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Kingsborough Community College

2023

COH 1700: Health Care Coordination Syllabus

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CUNY Kingsborough Community College

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City University of New York (CUNY)

Kingsborough Community College
Department of Health, Physical Education, and Recreation
Community Health Program



Winter/Fall/Spring 20XX
[Session A/B – 6/12 weeks]

COH 1700: Health Care Coordination
Section 0# (#XXXXX) – HYBRID/ONLINE
Instructor Name (ex. Dr. ../ Prof....)
Instructor email address

Dates:

- **First (online session) Day of Class is DAY, X-X-20XX**
 - **New online sessions/content** will be available on **DAYS** starting **X-X-20XX**
- **Last Day of Class is DAY, X-X-20XX**
- **Final exam/project** will be available on **DAY, X-X-20XX** and due on **DAY, X-X-20XX**

Office Hours - Refer to *Virtual Office Hours* tab on Blackboard

Course Description

The goal of health care coordination is to improve patient outcomes with better health care services. Care coordinators play a critical role in improving patient care. Students will learn how to effectively advocate for patients and interact with members of the healthcare team in finding solutions to provide high quality, value-based, and efficient care. Effective communication styles, assessing patient's needs and goals, and helping with patients' transitions of care are among many topics covered in this course. 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.

This **hybrid/fully online, synchronous/asynchronous¹ three (3) credit** course will arm students with the knowledge, resources, and tools to become effective service leaders. The Health Care Coordination course will teach students the various elements of being a successful Care Coordinator and how to effectively provide health care coordination for a patient by working with a multi-disciplinary team of individuals (i.e., doctors, social workers, family members, caregivers, lay educators, and specialists) that make up the patient's care team. Students will learn how to read and analyze research articles and other web resources,

Synchronous class meetings are like on-campus classes: you must be present (online) at the time the class is scheduled in CUNYFirst to meet. ***Asynchronous classes, like this one, do not require you to log into your virtual course at a specified time.*** You will be required to complete coursework, for example, watch pre-recorded lectures, films or other provided media such as readings, on your own time, but be mindful of due dates specified by your professor! Assignment deadlines and exam days/times are maintained and included on the class syllabus. (QCC/CUNY, 2020)

gather credible health information, and learn how to effectively communicate to diverse patient populations, keeping health literacy, cultural diversity and social determinants in mind. Students will learn about major disease topics such as diabetes, asthma, hypertension and heart disease in an effort to provide the best support for individuals and their providers to ensure optimal quality care.

This course requires students to have a computer or laptop with Internet access, given all the course content is on Blackboard. Students are required to use Blackboard to access and complete ALL weekly assignments, discussions, quizzes and exams based on readings, videos, and activities from online educational resources (OER).

This counts towards fulfilling a requirement in the Coordinated Health Care Concentration in the A.S. in Community Health degree. It also counts towards elective credits for any degree.

There are no prerequisites for this course.

Course Learning Objectives

Upon completion of this course, students will be able to:

- describe coordinated care and the role of a care coordinator;
- indicate how the history of health care has influenced the modern health care industry and why coordinated care is needed today;
- discuss the various models of care associated with effective care coordination and its importance in improving quality of care and controlling health care costs;
- describe the challenges, as well as best practices, for communicating with individuals, their families and their multidisciplinary health care team;
- describe effective patient and family engagement techniques (motivational interviewing, shared decision making);
- describe health literacy and provide examples of factors that influence health literacy;
- explain how to assess patient's literacy level and utilize tools/methods such as teach-back to ensure patients understand what is being discussed;
- discuss cultural humility and sensitivity;
- explain the basics of chronic diseases and co-morbidities, prevalence, risk factors, considerations of patient specific social determinants, how to manage and prevent future onset;
- identify existing resources in the community and how they would support the patient's and their family's needs;
- identify common assessment tools used by care coordinators, review sample care plans, understand how to design a care plan, track, monitor and evaluate patient's progress and amend as needed; and,
- describe ethical and responsible decision making, importance of maintaining professional boundaries, and following protocol when dealing with conflicts within the care team.

