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

DATE: October 11, 2007
TIME: 5:30 p.m.
PLACE: Student Union, Room 209

MEMBERS PRESENT: Charles Boaz
Clint Isaac
Mariam Mih
David Peter
Basil Swalley

MEMBERS ABSENT: Kevin Berthot

PRESENT: Dr. Vicky Smith, President
Dr. Brian Inbody, Vice President for Student Learning
Ben Smith, Dean of Planning and Operations
Sandi Solander, Dean of Finance
Brenda Krumm, Dean of Outreach & Workforce Development
Kerry Ranabargar, Technology Services Director
Phil Jarred
Neil Phillips
Kent Pringle, Board Attorney
Denise Gilmore, Acting Board Clerk
Adam Vogler, <u>Chanute Tribune</u>

Mr. Peter called the meeting to order at 5:30 p.m. in room 209 in the Student Union.

III. Public Comment

Byron Foster addressed the Board regarding the reasons for his employment termination.

IV. Approval of the Agenda

Upon a motion and a second the agenda was approved as printed. Motion passed.

V. Consent Agenda

The following items were approved by consent.

> Minutes from September 13, 2007
> Claims for disbursement for September 2007
> New Courses
> Master Course List
> Personnel

Agenda Item V-C: New Courses

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 Academic Officer.

Course Syllabus

COURSE IDENTIFICATION
Course Prefix/Number: ALHE106
Course Title: Paid Nutrition Assistant
Division: Outreach & Workforce Development
Program: Allied Health
Credit Hours: 1.0
Initiation/Revised Date: Spring 2007

CLASSIFICATION OF INSTRUCTION
Vocational

COURSE DESCRIPTION
This seminar will provide a structured program of study which emphasizes the acquisition of knowledge/or skills in a specific area of health care.

PREREQUISITES AND/OR COREQUISITES
None

TEXTS
Walker, Bonnie, Cole, Claire -Assisted Dining: The Role & Skills of Feeding Assistants, ahca, ISBN-0-9705219-9-5, copyright 2003.

COURSE OUTCOMES AND COMPETENCIES:
Upon completion of the course the student will be able to:

> Demonstrate effective hand washing techniques following all the rules of asepsis including washing hands prior to assisting residents with eating.
>
> Demonstrate proper removal and disposal of gloves.
>
> Demonstrate techniques used to assist resident with eating.
>
> Identify safety measures and encourage independence.
>
> Identify measures on how to promote fluid intake.
>
> Simulate the abdominal thrust (Heimlich maneuver) technique.

COURSE OUTLINE

This seminar will provide a structured program of study which emphasizes the acquisition of knowledge and/or skills in a specific area of health. A specific title for the area to be covered will be announced. May be repeated for credit.

> Brief overview of long-term care environment.
> Role and Responsibilities of a nutrition assistant.
> Team Interaction
> Ethical Feeding Practices
> Residents rights in the feeding experience.
> Residents with special needs/adaptive equipment.
> Positioning during meals
> Infection control
> Food safety
> Responding to emergencies
> Fundamentals of good nutrition

Documentation

INSTRUCTIONAL METHODS
Instructional methods will include lecture, demonstrations, group activity, and discussion.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION
Students will attend the entire session and participate in group activities and discussions
Failure to attend or participate will result in a nonpassing grade.

GRADING SCALE

P Pass

NP No Pass

Attendance Policy
Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the 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.

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.

Cell Phone Policy
Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

ASSESSMENT OF STUDENT GAIN
Assessment begins at the beginning of the course when the instructor and the student determine through conference and observation the skill level of the student. During the beginning of the class each student will be observed and/or interviewed and initial exercises will be examined to determine needed competency development throughout the course. Both student and instructor will analyze student gain at the conclusion of the course through a formal evaluation tool.

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.

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 or the *Assistant Dean,* Ottawa Campus, 785-242-2607 ext 312, as soon as

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

Course Syllabus

COURSE IDENTIFICATION
Course Prefix/Number: ALHT 135
Course Title: Introduction to Medical Transcription
Division: Outreach and Workforce Development
Program: Health Information Technology
Credit Hours: 3.0
Initiation/Revised Date: Fall 2007

CLASSIFICATION OF INSTRUCTION
Vocational

COURSE DESCRIPTION
This is an internet-based course including laboratory components which prepares students for entry level positions in a physician's office or other medical facility. The focus of this class is learning the beginning medical transcription practice and professional issues, referencing techniques, and English grammar as related to the AAMT Book of Style. This course will include authentic physician dictation for transcription practice.

PREREQUISITIES AND/OR COREQUISITES:
Microcomputer Application, Introduction to Health Information Technology, Health Information Technology Application I, English Composition I, or Instructor consent.

REQUIRED TEXTBOOK:
Medical Transcription, 2004, 2nd edition, Blanche Ettinger, Ed.D & Alice G. Ettinger, RN, MSN, CPNP
ISBN/ISSN: 0-7638-2010-5

COURSE OUTCOMES/ COMPETENCIES
The student will demonstrate the basic ability to transcribe medical reports in the areas of dermatology, ophthalmology, otorhinolaryngology (ENT), pulmonology, cardiology, gastroenterology, obstetrics and gynecology, urology and nephrology, orthopedics, neurology, hematology-oncology, and immunology. The student will demonstrate a basic knowledge of professional issues related to the field of medical transcription as evidenced by unit assessments.

Select the correct format for a dictated medical report

Transcribe letters, consultations, chart notes, history & physical reports and discharge summaries.

Edit the transcript to correct obvious grammatical and punctuation errors.

Identify obvious medical inconsistencies.

Produce a final, neat, error-free transcript.

Increase transcription speed and productivity throughout the course.

COURSE OUTLINE

I. Overview of Medical Transcription & Perfecting your Editing Skills

Overview of the Profession
Professional principles of transcription
Getting started as a medical transcriptionist
Transcribing, proofreading, and editing tips
Working with Medical Records

II. Dermatology

Use dermatology terms correctly according to the context and purpose of the dictation
Select and use appropriate general and specialty reference materials
Key dermatology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

III. Ophthalmology

Use ophthalmology terms correctly according to the context and purpose of the dictation
Select and use appropriate general and specialty reference materials
Key ophthalmology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

IV. Otorhinolaryngology (ENT)

Use otorhinolaryngology terms correctly according to the context and purpose of the dictation
Select and use appropriate general and specialty reference materials
Key otorhinolaryngology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

V. Pulmonology

Use pulmonology terms correctly according to the context and purpose of the dictation
Select and use appropriate general and specialty reference materials
Key pulmonology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

VI. Cardiology

Use cardiology terms correctly according to the context and purpose of the dictation
Select and use appropriate general and specialty reference materials
Key cardiology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

VII. Gastroenterology

Use gastroenterology terms correctly according to the context and purpose of the dictation

Select and use appropriate general and specialty reference materials
Key gastroenterology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

VIII. Obstetrics and Gynecology

Use obstetrics and gynecology terms correctly according to the context and purpose of
the dictation
Select and use appropriate general and specialty reference materials
Key obstetrics and gynecology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

IX. Urology and Nephrology

Use urology and nephrology terms correctly according to the context and purpose of
the dictation
Select and use appropriate general and specialty reference materials
Key urology and nephrology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

X. Orthopedics

Use orthopedics terms correctly according to the context and purpose of the dictation
Select and use appropriate general and specialty reference materials
Key orthopedics office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

XI. Neurology

a. Use neurology terms correctly according to the context and purpose of the dictation

b. Select and use appropriate general and specialty reference materials

Key neurology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

XII. Hematology-Oncology

a. Use ophthalmology terms correctly according to the context and purpose of the dictation

b. Select and use appropriate general and specialty reference materials

Key ophthalmology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

XIII. Immunology

a. Use ophthalmology terms correctly according to the context and purpose of the dictation

Select and use appropriate general and specialty reference materials
Key ophthalmology office notes of varying complexity and format.
Transcribe authentic medical dictation requiring concentration and listening skill
Edit medical reports to conform with AAMT style guidelines.
Proofread and correct transcripts to produce error-free documents.

