

NEOSHO COUNTY COMMUNITY COLLEGE

**NEOSHO COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
MINUTES**

**DATE:** April 5, 2007

**TIME:** 5:30 P. M.

**PLACE:** Student Union, Room 209

**PRESENT:** Kevin Berthot  
Charles Boaz  
Neil Ford  
Mariam Mih  
David Peter  
Basil Swalley

**PRESENT:** Dr. Vicky R. Smith, President  
Dr. Brian Inbody, Vice President for Student Learning  
Ben Smith, Dean of Planning and Operations  
Sandi Solander, Dean of Finance  
Chad DeVoe, Faculty Senate President  
Kent Pringle, Attorney  
Terri Dale, Board Clerk

The meeting was called to order by David Peter, Chairman at 5:35 p.m. in room 209 in the Student Union.

**III. Public Comment**

There were no speakers.

**IV. Approval of the Agenda**

Mr. Peter asked to amend the agenda by adding Head Women's Soccer Coach, and EX Financing under new business and moving the executive session to the last item of business.

**Upon a motion and a second, the agenda was approved as amended. Motion passed.**

**V. Consent Agenda**

The following items are proposed to be approved by consent.

Minutes from March 8, 2007  
Claims for disbursement for March 2007  
New Courses  
Master Course List  
Personnel

**Consent Agenda Item V-C: New Courses for Master Course List**

Over the past year faculty have been in the process of re-designing the curriculum in several programs. The attached courses have been approved by the Curriculum Committee and the Chief

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Academic Officer.

***COURSE SYLLABUS***

*COURSE IDENTIFICATION*

Course Prefix/Number: NURS 111  
Course Title: Foundations of Nursing  
Division: Nursing  
Credit Hours: 6  
Theory hours: 4  
Clinical/lab hours: 2  
Initiation Date: Fall 2007

*CLASSIFICATION OF INSTRUCTION*

Freshman level course. This course is offered the first semester of the nursing program.

*COURSE DESCRIPTION*

This course provides the student an opportunity to learn basic nursing skills to fulfill the basic biopsychosocial needs of specific patients. The nursing care plan, based on components of the nursing process, is introduced and clinical assignments in the nursing home setting provide an opportunity to gain skill in assessment and patient care.

*PREREQUISITES AND/OR COREQUISITES*

Admission to the college and nursing program.  
NURS 101 Introduction to Nursing (2 hr)  
NURS 102 Dosage Calculations (1 hr)

*TEXTS*

Ackley, Betty J. and Ladwig, Gail B. Nursing Diagnosis Handbook, 7<sup>th</sup> ed., Mosby, 2006.

Adams, Michael; Jesehpson, Dianne L.; and Holland, Jr., Leland. Pharmacology for Nurses – A Pathophysiologic Approach, (first printing), Pearson/Prentice Hall, Upper Saddle River, NJ, 2005.

Burke, Karen; LeMone, Priscilla; and Mohn-Brown, Elaine. Medical-Surgical Nursing, 2<sup>nd</sup> ed., Prentice Hall, 2007.

Curren, Anna M. Dimensional Analysis for Meds, 3<sup>rd</sup> ed., Delmar, Albany, NY, 2005.

Elkin, Martha Keene; Perry, Anne Griffin; & Potter, Patricia A. Nursing Interventions & Clinical Skills, 3<sup>rd</sup> ed., Mosby, Inc., St. Louis, MO, 2004.

McHugh-Schuster, Pamela. Concept Mapping, F.A. Davis, Philadelphia, PA, 2002.

Mosby's Dictionary of Medicine, Nursing and Health Professions, 7<sup>th</sup> ed., Mosby-Year Book, Inc., St. Louis, MO, 2006.

Mosby's Nursing Drug Cards, Mosby, Inc., St. Louis, MO, 2005, and/or Mosby's Nursing Drug Reference,

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Mosby, Inc., St. Louis, MO, 2005, with Nursing Drug Database CD-ROM, 2002.

Pagana, Kathleen and Pagana, Timothy. Diagnostic and Laboratory Test Reference, 7<sup>th</sup> ed., Mosby, Inc., St. Louis, MO, 2005.

Potter, Patricia Ann and Perry, Anne Griffin. Fundamentals of Nursing, 6<sup>th</sup> ed., Mosby, Inc., St. Louis, 2005.

Weber, Janet. Nurses' Handbook of Health Assessment, 5<sup>th</sup> ed., J. B. Lippincott, Philadelphia, 2005.

Williams, Sue Rodwell and Schlenker, Eleanor D. Essentials of Nutrition & Diet Therapy, 8<sup>th</sup> ed., Mosby, Inc., St. Louis, MO, 2003.

### COURSE OUTCOMES

As a practical nursing student, objectives reflect the role of provider of care. At the completion of Nursing Foundations, the student must pass a PN nationally normed Fundamentals Exam on the following outcomes. The student will:

1. Identify basic needs of clients and apply components of the nursing process to develop a plan of care to meet those needs.
2. Demonstrate care related to medication administration.
3. Explore patients ability to cope, adapt and problem solve health related events.
4. Identify components of therapeutic communication and factors that influence communication in simple structured situations.
5. Identify safety and infection control procedures to protect patients and health care personnel.
6. Demonstrate 95% proficiency in dosage calculations.
7. Use critical thinking skills to solve basic problems.
8. Apply theory knowledge when caring for patients in the long term care setting.

### COURSE OUTLINE

UNIT I. PSYCHOSOCIAL FUNCTIONAL PATTERNS AND COMMUNICATION SKILLS

UNIT II. HEALTH MANAGEMENT PATTERN—ASSESSMENT

UNIT III. COGNITIVE-PERCEPTUAL PATTERN AND THE AGING ADULT

UNIT IV. INTRODUCTION TO PHARMACOLOGY AND MEDICATION MANAGEMENT

UNIT V. HEALTH MANAGEMENT PATTERN—ASEPSIS AND SAFETY

UNIT VI. ACTIVITY-EXERCISE PATTERN AND SLEEP-REST PATTERN

UNIT VII. NUTRITIONAL-METABOLIC PATTERN AND ELIMINATION PATTERN

UNIT VIII. ACTIVITY-EXERCISE PATTERN—OXYGENATION

### INSTRUCTIONAL METHODS

Classroom

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Lectures and discussions  
Demonstrations  
Audio-visual aids  
Self-study with aids and programmed materials  
Assigned reading and reports

### Laboratory

Scheduled classroom laboratory  
Scheduled nursing home laboratory  
Non-scheduled self-study laboratory  
Computer laboratory

### Teaching Facilities

Contracted nursing homes  
Visuals/Audio-Visuals/Tapes  
Audio-visuals  
Color slides  
Filmstrips  
Models  
Computer simulations  
Instructional Trips  
Orientation trips to clinical facilities

### Resource Persons

Guest lecturers  
Personnel of cooperating agencies

### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Written quizzes, mastery of unit exams, and medication calculation proficiency

Skill performance and oral tests in classroom lab  
Performance evaluation in clinical area  
Final course grade will be based on theory and clinical performance

### MASTERY OF THEORY CONTENT

The student is required to achieve a minimum of 60% on the comprehensive score for the Fundamentals assessment exam in order to proceed into the next course in the nursing program. Should the student not achieve at least 60% on the first attempt, the student should study the appropriate content areas in the review books provided. The student will be allowed to retest once (to achieve a minimum score of 60%) within one (1) week of the initial testing or before the next course begins (whichever comes first).

### GRADING SCALE\REQUIREMENTS

Each nursing course has a theory and clinical component. The student must complete all theory and clinical objectives. The grade will be determined at the end of the course on the basis of the work completed. All clinical objectives must have been completed at a satisfactory level in order to receive a grade of "C" or better for the course. All grades are computed according to the following scale:

91 - 100% A Superior  
83 - 90% B Good

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76 - 82% C Average  
67 - 75% D Poor  
0 - 66% F Failure  
XF Failure due to academic dishonesty  
I Incomplete  
W Withdraw

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in the classroom is a specific requirement. Consequences of violation of the Academic Integrity policy can range from redoing the assignment for partial credit to course dismissal at the discretion of the instructor. Definitions and examples of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

Any question regarding a grade received for a test, paper, etc., must be brought to the instructor's attention within seven (7) days of receiving the grade or it will be recorded as is.

The nursing student must achieve at least 76% in theory and must pass clinical to successfully complete the course. The nursing program does NOT round off grades. Cheating will NOT be tolerated in any form and will be grounds for dismissal from the program.

### *Theory Grade*

The student's theory grade will be based on unit exams, quizzes, final exam, and written assignments specific to that course.

The following assignments will comprise the student's total theory grade for Foundations of Nursing:

8 Unit Exams

Quizzes

Final Exam

Total: approximately 800 points

All unit exams, quizzes, and theory paperwork will be averaged to comprise the total theory grade for the course, and it is the student's responsibility to attain an average of 76% or better in order to pass the course.

*Scheduled Tests and Quizzes:* Scheduled tests and pre-announced quizzes must be taken on the scheduled date, at the scheduled time. If a student is tardy or absent for any reason and unable to test at the scheduled time, an alternate test may be given and 5% will be deducted from the score for taking late then 1% will be deducted per day for each day not taken, up to a maximum of 10%. If not taken before the next test/quiz is given, then the score will be recorded as zero. Special circumstances will be subject to review and faculty discretion.

*Pop Quizzes:* Additional pop quizzes may be given. Pop quizzes are to be taken at the scheduled time and cannot be made up.

*Late Papers:* If a paper is not turned in at the scheduled time, 5% will be deducted from the paper's score for being turned in late then 1% will be deducted per day for each day not turned in, up to a

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maximum of 10%, then score recorded as zero. Special circumstances shall be subject to review and at instructor's discretion.

### *Clinical Grade*

Satisfactory clinical performance will be based on both learning lab and clinical proficiency. The nursing student must attain at least 76% on learning lab criteria and 76% or "pass" on clinical assignments, including the weekly clinical evaluation, to successfully complete the nursing course. Total clinical grade will be on a pass/fail basis.

### Learning Lab

1. Evaluation of Learning Lab procedural skills will be by means of a checklist. The student will demonstrate with satisfactory performance, all procedure skills in Learning Lab for which there are performance checklists before being allowed to do the skill in the clinical area.

Proficiency of procedural skills shall be evaluated at the time the student demonstrates the skill in Learning Lab and will be ranked according to the following scale:

1st test 100%  
2nd test 80%  
3rd test 60%  
4th test 40%  
5th test 20%  
6th test 0%

To successfully complete the clinical component, the procedure checklists must be completed satisfactorily regardless of the number of times attempted.

3. The student will complete all associated assignments such as videos, lab quizzes, etc. for each procedural skill before the procedure is considered to be completed.

4. The student will complete procedural skills by the dates designated by the instructor. In order to earn 100% proficiency, the skill must be successfully completed the first time and be done on or before the designated date.

The nursing student must average 76% on procedural skills in order to pass the clinical component of the nursing course.

### Clinical

Database & Concept Maps: A database and concept map will be required of each student each week of clinical. The student is responsible for reviewing these with the clinical instructor during the clinical day. The database and concept map are to be turned in (to the individual instructor) one week after assignment is made. (See Grading criteria.)

Performance evaluation in clinical area:

Clinical Proficiency: Clinical performance will be evaluated by using a weekly clinical evaluation tool. (See weekly clinical evaluation form and criteria.) In addition, clinical

Pre- and Post-Conferences: Pre-conferences and post-conferences will be held as outlined in the clinical handouts.

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### Clinical Assignments

Pass with a minimum of 76% average competence on written clinical assessment. (See assessment criteria.)

Pass with a minimum of 76% average competence on written database and concept maps. (See concept map criteria.)

Pass on pre and post conference presentations. (See criteria for pre and post conference presentations.)

Pass weekly clinical evaluation. (See weekly clinical evaluation criteria, Student Nurse Handbook.)

Pass with a minimum of 95% competence on a medication calculation proficiency exam.

Completion of computer assignments.

A passing grade in clinical will comprise at least 76% on each area of clinical assignments.

The student must achieve at least 76% in theory and pass clinical to successfully complete this course.

### **ASSESSMENT OF STUDENT GAIN**

Assessment of student gain is based on the assumption that the student has no previous knowledge of Foundations of Nursing. A post test over the stated course competencies will be administered at the close of the class.

The student will be required to achieve at least 60% on the comprehensive score of the Fundamentals ATI exam. If the student does not achieve at least 60% on the first attempt, the student should study the content areas missed from review books provided by ATI then retest within one (1) week or before the end of the course. Failure of the student to achieve at least 60% on any of the above exams will result in failure of the Foundations of Nursing course.

### **ATTENDANCE POLICY**

Regular attendance and punctuality are considered essential in meeting the objectives of the nursing program. The nursing instructor is to be notified by the student in case of absence. If the absence involves a clinical experience, the clinical instructor should be notified in advance of the scheduled assignment.

