

**KINGSBOROUGH COMMUNITY COLLEGE**  
**The City University of New York**

**CURRICULUM TRANSMITTAL COVER PAGE**

Department: \_\_\_\_\_ Date: \_\_\_\_\_

Title Of Course/Degree/Concentration/Certificate: \_\_\_\_\_

**Change(s) Initiated: (Please check)**

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree            | <input type="checkbox"/> Change in Degree or Certificate                              |
| <input type="checkbox"/> Closing of Certificate       | <input type="checkbox"/> Change in Degree: Adding Concentration                       |
| <input type="checkbox"/> New Certificate Proposal     | <input type="checkbox"/> Change in Degree: Deleting Concentration                     |
| <input type="checkbox"/> New Degree Proposal          | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course                   | <input type="checkbox"/> Change in Course Designation                                 |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description                                 |
| <input type="checkbox"/> Deletion of Course(s)        | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours         |
|   | <input type="checkbox"/> Change in Academic Policy                                    |
|   | <input type="checkbox"/> Pathways Submission:   |
|   | <input type="checkbox"/> Life and Physical Science                                    |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                              |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                          |
|   | <input type="checkbox"/> B. U.S. Experience in its Diversity                          |
|   | <input type="checkbox"/> C. Creative Expression                                       |
|   | <input type="checkbox"/> D. Individual and Society                                    |
|   | <input type="checkbox"/> E. Scientific World  |
- Change in Program Learning Outcomes
- Other (please describe): \_\_\_\_\_

**PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES**

**DEPARTMENTAL ACTION**

Action by Department and/or Departmental Committee, if required:

Date Approved: \_\_\_\_\_ Signature, Committee Chairperson: Michele Bracco

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

I have reviewed the attached material/proposal

Signature, Department Chairperson: Donald Hume



TO: Fall 2021 HPER Curriculum Committee

FROM: Prof. Donald Hume, Chair, Department of Health, Physical Education, and Recreation

DATE: September 14, 2021

RE: *a) Change in Degree: Deleting Gerontology Concentration*  
*b) Change in Degree: Changes to Electives and Concentration Structures*  
*c) Change in Degree: Adding Concentration in Coordinated Health Care to A.S. degree in Community Health*

The Community Health (COH) Program is proposing the following changes to the A.S. degree in Community Health.

### ***Closing Gerontology Concentration***

We propose closing the concentration in Gerontology from our AS in Community Health.

#### *Rationale:*

The Gerontology concentration contains the following courses totaling 9 credits:

- MH 3500 – Introduction to Gerontology (3 credits)
- RPE 3100 - Therapeutic Recreation for Individuals with Disabilities I (3 credits) **or** RPE 3500 - Therapeutic Recreation for Individuals with Disabilities II (3 credits)
- NUR 4300 - Perspectives on Death and Dying (3 credits)

*This concentration has been experiencing declining enrollment for the past few years. In Fall 2015, it had 10 students enrolled, and enrollment has steadily declined since then (Fall 2016 = 6 enrolled, Fall 2017 = 4 enrolled). It is the only concentration we have in single digits. In addition, two of the courses in this concentration are not in our department. Lastly, one of these courses (NURS 4300) has not been offered since Spring 2016, forcing substitutions for this course in order for students to graduate in a timely manner. With these factors in mind, we would like to close this concentration.*

### ***Changes to electives and concentration structures***

In addition to the deletion of the Gerontology concentration, we propose the following changes in the degree requirements for the A.S. in Community Health. Please keep in mind that the **current** Associate of Science degree (A.S.) in Community Health<sup>1</sup> incorporates the following PLOs; these PLOs are referred to on several occasions throughout this document:

---

<sup>1</sup> Current degree map and PLOs for the COH degree are available in the KCC College Catalog (2020-2021) online at [http://catalog.kingsborough.edu/preview\\_program.php?catoid=9&pooid=517&returnto=629](http://catalog.kingsborough.edu/preview_program.php?catoid=9&pooid=517&returnto=629) .

Upon successful completion of the Community Health degree program requirements, graduates will:

1. identify individual and community level needs for health promotion and disease;
2. use population data and research methods to describe distributions and determinants of health disparities;
3. describe how to plan, implement, and administer community health interventions;
4. explain how to advocate for effective community health initiatives at the local, state and federal levels;
5. incorporate cultural competence within health promotion and disease prevention initiatives; and,
6. analyze the psychosocial, economic, political, and professional factors that impact health services

### *Changes and Rationales*

1. Degree Requirements **change from** 6 Courses, 18 Credits **to** 5 courses, 15 credits.
2. Under Degree Requirements, **deletion** of COH 91E1 (Field Experience in Community Health) (3 credits)

*Deleting COH 91E1 from the COH degree requirements will reduce the amount of required credits in core courses for the major. This will allow students to choose a concentration more attuned to their academic and career needs. Based on our previous experiences with advising students in our major, students in the Health Education and Promotion concentration and Health Services Administration concentration are more likely to need work experience in health in order to make them more marketable for jobs in the field. Students in the new Coordinated Health Care concentration (being proposed in this document) will more likely be incumbent workers in the health care field and will need the academic courses and micro-credentials to make them more marketable for job promotions as well as for transfer to appropriate 4-year clinical and/or non-clinical programs. However, as shown below in change #12, they will have the option to take COH 91E1 if they wish and if they have room in Elective credits. This may be helpful for students who want to gain experience in other areas of health-related services.*

3. Under the Health Services Administration concentration, requirements **change from** 3 Courses, 9 Credits **to** 4 courses, 12 credits.
4. Under the Health Services Administration concentration, **add** COH 91E1 (Field Experience in Community Health) (3 credits).

*Adding COH 91E1 to the Health Services Administration requirements will increase the amount of required credits in this concentration. As previously mentioned, this will allow students to choose this concentration if it is more attuned to their academic and career needs. Students in the Health Services Administration concentration are also more likely to need work experience in health in order to make them more marketable for jobs in the field. In addition, academic programs, like New York City College of Technology's (City Tech) BS in Health Policy and Management, may see the application of knowledge and skills involved in fieldwork as an asset to students' advanced learning in health-related fields.*

5. Under the Health Education and Promotion concentration, requirements **change from** 3 Courses, 9 Credits **to** 4 courses, 12 credits.
6. Under the Health Education and Promotion concentration, **add** COH 91E1 (Field Experience in Community Health) (3 credits).

7. Under the Health Education and Promotion concentration, **add** “AND” between COH 91E1 (Field Experience in Community Health) (3 credits) and “Select **three (3)** from the following courses.”
8. Under the Health Education and Promotion concentration, **add** HS 4100 (Global Health Issues) (3 credits) as one of the options under “Select **three (3)** from the following courses.”

*Adding COH 91E1 to the Health Education and Promotion requirements will increase the amount of required credits in this concentration. As previously mentioned for Health Services Administration, this will allow students to choose this concentration if it is more attuned to their academic and career needs. Students in this concentration are also more likely to need work experience in health in order to make them more marketable for jobs in the field. In addition, academic programs, like the Health and Nutrition B.S./B.A. program at Brooklyn College, may see the application of knowledge and skills involved in fieldwork as an asset to students' advanced learning in health-related fields.*

*Adding HS 4100 as an option fits well within the current selection of courses for students to take. This course will add a global perspective on health issues and aligns with PLO # 5 (incorporate cultural competence within health promotion and disease prevention initiatives) and PLO #6 (analyze the psychosocial, economic, political, and professional factors that impact health services). The course also complements the themes and learning addressed in the COH courses required of all majors (COH 1100, COH 1200, COH 1300, and COH 2000).*

9. Under Electives, **add** the statement: “The following courses are HIGHLY Recommended if additional elective credits are available.”
10. Under Electives, **add** HE 2200 (Basic Life Support for the Healthcare Provider and First Aid) (3 credits), HS 4100 (Global Health Issues) (3 credits), SPE 1800 (Health Communication) (3 credits), and COH 91E1 (Field Experience in Community Health) (3 credits).

