



School of **Health Sciences**

CATALOG



www.excelsior.edu



THE PHILOSOPHY OF EXCELSIOR COLLEGE

What you know is more important than where or how you learned it.[®]

ABOUT EXCELSIOR COLLEGE

Excelsior College was founded in 1971 as the external degree program of the New York State Board of Regents. In 1998, the Board of Regents granted the College (then known as Regents College) an absolute charter to operate as a private, nonprofit, independent college. As are all accredited colleges in the state, Excelsior College is a member of The University of the State of New York. The College is governed by a board of trustees composed of individuals from across the United States who are prominent in the fields of business, education, government, and the professions.

A leader in online and distance learning, Excelsior College awards associate, baccalaureate, and master's degrees, as well as offers certificate programs, through its five schools: Business & Technology, Health Sciences, Liberal Arts, Nursing, and Public Service.

Excelsior's student body represents a diverse group of adult learners.

- The average age of an Excelsior student is 38; about 57 percent are female, 43 percent are male.
- Nearly one-third of our enrolled students are from groups historically underrepresented in higher education.
- More than one-third of our students are active-duty military personnel or veterans.
- More than 150,000 persons have earned degrees from Excelsior College. Of those graduates, 11 percent come from New York State; the remaining are from the rest of the United States and other nations.

The faculty of Excelsior College, both full-time and adjunct, are drawn from many colleges and universities as well as from industry and the professions. They teach our courses, establish and monitor academic policies and standards, determine degree requirements and the means by which credit may be earned, develop the content for all examinations, and recommend degree conferral to the Excelsior College Board of Trustees.

THE MISSION OF EXCELSIOR COLLEGE

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.

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.

ACCREDITATION

Excelsior College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, telephone: 267-284-5000. The Middle States Commission on Higher Education 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 Accrediting Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, telephone: 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, 111 Market Place, Suite 1050, Baltimore, MD 21202, 410-347-7700; www.abet.org. 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; 913-631-3009; www.iacbe.org. The IACBE is a specialized accrediting agency recognized by the Council for Higher Education Accreditation (CHEA). The business programs in the following degrees are accredited by the IACBE: Bachelor of Science in Accounting (NYS CPA track) and Bachelor of Science in Business.

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

This school is a nonprofit corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Oregon Office of Educational Policy and Planning at 255 Capital Street NE, Suite 126, Salem, Oregon 97310-1338.

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 UExcel[®] exams and 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, 2011–2016. 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 third consecutive designation the School has received since the NLN began the program in 2005.

INDIVIDUAL STATE REGISTRATION/AUTHORIZATION DISCLOSURE

For information on disclosures required by various states, visit <http://www.excelsior.edu/about/transparency>.

A Message from the Dean



Dear Student:

Congratulations on your decision to continue your education.

The Excelsior College School of Health Sciences provides many opportunities for health professionals and others interested in entering the health care arena to earn a college degree or certificate. 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 certificate, or simply 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. That is our goal as an institution. Since 1971, Excelsior College has helped students achieve their dreams—whether that includes a college degree, a certificate, or personal development. Students within the School of Health Sciences use the convenience and flexibility of Excelsior College online courses and examinations as a key to their success. Combined with the many support services designed for the adult learner that we make available, our courses and examinations make earning a college degree or certificate 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. The faculty, academic advisors, and staff of the School of Health Sciences are committed to helping you achieve your educational goals and welcome the opportunity to work with you.

Thank you for choosing the Excelsior College School of Health Sciences.

Best wishes for your success!

A handwritten signature in black ink that reads "Deborah L. Sopczyk". The signature is fluid and cursive.

Deborah L. Sopczyk, PhD, RN
Dean, School of Health Sciences

LIMITATIONS

Information in this catalog is current as of May 2014, 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 enrolled students so long as they actively pursue their degree requirements. However, in the event that it is necessary to make program changes for enrolled 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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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: <http://ope.ed.gov/security>

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Important Information for All Students

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, provides a breadth of academic experience to enrich your life, and allows 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 six learning goals for General Education at Excelsior College.

1. Communication and Oral Expression

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 English.

2. Mathematics and Scientific Method

Excelsior students will utilize scientific reasoning and basic mathematical calculations in problem solving in their public discourse.

3. Information Literacy

In this age of information proliferation due to rapid technological advances, students will have to learn to discern information critically. They will have to learn to identify the amount and type of information needed, to understand where to locate, effectively access that information, evaluate the source of the information, and use it as per legal and ethical considerations.

4. Diversity and Global Understanding

Excelsior students will have an understanding and appreciation of the complexities of diversity and will be able to interact effectively with people from backgrounds and cultures different from their own. They will have gained a global perspective that is grounded in the issues, trends, and opportunities that connect nations and communities around the world. They will challenge their own sense of “self” vis-à-vis an understanding of those with different thoughts, beliefs, traditions, behaviors, and understandings.

5. Social Responsibility and Civic Engagement

Excelsior students will acknowledge the importance of social responsibility and civic engagement and the behaviors that support these beliefs.

For more information on the General Education goals and outcomes, visit: www.excelsior.edu/gened.

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

1. 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.
2. Students must have reliable access to a computer with Internet connectivity.
3. 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).
4. Students must be able to utilize required software applications.
5. Students need to utilize 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).
6. Students are required to conduct themselves appropriately and professionally at all times, including online.

Important Information

About Test Preparation and Tutorial Services

The College offers UExcel® exams and Excelsior College® Examinations designed to help you advance your academic objectives through independent study. A variety of learning resources, including content guides, guided learning materials, and practice tests, are available directly from Excelsior. These resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. Along with your own desire to learn, these resources are usually all that you need to help you succeed.

Some students may seek additional assistance or may be contacted by tutorial firms and test-preparation companies offering their own products and services. The College is not affiliated with any of these firms and does not endorse the products or services of any of these vendors since we do not review their materials for content or compatibility with UExcel® exams.

To help you become a well-informed consumer we suggest, before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, that you consider the points outlined on our website.

www.excelsior.edu/testprep

IMPORTANT:

It is important for you to keep us informed of your current contact information, so we can reach you. You can update your address, phone numbers, fax number, and email preference on our website, through your **MyExcelsior** user account, or you can call us with this information.



www.excelsior.edu

**[www.excelsior.edu/
myexcelsior](http://www.excelsior.edu/myexcelsior)**

Mission Statement

The mission of the Excelsior College School of Health Sciences is to provide distance education opportunities for health and human services professionals through flexible programs of study that reflect current and emerging trends, innovative practices, and global perspectives.

This mission will be accomplished by:

- providing both disciplinary-specific and interdisciplinary certificate, undergraduate, and graduate degree programs that foster a spirit of inquiry, interdisciplinary collaboration, and commitment to excellence in practice.
- offering curricula that promote culturally competent care and high-quality outcomes.
- responding creatively to workforce needs for health and human services professionals.
- promoting and maintaining best practices in distance education and competency-based evaluation.
- providing access for individuals who reside in medically and educationally underserved areas.

Admission Requirements

All undergraduate degree programs in the School of Health Sciences are open-enrollment; however, in order to enroll, each student must submit an undergraduate application to the College. Graduate certificate and 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 that may qualify for credit toward your degree.