Frequent absences will be subject to review by the nursing faculty for purposes of counseling. Any nursing student who accumulates hours of absences amounting to three times the number of credit hours for the course (18 hours for Foundations of Nursing), will be placed on contract by the nursing faculty. Any nursing student may be placed on contract at the discretion of the instructor.

Students with excessive absences may be administratively withdrawn from the course. (See College Catalog – Attendance.)

### **Theory**

Scheduled tests and pre-announced quizzes must be taken on the scheduled date, at the scheduled

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time. (See Grading Scale/Requirements, Scheduled Tests and Quizzes above.)

After missing theory, the student is personally responsible for contacting the instructor to make arrangements for make-up.

### **Clinical**

Students must notify the instructor prior to the scheduled clinical on the day they will be absent.

A schedule of classes and clinical hours will be given to each student. Each student is responsible for checking the schedule and for being at the proper place at the correct time.

Minimum time is allowed for clinical experiences each day. A student may best utilize this time by coming to the clinical area prepared. Preconference, including homework, studying, preparations for medications, and starting the concept map, should be done prior to arriving in the clinical area. If the instructor judges these to be incomplete, the student will be sent home and counted absent for that clinical period.

Students are reminded that we are guests of the clinical facilities and strict adherence to professional ethics is expected. This includes professional conduct, punctuality, abiding by the school uniform policy, and avoidance of any substance abuse. Any suggestion of unprofessional conduct will result in the dismissal of the student from the clinical area for that day.

For each absence from the clinical area, the student will attend a make-up session and submit a concept map. If absences become excessive, the student will be required to meet with the nursing faculty to discuss the problem of absences and be placed on contract for the remainder of the semester. If the clinical absences are not made up, the student will receive an incomplete grade. See nursing policy on removal of incomplete.

### **Tardies**

Students are expected to be in the clinical area at the appointed time. If a student has an emergency and realizes that they will be late, the clinical instructor is to be notified at the clinical facility. If the student does not call the instructor and is tardy, they will be sent home and the clinical period will be counted as a clinical absence. If the student does not have access to a phone, the decision of sending the student home will be left up to the discretion of the clinical instructor.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the Director of Advising and Counseling, Chanute Campus, Sanders Hall, 620-431-2820 ext 280, as soon as possible.

You will need to bring your documentation for review in order to determine reasonable accommodations, and then assist you in arranging any necessary accommodations.

NOTE: Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published in writing and made available to students.

## ***COURSE SYLLABUS***

### **COURSE IDENTIFICATION**

**Course Prefix/Number: NURS121**

**Course Title: Nursing Care of the Adult I**



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**Division: Nursing**  
**Credit Hours: 5**  
**Theory Hours: 3**  
**Clinical Hours: 2**  
**Initiation Date: Fall 2007**

CLASSIFICATION OF INSTRUCTION

Freshman level course. This course is offered during the second half of the first semester of the first year of the nursing program.

COURSE DESCRIPTION

This course is designed for the student to use the nursing process in promoting functional health patterns of the bio-psychosocial, spiritual state of adult patients in conditions of fluids and electrolytes, neurological function, oncology, surgery, blood & lymphatics, immune system, cardiovascular system and musculoskeletal system. The primary clinical emphasis is with the adult patient in the acute health care setting. Students are introduced to medication administration and perioperative nursing care.

PREREQUISITES AND/OR COREQUISITES

Successful completion of all previous courses of the bi-level nursing program.

TEXTS

Ackley, Betty J. and Ladwig, Gail B. Nursing Diagnosis Handbook, 7<sup>th</sup> ed., Mosby, 2006. (Sp 2006)

Adams, Michael; Jesephson, Dianne L.; and Holland, Jr., Leland. Pharmacology for Nurses – A Pathophysiologic Approach, (first printing), Pearson/Prentice Hall, Upper Saddle River, NJ, 2005. (F 2005)

Burke, Karen; LeMone, Priscilla; and Mohn-Brown, Elaine. Medical-Surgical Nursing Care, 2<sup>nd</sup> ed., Prentice Hall, 2007. (F 2006)

Curren, Anna M. Dimensional Analysis for Meds, 3<sup>rd</sup> ed., Delmar, 2006. (F 2005)

Elkin, Martha Keene; Perry, Anne Griffin; & Potter, Patricia A. Nursing Interventions & Clinical Skills, 3<sup>rd</sup> ed., Mosby, Inc., St. Louis, MO, 2004. (F 2003)

McHugh-Schuster, Pamela. Concept Mapping, F.A. Davis, Philadelphia, 2002. (F2004)

Mosby's Medical, Nursing & Allied Health Dictionary, 7<sup>th</sup> ed., Mosby-Year Book, Inc., St. Louis, MO, 2006. (Su 2006)

Mosby's Nursing Drug Cards, 2006; and/or Mosby's Nursing Drug Reference, 2006; and/or Drug Database CD-ROM, Mosby, Inc., St. Louis, MO, 2006. (F 2005)

Pagana, Kathleen and Pagana, Timothy. Diagnostic and Laboratory Test Reference, 7<sup>th</sup> ed., Mosby, Inc., St. Louis, MO, 2005. (F 2005)

Potter, Patricia Ann and Perry, Anne Griffin. Fundamentals of Nursing, 6<sup>th</sup> ed., Mosby-Year Book, Inc.,

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St. Louis, 2005. (F 2004)

Weber, Janet. Nurses' Handbook of Health Assessment, 5<sup>th</sup> ed., J. B. Lippincott, Philadelphia, 2005. (F 2004)

Williams, Sue Rodwell. Essentials of Nutrition & Diet Therapy, 8<sup>th</sup> ed., Mosby, Inc., St. Louis, MO, 2003. (Sp 2003)

COURSE OUTCOMES

As a practical nursing student, objectives reflect the role of provider of care. At the completion of Nursing Care of the Adult I & II, the student must pass a PN nationally normed Medical-Surgical Nursing Exam on the following outcomes. The student will:

Apply critical thinking skills to solve nursing problems.

Use components of the nursing process in promoting functional health patterns of adult and surgical patients in conditions of fluids and electrolytes, neurological, cardiovascular, oncological, blood & lymphatics, musculoskeletal and immune function when planning and providing nursing care during the acute and chronic phases of illness.

Apply safety & infection control procedures to protect clients and staff when applying the nursing process in the workplace.

Provide for the needs of the client in the prevention and early detection of health problems and illness.

Diminish the client's risk of developing complications and/or dysfunctional health patterns related to treatments, procedures or existing conditions.

Determine and report life-threatening phases of illness.

Demonstrate knowledge of medications, safe medication preparation and administrations skills.

COURSE OUTLINE

UNIT I. INTRODUCTION TO THE ADULT SURGICAL PATIENT

UNIT II. INTRODUCTION TO THE NUTRITIONAL-METABOLIC PATTERN OF FLUIDS AND ELECTROLYTES

UNIT III. INTRODUCTION TO THE ACTIVITY-EXERCISE PATTERN: CARDIOVASCULAR DISORDERS

UNIT IV. INTRODUCTION TO THE ACTIVITY-EXERCISE PATTERN: MUSCULOSKELATAL DISORDERS

UNIT V. INTRODUCTION TO THE COGNITIVE-PERCEPTUAL PATTERN: NEUROLOGICAL DISORDERS

UNIT VI. INTRODUCTION TO THE NUTRITIONAL-METABOLIC PATTERN: IMMUNE DISORDERS

UNIT VII. INTRODUCTION TO THE ACTIVITY-EXERCISE PATTERN: BLOOD AND LYMPHATIC DISORDERS

UNIT VIII. INTRODUCTION TO ONCOLOGICAL NURSING

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**INSTRUCTIONAL METHODS**

**Classroom**

Lectures and discussions  
Demonstrations  
Audio-visual aids  
Self-study with aids and programmed materials  
Activities

Laboratory/Clinical

Scheduled classroom laboratory  
Post-clinical conferences  
Scheduled hospital clinical  
Non-scheduled self-study laboratory  
Computer laboratory

▪ Teaching Facilities

Contracted hospitals  
Library

▪ Visuals/Audio-Visuals/Tapes

Audio-visuals  
Overheads/PowerPoint presentations  
Models  
Computer simulations

▪ Resource Persons

Personnel of cooperating agencies

**STUDENT REQUIREMENTS AND METHOD OF EVALUATION**

Return demonstration  
Skill performance and oral tests in classroom lab  
Attendance (both theory and clinical)  
Written/computerized quizzes

Unit exams

Lecture notes, textbooks, etc. will be placed in designated areas during testing.

All unit exams will be averaged with the total theory grade for the course, and it is the student's responsibility to attain an average of 76% or better in order to pass the course.

*Late Testing:* Scheduled tests and pre-announced quizzes must be taken on the scheduled date, at the scheduled time. If a student is tardy or absent for any reason and unable to test at the scheduled time, an alternate test may be given and 5% will be deducted from the score for taking late then 1% will be deducted per day for each day not taken, up to a maximum of 10%.

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If not taken before the next test/quiz is given, then the score will be recorded as zero. Special circumstances will be subject to review and faculty discretion. Pop quizzes are to be taken at the scheduled time or the score is recorded as zero. Pop quizzes cannot be made up.

Once testing has started, no one will be admitted to the testing room.

### Written assignments

*Late Papers:* If a paper is not turned in at the scheduled time, 5% will be deducted from the paper's score for being turned in late then 1% will be deducted per day for each day not turned in, up to a maximum of 10%, then score recorded as zero. Special circumstances shall be subject to review and at instructor's discretion.

*Concept Maps & Nursing Care Plans:* A concept map and nursing care plan(s) will be required of each student each week of clinical. The student is responsible for reviewing the concept map and nursing care plan with the clinical instructor during the clinical day. The concept map and nursing care plan are to be turned in (to the individual instructor) at the end of the last day of clinical the week the assignment is made. (See grading criteria.)

### Performance evaluation in clinical area

*Clinical Proficiency:* Clinical performance will be evaluated by using a weekly clinical evaluation tool. (See weekly clinical evaluation form and criteria.) In addition, clinical assignments and post-conference presentations will be evaluated.

*Pre- and Post-Conferences:* Pre-conferences and post-conferences will be held as outlined in the clinical handouts.

*Conduct:* We are guests of the clinical facilities and strict adherence to professional ethics is expected. This includes professional conduct, punctuality, abiding by the school uniform policy, and avoidance of any substance abuse. Any suggestions of unprofessional conduct will result in the dismissal of the student from the clinical area for that day. In the event a clinical facility requests that a student not be allowed to do clinical there, the student will be dismissed from the program.

*Dress:* For clinical experiences, the uniform, overlay, and shoes must be clean and neat. Proper dress guidelines are outlined in the Student Nurse Handbook under the uniform section.

Final course grade will be based on theory and clinical performance

### GRADING SCALE/REQUIREMENTS

Each nursing course has a theory and clinical component. The student must complete all course objectives to successfully pass the course. The grade will be determined at the end of the course on the basis of the work completed. All objectives must have been completed at a satisfactory level in order to receive a grade of "C" or better for the course. All grades are computed according to the following scale:

- 91 - 100% A Superior
- 83 - 90% B Good
- 76 - 82% C Average
- 67 - 75% D Poor

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O - 66% F Failure  
XF Failure due to academic dishonesty  
I Incomplete  
W Withdraw

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in the classroom is a specific requirement. Consequences of violation of the Academic Integrity policy can range from redoing the assignment for partial credit to course dismissal at the discretion of the instructor. Definitions and examples of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

The nursing student must achieve at least 76% in theory and must pass clinical to successfully complete the course. The nursing program does NOT round off grades. Cheating will NOT be tolerated in any form and will be grounds for dismissal from the program.

Any question regarding a grade received for a test, paper, etc., must be brought to the instructor's attention within seven (7) days of receiving the grade or it will be recorded as is.

### *Theory Grade*

Students will take one exam covering the content of each unit and one comprehensive final. All unit exams (including the final), quizzes and written assignments specific to that course will be averaged for the total theory grade for the course. It is the student's responsibility to attain an average of 76% or better in order to pass the course.

### *Clinical Grade*

Satisfactory clinical performance will be based on both learning lab and clinical proficiency. The nursing student must attain at least 76% on learning lab criteria and 76% or "pass" on clinical assignments, including the weekly clinical evaluation, to successfully complete the nursing course. Total clinical grade will be on a pass/fail basis.

### *Learning Lab*

1. Evaluation of Learning Lab procedural skills will be by means of a checklist. The student will demonstrate with satisfactory performance, all procedure skills in Learning Lab for which there are performance checklists before being allowed to do the skill in the clinical area.

Proficiency of procedural skills shall be evaluated at the time the student demonstrates the skill in Learning Lab and will be ranked according to the following scale:

1st test 100%  
2nd test 80%  
3rd test 60%  
4th test 40%  
5th test 20%  
6th test 0%

2. To successfully complete the clinical component, the procedure checklists must be completed satisfactorily regardless of the number of times attempted.