*Students who are en route to earning an AS in Community Health will have anywhere from 3-9 credits of elective credit depending on the courses they take to complete their degree. One example is how double dipping of courses may release 3 credits to be fulfilled. In addition, to help facilitate better transfer to relevant health-related degree programs at CUNY schools and others, it would better serve students to take certain courses that will transfer more effectively to these schools. We propose adding this statement and the listed courses to offer students more opportunities for enhanced knowledge of topics in health and/or for field experience to make them more marketable for employment in these fields. Lastly, these courses will help students meet our program learning objectives in a more meaningful way:*

- *COH 91E1: students will achieve more advanced skills to be able to fulfill all PLOs, especially PLO #6 (“Analyze the psychosocial, economic, political, and professional factors that impact health services”). This is an application-level course, in which students take everything they have learned from their courses in the major (and other relevant courses) and apply such learning in a real-world setting. This course would be considered an elective for students in the Coordinated Health Care concentration because it is a requirement for students in the other concentrations.*
- *HS 4100: students will achieve more advanced skills to be able to fulfill PLO #5 (incorporate cultural competence within health promotion and disease prevention*

initiatives) and PLO #6 (analyze the psychosocial, economic, political, and professional factors that impact health services).

- SPE 1800: students will achieve advanced skills to fulfill PLO #1 (identify individual and community level needs for health promotion and disease) and PLO #6 (analyze the psychosocial, economic, political, and professional factors that impact health services).
- HE 2200: students will achieve advanced skills to fulfill PLO #1 (identify individual and community level needs for health promotion and disease) and PLO #3 (describe how to plan, implement and administer community health interventions) in addition to earning a microcredential that will make them more marketable within the field.

11. **Add** new concentration entitled “Coordinated Health Care” with 4 courses, 12 credits.
12. Under the new Coordinated Health Care concentration, **add** COH 1500 (Healthcare in the United States) (3 credits), COH 1600 (Patient Engagement Techniques in Community Health) (3 credits), COH 1700 (Health Care Coordination) (3 credits), and HE 2200 (Basic Life Support for the Healthcare Provider and First Aid) (3 credits).

*For these last two proposed changes, please refer to the rest of this document for details.  
For the CURRENT and PROPOSED DEGREE SHEETS, please refer to page 20 of this document.*

### ***Adding Concentration in Coordinated Health Care to A.S. degree in Community Health***

The following information is submitted to explain and illustrate the proposed changes to our Community Health curriculum:

- Department: Health, Physical Education & Recreation, Degree: AS in Community Health, concentration in Coordinated Health Care:
  - **COH 1500 – Health Care in the US** (3 credits)
  - **COH 1600 – Patient Engagement** (3 credits)
  - **COH 1700 – Health Care Coordination** (3 credits)
  - **HE 2200 – Basic Life Support for the Healthcare Provider and First Aid** (3 credits)

### **Purpose and Goals:**

Kingsborough’s mission states that the College “responds to the needs of its diverse community by offering high quality, affordable, innovative, student-centered programs of study that prepare graduates for *transfer* and the *workforce*. The college strives for equity and seeks to provide each student with the appropriate resources and supports to foster success [*emphasis added*].” In line with this mission, the COH Program “provides a foundation for diverse careers in health promotion, disease prevention, health service administration, and health education.”

The Associate of Science (AS) degree in Community Health currently has three concentrations: Gerontology, Health Services Administration, and Health Education & Promotion. (*Please note that, due to low enrollment, we will be closing the Gerontology concentration.*) We would like to add a new concentration in Coordinated Health Care in response to the growing needs of the healthcare industry for personnel who have training and/or credentialing in the foundations of healthcare and health services, engagement of clients and patients, and basic life support. The Agency for Healthcare Research and

Quality (2020)<sup>2</sup> highlights the main activities in health care coordination as including teamwork, care management, and medication management, among others. We expect our degree, with this concentration, will prepare students well for entry-level positions in this field as well as more advanced degrees.

This proposed concentration (whose courses cover topics in health equity, linkages to health services, equitable access to health care, and client/patient engagement skills) will advance our mission by offering an option and enhancement to our current AS degree: an academic pipeline for students to enter the health services field that prepares them for emerging professions that respond to the biopsychosocial health needs of various communities in New York City, New York State, and beyond, experiencing myriad health disparities (e.g., asthma, diabetes, heart disease, COVID-19, and obesity). The concentration will not only help students gain foundational, but marketable knowledge and skills in community health services, useful for entry-level health care coordination jobs as well as transfer to 4-year programs in health service administration, healthcare policy and management, and other related community/public health majors.

As an institution, KCC has been at the forefront of innovation in academics and student support, as evidenced by successful programs (e.g., Learning Communities) and new degree programs in Criminal Justice, Emergency Medical Services, and Sleep Technology, the latter two related to emerging needs in modern health care. In addition, KCC (as part of a 3-CUNY college consortium) was recently funded to launch the Healthcare Career Hub of Central and South Brooklyn.<sup>3</sup> Following the College's recent offerings of two new health-related degrees and a new training hub, this new concentration in Coordinated Health Care will be a welcome addition to the portfolio of degree offerings and training programs related to health care.

### Need and Justification:

In Fall 2016, faculty in the Community Health program and staff of Continuing Education and Workforce Development (CEWD) embarked on work funded by the Petrie Foundation that forms the basis of the development of this concentration. Under the guidance of Provost Joanne Russell and Amanda Kalin, Director of Curriculum Development and Program Planning in Academic Affairs, the concentration was developed with the purpose of responding to industry demands for potential and incumbent employees with better communication, critical thinking, and non-clinical skills to fulfill jobs as health care coordinators (and other relevant positions) in value-based health care. Much of the grant-funded work completed since 2016 is reflected in this proposal: labor market research, the cultivation of industry partnerships, curriculum development, access to subject matter experts, core healthcare competency identification and research, assessment of student recruitment sources, and an opportunity to offer credit-bearing healthcare coursework through continuing education, among other tasks.

This new academic and professional pipeline is ideal for incumbent medical assistants, other health care workers, and new students who would like to enter the health care industry with academic credentials and professional certifications. Care coordinators do not have to be clinically trained, but they are usually members of teams of clinical and non-clinical staff in various health care settings. This is essential in delivering value-based health care in high-need communities.

---

<sup>2</sup> Information retrieved from <https://www.ahrq.gov/ncepcr/care/coordination.html>.

<sup>3</sup> Information retrieved from <https://www1.cuny.edu/mu/forum/2021/07/29/kcc-wdi/>.

This degree change will give students opportunities to learn the essential elements of health care coordination work including disease prevention, patient care, community and public health research and interventions, the workings of the US health care system, and Basic Life Support and First Aid (BLS) skills. The new concentration can provide educational pipelines leading to higher paying jobs, industry certifications, as well as pathways to bachelor's degrees in the field. We expect that many incumbent health professionals, including medical assistants, outreach workers, office assistants, and others, will find this concentration in the Community Health degree helpful in advancing their careers in the field.

Many past and current Community Health students, especially evening and online students, returned to KCC to earn an AS degree in order to obtain a credential that will enhance their earning potentials and upward mobility in their respective health care professions, namely medical/clinical assistants, home health aides, medical office assistants, community health workers, and entry-level health educators and outreach workers. However, as much as this proposed concentration will assist incumbent workers, new students will also find this concentration valuable since it provides the opportunity to earn a practical college degree with credentials in health coaching and Basic Life Support and First Aid (BLS). These microcredentials can help students gain entry level employment in health care while they continue pursuing their degrees.

An important component of the concentration is the opportunity to earn a Health Coach micro-credential via the completion and passing of the Patient Engagement (COH 1600) and Concepts of Wellness (HPE 1200) courses. These courses have been packaged by the COH Program and the KCC Continuing Education department as a training of 72 academic credit hours (equivalent to 90 continuing education hours) for incumbent medical assistants, entry-level social workers, office assistants, and others who are members of the 1199 SEIU health workers' union. *(You may click [here](#) to access an overview of the training.)*

The training has been received very well since the Spring 2016 semester and has already graduated 15 cohorts of students with the Health Coaching credential (i.e., over 200 graduates). It has provided an avenue for medical assistants and others to gain valuable skills in health coaching which enhances their current work and makes them more marketable in the health care industry. The courses are already aligned with the program learning outcomes (PLOs) of the Community Health AS degree. *(NOTE: The training is pending accreditation by the National Board of Health and Wellness Coaching [NBHWC]<sup>4</sup>, which we expect to receive in 2023.)*

Health care industry experts profess that the skills exhibited by medical assistants can be further enhanced by the patient engagement and health knowledge transfer skills in health coaching. This can be important for overall health care coordination, leading to financial savings for community health centers, clinics and medical centers, as well as better health behaviors in patients and improved health outcomes. A recent study showed that medical assistants trained as health coaches can help patients improve their hemoglobin A1c levels and LDL levels<sup>5</sup>. In addition, industry reports show that there is a redistribution of more supportive services to medical assistants and community health workers (who are then referred to as care coordinators or care navigators) so that clinicians can focus on direct medical services for their patients. These teams of clinicians and care coordinators are supported by the growing shift to value-based

---

<sup>4</sup> For more information on National Board of Health and Wellness Coaching (NBHWC), please go to <https://nbhwc.org> .

