues from other types of issues, demonstrate sound moral reasoning, and summarize the historical, legal, and healthcare policy dimensions of current health care issues of ethical concern.

### HSC 314/SOC 314 Sociology of Health and Illness

This course examines the influence of social and structural forces on health, illness, and the health-care system in the U.S. Through scholarly readings, experiential learning activities, and reflective dialogue, you will explore the foundations of medical sociology, social causes and consequences of health and illness, the social behavior of health care personnel and patients, the social role of the hospital and the complex issues surrounding health care reform, health care delivery, and social policy.

### HSC 316/PSY 316 Mind, Body, Health

This course examines the psychology of behavior as it relates to health and fitness. You will learn how stress and lifestyle, physical activity, and diet influence human health and fitness. We will examine health and fitness across the life span, as well as how behavior impacts health and behavioral changes to improve health outcomes. We will study research to understand evidence-based practices that health practitioners use to promote healthy behavior. And learn how theories inform methods for influencing behavioral changes. You will develop a holistic plan for diet and physical fitness for various target populations. This course is appropriate for professionals working in personal health training or other health-related or psychology-related fields.

### HSC 320/SOC 320 Health Care Issues in Culturally Diverse Populations

This course introduces students to the concepts of culture and cultural diversity as they relate to health, illness, and the health care delivery system. There are many types of diversity, including but not limited to religious, racial, ethnic, gender identity, sexual orientation, socioeconomic, disability, regional, and others, that exist in our global society. We will examine the roles that belief systems, values, and health practices

play in people's interactions with health providers. Common myths and assumptions will be explored. We will also investigate strategies that health professionals can implement to create more inclusive services.

### HSC 330 Legal and Regulatory Environment of Health Care

In this course you will be introduced to U.S. law and the legal process in healthcare. You will acquire a foundation for understanding the scope, limits, and consequences of legal obligations. You will also learn about the governing bodies and regulatory controls which set standards for healthcare, and you will apply your knowledge in identification of legal issues often encountered in health administration.

### HSC 331/PSY/SOC Psychosocial Impact of Chronic Illness on Person and Environment

Chronic illness affects individuals, families, communities, and society. Students will learn how to critically examine these complex interactions from both theoretical and practical perspectives. This course explores the psychological and social aspects of chronic illnesses, with an emphasis on empowerment of people living with them. Students will also develop an understanding of stigma in the experience of chronic illness. Emphasis will be placed on connecting individuals, families, and communities with resources to successfully manage chronic conditions.

### HSC 352 Infectious Disease in Society — From Stigma to Solutions

Infectious disease related stigma is a significant problem both in the United States and globally. Infectious Disease stigma inflicts hardship and suffering on people living with the disease and interferes with research, prevention, treatment, care and support efforts. Students will examine the stigma associated with several different infectious diseases such as leprosy, Zika virus, Ebola virus disease (EVD) and tuberculosis (TB), but human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) related stigma will serve as exemplar for a deeper understanding of ID stigma. Students will examine how the intersection of HIV and related factors compound the stigma and discrimination experienced by people living with HIV/AIDS (PLWH) who belong to such groups. Students will identify various drivers of HIV/AIDS-related discrimination including misconceptions regarding casual transmission of HIV/AIDS and pre-existing prejudices against certain populations,

behaviors, sex, drug use, illness and death. Lastly, students will develop an understanding of, and ultimately be able to challenge, the laws, policies and practices that support stigma and unjustly affect PLWH and marginalized groups.

### HSC 365 Research for Evidenced-Based Practice

This course provides opportunities to evaluate research findings to guide decision making and evidence-based practice. Students are introduced to characteristics of qualitative and quantitative research, theoretical assumptions, and methodologies. Ethical considerations in research, such as protection of human subjects and informed consent, are also explored.

### HSC 402 Managing Stress

This course focuses on the nature of stress and the connection between mind, body, and spirit. Students will study the different theoretical models of stress while exploring coping strategies and relaxation techniques for healthy living in today's changing world. Students will also create an individualized stress management program plan.