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 _____ and ending _____.

Week	Topic/Exam	Readings/Activities
1	The World of Medical Transcription	Chapter 1 / Test
2	Perfecting Your Editing Skills	Chapter 3 / Test
3	Dermatology	Chapter 4 / Test
4	Ophthalmology	Chapter 5 / Test
5	Otorhinolaryngology (ENT)	Chapter 6 / Test
6	Pulmonology	Chapter 7 / Test
7	Cardiology	Chapter 8 / Test
8	Mid-Term	Chapters 1-8
9	Gastroenterology	Chapter 9 / Test
10	Obstetrics and Gynecology	Chapter 10 / Test
11	Urology and Nephrology	Chapter 11 / Test
12	Orthopedics	Chapter 12 / Test
13	Neurology	Chapter 13 / Test
14	Hematology-Oncology	Chapter 14 / Test
15	Immunology	Chapter 15 / Test
16	Final	Chapters 9-15

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
Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

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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.

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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.

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 or the *Assistant Dean,* Ottawa Campus, 785-242-2607 ext 312, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

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Course Syllabus

COURSE IDENTIFICATION
Course Prefix/Number: ALHT 205
Course Title: Healthcare Statistics
Division: Outreach and Workforce Development
Program: Health Information Technology
Credit Hours: 3.0
Initiation/Revised Date: Spring 2007

CLASSIFICATION OF INSTRUCTION
Vocational

COURSE DESCRIPTION
Internet-based course with laboratory components that provides students with basic hospital and health statistics including the sources, definitions and calculation of common rates and percentages. Computerized and manual methods of collection, computation, and presentation of statistical data. Review of regulatory, accreditation, and vital statistics reporting.

PREREQUISITES AND/OR COREQUISITES
ALHT 110 Health Information Technology, ALHT 120 Health Information Technology Lab, or Instructor consent

TEXT/WEBSITE/RESOURCES
Horton, Loretta A. (2006), Calculating and Reporting Healthcare Statistics. 2rd ed. Chicago, Illinois: American Health Information Management Association. (Available at http://www.ahima.org, Product No. 120704). ISBN 1/58426-129-3.

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

COURSE OUTCOMES/ COMPETENCIES: Upon successful completion of this course, the student will be able to:

Demonstrate knowledge of the purpose and use of hospital and health statistics.

a. Explain types, sources, and uses of data used in health care.
b. Interpret the importance of data quality.
c. Explain the statistical terminology.
d. Explain the difference between ratio, proportion, percentage, and rate.
e. Explain the difference between a surgical procedure and a surgical operation.
f. Explain the difference between range, variance, and standard deviation.
g. Compare and explain categorical data: nominal, ordinal, interval, and ratio.
h. Explain the difference between numerical data: discrete data and continuous data.

Perform statistical computations based on uniform definitions and methodology for health statistics.

i. Compute and interpret mean, median, and mode.
j. Compute and explain the daily census, average daily census, and inpatient service
   days.
k. Compute and explain the bed/bassinet occupancy ratio.
l. Compute and explain the length of stay (LOS), average LOS, total LOS, and median
   LOS.
m. Explain the conditions under which the median is the preferred measure of central
   tendency when presenting average LOS.
n. Determine the difference between fetal, neonatal, post neonatal and infant deaths.
o. Compute and explain infant mortality and fetal death rates.
p. Compute and explain maternal death rates and cesarean section rates.
q. Compute and explain infection and postoperative rates.
r. Compute and explain the autopsy, gross autopsy, net autopsy, and adjusted hospital
   autopsy rates.
s. Compute and explain the range, variance, and standard deviation.

Compile health information statistical reports used for medical and administrative purposes, and which meet the requirements of government regulations and accrediting agencies.

t. Compute and explain the uses of statistics computed within the hospital and health
   information management department.
u. Explain the prospective payment systems and the different types of statistics for the
   various healthcare organizations.
v. Compose tables and graphs to depict statistical information.
w. Compile computerized statistical reports.

Compare and contrast research techniques in order to offer assistance to medical researches, administrative researchers, and health planning researchers.

x. Assess computerized statistical reports for accuracy.
y. Recalculate statistics for greater specificity.

AHIMA DOMAINS
Domain 1: Health Data Management.

Subdomain A: Health Data Structure, Content and Standards
                Collect and maintain data sets and databases

Domain 2: Health Statistics, Biomedical Research and Quality Management

Subdomain A: Healthcare Statistics and Research

        Abstract and maintain data for clinical indices/databases/registries
        Collect, organize, and present data for:

                a. Administrative purposes
                b. Financial purposes
                c. Performance improvement programs
                d. Quality management

Subdomain B. Quality Assessment and Performance Improvement

2. Present data in verbal and written forms

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 organization (e.g., Joint Commission on
        the Accreditation of healthcare Organizations [JCAHO])

        Apply policies and procedures to comply with the changing regulations among various
        payment systems for healthcare services such as Centers for Medicare and Medicaid
        Services (CMS), managed care

Domain 4: Information Technology and Systems

Subdomain A. Information and Communication Technologies

        Use technology, including hardware and software, to ensure data collection, storage,
        analysis, retrieval and reporting of information.

        Use common software applications (e.g., spreadsheets; databases; presentation;
        email) in the execution of work processes

        Use specialized software in the completion of HIM processes

Subdomain B. Data, Storage and Retrieval

5. Query and generate reports using appropriate software

6. Design and generate reports using appropriate software

Subdomain D. Healthcare Information systems

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

COURSE OUTLINE

>   Introduction to Health Statistics
>
>   Mathematics Review
>   Patient Census Data
>   Percentage of Occupancy
>   Length of Stay
>   Death (Mortality) Rates
>   Hospital Autopsies and Autopsy Rates
>   Morbidity and Other Miscellaneous Rates
>   Statistics Computed Within the Health Information Management Department
>   Descriptive Statistics in Health Care
>   Presentation of Data
>   Inferential Statistics in Health Care
>   Basic Research Principles

SCHEDULE

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Week	Topic/Exam	Readings/Activities
1	Introduction to Health Statistics	Chapter 1 / Exercises /Test
2	Glossary of Healthcare Terms – Review definitions	Appendix B
3	Mathematics Review	Chapter 2 / Exercises / Test
4	Patient Census Data	Chapter 3 / Exercises / Test
5	Percentage of Occupancy	Chapter 4 / Exercises / Test
6	Length of Stay	Chapter 5 / Exercises / Test
7	Death (Mortality) Rates	Chapter 6 / Exercises / Test
8	Hospital Autopsies & Autopsy Rates	Chapter 7 / Exercises / Test
9	Morbidity & Other Misc Rates	Chapter 8 / Exercises / Test
10	Statistics Computed W/in the HIM Dept	Chapter 9 / Exercises
11	Statistics Computed W/in the HIM Dept	Chapter 9 / Exercises / Test
12	Descriptive Statistics in Health Care	Chapter 10 / Exercises / Test
13	Presentation of Data	Chapter 11 / Exercises / Test
14	Inferential Statistics in Health Care	Chapter 12 / Exercises / Test
15	Basic Research Principles	Chapter 13 / Exercises / Test
16	Vital Statistics	Websites

17	Final	Final

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Class assignments - Rounding Numbers:

> Percentages should be carried to 3 places and rounded back to 2 places.
> Any other number can be carried to 2 places and rounded back to 1 place unless otherwise specified in the instructions.
> Label your numbers, i.e. 14.05% not just 14.5; $1.32 not 1.32; 7.6 days not 7.6

(This may not seen critical to this course but it will be critical when you are using numbers during your professional career. This will give you much more clarity than an unlabelled number.)