Required Text

No textbook is required for this course. All the reading materials will be provided to you from various online educational resources (OER). Students will be provided with a library of resources, relevant peer journal articles, fact sheets, videos, and website resources. These will be available as a set of readings via Blackboard. It is imperative that you review the specific resources and links provided for each assignment and discussion. They are necessary for completion of each week's assignments.

Methods of Teaching

1. Lecture and Presentations
2. Blackboard community discussions and assignments
3. Individual and Small Group work
4. Use of Web-Resources from reputable organizations to augment students learning
5. Peer Journal Articles, short –videos, case studies – patient scenarios
6. Role Play/Teach Back and Oral Presentation on how to support an individual in need of health care coordination

Accommodations

Students with disabilities are encouraged to register with Access-Ability Services to ensure they discuss and receive the appropriate accommodations they are entitled to. Disabilities are often non-visible, such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder or psychiatric disabilities. Additionally, if you are unsure, but have received academic modifications or accommodations in the past, you may be eligible for services here at Kingsborough and I encourage you to reach out to Access-Ability Services in room D205 or call 718-368-5175.

Course Readings and Other Assignments

Assignments will include weekly readings, writing, individual and group activities. Students will be asked to post on online discussion board (Blackboard), submit written/typed assignments, and complete projects which include small group activities and oral presentations.

Method of Evaluation

Item	Number of Points/Percent of Grade
Class & Activity Participation	20%
Assignments (2)	20%
Discussions Board (DB) – Blackboard (4)	20%
Course project (Written & Oral Presentation)	20%
FINAL EXAM	20%

Total	100%
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COURSE OUTLINE (subject to change)

See detailed list below of required readings and website resources for review.

Week	Date	Course Outline and Resources*
1		<p>Introduction and Overview; What is Care Coordination and why is there an increasing need for more Care Coordination Professionals?</p> <p>Readings:</p> <ul style="list-style-type: none"> McCarthy, J. (2020). Access to Health Care Around the World Is Not Equal. COVID-19 Proved That. Global Citizen. https://www.globalcitizen.org/en/content/unequal-health-care-access-covid19/ Care Coordination. Agency for Healthcare Research and Quality, Rockville, MD. https://www.ahrq.gov/ncepcr/care/coordination.html <p>Video(s):</p> <ul style="list-style-type: none"> What is Care Coordination? https://youtu.be/N1x_EL6v6dQ
2		<p>Professional Work Ethics: Cultural Competency, Awareness of Bias and Values</p> <p>Readings:</p> <ul style="list-style-type: none"> NYS Department of Health (2019). New York State Hospital Patients' Bill of Rights. https://www.health.ny.gov/publications/1500/ Saha, S., Beach, M. C., & Cooper, L. A. (2008). Patient centeredness, cultural competence and healthcare quality. <i>Journal of the National Medical Association</i>, 100(11), 1275–1285. https://doi.org/10.1016/s0027-9684(15)31505-4 O'Daniel, M., & Rosenstein, A. H. (2008). Professional communication and team collaboration. <i>Patient safety and quality: An evidence-based handbook for nurses</i>. https://www.ncbi.nlm.nih.gov/books/NBK2637/ <p>Videos:</p> <ul style="list-style-type: none"> Cultural Competence: https://youtu.be/2ugzWjl2tv0 Incompetent vs. Competent Cultural Care: https://youtu.be/FjhiD-DMyII
3		<p>Health Conditions, Health Disparities, Social Determinants of Health and Equity</p> <p>Readings:</p> <ul style="list-style-type: none"> Centers for Disease Control and Prevention (2023). Injury Prevention & Control. Leading Causes of Death and Injury. https://www.cdc.gov/injury/wisqars/LeadingCauses.html Minority Health Disparities – Video of Michelle’s Story (Johns Hopkins Medicine, 2017): https://www.youtube.com/watch?v=v1VZKZNXyBA Healthy People 2030. https://health.gov/healthypeople <ol style="list-style-type: none"> Objectives and Data: Browse Objectives - Healthy People 2030 health.gov Priority Areas: <ul style="list-style-type: none"> Health Equity in Healthy People 2030 - Healthy People 2030 health.gov Health Literacy in Healthy People 2030 - Healthy People 2030 health.gov Social Determinants of Health - Healthy People 2030 health.gov <p>Videos:</p> <p>U.S. Department of Health and Human Services</p> <ul style="list-style-type: none"> Social Determinants of Health in Healthy People 2030: https://youtu.be/2UK7NrHOsmA Things to Know About Health Literacy. https://youtu.be/BG-iY-em7mk