### HSC 403 Nutrition for Wellness

In this course, students learn the foundations of nutrition as they relate to health, wellness, and disease prevention. Students examine how food affects the body and explore the relationship of nutrients in food and how they prevent and treat disease. Students develop skills in designing personalized nutrition plans and gain a greater understanding of how nutrition impacts the body at all stages of life. Students will also analyze current trends in nutrition and gain knowledge on how to separate fact from fiction. This course includes several game-based learning activities to help students make decisions about nutrition based on environmental circumstances and health conditions. In addition, the topics of food safety and innovations in food technology are examined.

### HSC 404 Organizational Behavior in Health Care Environments

This course provides you with an opportunity to explore organizational theory and behavior within the context of the health care environment. Driven by a mission of care and service, health care organizations have a distinct culture. You will examine the culture of health care and how it impacts the way in which health care organizations and the people who work within

health care interrelate. Health care organizations will be viewed from the organizational, group, and individual levels. You will focus on the practical applications of theories and concepts of behavior within health care organizations.

#### HSC 407 Health and Wellness

Learn about the theory and practice of health and wellness, inside and out. This course begins with an opportunity to assess health and wellness at individual and community levels. From there students will learn to apply theory and evidence-based practice to develop health and wellness interventions, including individual planning and group-based programs. You will learn the essential components of creating interventions directed toward specific at-risk populations, as well as targeting specific behaviors like smoking cessation and obesity. You will discover the important role health and wellness practitioners play in supporting individual, group and community health and wellness.

#### HSC 408/NUR 408 Death, Dying, and Bereavement

This course will examine the end-of-life experience, and the meaning of dying and death from personal, psychosocial, spiritual, and cultural perspectives. Current ethical, legal and socio-economic influences on the provision of end-of-life care as well as patients' rights at the end-of-life will be addressed. Concepts of dying, death, and loss will be discussed, and resources for grief support will be explored.

#### HSC 413 Principles of Teaching and Learning

In this course, students explore the importance of health education as a role for health professionals, including ethical and legal implications for health education. Students will gain an in-depth knowledge of learning theories and have opportunities to apply theories to diverse groups of learners at various life stages. In addition, skills required to assess and enhance motivation in the health education context will be addressed.

#### HSC 414/NUR 414 Budget and Finance in Health Care Organizations

This course guides students through an examination of financial principles and techniques used by managers in healthcare facilities. Budget preparation and management, and analysis in the context of the evolving health care environment are the focus of this course. This course is required for students enrolled in the

Bachelor of Science in Health Care Management program, and the Management emphasis of the Bachelor of Science in Health Sciences program, and is used to fulfill nursing elective credit requirements for the Bachelor of Science in nursing program.

#### HSC 415/NUR 415 Multidisciplinary Wound Care

This interdisciplinary course focuses on the biology, pathophysiology, prevention management, and treatment of acute and chronic wounds. Through course readings, exercises, and faculty feedback, students will assess wound etiologies, factors that influence healing, and then apply concepts of evidence-based practice in the prevention, management and treatment of acute and chronic wounds. Previous exposure to wounds and wound care would be helpful. Open to undergraduate students from any of the health sciences disciplines.

#### HSC 416/SOC 416 Introduction to Gerontology: Physical, Psychological and Social Aspects of Aging

This course offers an interdisciplinary exploration of aging, focusing on knowledge concerning physical, psychological, and social age-related changes. Students will investigate personal and societal attitudes toward aging. Students will also discover the rich diversity present in the older adult population and have an opportunity to challenge stereotypes about older adults prevalent in our society. In addition, this course will introduce students to some of the important issues faced by an aging population, including societal and interpersonal issues around caregiving, successful aging, and approaching end of life. Students will also learn about some of the challenges faced by older adults, including elder abuse, dementia, and depression.

#### HSC 417 Dementia in America

This course provides students with an in-depth understanding of the world of dementia. Using a psychosocial theory framework, students will examine the impact dementia has on the person, the family and society, and how stigma associated with dementia influences these three groups. Students will differentiate between the various forms of dementia, with specific attention being given to Alzheimer's disease.

#### HSC 418/NUR 418 Human Resource Management in Health Care Organizations

This course explores the human resource function of the manager in a health care organization. It covers a wide range of topics, including staffing, worker safety



and security, general employment practices, organizational development, and employee relations. Upon completion of the course, students will be able to implement and integrate evidence-based human resource strategies into the day-to-day management of their departments.

