

MINUTES from Friday, March 3rd, 2017 CBA-Undergraduate Curriculum Committee

Fourth Meeting. Convened By S. Brokaw (MKT) at 3:00 pm.

Present: S. Brokaw (MKT), C. Kiersch (MGT), S. Komissarov (ACC), B. Yang (IS), M. Hamman (ECO), T.Sun (FIN)

K.Rhee (Assoc Dean-Consultant), N. Vidden (CBA Academic Services Director - Consultant)

- 1) Approval of Minutes 1st Meeting Sept 30th 2016 – 5App, 1Abs
- 2) Discussion of Finance CIM Program 5app, 1Abs
- 3) Healthcare Analytics Management Minor Discussion:
 - Key Issues and Discussion:
 - i. Too many pathways to obtain the minor? Current design offers 108 pathways.
 1. Flexibility in the minor is intended to facilitate access to students of all majors in and outside of CBA, to navigate AACSB requirements for access to CBA courses, and to follow Advisory Board's recommendation to keep the minor "broad".
 2. Flexibility also enables this minor to require development of only 1 new course and initially not require any new sections of existing courses. Demand can be spread across existing sections unless enrollment far exceeds expectations.
 3. If approved, Director would create recommended pathways through the program to aid in advising.
 - ii. Some pathways offer relatively few courses specific to healthcare.
 1. As designed, of 21 credits a minimum of 9 would come from courses focused exclusively on health topics. An additional 3 would come from either health economics or risk and insurance. (Remaining are 6 credits in analytics/research methods and 3 credits in written or oral communication, which could be CST 354 health communication).
 2. Additional courses can be added in the future if resources permit.
 - iii. No introductory course in either healthcare analytics management or business analytics more broadly.
 1. It is likely one of the two MGT faculty positions for the minor will not be filled.
 2. HIMT320/IS 321 Survey of Information Technology in Healthcare introduces students to data sources and management of information technology in healthcare.
 - iv. Has a study of working professionals in the field been conducted?
 1. No. The Advisory Board serves the role of informing the curriculum with industry perspective.
 2. Finding and obtaining responses from working professionals in this field is difficult because it is interdisciplinary and bridges many areas of the

healthcare industry. These roles are relatively new and job titles are not yet standardized.

- v. What about medical terminology course?
 1. In meeting with faculty who teach HP 250 Medical Terminology, they strongly encouraged the minor *not* include their course. Language is very specific to pre-professional students and serves degree programs like radiology. After review of the syllabus and discuss with instructors, this course indeed appears to be out of scope.
 2. Students will encounter terminology in required healthcare courses in the curriculum.
 3. Determining which terminology they will need is difficult if the minor is to serve those seeking careers in the insurance industry, hospital administration, community health, the pharmaceutical industry, medical device sales...
- vi. The minor is missing analytics instruction. IS 320 should be a required course. Data mining is needed.
 1. Definitions in the field of “analytics” are fuzzy. Some use the term to mean specific areas of computer and data science. Others use the term to mean broadly the use of quantitative methods and data to inform decisions. The definition used for the minor is the latter and the list of electives has been chosen to allow students to focus on the tools likely to be used in their area of the healthcare industry. Again, advising must play a strong role. Under this definition, courses like FIN 437 Financial Modelling belong in the list of Advanced Analytics electives alongside options like STAT 345 and ECO 307.
 2. Regarding IS 320 in particular, the minor when approved can be revised to add additional course offerings in analytics. There are two courses under development in MGT and Marketing may be able to open space in their analytics courses in the future.
- vii. Name of the minor? Why is “analytics” in the title and why “analytics management”
 1. The name was suggested by the Board at the August 2016 meeting. It received strong support. Management is retained in the title to signal that students earning the minor focus on developing the skills needed to use analytics to guide management tasks in healthcare organizations. The intention is to differentiate this skill set from the more technical skills acquired in computer science programs.
- viii. Can the minor be revised after it is approved?
 1. Yes. Revisions are expected.
 2. It may be easier to revise this curriculum after enrollment has been established.
- ix. Timeline & procedure for approval?
 1. The minor must be approved by a full CBA vote before proceeding to University UCC and Faculty Senate.

4) Motion: Approve the minor as designed to continue on for full CBA vote. (5App, 1Abs)

Adjourned 3-3-17, 4:13