2012-2013 LONG SIGNATURE SHEET

UNC CHARLOTTE

Proposal Number: **BISOM 01-26-2015**

Proposal Title: <u>Establishment of a new cross-listed elective course "DSBA 6213/MBAD 6213/HCIP 6213: Applied Healthcare Business Analytics"</u>

Originating Department: <u>Business Information Systems and Operations Management</u>

TYPE OF PROPOSAL: UNDERGRADUATE_____   GRADUATE <u>X</u>   UNDERGRADUATE & GRADUATE____

(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
4/23/15	4/23/15	4/23/15	*Approved*	DEPARTMENT CHAIR Dr. Antonis Stylianou
10/1/15	10/15/15	10/15/15	*Approved*	MBA Program Committee Dr. Linda Swayne
10/21/15	10/28/15	11/12/15	*Approved*	Belk College Graduate Council Monica S Johar Dr. Monica Johar
11/12/15	12/11/15	12/11/15	*Approved*	COLLEGE FACULTY CHAIR (if applicable) Dr. Rob Roy MacGregor
12/11/15	1/4/15	1/4/15	*Approved*	COLLEGE DEAN Dr. Steven Ott
			Approved	GENERAL EDUCATION (if applicable; for General Education courses) [print name here:]
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate courses only)
1/26/16	2/2/16	2/3/16	*Approved*	GRADUATE COUNCIL CHAIR (for graduate courses only) Denis Livesay
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

-1-

2015.10.29

2012-2013 LONG SIGNATURE SHEET

UNC CHARLOTTE

Proposal Number: **BISOM 01-26-2015**

Proposal Title: Establishment of a new cross-listed elective course "DSBA 6213/MBAD 6213/HCIP 6213: Applied Healthcare Business Analytics"

Originating Department: Business Information Systems and Operations Management

TYPE OF PROPOSAL:

UNDERGRADUATE_____   GRADUATE X   UNDERGRADUATE & GRADUATE_____

(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
4/9/2015	6/29/2015	10/29/2015	*Approved*	**HI ACADEMIC PROGRAM COMMITTEE** *William Saunders* [William Saunders]
				COLLEGE CURRICULUM COMMITTEE CHAIR (CHHS)
			n/a	**COLLEGE CURRICULUM COMMITTEE CHAIR (CCI)**
				COLLEGE DEAN (CHHS) [Nancy Fey-Yensan]
			n/a	**COLLEGE DEAN (CCI)** [Yi Deng]
			n/a	**GENERAL EDUCATION** (if applicable; for General Education courses)
			n/a	**UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR** (for undergraduate courses only)
				GRADUATE COUNCIL CHAIR (for graduate courses only)
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)
				FACULTY EXECUTIVE COMMITTEE (if decision is appealed)

2015.10.29

UNC CHARLOTTE

LONG FORM
COURSE AND CURRICULUM PROPOSAL

*To: MBA Program Committee

From: BISOM Department

Date: 10-1-15

Re: Establishment of a new DSBA/MBAD/HCIP elective course "Applied Healthcare Business Analytics"

Proposal Number: BISOM 01-26-2015

Proposal Title: Establishment of a new course "DSBA 6213/MBAD 6213/HCIP 6213: Applied Healthcare Business Analytics"

Originating Department: BISOM

TYPE OF PROPOSAL:

UNDERGRADUATE_____   GRADUATE __X__   UNDERGRADUATE & GRADUATE____

I. Heading and Proposal Number

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

NEW GRADUATE COURSE PROPOSAL FROM THE BUSINESS INFORMATION

SYSTEMS & OPERATIONS MANAGEMENT DEPARTMENT

TITLE: Establishment of a new course "DSBA 6213/MBA 6213/HCIP 6213: Applied Healthcare Business Analytics"

II. Content of Proposal

A. Proposal Summary

1. SUMMARY

   The department of Business Information Systems and Operations Management proposes to offer a new graduate course entitled Applied Healthcare Business Analytics to be cross-listed as an elective for students in the DSBA program, the MBA program, the Healthcare Informatics program and other related graduate programs and certificates. The course will provide students with an understanding of the use of big data in the healthcare domain. Students will learn to manage tools used in aggregating, analyzing, and communicating information derived from large data sets. These concepts will illustrate the importance of being able to manage big data efficiently and the impact that it could have on the access and delivery of healthcare services. These exercises will also require that students develop an understanding of the principles of enterprise resource planning.