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3. The student will complete all associated assignments such as videos, lab quizzes, etc. for each procedural skill before the procedure is considered to be completed.
4. The student will complete procedural skills by the dates designated by the instructor and all procedural skills must be completed at least one week before finals. In order to earn 100% proficiency, the skill must be successfully completed the first time and be done on or before the designated date.

The nursing student must average 76% on procedural skills in order to pass the clinical component of the nursing course.

### *Clinical Assignments*

1. Pass with a minimum of 76% average competence on written concept maps and nursing care plans. (See concept map and nursing care plan criteria.)
2. Pass on all written clinical observation assignments as specified by criteria for clinical observations.
3. Pass on post conference presentations. (See criteria for post conference presentations.)
4. Pass clinical evaluation. (See criteria for clinical evaluation.)

A pass grade for the clinical component is based on successful completion of each of the above items.

### ASSESSMENT OF STUDENT GAIN

Assessment of student gain is based on the assumption that the student has no previous knowledge about Medical/Surgical Nursing. A post test over the stated course competencies will be administered at the close of the class.

### ATTENDANCE POLICY

#### Attendance

Regular attendance and punctuality are considered essential in meeting the objectives of the nursing program and for successful completion of the course. A schedule of class and clinical hours will be given to each student and one will be posted on Inside NC. Each student is responsible for checking the schedule and for being at the proper place at the proper time. The nursing instructor responsible for that day's student learning activity is to be notified by the student in case of absence. Notification is to take place at the beginning of the missed day. If the absence involves a clinical experience, the clinical instructor should be notified in advance of the scheduled assignment. Instructors may be reached in their respective clinical areas.

Minimum time is allowed for clinical experience each day. A student may best utilize this time by coming to the clinical area prepared. All homework, studying and preparations for medications, concept maps and care plans should be done prior to arriving in the clinical area. If the instructor judges preparation for clinical to be incomplete, the student will be sent home and counted absent for that clinical period.

Frequent absences will be subject to review by the nursing faculty for purposes of counseling. After 3

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times the number of credit hours absence (15 hours for this course), the student will be required to meet with the nursing faculty to discuss the problem of absences and be placed on contract for the remainder of the program. Any student may be placed on contract at the discretion of the instructor. Excessive absences may result in termination from the program.

Students with excessive absences may be administratively withdrawn from the course (see College Catalog – Attendance).

### Tardies

Students are expected to be in the clinical area at the appointed time. If a student has an emergency and will be late, the clinical instructor is to be notified at the clinical facility. If the student does not call the instructor and is tardy, the student will be sent home and the clinical period will be counted as a clinical absence. If the student does not have access to a phone, the decision of sending the student home will be left up to the discretion of the clinical instructor.

See late test taking policy (page 4 of syllabus) for information on tardies for exams.

### Make-Up

After missing theory, the student is personally responsible for contacting the instructor to make arrangements for make-up and securing all missed lecture materials. The student is responsible for securing missed lecture notes from another student. It is the student's responsibility to complete ALL written make-up, unit assignments, and unit videos before the scheduled unit exam.

For each absence from the clinical area, the student will attend a make-up session and submit a concept map and NCP. Clinical make up shall be hour for hour with the time, place and date to be determined by the course coordinator. The Concept Map and Nursing Care Plan will be due at the post-conference of the last clinical day of the week it was assigned. If the clinical absences are not made up, the student will receive an incomplete grade. (See nursing policy on removal of incomplete grade.)

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the Director of Advising and Counseling, Chanute Campus, Sanders Hall, 620-431-2820 ext 280, as soon as possible.

You will need to bring your documentation for review in order to determine reasonable accommodations, and then assist you in arranging any necessary accommodations.

NOTE: Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published in writing and made available to students.

## ***COURSE SYLLABUS***

### **COURSE IDENTIFICATION**

**Course Prefix/Number: ALHT 110**

**Course Title: Introduction to Health Information Technology**

**Division: Outreach and Workforce Development**

**Program: Health Information Technology**

**Credit Hours: 3.0**

**Initiation/Revised: Spring 2007**

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CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course is designed to give the student a working knowledge of health care delivery systems, the health information profession the definition and the purpose of the medical record, the systems and processes for collecting, maintaining and disseminating health information, retention and storage of medical information, security, privacy, confidentiality, ethical issues, documentation requirements, regulatory requirements of healthcare organization accrediting and licensing agencies, and computerized information management systems utilized by health information management departments.

PREREQUISITES AND/OR COREQUISITES

Microcomputer Application, Health Information Technology Application I

TEXT/WEBSITE/RESOURCES

Johns, Merida, PhD, RHIA, *Health Information Management Technology: An Applied Approach*. Chicago: American Health Information Management Association, 2007.

AHIMA Journal

<http://www.ahima.org> American Health Information Management Association

[www.jcaho.org](http://www.jcaho.org) Joint Commission of Healthcare Organization (JCAHO)

[www.aha.org](http://www.aha.org) American Hospital Association

American College of Surgeons web site

NCCC library site

COURSE OUTCOMES/ COMPETENCIES

The student will demonstrate knowledge of the history and the roles of the Health Information Management profession.

- a. Demonstrate knowledge of the development of the health information management profession and the evolutions in it to accommodate the changes in the healthcare environment.
- b. Demonstrate knowledge of the responsibilities of healthcare professionals.
- c. Identify the roles and responsibilities of health information management professionals in the development and maintenance of health record systems.
- d. Identify the typical functions performed by the health information management (HIM) department.



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- e. Demonstrate knowledge of different operational techniques for managing traditional HIM functions.
- f. Demonstrate knowledge of the interrelationship between the HIM department and other key departments within the healthcare organization.
- g. Demonstrate knowledge of several techniques used in the management of the HIM department, such as policy and procedure development and the budgeting process.
- h. Identify the role of the health information management professional in creating and maintaining secondary records.

The student will demonstrate knowledge of the definition, purpose, functions, content, format and agencies involved in the health record.

- i. Demonstrate knowledge of the purpose, structure and certification process of the American Health Information Management Association.
- j. Define the term *health record* and the various uses of it.
- k. Identify the different users of the health record and its importance to each user.
- l. Describe the function of the health record and understand the content of health records in various healthcare settings.
- m. Describe the components of health record data quality.
- n. Recognize the documentation requirements of accreditation organizations and state and federal government agencies.
- o. Describe the different formats used for health records in healthcare organizations.
- p. Identify techniques used in the storage and maintenance of health records.
- q. Discuss the functions and responsibilities of common HIM support services, including cancer and trauma registries, birth certificate completion, and statistical and research services.
- r. Identify prominent health information standards development organizations.

The student will demonstrate knowledge of the electronic health record (EHR) and healthcare data sets and their importance.

- s. Describe the advantages of electronic health records over paper-based and hybrid health records.
- t. Introduce the concept and evolution of the electronic health record and identify and define terms associated with the EHR.

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- u. Relate the various initiatives local, regional, and national adoption of EHR and health information technology (HIT).
- v. Describe the current state of EHR adoption and the technologies that help transition to the EHR.
- w. Discuss the EHR challenges and the supporting roles of health information management professionals in addressing them, especially with respect to privacy, security, and legal aspects.
- x. Describe the purpose, development and maintenance of registries and indexes such as the master patient index, disease index, and operation index.
- y. Describe the purpose and importance of healthcare data sets.
- z. Identify the common health information standardized data sets.
- aa. Explain the healthcare data needs in an electronic environment.
- bb. Discuss how data standards are developed and their importance.
- cc. Explain the relationship of core data elements to healthcare informatics standards in electronic environments.
- dd. Describe current federal initiatives to support EHR development and to create a national health information network.
- ee. Distinguish between primary and secondary data and between patient identifiable and aggregate data.
- ff. Identify the internal and external users of secondary data.
- gg. Compare and describe the registries/indexes used in hospitals according to purpose, methods of case definition and case finding, data collection methods, reporting, follow-up and pertinent laws and regulations affecting registry operations.
- hh. Define the terms pertinent to each type of secondary record or database.
- ii. Discuss agencies for approval and education and certification for cancer, immunization, and trauma registries.
- jj. Distinguish among healthcare databases in terms of purpose and content.
- kk. Compare manual and automated methods of data collection and vendor systems with facility-specific systems.
- ll. Recognize appropriate methods for ensuring data security and the confidentiality of secondary records.

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### Domain 1: Health Data Management

#### Subdomain A: Health Data Structure, Content and Standards

Collect and maintain data sets and databases

Conduct qualitative analysis to assure that documentation in the health record supports the diagnosis and reflects the progress, clinical findings and discharge status.

4. Comply with national patient safety goals as related to abbreviation usage
5. Verify timeliness, completeness, accuracy, and appropriateness of data and data sources (e.g., patient care; management; billing reports and/or data bases)

#### Subdomain B: Healthcare Information Requirements and Standards

Monitor the accuracy and completeness of the health record as defined by organizational policy, external regulations and standards

3. Apply policies and procedures to assure organizational compliance with regulations and standards.

### Domain 2: Health Statistics, Biomedical Research and Quality Management

#### Subdomain A: Healthcare Statistics and Research

Abstract and maintain data for clinical indices/databases/registries

### Domain 3: Health Services Organization and Delivery

#### Subdomain A: Healthcare Delivery Systems

Comply with accreditation, licensure, and certification standards from government (national, state, and local levels) and private organizations (e.g., Joint Commission on Accreditation of Healthcare Organizations{JCAHO})

4. Understand the role of various providers and disciplines throughout the continuum of healthcare services

#### Subdomain B: Healthcare Compliance, Confidentiality, Ethical, Legal, and Privacy

##### Issues

2. Apply regulatory policies and procedures for access and disclosure of protected health information (PHI)

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### Domain 4: Information Technology and Systems

#### Subdomain A: Information and Communication Technologies

3. Use specialized software in the completion of HIM processes (e.g., chart management; coding; release of information)
4. Apply policies and procedures for the use of networks, including intranet and internet applications to facilitate the electronic health record (HER), personal health record (PHR), public health, and other administrative applications.

#### Subdomain B: Data, Storage and Retrieval

Use appropriate electronic or imaging technology for data/record storage

Maintain integrity of patient numbering and filing systems

Design forms, computer input screens, and other health record documentation tools

Maintain integrity of master patient/client index/Enterprise Master Patient Index (EMPI)

Query and generate reports using appropriate software

Design and generate reports using appropriate software

Coordinate, use and maintain archival and retrieval systems for patient information (e.g., in multiple formats)

#### Subdomain D: Healthcare Information Systems

Collect and report data on incomplete records and timeliness of record completion

Maintain filing and retrieval systems for health records

### COURSE OUTLINE

#### Introduction

Early History of Health Information Management  
Evolution of Practice  
Today's Professional Organization

#### Functions of the Health Record

Purpose of the Health Record

Users of the Health Record

## NEOSHO COUNTY COMMUNITY COLLEGE

Functions of the Health Record

Content and Structure of the Health Record

Content of the Health Record

Specialized Health Record Content

Documentation Standards

Format of the Health Record

The Electronic Health Record

The Ideal Electronic Health Record System

Evolution of the Electronic Health Record

Initiatives and Framework for the Electronic Health Record

Creation of Electronic Health Record Systems

Information Management in an Electronic Environment

Future Directions in Information Technology

Health Information Technology Functions

HIM Functions and Services

HIM Interdepartmental Relationships

Management of Health Record Content and Processes

Quality Control and Monitoring for Health Record Systems

Indexes and Registries

Management and Supervisory Processes

Future Directions in Health Information Management Technology

Healthcare Data Sets

Standardized Healthcare Data Sets

Standards for Electronic Data and Electronic Data Interchange

Evolving Health Information Standards

## NEOSHO COUNTY COMMUNITY COLLEGE

### Secondary Data Sources

Differences between Primary and Secondary Data Sources and Databases

Purposes and Users of Secondary Data Sources

Types of Secondary Data Sources

Processing and Maintenance of Secondary Databases

### SCHEDULE

This class meets online for weekly learning units. The class materials for each unit will be available for a minimum of eight days.

### INSTRUCTIONAL METHODS/GRADING/STUDENT REQUIREMENTS

#### AND METHODS OF EVALUATION

A cumulative point system is used. Your class assignments will include reading, review questions, written reports, case studies, Website research, projects, practice exercises, discussion questions, chapter quizzes and examinations. The chapter examinations will be a part of each learning unit and are completed after the unit assignments, and prior to starting the next unit. Possible points for written reports, case studies, projects, and exams will vary and tracking of your total points for each assignment or exam will be available on the course Website. Class assignments will be evaluated for accuracy, content, form, knowledge of subject matter, application of knowledge and ability to communicate effectively.

Class participation is an essential element to your success in this course. You are expected to complete practice exercises and respond to the discussion questions with at least one posting (5 points).