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.

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Course Syllabus

COURSE IDENTIFICATION
Course Prefix/Number: ALHT 215
Course Title: Quality Improvement
Division: Outreach & Work Force Development
Program: Health Information Technology
Credit Hours: 3
Initiation/Revised Date: Fall 2007

CLASSIFICATION OF INSTRUCTION
Vocational

COURSE DESCRIPTION
Internet-based course with laboratory components provides a study of the history and development of quality improvement efforts in health care; quality assessment techniques, critical pathways, medical staff organization, credentialing, and peer review, utilization review, and risk management; roles and responsibilities of individuals involved in quality improvement;

software tools for quality improvement, databases, and spreadsheets.

PRE/CO-REQUISITE

ALHT 110 Health Information Technology, ALHT 120 Health Information Technology Lab, Instructor consent.

TEXT
Quality and Performance Improvement in Healthcare, Elliott, Chris; Shaw, Patricia; Isaacson, Polly; Murphy, Elizabeth, AHIMA, 2007.

OTHER REFERENCES

> Health Information Management Technology: An Applied Approach, edited by Merida L. Johns,
> PhD, RHIA, Second Edition, AHIMA, 2007
> AHIMA Web site: http://www.ahima.org

COURSE OUTCOMES/COMPETENCIES

At the end of the course, a student should be able to do the following:

Understand and follow organization policies and procedures for quality improvement/performance improvement

Abstract information from patient records retrospectively to develop provider profiles contributing to the credentialing process.

Implement and monitor accreditation/licensing standards and evaluate survey results.

Develop data collection tools and conduct surveys for users of data, health care providers, administrators and researchers, etc.

Compile and interpret data for quality assessment studies.

Design appropriate graphic presentation for data using pie, run, flow charting and/or bar graphs.

Understand the processes of case management, utilization management, risk management and infection control and their impact on the delivery of quality patient care.

AHIMA DOMAINS

Domain 1: Health Data Management

Subdomain A. Health Data Structure, Content and Standards

5. Verify timeliness, completeness, accuracy, and appropriateness of data and data

sources (e.g., patient care; management; billing reports and/or databases)

Subdomain B. healthcare Information Requirements and Standards

2. Perform analysis of health records to evaluate compliance with regulations and

standards:

a. Quantitative analysis

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 records for department indices/databases/registries.

Collect, organize, and present data for:

Administration purposes

Financial purposes

Performance improvement programs

Quality management

Subdomain B. Quality Assessment and Performance Improvement

Participate in facility-wide quality management program.

Present data in verbal and written forms

Domain 4: Information Technology and Systems

Subdomain A. Information and Communication Technologies

Use common software applications (e.g., spreadsheets; databases; presentation; email) in the execution of work processes

Subdomain B. Data, Storage and Retrieval

Query and generate reports using appropriate software

Design and generate reports using appropriate software

Subdomain C. Data Security

Use and summarize data compiled from audit trail

Domain 5: Organizational Resources

Subdomain A. Human Resources

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

COURSE OUTLINE

Introductions & Defining Performance Improvement Model
Identifying Improvement Opportunities
Using Teamwork in Performance Improvement
Aggregating & Analyzing Performance Improvement Data

Communicating Performance Improvement Activities & Recommendations
Measuring Customer Satisfaction
Refining the Continuum of Care
Preventing and Controlling Infectious Disease
Decreasing Risk Exposure
Improving the Provision of Care, Treatment, & Services
Building a Safe Medication Management System
Improving Care Environment and Life Safety
Developing Staff and Human Resources
Medical Staff & Organizing for Performance Improvement
Navigating the Accreditation, Certification, or Licensure Process

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 _____ and ending _____.

Week	Topic/Exam	Readings/Activities
1	Introductions & Defining Performance Improvement Model	Chapter 1 assignment / Test
2	Identifying Improvement Opportunities	Chapter 2 assignment / Test
3	Using Teamwork in Performance Improvement	Chapter 3 assignment / Test
4	Aggregating & Analyzing Performance Improvement Data	Chapter 4 assignment / Test
5	Communicating Performance Improvement Activities & Recommendations	Chapter 5 assignment / Test
6	Measuring Customer Satisfaction	Chapter 6 assignment / Test
7	Refining the Continuum of Care	Chapter 7 assignment / Test
8	Preventing and Controlling Infectious Disease	Chapter 8 assignment / Test
9	Decreasing Risk Exposure	Chapter 9 assignment / Test
10	Improving the Provision of Care, Treatment, & Services	Chapter 10 assignment / Test
11	Building a Safe Medication Management System	Chapter 11 assignment / Test
12	Improving Care Environment and Life Safety	Chapter 12 assignment / Test
13	Developing Staff and Human Resources	Chapter 13 assignment/

		Test
14	Medical Staff & Organizing for Performance Improvement	Chapter 14/ assignment/ Lecture Notes/ Test
15	Navigating the Accreditation, Certification, or Licensure Process	Chapter 15 assignment/ Test
16	Final	Final

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. Participation in an online course means you stay on schedule, turn assignments in on time, post discussion boards responses timely, and share comments to your classmates' discussion postings. You are expected to respond to discussion board questions with at least one posting of your original thoughts and ideas. It is expected that there will b differences of opinions on certain discussion board topics. Please be respectful of the different opinions you read and respond to. As the discussion is monitored, inappropriate and rude postings will be deleted and no points will be given to the offender.

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.

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ATTENDANCE POLICY
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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.

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ASSESSMENT OF STUDENT GAIN
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Course Syllabus

COURSE IDENTIFICATION
Course Prefix/Number: ALHT 220
Course Title: Management & Supervision
Division: Outreach and Workforce Development
Program: Health Information Technology
Credit Hours 3
Initiation/Revised Date: Fall 2007

CLASSIFICATION OF INSTRUCTION
Vocational

COURSE DESCRIPTION
Internet-based course with laboratory components integrates basic health information science with fundamental management theory to develop management skills applicable to the health information environment. The course covers the functions of planning, organizing, staffing, influencing and controlling as related to the health information management profession and work setting will be studied through readings, case studies, management assignments, and problem solving applications. The course will assist the student in becoming more sensitive to human behavior, anticipate problems before they occur, and resolve problems if they have already occurred.

PREREQUISITES AND/OR COREQUISITES
ALHT 110 health Information Technology, ALHT 120 Health Information Technology Lab, Instruction consent

TEXT- required
The Effective Health Care Supervisor, 6th edition, by Charles R. McConnell, Jones and Bartlett Publishing Inc. 2007

Health Information Management Technology: An Applied Approach, edited by Merida L. Johns, PhD, RHIA, Second Edition, AHIMA, 2007 AHIMA Web site: http://www.ahima.org

OTHER REFERENCES – not required

Effective Human Relations, 9th edition, by Reece/Brandt. Houghton Mifflin Co., Boston, Mass.

2005.

COURSE OUTCOMES/COMPETENCIES

1. Define and explain the purpose of the management functions of planning, organizing, staffing, influencing, and controlling, and relate them to the Health Information Management setting.
2. Develop policies, procedures, job descriptions and organization records for a Health Information Management department.
3. Assess, measure and justify the physical, fiscal and human resources needed for a department and prepare budgets and proposals.
4. Design tools for managing and evaluating staff.
5. Demonstrate ability to interview, select, train, schedule, evaluate, counsel, discipline, and terminate employees.
6. Demonstrate ability to plan, develop, conduct, and participate in department, hospital, and medical staff committees.