#### **HSC 424 Health Care Education: Methods and Strategies**

This course provides students with the knowledge and skills to develop, implement, and evaluate educational strategies for health consumers. Emphasis will be placed on a variety of health education methods and strategies including, but not limited to, educational presentations and material development, and use of the media. As the course progresses, students will develop a health education project step by step from design through evaluation.

#### **HSC 427 Social Justice and Aging**

Do older adults in the United States live in a just society, a society that provides the resources they need to thrive? In this course, students will explore the concept of social justice and the challenges faced by older adults living in 21st-century America. Through analysis of real stories and case studies, students will examine social justice theories and public policies, with emphasis on application to real-life issues around equitable access to health care, housing, and income. Social, economic, and political forces influencing successful aging for older adults will be considered.

#### **HSC 431/ NUR 431 Introduction to Health Care Delivery Systems**

This course provides a comprehensive overview of the U.S. healthcare delivery system and the forces that influence it. Students will examine the continuum of healthcare delivery from prevention through individualized clinical health care, including the importance of interprofessional collaboration. Students will explore historical influences on today's U.S. healthcare delivery system and will have the opportunity to investigate the roles of government, finance, regulators, and providers in the health and public health arenas. The interconnectedness of the U.S. health care delivery system with global healthcare systems will be explored.

#### **HSC 434 Health Literacy, Issues and Solutions**

This course provides students with an in-depth examination of the issue of health literacy and explores the role of the health provider in identifying health consumers at risk and creating workable solutions. Students will learn how to assess individual literacy and to evaluate the appropriateness of learning materials. Students will also explore various learning strategies that can be used with different populations.

#### **HSC 436 Gerontology: Provision of Health Care Services to an Older Adult Population**

Students taking this course will explore the array of health services available to older adults. Major issues related to the delivery of health services will be examined, including access, affordability, availability, and appropriateness for various groups within the older adult population. Solutions will be explored, with an emphasis on opportunities to improve services for a growing and increasingly diverse population.

#### **HSC 440 Leadership and Management in Health Care Seminar**

Using the teachings of contemporary leadership mentors, students will build an individualized professional leadership plan where they envision themselves as leaders within their professional career role. Skills for decision-making, motivating, negotiating and professionalism will be learned. Students will demonstrate foundational skills of oration, self-awareness, and use of an ethical lens, so important for healthcare leaders.

#### **HSC 445 Introduction to Health Care Informatics**

This multidisciplinary course introduces students to the role of information management in health care. Students will explore benefits, issues, risks, and challenges related to the electronic health record and other information systems in the health care environment. Students will also explore the field of consumer informatics and its use in providing health-related information to health consumers. The course will address the role of the health provider in working with computers and information management systems in health care.

#### **HSC 450 Economics of Health Care**

This course introduces students to the field of healthcare economics. During the course, you will learn the concepts and principles of microeconomics as they apply to healthcare. You will explore why and how



healthcare differs from other markets. Topics to be covered include the cost of health care, funding of health care, and government regulation. In addition, there is a focus on behavioral economics and emerging trends in multiple health care settings.

#### HSC 464 Health Sciences Capstone

This end-of-program capstone course provides students with an opportunity to demonstrate the knowledge, principles, and skills used to analyze problems prevalent in the health sciences field and propose solutions. Using a variety of case analysis tools students will analyze several cases, including one focused on a particular area of emphasis. Students will be required to propose evidence-based solutions to address pressing problems revealed in these cases through a series of written papers and a persuasive oral presentation. The course also includes opportunities to explore and articulate professional development goals.

#### HSC 470 Health Care Management Capstone

This capstone course provides you with an opportunity to demonstrate your ability to integrate and apply knowledge of the arts and sciences, business functions, and healthcare management principles and concepts. During the course, you will be evaluated on your knowledge and skills in management case study analyses, written and verbal skills, self assessment, and articulation of professional development goals.