PLEASE NOTE:

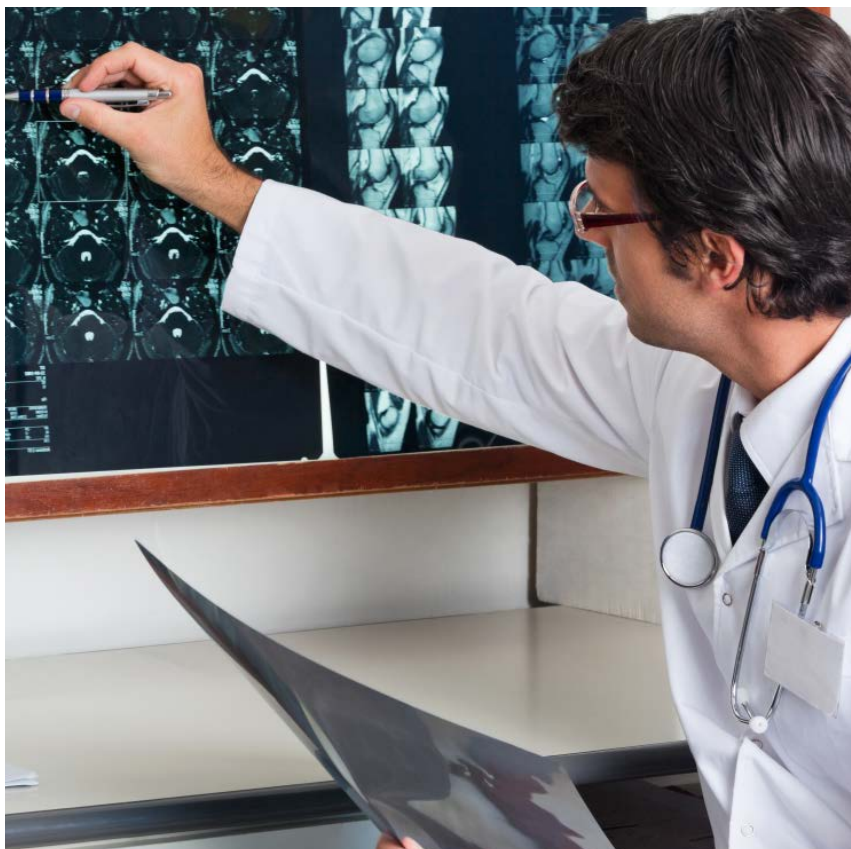
For admission into the **Health Professions Education specialization** within the MS in Health Sciences program, additional eligibility requirements apply. Please review this section under the MS in Health Sciences for details if you are interested in pursuing this specialization.

Maximum Credit Awarded for Licenses and Certifications for Health Sciences Degrees


LICENSE OR CERTIFICATION	Bachelor of Science in Health Sciences	Bachelor of Science in Health Care Management	Bachelor of Science to MBA	REQUIRED
	MAXIMUM CREDIT AWARDED			
Licensed Radiologic Technologist	32	17	17	State License
Licensed Nuclear Medicine Technologist	32	17	17	State License
Licensed Radiation Therapist	32	17	17	State License
Registered Nurse	30	20	20	State License
Licensed Practical Nurse	26	20	20	State License
Licensed Massage Therapist	26	17	17	State License
Certified Pharmacy Technician	24	17	17	Certification Card from National Pharmacy Technician Certification Board (PTCB)

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

- Bachelor of Science in Health Sciences
- Bachelor of Science in Health Care Management
- Bachelor of Science in Health Care Management to Master of Business Administration (*Dual Degree Track program*)
- Master of Science in Health Sciences
- Graduate Certificate in Health Care Informatics



Bachelor's Degree Programs in Health Sciences



Our flexible, online health sciences 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.

Choose from

- a **Bachelor of Science in Health Sciences** with area of emphasis in end-of-life care, gerontology, health and wellness, health education, management, or public health;
- a **Bachelor of Science in Health Care Management** for those specifically interested in moving into management roles in health care;
- or the dual degree, **Bachelor of Science in Health Care Management to Master of Business Administration**, which offers the option of completing both degrees together, developing managerial knowledge and skills necessary to meet the increasing business demands of today's health care arena.

Requirements for All Undergraduate Degree Programs

Written English Requirement (WER)

Students are required to demonstrate competence in expository writing in English by completing one of the following for the associate degree and two of the following for the bachelor's degree:

1. Examination

- a. UExcel® exam [ENGx111 English Composition] (fulfills the requirement for associate and bachelor's degrees)
- b. UExcel® exam [ENGx110 College Writing] (fulfills the requirement for the associate degrees; partially fulfills the requirement for the bachelor's degrees)
- c. Advanced Placement (AP) English Examinations (fulfills the requirement for the associate and bachelor's degrees)

Excelsior College does not accept the CLEP **General Examination in English Composition with Essay** toward this requirement.

2. College coursework

Successful completion of one college course (minimum 3 semester- or four quarter-hour credits; minimum grade of C) from one of the following options for the associate degrees, and from two of the following options for the bachelor's degrees:

- a. Expository writing courses such as Excelsior College's ENG 101 English Composition, ENG 201 Writing for the Professions, or MLS 500 Graduate Research and Writing (some restrictions apply).
- b. Two institutionally designated writing-intensive, writing-emphasis courses.
- c. One expository writing course and one applied writing course that must include an expository writing component.

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

3. Statement of Equivalency

Submission of an official statement from a regionally accredited institution, from which transfer credit is being accepted, verifying satisfactory completion of the student's writing requirement. The statement must reflect whether the institution had a one-course or two-course writing requirement in effect at the time of the student's matriculation.

4. Noncollegiate-sponsored instruction

Successful completion of a noncollegiate-sponsored instructional writing course or program that has been evaluated by either the New York State Board of Regents National College Credit Recommendation Service (formerly National PONSİ) or the American Council on Education Center for Adult Learning and Educational Credentials (ACE CREDIT), and contains a recommendation of at least 3 semester-hour credits for the course; this course must contain an actual assessment of the student's competence in expository writing in English.

A maximum of two semester courses or three quarter courses of credit in English composition/freshman English courses will apply toward degree requirements. Courses or examinations used to fulfill the written English requirement may not be used to satisfy the humanities requirement.

Humanities Requirement

Students seeking a bachelor's degree must complete a minimum of 2 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. Students seeking additional information should check the Excelsior College website or consult with their academic advising team.

Excelsior College Academic Advising Mission Statement

We, as Excelsior College professional academic advisors, actively engage and support our students in the development and achievement of their academic, career, and personal goals.

Excelsior College Academic Advising Values

Our academic advising community is dedicated to:

- **Empowering** students as lifelong learners;
- **Building** a collegial environment of mutual trust and respect;
- **Providing** quality student service;
- **Inspiring** student success.

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 may reach your academic advisor through the Message Center in **MyExcelsior** or by calling the School of Health Sciences. You should plan carefully and consult with your academic advisor about the examinations and courses that will fulfill your

degree requirements. We recommend that you obtain prior approval from your advisor before registering for an examination or course to ensure it will apply toward your degree.

When choosing courses to meet the arts and sciences requirements, consider those that fit into your future plans. If a graduate program is part of that plan, consult the admissions office at the graduate school(s) you are considering and discuss requirements and policies; request information for further review and comparison.



Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences is a **120**-credit program designed to meet the educational needs of health care workers seeking a bachelor's degree. This program affords students an opportunity to apply credits already earned to acquire a credential needed for graduate school admission, promotion, job expansion, and job mobility. The curriculum will not only provide students with a broad background in health care, the health care system, and the arts and sciences; it will also give them an opportunity to develop knowledge and skills in one of the six areas of emphasis—management, gerontology, health and wellness, health education, public health, or end-of-life care.

You are subject to the degree requirements in effect at the time of your enrollment or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both enrolled and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our [website](#).

Program Outcomes

At 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 responding to health care issues and societal needs.
3. Integrate knowledge of culture and an appreciation for diversity in planning and evaluating health care.
4. Implement evolving technologies in the planning, implementation, and evaluation of health care.
5. Incorporate multiple strategies of communication to establish collaborative relationships with clients, members of the multidisciplinary team, and other stakeholders.

6. Analyze legal, ethical, and policy issues within health care delivery systems.
7. Implement specialized knowledge and skills in the management and delivery of health care services.
8. Demonstrate a commitment to lifelong learning in pursuit of excellence in the practice of a health care profession.

Program Requirements

The Bachelor of Science in Health Sciences requires a total of **120** credits, including **60** in arts and sciences and **60** in 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 areas of 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 4](#) 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 the natural sciences/math distribution. 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. Statistics courses are typically offered by either a mathematics or social sciences department and include commonly used descriptive and inferential statistical measures. The purpose of this requirement is to help students become more thoughtful consumers of research findings.

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 in the Health Sciences Capstone,
- 1 credit for Information Literacy, and
- 2 credits in health sciences electives.

