

# AGENDA

TYPE OF PROPOSAL

## College Senate Meeting

January 27, 2010

Room E-500

2:15 p.m.

- I. **Approval of Minutes --- January 6, 2010**
- II. **Chairperson's Report**
- III. **Curriculum Committee Report**  
New Course Proposal, MAE 107, Manufacturing Processes –  
Department of Mathematics, Engineering & Computer Science  
Letter of Intent to Establish Associate Degree in Healthcare  
Management  
Presented by Prof. John Shean, Chairperson of the Curriculum  
Committee
- IV. **Report by Vice President Richard Elliott and Executive  
Director of Finance and Business Tom Hladek on the  
College Budget**
- V. **Old Business**
  - A. **Follow-Up on Pricing (Eileen Murray)**
  - B. **Follow-Up Reports on Adjunct Faculty  
Issues (Faculty Departmental Senators)**
- VI. **New Business**
- VII. **Adjournment**

*Light Refreshments will be served.*

# COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

<b>PROPOSING DEPARTMENT:</b>	MATHEMATICS, ENGINEERING AND COMPUTER SCIENCE
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<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	
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<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	MANUFACTURING PROCESSES
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<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Mfg Processes
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<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	MAE 107
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas Murasso

<b>COURSE STATUS:</b>	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
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<b>CREDITS</b>	3
<b>PER WEEK:</b>	
<b>CLASSROOM HOURS</b>	2
<b>LAB HOURS</b>	3
<b>STUDENT HOURS</b>	5
<b>FACULTY HOURS</b>	5

<b>DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?</b>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

<b>IF THE CLASSROOM HOURS &amp; THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:</b>
Requires intensive Laboratory work.

<b>URBAN STUDIES</b>
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

<b>LIBERAL ARTS</b>
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

**CATALOG DESCRIPTION:** (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

The goal of this course is to introduce students to general concepts in manufacturing. Different materials, tools and fabrication processes will be presented, with emphasis on the lathe and drilling, milling and grinding machines. Welding materials, techniques and symbols are introduced. Programming of Computerized Numerical Control (CNC) machines is also included, complemented with robotic programming for flexible manufacturing of components.

**Course is Required for:**  
(e.g., students in the Occupational Therapy Program)

Design Majors

**Course is Elective for:**  
(e.g., students meeting the pre / pre-co / corequisites)

All students meeting the pre / -co / requisites.

**Course is Closed to:**  
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the pre/ co / requisites

**This Course Replaces:**  
(If it is not a replacement course, write "none".)

none

**This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.**

Design Program

**Was this course offered experimentally?**

- YES  
 NO

**If offered experimentally, indicate when:**

**PRE/PRE-CO/COREQUISITES:**

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

MAE100, ENG 101

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
<b>Reading (e.g., none, CSE095):</b>			
<b>Writing (e.g., none, ENA099):</b>	ESA/ENG/ENA099		
<b>Mathematics (e.g., none, MAT096):</b>			
<b>ESL (e.g., none, ESL097, ESL098):</b>			

<b>College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.</b>		
Prerequisites	Pre/Corequisites	Corequisites
HUA 104	MAE100	
	ENG101	

<b>Additional Pre/Pre-Co/Corequisites: Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.</b>

<b>This course will first be offered in:</b> (e.g., Fall 12 week Session 2003)	<b>Proposed maximum class size:</b>
Fall Session I 2010	15

<b>How many times per year will this course be offered?</b>	<b>Estimated # of students per year:</b>
2	30

<b>Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)</b>	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

<b>Provide a rationale for the proposed course or course revisions.</b>
This course is critical for students seeking to enter the industrial design and manufacturing fields.

<b>Grading Standards:</b> Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
<b>CATEGORY</b>	<b>%</b>
2 Written Tests @ 10% each	20
Midterm Project/Oral Pres.	40
Final Project/Oral Pres.	40
<b>TOTAL</b>	<b>100%</b>

**Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.**

--

**Indicate if the course is being developed for a grant. If so, provide relevant details.**

--

**INSTRUCTIONAL OBJECTIVES:**

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:  
During this course, the instructor expects to:

1. Provide the student with the safety measures required when using manufacturing machinery.
2. Introduce the student to concepts and terminology in the areas of technical measurement and dimensional tolerance.
3. Enable the student to read technical drawings.
4. Introduce the student to different materials and fabrication processes (such as heat treatment, casting and shaping).
5. Familiarize the student with the tools required for different manufacturing processes, such as the lathe and drilling, milling and grinding machines.
6. Introduce the student to welding equipment, techniques and symbols.
7. Introduce the student to the fundamentals of Computer Numerical Control (CNC) programming.