B. Justification

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

   The volatility of the healthcare landscape is well documented in literature. By positioning students to understand how to synthesize large amounts of data in a highly compressed timeframe and to make critical decisions based on that data, this course will help prepare future healthcare business leaders to function effectively in shaping both the access and delivery of healthcare services.

Students will learn to define appropriate metrics to analyze and monitor complex processes. They will learn to use analytical tools to aggregate data and communicate findings from that data. The course will focus on having students define and solve problems within the key domains of financial metrics, operational metrics, and qualitative metrics such as survey data.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

    Pre-requisite(s): Students should have already completed HCIP 5123 or STAT 5123 - Applied Statistics or its equivalent and be able to demonstrate proficiency with Microsoft Excel. Alternatively, HCIP 6108– Decision Analysis in Healthcare may serve as a prerequisite for students with a background in healthcare informatics. HCIP 6108 is also cross-listed as HADM 6108 which can serve as the prerequisite for students with a background in healthcare administration. Students will be required to have graduate standing and be enrolled in the DSBA, MHA, Health Analytics, MBA, or related graduate certificate programs.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

    The proposed course number will be DSBA 6213. This number positions the course as an elective within the data science and business analytics curriculum. This number is also consistent with past practice in the program. The course will also be cross-listed as MBAD 6213 and HCIP 6213.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

    The proposed course builds upon knowledge that students gain in earlier courses aimed at using computerized information systems to analyze data and solve complex problems. The added focus of applying this knowledge within the healthcare domain provides an increased area of concentration that will appeal to students from a wide array of other disciplines and who may be considering pursuing careers in healthcare. The skills gained through this course are, however, transferrable across any number of domains. Students will learn to analyze big data sets, synthesize the information for presentation, use the information to recommend solutions to complex problems and design performance improvement activities.

C. Impact

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The course will serve students enrolled in the DSBA, Health Informatics, MHA, and MBA degree programs or related graduate certificates.

This course differs from other course offerings in that it exposes students to the management of both quantitative and qualitative data in the healthcare environment. The course also strengthens problem-solving and presentation skills, and introduces qualitative data analysis techniques. The course provides a linkage between analytics and performance improvement, which is a key underpinning of effective change management in the healthcare domain.

2. What effect will this proposal have on existing courses and curricula?

   a. When and how often will added course(s) be taught?

   The course will be offered once a year.

   b. How will the content and/or frequency of offering of other courses be affected?

   This is a new elective course and is part of the rapidly growing DSBA program. Also, we anticipate that the course will draw students from other programs, such as Health Informatics, MHA, and MBA, and as such, the direct impact on any one program or course will be minimal. Regarding content, this course is designed to complement existing courses with minimal overlap.

   c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

   The anticipated class size for this course is 20 students.

   d. How will enrollment in other courses be affected? How did you determine this?

   Because the class size is limited to 20 students, the impact on the enrollment in other courses will be negligible. The content of the course is also differentiated enough that it would not cannibalize enrollment from other courses. The course content for the proposed course was vetted by members of other departments that included the MHA, MBA, and Health Informatics programs.

   e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

   This course will be cross-listed in the course catalog as an elective course in the DSBA, the MBA program, and the Health Care Informatics programs.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL

1. **PERSONNEL**

    a. Hiring: No new faculty will be required. The existing faculty members are qualified and interested in teaching this course.

    b. Qualified faculty members interested in teaching the course include Dr. Reginald Silver, Dr. Chandra Subramaniam, and Dr. Kexin Zhao.

2. **PHYSICAL FACILITY** - Is adequate space available for this course?

    Yes. Master's level classrooms will be suitable for this course.

3. **EQUIPMENT AND SUPPLIES** - Has funding been allocated for any special equipment or supplies needed?

    No new equipment or supplies will be required.

4. **COMPUTERS** - Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

    Students will make use of existing University facilities. Students will use a statistical analysis software such as Microsoft Excel, SigmaXL, or SAS. They will also use MaxQDA or another qualitative analysis program to perform text mining. Students may be required to use enterprise software planning software such as SAP within the context of completing a case study assignment.

5. **AUDIO-VISUAL** - If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

    No new resources will be required.

6. **OTHER RESOURCES** - Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

    None.

7. **SOURCE OF FUNDING** - Indicate source(s) of funding for new/additional resources required to support this proposal.

    No new funding will be required.

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

1. LIBRARY CONSULTATION

Library consultation was received 1-22-2015 and is attached.

2. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS

Consultation for this course proposal was received by the following departments:

DSBA Committee on 3-20-15

Health Informatics Academic Program Committee on 4-19-15

MHA Program on 7-27-15

MBA Program on 10-15-15

F. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

1. ORIGINATING UNIT

The proposal was unanimously approved by the BISOM faculty on 2-13-15.

2. CREDIT HOUR
Review statement and check box once completed:

☒ The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

3. ATTACHMENTS

1. CONSULTATION:
   a. Library Consultation
   b. Consultations from: DSBA Committee, Health Informatics Academic Program Committee, and MHA Committee

2. COURSE OUTLINE/SYLLABUS

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use red text with "strikethrough"

formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).

    a. For a new course or revisions to an existing course, check all the statements that apply:

       __X__ This course will be cross listed with another course.
       __X__ There are prerequisites for this course.
       _____ There are corequisites for this course.
       _____ This course is repeatable for credit.
       _____ This course will increase/decrease the number of credits hours currently offered by its program.
       _____ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

4. ACADEMIC PLAN OF STUDY (**UNDERGRADUATE ONLY**): Does the proposed change impact an existing Academic Plan of Study?
   ☐ Yes. If yes, please provide updated Academic Plan of Study in template format.
   ☒ No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
   ☐ Yes. If yes, please provide updated SLOs in template format.
   ☒ No.

Since this is an elective course and part of DSBA, learning outcomes have been incorporated into the core required courses for the program for Assurance of Learning

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
   ☒ Yes. Briefly explain below.
   ☐ No. Briefly explain below.

Textbook rentals and/or buyback program will be discussed with the bookstore. Similar course offered in other universities benefit from the use of free course materials from SAP Inc.

UNCCHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Dr. Reginald Silver

From: Nicole Spoor

Date: January 20, 2015

Subject: Proposed New Course: Healthcare Analytics

Summary of Librarian's Evaluation of Holdings:

Please Check One:

1. Holdings are superior   ☐
2. Holdings are adequate   ☒
3. Holdings are adequate only if dept. purchases additional items   ☐
4. Holdings are inadequate   ☐

Comments:
After an evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of this new course, it is found that the library's resources are sufficient.

The following table shows some of the print source holdings that are relevant to this certificate. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Search Performed	Total Results	Results Less Than 3 Years Old
Healthcare AND Analytics	41	25
Business AND Analytics	610	243

The library also provides access to many databases that are relevant to this course, including ABI/Inform, Business Source Premier, CINAHL, Proquest's Health and Medicine, JSTOR, Lexis Nexis, and Science Direct.

Conclusion: The holdings of Atkins Library with regards to print resources, databases, and journals are sufficient to support a new course in Healthcare Analytics. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: *D. Nicole Spoor*

Date: January 20, 2015

UNC CHARLOTTE

College of Computing and Informatics

Mirsad Hadzikadic, Ph.D., Exec. Director, Data Science Initiative

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8643 mirsad@uncc.edu dsi.uncc.edu

July 14, 2015

Reginald Silver, DrPH
Clinical Assistant Professor
Department of Business Information Systems and Operations Management
9201 University City Blvd.
Charlotte, NC 28223-0001

Dear Reginald:
It is with pleasure that I write this letter of support stating that the DSBA Faculty Committee reviewed and unanimously approved on March 20, 2015 the course proposal for the establishment of a new elective course "DSBA 6213: Applied Healthcare Business Analytics."

This course will provide students with an understanding of the use of big data in the healthcare domain. The Applied Healthcare Business Analytics course provides a linkage between analytics and performance improvement, which is a key underpinning of effective change management in the healthcare domain.

Sincerely,

Mirsad Hadzikadic, Ph.D.
Executive Director, Data Science Initiative
Professor, Department of Software and Information Systems
Director, Complex Systems Institute
College of Computing and Informatics
343-A Woodward Hall
UNC Charlotte
Charlotte, NC 28223
mirsad@uncc.edu
cciweb.uncc.edu/~mirsad
Office: 704-687-8643

-11-

2015.10.29

Department of Public Health Sciences

9201 University City Boulevard
Charlotte, NC 28223-0001
27 July 2015

Reginald A. Silver, DrPH
Clinical Assistant Professor
Business Information Systems and Operations Management
Belk College of Business

RE: Proposed DSBA 6213 Applied Healthcare Business Analytics

Dear Dr. Silver:

Thank you for the opportunity to review your proposal for DSBA 6213 Applied Healthcare Business Analytics. **The Master of Health Administration (MHA) program, housed within the Department of Public Health Sciences, is pleased to support your proposal.**

Aside from the proposed course's primary role to serve the DSBA program, it also complements and expands elective offerings relevant to related professional programs such as the MHA. The course's applied analytics focus within a healthcare context and its concurrent application of lean management/process improvement practices provide students the opportunity to ground their analytics within a comprehensive project management/persuasive communication framework that mirrors real world practice.

