New England Association of Schools and Colleges (NEASC)

Health Information Management Program

Substantive Change Visit Report

Charter Oak State College
55 Paul J. Manafort Drive
New Britain, CT 06053-2150

Fall 2014
Evaluation Date: October 10, 2014

In the fall of 2012, Charter Oak State College began offering its first major, Health Information Management (HIM), in response to the workforce needs in the state of Connecticut. The major was designed around two tenants: 1) that all of the courses would be available through Charter Oak while still allowing for the liberal transfer credit policy that is a hallmark of Charter Oak's mission and 2) the program would meet national standards. The major was developed as part of a collaborative grant application to create a pathway curriculum guaranteeing transferability of the A.S. in Health Information Technology with Capital Community College, Norwalk Community College, and Northwestern Community College into the B.S. in Health Information Management at Charter Oak and the minor in Health Information Management at Eastern Connecticut State University with funding from the Connecticut Department of Higher Education, the Department of Public Health, and the Office of Workforce Competiveness.

Since NEASC's initial approval, the HIM Bachelor of Science program is in Candidacy Status, pending accreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM accreditation is expected in the field of health information management and employers will expect graduates to pursue the Registered Health Information Administrator (RHIA) credential.

Introduction:

Charter Oak State College is Connecticut's public online, degree completion college. The college was established in 1973 by the Connecticut legislature and is accredited by the New England Association of Schools and Colleges, and by the Connecticut Board of Governors for Higher Education. The college offers A.A., A.S., B.A. and B.S. degrees in general studies and B.S. degrees in health information management, cybersecurity, and health care administration. Within the general studies major, students can either elect a subject area concentration or design a liberal studies or individualized concentration. Students can complete degrees in many concentrations and in all of the majors through the exclusive use of affordable and accelerated online courses offered by the college or as in other areas of study, they have the option of completing their degree by combining Charter Oak's courses and other sources of credit including portfolio's and competency exams.

Charter Oak has a unique faculty structure. Its core faculty (80 plus) who have to be full time at a regionally accredited college in Connecticut function as a faculty committee on traditional campuses and also advise students; teaching faculty (200+) are hired for their subject expertise and experience in the field; and assessment faculty (over 300) who review prior learning experience when the expertise is not in the core faculty. (See http://www.charteroak.edu/aboutus/faculty.cfm for faculty).

Charter Oak's student body is currently about 73% Connecticut residents, 60% white, and 66% female with the average age 39. Twenty-eight percent receive Pell grants. We have a 68% six-year graduation rate, 64% fall-to-fall persistence rate, and an 82% thirteen mother persistence rate. (Institutional Profile http://www.charteroak.edu/aboutus/profile.cfm or Appendix I))

According to the results of the survey of graduates, 96% of 2012-13 graduates were satisfied or very satisfied with their Charter Oak experience. (Institutional Profile http://www.charteroak.edu/aboutus/profile.cfm or Appendix I)

Cost of attending full time at Charter Oak is approximately $7780 per semester for in-state students and $9894 per semester for out-of-state students, including tuition, fees, and books. Maintaining the low cost structure has become more difficult as the percentage of state-support has declined from 34% in 2009 to 25% in 2013.

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management and employers will expect graduates to pursue the Registered Health Information Administrator (RHIA) credential.

The program had 52 students as of the Spring 2013-2014 academic year. The program includes a Program Director, Assistant Director and 10 adjunct faculty members. Since the initial application, minor changes were made to the curriculum, all of the courses were developed, the advisory committee was expanded and met for the first formal meeting, and practicum agreements have been developed with health care facilities to ensure alignment with CAHIIM standards.

Health Information Management Program Update

Mission and Purpose:

There is a direct correlation between the goals and mission of the Health Information Management program and the College's mission and vision statement. Both work to engage online learners so that they can achieve their goals of a college education and advance their employability. This degree fits the non-traditional character of Charter Oak by allowing flexibility in the way credits can be earned.