Health Sciences Core (15 credits)

Bachelor of Science in Health Sciences students must complete all five 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 365 Research for Evidence-Based Practice 3 credits

HSC 431 Introduction to Health Care Delivery Systems 3 credits

HSC 445 Introduction to Health Care Informatics 3 credits

Area of Emphasis (9 credits each)

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

End-of-Life Care Emphasis (9 credits)

Any three of the following seven courses must be completed with a minimum grade of C in each in order to satisfy the End-of-Life Care emphasis requirements:

HSC 380 The Global Impact of AIDS: Person, Family, Community 3 credits

HSC 406 Principles and Concepts in End-of-Life Care 3 credits

HSC 408 Death, Dying and Bereavement 3 credits

HSC 410 Symptom Management in End-of-Life Care 3 credits

HSC 411 Case Management in End-of-Life Care 3 credits

HSC 420 Spirituality in Life Transitions 3 credits

HSC 415 Multidisciplinary Wound Care 3 credits

Gerontology Emphasis (9 credits)

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

HSC 416 Introduction to Gerontology: Physical, Psychological, and Social Aspects of Aging 3 credits

HSC 426 Gerontology: Social Policy & Aging 3 credits

HSC 436 Gerontology: Provision of Services to an Older Adult Population 3 credits

Health and Wellness Emphasis (9 credits)

Three upper-level courses must be completed, each with a minimum grade of C, in order to satisfy the Health and Wellness emphasis requirements.

HSC 402 Managing Stress (example option)

HSC 403 Nutrition for Health and Wellness (example option)

HSC 407 Health and Wellness (required)

continued on next page

Health Education Emphasis (9 credits)

The following three 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)

Three upper level courses must be completed, each with a minimum grade of C, in order to satisfy the Public Health emphasis requirements.

- HSC 331 Psychosocial Impact of Chronic Illness on Person and Environment (example option)
- HSC 380 The Global Impact of AIDS: Person, Family, Community (example option)
- PBH 321 Introduction to Epidemiology (required)
- PBH 323 Principles of Public Health (required)
- PBH 342 Homelessness: Social and Health Perspectives (example option)

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 certification. 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 Courses

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. Listed below are some examples.

- HSC 112 Medical Terminology 3 credits
- HSC 220 Spanish Communications for Health Science Professionals 4 credits
- HSC 240 Addictions in America 3 credits
- HSC 260 Introduction to Human Genetics 3 credits
- HSC 280 Biology in Health and Disease 3 credits
- HSC 290 Healing Therapies: Ancient Wisdom in Modern Times 3 credits
- HSC 314 Sociology of Health and Illness 3 credits
- HSC 402 Managing Stress 3 credits
- HSC 420 Spirituality in Life Transitions 3 credits
- PBH 346 Post Traumatic Stress Disorder: A Gathering Storm 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 "Information Literacy Requirement" on [page 4](#) 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 all other health sciences requirements (core, concentration, information literacy, and elective) complete and be within 9 credits of completing the arts and sciences component (including having completed the written English requirement).

- HSC 464 Health Science Capstone 3 credits



Bachelor of Science in Health Sciences

BS
120 Total Degree
Credits Required

ARTS AND SCIENCES COMPONENT	Credit Hours
Written English Requirement	6
Humanities <i>Must include 2 credits in Ethics</i>	9
Social Sciences/History	9
Natural Sciences/Mathematics Requirement <i>Must include 2 credits in Statistics and 2 credits in the natural sciences</i>	9
Arts and Sciences Electives <i>May be taken from any areas of humanities, social sciences, history, natural sciences, or math</i>	27
TOTAL ARTS AND SCIENCES COMPONENT	60
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
TOTAL HEALTH SCIENCES CORE	15
Health Sciences Area of Emphasis <i>End-of-Life Care, Gerontology, Health and Wellness, Health Education, Management, OR Public Health</i>	9
Information Literacy	1
Health Sciences Elective Credit	32
HSC 464 Health Sciences Capstone	3
TOTAL HEALTH SCIENCES EMPHASIS	45
TOTAL HEALTH SCIENCES COMPONENT	60
TOTAL DEGREE CREDITS	120



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 moving into health care management. This program is comprised of coursework that will prepare individuals to meet the increasing business demands of today's health care arena by developing the knowledge and skills associated with health care management. The curriculum includes core courses in business, health care management, and others supportive of the health care manager role. This program offers a dual degree option, allowing students to complete their Bachelor of Science and Master of Business Administration (MBA) together.

You are subject to the degree requirements in effect at the time of your enrollment or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both enrolled and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our [website](#).

5. Incorporate multiple strategies of communication to establish collaborative relationships with members of the leadership team and other stakeholders.
6. Use evidence-based practice to guide human resource, clinical, and administrative decisions.
7. Manage a diverse workforce in providing health care for an increasingly heterogeneous population.
8. Demonstrate a commitment to lifelong learning in pursuit of excellence in managing and leading within the health care environment.

Program Outcomes

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

1. Use theories of leadership and organizational behavior to define and implement management practices in health care settings.
2. Apply principles of budgeting and finance to effectively plan and manage resources within a health care organization.
3. Use knowledge of health and illness, health care systems, and health care consumers to guide decision making and promote quality within health care environments.
4. Implement the manager role using a legal and ethical framework.

Program Requirements

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

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 4](#) for additional information.

2. Humanities

- a. A minimum of 3 upper-level credits must be earned in business 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/Math

- 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 (biology, chemistry, physics, etc.).
- c. A minimum of 4 credits must be earned in natural sciences/math 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/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 must be earned in medical terminology.

Students who have an earned 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.

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.

- a. Accounting
- b. Principles of Management
- c. Research (upper level)
- d. Human Resources Management.
- e. Marketing

2. Health Care Management Core

Three upper-level credits in each of the following subjects must be earned with minimum grade of C.

- a. Foundations of Health Care Management (Excelsior College HSC 301 may be used to fulfill this requirement.)
- b. Critical Issues in Health Care Management (Excelsior College HSC 305 may be used to fulfill this requirement.)
- c. Writing and Communication in the Health Science Professions (Excelsior College HSC 310 may be used to fulfill this requirement.)

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- d. Legal and Regulatory Environment of Health Care (Excelsior College HSC 330 may be used to fulfill this requirement.)
 - e. Organizational Behavior and Theory in Health Care (Excelsior College HSC 404 may be used to fulfill this requirement.)
 - f. Budget and Finance in Health Care Organizations (Excelsior College HSC 414 may be used to fulfill this requirement.)
 - g. Economics of Health Care (Excelsior College HSC 450 may be used to fulfill this requirement.)
3. Business or Health Care Electives
- An additional 6 credits must be completed in business or health care electives.

Health Sciences 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 completed all other requirements of the professional and additional credit components as well as be within 9 credits of completing the arts and sciences component (including having completed the written English requirement).

IMPORTANT:

Throughout this catalog the term “credits” is used to indicate semester hours. Quarter hours are converted to semester hours by multiplying quarter-hour values by two-thirds.

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www.excelsior.edu/exams

Learning Resources:
www.excelsior.edu/myexcelsior, click on the Resources tab

Excelsior College Career Center
www.excelsior.edu/web/career-center/home

Excelsior College Community Resources:
www.excelsior.edu/myexcelsior, click on the Communities tab

School of Health Sciences Facebook Page:
www.facebook.com/ExcelsiorSHS

School of Health Sciences LinkedIn Page:
www.linkedin.com/company/health-sciences



Bachelor of Science in Health Care Management

BS
120 Total Degree
Credits Required

ARTS AND SCIENCES COMPONENT

Written English Requirement

**Credit
Hours**

6

Humanities

■ Business Ethics (UL) ■ Electives (6 credits)

9

Social Sciences/History

■ Microeconomics ■ Macroeconomics ■ Electives (3 credits)

9

Natural Sciences/Mathematics Requirement

■ Statistics ■ Electives (6 credits) – *Must include a minimum of 2 credits in the natural sciences*

9

Arts and Sciences Electives

27

TOTAL ARTS AND SCIENCES COMPONENT

60

ADDITIONAL CREDIT COMPONENT

HSC 112 Medical Terminology

**Credit
Hours**

3

Information Literacy

1

Other College-level Credit

11

TOTAL ADDITIONAL CREDIT COMPONENT

15

PROFESSIONAL COMPONENT

BUSINESS CORE

■ Accounting ■ Marketing ■ Research (UL)
■ Human Resources Management ■ Principles of Management