**PERFORMANCE OBJECTIVES:**

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- |                        |              |
|------------------------|--------------|
| analyze..              | identify..   |
| compare and contrast.. | illustrate.. |
| compute..              | interpret..  |
| define..               | locate..     |
| describe..             | prepare..    |
| draw..                 | solve..      |
| explain..              | write..      |

List of performance objectives:  
At the conclusion of this course, students will be able to:

1. Demonstrate appropriate safety procedures applicable in a manufacturing setting.
2. Carry out technical measurements and gauge dimensional tolerances in various settings.
3. Interpret technical drawings and accurately apply them to the measurement of manufactured objects.
4. Develop facility with different manufacturing processes using a variety of materials.
5. Use appropriate tools to create manufactured objects.
6. Employ the welding apparatus in manufacturing contexts.
7. Develop a CNC program to create a manufactured object.

**INSTRUCTIONAL OBJECTIVES (CONTINUED):**

8. Familiarize the student with flexible manufacturing processes via robotics.

**PERFORMANCE OBJECTIVES (CONTINUED):**

8. Program a robot to create component parts in a flexible manufacturing setting.



**COURSE OUTLINE:**

**Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."**

TOPICS

Week 1

Basic concepts. Shop safety. Measurement terminology and systems.

Week 2

Materials for manufacturing. Appropriate material for the process.

Week 3

Types of steel and their commercial designations.

Week 4

Heat treatment and casting processes.

Week 5

Forming and shaping processes.

Week 6

Sheet metal processes. Project 1.

Week 7

General machining practice and parameters.  
Test 1.

Week 8

Turning, milling and grinding.

Week 9

CNC and flexible manufacturing.

**COURSE OUTLINE: (CONTINUED)**

Week 10  
CNC programming.

Week 11  
Welding processes and workshop for Project 2.

Week 12  
Test 2.

Week 13  
Presentation of final project.

**COURSE OUTLINE (CONTINUED):**

**COURSE OUTLINE (CONTINUED):**

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**LIBRARY/FACILITIES ARTICULATION**

**Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide**

**ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).**

**#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)**

AUTHOR(S):	Serope Kalpakjian and Steven R. Schmid
TITLE:	Manufacturing Engineering and Technology
EDITION:	Sixth
PUBLISHER:	Prentice-Hall, Inc.
DATE:	2010
ISBN:	0136081681
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

**#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)**

AUTHOR(S):	Mikell P. Groover
TITLE:	Fundamentals of Modern Manufacturing: Materials, Processes and Systems
EDITION:	Fourth
PUBLISHER:	Wiley & Sons
DATE:	2010
ISBN:	0470467002
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

**#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)**  
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

**#3 SERIALS: (newspapers, magazines, journals, yearbooks)**  
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

**TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)**

Charles Keyes



**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)  
(Specify STATUS at the end of each entry.)**

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input checked="" type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
<b>Append additional page if necessary.</b>	

<b>TYPE MEDIA LIAISON'S NAME &amp; OBTAIN INITIALS</b>	Albert Neal
--	-------------

<b>Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.</b>
28

**INFORMATION LITERACY:**  
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

<b>TYPE NAME OF LIBRARY FACULTY &amp; OBTAIN INITIALS</b>	Charles Keyes
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**SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)**

Microsoft Word/ Microsoft Power Point

<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	Theresia Litvay-Sardou
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<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	Hendrick Delcham and Javier McKinley
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**APPROVAL PAGE:**

For all items below, type in the faculty and department names and obtain the initials for each person listed.