4	<p>Basic Communication, Health Literacy, patient support and engagement; interprofessional/ Interdisciplinary collaboration; Trauma informed Care</p> <p>Readings:</p> <ul style="list-style-type: none"> Office of Minority Health (OMH) (2023). Culturally and Linguistically Appropriate Services (CLAS). https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=1&lvlid=6 - Presentations: https://thinkculturalhealth.hhs.gov/resources/presentations Catalyst, N. E. J. M. (2017). What Is Patient-Centered Care? <i>New England Journal of Medicine</i>. https://catalyst.nejm.org/doi/full/10.1056/CAT.17.0559 MGMA Connection (2017). Baking in Patient -Centeredness: What does it mean to be patient-centered and how do we get there? http://healthcarecomm.org/wp-content/uploads/2011/05/MGMA-Baking-in-Patient-Centeredness-Mar-2017.pdf Trauma-Informed Care Implementation Resource Center. What is Trauma-Informed Care? https://www.traumainformedcare.chcs.org/what-is-trauma-informed-care/ <p>Videos:</p> <ul style="list-style-type: none"> Trauma-Informed Care Implementation Resource Center. What is Trauma-Informed Care? https://www.youtube.com/watch?v=fWken5DsJcw How Effective Healthcare Communication Contributes to Health Equity: https://youtu.be/dOZLf-RYvHk
5	<p>Health Information Technology: EHR, EMR and Telehealth/Medicine</p> <p>Readings:</p> <ul style="list-style-type: none"> HealthIT.gov. HealthIT: Advancing America’s Health Care. https://www.healthit.gov/sites/default/files/pdf/health-information-technology-fact-sheet.pdf HealthIT.gov. Health IT and Health Information Exchange Basics. https://www.healthit.gov/topic/health-it-and-health-information-exchange-basics/health-it-and-health-information-exchange - Review the following tabs from above link: Benefits to Health IT; Benefits of EHRs; Healthcare Information and Management Systems Society, Inc. (HIMSS). (2019). How Telemedicine is Improving Care Coordination. https://www.himss.org/news/how-telemedicine-improving-care-coordination Henry, T.A. (2021). 11 telehealth tweaks that help team-based care flourish. American Medical Association. https://www.ama-assn.org/practice-management/digital/11-telehealth-tweaks-help-team-based-care-flourish <p>Video(s):</p> <ul style="list-style-type: none"> Health Information Technology to Improve Primary Care. Agency for Healthcare Research and Quality, Rockville, MD. https://www.ahrq.gov/evidencenow/projects/heart-health/research-results/results/webinars/health-it.html
6	<p>Patient Information and Resources for Engagement /Transition of Care</p> <p>Readings:</p> <ul style="list-style-type: none"> Mauksch, L., & Safford, B. H. (2013). Engaging patients in collaborative care plans. <i>Family practice management</i>, 20(3), 35-39. https://www.aafp.org/fpm/2013/0500/fpm20130500p35.pdf Engaging Patients and Families in Their Health Care. Agency for Healthcare Research and Quality, Rockville, MD. https://www.ahrq.gov/patient-safety/patients-families/patient-family-engagement/index.html <p>Resources:</p> <ul style="list-style-type: none"> Health Information Tool for Empowerment (HITE). http://www.hitesite.org/ NYC Well – Talk. Text. Chat. 24/7 (cityofnewyork.us): https://nycwell.cityofnewyork.us/en/ NYC Care: https://www.nycare.nyc/about/