<sup>5</sup> Information retrieved from <https://www.annfamned.org/content/13/2/130.long> .

payment and patient-centered medical homes (PCMH) driven by financial incentives for meeting quality and cost targets in healthcare<sup>6</sup>.

The health care industry has been dramatically changing and will continue to require increased skill sets from its employees. The traditional model of health care is not as effective as it used to be since disease management has become more complicated. There are fewer primary care physicians in existence, and for those who are still providing health care, the 15-minute patient visit is not sufficient to properly help patients understand and treat their conditions<sup>7</sup>.

Since Medicaid redesign was implemented in 2008 in New York State<sup>8</sup> and the advent of the Patient Protection and Affordable Care Act in 2010 (when it was signed into law by President Obama), prevention and chronic care management has become more of a priority in helping people live longer, healthier lives<sup>9</sup>. There has been a continued and concerted effort to shift from fee-for-service care to value-based care, with the latter providing incentive payments for improvement of patient health outcomes, thus helping to improve quality of care for individuals, improve population health, and lower health care costs<sup>10</sup>.

Health care workers who provide care coordination with specialized health coaching and BLS skills are essential to value-based care. One of their tasks is to motivate patients to become better managers of their own health care needs. Effective self-management is essential in improving health outcomes, especially in minority and low-income communities who carry the burden of overwhelming health disparities and are less likely to engage in effective self-management of their chronic conditions, like cardiovascular disease and diabetes<sup>11</sup>. In response to this new priority in health care, the industry has been adding employees to medical teams at its facilities who can properly complement the services provided by primary care physicians and specialists to provide better patient self-management support. Many of these employee positions consist of medical assistants, office assistants, and other health care workers being trained to become health coaches.

Similarly, training in Basic Life Support and First Aid (BLS) is essential for enhancing services provided by staff in health care centers and other clinical and non-clinical service providers. The American Heart Association, in their *Basic Life Support Training for Healthcare Providers Guidance*, “supports high quality CPR and BLS training for healthcare providers to improve patient outcomes” and purports that BLS “should be integrated as an essential health service within a comprehensive approach to strengthening healthcare systems”<sup>12</sup>.

With all of these factors in mind, we explored the academic landscape in this area to see how our COH degree with a concentration in Coordinated Health Care would compete with other local and national programs. We found that our offering will be unique and competitive in both online and offline environments. Details of other programs are provided below:

---

<sup>6</sup> Information retrieved from <https://www.modernhealthcare.com/article/20150328/MAGAZINE/303289980/demand-grows-for-care-coordinators> .

<sup>7</sup> Information retrieved from <https://www.annfammed.org/content/5/5/457> .

<sup>8</sup> Information retrieved from [https://www.health.ny.gov/health\\_care/medicaid/redesign/](https://www.health.ny.gov/health_care/medicaid/redesign/) .

<sup>9</sup> Information retrieved from [https://aspe.hhs.gov/sites/default/files/migrated\\_legacy\\_files/142146/ACA2010-2016.pdf](https://aspe.hhs.gov/sites/default/files/migrated_legacy_files/142146/ACA2010-2016.pdf) .

<sup>10</sup> Information retrieved from <https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/Value-Based-Programs/Value-Based-Programs> .

<sup>11</sup> Information retrieved from <https://www.annfammed.org/content/13/2/130.long> .

<sup>12</sup> Information retrieved from <https://www.heart.org/-/media/files/about-us/policy-research/policy-positions/cpr-and-aed/basic-life-support-training-for-healthcare-providers-guidance.pdf?la=enm> .

### Competitor Information

Institution	Program	Credits/ Hours/Duration	Cost
SUNY Finger Lakes Community College <sup>13</sup>	AS, Health Care Studies: Healthcare track (online)	63 credits	NYS residents: \$207 per credit  Out of state: \$248 per credit
Maryville University (St. Louis, MO) <sup>14</sup>	BA, General Studies with concentration in Health Care (online)	128 credits	\$500 per credit
Western Governor's University (Various US states) <sup>15</sup>	BS, Health Services Coordination (online)	112 competency units (CUs)	If completed in: 1 year - \$7,590 2 years - \$15,180 3 years - \$22,770

The SUNY AS degree program is the most direct competitor to the proposed concentration; however, it is not purely a degree in community health and health care coordination. The core of this degree's Healthcare track consists of the following courses:

- HCS 153 Career Opportunities in Health Care
- HCS 154 Medical Terminology
- HCS 270 Ethical Considerations in Health Care
- HPE 111 First Aid and Basic Life Support
- HPE 212 Health
- 1 credit of Health/Physical Education (HPE) Elective

<sup>13</sup> Information retrieved from [https://sunyonline.edu/programs/healthcare/health-care-studies-as/?kt\\_source=google&kt\\_medium=cpc&kt\\_campaign=ny\\_healthcare-management\\_degree-terms&kt\\_content=ny\\_healthcare-management\\_degrees-healthcare-studies-as&kt\\_term=%2Bhealthcare%20%2Bassociate%20%2Bdegree&gclid=Cj0KCCQjwsZKJBhC0ARIsAJ96n3XCd2uxuIpGD8IPVn5J-gMVjLjAIgWGoBPY3NqPhlTRaT\\_nulxHPvEaAqYjEALw\\_wcB](https://sunyonline.edu/programs/healthcare/health-care-studies-as/?kt_source=google&kt_medium=cpc&kt_campaign=ny_healthcare-management_degree-terms&kt_content=ny_healthcare-management_degrees-healthcare-studies-as&kt_term=%2Bhealthcare%20%2Bassociate%20%2Bdegree&gclid=Cj0KCCQjwsZKJBhC0ARIsAJ96n3XCd2uxuIpGD8IPVn5J-gMVjLjAIgWGoBPY3NqPhlTRaT_nulxHPvEaAqYjEALw_wcB).

<sup>14</sup> Information retrieved from <https://online.maryville.edu/online-bachelors-degrees/general-studies-healthcare/curriculum/>

<sup>15</sup> Information retrieved from [https://www.wgu.edu/lp/health/health-services-coordination.html?refer\\_id=124483&ch=PDSRCH&s\\_keyword=care%20coordinator&s\\_matchtype=b&s\\_targetid=aud-538205037824:kwd-298918921377&s\\_adposition=&s\\_loc\\_physical\\_ms=9067609&gclid=Cj0KCCQjwsZKJBhC0ARIsAJ96n3WZmUxcmnjGNmtv-L6kJLq5CpAJG\\_gwAgUAcJuZoqJYRE01NkUXzzwaAo2jEALw\\_wcB](https://www.wgu.edu/lp/health/health-services-coordination.html?refer_id=124483&ch=PDSRCH&s_keyword=care%20coordinator&s_matchtype=b&s_targetid=aud-538205037824:kwd-298918921377&s_adposition=&s_loc_physical_ms=9067609&gclid=Cj0KCCQjwsZKJBhC0ARIsAJ96n3WZmUxcmnjGNmtv-L6kJLq5CpAJG_gwAgUAcJuZoqJYRE01NkUXzzwaAo2jEALw_wcB)

The remaining courses in the track include general education and choices in health sciences and other relevant subjects (e.g., life and physical sciences, mathematics, chemical dependency, human services, among others).<sup>16</sup> Considering that this is the only other AS degree program similar to what we are proposing, our proposed concentration within the COH degree can be considered unique and innovative, not only in CUNY, but in New York State and nationwide. This would make KCC a leader in this academic area.