<b>PROPOSER (S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Hendrick Delcham	MATHEMATICS, ENG. AND COMPUTER SCIENCE	
Javier Roldan Mckinley	MATHEMATICS, ENG. AND COMPUTER SCIENCE	

<b>CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Rudy Meangru	MATHEMATICS, ENG. AND COMPUTER SCIENCE	

<b>DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Gordon Crandall	MATHEMATICS, ENG. AND COMPUTER SCIENCE	

<b>DEPARTMENT CHAIRPERSON(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Kamal Hajallie	MATHEMATICS, ENG. AND COMPUTER SCIENCE	

**LaGuardia Community College**

**of  
The City University of New York**

**Letter of Intent to Establish  
Associate of Applied Science Degree  
in Healthcare Management**

**Sponsor: Department of Business and Technology  
Professor Prof. Janice M. Karlen**

**Department Curriculum Approval**

**11/18/09**

**College- wide Curriculum Approval**

**Senate Approval**

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## **PURPOSE**

The purpose of the Associate in Applied Science degree program in Healthcare Management is to prepare students for entry level positions in the health related industry and businesses such as health and medical insurance providers, hospitals, nursing services and facilities, physicians' practices, and home healthcare providers. Select individuals may become self-employed through the development of their own health-related businesses or other home-based health related services.

Students who wish to continue their education may transfer to business programs at Baruch College or Queens College, or to the Health Care Administration Program at Lehman College. Educational opportunities are available through the master's and doctoral levels in Healthcare Administration as is employment at varying levels of responsibility.

## **GOALS**

The Healthcare Leadership Alliance (HLA) is a consortium of six major professional membership organizations comprised of the nation's premier professional societies representing over 100,000 members in the healthcare field (Healthcare, 2009). The HLA Competency Task Force was convened to determine common competencies across healthcare management disciplines. The result of this work was the Healthcare Leadership Alliance Competency Directory (2009). Identified by this Task Force were five competencies common among the membership of all of its member groups:

1. Communication and Relationship Management – The ability to communicate clearly and concisely with internal and external customers, to establish and maintain relationships, and to facilitate constructive interactions with individuals and groups.
2. Leadership – The ability to inspire individual and organizational excellence, to create and attain a shared vision, and to successfully manage change to attain the organization's strategic ends and successful performance.
3. Professionalism – The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement.
4. Knowledge of the Healthcare Environment – The demonstrated understanding of the healthcare system and the environment in which healthcare managers and providers function.
5. Business Skills and Knowledge – The ability to apply business principles, including systems thinking, to the healthcare environment; basic business principles include (a) financial management, (b) human resource management, (c) organizational dynamics and governance, (d) strategic planning and marketing, (e) information management, and (f) quality improvement (Stefl, 2008).

The goals of the Healthcare Management program are to develop in students the competencies identified by this group as necessary for success as a healthcare management professional at a level appropriate to the associate degree.

## **NEED FOR THE PROGRAM**

### **The Aging Population and Healthcare**

In the United States, the proportion of the population age 65 years or greater is projected to increase from 12.4% in 2000 to 19.6% in 2030. The number of persons 65 years or greater is expected to increase from approximately 35 million in 2000 to an estimated 71 million in 2030, and the number of persons over 80 years is expected to increase from 9.3 million in 2000 to 19.5 million in 2030 (Center for Disease Control, 2003).

The increased number of older persons will potentially lead to increased demand for healthcare and an increase in healthcare costs. The healthcare cost per capita for persons over 65 in the United States and other developed countries is three to five times greater than the cost for persons under age 65. The rapid growth in the number of older persons, coupled with continued advances in medical technology, is expected to create upward pressure on health- and long-term-care spending (Center for Disease Control, 2003).

The demands associated with long-term care might pose the greatest challenge for both personal/family resources and public resources. In the United States, nursing home and home healthcare expenditures doubled during 1990—2001, reaching approximately \$132 billion; of this amount, public programs (i.e., Medicaid and Medicare) paid 57%, and patients or their families paid 25%. In addition, during 2000—2020, public financing of long-term care is projected to increase 20%-21% in the United States. However, these increases will be less if public health interventions decrease disability among older persons, helping them to live independently (Center for Disease Control, 2003).

The rise in the need for healthcare services and the need to manage the organizations that provide those services will increase based solely on the demand created by the shift to an aging population without consideration of the current debate concerning the availability and funding of healthcare.