AHIMA DOMAINS

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

8. Implement health record documentation guidelines and provide education to staff

Domain 4: Information Technology and Systems

Subdomain A. Information and Communication Technologies

2. Use common software applications (e.g., spreadsheets; databases; presentation; email) in the execution of work processes

4. Apply policies and procedures for the use of networks, including intranet and internet applications to facilitate the electronic health record (EHR), personal health record

(PHR), public health, and other administrative applications

Domain 5: Organizational Resources

Subdomain A: Human Resources

Apply the fundamentals of team leadership

Develop and/or contribute to:

a. Strategic plans, goals and objectives for areas of responsibility/responsibilities

b. Job descriptions

Develop and/or conduct Performance Appraisals

Participate in intra-departmental and inter-departmental teams/committees

Develop and implement staff orientation and training programs

Provide consultation, education, and training to users of health information:

Internal users

Assess, monitor, and report:

Quality standards

Productivity standards

Perform staffing analysis to determine adequate coverage

Prioritize job functions and activities

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

Promote positive customer relations

Apply the principles of ergonomics in work process design

Comply with local, state and federal regulations regarding labor relations

Subdomain B: Financial and Physical Resources

Determine and monitor resources to meet workload needs including staff, equipment and supplies.

Make recommendations for items to include in budgets.

Monitor revenue cycle processes

Recommend cost-saving and efficient means of achieving work processes and goals.

COURSE OUTLINE

I. The Setting

a. An Evolving Role in a Changing Environment

b. Health Care: How Different From "Industry?"

c. The Nature of Supervision: Health Care and Everywhere

d. Management and Its Basic Functions

II. The Supervisor and Self

Delegation and Empowerment: Forming Some Good Habits

Time Management: Expanding the Day Without Stretching the Clock

Self Management and Personal Supervisory Effectiveness

III. The Supervisor and the Employee

Interviewing: Start Strong to Recruit Successfully

The One-to-One Relationship

Leadership: Style and Substance

Motivation: Intangible Forces and Slippery Rules

Performance Appraisal: Cornerstone of Employee Development

Criticism and Discipline: Guts, Tact, and Justice

The Problem Employee and Employee Problems

The Supervisor and the Human Resource Department

IV. The supervisor and the Task

Ethics and Ethical Standards
Decisions, Decisions
Management of Change: Resistance is Where You Find It
Communication: Not By Spoken Words Alone
How to Arrange and Conduct Effective Meetings
Budgeting: Annual Task and year-Long Implications
Quality and Productivity: sides of the Same Coin
Teams, Team Building, and Teamwork
Methods Improvement: Making Work – and Life – Easier

Reengineering and Reduction in Force
Continuing Education: You Employee and You
The Supervisor and the Law

m. Organizational Communication: Looking Up, Down, and Laterally
n. Unions: Avoiding Them When Possible and Living With Them

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 _____ and ending _____.

Week	Topic/Exam	Readings/Activities
1	**Introductions/Orientation** **An Evolving Role in a Changing Environment;** **Health Care: How Different From "Industry?"**	**Syllabus** **Chapter 1 & 2/ assignments / Test**
2	**The Nature of Supervision: Health Care & Everywhere; Management and Its Basic Functions**	**Chapter 3 & 4 / assignments / Test**
3	**Delegation & Empowerment: Forming Some Good Habits**	**Chapter 5 / assignments / Test**
4	**Time Management;** **Self-Management and Personal Supervisory Effectiveness**	**Chapter 6 & 7/ assignments/ Test**
5	**Interviewing: Start Strong to Recruit Successfully;** **Human Resource Department**	**Chapter 8 & 15 / assignments / Test**
6	**The One-to-One Relationship;** **Communication: Not By Spoken Words Alone**	**Chapter 9 & 19 / assignments / Test**
7	**Leadership: Style and Substance;** **Motivation: Intangible Forces and Slippery Rules**	**Chapter 10 & 11 / assignments / Test**
8	**Performance Appraisal: Cornerstone of Employee Development**	**Chapter 12 / assignments / Test**
9	**Criticism and Discipline: Guts, Tact, and Justice;** **The Problem Employee and Employee Problems**	**Chapter 13 & 14 / assignments / Test**

10	Ethics and Ethical Standards; Decisions, Decisions	Chapter 16 & 17 / assignments / Test
11	Management of Change: Resistance is Where You Find It; How to Arrange and Conduct Effective Meetings	Chapter 18 & 20 / assignments / Test
12	Budgeting: Annual Task and year-Long Implications	Chapter 21 / assignments / Test
13	Quality and Productivity: sides of the Same Coin; Teams, Team Building, and Teamwork	Chapter 22 & 23 / assignment / Test
14	Methods Improvement: Making Work — and Life — Easier; Reengineering and Reduction in Force	Chapter 24 & 25 / assignment / Test
15	Continuing Education: You Employee and You; The Supervisor and the Law	Chapter 26 & 27 / assignment / Test
16	Organizational Communication: Looking Up, Down, and Laterally; Unions: Avoiding Them When Possible and Living With Them	Chapter 29 & 30 / assignment / Test
17	Living with HIPAA; Final	Chapter 28 / assignment / Test / Final

INSTRUCTIONAL METHODS/GRADING/STUDENT REQUIREMENTS

AND METHODS OF EVALUATION

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Course Syllabus

COURSE IDENTIFICATION
Course Prefix/Number: ALHT 230
Course Title: Ambulatory/Emergency Room Coding
Division: Outreach and Workforce Development
Program: Health Information Technology
Credit Hours: 3.0
Initiation/Revised: Fall 2007

CLASSIFICATION OF INSTRUCTION
Vocational

COURSE DESCRIPTION
Internet-based course that covers the study and practice of the principles of classification systems utilized in alternate health care facilities, including mental health facilities, pathology/laboratory settings, hospital outpatient and ED departments, physician offices, and stand-alone ambulatory care centers. The classification systems studied include: DSM, SNOMED, CPT, and HCPCS Level II.

PREREQUISITES AND/OR COREQUISITES

BIOL 257 Human Anatomy & Physiology, BIOL 258 Human Anatomy & Physiology Lab, NURS 230 Pathophysiology, ALHE 105 Medical Terminology, ALHE 122 Introduction to Pharmacology.

TEXT/WEBSITE/RESOURCES

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

Kuehn, Lynn. CPT/HCPCS Coding and Reimbursement for Physician Services. Chicago: American Health Information Management Association (AHIMA), current edition.

American Medical Association (AMA), CPT (Current Procedural Terminology), current edition, Washington, DC: AMA

Jones, Lolita M. Coding & Reimbursement for Hospital Outpatient Services. Chicago: AHIMA

COURSE OUTCOMES/ COMPETENCIES

1. Explain the coding Code of Ethics.

2. Explain the definitions and apply clinical vocabularies and terminologies used

in an organization's health information systems.

3. Compare and demonstrate proficiency in the use of electronic applications and work

processes to support clinical classification and coding.

a. Use and maintain applications and processes to support other clinical classification

and nomenclature systems (e.g., DSM, SNOMED, and so on).

5. Determine discrepancies between coded data and supporting documentation.

6. Support accurate billing through coding, charge master, claims management, and bill

reconciliation processes.

7. Use ICD-9-CM, CPT/HCPCS and Evaluation & Management Coding to:

        Correctly identify and apply the diagnosis codes.
        Correctly identify and apply the procedure codes.
        Correctly identify and apply the Evaluation & Management (E&M) codes.
        Correctly identify and apply V codes when necessary.