We also highlighted Bachelor's degrees because of the decisions potential students have to make between earning an Associate's degree that can transfer to a Bachelor's program and going directly into a Bachelor's program, especially in online learning environments. We feel we can offer a better and more supportive opportunity, both academically and financially, to students with the proposed concentration as well as provide a comparable pathway into the health care field by letting students acquire relevant, marketable skills as they work to enroll in a BA/BS program.

### *Career Path*

There is increased access to entry-level and mid-level jobs in health care, especially due to the overwhelming demand for qualified individuals to assist with COVID pandemic efforts. This was shown multiple times when CUNY had to intervene to help train individuals (students, faculty, and staff) to assist with these efforts. In addition, there are various current positions in health care settings that need to be fulfilled in response to COVID and other health care needs, including home health aides<sup>17</sup> and human service specialists<sup>18</sup>.

According to the Living Wage Calculation for New York County, New York<sup>19</sup>, the hourly living wage for a single person with no dependents is \$17.46 (estimated at a yearly \$37,000), for a dual-income family of four is \$22.15 (or an estimated \$46,000), and for a single working adult in a family of four is \$30.85 (or an estimated \$57,000). The typical annual salaries for the following health care coordination-related professions for New York City residents are:

- Healthcare Support (\$30,569)
- Community & Social Service (\$51,142)

In addition, Western Governors University (Nevada) (2020)<sup>20</sup> stated that educational preparation for careers in coordinated health care can lead to various jobs in this segment of the health care industry. These careers include *patient care coordinator (with average salary of \$87,000)*, *health services coordinator (\$43,000)*, *community health worker (\$40,000)*, and *patient advocate (\$62,000)*. These careers are essential for the proper delivery of health care services and for optimizing patient health.

This concentration endeavors to fill a gap within our degree program related to training for these careers by providing foundational knowledge for entry level and mid-level jobs in these careers as well as a

---

<sup>16</sup> Information retrieved from <https://www.flcc.edu/academics/health-care-studies/health-care/requirements.cfm> .

<sup>17</sup> Information retrieved from <https://www.nytimes.com/2021/04/14/health/health-care-jobs.html> .

<sup>18</sup> Information retrieved from <https://www.bestcolleges.com/blog/healthcare-jobs-in-high-demand-after-coronavirus/> .

<sup>19</sup> Information retrieved from <https://livingwage.mit.edu/counties/36061> .

<sup>20</sup> Information retrieved from <https://www.wgu.edu/blog/4-careers-health-services-coordination-grads2006.html#close> .

precursor to advanced studies at the 4-year, Master's and Doctoral levels. In New York State, specifically, the Bureau of Labor Statistics projects that demand for jobs in these careers will increase by 14% from 2014-2024, surpassing an expected nationwide increase of 9.8%.<sup>21</sup> Students who are new to these fields will be able to increase their chances of obtaining relevant jobs; those who are already in these fields can further expand their promotion opportunities and increase their salaries. Our concentration in Coordinated Health Care can provide new financial opportunities for students.

In addition to the evidence showing the burgeoning healthcare field, we have received support from the industry for the creation and implementation of such a concentration within the COH degree. The New York City Health & Hospitals (H&H) system will be a benefactor of well-trained students from our degree program:

- *“The transformation of New York State’s healthcare system to care coordination and care management delivery models requires new core skills and competencies across many front-line health care workers... With significant changes to the healthcare field, coordinated patient care continues to be a growing need in hospitals, private medical practices, clinics, and community health facilities. This proposed new degree, therefore, is well designed to train individuals... in the administrative, clinical, and patient engagement skills necessary to serve on emerging care coordination team models within healthcare settings and the community.”*-- Margot Hughes-Lopez, MPH, Asst. VP, Workforce Lead DSRIP, OneCity Health, NYC H&H

Union Health Center and the Institute for Family Health also anticipate benefits from the existence of a concentration in Coordinated Health Care within the COH degree:

- *“Foundational to the patient-centered medical homes (PCMH) is the primary care physician and patient relationship that is enhanced and supported by a knowledgeable and well-trained care team assisting with coordinating a patient’s use of health care services and providing continuity of care. It’s ideal to have each team member work at the top of their skill set... [This degree] provides students with current knowledge of healthcare topics and the necessary experience to attain entry-level positions in allied health care or contribute to career advancement for incumbent health care workers.”* -- Audrey Lum, RN, MPA, Chief Clinical Officer, Union Health Center, New York City
- *“Care coordination is a growing field in the health care industry. In the past three years, the Institute has gone from having zero care coordinators to having 27 care coordinators and navigators, almost all of whom have been trained in-house because no other training programs existed. In addition, we now have care coordination managers who supervise these individuals, as well as a director of care coordination, who has agreed to support the development of this new program. This is a critical new field that will continue to grow as long as the country seeks to reduce health care costs by providing support for chronically ill patients through programs such as Health Homes and value-based payment mechanisms.”*-- Maxine Golub, MPH, Senior VP, Institute for Family Health, NY

---

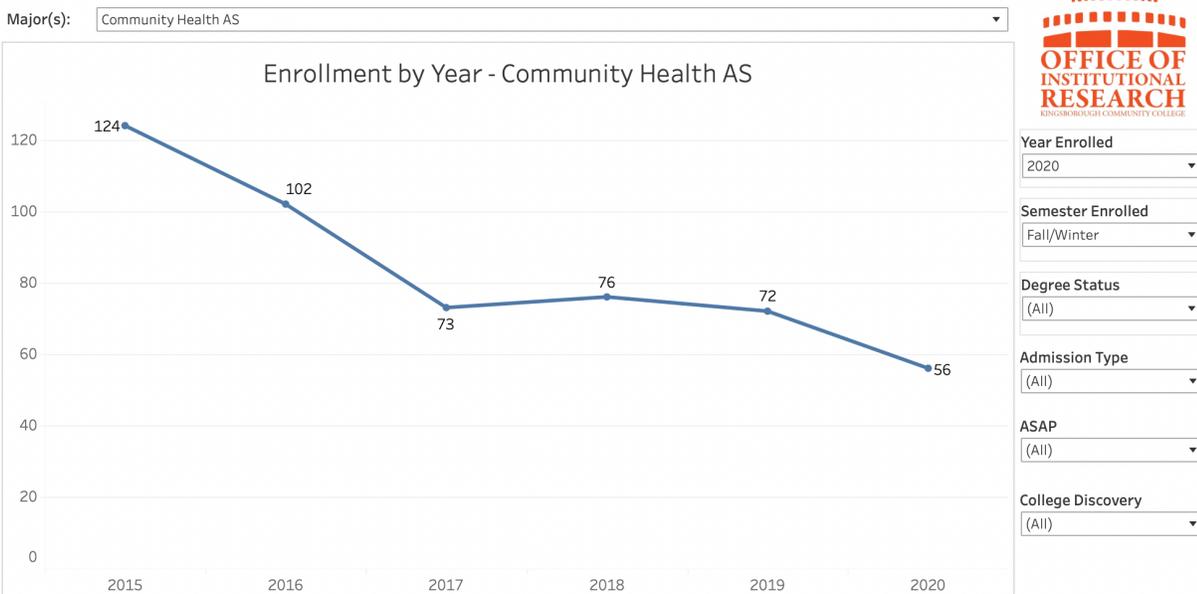
<sup>21</sup> Information retrieved from <https://www.healthcareersinfo.net/patient-care-coordinators/> .

To ensure that students are enrolled in a degree program that will put them on a proper career path, we will ensure that industry experts and employers provide informal and formal feedback on our progress as an academic program responding to their needs.