### **Working in Healthcare Management**

Healthcare is one of today's most dynamic and growing fields, with a wide range of opportunities and challenges. The Bureau of Labor Statistics *Occupational Outlook Handbook* 2008-09 edition, predicts that from 2006 to 2016, employment in the healthcare industry could increase by as much as 22%, which is twice the national average for most other industries. These statistics make health care one of the fastest growing in-demand career sectors available today. Much of this growth can be attributed to major advances in medical knowledge. Aging baby boomers increase the need for health care, which necessitates higher numbers of qualified graduates every year.

Health care is a business and, like every business, it needs good management to keep it running smoothly. Medical and health services managers plan, direct, coordinate, and supervise the delivery of health care. Organizations that provide healthcare, medical insurance and other healthcare services have functions of accounting, human resource management, customer service and support, and marketing similar to their non-health related counterparts. As demand for healthcare services grows and diversifies to a variety of settings, the demand for support in these areas will develop as well.

In addition to being employed at healthcare facilities, medical and health services managers are also employed by governments and insurance companies. Those

employing managers include public health departments, health planning agencies, and the Veterans Administration health care system.

The structure and financing of health care are changing rapidly. Future medical and health services managers must be prepared to deal with the integration of healthcare delivery systems, technological innovations, restructuring of work, and an increased focus on preventive care. They will be called on to improve efficiency in healthcare facilities and the quality of the care provided.

There are two general types of managers within healthcare environments. Specialist managers generally fall into one of two categories: clinical and nonclinical. Nonclinical managers are responsible for such non-health functions as finance, housekeeping, and human resources. Clinical managers specialize in functions unique to the healthcare industry, such as nursing, surgery, rehabilitation, medical records, and outpatient services. This program may assist those with specializations in select clinical areas in transitioning to managerial positions.

Certain tasks are common to most medical and health services managers regardless of their specialty or employer. Most managers evaluate personnel and their job performance; develop budgets; and implement policies, objectives and procedures established for their various departments. All managers must also be able to coordinate their efforts with those of other managers and administrators in the best interests of their healthcare facility and its doctors, nurses and patients (Medical).

Health information managers are responsible for the maintenance and security of all patient records. Recent regulations enacted by the Federal Government require that all healthcare providers maintain electronic patient records and that these records be secure. As a result, health information managers must keep up with current computer and software technology and with legislative requirements. In addition, as patient data become more frequently used for quality management and in medical research, health information managers ensure that databases are complete, accurate, and available only to authorized personnel.

In group medical practices, managers work closely with physicians. Whereas an office manager might handle business affairs in small medical groups, leaving policy decisions to the physicians themselves, larger groups usually employ a full-time administrator to help formulate business strategies and coordinate day-to-day business. A small group of 10 to 15 physicians might employ one administrator to oversee personnel matters, billing and collection, budgeting, planning, equipment outlays, and patient flow. A large practice of 40 to 50 physicians might have a chief administrator and several assistants, each responsible for different areas.

Medical and health services managers in managed care settings perform functions similar to those of their counterparts in large group practices, except that they could have larger staffs to manage. In addition, they might do more community outreach and preventive care than do managers of a group practice (Bureau of Labor Statistics, 2009).

Some job titles that are available for graduates at the entry level are:

Member Services Representative, \$31,700

Patient Registrar, \$30,400

Claims Processing Clerk, \$37,000

Healthcare Collections Specialist, \$36,000

Patient Accounts Representative, \$33,500

Medicare Patient Representative, \$33,400  
Human Resource Assistant, \$36,400

Salary information is from [www.salary.com](http://www.salary.com) and [www.cbsalary.com](http://www.cbsalary.com).

There is opportunity in the growing area of Healthcare Management through the doctoral level and in major multi-unit healthcare facilities.

According to the Bureau of Labor Statistics *National Compensation Survey, 2007-2009*, the mean salary for a team leader in healthcare management is \$61,545 and the mean salary for a first line supervisor is \$70,866. Earnings of medical and health services managers vary by type and size of the facility and by level of responsibility. In New York City, the minimum is approximately \$30,000 with many positions offering higher starting salaries at the entry level.

### **Employment Growth in Healthcare Management**

The healthcare profession added 371,600 jobs in 2008 (Valley). Medical and health services managers held about 262,000 jobs in 2006. About 37 % worked in hospitals, and another 22% worked in offices of physicians or in nursing and residential care facilities. Most of the remainder worked in home healthcare services, Federal Government healthcare facilities, outpatient care centers, insurance carriers, and community care facilities for the elderly.