**Credit
Hours**

15

HEALTH CARE MANAGEMENT CORE

HSC 301 Foundations of Health Care Management (UL)

HSC 404 Organizational Behavior and Theory
in Health Care (UL)

HSC 305 Critical Issues in Health Care Management (UL)

HSC 414 Budget and Finance in
Health Care Organizations (UL)

HSC 310 Writing and Communication in the
Health Science Professions (UL)

HSC 450 Economics of Health Care (UL)

HSC 330 The Legal & Regulatory Environment
of Health Care (UL)

21

Business or Health Care Electives

6

TOTAL PROFESSIONAL COMPONENT

42

CAPSTONE COMPONENT

HSC 470 Health Care Management Capstone

**Credit
Hours**

3

TOTAL CAPSTONE COMPONENT

3

TOTAL DEGREE CREDITS

120



Bachelor of Science in Health Care Management to Master of Business Administration (Dual Degree Track)

The BS/MBA program is offered in conjunction with the School of Business & Technology. The dual degree track requires a total of **147** credits. 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 completion of the **9**-credit bridge component. The **27**-credit graduate course component completes the master's degree requirements.

You are subject to the degree requirements in effect at the time of your enrollment or program/degree transfer (program transfer refers to change from one school to another; degree transfer refers to changing degrees within the same school).

The faculty reserves the right to make changes in curricular requirements as necessary to reflect current professional practice. Changes may affect both enrolled and prospective students. It is your responsibility to keep informed of such changes. We make every effort to inform you of changes as they occur. Current information about degree requirements is posted on our [website](#).

Program Outcomes

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

1. Use theories of leadership and organizational behavior to define and implement management practices in health care settings.
2. Apply principles of budgeting and finance to effectively plan and manage resources within a health care organization.
3. Use knowledge of health and illness, health care systems, and health care consumers to guide decision making and promote quality within health care environments.

4. Implement the manager role using a legal and ethical framework
5. Incorporate multiple strategies of communication to establish collaborative relationships with members of the leadership team and other stakeholders.
6. Use evidence-based practice to guide human resource, clinical and administrative decisions.
7. Manage a diverse workforce in providing health care for an increasingly heterogeneous population.
8. Demonstrate a commitment to lifelong learning in pursuit of excellence in managing and leading within the health care environment.

Upon successful completion of the Excelsior College MBA 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 4](#) for additional information.

2. Humanities

- a. A minimum of 3 upper-level credits must be earned in business 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/Math

- 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 quantitative analysis 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.

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/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.

2. Information Literacy

A minimum of 1 credit must be earned in information literacy. See the Information Literacy requirement explanation on [page 4](#) for more information.

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

36 credits

1. Business Core

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

- a. Accounting
- b. Principles of Management
- c. Research (must be upper level)
- d. Human Resources Management

continued on next page

- e. 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 subjects must be earned with minimum grades of C unless otherwise noted:

- a. Foundations of Health Care Management
- b. Critical Issues in Health Care Management
- c. Legal and Regulatory Environment of Health Care
- d. Organizational Behavior and Theory in Health Care (minimum grade of B required). This course serves as a foundation requirement for the MBA.
- e. Budget and Finance in Health Care Organizations
- f. Economics of Health Care

3. Business or Health Care Electives

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

Bridge Component

9 credits

1. Business Communications—Graduate Level

(Excelsior College BUS 501

Business Communications may be used to fulfill this requirement.)

2. Global Business Environment—Graduate Level

(Excelsior College BUS 502 Global Business Environment may be used to fulfill this requirement.)

3. Finance—Upper-Level Undergraduate OR Graduate Level

This course serves as a foundation requirement for the MBA. Minimum grade of B required. (Excelsior College BUS 350 or BUS 505 may be used to fulfill this requirement.)

Graduate Course Component

27 credits

1. Accounting for Managers

(Excelsior College BUS 500 may be used to fulfill this requirement.)

2. Human Resources Management

(Excelsior College BUS 504 may be used to fulfill this requirement.)

3. Operations Management

(Excelsior College BUS 520 may be used to fulfill this requirement.)

4. Leadership/Change Management

(Excelsior College BUS 552 or BUS 554 may be used to fulfill this requirement.)

5. Information Technology or Informatics and the Health Care Delivery System

(Excelsior College BUS 570 or HINF 522 may be used to fulfill this requirement.)

6. Approved Electives (9 credits)

Students electing an MBA concentration may use those credits to fulfill the elective requirement.

7. Strategy and Policy Capstone

(Excelsior College BUS 511 may be used to fulfill this requirement.)

Policies Specific to the BS to MBA 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.

BS/MBA

- Minimum grades of B are required for each of the five MBA foundational courses (Business Ethics, Quantitative Analysis, Organizational Behavior and Theory in Health Care, Advanced Marketing, and Finance).

- Courses used to fulfill foundation requirements must have been completed within 10 years of the student's academic policy date.
- Minimum grades of C are required in each of the courses composing the Business and Health Care Management core as well as in medical terminology, unless otherwise noted.
- Courses used to fulfill requirements of the professional component must be completed within 20 years of the student's academic policy date.
- Students must be within 10 credits of completing the undergraduate component in order to enroll in the bridge courses.
- A minimum grade point average (GPA) of 2.0 is required to move forward with the graduate course component.
- Students achieve graduate status upon successful completion of all undergraduate requirements, including the bridge courses and associated minimum grade requirements.
- Students must achieve graduate status in order to move forward with the graduate component courses.
- A minimum GPA of 3.0 is required of all MBA courses for graduation.
- Students must complete all MBA requirements 10 years from the point at which they begin taking graduate courses in the bridge component.

IMPORTANT:

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www.excelsior.edu/myexcelsior, click on the Communities tab

School of Health Sciences Facebook Page:
www.facebook.com/ExcelsiorSHS

School of Health Sciences LinkedIn Page:
www.linkedin.com/company/health-sciences



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

**BS to
MBA**
147 Total Degree
Credits Required

BACCALAUREATE COMPONENT

ARTS AND SCIENCES COMPONENT	Credit Hours	ADDITIONAL CREDIT COMPONENT	Credit Hours
Written English Requirement	6	HSC 112 Medical Terminology	3
		Information Literacy	1
		Other College-level Credit	11
Humanities ■ Business Ethics (UL) (F) ■ Electives (6 credits)	9	TOTAL ADDITIONAL CREDIT COMPONENT	15
Social Sciences/History ■ Microeconomics ■ Macroeconomics ■ Electives (3 credits)	9	PROFESSIONAL COMPONENT	Credit Hours
		BUSINESS CORE REQUIREMENTS	
		■ Accounting ■ Principles of Management ■ Research (UL)	15
		■ Human Resources Management ■ Marketing (UL) (F)	
Natural Sciences/Mathematics ■ Statistics ■ Quantitative Analysis (UL) (F) ■ Electives (3 credits) <i>Must include a minimum of 2 credits in natural sciences subjects.</i>	9	HEALTH CARE MANAGEMENT CORE REQUIREMENTS	
		HSC 301 Foundations of Health Care Management (UL)	15
		HSC 305 Critical Issues in Health Care Management (UL)	
		HSC 330 The Legal & Regulatory Environment of Health Care (UL)	
		HSC 404 Organizational Behavior and Theory in Health Care (UL) (F)	
		HSC 450 Economics of Health Care (UL)	
Arts and Sciences Electives	27	Business or Health Care Electives	6
TOTAL ARTS AND SCIENCES COMPONENT	60	TOTAL PROFESSIONAL COMPONENT	36

BRIDGE COMPONENT

MBA REQUIREMENTS; CREDITS APPLY TOWARD THE BACHELOR'S DEGREE.	Credit Hours
BUS 501 Business Communications	9
BUS 502 Global Business Environment	
Finance (Undergraduate BUS 350 OR Graduate BUS 505) (UL) (F)	
TOTAL BRIDGE COMPONENT	9

GRADUATE COURSE COMPONENT

Graduate Status Achieved	Credit Hours
Students achieve graduate status upon completion of the bridge component and all other undergraduate requirements.	
BUS 500 Accounting for Managers	27
BUS 504 Human Resources Management	
BUS 520 Operations Management	
BUS 552 Leadership OR BUS 554 Change Management	
BUS 570 Information Technology OR HINF 522 Informatics and the Health Care Delivery System	
Electives (9 approved or concentration credits)	
BUS 511 Strategy and Policy (Capstone)	
TOTAL GRADUATE COURSE COMPONENT	27
TOTAL DEGREE CREDITS	120

(F) refers to one of five foundational courses required in the MBA; minimum grade of B is required.