Student Interest/Enrollment:

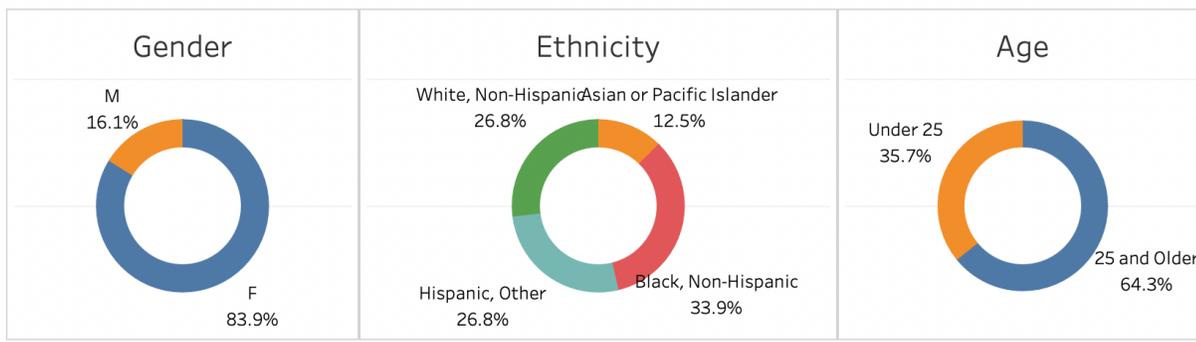
Enrollment in the Community Health program has been decreasing over the past 5 years. According to the KCC Office of Institutional Research, our enrollment by year substantially decreased from 124 students in 2015 to 56 students in 2020. (See table below)

**Enrollment Trends**



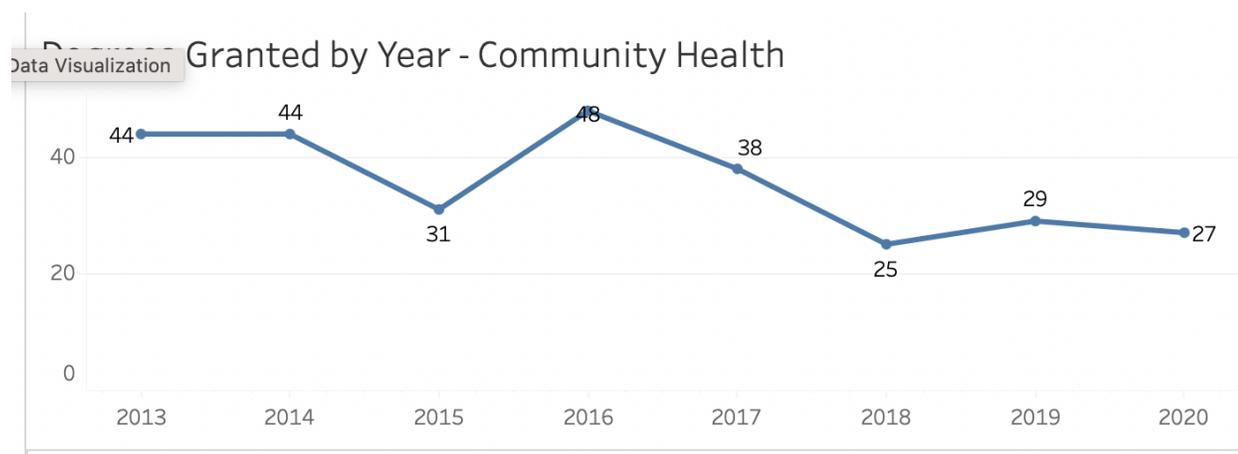
According to 2020 data, the overwhelming majority of our students are female (~84%), persons of color (~73%), and aged 25 and older (~64%). (See table below)

Charts Below for Year(s): 2020



Over the past 7 years, the Community Health program has also been challenged by granting degrees. In 2013 and 2014, the program granted 44 degrees in each year; a high of 48 degrees was granted in 2016.

However, our lowest rates of degrees granted occurred between 2018 and 2020, with 25, 29, and 27 degrees respectively. (See the following table.)



This type of data can be discouraging; however, when we look at the newer trends outside of the degree program, the data seem to point in a more positive direction. For example, the Continuing Education (CE) program offered non-credit versions of our newest courses, and enrollment in those courses are promising. The CE version of our *Patient Engagement course (COH 1600)* had an enrollment of 20 students in the Summer session. In addition, the CE version of *Health Care in the United States (COH 1500)* resulted with 40 enrolled students (20 in Spring session and 20 in Summer session), while the CE version of *Coordinated Care (COH 1700)* had 20 enrollees in the Summer session.

In addition, our Health Coach training program (i.e., combination of HPE 1200 and COH 1600), which is a collaboration between COH and Continuing Education, has seen steady enrollment of 1199SEIU-affiliated incumbent health care workers over the past 5 years. In 2016, we started enrollment for this training course with 13 students, and 13 students successfully completed the training. As of the end of Spring 2021, we have enrolled a total of 254 students, with 241 of them completing the training.

These numbers serve as proxy measures for potential enrollments of students in the Coordinated Health Care concentration. The Health Coach data is especially encouraging given that this concentration is geared primarily towards the incumbent health care worker. Enrollment numbers like these can potentially help the COH program increase its numbers each semester and make the degree more viable for students who are looking to get into the health care field.

It is also worth noting that KCC offers a free 1-credit (equivalent) seminar course through Continuing Ed (“Emerging Trends in Health Careers”)<sup>22</sup> that serves as an introduction to health care careers and the academic pathways that exist at the college to help them start these careers. Students in this seminar are educated and advised about our current health-related academic programs in Community Health, Mental Health and Human Services, Emergency Medical Services, among others. Since 2020, this seminar has been helpful in creating interest among current ESL and other students. These students can be potential registrants into the COH major and specialize in Coordinated Health Care.

<sup>22</sup> Information retrieved from <https://www.kbcc.cuny.edu/calendar/index.php?eID=1062> .

## Curriculum:

### *Concentration Description*

The following courses are proposed for this concentration. They are offered in the Community Health program to majors and non-majors as introductory exposure to the fields of community and public health, specifically focusing on engaging clients and patients in health care settings. Even though these courses have not run officially under the degree program, we mentioned in the previous section that continuing education (CE) versions were conducted with significant success. (See “*Student Interest/Enrollment*” section above for more information.)

To increase the integrity of the major and to make it more attractive to four-year schools to accept all (or the majority of) credits for transfer, and in response to industry demands, the courses are being packaged as a 12-credit concentration. The amount of total credits will be in line with the other concentrations (after a proposed curricular revision):

- a. **COH 1500 – Health Care in the US (3 credits):** This course provides an overview of the history and current status of healthcare systems in the United States. The information in this course will provide students with knowledge necessary to understand how American health systems should be navigated in order to provide and refer patients and clients to appropriate clinical and supportive services.
- b. **COH 1600 – Patient Engagement (3 credits):** This course provides an overview of the skills necessary for engaging patients in discussions about management of various conditions (e.g., asthma, diabetes, obesity, HIV, among others), and how to best manage those conditions for optimal health outcomes. The information in the course will provide students with the skills necessary to help clients and patients contemplate and practice behavior changes that will improve their health.
- c. **COH 1700 – Health Care Coordination (3 credits):** The goal of this course is to help students understand how to improve patient outcomes with better health care services. Care coordinators play a critical role in improving patient care. Upon course completion, students will have acquired basic knowledge and skills to educate, engage, and support patients and their health care teams to improve health outcomes and quality of life.
- d. **HE 2200 – Basic Life Support for the Healthcare Provider and First Aid (3 credits):** The goal of this course is to provide students with necessary lifesaving skills to work in a variety of healthcare settings. Students will learn to recognize and respond to a variety of life-threatening emergencies such as cardiac arrest, heart attack, stroke, diabetic emergencies, opioid associated emergencies, and other injury and environmental emergencies. In line with the skills needed for health care coordination jobs, effective communication, teamwork, critical thinking, and problem-solving skills will be emphasized. Upon effective completion of course and certification requirements, students will have the ability to apply for the BLS for Healthcare Provider as well as Heartsaver First Aid certifications from the American Heart Association, two valuable credentials for health care providers.

### Micro-credentials

This concentration will be unique in our department. Three micro-credentials can be earned as part of the degree. First, upon passing COH 1600, students who have taken HPE 1200 (a COH major requirement) will receive a certificate in *Health Coaching*, a micro-credential recognized by industry leaders in New York City and supported by Local 1199SEIU, New York Alliance for Careers in Healthcare, and Community Care of Brooklyn<sup>23</sup>. In addition, upon passing HE 2200, students will be eligible to apply for the *BLS for Healthcare Provider* as well as *Heartsaver First Aid* certifications from the American Heart Association. In total, 3 micro-credentials can be earned as part of this degree and concentration.