Employment of medical and health services managers is expected to grow 16 percent from 2006 to 2016, faster than the average for all occupations. The healthcare industry will continue to expand and diversify, requiring managers to help ensure smooth business operations (Bureau of Labor Statistics, 2009). It is forecasted that among the good jobs available as the economy recovers many will be in healthcare (Idaszak). For those over age 50, healthcare is cited as an industry that welcomes older workers (Stern).

Managers in all settings will be needed to improve quality and efficiency of health care while controlling costs, as insurance companies and Medicare demand higher levels of accountability. Managers also will be needed to oversee the computerization of patient records and to ensure their security as required by law. Additional demand for managers will stem from the need to recruit workers and increase employee retention, to comply with changing regulations, to implement new technology, and to help improve the health of their communities by emphasizing preventive care. In some management, business, and financial operations occupations, rapid growth will be tempered by restructuring to reduce administrative costs and streamline operations. Office automation and other technological changes will slow employment growth in office and administrative support occupations; but because the employment base is large, replacement needs will continue to create substantial numbers of job openings.

Hospitals will continue to employ the most medical and health services managers over the 2006-16 decade. However, the number of new jobs created is expected to increase at a slower rate in hospitals than in many other industries because of the growing use of clinics and other outpatient care sites. Despite relatively slow employment growth, a large number of new jobs will be created because of the industry's large size.

Employment will grow fastest in practitioners' offices and in home healthcare agencies. Many services previously provided in hospitals will continue to shift to these settings, especially as medical technologies improve. Demand in medical group practice management will grow as medical group practices become larger and more complex.

Medical and health services managers also will be employed by healthcare management companies that provide management services to hospitals and other organizations and to specific departments such as emergency, information management systems, managed care, and recruiting (Bureau of Labor Statistics, 2009).

In New York State over the period April 2008-April 2009 the Education and Health Services segment was the only segment to experience growth with a non-adjusted rate of 2.1% (New York State Department of Labor, 2009).

### **ASSOCIATE DEGREE PROGRAMS IN HEALTHCARE MANAGEMENT**

There are no associate degree programs in Healthcare Management at CUNY.

In New York, Herkimer County Community College offers an associate degree in Healthcare Management as do Berkeley College in Manhattan, and Katherine Gibbs in Melville, Long Island.

Nationally, there are Associate degree programs, A.S. and A.A.S., at both campus based and online institutions including Broward Community College, Community College of Philadelphia, and Harrisburg Area Community College ([Associate](#)).

### **STUDENTS**

Five-Year Projected Enrollment in the Healthcare Management Program

YEAR	1	2	3	4	5
Full-Time	40	80	120	160	200
Part-Time	10	20	30	40	50
TOTAL	50	100	150	200	250

#### **Recruitment:**

The Department of Business and Technology will work with the college Admissions Office to develop a recruitment plan for the Healthcare Management Major. Faculty will meet with advisement counselors and education planners to provide information on the program. Faculty will participate in recruitment activities on campus (advisement day, career fairs and club meetings), to reach out to liberal arts major and business majors who demonstrate an interest in Healthcare Management. In addition, a recruitment plan will be developed with LaGuardia's Division of Adult and Continuing Education to recruit students into credit-bearing associate degree programs.

#### **Advisement:**

All students at LaGuardia Community College benefit from a comprehensive college-wide system of developmental academic advising and counseling. Students work with academic advisors to discuss their current academic progress, review their degree requirements and decide on courses to select for the next semester. Advisement is mandatory at LaGuardia for students with less than 30 credits. LaGuardia advisement occurs in three phases:

1. The Pre-enrollment phase, *Getting Ready for College – Pre-enrollment advisement*, occurs from students' first contact with the college through their initial orientation and registration as incoming students. New students receive an individualized Personal Educational Plan (PEP) at orientation, which lists the required developmental skills courses, as well as suggested



introductory courses applicable to their major course of study. Education Planners provide students with pre-enrollment programs and services designed to assist in the transition into the college.