Graduate Degree Program in Health Sciences

Master of Science in Health Sciences

The MS in Health Sciences (MSHS) program is designed to help students 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 will help students develop critical competencies that cut across various areas in the health sciences discipline, including communication, ethical reasoning, and leadership. The core also provides foundational knowledge in research, health care policy, and statistics. There are four tracks of specialization for students to choose from: health professions education, public health, health care informatics, and a no-specialization option.

The **Health Professions Education specialization** was created in response to growing demand for allied health professionals and the shortage of faculty prepared to teach in allied health programs. Designed for practicing health professionals who desire to move into a faculty role, the MS in Health Sciences health professions education specialization will help develop skills in classroom and clinical instruction, assessment and evaluation, and curriculum development.

The **Public Health specialization** was designed for students with an interest in a career field such as health policy, health education, community health, and health administration. Students will focus on the 3 P's of public health—protect, prevent, and promote—and will develop skills in program design and evaluation, statistical methods, and public health interventions.

A specialization in **Health Care Informatics** prepares students who have knowledge and skills necessary to work within, or assume leadership roles in the field of health care informatics. In these courses, students will 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 will develop a variety of skills to include: information management system design and evaluation; critical thinking of system solutions, and the implementation of systems.

The flexible option of **No Specialization** focuses on the student with previous graduate-level coursework and the student who prefers to combine a variety of the graduate-level health science-based courses offered through the School of Health Sciences, to establish a unique area of focus.

Policies Specific to the Degree

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 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.

Policies and procedures that apply specifically to the MSHS 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 MSHS program. Students applying to the Health Professions Education specialization must include with their application materials the following:

- If you are pursuing the **Health Profession Education specialization**, you are required to submit an official transcript confirming completion of an allied health 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. In addition, you must provide documentation that you are eligible to practice in an allied health profession in your state of residence. (This may include a license or certification).

Acceptance of Transfer Credit

Previously completed graduate-level coursework may be used to satisfy the requirements of the MSHS 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 the MSHS Program

Students pursuing the MSHS 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 MSHS 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 MSHS program. Visit our website at www.excelsior.edu/apply to apply online or to download the Graduate Application for Admission form. Return the completed form to Excelsior College with the nonrefundable application fee. 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 MSHS requirements. Upon review of the transcripts and application, if qualified, you will receive an admittance letter and acceptance form.

Program Content and Requirements

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

Program Outcomes

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; and
5. Use knowledge of health care policy and delivery systems to guide professional practice.

Students who complete a specialization in Health Professions Education, Public Health, or Health Care Informatics will also be able to:

6. Implement specialized knowledge and skills in an advanced practice role.

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 & Health Care 3 credits
 HSC 560 Health Care Delivery Systems 3 credits
 HSC 580 Research & Applied Statistics 3 credits
OR PBH 592 Biostatistics ^① 3 credits

HSC 552 Leadership 3 credits

CAPSTONE REQUIREMENT

HSC 660 Health Sciences Capstone 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

^① **PBH 592 Biostatistics** is required for the **Public Health** specialization.

HSC 620 Technology Application in Health Professions Education 3 credits

HSC 630 Classroom and Clinical Instruction 3 credits

HSC 640 Curriculum Development 3 credits

CAPSTONE REQUIREMENT

HSC 660 Health Sciences Capstone 3 credits

Public Health Specialization (15 credits)

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

CAPSTONE REQUIREMENT

HSC 660 Health Sciences Capstone 3 credits

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 555 Knowledge Representation 2 credits

NUR 680 Management Information for Decision Support 3 credits

CAPSTONE REQUIREMENT

HSC 660 Health Sciences Capstone 3 credits

No Specialization (15 credits)

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.

CAPSTONE REQUIREMENT

HSC 660 Health Sciences Capstone 3 credits



Master of Science in Health Sciences

MS

36 Total Degree
Credits Required

CORE COMPONENT

HSC 500 Graduate Research and Writing

**Credit
Hours**

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 ^①

3

HSC 552 Leadership

3

TOTAL CORE COMPONENT

18

SPECIALIZATIONS (SELECT ONE)

**Credit
Hours**

No Specialization

- HS Electives

15

Public Health

- 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)

15

Health Professions Education

- 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)

15

Health Care Informatics

- 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 555 Knowledge Representation (2 credits)
- NUR 680 Management Information for Decision Support (3 credits)

15

TOTAL SPECIALIZATION COMPONENT

15

CAPSTONE COMPONENT

MS in Health Sciences Capstone

**Credit
Hours**

3

TOTAL CAPSTONE COMPONENT

3

TOTAL DEGREE CREDITS

36

^① PBH 592 Biostatistics is required for the Public Health specialization.

Graduate Certificate Program in Health Sciences

Choosing a Certificate Program

Certificate programs provide the opportunity to gain expertise in a particular field of study by concentrating on core elements within an accelerated framework. The career benefits from obtaining a certificate include, but are not limited to, promotion, salary increases, employee recognition, or simply personal achievement.

Our certificate program can be completed in a relatively short period of time; therefore, for some, this approach may prove more practical and time efficient than a full degree program. A certificate program is also a great way to help determine whether going back to school is right for you, because you are not committing to an entire degree program.

Graduate-Level Certificate in Health Care Informatics

17 credits

The graduate certificate program in Health Care Informatics consists of six courses, totaling 17 credits of academic work. The purpose of the program is to prepare graduates who have knowledge and skills necessary to work within, or assume leadership roles in the field of health care informatics. The informatics courses focus on content related to information management systems, information system lifecycle, database design, and the ethical, political, social, and legal implications of information systems management in the health care arena.

Program Outcomes

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

1. Use critical thinking skills to identify informatics solutions to improve health care delivery.
2. Participate as a member of an interdisciplinary informatics team responsible for the design, implementation, and management of an information management system.
3. Apply health care informatics knowledge and skills needed in the development, management, and evaluation of information systems.
4. Articulate health care informatics perspectives and issues in a professional role.

Program Requirements

Students must have an earned bachelor's degree from a regionally accredited U.S. institution or the equivalent to be eligible for this program. Additionally, background in health care or information technology is needed in order to be successful. Students must complete the Health Care Informatics certificate program within five years of enrollment. Courses applied toward the program must have been completed within 10 years of the student's academic policy date.

The following courses must be successfully completed for the graduate Certificate in Health Care Informatics:

HINF 521 Data, Information, and Knowledge 3 credits

HINF 522 Informatics and the Health Care
Delivery System 3 credits

HINF 551 System Lifecycle 4 credits

HINF 553 Issues in Health Care Informatics 2 credits

HINF 555 Knowledge Representation: Data Standards,
Terminologies, and Implications for Practice 2 credits

HINF 564 Informatics Project Management 3 credits

School of Health Sciences Email Address:
healthscience@excelsior.edu

Your Personalized MyExcelsior Account:
www.excelsior.edu/MyExcelsior

Admissions:
toll free 888-647-2388, ext. 27

College Publications, Applications, and Forms:
www.excelsior.edu/publications

Student Policy Handbook:
www.excelsior.edu/studentpolicyhandbook

Course and Exam Information and Registration:
www.excelsior.edu/courses
www.excelsior.edu/exams

Learning Resources:
www.excelsior.edu/myexcelsior, click on
the Resources tab

School of Health Sciences **Courses**

Courses are delivered online so that you can meet your academic requirements according to your schedule. While not every course is offered each term, chances are you will find a course that fits your degree plan when needed.

Before registering for a course, enrolled Excelsior College students should consult with their academic advising team for course approval. Non-degree students are eligible to take Excelsior College courses on a non-matriculated basis.