Complete assignments by the due date. Late assignments will be docked 10% and only accepted 1 day past due date. Make-ups for exams or assignments are only permitted under special circumstances and with prior approval by the instructor. Borderline grades will be viewed in terms of timely completion of assignments and class participation.

Total points accumulated during the semester will be calculated into a percent and graded on the scale below.

Letter grades will be given using the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

### ATTENDANCE POLICY

Students who are absent for two consecutive weeks (prior to the final drop date) and fail to contact the instructor may be dropped from this class.

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It is the responsibility of the student to properly drop the course. Students, who are still enrolled in this class after the final drop date, but fail to participate in class, are at risk for a failing grade. Your grade will be based on the total points accumulated through the last date of participation.

### ASSESSMENT OF STUDENT GAIN

Student gain will be determined by student improvement in each of the areas of student competencies.

### ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

This online class allows you to work independently or with other students in the class. For your own benefit, you need to complete all assignments on your own unless otherwise indicated. Do not use the work of others and submit it as your own. You may refer to the textbook and resources when taking tests online, however the tests are timed and you may lose points if you exceed the time limit. The true test of what you learn in this class will be demonstrated when you take the AHIMA certification exam to become a Registered Health Information Technician. The expectation for this class is for you to be professional and ethical – do your own work.

### DISCLAIMER:

This syllabus is a broad outline of subject matter intended to be covered. It does not mean that everything herein will be covered, nor does it limit the content of the class to the material described. Information and statements in this document are subject to change at the discretion of NCCC. Because Introduction to Health Information is basic to understanding many of the other courses in the Health Information Technology program, a grade of C or better is required to continue the program.

## **COURSE SYLLABUS**

### COURSE IDENTIFICATION

**Course Prefix/Number: ALHT 120**

**Course Title: Health Information Technology Applications I**

**Division: Outreach and Workforce Development**

**Program: Health Information Technology**

**Credit Hours: 1.0**

**Initiation/Revised Date: Spring 2007**

### CLASSIFICATION OF INSTRUCTION

Vocational

### COURSE DESCRIPTION

This course is a lab providing hands on experience in assembly, analysis and filing of health records; data entry and abstracting of health information; indices; filing of reportable events, documentation

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requirements and other specific health record functions.

PREREQUISITES AND/OR COREQUISITES

Co requisite: Introduction to Health Information Technology

TEXT/WEBSITE/RESOURCES

Johns, Merida L., PhD, RHIA, ed. *Health Information Management Technology: An Applied Approach*. Chicago: American Health Information Management Association, 2007.

AHIMA Journal

<http://www.ahima.org> American Health Information Management Association

[www.jcaho.org](http://www.jcaho.org) Joint Commission of Healthcare Organization (JCAHO)

[www.aha.org](http://www.aha.org) American Hospital Association

American College of Surgeon web site

NCCC library site

COURSE OUTCOMES/COMPETENCIES

The student will be able to assemble and analysis health record.

- a. Define and identify different forms used for health records in healthcare organizations.

The student will be able to file health records in different filing systems.

- b. Have a working knowledge of techniques used in storage and maintenance of health records.

The student will demonstrate knowledge of all registries and indexes.

- c. Perform the maintenance of registries and indexes such as the master patient index, disease index and operation index.
- d. Describe the purpose of common HIM support functions such as cancer and tumor registries, birth certificate completion, and research services.

The student will demonstrate knowledge of the electronic health record and healthcare data sets and their importance.

- e. Describe the advantages of electronic health records over paper-based and hybrid records.
- f. Identify and distinguish between health information standardized data sets and compare manual and automated methods of data collection.



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*COURSE OUTLINE* – This outline follows the same content sequence as the Introduction to Health Information Technology; however this lab course provides an opportunity for students to apply the knowledge learned in the theory course. This course is hands-on.

### Introduction

Early History of Health Information Management

Evolution of Practice

Today's Professional Organization

### Functions of the Health Record

Purpose of the Health Record

Users of the Health Record

Functions of the Health Record

### Content and Structure of the Health Record

Content of the Health Record

Specialized Health Record Content

Documentation Standards

Format of the Health Record

### The Electronic Health Record

The Ideal Electronic Health Record System

Evolution of the Electronic Health Record

Initiatives and Framework for the Electronic Health Record

Creation of Electronic Health Record Systems

Information Management in an Electronic Environment

Future Directions in Information Technology

### Health Information Technology Functions

a. HIM Functions and Services

b. HIM Interdepartmental Relationships

c. Management of Health Record Content and Processes

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- d. Quality Control and Monitoring for Health Record Systems
- e. Indexes and Registries
- f. Management and Supervisory Processes
- g. Future Directions in Health Information Management Technology

### Healthcare Data Sets

Standardized Healthcare Data Sets

Standards for Electronic Data and Electronic Data Interchange

Evolving Health Information Standards

### Secondary Data Sources

- a. Differences between Primary and Secondary Data Sources and Databases
- b. Purposes and Users of Secondary Data Sources
- c. Types of Secondary Data Sources
- d. Processing and Maintenance of Secondary Databases

### SCHEDULE

This class meets online for weekly learning units. The class materials for each unit will be available for a minimum of eight days, starting Thursday, January 18<sup>th</sup> and ending Friday, May 11<sup>th</sup>, 2007.

### INSTRUCTIONAL METHODS/GRADING/STUDENT REQUIREMENTS

### AND METHODS OF EVALUATION

A cumulative point system is used. Your class assignments will include reading, review questions, written reports, case studies, Website research, projects, practice exercises, discussion questions, chapter quizzes and examinations. The chapter examinations will be a part of each learning unit and are completed after the unit assignments, and prior to starting the next unit. Possible points for written reports, case studies, projects, and exams will vary and tracking of your total points for each assignment or exam will be available on the course Website. Class assignments will be evaluated for accuracy, content, form, knowledge of subject matter, application of knowledge and ability to communicate effectively.

Class participation is an essential element to your success in this course. You are expected to complete practice exercises and respond to the discussion questions with at least one posting (5 points).

Complete assignments by the due date. Late assignments will be docked 10% and only accepted 1 day past due date. Make-ups for exams or assignments are only permitted under special circumstances and with prior approval by the instructor. Borderline grades will be viewed in terms of timely completion of assignments and class participation.

## NEOSHO COUNTY COMMUNITY COLLEGE

Total points accumulated during the semester will be calculated into a percent and graded on the scale below.

Letter grades will be given using the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

### ATTENDANCE POLICY

Students who are absent for two consecutive weeks (prior to the final drop date) and fail to contact the instructor may be dropped from this class.

It is the responsibility of the student to properly drop the course. Students, who are still enrolled in this class after the final drop date, but fail to participate in class, are at risk for a failing grade. Your grade will be based on the total points accumulated through the last date of participation.

### ASSESSMENT OF STUDENT GAIN

Student gain will be determined by student improvement in each of the areas of student competencies.

### ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

This online class allows you to work independently or with other students in the class. For your own benefit, you need to complete all assignments on your own unless otherwise indicated. Do not use the work of others and submit it as your own. You may refer to the textbook and resources when taking tests online, however the tests are timed and you may lose points if you exceed the time limit. The true test of what you learn in this class will be demonstrated when you take the AHIMA certification exam to become a Registered Health Information Technician (RHIT). The expectation for this class is for you to be professional and ethical – do your own work.

### DISCLAIMER:

This syllabus is a broad outline of subject matter intended to be covered. It does not mean that everything herein will be covered, nor does it limit the content of the class to the material described. Information and statements in this document are subject to change at the discretion of NCCC. Because Introduction to Health Information is basic to understanding many of the other courses in the Health Information Technology program, a grade of C or better is required to continue the program

## **COURSE SYLLABUS**

### COURSE IDENTIFICATION

**Course Prefix/Number: ALHT 150**

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**Course Title: Health Information Technology II**  
**Division: Outreach and Workforce Development**  
**Program: Health Information Technology**  
**Credit Hours: 3.0**  
**Initiation/Revised: Spring 2007**

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course is designed to give the student an introduction to different entities of health information management; quality management, performance improvement, infection control, utilization management, case management, risk management, healthcare delivery systems, ethical issues, information systems, information security, and planning and organization.

PREREQUISITES AND/OR COREQUISITES

Intro to Health Information Technology, Health Information Technology Application I

TEXT/WEBSITE/RESOURCES

Johns, Merida L., PhD, RHIA, ed. *Health Information Management Technology: An Applied Approach*. Chicago: American Health Information Management Association, 2007.

AHIMA Journal

<http://www.ahima.org> American Health Information Management Association

[www.jcaho.org](http://www.jcaho.org) Joint Commission of Healthcare Organization (JCAHO)

[www.aha.org](http://www.aha.org) American Hospital Association

American College of Surgeon web site

NCCC library site

COURSE OUTCOMES/ COMPETENCIES

The student will demonstrate a basic knowledge of quality management and performance improvement.

- a. Demonstrate understanding of the concept of quality management.
- b. Define the terms clinical quality assessment, infection control, utilization management, case management and risk management.
- c. Recognize the elements of a quality assessment program.
- d. Define the key elements of a risk management plan.

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- e. Identify performance improvement principles.
- f. Identify various performance improvement tools and techniques that can be used during the performance improvement process.

The student will demonstrate a basic knowledge of health care delivery systems and ethical issues in health information technology.

- g. Demonstrate knowledge of the healthcare delivery system from ancient times to present.
- h. Describe systems used for reimbursement of healthcare services.
- i. Describe the role of government in healthcare services.
- j. Identify the major ethical principles that guide health information management decision making.
- k. Demonstrate how the steps in ethical decision-making process are used to resolve ethical issues.

The student will demonstrate a basic knowledge of information systems and its security.

- l. Identify the three components of information technology.
- m. Describe the major types of information systems.
- n. Identify the major types of databases.
- o. Identify four criteria used to evaluate an information system.
- p. Describe the evolution of information systems in healthcare.
- q. Identify the major types of information system applications used in healthcare organizations.
- r. Explain the systems development process.
- s. Explain the role of the health information technician in the information systems planning and development.
- t. Differentiate among strategic, tactical and operational decision making.
- u. Define the terms: *structured and unstructured decision*.
- v. Explain the differences between *confidentiality, privacy and security*.
- w. Describe the elements of a data security program.
- x. Discuss methods of minimizing threats to data security.

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y. Describe primary components of the security provisions of the Health Insurance Portability and Accountability Act.

z. Demonstrate the roles and responsibilities of health information technicians with regard to data security.

The student will demonstrate a basic knowledge of planning and organizing.

aa. Identify organization tools for communication.

bb. Describe the role of committee and teams.

cc. Describe how job descriptions are used in recruiting and hiring.

dd. Identify steps in conducting an interview.

ee. Describe the budget process

### AHIMA DOMAINS

Domain 2: Health Statistics, Biomedical Research and Quality Management

Subdomain A: Healthcare Statistics and Research

Collect, organize, and present data for administrative purposes, financial purposes, performance improvement programs and quality management

Subdomain B: Quality Assessment and Performance Improvement

Present data in verbal and written forms

Domain 3: Health Services Organization and Delivery

Subdomain A: Healthcare Delivery Systems

Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their informational needs.

Subdomain B: Healthcare Compliance, Confidentiality, Ethical, Legal, and Privacy

Issues

5. Demonstrate and promote legal and ethical standards of practice.

7. Collaborate with staff to prepare the organization for accreditation, licensing and/or certification surveys

Domain 4: Information Technology and Systems

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### Subdomain A: Information and Communication Technologies

Apply policies and procedures for the use of networks, including intranet and internet applications to facilitate the electronic health record, personal health record, public health, and other administrative applications

Protect data integrity using software or hardware technology

### Subdomain C: Data Security

Use and summarize data compiled from audit trail

## Domain 5: Organizational Resources

### Subdomain A: Human Resources

Apply the fundamentals of team leadership

Develop and or contribute to: strategic plans, goals and objectives for area of responsibility/responsibilities

Develop and/or conduct Performance Appraisals

7. Assess, monitor, and report quality and productivity standards

9. Prioritize job functions and activities

Use quality improvement tools and techniques to assess, report and improve processes

### COURSE OUTLINE

#### Clinical Quality Management

Theory into Practice

Definition of Quality

Clinical Quality Assessment

Infection Control

Utilization Management

Risk Management

#### Performance Improvement

Theory into Practice

## NEOSHO COUNTY COMMUNITY COLLEGE

Definition of Performance Improvement

Principles & Concepts of Performance Improvement

Managing Quality

Performance Improvement Models

Performance Improvement Tools & Techniques

Information Technology & Performance Improvement

Healthcare Delivery Systems

History of Western Medicine

Modern Healthcare Delivery in the United States

Professional and Trade Associations Related to Healthcare

Organization and Operation of Modern Hospitals

Development of Integrated Healthcare Delivery Systems

Other types of Healthcare Services

Reimbursement of Healthcare Expenditures

Ethical Issues in health Information Technology

Key Responsibilities of health Information Technology Professionals

Ethical Foundations in health Information Management

Ethical Decision-Making Model

Fundamentals of Information Systems

Basic Concepts of an Information System

Types of Information Systems

Development of Information Systems

Information Technology

Database Management

Management of Information Technology

Introduction to healthcare Information Systems



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Evolution of Information Systems in Healthcare

Healthcare Information Applications

Strategic Information Systems Planning

Management of Information Resources

Information Systems for Managerial and Clinical Support

Key Concepts and Decision Support Systems

Role of the Health Information Technician in Decision Supporting Information Technologies.