		<p>Video(s):</p> <ul style="list-style-type: none"> Coordinating Community Services—Queen of the Valley: https://youtu.be/yBHvJczYNiE
7		<p>Navigating the Health Care and Insurance System</p> <p>Readings:</p> <ul style="list-style-type: none"> Navigating the Health Care System. Content last reviewed September 2020. Agency for Healthcare research and Quality, Rockville, MD. https://www.ahrq.gov/health-literacy/improve/precautions/1stedition/tool17.html NY State of Health. History and Development. https://info.nystateofhealth.ny.gov/history-and-development NYC Care: https://www.nyccare.nyc/about/ <p>Video(s):</p> <ul style="list-style-type: none"> NY State of Health™ - The Official Health Plan Marketplace: https://youtu.be/3C1XPRjQPnY
8		<p>Behavioral and Mental Health Support: Patient/Client and Healthcare Team</p> <p>Readings:</p> <ul style="list-style-type: none"> Center of Excellence for Integrated Health Solutions. (2021). Substance Abuse and Mental Health Services Administration. Operated by the National Council for Behavioral Cambridge Health Alliance Model of Team-Based Care Implementation Guide and Toolkit. https://www.thenationalcouncil.org/wpcontent/uploads/2021/04/Cambridge_Health_Alliance_Team-Based_Care_Toolkit.pdf?daf=375ateTbd56 U.S. Department of Health and Human Services Office of Minority Health. CLAS Behavioral Health Implementation Guide: https://www.minorityhealth.hhs.gov/omh/browse.aspx?vl=2&lvlid=11 Ghorob, A. & Bodenheimer, T. (2012). Sharing the Care to Improve Access to Primary Care. The New England Journal of Medicine, 366:1955-1957. DOI: 10.1056/NEJMp1202775. https://fcm.ucsf.edu/sites/g/files/tkssra541/f/Ghorob_ShareCaretoImproveAccess.pdf <p>Video(s):</p> <ul style="list-style-type: none"> HHS Office of Minority Health (OMH) and the Substance Abuse and Mental Health Services Administration (SAMHSA). Advancing Behavioral Health Equity: National CLAS Standards in Action Webinar: https://youtu.be/UImoTDG87Fs
9		<p>Motivational Interviewing and Coaching + Role Play/Teach-back</p> <p>Readings:</p> <ul style="list-style-type: none"> CCNC Motivational Interviewing (MI) Resource Guide: https://www.communitycarenc.org/sites/default/files/2017-10/MI_Resource_Guide-updated-October-2017.pdf Miller, N. H. (2010). Motivational interviewing as a prelude to coaching in healthcare settings. <i>Journal of Cardiovascular Nursing</i>, 25(3), 247-251. https://journals.lww.com/jcnjournal/Abstract/2010/05000/Motivational_Interviewing_as_a_Prelude_to_Coaching.14.aspx <p>Videos:</p> <ul style="list-style-type: none"> What is Motivational Interviewing? https://youtu.be/reTb-x6UOmY How NOT to do Motivational Interviewing: A conversation with "Sal" about managing his asthma: https://youtu.be/kN7T-cmb_10 Motivational Interviewing A conversation with "Sal" about managing his asthma: https://youtu.be/-RXy8Li3ZaE
10		<p>Quality Improvement and Services</p> <p>Readings:</p>