### PUBLIC HEALTH COURSES

#### PBH 303 Special Issues in Public Health

Public health is all around us and affects our lives daily, from the food we eat, the air we breathe, the water we drink, how we drive and where we live. This course will introduce students to special issues in public health by providing an overview of the issue and its historical perspectives leading up to modern applications and challenges. A population-based frame of reference to the control of disease and prevention of disability in the realm of chronic diseases, infectious diseases and environmental health will be provided. Tools essential to the practice of public health, including informatics and current health policies and laws, will be described. The course will address disparities and inequities in health of vulnerable populations. Finally, an overview of the organizational functions of health systems, and healthcare costs and financing will be presented.

#### PBH 306 Our Environment, Our Health: An Introduction to Environmental Health

This course is designed to introduce students to the basic principles of environmental health and the history and accomplishments of the field. During this course, students will explore the impact of environmental exposures on human health and the impact that humans have on the environment. Students will learn about environmental health issues and determinants of health impacting the population on a global scale. These issues include the human health effects of exposure to physical, chemical, and biological agents, the effects of indoor and outdoor pollution, the impact of climate change on human health, the global environmental burden of disease, and health equity.

#### PBH 311 Health Disparities: Causes and Consequences

The need for a public health workforce trained in equity-based approaches to social determinants of health has increased and is driven by a significant body of literature. In this course students will learn principles and concepts of health equity and social determinants of health and relevant models and frameworks. Students will critically examine health disparities in the context of health equity.

#### PBH 320 Substance Abuse: Impact on Individual, Family, Community

Alcohol/substance abuse is a major public health issue. This course introduces students to the impact of alcohol and substance abuse on the individual, family and community. During the course, students will learn to differentiate between abuse and dependence, identify negative consequences, and address treatment issues in the field. Students will evaluate various intervention models and settings and develop an awareness of which models are appropriate given the readiness of an individual to engage in treatment. Through the coursework, students will have the opportunity to see the progression of the consequences of substance abuse on the family unit from the perspective of both the individual and the family. Students will also develop a greater understanding of the public health concerns surrounding substance abuse.

#### PBH 321 Introduction to Epidemiology

Epidemiology is the study of the distribution and determinants of health and illness at the population level, including the application of epidemiology in controlling the issue or illness. During this course,

students are introduced to the basic concepts, principles, and application of epidemiology to aid in understanding procedures for studying, preventing, and controlling diseases, environmental health hazards, and accidents. Current real-world public health scenarios will be discussed and applied to the material.

#### **PBH 323 Principles of Public Health**

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This course introduces students to key concepts and principles in public health. Students will learn about the history of public health and the important role and responsibilities public health practitioners have in improving quality of life for communities. Topics covered in this course include the built environment, chronic and infectious diseases, health disparities, ethics, and preparedness.

#### **PBH 342/SOC 342 Homelessness: Social and Health Perspectives**

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This course is designed to provide a comprehensive view of homelessness within the U.S. from both social and public health perspectives. Students will explore the various causes of homelessness, the different homeless populations, and will investigate interventions aimed at addressing relevant issues. The course strives to put a face to the thousands of men, women, and children who are without the shelter, safety, and comfort of a home.

#### **PBH 346/MIL 346 Post Traumatic Stress Disorder: A Gathering Storm**

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Exposure to life-threatening events and violence is all too common in today's world. This course introduces students to the effects of trauma on human health and relationships, with a focus on individuals, families, communities, and global society. Students will explore the history and prevalence of PTSD, root causes, physical and psychological symptoms, and the influences of culture and resilience. Students will study PTSD as it relates to different forms of trauma, including trauma resulting from accidents and unexpected life-threatening events, interpersonal violence and sexual assault, critical incidents, natural disasters, and military combat.

#### **PBH 348/SOC 348 Violence in the American Family**

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Violence is a prevalent and dangerous social issue leading to physical and psychological injury and death. In this course the student will examine violence as it affects families across the life span and includes topics

such as child abuse, incest, bullying, dating violence, intimate partner violence, and elder abuse. Throughout the course, students will explore these various types of violence and their impact on family dynamics and the physical psychosocial and mental health of individuals and families. Students will also investigate community response to family violence and effective strategies for prevention and treatment.