Information Security

a. Confidentiality, Privacy and Security

b. Components of a Security Program.

c. HIPAA Security Provisions

d. Roles and Responsibilities of the Health Information Technician.

Principles of Work Planning & Organization

Principles of Organization

Human Resources

Fundamentals of Work Planning

Staffing

Performance and Quality Improvement of HIM Functions

### ***SCHEDULE***

This class meets online for weekly learning units. The class materials for each unit will be available for a minimum of eight days.

### ***INSTRUCTIONAL METHODS/GRADING/STUDENT REQUIREMENTS***

### ***AND METHODS OF EVALUATION***

A cumulative point system is used. Your class assignments will include reading, review questions, written reports, case studies, Website research, projects, practice exercises, discussion questions, chapter quizzes and examinations. The chapter examinations will be a part of each learning unit and

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are completed after the unit assignments, and prior to starting the next unit. Possible points for written reports, case studies, projects, and exams will vary and tracking of your total points for each assignment or exam will be available on the course Website. Class assignments will be evaluated for accuracy, content, form, knowledge of subject matter, application of knowledge and ability to communicate effectively.

Class participation is an essential element to your success in this course. You are expected to complete practice exercises and respond to the discussion questions with at least one posting (5 points).

Complete assignments by the due date. Late assignments will be docked 10% and only accepted 1 day past due date. Make-ups for exams or assignments are only permitted under special circumstances and with prior approval by the instructor. Borderline grades will be viewed in terms of timely completion of assignments and class participation.

Total points accumulated during the semester will be calculated into a percent and graded on the scale below.

### GRADING SCALE

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
59% and below = F

### ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are excused by the instructor, they are expected to attend class. Students who are absent for two consecutive weeks (prior to the final drop date) and fail to contact the instructor may be dropped from this class. If a student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

It is the responsibility of the student to properly drop the course. Students, who are still enrolled in this class after the final drop date, but fail to participate in class, are at risk for a failing grade. Your grade will be based on the total points accumulated through the last date of participation.

### ASSESSMENT OF STUDENT GAIN

Student gain will be determined by student improvement in each of the areas of student competencies.

### ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible

## NEOSHO COUNTY COMMUNITY COLLEGE

consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

This online class allows you to work independently or with other students in the class. For your own benefit, you need to complete all assignments on your own unless otherwise indicated. Do not use the work of others and submit it as your own. You may refer to the textbook and resources when taking tests online, however the tests are timed and you may lose points if you exceed the time limit. The true test of what you learn in this class will be demonstrated when you take the AHIMA certification exam to become a Registered Health Information Technician. The expectation for this class is for you to be professional and ethical – do your own work.

### MAKE-UP POLICY

Make up test will be allowed, however, for every day late a 10% deduction will be administered until the test is taken. Unless prior arrangements are made, if a student fails to take the test by the time the next test is administered, a ") " will be entered into the grade book.

### DISCLAIMER:

This syllabus is a broad outline of subject matter intended to be covered. It does not mean that everything herein will be covered, nor does it limit the content of the class to the material described. Information and statements in this document are subject to change at the discretion of NCCC. Because Introduction to Health Information is basic to understanding many of the other courses in the Health Information Technology program, a grade of C or better is required to continue the program.

## COURSE SYLLABUS

### COURSE IDENTIFICATION

**Course Prefix/Number: ALHT 160**  
**Course Title: Health Information Technology Application II**  
**Division: Outreach and Workforce Development**  
**Program: Health Information Technology**  
**Credit Hours: 1.0**  
**Initiation/Revised Date: Fall 2007**

### CLASSIFICATION OF INSTRUCTION

Vocational

### COURSE DESCRIPTION

*This outline follows the same content sequence as the Health Information Technology II; however this lab course provides an opportunity for students to apply the knowledge learned in the theory course. This course provides hands-on experience in quality management, performance improvement, infection control, utilization, risk and case management, healthcare delivery systems, ethical issues, planning & organizing, information systems and security.*

### PREREQUISITES AND/OR COREQUISITES

Co requisite: Introduction to Health Information Technology, Health Information Technology Application I and Health Information Technology II

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TEXT/WEBSITE/RESOURCES

Johns, Merida L., PhD, RHIA, ed. *Health Information Management Technology: An Applied Approach*. Chicago: American Health Information Management Association, 2007.

AHIMA Journal

<http://www.ahima.org> American Health Information Management Association

[www.jcaho.org](http://www.jcaho.org) Joint Commission of Healthcare Organization (JCAHO)

[www.aha.org](http://www.aha.org) American Hospital Association

American College of Surgeon web site

NCCC library site

COURSE OUTCOMES/COMPETENCIES

The students will be able to demonstrate a basic knowledge of quality management and performance improvement.

- a. Use the various performance improvement tools and techniques.

The student will demonstrate a basic knowledge of health care delivery systems and ethical issues in health information technology.

- b. Describe systems used for reimbursement of healthcare services.
- c. Demonstrate how the steps in ethical decision-making process are used to
  - i. resolve ethical issues.

The student will demonstrate a basic knowledge of information systems and its security.

- d. Identify the type(s) of databases used at a local organization.
- e. Identify the major types of information system used at a local healthcare organization.
- f. Explain a systems development process.
- g. Explain the role of the health information technician in the information systems planning and development at a local facility.
- h. Compare and discuss methods of minimizing threats to data security at two local organizations.
- i. Demonstrate the roles and responsibilities of health information technicians with regard to data security.

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The student will demonstrate a basic knowledge of planning and organizing.

- j. Identify organization tools for communication.
- k. Develop a job description.
- l. Conduct an interview.

### AHIMA DOMAINS

Domain 2: Health Statistics, Biomedical Research and Quality Management

Subdomain A: Healthcare Statistics and Research

2. Collect, organize, and present data for:

- c. Performance improvement programs
- d. Quality management

Domain 3: Health Services Organization and Delivery

Subdomain B: Healthcare Compliance, Confidentiality, Ethical, Legal and Privacy issues.

- 5. Demonstrate and promote legal and ethical standards of practice.
- 7. Collaborate with staff to prepare the organization for accreditation, licensing and/or certification surveys.

Domain 4: Information Technology and Systems

Subdomain C: Data Security

- 3. Use and summarize data compiled from audit trail

Domain 5: Organizational Resources

Subdomain A: Human Resources

- 2. Develop and/or contribute to:
  - b. Job descriptions
- 10. Use quality improvement tools and techniques to assess, report and improve processes

COURSE OUTLINE – This outline follows the same content sequence as the Health Information Technology II; however this lab course provides an opportunity for students to apply the knowledge

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learned in the theory course. This course is hands-on.

### Clinical Quality Management

- Theory into Practice

- Definition of Quality

- Clinical Quality Assessment

- Infection Control

- Utilization Management

- Risk Management

### Performance Improvement

- Theory into Practice

- Definition of Performance Improvement

- Principles & Concepts of Performance Improvement

- Managing Quality

- Performance Improvement Models

- Performance Improvement Tools & Techniques

- Information Technology & Performance Improvement

### Healthcare Delivery Systems

- History of Western Medicine

- Modern Healthcare Delivery in the United States

- Professional and Trade Associations Related to Healthcare

- Organization and Operation of Modern Hospitals

- Development of Integrated Healthcare Delivery Systems

- Other types of Healthcare Services

- Reimbursement of Healthcare Expenditures

### Ethical Issues in health Information Technology

- Key Responsibilities of health Information Technology Professionals

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Ethical Foundations in health Information Management

Ethical Decision-Making Model

Fundamentals of Information Systems

Basic Concepts of an Information System

Types of Information Systems

Development of Information Systems

Information Technology

Database Management

Management of Information Technology

Introduction to healthcare Information Systems

Evolution of Information Systems in Healthcare

Healthcare Information Applications

Strategic Information Systems Planning

Management of Information Resources

Information Systems for Managerial and Clinical Support

Key Concepts and Decision Support Systems

Role of the Health Information Technician in Decision Supporting Information Technologies.

Information Security

- a. Confidentiality, Privacy and Security
- b. Components of a Security Program.
- c. HIPAA Security Provisions
- d. Roles and Responsibilities of the Health Information Technician.

Principles of Work Planning & Organization

- a. Principles of Organization
- b. Human Resources

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- c. Fundamentals of Work Planning
- d. Staffing
- e. Performance and Quality Improvement of HIM Functions

### SCHEDULE

This class meets online for weekly learning units. The class materials for each unit will be available for a minimum of eight days.

### INSTRUCTIONAL METHODS/GRADING/STUDENT REQUIREMENTS

#### AND METHODS OF EVALUATION

A cumulative point system is used. Your class assignments will include reading, review questions, written reports, case studies, Website research, projects, practice exercises, discussion questions, chapter quizzes and examinations. The chapter examinations will be a part of each learning unit and are completed after the unit assignments, and prior to starting the next unit. Possible points for written reports, case studies, projects, and exams will vary and tracking of your total points for each assignment or exam will be available on the course Website. Class assignments will be evaluated for accuracy, content, form, knowledge of subject matter, application of knowledge and ability to communicate effectively.

Class participation is an essential element to your success in this course. You are expected to complete practice exercises and respond to the discussion questions with at least one posting (5 points).

Complete assignments by the due date. Late assignments will be docked 10% and only accepted 1 day past due date. Make-ups for exams or assignments are only permitted under special circumstances and with prior approval by the instructor. Borderline grades will be viewed in terms of timely completion of assignments and class participation.

Total points accumulated during the semester will be calculated into a percent and graded on the scale below.

Letter grades will be given using the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

### ATTENDANCE POLICY

Students who are absent for two consecutive weeks (prior to the final drop date) and fail to contact the instructor may be dropped from this class.

It is the responsibility of the student to properly drop the course. Students, who are still enrolled in this class after the final drop date, but fail to participate in class, are at risk for a failing grade. Your grade will be based on the total points accumulated through the last date of participation.



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ASSESSMENT OF STUDENT GAIN

Student gain will be determined by student improvement in each of the areas of student competencies.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

This online class allows you to work independently or with other students in the class. For your own benefit, you need to complete all assignments on your own unless otherwise indicated. Do not use the work of others and submit it as your own. You may refer to the textbook and resources when taking tests online, however the tests are timed and you may lose points if you exceed the time limit. The true test of what you learn in this class will be demonstrated when you take the AHIMA certification exam to become a Registered Health Information Technician (RHIT). The expectation for this class is for you to be professional and ethical – do your own work.

DISCLAIMER:

This syllabus is a broad outline of subject matter intended to be covered. It does not mean that everything herein will be covered, nor does it limit the content of the class to the material described. Information and statements in this document are subject to change at the discretion of NCCC. Because Introduction to Health Information is basic to understanding many of the other courses in the Health Information Technology program, a grade of C or better is required to continue the program

**HEALTH INFORMATION TECHNOLOGY COURSE SCHEDULE**

\* CSIS 130 Intro to Computer Information Systems (Students who are in need of computer skills)

First Semester Courses Credit Hrs

PSYC 100 College Orientation 1

CSIS 100 Microcomputer Business Applications 3

ALHT 110 Intro to Health Information Technology 3

ALHT 120 Health Information Technology Application I 1

ALHE 105 Medical Terminology 3

ENGL 101 English Composition I 3 = 14

Second Semester Courses Credit Hrs

ALHT 150 Health Information Technology II 3

ALHT 160 Health Information Technology Application II 1

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BIOL 257 Human Anatomy & Physiology 3

BIOL 258 Human Anatomy & Physiology Lab 2

ALHE 135 Medical Transcription 3

ALHE 122 Introduction to Pharmacology 3 = 15

Third Semester Courses Credit Hrs

NURS 230 Pathophysiology 3

ALHT 130 Introduction to Medical Coding 3

ALHT 205 Healthcare Statistics 2

ALHT 210 Legal Aspects of Health Information 3

ALHT 235 Health Information Technology Application III 2

PSYC 155 General Psychology 3 = 16

Fourth Semester Courses Credit Hrs

COMM 213 Interpersonal Communication 3

MGMK 148 Introduction to Total Quality Management 3

MGMK 135 Human Relations & Supervision 3

ALHT 230 Ambulatory Coding 3

ALHT 245 Acute/Long Term/Specialty Coding 3

ALHT 240 Health Information Technology Application IV 2 = 17

Fifth Semester Courses Credit Hrs

ALHT 255 Health Information Technology Clinical Affiliation 4 = 4

TOTAL: 66

\* Prerequisite

Consent Agenda Item V-D: Master Course List Revisions

Before each semester begins, the Kansas Board of Regents asks coordinated institutions to submit a list of courses that the college is capable of teaching in that semester, but is not compelled to offer. This list of courses is referred to as the master course list. Each change to the list must be approved by the academic department where it originated, the curriculum committee, the Chief Academic Officer, the President of the College and finally, the College Board of Trustees, as per NCCC policy.