Within our 51-credit MHA program, our students can avail themselves of two electives. DSBA 6213's proposed prerequisites include our required HADM 6108, making it appealing and readily accessible to MHA students. When it comes time to schedule the course, we will be happy to advise you on the times/days most accessible to MHA students.

Sincerely,

Michael E. Thompson, MS, DrPH
Associate Professor, Public Health Sciences
Director, MHA program
methomp1@uncc.edu
704.687.8980

2015.10.29

To: Graduate Council Chair

From: Mirsad Hadzikadic, Executive Director, Data Science Initiative

RE: Cross-listing of New MBAD/HCIP Course

Date: September 29, 2015

This memo documents our support of the proposed changes to the Professional Science Master's in Health Informatics. We are pleased to have the opportunity to collaborate with the Department of Business and Information Systems to offer and cross-list this new course for students in the Health Informatics program: MBAD/HCIP 5213 Applied Healthcare Business Analytics.

The proposed changes were developed in consultation with the health informatics faculty.

Sincerely,

Mirsad Hadzikadic, Ph.D.
Professor, Department of Software and Information Systems
Executive Director, Data Science Initiative
Director, Complex Systems Institute
Director, Data Science and Business Analytics Professional Science Master's
College of Computing and Informatics / The Graduate School
343-A Woodward Hall
UNC Charlotte
Charlotte, NC 28223
704-687-8643

Syllabus for New/Revised Graduate Courses

DSBA 6213/MBAD 6213/HCIP 6213: Applied Healthcare Business Analytics
UNC Charlotte
Department of Business Information Systems and Operations Management

1. Course Number and Title

   DSBA 6213/MBAD 6213/HCIP 6213: Applied Healthcare Business Analytics

2. Course Description

   DSBA 6213/MBAD 6213/HCIP 6213 - Applied Healthcare Business Analytics:
   Applying analytics within the healthcare setting. This course focuses on analytical tools
   used to synthesize big data into meaningful management information that is used in
   making key business decisions that impact the delivery of healthcare services. Case
   studies will be utilized to prepare students for delivering boardroom level presentations of
   their findings.

3. Pre- or Co-requisites

   Pre-requisite(s): Students should have already completed HCIP 5123 or STAT 5123 -
   Applied Statistics or its equivalent and be able to demonstrate proficiency with Microsoft
   Excel. Alternatively, HCIP 6108– Decision Analysis in Healthcare may serve as a
   prerequisite for students with a background in healthcare informatics. HCIP 6108 is also
   cross-listed as HADM 6108 which can serve as the prerequisite for students with a
   background in healthcare administration. Students will be required to have graduate
   standing and be enrolled in the DSBA, MHA, Health Analytics, MBA, or related
   graduate certificate programs.

4. Objectives of the Course

   Students will:

   a) Understand the importance of using data to make critical decisions in the
      healthcare setting

   b) Define both quantitative and qualitative Key Performance Indicators (KPI's) that
      measure performance within the domains of finance, operations, and data from
      surveys

c) Develop skills in presenting visual illustrations of data to be used in decision making

d) Apply analytical concepts in solving complex business cases

e) Enhance presentation skills in a live presentation setting

f) Work within a multidisciplinary team setting

5. Instructional Method

The course will be comprised of a weekly lecture, homework assignments, exams, and three group projects.

For the group projects, students will aggregate and analyze data using statistical software programs that include but may not be limited to Microsoft Excel, SigmaXL, or SAS. For the qualitative analysis project, students will conduct an analysis of survey responses using MAXQDA or another qualitative data analysis tool. These tools will be used to conduct text mining and identify patterns in responses and recurring themes within qualitative data sets. Students will also be exposed to principles of enterprise resource planning and the use of SAP.

Students will develop recommendations for performance improvement projects and present them in a scripted Microsoft PowerPoint presentation. In doing so, students gain preparation for how such analyses and presentation are conducted in the healthcare industry.