#### **PBH 355/SOC 355 Sexual Diversity in Health**

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This course explores the health and well-being of sexually diverse populations and their families. Sexual and gender diversity includes people who identify as lesbian, gay, bisexual, transgender, queer, as well as other individuals who live outside the gender binary. Students will examine health conditions and behaviors unique to this population across the life span. Students evaluate the biopsychosocial, spiritual, and legal ramifications that promote health disparities and minority stress. Students will learn culturally sensitive strategies for engaging in person-centered care.

#### **PBH 362 Traumatic Brain Injury**

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This course will provide students with an opportunity to investigate the physical, psychosocial, and emotional impacts of living with a traumatic brain injury. Students will explore the multi-disciplinary nature of assessment and treatment of a brain injury, as well as supports needed to move forward. Students will become familiar with the mechanics and etiology of brain injury and the recovery process, using a life span perspective. Critical issues to be examined will include combat-related brain injuries and sports-related injuries such as those being discussed in professional football. Students will consider the role of stem cell research in restoring brain functioning. Technological and research advances in the field of brain injury will be explored. Strategies for successfully living with a brain injury as a chronic condition will be examined from the individual, family, and community perspectives.

#### **PBH 401 Health Education & Promotion for Diverse Communities**

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This course will introduce students to the professional field of health promotion and education by examining the role of health educators, the settings where health educators are employed, the theoretical and philosophical perspectives of health education, and the ethics of

the profession. Students will develop an understanding of cultural competence in the role of health promotion and education when addressing health challenges that affect culturally and racially diverse communities.

#### **PBH 421 Global Health**

This course provides a comprehensive overview of community-level, societal, and geopolitical factors that influence global health. Students will explore interdisciplinary perspectives of global health in developing countries, including healthcare systems, environmental health and disasters, trends in communicable and non-communicable diseases, and cutting-edge improvements in global health interventions. Students will examine similarities and contrasts across cultures and environment, with attention to influences of cultural pluralism and shifting ideologies in global health.

#### **PBH 422 Contemporary Issues in Developmental Disabilities**

This course introduces students to the unique physical, psychosocial, and emotional care needs of people living with developmental disabilities. The course focuses on a broad spectrum of developmental disabilities, including autistic spectrum disorders, cerebral palsy, Down syndrome, and others. Using systems theory and the strengths perspective as a foundation, students will analyze needs and services from infancy through older adulthood with focus on the individual, family, and community perspectives. General issues related to developmentally and culturally appropriate communication, service delivery systems, advocacy, and social policy as relates to community integration will be investigated.

#### **PBH 439 Planning and Evaluating Health Programs**

Program planning and evaluation are essential competencies of public health practice. While program planning assures the efficient and effective development and implementation of public health programs, evaluation can aid in making crucial decisions on whether to continue, modify or eliminate those programs. Evaluation also helps policy makers and program implementers make accountability decisions around program management and administration. This course will introduce students to the basic concepts of program planning while providing a detailed overview of evaluation methodology used in public health programs and policy interventions. Students will learn to apply the critical principles of program planning and evaluation methodology as they relate to the practice of public health.

#### **PBH 468 Public Health Capstone**

This capstone course requires students to integrate academic course work, knowledge, skills, and experiential learning to validate comprehension of foundational public health principles. The capstone is designed to guide student development of a multicomponent project that demonstrates understanding of basic elements of public health practice and research. Students will be evaluated on their ability to apply the scientific method of examination to a public health issue.

## Graduate Level

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### HEALTH CARE INFORMATICS COURSES

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#### HINF 521/NUR 521 Data, Information, and Knowledge

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This interdisciplinary course offers students the opportunity to use, manage, and evaluate data through the application of basic concepts of database design, as well as knowledge of data representation, data sets, and data integrity. Using databases, critical discernment and reasoning are applied to create queries related to healthcare problems. Through course readings, discussions, and an individual project, students build on basic knowledge of data information, the data knowledge continuum, security of databases, and develop an understanding of large scale information system environments.

#### HINF 522/NUR 522 Informatics and the Health Care Delivery System

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This course is designed to introduce students to the field of informatics. It focuses on the history of health care informatics, basic informatics concepts, and health information management applications. During the course, students will compare information management applications related to administration, education, practice, and research.