Remember to contact your academic advisor for approval prior to registering for any courses to ensure that they will apply toward your degree as expected. Not every course is offered every term. Please check **our website** for course availability.

Undergraduate Courses

HSC 105 Anatomy and Physiology I (Non-Lab)

3 credits

This course focuses on the structure and function of the human body. Topics and body systems that will be studied include: cells, blood, integumentary system, muscular system, nervous system, skeletal system, and the endocrine system.

HSC 106 Anatomy and Physiology II (Non-Lab)

3 credits

This course focuses on the structure and function of the human body. Topics and body systems that will be studied include: concepts of human development, fluid and electrolyte balance, the cardiovascular system, respiratory system, digestive system, temperature and metabolism, urinary system, and reproductive system.

HSC 112 Medical Terminology

3 credits

This intensive 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 220 Spanish Communication for the Health Care Professions

4 credits

This course provides students with the basic communication skills in Spanish and the cultural understanding that will enable them to care for the Spanish-speaking health care clients in the U.S. in an effective and sensitive manner and within a variety of typical health care situations. Students will learn how to speak, listen, write, and read in Spanish within an authentic cultural context. Multimedia will be used to enrich the learning experience. Content includes a general introduction to the topic, basic elements of client exchanges, the description and examination of the human body,

elements of the health care setting and equipment, information related to test and treatments, determination of when and how to use an interpreter, and insight into the perspective of being a health care consumer in a potentially frightening situation when unable to speak the language.

HSC 260 Introduction to Human Genetics

3 credits

This course provides an overview of the field of human genetics from its beginning, Mendelian genetics, through the chromosomal theory of inheritance, and the evolution of molecular genetics to the modern techniques of genetic engineering. Applications of human genetics in the health care 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 Interactions in Health and Wellness

3 credits

This course provides an introduction to the field of human-animal interactions (HAI) from a biopsychosocial perspective. Students will 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. A historical perspective and current issues will be explored. Students will examine the roles of companion pets and therapeutic pets, as well as ethical and legal considerations in animal-assisted interventions in the home and within the health care system

HSC 280 Biology of Health and Disease

3 credits

This intensive course examines the fundamental biological concepts of human origins and inheritance, terminology and the structure and function of all human body systems, major common human diseases, and the major risk factors and socioeconomic factors impacting human health.

HSC 290 Healing Therapies:**Ancient Wisdom in Modern Times** 3 credits

This intensive course examines the traditions and recent developments within the field of Integrative Medicine (IM) and includes a comparison of Western and Eastern systems. Modalities such as aromatherapy, herbal preparations, homeopathic remedies, imagery, music, and therapeutic touch are identified by the National Center for Complementary and Alternative Medicine (NCCAM) and will be examined for their applications in health care. Through an interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine. This course also examines legal and ethical consideration for implementing CAT therapies into current health care practices as well as the supporting scientific research.

HSC 301 Foundations**of Health Care Management** 3 credits

This intensive course is designed to provide students with the foundational knowledge required for the role of health care manager. Effective management is based upon an understanding of the system within which one works and the product or service one provides. During the course, students will learn about the structure and function of the health care industry and the role technology plays in communication across the system as well as in the delivery of care.

HSC 304 Exercise for Health 3 credits

This course focuses on physical fitness and wellness topics that facilitate promoting, maintaining, and restoring health. Students will explore physiological, psychological, and social aspects of exercise and health. In addition, students will examine strategies that can be used 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 310 Writing and Communication**in the Health Sciences Professions** 3 credits

This course is designed to help students master the art of professional communication. A broad range of topics is covered, including professional presentations, meeting management, and various forms of written communication. Issues related to communication in the health care organizations and among health care professionals are also addressed.

HSC 312 Ethics of Health Care 3 credits

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 health care policy dimensions of current issues of ethical concern.

HSC 314 Sociology of Health and Illness 3 credits

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, students 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 320 Health Care Issues
in Culturally Diverse Populations** 3 credits

This intensive course introduces students to the concepts of culture and cultural diversity as they relate to health care and the health care delivery system. During the course students will explore religious, racial, ethnic and other subcultures that exist in our society and examine conflicts that often occur when differing cultures enter the health care arena. Students will also discuss the concept of cultural competence and study strategies that health care organizations are using to create more inclusive services.

HSC 330 Legal and Regulatory Environment of Health Care 3 credits

This course introduces U.S. law and the legal process in health care. The course highlights legal issues common within health administration, and provides a foundation for understanding the scope, limits, and consequences of legal obligations. Students learn about the governing bodies and regulatory controls which set standards for health care, and apply their knowledge in identification of legal issues often encountered in health administration.

HSC 331 Psychosocial Impact of Chronic Illness on Person and Environment 3 credits

This course critically examines several chronic illnesses occurring at alarming incidence rates throughout the nation. Students will develop an in-depth understanding of the demands of the disease and the impact on the person, family, community, and society.

PBH 355 Health Disparities for LGBTQ: Individual, Family and Community 3 credits

This course provides an overview of the health disparities affecting individuals who are lesbian, gay, bisexual, transgender and queer (LGBTQ) and their families. The course examines the complex and unique mental and physical health care needs for individuals who are LGBT, including those who are intersex and queer identified. Through application of sociological theory, students will learn about sexual orientation and gender identities across the developmental life span and the disproportionate risk individuals who are LGBTQ face within the health care system. Through scholarly readings, experiential learning activities and reflective dialogue, you will explore the context of health outcomes and how disparities in the health care delivery system impact sexual minorities.

HSC 365 Research for Evidenced-Based Practice 3 credits

This course focuses on developing skills to determine how to evaluate and use research findings in clinical evidence based practice. Students are introduced to the components of the research process.

The concepts of theory, literature, methodology, sampling, measurement, and analysis are presented. Emphasis is placed on critiquing research studies according to appropriate research principles and standards. Application of research to clinical practice is addressed.

HSC 380 The Global Impact of AIDS: Person, Family, Community 3 credits

This intensive course examines the impact of AIDS from the individual, community, and global perspective. Through interactive media learning communities, students will learn about the biology of the disease process and treatments and examine the effects of social and political influences on the AIDS community. The student will develop an understanding of the continuing challenges in the field of HIV/AIDS. Students will also have the opportunity to view the personal perspectives of AIDS patients, as well as have the opportunity to reflect on their own perspectives of AIDS and the many misconceptions of the disease.

HSC 402 Managing Stress 3 credits

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 from a variety of theorists 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 3 credits

In this course, students will learn the foundations of nutrition as they relate to health, wellness, and disease prevention. Students will examine how food affects the body and explore the relationship of nutrients in food and how they prevent and treat disease, including eating disorders. Students will 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. In addition, the topics of food safety and how technology plays a part will be addressed.

HSC 404 Organizational Behavior in Health Care Environments 3 credits

This intensive course provides students 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. In this course, students 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. In this course, students will focus on the practical applications of theories and concepts of behavior within health care organizations.

HSC 406 Principles and Concepts in End-of-Life Care 3 credits

This intensive course provides a foundation for understanding concepts of end-of-life care including the history, philosophy, ethics, and cultural perspectives of hospice as a philosophy for caring of patients at end of life. The role of the interdisciplinary team addressing end-of-life care issues will be discussed. In addition, elements of communication and self-care strategies for the professional and the caregiver will be addressed. This course is recommended for health care professionals working or interested in end-of-life care.

HSC 407 Health and Wellness 3 credits

This intensive course is designed to provide students with an opportunity to explore the concept of health and analyze the response of the health and wellness industry to current issues such as childhood obesity, chronic illness, and health risk behaviors such as smoking. During the course students will examine the roles of government, the health care industry and related businesses, schools, and employers in addressing health issues and will evaluate health and wellness programs targeting specific populations. This course was created for students in the health professions as well as others who are interested in current issues related to health and health promotion.

HSC 408 Death, Dying, and Bereavement 3 credits

This intensive course examines the psychosocial, cultural, ethical, social, and legal aspects of end-of-life care. The role of each team member responding to the psychosocial needs of patients and their families will be addressed. Concepts of loss, death, grief, and bereavement will be discussed, as well as coping strategies of the patient and family.