2. The First-Year phase, *Becoming Student - First-Year Academy Advisement*. Every student is a member of a First-Year Academy corresponding to her/his choice of major. Each Academy has a Coordinator who provides academic advising and facilitates co-curricular activities and events. The coordinator also assists the student in her or his transition to advisement by the faculty in the major field. First- semester students are advised into their next semester’s courses as part of the curriculum of the New Student Seminar. Students are encouraged to meet with counselors throughout the academic year regarding issues of academic advisement and educational planning.
4. The Second-Year phase, *Studying the Course – Second Year Advisement* begins in the third semester, when students are engaged in their major; developmental advisement is delivered by faculty members in the academic departments, who help students to clarify objectives and refine their career and educational decisions that lead to the realization of their life and career goals. Students meet with academic advisors for a comprehensive academic progress review and assistance with course selection.

The department of Business and Technology will assign faculty to advise students in the major on course selection in a sequence to enable students to graduate according to the two-year plan. Faculty will provide Healthcare Management orientation workshops and will appoint a faculty liaison to the college’s Developmental Advising Committee.

## **CURRICULUM**

### **A.A.S. – Healthcare Management**

Counseling:

New Student Seminar 0

English: 6 credits

ENG 101 Composition 1 3

ENG 102 Writing Through Literature 3

Humanities: 6 credits 6

*Choose two of the following:*

HUP 104 Ethics and Moral Issues

HUC 101 Fundamentals of Speech Communication

HUC 108 Communications in a Professional Setting

Math, Engineering, & Computer Science: 3 credits	
MAT120 Elementary Statistics	3
Natural Sciences: 4 credits	4
<i>Choose <u>one</u> of the following:</i>	
SCB115 Principles of Biology	
SCC205 Introduction to Chemistry	
Social Science: 3 credits	3
<i>Choose <u>one</u> of the following</i>	
SSN182 Urban Anthropology*	
SSN184 Environmental Psychology*	
SSN187 Urban Sociology*	
SSN180 Introduction to Intercultural Communications*	
Business and Technology: 32 credits	
BTA 111 Principles of Accounting I	4
BTA112 Principles of Accounting II	4
BTC 200 Introduction to Information Systems	3
BTM 101 Introduction to Business	3
BTM110 Business Law I	3
BTM120 Office and Personnel Management	3
BTO 260 Business Communications	3
<i>BTHxxx New Course - Medical and Healthcare Terminology</i>	3
<i>BTHxxx New Course – Healthcare Informatics</i>	3
<i>BTHxxx New Course - The US Healthcare Delivery System</i>	3
Cooperative Education: 6 credits	
CEP 121 Fundamentals of Professional Advancement	3
CEP 201 Full-Time Internship	3
<b>TOTAL PROGRAM CREDITS</b>	<b>60</b>

\*Urban Studies Course

**Two Year Sequence**

<b>FULL TIME PROGRAM</b>		
<b>FIRST YEAR</b>		
<b>Fall I Semester</b>		<b>Credits</b>
FSM 000	New Student Seminar	0
BTM101	Introduction to Business	3
ENG101	Composition I: An Introduction to Expository Writing	3
MAT120	Elementary Statistics	3
BTA111	Principles of Accounting I	4
<b>Fall II Semester</b>		
ENG102	<i>Writing through Literature</i>	3
	<b>Total Credits:</b>	<b>16</b>
<b>Spring I Semester</b>		
CEP121	Fundamentals of Professional Advancement	3
BTHxxx	Medical and Healthcare Terminology	3
BTA112	Principles of Accounting II	4
<i>BTHxxx</i>	<i>The US Healthcare Delivery System</i>	3

<b>Spring II Semester</b>		
BTM110	Business Law I	3
	<b>Total Credits:</b>	<b>16</b>
<b>SECOND YEAR</b>		
<b>Fall I Semester</b>		<b>Credits</b>
BTHxxx	Healthcare Informatics	3
BTM120	Office and Personnel Management	3
Social Science Urban Study elective	SSN182 Urban Anthropology <i>or</i> SSN184 Environmental Psychology <i>or</i> SSN187 Urban Sociology <i>or</i> SSN180 Introduction to Intercultural Communications	3
Humanities elective	HUP 104 Ethics and Moral Issues <i>or</i> HUC 101 Oral Communications <i>or</i> HUC 108 Communications in a Professional Setting	3
<b>Fall II Semester</b>		
CEP 201	Full time Internship	3
	<b>Total Credits:</b>	<b>15</b>
<b>Spring I Semester</b>		<b>Credits</b>
BTC200	Introduction to Information Systems (capstone)	3
Humanities elective	HUP 104 Ethics and Moral Issues <i>or</i> HUC 101 Fundamentals of Speech Communication <i>or</i> HUC 108 Communications in a Professional Setting	3
BTO260	Business Communication	3
SCC205	Introduction to Chemistry	4
	<b>Total Credits:</b>	<b>13</b>