#### HINF 551/NUR 551 System Lifecycle

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This course focuses on a structured approach to the selection, implementation and ongoing support of an information system. This structured approach is called the information system development life cycle. The course incorporates four modules corresponding to the five phases of the life cycle: planning, analysis, design, implementation and evaluation. Cross-listed with the School of Nursing; nursing students need to register under NUR 551.

#### HINF 553/NUR 553 Issues in Health Care Informatics

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This course was designed to encourage students to engage in a dialogue between themselves and experts in the field of health care and healthcare informatics in order to come to some understanding of current issues in the field of health care informatics. The purpose of the course is to introduce these issues and guide students toward a relevant, thoughtful perspective with which to guide their future practice as it relates to healthcare infor-

matics. Using multiple discussion questions and a case study, students will be asked to analyze the issues from ethical, political, societal, and legal perspectives.

#### HINF 555 Knowledge Representation: Data Standards, Terminologies and Implications

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This course focuses on fundamentals of knowledge representation. Data standards, terminologic systems, and concept representation are discussed as components of knowledge systems. Recognized terminologies and classifications for health care data storage and retrieval are presented. Models for representing health care activities in concept-oriented terminologic and computer-based systems are introduced.

### HEALTH SCIENCE COURSES

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#### HSC 510/BUS 510 Health Care Policy, Politics and Power

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This course will provide instruction in the core elements of health policy analysis: problem definition; background; political, economic, and social landscape; development of policy options; and recommendations. Emphasis is placed on the critical role of healthcare managers in the policymaking arena. The course will give students substantive knowledge of the federal policy making process and key issues in health policy. An important focus of the course is an assessment of the role of policy analysis in the formation and implementation of national, state, and local health policy. Because much of the government health policy relates to or is implemented through payment systems, there is substantial discussion of the policy implication of how government finances and pays for health care. Proposals for health policy reform at the national and local level are examined throughout the course, with an emphasis on Medicare and Medicaid reforms currently being implemented or considered, as well as efforts to respond to disparities in health outcomes for vulnerable populations.

#### HSC 516 Communication Strategy for the Health Care Leader

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Students will examine theories of interpersonal, organizational, and mass communication relevant to the health care administrator. This course provides a conceptual framework for strategic communication, and focuses on effective health communication strategies. Students will examine a variety of contexts

of communication, including health campaign message design, dissemination and management, and intercultural and generational communication. Students will explore the new age of communication technology in developing a communication strategic plan within a healthcare environment.

#### HSC 518 Ethics in Health Care

In this course, students consider the nexus between ethics and health care across the entire continuum of health systems and all health-related disciplines. Students explore the complexities of health care ethics within the context of a rapidly changing health care environment, including ever expanding technology, globalization of health and the environment, and the management of scarce resources.

#### HSC 519 Contemporary Issues and Trends in Health Care

This course focuses on factors influencing the culture of health care organizations. Using a theoretical perspective, students will analyze contemporary issues and trends faced by health care administrators.

#### HSC 526 Strategic Management of Health Care Organizations

This course explores the theories and principles underlying strategic planning. Through the analysis of case studies, students will learn how to position organizations to sustain a competitive advantage in a volatile reimbursement-driven industry. Some of the topics covered in this course include strategic positioning, strategies of mergers and acquisitions, and competitive advantage and profitability.

#### HSC 527 Strategic Planning in Health Care

This course is designed to provide students a hands-on experience with the mechanics of strategic planning, including the development of a strategic plan, business plan, and related documents. During the course, students will use standard industry tools and techniques to collect and analyze data, and develop foundational documents as they engage in the strategic planning process.

#### HSC 528 Health Care Finance

This course focuses on the financial environment in which healthcare organizations operate. Students will learn health care finance concepts, managerial and

accounting principles, the budget process, and tools used for financial analysis. Students will also explore various means for reimbursement of health care services.

#### HSC 529 Project Management in Health Care Environments

This course provides students with an opportunity to design, implement, and manage an effective project by applying appropriate project management principles. Students will learn and use project management software to develop and implement their project.

#### HSC 544 Health Care Law and Ethics

In this course, students will examine the intersection of law, ethics, and the health care industry in the United States. Students will explore compelling cases and controversies encountered by health care administrators and will use an ethical and legal framework for decision making.