	<ul style="list-style-type: none"> McDonald, K. M., Sundaram, V., Bravata, D. M., Lewis, R., Lin, N., Kraft, S. A., ... & Owens, D. K. (2007). Closing the quality gap: a critical analysis of quality improvement strategies (Vol. 7: Care Coordination). https://www.ncbi.nlm.nih.gov/sites/books/NBK44015/?report=classic National Quality Forum (2021). Leveraging Electronic Health Record (EHR)-Sourced Measures to Improve Care Communication and Coordination - Final Environmental Scan. https://www.qualityforum.org/Publications/2021/09/Leveraging_Electronic_Health_Record_(EHR)-Sourced_Measures_to_Improve_Care_Communication_and_Coordination_-_Final_Environmental_Scan.aspx Permanente Medicine. What is quality health care and why it matters. https://permanente.org/medical-excellence/what-is-quality-healthcare-and-why-it-matters/?gclid=CjwKCAjw36GjBhAkEiwAKwIWYViuUORA3hkROsmcciv7vf-yiomrOYVn1PrNfTtGxtPnyIAgYdShhoC27IQAvD_BwE <p>Video(s):</p> <ul style="list-style-type: none"> Health Information Technology to Improve Primary Care. Agency for Healthcare Research and Quality, Rockville, MD. https://www.ahrq.gov/evidencenow/projects/heart-health/research-results/results/webinars/health-it.html
11	<p>Evidence-based Practice and Care Coordination</p> <p>Readings:</p> <ul style="list-style-type: none"> Leonard, M., Graham, S., & Bonacum, D. (2004). The human factor: the critical importance of effective teamwork and communication in providing safe care. <i>BMJ Quality & Safety</i>, 13(suppl 1), i85-i90. https://qualitysafety.bmj.com/content/13/suppl_1/i85?int_source=trendmd&int_medium=cpc&int_campaign=usage-042019 AHRQ Health Literacy Universal Precautions Toolkit. Agency for Healthcare Research and Quality, Rockville, MD. https://www.ahrq.gov/health-literacy/improve/precautions/index.html U.S. Department of Health and Human Services. Multiple Chronic Conditions Initiative. Education and Training Curriculum on Multiple Chronic Conditions. https://www.hhs.gov/sites/default/files/ash/initiatives/mcc/education-and-training/framework-curriculum/module-4.pdf <p>Videos:</p> <ul style="list-style-type: none"> Care Coordination in a Medical Home Role of Front Office Staff, Nurses and Physician: https://youtu.be/s9abUYeGgBI Care Coordination Program of Work: https://youtu.be/zZ5DWSEZ1zA
12	<p>Care Coordination + Role Play/Teach-back</p> <p>Readings:</p> <ul style="list-style-type: none"> Case Example #1: Stanford Coordinated Care. Agency for Healthcare Research and Quality, Rockville, MD. https://www.ahrq.gov/ncepcr/tools/workforce-financing/case-example-1.html Stout, S., Klucznik, C., Chevalier, A., Wheeler, R., Azzara, J., Gray, L., ... & Jorgensen, A. (2021). Cambridge health alliance model of team-based care implementation guide and toolkit. https://www.thenationalcouncil.org/resources/cambridge-health-alliance-model-of-team-based-care-implementation-guide-and-toolkit/ <p>Video(s):</p> <ul style="list-style-type: none"> Role Play: Motivational interviewing in brief consultations BMJ Learning https://www.youtube.com/watch?v=bTRRNWrwRCo

**All resource links are current as of May 2023.*

In addition to readings listed above, the following readings and websites are recommended:

1. [Institute for Healthcare Communication](#)
2. [Institute for Healthcare Improvement](#)
 - [Video Library: PERSON- AND FAMILY-CENTERED CARE; TRIPLE AIM FOR POPULATIONS](#)
3. [American Academy on Communication in Healthcare: Teams - Better Communication. Better Relationships. Better Care.](#)
4. [MIResourceGuidefromCCNCWebsite.pdf \(surveygizmolibrary.s3.amazonaws.com\)Informed Decision Making – CCMI \(centrecmi.ca\)](#)
5. [Centers for Disease Control and Prevention: Health Literacy Training](#)
6. [National LGBTQIA+ Health Education Center](#)
7. [National Council of State Boards of Nursing: A Nurse’s Guide to Professional Boundaries](#)
8. [NHLBI: Selected Audiences Resources \(cultural competency health information\)](#)
9. [CDC: Road to Health Toolkit: African Americans and Latino Populations at risk for type 2 diabetes](#)
10. [Agency for Healthcare Research and Quality \(AHRQ\): Health Literacy Measurement Tools](#)
11. [Clear & Simple | National Institutes of Health \(NIH\)](#)
12. [Self-Management Education \(SME\) Programs for Chronic Health Conditions | CDC](#)
13. [AAFP - Helping Patients Take Charge of Their Chronic Illnesses](#)
14. [SAMHSA-HRSA Center for Integrated Health Solutions \(CIHS\)](#)
 - i. [Essential Elements of Effective Integrated Primary Care and Behavioral Health Teams](#)
 - ii. [Core Competencies for Integrated Behavioral Health and Primary Care](#)

BLACKBOARD (BB)

All course documents, exams, extra readings, PowerPoint presentations, and assignments are on BB.