AHIMA DOMAINS

Domain I: Health Data Management

Subdomain A. Health Data Structure, Content and Standards

3. Apply clinical vocabularies and terminologies used in the organization's health information systems

Subdomain C. Clinical Classification Systems

        Use and monitor applications and work processes to support clinical classification and
        coding
        Apply procedure codes using CPT/HCPCS
        Ensure accuracy of diagnostic/procedural groupings (e.g., APC; DRG; IPF)
        Adhere to current regulations and established guidelines in code assignment
        Validate coding accuracy using clinical information found in the health record
        Identify discrepancies between coded data and supporting documentation

Subdomain D. Reimbursement Methodologies

        Apply policies and procedures for the use of clinical data required in reimbursement
        and prospective payment systems (PPS) in healthcare delivery (e.g., APC; DRG; RVU;
        RBRVS)

        Support accurate revenue cycle through:

Coding

Use established guidelines to comply with reimbursement and reporting requirements (e.g., National Correct Coding Initiative {NCCI}; Local Medical Review Policies {LMRP})

Domain 2: Health Statistics, Biomedical Research and Quality Management

Abstract and maintain data for clinical indices/databases/registries

Domain 3: Health Services Organization and Delivery

Subdomain A. healthcare Delivery Systems

Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Centers for Medicare and Medicaid Services (CMS), managed care

Domain 4: Information Technology and Systems

Subdomain A. Information and Communication Technologies

Use specialized software in the completion of HIM processes (e.g., chart management; coding; release of information)

Domain 5: Organizational Resources

Subdomain B. Financial and Physical Resources

Monitor coding and revenue cycle processes

COURSE OUTLINE

XIV. Introduction to Coding Systems.

DSM coding principles and practice
HCPCS level II national coding principles and practice
SNOMED coding principles and practice

XV. CPT Coding

Introduction and historical development
Organization
Sections
Guidelines
Notes
Index
Coding principles
Unlisted procedures
Evaluation & Management (E/M) Section
Anesthesia Section
Surgery Section
Radiology Section
Pathology & Laboratory Section
Medicine Section

XVI. Coding and Billing

Specialized software (e.g., encoder, APC calculator, CMS-1500 claims completion)
National Correct Coding Initiative and Outpatient Code Editor
Outpatient code validation

XVII. Outpatient reimbursement methodologies

Ambulatory Payment Classifications (APCs)
Physician Fee Schedule (PFS, formerly called RBRVS)

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 _____ and ending _____.

Week	Topic/Exam	Readings/Activities
1	OPPS & Claims Processing	Jones Chapters 1 & 2
2	Review Guidelines, Sections, Notes, & Rules	Online reading assignment and cases
3	Anesthesia & Integumentary System	Jones chapter 3 & online cases
4	Musculoskeletal & Respiratory Systems	Jones Chapters 4 & 5, online cases
5	Cardiovascular & Digestive Systems	Jones Chapters 6 & 7, online cases
6	Urinary & Male Genital System	Jones Chapter 8, online cases
7	Female Genital System	Jones Chapter 9, online cases
8	Nervous System	Jones Chapter 10, online cases
9	Eye & Auditory System	Jones Chapter 11, online cases
10	Ancillary Services, Radiology, Pathology, and Laboratory	Jones Chapter 12, online
11	E/M coding, Medicine	Online Reading and case studies
12	Modifiers and coding with incomplete data	Jones Chapter 14 and online reading assignment, online cases
13	APC's and Data quality	Jones Chapter 13 & 15, online assignment
14	Final Examination	

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AND METHODS OF EVALUATION

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Course Syllabus

COURSE IDENTIFICATION
Course Prefix/Number: ALHT 235
Course Title: Ambulatory/Emergency Room Coding Lab
Division: Outreach and Workforce Development
Program: Health Information Technology
Credit Hours: 2
Initiation/Revised Date: Fall 2007

CLASSIFICATION OF INSTRUCTION
Vocational

COURSE DESCRIPTION

Internet-based course that provides hands on/skill application in abstracting and collecting medical information for reimbursement and registries using manual and computer methods. This lab covers the study and practice of the principles of classification systems utilized in alternate health care facilities, pathology/laboratory settings, hospital outpatient and ED departments, physician offices, and stand-alone ambulatory care centers. The classification systems studied include: DSM, SNOMED, CPT, and HCPCS Level II.

PREREQUISITES AND/OR COREQUISITES

BIOL 257 Human Anatomy & Physiology, BIOL 258 Human Anatomy & Physiology Lab, NURS 230 Pathophysiology, ALHE 105 Medical Terminology, ALHE 122 Introduction to Pharmacology, Introduction to Medical Coding or Instructor consent.

TEXT/WEBSITE/RESOURCES

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

Kuehn, Lynn. CPT/HCPCS Coding and Reimbursement for Physician Services. Chicago: American Health Information Management Association (AHIMA), current edition.

American Medical Association (AMA), CPT (Current Procedural Terminology), current edition, Washington, DC: AMA

Jones, Lolita M. Coding & Reimbursement for Hospital Outpatient Services. Chicago: AHIMA

COURSE OUTCOMES/COMPETENCIES

1. Use and maintain applications and processes to support other clinical classification and nomenclature systems (e.g., DSM, SNOMED, and so on).

2. Determine discrepancies between coded data and supporting documentation during coding of medical records.

3. Interpret accurate billing through coding, charge master, claims management, and bill reconciliation processes.

4. Using ICD-9-CM, CPT/HCPCS and Evaluation & Management Coding:

> Correctly identify and apply the diagnosis codes to inpatient/outpatient records.
> Correctly identify and apply the procedure codes to inpatient/outpatient records.
> Correctly identify and apply the Evaluation & Management (E&M) codes to emergency room records.
> Correctly identify and apply V codes when necessary to inpatient/outpatient/emergency room records.

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 _____ and ending _____.

Week	Topic/Exam	Readings/Activities
1	OPPS & Claims Processing	Jones Chapters 1 & 2
2	Review Guidelines, Sections, Notes, & Rules	Online reading assignment and cases
3	Anesthesia & Integumentary System	Jones chapter 3 & online cases
4	Musculoskeletal & Respiratory Systems	Jones Chapters 4 & 5, online cases
5	Cardiovascular & Digestive Systems	Jones Chapters 6 & 7, online cases
6	Urinary & Male Genital System	Jones Chapter 8, online cases

7	Female Genital System	Jones Chapter 9, online cases
8	Nervous System	Jones Chapter 10, online cases
9	Eye & Auditory System	Jones Chapter 11, online cases
10	Ancillary Services, Radiology, Pathology, and Laboratory	Jones Chapter 12, online
11	E/M coding, Medicine	Online Reading and case studies
12	Modifiers and coding with incomplete data	Jones Chapter 14 and online reading assignment, online cases
13	APC's and Data quality	Jones Chapter 13 & 15, online assignment
14	Final Examination	

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

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up

any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the 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 pa**rticipation.**

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.

CELL PHONE POLICY: Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

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

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 or the *Assistant Dean,* Ottawa Campus, 785-242-2607 ext 312, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can 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 245
Course Title: Acute/Long Term/Specialty Coding Lab
Division: Outreach and Workforce Development
Program: Health Information Technology
Credit Hours: 1
Initiation/Revised Date: Fall 2007

CLASSIFICATION OF INSTRUCTION
Vocational

COURSE DESCRIPTION
Internet-based course that provides hands on/skill application for the use of the ICD-9-CM classification system. Topics include coding conventions, coding principles, and CMS official coding guidelines (inpatient and outpatient). Students will be required to assign ICD-9-CM codes to diagnosis/procedure statements, case abstracts, and patient records. Inpatient, long term care, specialty coding, ICD-O and an introduction to ICD-10 are covered.

PREREQUISITES AND/OR COREQUISITES
BIOL 257 Human Anatomy & Physiology, BIOL 258 Human Anatomy & Physiology Lab, NURS 230 Pathophysiology, ALHE 105 Medical Terminology, ALHE 122 Introduction to Pharmacology, ALHT 130 Intro to Medical Coding, ALHT 230 Ambulatory Coding, or Instructor consent

TEXT/WEBSITE/RESOURCES

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

Brown, Faye. ICD-9-CM Coding Handbook for Entry Level Coders. Chicago, IL: American Hospital Association, current edition.