### Program Learning Outcomes (PLOs):

The **current** Associate of Science degree (A.S.) in Community Health<sup>24</sup> incorporates the following PLOs:

*Upon successful completion of the Community Health degree program requirements, graduates will:*

7. *identify individual and community level needs for health promotion and disease*
8. *use population data and research methods to describe distributions and determinants of health disparities*
9. *describe how to plan, implement and administer community health interventions*
10. *explain how to advocate for effective community health initiatives at the local, state and federal levels*
11. *incorporate cultural competence within health promotion and disease prevention initiatives*
12. *analyze the psychosocial, economic, political, and professional factors that impact health services*

The current *CUNY Common Core* requirements are as follows:

Pathways (Common Core) Content	Course	Credits
<b><i>Pathways Required Core (4 courses, 12 credits)</i></b>		
Composition I	ENG 1200	3
Composition II	ENG 2400	3
LIFE & PHYSICAL SCIENCES	BIO 1800*	3
MATHEMATICS AND QUANTITATIVE REASONING	ANY MQR	3
<b><i>Pathways Flexible Core (6 courses, 18 credits)</i></b>		
World Cultures and Global Issues	HS 4100: Global Health Issues*	3
US Experiences & its Diversity	ANY COURSE	3
Creative Expression	ANY COURSE	3
Individual & Society	<i>SOC 3100: Introduction to Sociology*</i>	3
Scientific World	<i>PSY 1100: Introduction to Psychology *</i>	3
Additional Flexible Core***	<i>PHI 7600: Ethics in Health Care*</i>	3

<sup>23</sup> See page 7 of the KCC Annual Report (2018) at [https://kingsborough.edu/aboutkcc/annual\\_report/documents/FY18AnnualReport.pdf](https://kingsborough.edu/aboutkcc/annual_report/documents/FY18AnnualReport.pdf).

<sup>24</sup> Current degree map and PLOs for the COH degree are available in the KCC College Catalog (2020-2021) online at [http://catalog.kingsborough.edu/preview\\_program.php?catoid=9&poid=517&returnto=629](http://catalog.kingsborough.edu/preview_program.php?catoid=9&poid=517&returnto=629).

\*Recommended course for this Pathways category: Students who use other courses may need to apply the courses mentioned above as part of their discipline electives in order to graduate within the 60 credits. \*\*\* Any flexible core course may be selected with the following caveats: no more than two courses from one flexible core area, and no more than two courses from any one discipline.

The current A.S. in Community Health program requirements include the following (after curricular revision):

<b>Major in Community Health [5 courses, 15 credits]</b>	
HPE 1200: Concepts of Wellness	3
COH 1100: Introduction to Community Health	3
COH 1200: Critical Issues in Community Health	3
COH 1300: Epidemiology	3
COH 2000: Community Health Interventions	3

- HPE 1200 (Concepts of Wellness):** This fundamental course, covers a broad spectrum of health-related topics to make students aware of the causes of mental and physical illnesses and their prevention, and demonstrates how lifestyle, perceptions, and decisions affect health. Guidelines and criteria presented to determine good mental, emotional, and physical health. Opportunities for personal assessment.
- COH 1100 (Introduction to Community Health):** This course provides an overview of the factors that impact the health of communities. This course introduces students to the organizations at the international, national, and local levels that have the responsibility for developing and implementing activities to promote, protect, and preserve the health of communities. An introduction to major public health problems facing the nation as well as a look at the structure and function of the U.S. health care system are addressed during the course. Completion of a two-part term project allows students to become more intimately acquainted with their own community.
- COH 1200 (Critical Issues in Community Health):** Using *Take Care New York 2020*, a resource provided the New York City Department of Health and Mental Hygiene (provided online at <https://www1.nyc.gov/site/doh/health/neighborhood-health/take-care-new-york-2020.page>), students enrolled in this course explore health disparities and the role of health risk behaviors in the prevention and management of the leading causes of morbidity and mortality in the United States, including cardiovascular diseases, cancers, sexually transmitted infections, obesity, and diabetes. Students write a detailed research paper and conduct an oral presentation (or a Power Point presentation for the online version); evaluate and choose an educational handout to accompany their presentation; develop a Power Point presentation that requires computer skills and includes a picture, graph with interpretation, and an APA reference list; plan a health promotion program using ideas and concepts learned in the course (e.g., Health Belief model, morbidity and mortality, incidence and prevalence rates); and post a reflection (online) which describes their learning process over the course of the semester and their insights gained regarding the connections between health risk behaviors and disease.

- COH 1300 (Epidemiology):** This course provides an introduction to the basic principles of health research and their application to needs assessment, program planning, program delivery, and program evaluation in community health. Students learn about the history of epidemiological research; discuss basic terminology, such as incidence, prevalence, morbidity, mortality, rates, and relative risk; and explore the role of epidemiological research in the creation of new knowledge about chronic and communicable disease prevention and management. The course provides an introduction to research design, methods, and data collection, data analysis, and ethical principles in research.
- COH 2000 (Community Health Interventions):** This course gives students an opportunity to study the interventions used to address the challenges that threaten community health. Through readings, class discussions, projects, and presentations (in class or online using Power Point), students explore strategies and methods used to improve the health of groups and communities-at-large, rather than individuals. By the end of this course, students are able to compare and contrast major public/community health interventions and describe how to implement appropriate interventions based on a critical analysis of community and health data and information.

A **curriculum map** showing how these courses (plus our COH 91E1 Fieldwork and recommended elective courses) fulfill our PLOs is provided below:

PROGRAM LEARNING OUTCOMES Program Outcomes Mapping COMMUNITY HEALTH										
REQUIRED AND RECOMMENDED ELECTIVE COURSES		HPE 1200	COH 1100	COH 1200	COH 1300	COH 2000	COH 91E1	HS 4100	SPE 1800	HE 2200
PLO 1	Identify individual and community level needs for health promotion and disease prevention	X	X	X	X	X	X		X	X
PLO 2	Use population data and research methods to describe distributions and determinants of health disparities			X	X	X	X			
PLO 3	Describe how to plan, implement and administer community health interventions				X	X	X			X
PLO 4	Explain how to advocate for effective community health initiatives at the local, state and federal levels		X	X		X	X			
PLO 5	Incorporate cultural competence within health promotion and disease prevention initiatives	X	X	X		X	X	X		
PLO 6	Analyze the psychosocial, economic, political, and professional factors that impact health services	X	X	X		X	X	X	X	

Concentration Learning Outcomes (CLO's) and Assessment

With the **proposed** concentration in Coordinated Health Care, upon successful completion, graduates will also be able to do the following:

- a. *demonstrate fundamental knowledge in health care coordination, patient engagement, disease management, and community and public health; and*
- b. *employ critical thinking when providing care coordination services.*

The following is a **curriculum map** highlighting the two Concentration LOs with expected knowledge levels [Introduced (I), Advanced (A), or Mastered (M)] and examples of assessment tools to be used.

CURRICULUM MAP					
<b>Program</b>	Community Health				
<b>Department</b>	Health, Physical Education and Recreation				
<b>Contact</b>	Silvea Thomas				
<b>Degree Type</b>	A.S.				
<b>Concentration</b>	Coordinated Health Care (PROPOSED)				
<b>INSTRUCTOR:</b>	XXXXXXXXXXXX				
<b>Concentration Learning Outcomes + Knowledge Level [Introduced (I), Advanced (A), or Mastered (M)]*</b>					
<b>COURSES</b>					
		COH 1500	COH 1600	COH 1700	HE 2200
1	demonstrate fundamental knowledge in health care coordination, patient engagement, disease management, and community and public health	<b>I*</b>	<b>I*</b>	<b>A*</b>	<b>I*</b>
	<b>Assessed with</b>	Quizzes	X	X	X
		Midterm	X	X	X
		Final exam (M/C)	X	X	X
		Final Exam (short essay)		X	X
		Short paper (up to 4 pages)			
		Long paper (More than 4 pages)			
		Discussion Board	X	X	X
		Blog			
		Oral presentation		X	X
		Poster/poster board			
		OTHER: practical assessment			X
2	employ critical thinking when providing care coordination services		<b>I*</b>	<b>A*</b>	
	<b>Assessed with</b>	Quizzes			
		Final exam (M/C)			
		Final Exam (short essay)		X	X
		Short paper (up to 4 pages)			
		Long paper (More than 4 pages)			
		Discussion Board		X	X
		Blog			
		Oral presentation		X	X
		Poster/poster board			
		OTHER: (please specify)			

Articulation:

Transfer/Articulation

We are currently working with Professors Noemi Rodriguez and Josef Bohm at CUNY’s New York City College of Technology (“City Tech”) to develop an articulation agreement to assure seamless transfer into

the new BS in Healthcare Management and Policy<sup>25</sup> (scheduled to be offered beginning Spring 2022). In addition, these courses will currently transfer in the following manner to City Tech and other CUNY schools:

- a. **COH 1500:** equivalent to HNSC 2140 at Brooklyn College; elective credit at York College, Lehman College, Hunter College, and City Tech, as well as colleges outside of CUNY;
- b. **COH 1600:** elective credit at Brooklyn College, York College, Lehman College, Hunter College, and City Tech, as well as colleges outside of CUNY; and,
- c. **COH 1700:** elective credit at Brooklyn College, York College, Lehman College, Hunter College, and City Tech, as well as colleges outside of CUNY.
- d. **HE 2200:** elective credit at Brooklyn College, York College, Lehman College, Hunter College, and City Tech, as well as colleges outside of CUNY.