6. Means of student evaluation

Course Component	Weighting
Homework Assignments	10%
Exams (3)	60%
Group Projects (3)	30%

7. Specify policies that apply to this course:

a. University integrity

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. Please see: http://integrity.uncc.edu/.This code forbids cheating (sharing work/answers), fabrication or falsification of information, multiple submissions of the same

academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to U. Standards of integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

b. Attendance

Students are required to know the content from all class discussions and reading assignments. Much of the learning in this course will occur in class as participants learn how to use business analytics techniques. Thus, attendance is expected for all class sessions. If students find themselves unable to attend class, they are responsible for getting notes on the missed material. Classes are value-added in nature compared to the reading assignments. Just reading the posted articles and Power Points will not be sufficient to do well in the course.

c. Grading policy

Score	Grade
90 – 100	A
80 – 89.99	B
70-79.99	C
0 – 69.99	U

8. Probable textbooks or resources

   a. *Strome, T. L. (2013). Healthcare analytics for quality and performance improvement.*
   b. Supplemental course notes and articles provided by the instructor
   c. Software for quantitative analytics (MS Excel or other)
   d. Software for qualitative analytics (MAXQDA or other)
   e. Software for enterprise resource planning (SAP)
   f. Software for group presentations (MS PowerPoint)

9. Topic outline of course content (for class meeting once a week):

Week	Topic
Week 1	Fundamentals of Healthcare Analytics
Week 2	Defining Key Performance Indicators (KPIs)
Week 3	Using Quantitative Analytics to Synthesize Large Data Sets
Week 4	Using Qualitative Analytics and Survey Instruments
Week 5	Exam 1
Week 6	Aggregating Financial Data from Multiple Sources
Week 7	Developing Financial Reports
Week 8	Group Project 1: Healthcare Finance Scenario
Week 9	Basic Statistics and Process Control
Week 10	Visual Representation of Data
Week 11	Exam 2
Week 12	Group Project 2: Healthcare Operations Scenario
Week 13	Fundamentals of Qualitative Data Analysis (Intro to MAXQDA)
Week 14	Group Project 3: Application of Qualitative Analytics
Week 15	Exam 3

2015.10.29

Proposed Catalog Copy

DSBA 6213 Applied Healthcare Business Analytics. Pre-requisite(s): Students should have already completed HCIP 5123 or STAT 5123 - Applied Statistics or its equivalent and be able to demonstrate proficiency with Microsoft Excel. Alternatively, HCIP 6108– Decision Analysis in Healthcare may serve as a prerequisite for students with a background in healthcare informatics. HCIP 6108 is also cross-listed as HADM 6108 which can serve as the prerequisite for students with a background in healthcare administration. The course focuses on applying business analytics within the healthcare setting. Students will learn analytical tools used to synthesize big data into meaningful management information that is used in making key business decisions that impact the delivery of healthcare services. Case studies will be utilized to prepare students for delivering boardroom level presentations of their findings.

MBAD 6213 Applied Healthcare Business Analytics. Pre-requisite(s): Students should have already completed HCIP 5123 or STAT 5123 - Applied Statistics or its equivalent and be able to demonstrate proficiency with Microsoft Excel. Alternatively, HCIP 6108– Decision Analysis in Healthcare may serve as a prerequisite for students with a background in healthcare informatics. HCIP 6108 is also cross-listed as HADM 6108 which can serve as the prerequisite for students with a background in healthcare administration. The course focuses on applying business analytics within the healthcare setting. Students will learn analytical tools used to synthesize big data into meaningful management information that is used in making key business decisions that impact the delivery of healthcare services. Case studies will be utilized to prepare students for delivering boardroom level presentations of their findings.

HCIP 6213 Applied Healthcare Business Analytics. Pre-requisite(s): Students should have already completed HCIP 5123 or STAT 5123 - Applied Statistics or its equivalent and be able to demonstrate proficiency with Microsoft Excel. Alternatively, HCIP 6108– Decision Analysis in Healthcare may serve as a prerequisite for students with a background in healthcare informatics. HCIP 6108 is also cross-listed as HADM 6108 which can serve as the prerequisite for students with a background in healthcare administration. The course focuses on applying business analytics within the healthcare setting. Students will learn analytical tools used to synthesize big data into meaningful management information that is used in making key business decisions that impact the delivery of healthcare services. Case studies will be utilized to prepare students for delivering boardroom level presentations of their findings.

2015.10.29