Channel Publishing, ICD-9-CM Educational Annotation for Hospital, Vol 1, 2, 3 softbound, Albany, NY: Channel Publishing, current edition.

TEXT/WEBSITE/RESOURCES- Not required:
Conditions of participation for Hospitals and Long-Term Care Facilities
Journal of the Health Information management Association
Cancer Program Manual, current edition, American College of Surgeons
ROADS Manual, American College of Surgeons
Diagnostic and Statistical Manual of Mental Disorders, American Psychiatric Association

COURSE OUTCOMES/COMPETENCIES

1. Use specialized software in the completion of HIM processes (e.g., coding, grouping, and billing).

a. Use and maintain electronic applications and work processes to support clinical classification and coding (e.g., ICD-9-CM).

Systematized Nomenclature of Pathology (SNOP) and Systematized Nomenclature of Medicine (SNOMed)

2. Analyze and assign the appropriate code for the medical record

a. Assign the appropriate principal diagnosis, other diagnosis, complication, comorbidity,

symptom, uncertain diagnosis, principal procedure, significant procedure.

b. Formulate the appropriate sequence to code principal diagnosis and procedures

admitting and final diagnoses.

Compare and contrast diagnostic information located on the face sheet, discharge

summary, progress notes, pathology report, surgical reports, and radiology reports,

and select the most appropriate, complete, or detailed diagnosis.

d. Using the ICD-9-CM coding manual, identify the neoplasm codes to accurately

code the diagnoses and procedures to inpatient or outpatient charts .

f. Using the ICD-9-CM coding manual, identify the appropriate V codes as needed.

g. Using the ICD-9-CM coding manual, identify the appropriate diagnoses and

procedures to obstetrical and newborn charts.

h. Assign appropriately the outcome of delivery codes.

l. Explain the difference between antenatal, delivery, and postpartum conditions.

m. Using the ICD-O Coding manual, accurately assign both site and morphology

codes to cancer cases.

n. Using both the TMR and SEER staging systems, accurately assign stages to cancer

cases.

3. Identify and explain the purpose of the cancer registry.

a. Assign a case identification accession number.

b. Develop a patient index.

c. Complete a follow up.

d. Interpret a State and Regional registry report.

4. Explain MDS analysis.

a. Using a blank MDS form, explain the contents of each section and how to complete

each.

b. Using a completed MDS form, analyze the data about a nursing home resident, and

indicate omissions or incorrectly completed data.

5. Explain HCPCS Level II codes

a. Explain services, equipment and supplies that are codable with HCPCS Level II

codes.

b. Using the HCPCS Level II manual, correctly assign the Level II codes for services,

equipment, and supplies.

6. Explain and demonstrate how to abstract intensity of service and severity of illness

Criteria.

COURSE OUTLINE This outline follows the same content sequence as Acute/Long Term/Specialty Coding; however this hands-on lab course provides an opportunity for students to apply the knowledge learned in the theory course.

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 _____ and ending _____.

Week	Topic/Exam	Readings/Activities
1	**Introduction/Review, other classifications**	**TBA**
2	**Coding Conventions and UHDDS**	**Brown Chapters 1, 2, 3**
3	**Coding Steps and Guidelines**	**Brown Chapters 4, 5, 6**
4	**Procedure Coding Guidelines, V&E coding, Coding signs and symptoms**	**Brown Chapters 7, 8, 9, Online cases**
5	**Infectious Diseases, Endocrine System**	**Brown Chapter 10 & 11, online cases**
6	**Mental & Psych, Disease of Blood, Nervous System**	**Brown Chapter 12, 13 & 14 online cases**
7	**Respiratory System, Digestive Systems**	**Brown Chapter 15 & 16, online cases**
8	**Genitourinary System, Skin, Musculoskeletal**	**Brown Chapters 17, 18, & 19, online cases**
9	**Pregnancy & Prenatal**	**Brown Chapters 20-23, online cases**
10	**Circulatory & Neoplasms**	**Brown Chapters 24 & 25, online cases**
11	**Injuries, Burns, Poisoning**	**Brown Chapters 26-28, online cases**

12	Complications, Intro to ICD-10	Brown Chapters 29-34, online cases
13	DRG's & Chargemaster	Online reading assignments
14	Final Examination	Full Patient Charts and Case Studies

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.

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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
Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

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one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

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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.

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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 or the *Assistant Dean,* Ottawa Campus, 785-242-2607 ext 312, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

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Course Syllabus

COURSE IDENTIFICATION
Course Prefix/Number: ALHT 255
Course Title: HIT Clinical Affiliation
Division: Outreach and Workforce Development
Program: Health Information Technology
Credit Hours: 4.0
Initiation/Revised Date: Fall 2007

CLASSIFICATION OF INSTRUCTION
Vocational

COURSE DESCRIPTION
This is a 230 clock hour, hands-on supervised learning experience of specific health record activities with

credentialed health information practitioners in an approved facility. Emphasis is on making the transition from principles and theories learned in lecture and lab courses to the ability to act independently, complete assigned projects, practice professionalism, and demonstrate an understanding of health information concepts. Students will also gain direct experience working with other health care professionals and observe the close working relationships between the health information staff as well as other facility staff. Students will be expected to demonstrate minimum level competence in the domains, subdomains, and tasks as defined by AHIMA.

PREREQUISITES AND/OR COREQUISITES
Successful completion of all course work in the Health Information Technology program and approval of program coordinator.

TEXTS
Clinical Affiliation handbook
COURSE OUTCOMES/COMPETENCIES

Students will apply formal classroom knowledge in an employment situation to:

1. Integrate theory and practice as a Health Information Technician under close supervision

of experienced practitioners.

2. Develop appropriate interpersonal relationships through working with health information peers, colleagues and other hospital personnel.

3. At a supervisory level, apply health information principles with accuracy and skill.

4. Practice professionalism through appearance and conduct of one's self.

5. Display adequate human relation skills and recognize the relationship to customer service, employee relations, teamwork, and productivity.

6. Complete a written report, evaluating the clinical affiliation experience.

COURSE OUTLINE
This is on-the-job training with each individual's experience being unique. There are many variables such as type of employment, experience, plant conditions, hours, tools, responsibilities, management styles, and customers dealt with; thus, the content will be different but related.

STUDENT REQUIREMENTS AND METHOD OF EVALUATION
Students will be required to keep a journal to log their observations and comments. A journal entry is required for each day the student works at the clinical site. The student will submit to the instructor at the end of each week the journal entries for that week. A written report will be submitted to the instructor no later than the last day of the class which, will be arranged by the instructor. Late reports will be docked 10% per day report is late. This report must be typewritten. Detailed instructions for this written report are provided in the clinical handbook attached to this syllabus. If a clinical facility does not perform a particular function, a statement of the explanation as to why this function is not performed must be noted. This written report will be graded on content, completeness, neatness, punctuation, grammar, spelling and sentence structure. The clinical site supervisor will complete an evaluation form for the student at the end of the clinical affiliation. Each response on the form is assigned points, and a tally of the student's points determines this portion of the student's grade. Points from the affiliation will be figured and the final grade will be determined. The course is designed to operate for a total of 230 documented hours at the clinical worksite. The student's grade will be determined as follows:

Journal log records.…………………..................…….…25 points
Clinical site evaluation.……………......…...............……35 points
Written report..40 points

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% or less = F

ATTENDANCE POLICY
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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.

CELL PHONE POLICY
You will need to follow the policy for cell phones and pagers as set forth by the clinical site.

ASSESSMENT OF STUDENT GAIN
Assessment of student gain will be measured by journal log entries, completion of 230 hours at clinical site, performance evaluation completed by clinical site supervisor, written and oral report.