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### Master Course List Changes for Fall 2007

#### New Courses

ALHT 150 Health Information Technology II, 3 credit hours

ALHT 160 Health Information Technology Applications II, 1 credit hour

NURS111 Foundations of Nursing, 6 credit hours

NURS121 Nursing Care of the Adult I, 5 credit hours

#### New Outcomes

ALHT 110 Intro to Health Information Technology, 3 credit hours

#### Name Change

ALHT 120 Health Information Technology Applications I, 1 credit hour

### **Consent Agenda Item E: Personnel**

#### 1. Faculty Renewal

Last month the administration asked for an additional month to evaluate whether or not to recommend Anne Erickson for a full-time instructor contract for the 2007-2008 school year. That evaluation has occurred and the administration recommended that Ms. Erickson receive a contract for the 2007-2008 school year.

#### 2. Assistant Soccer Coach

It was the President's recommendation that the Board employ Greg Cryns as the assistant soccer coach. Mr. Cryns is a graduate of Northern Illinois University, receiving a Bachelor's degree in General Studies. He has experience playing and coaching soccer, serving as soccer coach and assistant coach for summer programs for the past six years.

Mr. Cryns will be paid \$650 per month plus room and board.

#### 3. Resignation of Dean of Ottawa Campus

It was the President's recommendation that the Board accept the resignation of Mark Eldridge, Dean of the Ottawa Campus, effective June 30, 2007. Mr. Eldridge will be appointed to the position of Executive Director of Community Relations at the Ottawa Campus effective July 1, 2007.

#### 4. Resignation of Adult Basic Education Instructor

It was the President's recommendation that the Board accept the resignation of Cindy Hager, Adult Basic Education instructor, effective June 30, 2007.

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**Upon a motion and a second the consent agenda was approved. Motion passed unanimously.**

**Faculty Senate Report:** Chad DeVoe, Faculty Senate President, reported that the Academic Excellence team had hosted the Eastern Kansas Regional meet the past week and that PTK members were attending the International Phi Theta Kappa conference in Nashville, Tennessee. He also reminded the Board of the Southeast Kansas Art Exhibit on first week of May at the Chanute Art Gallery and said that the Ottawa Nursing Program had an open house where they demonstrated the "Sim man" and hosted a pot-luck luncheon.

**Dean of Ottawa Report:** Mark Eldridge, Dean of the Ottawa, submitted a written report to the Board. The report included:

- Installation of 20 new computers in Room 125 Lab
- "Recycled" Room 125 computers for classroom instruction use
- Networked all classrooms (internet and college system accessible)
- Installed computer projectors for all classrooms
- Replaced new photo-id computer and software for students
- Installed new server switches to improve network communications
- Installed new Office 2007 for all employees on campus
- Installed new wireless access on campus
- Replaced window treatments (new blinds and window sills)
- Improved bathrooms with new floor tile, wall covering, paint, mirrors, and lighting
- Repainted classrooms (added color on accent walls)
- Rearranged seating to improve instructional delivery and student comfort in classrooms
- Developed well-coordinated advertising measures (addressing specific markets) with Nancy Isaacs to market both campuses more effectively and with greater regularity (Dale Ernst)
- Coordinated evening meetings with parents and students (particularly sophomores) at all area high schools with CEP (concurrent enrollment) agreements to promote the "Jump Start Program" (Brenda Doerfler, Dale Ernst and Mark Eldridge)
- Completed articulation agreement with Baker University, updated the agreement to address more than transfer of courses, but also provide student transfer and academic progress criteria and common degree planning.
- Completed articulation agreements with two area high schools for the following technical and vocational training pr course work: (This will also increase CEP opportunity)
  - Anderson County HS-Multi-media Video Productions and Industrial Trades
  - Baldwin HS-Business Administration and Industrial Trades

Mr. Eldridge also reported the following observations regarding enrollment:

- Increased enrollment on campus due to new markets targeted, particularly students who are younger traditional students, reverse transfers (KU, ESU, OU, and BU), and older non-traditional individuals
- Increased enrollment off campus due to increased promotions and courses being offered at area high schools and in Allied Health throughout the 3-county area
- Increased activity in on-line course work and new courses developed
- Increased course offerings (both class room and on-line) is allowing the college to promote more program emphasis in associate degrees available to students at the Ottawa campus

Mr. Eldridge also reported that the Ottawa Community Center continues to evolve as a viable plan. Current activity included requested bids for architectural firms and capital campaign organizations.

**Treasurer's Report:** Sandi Solander, Dean of Finance, distributed the Treasurer's Report, Cash Balance Comparison, and Change in Fund Balance Report. She reported that expenditures for March

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were higher than last year but that the cash balance is still ahead of the same time period for last year. Revenues are in line with the 2005 budget. Expenditures do not include encumbering the rest of the year's payroll. She also reported she had attended a bookstore conference in Florida and gathered many good ideas for improving the college bookstore.

Mr. Berthot asked how remodeling the bookstore would fit with what she learned at the conference. Ms. Solander said that the bookstore expansion is on hold until more information is gathered from the architect. She said she would like to purchase the "point of sale" software to keep better track of inventory.

**President's Report:** Dr. Smith asked the Board to schedule a special Board meeting on Thursday, April 19<sup>th</sup> to review and approve bids on the NeoKan bathroom renovations and approve recommendations to hire head coaches for the women's basketball and men's basketball program. The special meeting was scheduled for Thursday, April 19<sup>th</sup> at 5:30 in the Oak Room.

Dr. Smith distributed a list of funding recommendations from the Strategic Planning Committee. The report was divided into groups of "must haves", "high needs" and additional needs. She said that senior staff will determine which items are funded as they develop the budget for next year.

President Smith also distributed the preliminary results of the community and employee survey which was done by the Strategic Planning Committee. She was concerned that the survey show little interest in diversity on campus. She said that overall the results showed that the Strategic Plan was valid for the institution.

Dr. Smith also distributed information from Sheila Frahm, Executive Director of the Kansas Association of Community College Trustees, regarding action by the legislature. The information included HB2556 which would establish a Technical Education Authority within KBOR and HB2014 which would extend the life of the Technical Education Commission.

Dr. Smith stated that she had attended a meeting with the ICAN group to discuss the city fiber optics network and the ICAN partnership between the City, USD 413 and the College. Representative Boyda was also at the meeting and she explained how the College could submit a proposal to her for inclusion in earmarks for the coming year. She also indicated she would write a letter of support to the Department of Labor for the grant proposal submitted this week for \$500,000 to train Long-term Care Workers. The grant application was prepared by Dean Brenda Krumm.

The president also provided transfer GPA information from Emporia State University and reminded the Board of Safari Days – April 13-14<sup>th</sup>. There will be a Business Expo on the 14<sup>th</sup> in the gym and many outside activities are planned. Dr. Smith told the Board she would be attending the AACC Annual meeting and Commission meeting in Tampa, Florida on April 12-17, the KBOR meeting on April 18, and the North Central Annual meeting on April 20-22 in Chicago.

### **Agenda Item VIII-A. Revisions to AA Degree (second reading)**

As a transfer institution, Neosho County Community College has an obligation to continually examine the requirements for the Associate in Arts (AA) and Associate of Science (AS) degrees to insure that students are taking the appropriate courses for seamless transferring to Kansas' Regent Universities. It is the administration's desire that the maximum number of credits transfer to the four-year institutions and transfer in such a way as to minimize the number of credits a student must take to finish their bachelors degree. After a year-long examination of transfer degrees and the Regents' university requirements, the Director of Advising, Counseling and Articulation and the Vice President for Student Learning presented to the faculty Curriculum Committee several possible considerations for changes to the transfer degrees to bring them more in alignment with KU, KSU, ESU, FHSU, PSU, WSU and Washburn. The Curriculum Committee sent those proposed changes to the departments for their

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consideration. The Curriculum Committee approved a change to the AA degree.

The change deals with the humanities requirement. The universities have added additional humanities requirements for their degrees, so the Curriculum Committee has responded to align NCCC's degree requirements with the Regents universities.

For the Associate of Arts, the proposal to the Board was to increase the humanities requirement to include an additional three-hour lecture course, raising the humanities minimum from 9 to 12 credit hours. Student must take 9 hours from 3 different areas within humanities. The fourth three-hour course could be from a fourth area or an additional course from a previously taken area to insure greater concentration.

The additional humanities course requirement means three less credit hours will be needed in the student's field of study for an AA degree. The student will lose some flexibility in choosing the courses that make up their degree, but will have to retake fewer courses at the transfer institution.

The AA degree is part of board policy and must be changed through board action. The first reading was at the March meeting and the administration is asking that the Board approve the revisions for the AA degree.

### **Resolution 2007-11**

**RESOLVED, That the Board of Trustees of Neosho County Community College approves revisions to the AA degree as listed on the following page.**

*Upon a motion and a second, the above resolution was approved. Motion passed unanimously.*

### **Associate of Arts (AA) Degree (revised 1-15-04) (revised 6/10/04) (revised 4/5/07)**

The associate of arts degree is designed for students planning to transfer to a four-year college or university to pursue a bachelor's degree.

1. Communications 9 hours English Composition I, English Composition II, speech
2. Computer Literacy Proficiency, 3 hours  
*Note: a test-out option is available which forgives the requirement but does NOT replace the needed credit hours*
3. Natural Science and Mathematics 10-11 hours
  - A. *Two science courses with one course having a lab component; additionally, one of the science courses must be considered a life science and the other must be considered a physical science; and*
  - B. *One mathematics course, including college algebra or a higher level math course*
4. Social and Behavioral Sciences 9 hours General Psychology and six credit hours from two areas: economics, geography, political science, psychology, sociology
5. Arts and Humanities 9 12 hours from *at least* three areas: art\*, music & theatre\*, history, language, literature, or philosophy (\*Performance/participation classes do not meet this requirement)
6. Physical Education 1 hour Lifetime Fitness recommended
7. Personal and Career Development 1 hour Orientation or approved substitute (may be waived for transfers with 15 credit hours or more)
8. Appropriate Fields of Study ~~24~~ 21 hours A program of study in English, fine arts,

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education, history, humanities, language, music or social science

Other Requirements: A. Pre- and post-assessments are required by NCCC B. Fifteen (15) of the last twenty-four (24) credit hours in residence at NCCC C. Total of sixty-four (64) credit hours D. Cumulate GPA of 2.0 or higher

### **Agenda Item VII-B: Board Retreat Date and Topics**

Chairman Peter reminded members that setting a date for the spring Board Retreat had been tabled at the March meeting. Following discussion it was agreed to schedule the Board Retreat for June 21 at 5:30 in the Oak Room. Trustee elect Clint Isaac will be invited to join the retreat. Possible topics for the retreat will include new board member orientation, basic board structure, and a general review of board member roles. Mr. Peter and Dr. Smith will develop the agenda for the retreat.

### **Agenda Item VIII-A: Bids for Fiscal Audit**

It is the policy of the Board of Trustees to require that all college accounts be audited at any time the Board of Trustees so desires, but in any event to be audited annually. The three year contract with the auditing firm of Diehl, Banwart, Bolton, Jarred & Bledsoe ended with the 2006 audit.

Sandi Solander, Dean of Finance, has solicited proposals for the College's audits for the fiscal years ending June 30, 2007, June 30, 2008 and June 30, 2009. Although the Board of Trustees cannot bind future governing bodies, it is anticipated that the firm selected would be retained for the three year period with annual evaluations of services provided.

Bids were solicited from Snodgrass, Dunlap & Company, Iola; Stafford, Prier & Reichert, Chanute; Westervelt, Carson & Miller, Independence; Yerkes & Michels, Independence; Baird, Kurtz and Dobson, Pittsburg; and, Jarred, Gilmore & Phillips, Chanute.

The only bid received was from Jarred, Gilmore & Phillips for each fiscal year ending June 30 of 2007, 2008 and 2009.

It was the President's recommendation that the Board accept the bid of \$9,500 per year from Jarred, Gilmore & Phillips, Chanute.

### **Resolution 2007-12**

**RESOLVED, That the Board of Trustees of Neosho County Community College approves the bid of \$9,500 from Jarred, Gilmore & Phillips to conduct the annual audit for fiscal years ending June 30, 2007, 2008 and 2009.**

*Upon a motion and a second, the above resolution was approved. Motion passed unanimously.*

### **Agenda Item VIII-B: Administrator Contract Renewals**

It was the President's recommendation that employment contracts be renewed for 2007-08 for the following administrative personnel.