To offer more choices and opportunities to students for diversified health-related training, we also intend on developing articulations with these colleges within the next 2 years.

### Cost Assessment:

#### *Faculty*

As previously mentioned, this new concentration in Coordinated Health Care is being proposed as a way to assist students to gain marketable, credentialed skills plus necessary foundational knowledge and competencies in community and public health. This degree program cannot be implemented effectively without passionate, student-centered faculty members. The faculty in the COH program are already committed to helping students achieve their goals of studying and working in various areas of the health care industry (i.e., health education, health service administration, and gerontological services). All program faculty have advanced degrees (Master's and doctoral level) in health education, sexuality education, counseling/therapy, and public health. They also continue to be involved in professional work outside of academia by conducting research on health care-related topics (e.g., HIV prevention in communities of color), conducting counseling and therapy sessions with members of vulnerable populations, and assisting with the development of health care worker training locally, nationwide, and globally through various organizations (e.g., Centers for Disease Control and Prevention, World Health Organization).

Faculty are also actively involved in properly advising students about their degree requirements as well as emerging trends in the field. They also supervise fieldwork placements for all students in the program (with the course COH 91E1).

We currently have sufficient full-time and part-time faculty to teach the courses proposed in the concentration. However, if enrollment numbers increase, we will add sections of each course and embark on a search to hire one (1) additional faculty person for the COH program. We prefer to hire an expert in health care coordination as tenure-track faculty who can assist in academic advisement and assessment tasks for this concentration, as well as be involved in scholarship and diversity, equity, and inclusion

---

<sup>25</sup> A description of this new degree can be found on City Tech's website at <https://www.citytech.cuny.edu/health-sciences/>.

activities related to health care coordination. Recent salaries for a tenure-track Assistant Professor have ranged between **\$50,238-\$95,667** annually<sup>26</sup>; we would expect to hire an Assistant Professor at a salary within this range in accordance with our union’s collective bargaining agreement.

The Program Director for Community Health will serve in the same capacity, overseeing the new concentration in the program. The director will direct curriculum development, mentor less-seasoned faculty, prepare program reports, and oversee assessment of PLOs and CLOs, as well as facilitate any Credit for Prior Learning (CPL) assessment to help students receive their degrees in a more fair and expeditious manner.

### *Facilities and Equipment*

For the most part, the existing facilities and equipment are adequate for teaching this concentration. If we hire an additional faculty member, an office space would need to be identified and provided. Instructors of the BLS course (HE 2200) have access to equipment (e.g., CPR manikins, bag-valve masks, automated external defibrillators) that are located and securely stored in the designated CPR course training room, G-213.

KCC, Brooklyn College, and Medgar Evers College were recently awarded over \$9 million to launch the Healthcare Career Hub of Central and South Brooklyn, a new workforce ecosystem made possible under New York State’s Workforce Development Initiative (WDI).<sup>27</sup> This hub will have three main objectives:

- Expand and enhance the healthcare workforce in Central and South Brooklyn;
- Build a healthcare high school to career pipeline for students; and,
- Match well-prepared college graduates with excellent healthcare employment opportunities.

This opportunity will help students earning a COH degree as well as students in other health-related majors, to gain practical knowledge and skills that are in demand in the industry. Some major advantages for students who participate in Hub will be participating in training programs in collaboration with health care employers in the area as well as matching graduates with employment opportunities with those employers. Because of several factors related to the changing healthcare landscape, especially reorganization of services due to rising COVID cases and other health disparities<sup>28 29 30</sup>, health care employers are in need of well-educated, well-trained workers to quickly learn institution-specific policies, procedures, and practices.

---

<sup>26</sup> Information retrieved from <https://www.psc-cuny.org/content/salary-schedules-full-time-faculty-and-research-series> .

<sup>27</sup> Information retrieved from <https://www1.cuny.edu/mu/forum/2021/07/29/kcc-wdi/> .

<sup>28</sup> Information retrieved from [https://www.health.ny.gov/health\\_care/medicaid/redesign/](https://www.health.ny.gov/health_care/medicaid/redesign/)

<sup>29</sup> Information retrieved from. <https://www.bls.gov/ooh/healthcare/home.htm> .

<sup>30</sup> Information retrieved from [https://www.ny1.com/nyc/all-boroughs/coronavirus/2021/07/30/bill-clinton-says-next-nyc-mayor-should-focus-on-housing?cid=app\\_share](https://www.ny1.com/nyc/all-boroughs/coronavirus/2021/07/30/bill-clinton-says-next-nyc-mayor-should-focus-on-housing?cid=app_share) .

Evaluation:

Efforts to evaluate this new concentration will be consistent with evaluations of the current program and concentrations. The COH PLOs and CLOs will continue to be assessed on a regular basis each semester in line with common practice. Faculty select one specific outcome before the start of the semester and work together to assess this outcome in the upcoming semester. At semester’s end, each faculty member evaluates their students’ work based on a standard measure established by the group (e.g., common rubric, common exam questions). Usually items on the final exam or final assignment are used to assess learning over the semester. Data are collected by the department’s Assessment Liaison with guidance from the Department Chairperson and organized into a table (on MS Word or MS Excel) showing the assessment results. The information is shared during a faculty meeting before or around the beginning of the following semester. We review the data and discuss the findings. We also use this meeting to discuss other issues of relevance. The Assessment Liaison then completes a document that summarizes the findings and our plans for addressing changes we identified as necessary.

In addition to these assessment plans, junior faculty (new and current) will be mentored by the Program Director with assistance from all full-time faculty members and support staff. A formal peer review will be conducted each semester.

CURRENT AND PROPOSED DEGREE CHANGES

The below “Current Degree” table highlights the curricular changes outlined in this document with the “Proposed Degree” table reflecting the recommended curricular changes.

*CURRENT DEGREE*

<b>Add/Delete/Change</b>	<b>A.S. COMMUNITY HEALTH</b>	
	HEGIS: 5299.00	
	PROGRAM CODE: 86489	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	12
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major	
	ENG 1200 - Composition I	3
	ENG 2400 - Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3

	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	18
	When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. and one (1) additional course from any group.	
	A. World Cultures & Global Issues	
	B. U.S. Experience in Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	±E. Scientific World	
	±Plus another course selected from any Group A-E	
<b>CHANGE</b>	<b><u>DEGREE REQUIREMENTS</u></b> (6 <b>5</b> Courses, 18 <b>15</b> Credits)	<b>18-15</b>
	HPE 1200 - Concepts of Wellness	3
	COH 1100 - Introduction to Community Health Services	3
	COH 1200 - Critical Issues in Community Health 3	3
	COH 1300 - Epidemiology	3
	COH 2000 - Community Health Interventions	3
<b>DELETE</b>	<del>COH 91E1 – Field Experience in Community Health</del>	<del>3</del>
	Select <b>one (1)</b> of the following concentrations:	
<b>DELETE</b>	<b><u>GERONTOLOGY</u></b> (3 Courses, 9 Credits)	9
<b>DELETE</b>	<del>MH 3500 – Introduction to Gerontology</del>	<del>3</del>
<b>DELETE</b>	<del>RPE 3100 – Therapeutic Recreation for Individuals with Disabilities I or</del>	<del>3</del>
<b>DELETE</b>	<del>———— RPE 3500 – Therapeutic Recreation for Individuals with Disabilities II</del>	<del>-</del>
<b>DELETE</b>	<del>NUR 4300 – Perspectives on Death and Dying</del>	<del>3</del>
<b>CHANGE</b>	<b><u>HEALTH SERVICES ADMINISTRATION</u></b> (3 <b>4</b> Courses, 9 <b>12</b> Credits)	<b>9-12</b>
<b>ADD</b>	<b>COH 91E1 - Field Experience in Community Health</b>	<b>3</b>
	BA 1100 - Fundamentals of Business	3
	BA 3100 - Organizational Behavior and Management	3
	ECO 1200 - Macroeconomics <b>or</b>	3
	ECO 1300 - Microeconomics	
<b>CHANGE</b>	<b><u>HEALTH EDUCATION AND PROMOTION</u></b> (3 <b>4</b> Courses, 9 <b>12</b> Credits)	<b>9-12</b>