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Hall, 620-431-2820 ext 280 or the *Assistant Dean,* Ottawa Campus, 785-242-2607 ext 312, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

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Agenda Item V-D: Master Course List

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.

Master Course List Changes for Spring 2008

New Courses

ALHE 106 Paid Nutrition Assistant, 1 credit hour
ALHT 135 Intro to Medical Transcription, 3 credit hours
ALHT 205 Healthcare Statistics, 3 credit hours
ALHT 215 Quality Improvement, 3 credit hours
ALHT 220 Management and Supervision, 3 credit hours
ALHT 230 Ambulatory/Emergency Room Coding, 3 credit hours
ALHT 235 Ambulatory/Emergency Room Coding Lab, 2 credit hours
ALHT 245 Acute/Long Term/Specialty Coding Lab, 1 credit hour
ALHT 255 Health Information Technology Clinical Affiliation, 4 credit hours

Change in Credit Hours

ALHE 102 Nurse Aide, 5 credit hours to 6 credit hours

Name Changes

ALHT 110 Introduction to Health Information Technology to Health Information Technology, 3 credit hours
ALHT 120 Health Information Technology Applications I to Health Information Tech Lab, 1 credit hour
ALHT 160 Health Information Technology Applications II to Billing and Insurance Lab, 1 credit hour
ALHT 240 Health Records Practicum to Acute/Long Term/Specialty Coding, 3 credit hours

Revised Outcomes

HPER 281 Baseball Theory, 1 credit hour
HUM 133 World Religions, 3 credit hours

Consent Agenda Item V-E: Personnel

It was the President's recommendation that the Board employ Jamie Gonzales as the assistant coach for women's basketball. Mr. Gonzales is a graduate of Sam Houston State University in Huntsville, Texas with a BS degree in Kinesiology and a minor in History. From 1997-2005 he was in the United States Army.

Mr. Gonzales assisted with game management and on-court practices and scouted opposing teams and reviewed recruiting videos for San Houston State Women's Basketball team from 2006-07. He also coached several unit level basketball, flag football, and softball teams for the U.S. Army from 1997-2004.

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

Audit Report: Phil Jarred, Jarred, Gilmore & Phillips, provided a brief summary of the fiscal audit for 2006-07 stating that the report was issued with an unqualified opinion and that the College had no findings.

Net assets increased during the fiscal year from $3,473,577 to $4,289,522 for a total increase of $815,945; on a percentage basis this is a 23.5% increase. Investments increased $1,338,760 from $1,283,987 in 2006 to $2,622,746 in 2007. Student accounts receivable were $99,035 for the fiscal year ended June 30, 2007 for a decrease of $19,975. The Board congratulated Sandi Solander, Dean of Finance, for her work.

Faculty Senate Report: Chad DeVoe, Faculty Senate President, reported that the theatre department will present the play, *The History of America: Abridged,* on Thursday, Friday and Saturday this week. He also reported that the nursing department just completed the Kansas State Board of Nursing Site visit for the LPN program and passed with flying colors. Brenda Schoenecker, Interim Director of Nursing, just returned from the National League for Nursing Education Summit in Phoenix. Over 1600 nursing educators from the US were in attendance.

Mr. DeVoe also reported that midterm academic warnings had been issued and that faculty members recently completed the first round of Program Assessment reports, assessing student learning of program outcomes for the 2005-06 year and determining what (if any) changes need to be made to increase student learning. Faculty are also working on program review reports and getting accustomed to Office 2007 software.

Vision Chanute: Brenda Krumm, Dean of Outreach and Workforce Development, reported that Vision Chanute began in 2003 when Terry Woodbury with Kansas Communities, LLC came to Chanute to get the city started on the building communities visioning process. Since then, community conversations have been held to identify community goals. The last community conversation held on September 11, 2007 led to the confirmation of the latest five community goals. The City of Chanute and USD 413 have publicly endorsed these goals. The Vision Chanute Steering Committee is asking other civic organizations and community board to also consider endorsing these goals.

Treasurer's Report: Sandi Solander, Dean of Finance, distributed the Treasurer's report, Cash Balance Comparison, Changes in Fund Balance reports and Monthly Financial Statement. Revenues and expenditures are in line with last year and the cash balance for this month is over one million dollars over the prior year.

ACCT Conference Report: All six trustees attended the Association of Community College Trustees held in San Diego in late September. Overall trustees felt the conference was very good. They reported that we (NCCC) is doing many things well and are much better off than many of our fellow community colleges.

The conference featured sessions on educational programming and training for low-income individuals to improve the economic health of the college's area, succession planning of key college and board personnel, "branding" and marketing of the community college, the "perfect storm" of lagging skills education, widening gap between the haves and the have-nots, and the increasing immigration surge and how those three factors may cause a "perfect storm" where the US will not be able to retain its economic leadership in the world, and ways community colleges are increasing enrollment.

President's Report: Dr. Smith stated that the executive director of the Kansas Board of Nursing and the director of Educational Services were on campus last week to complete the five year review of the Licensed Practical Nurse program at NCCC. They spoke with administrators, faculty, students and the community and reviewed all curriculum, labs, and teaching venues at both campuses. At the exit interview the reviewers indicated that they would not report any findings on their visit. They were very

complimentary of both campuses and the program in general. Congratulations were extended to Brenda Schoenecker, interim director of nursing, faculty and staff of the Mary Grimes School of Nursing.

Dr. Smith reported that the Marketing Committee and Admissions department have instituted some aggressive recruiting activities for fall. Those activities include the addition of courses to the second eight-week schedule, scheduling high school visits, and developing an e-brochure that will be customized to each person's questions.

Dr. Smith told the Board that KBOR staff had notified the College that the 2008 Performance Agreement would be recommended for approval without any changes. Thus far 6 of the 12 agreements reviewed were not recommended for approval as submitted. Dr. Smith thanked Dr. Inbody for his work on the project and congratulated him on the recommendation.

NCCC will receive a little over $40,000 as part of a grant written by seven community colleges and the KBOR Adult Education staff. The grant is funded by the US Department of Education and will allow NCCC to hire faculty to provide the services outlined in the grant. Randy Kettler, Director of Basic Skills, helped write the grant.

President Smith distributed information about the Technical Education Authority and their organizational meeting and information she presented to the Ottawa Area Chamber of Commerce at their Quarterly Image Award Banquet earlier in the week. She also noted that Bob Christiansen, Director of Development, had hosted a Planned Giving Luncheon for local bankers, CPA's, lawyers and financial planners to share with them the needs of the College and how they could work with their clients on estate planning and planned giving to benefit the College.

Dr. Smith reported she had heard good things about the College's booth at Artist Alley and that people had enjoyed seeing the panther mascot. She shared comments that had been forwarded to her from a staff member.

Agenda Item VII-A. Finalize Plans for Board Fall Retreat

Dates for the Fall Board Retreat were tentatively scheduled for November 2 and 3rd. The Board decided to schedule an evening meeting on November 2, starting at 5:30 p.m. at the College. The retreat will be in room 209. Dinner will be served.

Topics for the retreat will be succession planning and name of the college.

Agenda Item VIII-A: 2006-07 Fiscal Audit Approval

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. This shall include the accounts of the Board of Trustees and college agency or auxiliary accounts. The College's auditors have completed the annual audit for fiscal year 2006-07.

Mr. Phil Jarred and Mr. Neil Phillips of Jarred, Gilmore and Phillips, presented the results of the audit earlier in the meeting. It was the President's recommendation that the Board accept the audit report as presented.

Resolution 2007-66

RESOLVED, That the Board of Trustees of Neosho County Community College accepts the audit report for fiscal year ending June 30, 2007.