HAVE YOUR KCC USERNAME AND PASSWORD READY TO USE IMMEDIATELY!

Questions regarding Blackboard and Student email? Not sure how to get on to Blackboard?

Contact Student Help Desk by phone: 718.368.6679
or email HelpDesk@Student.Kingsborough.edu
or click here: [Blackboard Help](#)

Computer matters

We will be using Blackboard for all components of this course, including all your reading materials and assignments. Make sure you have access to:

- PC or Mac with Internet access
- Access to KCC's Blackboard — if you have an access problem, call or email the Help Desk immediately! You cannot pass this course without access to Blackboard via the internet.
- [Adobe Acrobat Reader](#) (preferably version 10 or above)—you can download it by [clicking here](#)
- Microsoft Word and Microsoft PowerPoint, which are available as part of the Microsoft Office Suite, a free download to students via your email accounts. [Click here](#) to start the download process.

If you need to borrow a computer or tablet as a KCC student, you may do so through the KCC Office of Student Affairs. Please [click here](#) for information.

Netiquette guidelines: “Netiquette” is a term used to refer to proper communication and behavior in an online environment. It is important you practice proper netiquette in any online course you are taking. [Click here](#) for a quick refresher video about how to properly address your professors and fellow students, how to communicate through email and discussion boards, and other matters that help make an online course safer and more comfortable for everyone.

Getting Into and Onto Blackboard

You must have your KCC user ID and password to get access to Blackboard. You can start using Blackboard as soon as you receive an email welcoming you to the COH 1200 course. Get your first assignments; begin to download readings, and to start posting your completed assignments in the “Discussion” section of the site.

We will be using the Discussion feature of Blackboard to post ideas and responses as well as sending emails to everyone using Messages under the Tools tab. Through the use of these features, everyone will be able to respond to everyone else with feedback, comments, or anything you feel is worth saying in response to the original person's email message.

E-Mail and Discussion Board Protocol

Emails and discussion board posts are not texts. Write in complete sentences and full words. When sending emails to each other, including [Professor Name], make sure to type “COH 1700” in the Subject line of the email so people will recognize that it’s a course-related message. Send your emails from your KCC email account; many unrecognized email addresses may go to the “junk mail” folder and will not be read.

I will monitor emails throughout the week. If there is something really pressing that needs an immediate response, please make sure you say “URGENT” in your email subject line (I will do the same) OR send it to me at [Professor email address].

CUNY First

Having problems with registration or anything else related to the new CUNY First system?? Then use the following phone numbers for assistance:

1. Email support: 718-368-6679 or go online to <https://kbam.kingsborough.edu>
2. CUNY First Support: 718-368-6888

Or go to the following locations for assistance: *L-106, L-107, M-200, and MM-224.*

To make this course go as smoothly as possible for you...

Preparedness

Check Blackboard regularly for your weekly assignments and important updates. Make sure you always have access to computers with Internet access. This course is completely online!

Homework

Check Blackboard on a consistent basis (i.e., at least twice a week). It is your responsibility to keep up with all assignments and to remember due dates.

Academic Integrity

“Plagiarism is passing off a source's information, ideas, or words as your own by omitting to cite them, an act of lying, cheating, and stealing. *Plagiarus* means kidnapper, in Latin, because in antiquity *plagiarii* were pirates who sometimes stole children: when you plagiarize, as several commentators have observed, you steal the brainchild of another. But since you also claim that it's your own brainchild, and use it to get credit for work you haven't really done, you also lie and cheat. You cheat your source of fair recognition for his or her efforts, and you cheat the students who have completed the same assignment without plagiarizing.”

(<http://people.brandeis.edu/~teuber/useplagiarism.html>)

Plagiarism, if suspected, will be questioned; if found, will not be tolerated (Paper will be returned ungraded and assignment considered not done). *Please provide appropriate citations and acknowledgments for the work others have done.* You were smart to find it and to recognize its value; be even smarter and respectful: acknowledge your sources. Academic and personal misconduct by students in this class are defined and dealt with in accordance with CUNY/KCC policies.

*****Please [click here](#) for policy details about plagiarism and academic dishonesty on the KCC website.**

Disruptions

Please make sure to use appropriate language in your online discussions and emails.