Christiansen, Bob Director Development

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Coomes, Kerrie Director of Financial Aid  
Eldridge, Mark Executive Director for Community Relations-Ottawa (3/4 time)  
Ernst, Dale Assistant Dean of Ottawa Campus  
Erwin, Jean Medical Assistant Coordinator/Instructor  
Ewan, Michelle Bookstore Manager  
Gebhardt, Katie Coordinator of Residence Life  
Jurgensen, Jo Health Information Technology Coordinator/Instructor  
Inbody, Brian Vice President for Student Learning  
Kettler, Randy Director of CAVE  
Kiefer, Melissa Coordinator for Student Life & Admissions/Head Cheer Coach  
Kiefer, Mike Athletic Director/Head Men's Soccer Coach  
Krumm, Brenda Dean of Outreach and Workforce Development  
Last, Lisa Dean of Student Development  
Loring, Julie Director of Advising and Counseling  
Neff, Ann International Student Coordinator  
Ranabargar, Kerry Director of Technology Services  
Rhine, Tracy Allied Health Coordinator  
Robb, Sandra Lifetime Learning Coordinator (1/2 time)  
Rowe, Brenda Human Resources Director  
Schoenecker, Brenda Interim Director of Nursing  
Smith, Ben Dean of Planning and Operations  
Smith, Paul Maintenance Supervisor  
Smith, Sarah Registrar  
Solander, Sandi Dean of Finance  
Vanatta, Kim Developmental Lab Coordinator  
Weisenberger, Susan Director of Library Services

It was the recommendation of the President that a contract not be renewed for Brenda Doerfler, Admissions/Outreach Coordinator-Ottawa.

The following contracts are recommended for renewal pending renewal of the ABE grant:

Clay, Krista ABE Coordinator  
Garrett, Heather ABE Instructor

Pending continued TRIO funding/grant approval, the following contracts are recommended for renewal:

Bell, Tonya STARS English Specialist  
Bertels, Karen CBC GEAR-UP Project Director  
Chaney, Bart STARS Director  
Collins, Maranda Upward Bound Director  
Collins, Wade Talent Search Academic Advisor  
Doty, Jacqueline CBC-GEAR-UP Project Advisor  
Drybread, Rita STARS Math Specialist  
Kramer, Steve STARS Counselor  
Moore, Marie Talent Search Director  
Rose, Michael Talent Search Academic Advisor  
Younger, Jennifer Upward Bound Academic Advisor

### **Resolution 2007-13**

**RESOLVED, That the Board of Trustees of Neosho County Community College approves the recommendation of the President for employment contract renewals for 2007-2008 for the administrators as outlined above and that notices of intent not to renew the employment**



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**contract be given Brenda Doerfler as required by Board Policy.**

***Upon a motion and a second, the above resolution was approved. Motion passed unanimously.***

**Agenda Item VIII-C: Clerical and Maintenance Contract Renewals**

Based upon the recommendation of administrative supervisors, the President recommended that the Board of Trustees renew the following clerical and maintenance employees.

Barr, Mary Switchboard/Administrative Assistant  
Beddo, Susan Financial Aid Assistant-Ottawa  
Beeman, Gloria Office Services Clerk  
Benton, Patty Cashier  
Bulk, Mary Library Computer Clerk (part-time)  
Burns, Dawn Cashier-Ottawa  
Cadwallader, Sarah Receptionist/Registration Clerk  
Crawford, Steve Maintenance A  
Dale, Terri Administrative Assistant to the President  
Dent, Vicki Custodian  
Dix, Marcy Assistant Registrar-Ottawa  
Foster, Bryon Maintenance C  
Gill, Joan Library Assistant  
Gilmore, Denise Administrative Assistant to the Vice President for Student Learning  
Godinez, Edie Administrative Assistant for Nursing  
Haddan, Susan Assistant Registrar  
Hale, Kara Financial Aid Specialist  
Hamm, Kelly Administrative Assistant for Nursing-Ottawa  
Hanks, Barbara Accounts Payable Clerk  
Hart, Sarah Administrative Assistant for Allied Health  
Hauser, LuAnn Data Research Assistant  
Johnson, Teddy Library Clerk (part-time)  
Kinzer, Jackie Administrative Assistant for Outreach/Workforce Development  
McAdoo, Karen Bookstore-Ottawa (part-time)  
Ndauti, James Technology Services Support Technician-Chanute  
Neely, Mia Accounts Receivable Clerk  
Parriott, Paulette Receptionist-Ottawa  
Ponce, Michelle Development Assistant  
Recoy, Pat Accounting Clerk  
Schommer, Debra Administrative Assistant for Faculty  
Schuch, Robert Custodian-Ottawa  
Shumway, Donna Technology Service Support Technician-Ottawa  
Ward, Joe Maintenance B

The following employees will be renewed pending renewal of the TRIO grants that they are employed under.

Kerns, Laurie Administrative Assistant for Upward Bound  
Wiltse, Nicci Administrative Assistant for Talent Search

**Resolution 2007-14**

**RESOLVED, That the Board of Trustees of Neosho County Community College approves the President's renewal recommendation for clerical and maintenance staff as listed above for 2007-08, subject to continued satisfactory job performance.**

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*Upon a motion and a second, the above resolution was approved. Motion passed unanimously.*

**Agenda Item VIII-D: New Adult Basic Education Half-Time Position at Fort Scott Community College**

Fort Scott Community College approached NCCC to provide Adult Basic Education (ABE) services to their community. NCCC's Adult Basic Education program has the capacity to take on this additional site. This opportunity allows NCCC to expand our very successful ABE program, improve NCCC's program outcomes by lowering the cost per student, and serve more students with the grant funds.

In order to provide these services at least one part-time ABE instructor is needed to teach at Fort Scott for the fourth quarter of this program year. This will be a 16 hour per week position (\$12.00 hour) that is funded through the ABE grant. There is the possibility that additional instructors may be needed in the future to accommodate additional students. The job description is on the following page.

**Resolution 2007-15**

**RESOLVED, That the Board of Trustees of Neosho County Community College approves adding a half-time Adult Basic Education instructor to teach at Fort Scott.**

*Upon a motion and a second, the above resolution was approved. Motion passed unanimously.*

**Adult Basic Education Instructor, Part-Time  
Reports to: Adult Basic Education Coordinator**

**Classification: Part-time, Grant funded  
Pay Status: Hourly  
Starting salary: \$12.00 per hour, no benefits  
Revision Date: 4/5/07**

**Purpose of Position: This position is a member of the Adult Basic Education department and reports to the Adult Basic Education Coordinator. This position is responsible for the day to day classroom instruction and implementation of adult basic education curriculum in the evening at Fort Scott Community College. Position assists with outreach planning and data collection of students for reporting purposes.**

**Essential Functions:**

**Classroom instruction:**

Teach adult basic education curriculum.  
Develop and maintain student portfolios.  
Assist with student tracking and follow-up.  
Provide instruction at outreach sites as needed.  
Assist with State and Federal reports.  
Attend conferences and meetings which will enhance instruction and professional development.  
Provide program information to those who inquire, and assist with the recruitment of adult education students.  
In coordination with Fort Scott learning center personnel, perform other duties as assigned by the NCCC's Adult Basic Education Coordinator.

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### **Education and Experience:**

Bachelor's degree required.  
Previous experience working with adult learners preferred.  
Be a KAEA credentialed professional  
Be certified in CASAS.

### **Required Knowledge, Skills, and Abilities:**

Ability to work with, relate to, and teach diverse populations.  
Organizing and coordinating skills.  
Ability to communicate effectively, both orally and in writing.  
Excellent computer skills.  
Knowledge of working with unprepared students.  
Ability to gather data, compile information and prepare reports.  
Ability to plan and evaluate programs.  
Ability to appropriately exercise independent initiative and judgment.  
Ability to use classroom technology.  
Willingness and ability to work as a member of a team.

### **Working Conditions:**

Teaching duties may be preformed in various settings.  
Work is normally performed in a typical classroom environment.  
Some travel with overnight trips  
Some evening hours are required.  
No or very limited physical effort required.

### **Agenda Item VIII-E: Residence Life Staff Reorganization**

Over the past few years, a variety of approaches have been tried to handle the coordination of the residence halls and to improve the services provided to students. A full-time dedicated coordinator was hired with assistant coaches serving as RAs, as well as a full-time coordinator who was also a volunteer assistant coach with paid RAs to assist her. Although the current Coordinator is doing an excellent job, problems remain with the RAs' commitment to the mission for the residence halls (i.e., commitment to safety and security of residents and in building community among residents). Additional staff meetings have been held, additional trainings, and disciplinary action, but the desired results have not been accomplished by using assistant coaches as resident assistants.

Consequently, there were discussions for other options to try for next year. The Dean of Student Services proposed reorganizing the residential life staff from one full-time employee and five part-timers to two full-time employees (one 12-month and one 10-month), with occasional part-time support. The administration believes this change will provide us with the stability, professionalism, and reliability that the situation requires. This plan has the added benefit of augmenting student life for all students, in that the two staff will take on the oversight of student life/activities responsibilities (now part of Admissions staff responsibilities.)

The proposal was not budget neutral. It will require an increase to student residence hall fees to make possible, but the corresponding quality of life for all students will offset the additional cost. A summary of the plan follows:

Eliminate RA positions

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Move Student Life coordinating duties from admissions staff to Residence Life to allow increased productivity in the admissions/recruiting area, as well as provide more assistance in coordinating and marketing student activities.

Add a full-time, 10-month Assistant Residence Life Coordinator position that pays \$15,000-18,000, plus room and board

Increase salary of the Coordinator to attract better qualified applicants Coordinator currently is paid \$16,000 for the 12-month position, plus room and board.)

Train assistant coaches who live in the residence hall to serve as an "emergency response team," which students can call on for assistance in an emergency situation if the Coordinator or Assistant Coordinator are not immediately available.

Train interested assistant coaches to fill in as the "Coordinator on Call" on the rare occasion when neither the Coordinator nor the Assistant Coordinator is able to be on campus during their duty times. The assistant coach would be paid an hourly wage for any time he/she had to respond while "on call".

Increase security hours to begin at 8 p.m. each night in residence hall (currently begin at 10 p.m.).

The additional cost of implementing this plan will be paid for by increasing the \$50 one-time housing deposit to \$100 deposit per year. The \$100 deposit is in line with other Kansas community colleges (our \$50 one-time fee is one of the lowest in the state). This will generate an additional \$12,500 per year. The administration also plans to increase the room and board charges by \$50 per semester. This will generate an additional \$19,250. These changes will bring in approximately \$32,000.

Following is a cost analysis of the proposal:

### PROPOSED COSTS

\$25,000 Coordinator Salary  
\$18,000 Assistant Coordinator Salary  
\$ 6,705 Benefits  
\$ 2,000 Additional on-call coverage  
\$ 5,800 Increased security hours  
\$57,505 TOTAL

### CURRENT EXPENDITURES

\$16,000 Coordinator's salary  
\$16,250 RA Salaries  
\$32,250 TOTAL

### INCOME FROM PROPOSED FEE INCREASES

\$12,500 Increase housing deposit  
\$19,500 Increase room and board charges  
\$32,000 TOTAL NEW REVENUE

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Current Expenditures \$32,250

Proposed Expenditures \$57,505  
Deficit -\$25,255

New Revenue \$32,000

Revenue over Cost + \$ 6,745

A revised position description for the Coordinator for Residence and Student Life and the new position description for the Assistant Coordinator for Residence and Student Life follows. This reorganization will take place in the next fiscal year and will be placed in the 2007-2008 budget.

**Resolution 2007-16**

**RESOLVED, That the Board of Trustees of Neosho County Community College approves the reorganization of residence life and add the new position of Assistant Coordinator for Residence and Student Life.**

*Upon a motion and a second, the above resolution was approved. Motion passed unanimously.*

**Coordinator of Residence and Student Life**

Reports to: Dean of Student Development  
Classification: Full-time, 12-month Employee  
Pay Status: Administrative  
Vacation/Sick Leave/Regular Holidays per Board Policy  
Starting Salary Range: \$22,000-\$25,000  
Full 12-month fringe benefit plus apartment and food service provided

Purpose of position: This position is a member of the Student Development team who reports to the Dean of Student Development. This position is responsible for providing leadership and direction for a comprehensive residential and student life program, coordinating student activities, and ensuring the college is providing housing that is safe and conducive to living and learning. This position will work directly with other student development areas to implement a comprehensive student development program for the college. This is a live-in position.