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

Agenda Item VIII-B: 2008-2010 Academic Calendar

Every two years the Board of Trustees is asked to approve a new academic calendar. This calendar indicates when classes will begin and end, sets times for holidays and implements the duty day requirements according to the negotiated agreement. It even establishes the four-day work week for the summer months. The calendar is created by a committee made up of representatives from faculty, staff and administration and is then sent on to the Executive committee for approval and finally to the Board. This year, due to a change in the negotiated agreement, a PEA member was named to the calendar committee.

Each calendar takes into account Board policy, schedules of the area USDs and Regents' Universities, negotiated agreement requirements, mandatory minimums of classroom time and many other factors.

The new "features" of this calendar include a new "fall four-week interterm" that runs the month immediately before the fall semester begins. This period will allow not only for regular general education and program courses but also for intensive developmental coursework for those students who wish to clear remedial class requirements before the regular 16-week semester begins. Additionally, the STARS program plans to offer a leadership academy for their students that will prepare them to be student leaders during the academic year. It will be possible for a student to earn up to 18 credit hours over the three summer months of June, July, and August. With this change, NCCC will be in session for regular coursework 50 weeks out of the year (only during spring break and the week of Christmas will we not offer regular classes).

There is one question on the calendar that the Board must decide. In 2009, the 2nd of January falls on a Friday. In 2003 when this occurred the President asked the Board to extend the Christmas vacation by one day. The Board is being asked if the extension of the break is again appropriate for January 2, 2009.

It was the President's recommendation that the Board approve the proposed academic calendars for 2008-2010 with the extension of the Christmas break to include January 2, 2009.

Resolution 2007-67

RESOLVED, That the Board of Trustees of Neosho County Community College approves the academic calendars for 2008-2010 with the extension of the Christmas break to include January 2, 2009.

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

Academic Calendar
2008-2009

Fall Semester 2008

August 18 Faculty Report
August 19 Faculty In-Service
August 25 Fall Classes Begin
September 1 Labor Day (college closed)
September 5 Last Day for Refund
September 17 Constitution Day
September 22 Certification Day
October 13 Mid-Term
October 16 Faculty In-Service (no classes)
October 17 Fall Break (college closed)
November 25 Classes end at 4:00 p.m. (no night classes)
November 26-28 Thanksgiving Break (college closed)
December 8-12 Night Class Finals
December 15 Fall Classes End
December 16-18 Finals
December 19 Faculty Assessment Day
Dec. 24-Jan. 1 Christmas Break (college closed) or Dec. 24- Jan. 2

Spring Semester 2009

January 2 Intersession Classes Begin
January 8 Faculty In-Service (no classes)/Faculty Report
January 13 Intersession Classes End
January 14 Classes Begin
January 19 Martin Luther King Day (college closed)
January 27 Last Day for Refund
February 11 Certification Day
February 12 Faculty In-Service (no classes)
February 13 Winter Break (college closed)
March 16-20 Spring Break
March 23 Mid-Term
April 9 Faculty Work Day (no classes)
April 10 Good Friday (college closed)
May 5-11 Night Class Finals
May 12 Spring Classes End
May 13-15 Finals
May 15 Commencement 7:00 p.m.
May 18 Intersession Classes Begin
May 18-19 Faculty Assessment Days
May 25 Memorial Day (college closed)
May 29 Intersession Classes End
Academic Calendar 2008-2009 (cont.)

Summer I 2009

June 1 Summer I Begins (4-week & 8-week classes)
June 4 Certification Day for Summer I Classes
June 5 College Closed
June 12 College Closed
June 11 Certification Day for 8-week Summer Classes
June 19 College Closed
June 25 Summer I Ends
June 26 College Closed

Summer II 2009

June 29 Summer II Begins
July 2 Independence Day Observed (college closed)
July 3 College Closed
July 2 Certification Day for Summer II Classes
July 10 College Closed
July 17 College Closed
July 23 Summer II ends
July 24 College Closed
July 31 College Closed

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**Academic Calendar
2009-2010**

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Fall Semester 2009

July 27 4-Week Fall Intersession Classes Begin
July 30 Certification Day for 4-week fall Intersession Classes
August 17 Faculty Report
August 18 Faculty In-Service
August 20 Fall Intersession Classes End

August 24 Classes Begin
September 4 Last Day for Refund
September 7 Labor Day (college closed)
September 17 Constitution Day
September 21 Certification Day
October 12 Mid-Term
October 15 Fall In-Service (no classes)
October 16 Fall Break (college closed)
November 24 Classes end at 4:00 p.m. (no night classes)
November 25-27 Thanksgiving Break (college closed)
December 7-11 Night Class Finals
December 14 Fall Classes End
December 15-17 Finals
December 18 Faculty Assessment Day
Dec. 24-Jan. 1 Christmas Break (college closed)

Spring Semester 2010

January 4 Intersession Classes Begin
January 7 Faculty In-Service/Faculty Report
January 13 Intersession Classes End
January 14 Classes Begin
January 18 Martin Luther King Day (college closed)
January 27 Last Day for Refund
February 11 Certification Day
February 15 President's Day (college closed)
February 16 Faculty In-Service (no classes)
March 15-19 Spring Break
March 22 Mid-Term
April 2 Good Friday (college closed)
May 11 Tuesday Classes are Wednesday Classes (day classes only)
May 5-11 Night Class Finals
May 11 Spring Classes End
May 12-14 Finals
May 14 Commencement 7:00 p.m.
May 17 Intersession Classes Begin
May 17-18 Faculty Assessment Days
May 28 Intersession Classes End
May 31 Memorial Day (college closed)

Summer I 2010

June 1 Summer I Begins (4-week & 8-week classes)
June 4 Certification Day for Summer I Classes
June 10 Certification Day for 8-week Summer Classes
June 11 College Closed
June 18 College Closed
June 24 Summer I Ends
June 25 College Closed

Summer II 2010

June 28 Summer II Begins
July 1 Certification Day for Summer II Classes
July 2 College Closed
July 5 Independence Day Observed (college closed)
July 9 College Closed
July 16 College Closed

July 22 Summer II Ends
July 23 College Closed

July 26 Fall Intersession Classes Begin
July 30 College Closed
August 19 Fall Intersession Classes End

Agenda Item VIII-C: Vision Chanute Goals Endorsement

The Vision Chanute Building Communities Project has identified five community goals which have been adopted by the Chanute City Commission. Other civic groups and organizations are asked to review and endorse the goals. Those already endorsing the goals are USD413 and the Neosho County Youth Coalition.

Build pride among citizens/neighbors, and eliminate at-risk neighborhoods.
Develop technologies to enhance and grow business/economic development, and attract youth to return/stay.
Involve students in building one home for a low income family.
Increase/expand youth enrichment services and programs; after school, evening, and weekend.
Build pride and self esteem in youth via a multi-generational cooperative program of volunteer service and mentoring.

It was the President's recommendation that the Board endorsement the five community goals.

Resolution 2007-68

RESOLVED, That the Board of Trustees of Neosho County Community College endorses the five community goals developed by the Vision Chanute Building Communities Project.

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

Agenda Item VIII-D: Executive Session Non-elected Personnel

Upon a motion and a second, the Board recessed into executive session for ten minutes to discuss personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy and to include the President, Dean of Planning and Operations, Maintenance Supervisor and Board Attorney. The Board entered executive session at 7:43 p.m.

The Board returned to open meeting at 7:53 p.m.

Upon a motion and a second, the Board returned to executive session for five minutes to continue discussion of personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy and to include the President, Dean of Planning and Operations, Maintenance Supervisor and Board Attorney. The Board entered executive session at 7:54 p.m.

The Board returned to open meeting at 7:59 p.m.

Resolution 2007-69

RESOLVED, That the Board of Trustees of Neosho County Community College approves terminating the non-certified employment contract with Byron Foster effective October 12, 2007.

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

Agenda Item IX: Adjournment

The meeting adjourned at 8:02 p.m.