HSC 410 Symptom Management in End-of-Life Care 3 credits

This course provides the nurse and health care team with key concepts in maintaining quality of life through the provision of multidimensional symptom management. A holistic perspective integrating both conventional and adjunct therapies for a comprehensive symptom management approach will be developed. Personal and professional perspectives of pain and symptom management will be explored.

HSC 411 Case Management in End-of-Life Care 3 credits

This course integrates principles of case management into the role of the health care professional on the interdisciplinary team, managing the complex needs and resources for the person at the end of life. Effective communication, resource management, and time management skills will be discussed. Opportunities to discuss selected cases with faculty will be integrated. This course is open to all members of the interdisciplinary team that are interested or involved in case management.

HSC 413 Principles of Teaching and Learning 3 credits

This course provides students with knowledge that serves as a foundation for health care education. Students are introduced to various theories related to teaching and learning and models of education delivery. Throughout the course, students will explore issues that influence health care education both from the perspective of the educator and the client.

**HSC 414 Budget and Finance
in Health Care Organizations** 3 credits

This course is designed to guide students through the basic financial principles and techniques used by managers in health care facilities. The course focuses on the preparation and management of a capital and operating budget. The course is organized into modules based on the content outline with specific assignments and assessments for each activity that take students from conceptual discussion to practice exercises. Team assignments will simulate actual work experiences.

HSC 415 Multidisciplinary Wound Care 3 credits

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 and the 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 science disciplines.

**HSC 416 Introduction to Gerontology:
Physical, Psychological, and
Social Aspects of Aging** 3 credits

This intensive course provides an interdisciplinary approach to aging, focusing on knowledge concerning physical, psychological and social age-related changes. The number of people who are age 60 or older, and particularly the people who are age 80 and older, in the population will have a great influence on certain societies (e.g., the United States) in the early twenty-first century). The implications for society of this increase in the aged portion of the population will be reviewed. The course also explores personal and societal attitudes towards aging and focuses on the diversity that is present in the aging population. Upon completion of the course, students will have had the opportunity to challenge their stereotypes about the elderly, and gained an awareness of the wide range of realities of aging that exist.

**HSC 417 Dementia: Impact on the
Individual, Family, and Community** 3 credits

This course provides students with an in-depth understanding of the world of dementia. Students will analyze the impact dementia has on the individual, family, and community. Sociological theory will be applied in the examination of issues such as loss of sense of self, changes in role identity, family dynamics, and social stigma. Students will differentiate between the various forms of dementia with specific attention being given to Alzheimer's disease. Progress being made in research as well as current and future directions will be examined.

**HSC 418 Human Resource Management
in Health Care Organizations** 3 credits

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/integrate evidence-based human resource strategies into the day-to-day management of their departments.

HSC 420 Spirituality in Life Transitions 3 credits

This intensive course covers the major theories, research, and assessment tools related to spirituality as it pertains to persons at end of life. Spiritual assessment skills for assisting others will be explored as well as opportunities for spiritual self-assessment and reflection. Theoretical and experiential learning methodologies will be utilized.

**HSC 421 Grant Writing in the
Health Sciences** 3 credits

Students will learn the steps in developing, organizing, and writing a grant. Focus will be on the research methods and techniques to find grant sources, program development, examining how a grant fits into an organization's overall strategy, writing the grant, and building relationships with funders. Students will do research, case studies, and writing to achieve course objectives.

**HSC 424 Health Care Education:
Methods and Strategies** 3 credits

This course provides students with the knowledge and skills necessary to plan, implement, and evaluate educational strategies that can be used with health care consumers. As the course progresses, students will complete an educational project, step by step, from identifying a learning need to developing a detailed teaching and evaluation plan.

**HSC 426 Gerontology:
Social Policy & Aging** 3 credits

This course demonstrates how the growing aging population of the 20th century advocated for the need for new social policies such as Social Security, the Older Americans Act, Medicare, and Medicaid. Upon completion of the course, students will be better able to understand and take part in the current debate surrounding these programs, and take a reasoned position based on their studies of the issues.

**HSC 431 Introduction to
Health Care Delivery Systems** 3 credits

This intensive course provides health care professionals with a comprehensive overview of the U.S. health care delivery system and the forces that influence it. Students will explore historical influences on the U.S. health care delivery system and examine the role of government, finance, and policy in the health care arena.

**HSC 434 Health Literacy:
Issues and Solutions** 3 credits

This course focuses on the issue of health literacy and explores the role of the health care provider in identifying those at risk and creating workable solutions for health care consumers. During the course, students will develop assessment skills as they learn both 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** 3 credits

This course will enable students who have completed the Gerontology emphasis to apply the knowledge gained to their health care practice with older adults in whatever setting they encounter them. After identifying the major issues related to the delivery of health services to our growing aging population—accessibility, affordability, availability, etc.—the course will offer an overview of the health care continuum that most older adults progress through in the process of aging.

HSC 438 Leadership and Change 4 credits

Focuses on leadership as a facilitator of change and transformer and nurturer of organizational culture. Explores the role of a leader in creating an ethical culture that promotes and supports a healthy work environment and enhances quality of care. Students will learn how ethics inform leadership, and how leadership transforms culture and facilitates change.

**HSC 440 Leadership and
Management in Health Care Seminar** 3 credits

This course focuses on leadership as a critical component of effective health care organizations (HCOs). Management relates to leadership and how the HCO actually functions, both strategically and on a daily basis. Students explore the health care setting and its structure and function; how the supervisor (manager) functions in relationship to delegation, empowerment, time management, and self-management; and the supervisor (manager) and staff relationship, motivation, and communication. Other critical management tasks are included in the content: recruitment and retention, performance appraisal, decision making, teamwork, and related ethical and legal issues.

**HSC 445 Introduction to
Health Care Informatics** 3 credits

This course is designed to introduce students to the role of information management in health care. During the course, students will explore benefits,

continued on next page

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

HSC 450 Economics of Health Care 3 credits

This course introduces students to the field of health care economics. During the course, students will learn the concepts and principles of microeconomics as they apply to health care. Students will explore why and how health care differs from other markets. Topics to be covered include the cost of health care, government regulation, payment systems including insurance, and secondary markets including hospitals and physician practices.

HSC 453 Marketing for Health Care 3 credits

HSC 453 is an 8-week advanced marketing course focusing on the health care industry and delivery system. A number of important trends are placing greater demands on health care organizations to be effective marketers in order to attract new consumers and be responsive to existing consumers. These trends include more involved consumers, increasing importance of the Internet, and an unprecedented transparency of information. Consumers are now able to access information and form social networks to communicate about their experiences with health care providers and health systems. These factors change the competitive landscape among health care organizations and make marketing concepts practiced in other industries increasingly relevant in health care. This course will explore principles of marketing with emphasis on rapidly evolving technology, consumer demand for greater value in services, and the impacts of increased competition in health care.

HSC 464 Health Sciences Capstone 3 credits

This end-of-program capstone course of the Bachelor of Science in Health Sciences curriculum requires students to demonstrate previously learned knowledge, principles, and skills to analyze health science-based case problems. Using a variety of case analysis tools, students will analyze cases both as a member of a team and individually and will discuss case studies that examine the professional role in health care. The individual case analysis will culminate in students preparing and delivering a persuasive presentation using PowerPoint with voice over. During the last three weeks of the course, students will prepare an individualized professional development plan for use upon completing their academic studies.

HSC 470 BS in Health Care Management Capstone 3 credits

This course provides students with an opportunity to demonstrate their ability to integrate and apply knowledge of the arts and sciences, business functions, and health care management principles and concepts. During the course, students will be evaluated on their knowledge and skills through their 1) participation in a group analysis of a health care management case study; 2) written analysis of a second case study; 3) presentation of a persuasive argument using a PowerPoint presentation with voice over; and 4) completion of a self assessment and professional development plan.

PBH 320 Substance Abuse: Impact on Individual, Family, Community 3 credits

Alcohol/substance abuse is a major public health issue. This course introduces students to the impact of alcohol/substance abuse on the individual, family, and society. During the course, students will be required to differentiate between abuse and dependence, identify negative consequences, and discuss treatment issues. Students will evaluate various treatment 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 in a real family from the perspective of the individual, the family, and society. Students will develop a greater understanding of the public health concern around substance abuse.