Essential Functions:

Residence Life:

*Leadership and Management:*

- Oversee both residence halls, including the supervision of professional and student employees, facility maintenance, and resolving student disciplinary issues.
- Provide comprehensive training, evaluate, and schedule professional and student employees who compose the support staff within this department.
- Conduct regular meetings of all resident students as needed each semester to explain the rules, procedures, residence hall policies, disseminate general information, and obtain suggestions from students to provide opportunities for all resident students to interact throughout the semester.
- Maintain complete and up-to-date records of all room assignments, maintenance work, building

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expenses, room check-in and check-out, damage assessment, and operational activities; provide up-to-date information to the business office to facilitate the collection of housing contracts and deposits.

- Develop a budget of expenses each academic year, including a statement of income at the close of each academic year.
- Plan for program and facility improvements through dean of student development.
- Strive to make the residence hall a strong financial asset for the college.
- Obtain feedback from students on meal-plan contracts and quality of service provided in the school cafeteria and communicate those concerns to food service provider.
- Assist in the development of and revisions to residence life publications, contracts, etc.

### *Safety and Security*

- Provide leadership in emergency and problem situations and communicate all concerns to dean of student development through written incident reports, weekly meetings, and immediate oral communication when situation necessitates.
- Provide direct supervision for student housing security including door locks, mail delivery, emergency exits, and screening housing guests; implement safety processes including fire drills and health and safety inspections each semester.
- Monitor and report need of any building maintenance within the residence halls in order to maintain a housing facility that is attractive, clean and safe.

### Community Development

- Enhance retention effort by promoting a sense of community and fostering out-of-class learning in the residence hall through residence life activities; initiate contact on a regular basis with students in the residence halls and become personally acquainted with each resident; manage and provide follow-up to resident needs and concerns.
- Coordinate and supervise residence life social functions.
- Coordinate and plan wellness programming to facilitate an alcohol and drug-free campus community.
- Advise at monthly meetings of the housing council and support elected offices within the council.
- Utilize programming as a means of increasing interaction between residents, developing residents' interests and skills, and contributing to learning outcomes.

### Student Life:

- Serve as campus-wide coordinator of student activities, responsible for promoting, enlisting, evaluating, and reporting on recommendations for future events to meet the needs of students;
- Assist with the development and implementation of a comprehensive student development program, which includes social and academic-related programming;
- Oversee the Student Union facility; review and coordinate facilities and venues for student social and event programming;
- Formulate, develop and implement programs and services for commuter and non-traditional student populations at both campuses;
- Work with Dean of Student Development to ensure services and programs meet the needs of the student body;
- Meet with individual students and student organizations for problem solving, counseling, mediating, referrals and program development; assist in the development, coordination, implementation, and advisement of new clubs and organizations;
- Maintain a campus student calendar with all student events and activities.
- Perform other miscellaneous duties as assigned by the Dean of Student Development.

Required Knowledge, Skills and Abilities

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- Must possess a service mentality toward students, parents and others.
- Excellent interpersonal skills.
- Ability to work effectively with diverse populations.
- Organizing, coordinating and supervisory skills.
- Ability to communicate effectively, both orally and in writing.
- Ability to exercise sound judgment independently.
- Ability to provide a model of maturity and leadership to students and staff.
- Ability to handle disciplinary issues as they arise in a firm, fair manner.
- Willingness and ability to work as a member of a team.
- Excellent computer skills.
- Ability to plan and evaluate programs.

### Education and Experience

- Bachelor's degree required; Masters Degree preferred.
- 1-2 years experience in residence and/or student activities preferred.

### Working Conditions

- Work is normally performed in a typical interior/office work environment.
- Evening hours are required.
- No or very limited physical effort required.

### **Assistant Coordinator of Residence and Student Life**

**Reports to: Coordinator of Residence and Student Life**  
**Classification: Full-time, 10-month Employee**  
**Pay Status: Administrative**  
**Vacation/Sick Leave/Regular Holidays per Board Policy**  
**Starting Salary Range: \$15,000-18,000**  
**Full fringe benefit, plus residence hall apartment and food service provided**

Purpose of position: This position is a member of the Student Development team who reports to the Coordinator of Residence and Student Life. This position is responsible for assisting the Coordinator of Residence and Student Life in implementing a comprehensive residential and student life program. This is a live-in position.

### Essential Functions:

#### Residence Life:

- Assist the Coordinator in supervising both residence halls, including sharing "on-call" duty with the Coordinator.
- Assist the Coordinator in conducting regular meetings of all resident students as needed each semester to explain the rules, procedures, residence hall policies, disseminate general information, and obtain suggestions from students to provide opportunities for all resident students to interact throughout the semester.
- Assist the Coordinator in maintaining complete and up-to-date records of all room assignments, maintenance work, building expenses, room check-in and check-out, damage assessment, and

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operational activities; provide up-to-date information to the business office to facilitate the collection of housing contracts and deposits.

- Provide leadership in emergency and problem situations and communicate all concerns to Coordinator through written incident reports, meetings, and immediate oral communication when situation necessitates.
- Provide direct supervision for student housing security including door locks, mail delivery, emergency exits, and screening housing guests; implement safety processes including fire drills and health and safety inspections each semester.
- Monitor and report need of any building maintenance within the residence halls in order to maintain a housing facility that is attractive, clean and safe.
- Enhance retention effort by promoting a sense of community and fostering out-of-class learning in the residence halls through residence life activities; initiate contact on a regular basis with students in the residence halls and become personally acquainted with each resident; manage and provide follow-up to resident needs and concerns.
- Assist the Coordinator with planning, coordinating, and supervising residence life social functions.
- Assist the Coordinator in planning wellness programming to facilitate an alcohol and drug-free campus community.
- Assist the Coordinator with advising, planning and/or attending monthly meetings of the housing council and support elected offices within the council.
- Utilize programming as a means of increasing interaction between residents, developing residents' interests and skills, and contributing to learning outcomes.

### Student Life:

- Assist the Coordinator with student activity programming planning, scheduling, and implementation;
- Serve as marketing and publicity coordinator for all student activities using multiple modalities (including Panther Vision) to ascertain that residential and commuter students are aware of all student events.
- Assist the Coordinator in formulating, developing and implementing programs and services for commuter and non-traditional student populations at both campuses;
- Maintain a campus student calendar with all student events and activities.
- Perform other miscellaneous duties as assigned by the Coordinator of Residence and Student Life.

### Required Knowledge, Skills and Abilities

- Must possess a service mentality toward students, parents and others.
- Excellent interpersonal skills.
- Ability to work effectively with diverse populations.
- Organizing and coordinating skills.
- Ability to communicate effectively, both orally and in writing.
- Ability to exercise sound judgment independently.
- Ability to provide a model of maturity and leadership to students and staff.
- Ability to handle disciplinary issues as they arise in a firm, fair manner.
- Willingness and ability to work as a member of a team.
- Excellent computer skills.

### Education and Experience

- Associate's degree required; Bachelor's and Master's degree preferred.
- 1-2 years experience in residence and/or student activities preferred.

### Working Conditions

- Work is normally performed in a typical interior/office work environment.



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- Evening hours are required.
- No or very limited physical effort required.

### **Agenda Item VIII-F: Bidding Policy Revision (first reading)**

At the March meeting there was discussion regarding accepting the lowest bid for merchandise opposed to accepting a slightly higher bid from a vendor in Neosho County. That discussion has prompted a recommendation to revise the Bidding Policy in the Board Policy Handbook. The added paragraph will allow the Board to accept a bid from a vendor in Neosho County if the cost is less than five percent greater than the lowest total bid price. The Board will retain the right to reject any or all bids.

### **Bids (revised 5/11/06)**

If the estimated cost of purchase is between \$2,000 and \$10,000, quotes shall be secured (3 or more) by telephone, letter or fax, and the lowest and/or best quote shall be accepted.

If the estimated cost is \$10,000 or more, the purchase shall be made by a competitive formal, sealed bidding process in which bids are solicited from at least three independent vendors. Such bids shall be submitted to the board for approval. The president can supersede above procedures if the item can be purchased at state or national contract prices.

All factors of the bids shall be considered, price being one factor. *If a bid is submitted by bidder(s) domiciled within Neosho County and the low bid is submitted by a bidder domiciled outside Neosho County, the Neosho County domiciliary which submitted the lowest bid may be deemed the preferred bidder and awarded the bid if (1) The quality suitability and usability of the materials, goods or wares are equal; (2) The amount of the bid of the Neosho County domiciliary is not more than 5% greater than the amount of the low bid; and (3) The Neosho County domiciliary agrees to meet the low bid by filing a written agreement to that effect within three (3) business days after receiving notification of being deemed the preferred bidder. The provisions of this paragraph may also be applied to acceptance of quotes where Board approval is not required. The provisions of this paragraph shall not apply to expenditures for construction, re-construction or remodeling.*

The board reserves the right to reject any or all bids for items of purchase. The chief financial officer may request bids for items under \$10,000. Competitive bids are not required when the items purchased require compatibility with existing equipment, or when items are necessary to meet a specific educational objective, or when items are acquired for resale. Services of any kind are excluded from the bidding process and the acquisition, construction or renovation of a project or projects that involve both services and products, such as a design-build structure or the acquisition, construction or reconstruction of software applications and/or hardware including network infrastructure are also excluded from the bidding process but are subject to prior Board approval.

Emergency situations that necessitate the immediate purchase of goods or services may be made according to procedures outlined by the president. Such procedures may include the delegation of emergency purchasing procedures to appropriate college personnel. An emergency for the purposes of this paragraph shall include by way of example and not as a limitation situations such as 1) The College will suffer damage to its students, employees, physical facilities or normal operations if immediate procurement of materials, goods or wares does not occur, or 2) The College will benefit from a material discount as a result of the immediate action. Payment of purchases pursuant to this paragraph are subject to K.S.A. 12-105b. At the Board meeting following the emergency purchase of goods, the President will report the circumstances and details of the purchase.

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**Amended Agenda Item VIII-G: Head Women's Soccer Coach**

It is my recommendation that the Board employ Damon Solomon as the Head Coach for Women's Soccer. Mr. Solomon holds a Bachelor of Arts in Education from Cameron University in Lawton, Oklahoma. His work experience in coaching includes Head Boys/Girls Soccer Coach at Heights High School in Wichita, Head Boys Soccer Coach at Trinity Academy in Wichita, and Head Soccer Coach for River City Soccer Club in Wichita. He also taught special education and physical education at Hamilton Middle School in Wichita.

Mr. Solomon will be placed at Instructor-4 level (\$29,650) on the faculty salary schedule starting August 14, 2007. That amount will be adjusted following the completion of salary negotiations.

**Resolution 2007-17**

**RESOLVED, That the Board of Trustees of Neosho County Community College approves the employment of Damon Solomon as the head coach for women's soccer starting August 14, 2007 at the I-4 level on the faculty salary schedule.**

*Upon a motion and a second the above resolution was approved. Motion passed unanimously.*

**Amended Agenda Item VIII-H: EX Software Module Implementation Lease Purchase Financing**

At the March, 2007 meeting the Board of Trustees accepted the low bid from UniversityLease for a 60-month lease purchase agreement for the Jenzabar EX Software implementation at 4.74% interest for a total financing cost of \$34,414.00. UniversityLease informed the College they were unable to comply with the bid requirements. Commercial Bank, Chanute was contacted and they will honor their option 2 (monthly payments) bid at 5.145%. They were the second lowest bidder. The monthly payment will be \$5,208.82 for 60 months with a total financing cost of \$37,529.92.

It was the President's recommendation that the College accept the bid from Commercial Bank for option 2 (monthly payments) at 5.145% and enters a 60-month lease-purchase agreement for the Jenzabar EX software implementation at a total financing cost of \$37,529.92. The monthly payments will be split equally between Chanute and Ottawa Technology Funds.

**Resolution 2007-18**

**RESOLVED, That the Board of Trustees of Neosho County Community College rescinds Resolution 2007-7 because UniversityLease is unable to meet the bid requirements. The Board accepts the bid from Commercial Bank for option 2 (monthly payments) at 5.14% and approves entering into a 60-month lease-purchase agreement for the Jenzabar EX software implementation at a total financing cost of \$37,529.92. The monthly payments will be equally divided between Chanute and Ottawa Technology Funds.**

*Upon a motion and a second, the above resolution was approved. Motion passed unanimously.*

Chairman Peter called at break at 7:15 p.m. The meeting reconvened at 7:20 p.m.

**Amended Agenda Item VIII-I: Executive Session: Negotiations**

Upon a motion and a second, the Board entered executive session at 10 minutes. to discuss employer-employee negotiations and to include the President, Vice President, Dean of Finance and Attorney. The Board entered executive session at 7:20 p.m.

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The Board returned to open session at 7:30 p.m.

Upon a motion and a second, the Board returned to executive session for 10 minutes to continue discussions of employer-employee negotiations and to include the President, Vice President, Dean of Finance and Attorney. The Board entered executive session at 7:31 p.m.

The Board returned to open session at 7:41 p.m.

**Agenda Item IX: Adjournment**

Upon a motion and a second, the meeting adjourned at 7:42 p.m.