### New Courses

**Medical and Healthcare Terminology.** *3 hours, 3 credits.* This course introduces concepts and vocabulary of health, disease, disability, causation, prevention, diagnosis, treatment, and pharmacology.

**Healthcare Informatics** *3 hours, 3 credits.* This course introduces students to history, theory, applications, and organizational context of health informatics. Topics include application of computerized information systems to the activities within healthcare organizations including patient care delivery, patient records, administration, research, security, legal, ethical and social issues.

**The U.S. Healthcare Delivery System.** *3 hours, 3 credits* This course examines the major issues in the organization and delivery of healthcare, insurance and health related services in the United States. Included is an overview of healthcare institutions and their financing, management and human resource assets.

### FACULTY

Courses in this program with BTA, BTC, BTM and BTO designations are required by several programs at LaGuardia Community College and are offered every semester.

They are taught by the faculty of the Business and Technology department. Some of the faculties with expertise in the Healthcare Management area include:

Prof. Milton Hollar-Gregory - Professor Hollar-Gregory is a graduate of Rutgers Law School and is actively admitted to the Bars of both New York and New Jersey. He has over 30 years of combined experience in law, health care, business and academia. He has particular expertise in healthcare programs (Medicaid/Medicare) and served as General Counsel to HIP of New Jersey, an HMO. In addition, Professor Hollar-Gregory has held various executive leadership positions in the public and private sector including New York City's Health and Hospital Corporation, John Hopkins Health System and Amerigroup Corporation, the largest Medicaid-only HMO in the country. He was recently appointed by Governor Corzine of New Jersey to serve as a Trustee for the University of Medicine and Dentistry of New Jersey, the state's only medical university.

Prof. Janice Karlen – Prof. Karlen has an MBA from Rutgers University, Ed.S. and Ed.D. from Seton Hall University. She has held the positions of Dean of Business and Vice President at community colleges in California and New York respectively. While Vice President, she had administrative responsibility for allied health programs in Nursing, Occupational Therapy, Respiratory Therapy, Medical Office Assistant and Ophthalmic Dispensing. Prof. Karlen has taught at LaGuardia for twenty-two years and developed eight new courses and revised numerous others. She presents regularly at conferences and meetings.

Prof. Linda Iannuzzo - Prof. Iannuzzo earned an MA from New York University and a MS.Ed from Baruch College. She is experienced in teaching medical office management courses and has taught Terminology for Medical Office Support Personnel and Computerized Medical Information Management at the College. Additionally, she has taught medical courses at Federation Employment and Guidance Service.

Prof. Rosalia Barnett – Prof. Barnett has over 20 years of classroom teaching experience. She has taught a wide variety of subjects including Medical Office Procedures, Medical Terminology, and Information Management in the Healthcare Office at Crown Business Institute in New York City prior to joining LaGuardia. Her academic achievements include a Doctorate degree in Higher Education Leadership and a Masters degree in Business Education.

### **STUDENT INTEREST**

A survey of students in randomly selected courses offered by the Department of Business and Technology was conducted in September 2009. The courses were Introduction to Business, Principles of Marketing, Introduction to E-Business, Introduction to Information Systems, and Introduction to Computers and Their Applications. Students in these courses major in Business Administration, Business Management, Accounting, Travel, Tourism and Hospitality Management, Administrative Assistant and Paralegal. A copy of the survey is attached as Appendix A. Surveys were administered on paper and electronically.

Of those responding (n = 194), 93.2% indicated that they would recommend employment in a growing industry to someone else. Eighty-nine percent felt that healthcare was a growing industry. Based on a description of the employment opportunities that may be available to graduates of a Healthcare Management program, 94.3% said that they thought that Healthcare Management major would be of benefit to some individuals.