<b>ADD</b>	<b>COH 91E1 - Field Experience in Community Health</b>	<b>3</b>
<b>ADD</b>	<b>AND</b>	
	Select <b>three (3)</b> from the following courses:	<b>9</b>
	HE 3800 - Women's Health Issues	
	HE 4200 - Health and Nutrition	
	HE 5400 - Men's Health Issues	
	HS 4000 - Drugs: The Individual and Society	
	HS 5200 - Human Sexuality	
<b>ADD</b>	<b>HS 4100 - Global Health Issues</b>	
<b>ADD</b>	<b><u>COORDINATED HEALTH CARE</u> (4 Courses, 12 Credits)</b>	<b>12</b>
<b>ADD</b>	<b>COH 1500 - Healthcare in the United States</b>	<b>3</b>
<b>ADD</b>	<b>COH 1600 - Patient Engagement Techniques in Community Health</b>	<b>3</b>
<b>ADD</b>	<b>COH 1700 - Health Care Coordination</b>	<b>3</b>
<b>ADD</b>	<b>HE 2200 - Basic Life Support for the Healthcare Provider and First Aid</b>	<b>3</b>
	<b><u>ELECTIVES:</u> 3 - 9 credits sufficient to total 60 credits for the degree</b>	
<b>ADD</b>	<b>The following courses are HIGHLY Recommended if additional elective credits are available.</b>	
<b>ADD</b>	<b>HE 2200 - Basic Life Support for the Healthcare Provider and First Aid (for Health Education and Promotion concentration and Health Service Administration concentration ONLY)</b>	
<b>ADD</b>	<b>HS 4100 - Global Health Issues</b>	
<b>ADD</b>	<b>SPE 1800 - Health Communication</b>	
<b>ADD</b>	<b>COH 91E1 - Field Experience in Community Health (for Coordinated Health Care students ONLY)</b>	
	<b><u>TOTAL CREDITS:</u> 60</b>	<b>60</b>

*PROPOSED DEGREE*

	<b>A.S. COMMUNITY HEALTH</b>	
	HEGIS: 5299.00	
	PROGRAM CODE: 86489	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>

	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	12
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major	
	ENG 1200 - Composition I	3
	ENG 2400 - Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3
	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	18
	When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. and one (1) additional course from any group.	
	A. World Cultures & Global Issues	
	B. U.S. Experience in Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	±E. Scientific World	
	±Plus another course selected from any Group A-E	
	<b><u>DEGREE REQUIREMENTS</u></b> (5 Courses, 15 Credits)	<b>15</b>
	HPE 1200 - Concepts of Wellness	3
	COH 1100 - Introduction to Community Health Services	3
	COH 1200 - Critical Issues in Community Health 3	3
	COH 1300 - Epidemiology	3
	COH 2000 - Community Health Interventions	3
	Select <b>one (1)</b> of the following concentrations:	
	<b><u>HEALTH SERVICES ADMINISTRATION</u></b> (4 Courses, 12 Credits)	<b>12</b>
	<b>COH 91E1 - Field Experience in Community Health</b>	<b>3</b>
	BA 1100 - Fundamentals of Business	3
	BA 3100 - Organizational Behavior and Management	3
	ECO 1200 - Macroeconomics <b>or</b>	3
	ECO 1300 - Microeconomics	
	<b><u>HEALTH EDUCATION AND PROMOTION</u></b> (4 Courses, 12 Credits)	<b>12</b>
	<b>COH 91E1 - Field Experience in Community Health</b>	<b>3</b>

	<b>AND</b>	
	Select <b>three (3)</b> from the following courses:	<b>9</b>
	HE 3800 - Women's Health Issues	
	HE 4200 - Health and Nutrition	
	HE 5400 - Men's Health Issues	
	HS 4000 - Drugs: The Individual and Society	
	HS 5200 - Human Sexuality	
	<b>HS 4100 - Global Health Issues</b>	
	<b><u>COORDINATED HEALTH CARE</u> (4 Courses, 12 Credits)</b>	<b>12</b>
	<b>COH 1500 - Healthcare in the United States</b>	<b>3</b>
	<b>COH 1600 - Patient Engagement Techniques in Community Health</b>	<b>3</b>
	<b>COH 1700 - Health Care Coordination</b>	<b>3</b>
	<b>HE 2200 - Basic Life Support for the Healthcare Provider and First Aid</b>	<b>3</b>
	<b><u>ELECTIVES:</u> 3 - 9 credits sufficient to total 60 credits for the degree</b>	
	<b>The following courses are HIGHLY Recommended if additional elective credits are available.</b>	
	<b>HE 2200 - Basic Life Support for the Healthcare Provider and First Aid (for Health Education and Promotion concentration and Health Service Administration concentration ONLY)</b>	
	<b>HS 4100 - Global Health Issues</b>	
	<b>SPE 1800 - Health Communication</b>	
	<b>COH 91E1 - Field Experience in Community Health (for Coordinated Health Care students ONLY)</b>	
	<b><u>TOTAL CREDITS:</u> 60</b>	<b>60</b>

## DEGREE MAP

The following is a Degree Map that can be used to advise students who are interested and/or registered in the COH degree with Concentration in Coordinated Health Care.

Degree Map: A.S. Community Health with Concentration in Coordinated Health Care											
Degree Information						General Requirements					
Catalog Year: <b>20XX - 20XX</b>						Req GPA: <b>2.0</b>					
Plan: <b>Community Health AS</b>						Req Residential Credits: <b>30</b>					
Sub Plan: <b>Coordinated Health Care</b>						Req Liberal Arts Credits: <b>30</b>					
Required Credits: <b>60</b>						Req Civic Engagement: <b>1</b>					
						Req Writing Intensive: <b>1</b>					
1			2			3			4		
Session A			Session A			Session A			Session A		
COURSE	CRS		COURSE	CRS		COURSE	CRS		COURSE	CRS	
ENG 1200	3		ENG 2400	3		Choose 1: Flexible Core U.S. Experiences in Its Diversity	3		HPE 1200	3	
COH 1100	3		COH 1200	3		COH 1500	3		COH 1600	3	
MATH & QUANTITATIVE REASONING	3		Choose 1: Flexible Core: Group A- E (Recommended: PHI 7600)	3		COH 1700	3		COH 1300	3	
LIFE & PHYSICAL SCIENCES (Recommended: BIO 1800)	3		HE 2200	3		Choose 1: Flexible Core Scientific World (Recommended: PSY 1100)	3		COH 2000	3	
									Elective (Recommended to select from below list)*	3	
Session B			Session B			Session B			Session B		
COURSE	CRS		COURSE	CRS		COURSE	CRS		COURSE	CRS	
Choose 1: Flexible Core: Individual and Society (Recommended: SOC 3100)	3		Choose 1: Flexible Core Creative Expression	3		Choose 1: Flexible Core World Cultures & Global Issues	3				
NOTE: The term-by-term course sequence takes into account necessary Prerequisites, Corequisites, and Pre-/Co-requisites											
NOTE: Select ONE (1) WRITING INTENSIVE course & ONE (1) CIVIC ENGAGEMENT course. Some courses meet BOTH requirements, see CUNYfirst to determine course status											
SEMESTER CRS: 15			SEMESTER CRS: 15			SEMESTER CRS: 15			SEMESTER CRS: 15		
<b>Important Notes:</b>											
* If Elective Credits Available, it is recommended to select from the following Electives:											
HE 2200 (for HEP and HSA concentrations ONLY), HS 4100, SPE 1800, or COH 91E1 (for Coordinated HC Concentration ONLY)											