#### HSC 560 Health Care Delivery Systems

In this course, students examine today's healthcare delivery systems, the diversity and complexities of the various methods and settings along with the challenges, emerging trends, and drivers of health-care delivery in America. Students will examine such resources as the information technology for dissemination of data as well as decision support, research and development as a driver for advanced treatment, and how policies and standards are the means for quality and safety. During the course, students apply information from multiple resources to examine case studies that reflect current challenges and controversies.

#### HSC 561 Quality Management in Health Care

This course provides students an opportunity to consider health care quality, including the essential concepts, principles, and techniques relevant to quality improvement applied to patient care and the management of quality in healthcare organizations. Students apply quality improvement theories and processes, consider various methods for data collection and analysis, and organizational accountability. The health care administrator's role in creating and sustaining a culture of safety and quality are emphasized throughout the course.



### HSC 580 Research and Applied Statistics

This course offers opportunities to explore contemporary research methods (quantitative and qualitative) and analyses for critical decision making in healthcare settings, with a special emphasis on evidence-based practice. As both consumers and producers of research, healthcare professionals need to understand the core concepts of scientifically sound and rigorous research. Through mastery of research principles covered in this course, students are empowered and prepared to critically evaluate the wealth of research that is available to inform practice. Students will also learn how to synthesize and analyze research studies and related evidence as methods for answering key health care questions and challenges.

### HSC 600 Principles and Theories of Learning

Students will have a comprehensive overview of concepts and theories that explain how and why people learn. Through the use of readings, multimedia, and reality-based exercises, students will explore the complex and multifaceted manner in which people learn. Students will also have the opportunity to apply selected theories and concepts to various learning experiences.

### HSC 610 Assessment and Evaluation of Learning

Assessment of learning is a fundamental role of the educator. This course is designed to introduce students to key concepts related to assessment of learning and provide them with the skills that will enable them to develop appropriate measures for learning outcomes. Learning activities in this course will provide students with opportunities to practice developing and implementing assessment strategies.

### HSC 620 Technology Application in Health Professions Education

The use of technology in the classroom and virtual environments has become mainstream in education. This course provides students with an overview of existing technologies and opportunities to develop skills in selected areas. The course will cover the use of technology for both assessment and instruction.

### HSC 622/MCJ 622 Grant Writing

Students taking this course will develop foundational skills in grant writing. Students will learn and practice the steps in locating and evaluating potential grant

sources and in developing, organizing, and writing a grant. Creative strategies for developing proposals that align the needs of the organization and goals of funders will be explored. Students will learn strategies for building relationships with organizations and funders and general methods for program evaluation. Using a step-by-step approach, students will develop a grant proposal.

### HSC 630 Classroom and Clinical Instruction

This course explores the instructional role of faculty in a variety of settings. During the course, students will have the opportunity to learn skills that will enhance their effectiveness in actual and virtual learning environments. Students will also explore various evaluations strategies that can be used to improve instructional performance.

### HSC 640 Curriculum Development

Skill in curriculum development is essential for allied health faculty as curriculum serves as the bridge to practice. This course is designed to introduce students to curriculum as a process and a product. During the course, students will have the opportunity to develop the skills necessary for formulating and evaluating curricula that is responsive to the needs of the profession and the society it serves.

### HSC 660 Graduate Health Sciences Capstone

This course requires the student to synthesize and apply knowledge acquired throughout the graduate program. Students will demonstrate their competencies required for advanced practice roles through varied assessments that address current or emerging practice-based as well as system-based issues in healthcare.

### HSC 698 MS in Health Care Administration Capstone

This capstone course provides students with the opportunity to demonstrate knowledge achieved throughout the program. Students will complete a special project designed to address an issue faced by health care administrators.



### PBH 592 Biostatistics

To succeed in the broad practice of public health, it is necessary to equip future public health professionals with ability to understand and apply basic statistical methods that are commonly used in the design and analyses of biomedical and public health investigations. The major topics covered include types of data, study designs, probability, hypothesis testing, power, and sample size. An emphasis will be placed on applying the appropriate statistical methods and subsequent interpretation.

### PBH 603 Behavioral Health and Social Environment

This course provides students an opportunity to examine theories, concepts, and models from the social and behavioral sciences as they form the basis for health education and public health interventions on a variety of levels. Models of individual and interpersonal health behavior are examined, as well as community and group models of health behavior change. This course also addresses the emerging use of technology and social media in behavioral health interventions.