PBH 321 Introduction to Epidemiology 3 credits

Epidemiology is the study of health and illness and associated factors at the population level. During the course, students are introduced to various study designs that will aid students in evaluating procedures for studying, preventing, and controlling infectious diseases, environmental health hazards, and accidents. Students will learn the concepts and principles of epidemiology. Current real-world public health scenarios such as Hurricane Katrina and seasonal flu will be discussed and applied to the material.

PBH 323 Principles of Public Health 3 credits

This course introduces students to the concepts and principles of public health. In this course, students will learn about the history and practice of public health and the issues with which public health is concerned. During the course, students will be introduced to the important role and responsibilities public health practitioners have in providing public health services in their communities. They will learn about topics in public health, including environment, chronic and infectious diseases, and health disparities. Current, real-world public health scenarios will be discussed and applied to the material. Also covered are the laws that pertain to public health, the organization and scope of the public health infrastructure, public health preparedness and ethics, and the challenges facing public health, both nationally and globally.

PBH 342 Homelessness: Social and Health Perspectives 3 credits

This accelerated 8-week 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 that are without the shelter, safety, and comfort of a home.

PBH 346 Post Traumatic Stress Disorder: A Gathering Storm 3 credits

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, specifically focusing on the effects of PTSD 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 Violence and the American Family: Public Health and Social Issues 3 credits

Violence is a prevalent and dangerous social issue leading to physical and psychological injury and death. This course examines violence as it affects families across the lifespan 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 420: Global Health Impacts in Developing Countries 3 credits

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 health care 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.

Graduate Courses

HINF 521 Data, Information, and Knowledge

3 credits

Data, Information, and Knowledge is designed to provide students with an opportunity to examine, in depth, these three concepts. They are fundamental to the field of informatics. The course focuses on the nature of data, the concepts of information and knowledge, and the principles of relational databases, systems operations, and information systems. Through course readings, exercises, and faculty feedback, students will build upon basic knowledge of the data information and knowledge continuum. This knowledge will be used to design and create a simple database in response to an identified health care problem. This course is interdisciplinary in nature and is open to graduate-level students from any of the health sciences disciplines.

HINF 522 Informatics and the Health Care Delivery System

3 credits

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

HINF 551 System Lifecycle

4 credits

This course focuses on a structured approach to the selection, implementation, and on going 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.

HINF 553 Issues in Health Care Informatics

2 credits

This course was designed to encourage students to engage in a dialogue between themselves and experts in the field of health care and health care 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 health care informatics. 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 for Practice

2 credits

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.

HINF 564 Informatics Project Management

3 credits

This course provides students with an opportunity to select a role in an agency and to design, implement, and manage an effective project by applying appropriate project management principles. Students will learn to use Microsoft Project to develop and implement their projects. Study groups will be formed and case studies will be used to facilitate learning and enhance critical thinking skills.

HSC 500 Graduate Research and Writing

3 credits

Students learn to succeed in a graduate program by improving research skills, writing research papers, and formatting a graduate paper or thesis. A focus on information literacy allows the student to successfully retrieve and work with electronic

documents and to conduct research with digital collections of information resources.

NUR/HINF 680 Management Information for Decision Support 3 credits

This course focuses on the identification, acquisition, analysis, interpretation and application of data, databases and decision making strategies for healthcare. It emphasizes decision support systems, concepts methodologies and technologies and includes content on model management knowledge management and strategies to consider when selecting decision support systems.

HSC 510 Health Care Policy, Politics and Power 3 credits

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 health care managers in the policy making 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 efforts to respond to disparities in health outcomes for vulnerable populations.

HSC 518 Ethics & Health Care 3 credits

This course provides graduate students in the Health Sciences with an introduction to and overview of contemporary issues in health care ethics. Students will explore the complexities of health care ethics within the context of the rapidly

changing health care environment, technology, the globalization of health, and the environment of scarce resources. Topics to be covered include ethical theories and principles, defining and recognizing an ethical dilemma, the differences between bio-medical ethics and organizational ethics, the ethics of new technologies in health care, resource allocation, the diversity of human values, and the ethics of individual responsibility for health. The course considers the nexus between ethics and health care across the entire continuum of health systems and across all health related disciplines.

HSC 552 Leadership 3 credits

Prerequisite: Knowledge of Organizational Behavior

This course focuses on the leadership process within the broad context of organizational dynamics. It explores leadership from four different perspectives: the leader, the follower, the situation, and leadership skills. Theories, concepts, and models are applied to workplace situations. Note that eight-week courses have the same content as 15-week courses, but in a condensed schedule. Please plan accordingly.

HSC 560 Health Care Delivery Systems 3 credits

This course will provide instruction in the core elements of health policy development and analysis. Topics covered include forging a consensus of the Office of Management and Budget and Congressional Budget Office, and the ongoing debate between the American Medical Association and insurance companies. In addition, emphasis is placed on the critical role of health care managers in the policymaking arena.

HSC 580 Research & Applied Statistics 3 credits

This course offers the student opportunities to explore contemporary research methods (quantitative, qualitative, and computer based) and analyses for problem solving and critical decision making in health care settings. Students will critically analyze studies as well as explore research methods for answering key healthcare challenges such as quality improvement and healthcare access.

HSC 600 Principles and Theories of Learning 3 credits

This course provides students with 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 of Learning in the Classroom and Clinical Setting 3 credits

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 3 credits

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 3 credits

Students will learn the steps in developing, organizing, and writing a grant. Focus will be on the research methods and techniques in locating grant resources, creative strategies for developing programs to match the needs of the organization, and goals of the funding of organizations, building relationships with organizations and funders, and general methods for program evaluation. Students will utilize research techniques to examine case studies and develop a grant proposal to achieve course objectives.

HSC 630 Classroom and Clinical Instruction 3 credits

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 evaluation strategies that can be used to improve instructional performance.

HSC 640 Curriculum Development 3 credits

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 Health Sciences Capstone 3 credits

Prerequisites: Students need to have completed at least 30 credits of the program.

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

PBH 592 Biostatistics 3 credits

Prerequisite: Course approval

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 analysis 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.

**PBH603 Behavioral Health
and Social Environment** 3 credits

This course examines theories, concepts and models from social and behavioral sciences as they serve as the basis for health education and public health interventions on a variety of levels. Beyond the individual level, interventions at the interpersonal and community level are developed. The emerging use of technology and social media in behavioral health interventions is also explored.

PBH 604 Introduction to Epidemiology 3 credits

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 will serve as an introduction to the concepts and methods of epidemiology. Students will 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 3 credits

This course examines emerging population-based issues, changing public and health policy, and contemporary global health concerns as they impact the role of public health practice particularly at the local and state level. 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.

**PBH 613 Program Planning
and Evaluation for Public Health** 3 credits

This course critically examines the history and development of health promotion programs as it impacts 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 setting and at a range of levels will be addressed.

PBH 647 Vulnerable Populations 3 credits

This course seeks to broaden an understanding of health beyond the individual level and examines system inequality and disparities in health in their contribution toward vulnerable populations. Selected theories and models for alleviating vulnerability are explored. 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
School of Business and Technology, Business Programs		
Administrative/Management Studies	5004	AAS
Business	5001	AS
Business	0501	BS
Accounting (NYS CPA Track)	0502	BS
Bachelor of Professional Studies in Business and Management	0599	BPS
Business	0506	MBA
School of Business and Technology, Technology Programs		
Cybersecurity	5199	Certificate
Cybersecurity Management	0799	Certificate
Cyber Operations	0702	BS
Technical Studies	5315	AAS
Management	0506	MS
Nuclear Technology	5316	AS
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
School of Health Sciences Programs		
Health Care Informatics	1203.12	Certificate
Health Care Management	1202	BS
Health Sciences	1201	BS, MS

Program Title	HEGIS	Award
School of Liberal Arts Programs		
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
School of Nursing Programs		
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
School of Public Service Programs		
Criminal Justice	2105	BS, MS
Homeland Security	5505	Certificate
Military Studies	2299	BS



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