94.3 percent would recommend such a program to someone who was interested in working in a healthcare environment.

Of the 42 comments from the surveys administered, 76% positively supported the addition of a program in Healthcare Management. Other comments included political statements regarding the current healthcare debate as well as some unrelated to Healthcare Management.

**COST ASSESSMENT**

**Expenditures**

The Library and Media Resources Center will require updated materials to support the program.

**Table II: Projected Expenditures for the Proposed Program**

Expenditures	1 <sup>st</sup> Year Academic Year	2 <sup>nd</sup> Year Academic Year	3 <sup>rd</sup> Year Academic Year	4 <sup>th</sup> Year Academic Year	5 <sup>th</sup> Year Academic Year
<i>Faculty New Resources</i>					
<i>Equipment</i>					
<i>Software</i>					
<i>Other (Books)</i>	\$2,000 \$1,000	\$3,000 \$1,000			
<b>Total</b>	<b>\$3,000</b>	<b>\$4,000</b>			

**Revenue**

**Table III: Revenue Estimates for the Proposed Program**

	<b>1<sup>ST</sup> YEAR ACADEMIC YEAR</b>	<b>2<sup>ND</sup> YEAR ACADEMIC YEAR</b>	<b>3<sup>RD</sup> YEAR ACADEMIC YEAR</b>	<b>4<sup>TH</sup> YEAR ACADEMIC YEAR</b>	<b>5<sup>TH</sup> YEAR ACADEMIC YEAR</b>
<i>Tuition Revenue</i>					
1. From Existing Sources	\$126,000	126,000	126,000	126,000	126,000
2. From New Sources					
3. Total					
<i>State Revenue</i>					
4. From Existing Sources	103,500	103,500	103,500	103,500	103,500
5. From New Sources					

6. Total					
<i>Other Revenue</i>					
7. From Existing Sources					
8. From New Sources					
9. Total					
Grand Total					
10. From Existing Sources	229,500	229,500	229,500	229,500	229,500
11. From New Sources					
TOTAL	229,500	229,500	229,500	229,500	229,500



**Tax Levy State Funding \$ 2,300 X FTE  
Tuition revenue calculated as follows**

**Year 1**

**40 new students @ \$2,800**

**\$112,000**

**10 students part time @ \$1,400**

**\$14,000**

**State Revenue, same model based on per capita aid at \$2,300/FTE**

**\$103,500**

**Year 1: Total**

**\$229,500**

**Year 2**

**40 new students @ \$2,800**

**\$112,000**

**10 students part time @ \$1,400**

**\$14,000**

**State Revenue, same model based on per capita aid at \$2,300/FTE**

**\$103,500**

**Year 2: Total**

**\$229,500**

**Year 3**

**40 new students @ \$2,800**

**\$112,000**

**10 students part time @ \$1,400**

**\$14,000**

**State Revenue, same model based on per capita aid at \$2,300/FTE**

**\$103,500**

**Year 3: Total**

**\$229,500**

**Year 4**

**40 new students @ \$2,800**

**\$112,000**

**10 students part time @ \$1,400**

**\$14,000**

**State Revenue, same model based on per capita aid at \$2,300/FTE**

**\$103,500**

**Year 4: Total**

**\$229,500**

**Year 5**

**40 new students @ \$2,800**

**\$112,000**

**10 students part time @ \$1,400**

**\$14,000**

**State Revenue, same model based on per capita aid at \$2,300/FTE**

**\$103,500**

**Year 5: Total**

**\$229,500**

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**APPENDIX A**  
Survey

The Department of Business & Technology is considering the development of a new program in Healthcare Management. The graduates of this program would work in administrative positions (management, accounting, marketing, etc.) in corporations such as health insurance companies and hospitals, smaller businesses like physicians' offices, home healthcare providers, billing services or even from their own home-based businesses. Graduates could also transfer to four-year institutions. Based on this information, we would appreciate your completing the following survey.

1. Do you feel that Healthcare Management would be a good major for some students?  
 Yes  No
  
2. Would you recommend this major to someone who wanted to work in a health insurance corporation, hospital, etc.?  
 Yes  No
  
3. Would you recommend employment in a growing industry to other students?  
 Yes  No
  
4. Do you think that healthcare is a growing industry?  
 Yes  No

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for your participation!**