### PBH 604 Epidemiology

The science of epidemiology is essential in planning disease prevention interventions, developing an understanding of disease transmission, identifying trends in morbidity and mortality, and providing a basis for the development of public health policy. This course serves as an introduction to the concepts and methods of epidemiology. Students explore factors related to the etiology and distribution of illness in populations, including exposure, transmission, and prevention. Methodologies used in surveillance techniques will also be introduced and explored.

### PBH 609 Critical Issues in Public Health

Emerging population-based issues, changing public and health policy, and contemporary global health concerns as they impact the role of public health practice are the focus of this course. Students examine current public health issues within the context of their impact on various populations (nationally within the U.S., and globally). Topics are designed to challenge the student to critically examine new areas in public health and reflect on the implications of the dynamic health care system for populations. Specific issues to be examined

include: natural and man-made disasters, climate change, veterans health, air quality and health, impacts of fracking, infectious diseases, food safety, chronic diseases, the effects of war, bioterrorism, human rights violations, and health policy.

### PBH 613 Program Planning and Evaluation for Public Health

In this course, students will critically examine the history and development of health promotion programs as they impact the health of populations. A major focus is to shape skills in designing, implementing, and evaluating programming which addresses cultural, psychological, and behavioral factors as they relate to health. Foundational theories as they relate to the development of health promotion programs in a variety of settings and at a range of levels will be addressed.

### PBH 647 Vulnerable Populations

This course is designed to broaden the student's understanding of health beyond the individual-level and examine the contributions of system inequality and disparities in health toward vulnerable populations. Selected theories and models for alleviating vulnerability are explored, using social justice as an overarching ethical framework. Skills for the provider are also investigated.



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# New York State Education Department Inventory of Registered Programs

Higher Education General Information Survey Code for Classifying Academic Subject Areas

PROGRAM TITLE	HEGIS	AWARD
<b>SCHOOL OF BUSINESS &amp; TECHNOLOGY: BUSINESS PROGRAMS</b>		
Administrative/Management Studies	5004	AAS
Business	0501	BS
Accounting (NYS CPA Track)	0502	BS
Bachelor of Professional Studies in Business and Management	0599	BPS
Business	0506	MBA
Management	0506	MS

<b>SCHOOL OF BUSINESS &amp; TECHNOLOGY: TECHNOLOGY PROGRAMS</b>		
Cybersecurity	5199	Certificate
Cybersecurity Management	0799	Certificate
Cybersecurity	0702	BS
Technical Studies	5315	AAS
Technology	5315	AS
Technology	0925	BS
Electrical Engineering Technology	0925	BS
Information Technology	0702	BS
Nuclear Engineering Technology	0925	BS
Bachelor of Professional Studies in Technology Management	0599	BPS
Cybersecurity	0702	MS
Cybersecurity	0702	MS

PROGRAM TITLE	HEGIS	AWARD
<b>SCHOOL OF HEALTH SCIENCES PROGRAMS</b>		
Public Health	1214	BS
Health Sciences	5201	AS
Health Sciences	1201	BS, MS
Health Care Management	1202	BS-MBA, MS in HCA

<b>SCHOOL OF LIBERAL ARTS PROGRAMS</b>		
Liberal Arts	5649	AA, AS
Liberal Arts	4901	BA, BS
Liberal Studies	4901	MA
History	2205	BA, BS
Humanities	1599	BA
Natural Sciences	1901	BS
Psychology	2001	BA, BS
Social Sciences	2201	BS
Sociology	2208	BA, BS

<b>SCHOOL OF NURSING PROGRAMS</b>		
Nursing	5208	AAS, AS
Nursing	1203.10	BS, RN-MS, MS
Nursing Education	1203.12	Certificate
Nursing Leadership and Administration of Health Care Systems	1203.12	Certificate

<b>SCHOOL OF PUBLIC SERVICE PROGRAMS</b>		
Criminal Justice	5505	AS
Criminal Justice	2105	BS, MS
Military Leadership	2299	BS
National Security	2210	BS
Public Administration	2102	MPA

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