Discipline

Instances of academic dishonesty or disruptive or inappropriate classroom behavior will be reported immediately to the Vice President of Student Affairs... *SERIOUSLY!*

Absences

Attendance is a “big deal” to me, to Kingsborough, and to CUNY. As per school policy, students who are absent more than 6 hours from class (i.e., not completing 6 online assignments) will be dropped from the course and given a grade of WU. Please refer to the KCC Student Handbook [here](#) . **Please inform me if you plan to be off-line for more than a week (i.e., because of illness or an emergency). I just want to make sure that you are staying in the course. ☺**

Lateness

As a courtesy to your fellow students and myself, please do not be late with submitting your assignments. Regular lateness delays grading and disrupts the class flow; therefore, is not acceptable.

However, that said, I'd rather you submit something late than not at all. You are a valuable member of the group and I want you to do well!

Work Quality

Work that is not academically acceptable (e.g., scanned, emailed as handwritten document, messy, filled with various fonts, grammatical and spelling mistakes, and plagiarized) will be returned for rewriting. That work is considered late. *See work lateness policy below.*

Work Lateness

Grades for online assignments will be reduced 2 points for each 10 points that an assignment is worth (e.g., 2 points reduction if assignment is worth 10 points, 4 points if assignment is worth 20 points, 8 points if assignment is worth 40 points, etc.). “Late” period begins immediately the day after the due date and is indicated by Blackboard as such. NOTE: Unless I approve your lateness in advance (or medical documentation for your lateness is provided), I will NOT accept assignments more than one (1) week late.

Back Up Copies

Keep or be able to produce, if necessary, a copy of any written assignment you submit on Blackboard. Save your assignments on a flash drive or in a “cloud service” like Microsoft OneDrive (which is included with your KCC email or at <https://onedrive.live.com/about/en-nz/>), Dropbox (www.dropbox.com), or Google Drive (<https://www.google.com/drive/>).

Grades

I use Blackboard to enter your class grades and then Blackboard calculates your grades according to the sum of all points shown on page 2 and school grading policy. Those grades based on a sum totaling 1000 points will be converted to percentages to determine your final grade (e.g., a total of 918 out of 1000 will become a grade of 91.8%, equal to an A-). This means that, *even if you get high grades on some major assignments, your grade will decrease if you don't do well on all required assignments.*

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
94-96 = A	84-86 = B	74-76 = C	60-66 = D
90-93 = A-	80-83 = B-	70-73 = C-	59 or less = F

Emergency Contact

If you need to reach me, the easiest way is to email me at [Professor email address] and join the Virtual Office Hours.

Civility in the Classroom (including online courses)

KCC is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the offline and online/virtual classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations. Rude and disrespectful behavior will not be tolerated. Having fun and getting really involved is strongly encouraged!

CUNY as Sanctuary

Statement from Professor Harry and various other faculty at KCC and CUNY: “As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. Furthermore, I am committed to resisting any and all attacks on immigrants, including threats of deportation, and will urge CUNY to serve as a sanctuary.”

Diversity and Inclusivity:

The Safe Zone program is designed to address the issues faced by lesbian, gay, bisexual, transgender, and queer as well as questioning students, faculty, and staff. Its most concrete goal is to identify and educate campus members who will become Safe Zone Allies--a campus-wide network of committed individuals who serve as the first points of contact for those who need to speak to a caring person about LGBTQ issues. Behavior that is offensive and oppressive to LGBTQ and other groups will not be tolerated.

At KCC, we affirm all forms of gender expression and identities. If you prefer to be called a different name than I was given on the roster, please let me and your classmates know. Feel free to inform us on your preferred gender pronoun if you have a preference.

In addition, when you're on campus, gender-neutral bathrooms are located at these places: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212.

As previously mentioned, KCC is a Safe Zones campus, which means many faculty and staff specially trained to support you; when you're on campus, look for the Safe Zones labels on many office / department doors to know where they are. They can also be shown on syllabi as I have done below. For additional info, please [click here](#) .

Let's do our best to make this a pleasant semester for both of us and work together towards ensuring your success in the class.