> ***HIM Program Mission:*** *To prepare students with the knowledge and skills for the electronic management of sensitive patient health information, data governance, and health care organization revenue cycles. The program will provide a professional education with a comprehensive curriculum and is guided by the principle of quality health care through quality information.*

Planning and Evaluation:

The initial curriculum was planned and designed with input from a consultant and an advisory committee following the curriculum standards set forth by CAHIIM. Subject matter experts were engaged to develop the individual courses. The focus of the curriculum development process was to ensure students learned the concepts and methods expected of an entry-level HIM professional and to ensure accreditation.

Subject matter experts were engaged to develop the individual courses. Further, when the current Program Director was hired in September 2013, the entire curriculum was evaluated against the CAHIIM requirements and some changes were made to ensure that all CAHIIM standards would be met (See Table 2 HIM Curriculum). Based on the evaluation, the following improvements were made:

1. HIM 210 Medical Billing and Coding I was divided into two courses, adding HIM 211 Medical Billing and Coding II, in order to cover detailed, lengthy and complex material at a better pace for student success
2. HCA 311 Healthcare Economics was eliminated. This course is not required for HIM curriculum and it was removed to make room for HIM 211 (mentioned above).
3. HIM 420 Health Care Research and Quality was redeveloped to better reflect CAHIIM standards and to prepare students for the RHIA exam
4. HIM 498 Health Information Practicum was added. CAHIIM requires a practicum that can include virtual experience but must also include some live HIM experience at a healthcare facility.
5. HCA 115 Medical Record Science was changed to HIM 115 Principles of Health Information Management to reflect modern terminology. The course was also revised to ensure it reflected a thorough introduction to the HIM profession.

All courses in the major have been developed, vetted through the Charter Oak's course approval process and reside in the Blackboard Learning Management System (See Appendix II Course Syllabi). Seven of the HIM courses have been taught. As each course is taught the instructor is monitored by a member of the Distance Learning Committee for pedagogy and a written report is given to the Academic Dean for future action.

The Program Director, building upon Charter Oak's standard evaluation process, had developed an evaluation plan using the template provided by CAHIIM. The first four assessment items listed below were already part of ongoing program evaluation at Charter Oak. The additional evaluation tools were added to assess the program further and are part of the new program evaluation plan. The first formal evaluation using the plan will occur in January 2015. The ongoing evaluation of the HIM program is conducted by the Program Director in the following ways:

1. Quarterly monitoring of student enrollment and student attrition
2. Quarterly review of faculty surveys to monitor student satisfaction
3. Ongoing review of curriculum based on faculty, student, and advisory committee input as well as changes and trends in the profession.
4. Biannual and annual review of RHIA exam results of graduates to indicate student learning and preparedness
5. Quarterly review of student success in the Capstone course and in Practicum and Professional Practice Experience based on student satisfaction surveys and Site Supervisor Evaluation of each student to indicate student preparedness and learning
6. Quarterly review of graduate and employer surveys to indicate areas of strength and weakness

According to Charter Oak's standard evaluation procedures, all students will complete the National Assessment of Student Engagement survey every other year, the new student survey, the graduate survey, and the Proficiency Profile. Data on the HIM students will be given to the Program Director when available. All courses will undergo a 5 year review and the program will be formally assessed according to the Board of Regents 7-year program review cycle. The results of the review will be presented to the Charter Oak executive committee. Charter Oak is required to report any negative findings to the Board of Regents (BOR) along with a plan to address them.

The Program Director will conduct an annual review in the fall of each year, beginning in Fall 2014, to include the previous traditional school year (September to August). Although continuous review is occurring to monitor enrollments and attrition, the annual review will assess the health of the program and determine if annual goals have been met. The Program Director and Assistant Director will gather data and information and formally present the data in report form to the Dean and will present it at the annual Advisory Committee each January. Any goals that were not met will require action plans for addressing the missed outcomes and will include ideas for improvement.

A major goal of advisory meetings is to seek input and to share program updates, changes, and successes. The first formal Advisory Committee meeting was held in January 2014. At this meeting, the new curriculum was explained to the advisory members and all changes were reviewed. Input was sought from the committee and there was unanimous approval of the changes made. The committee was asked about trends and new directions in the HIM field to ensure that Charter Oak is keeping the HIM program in line with employer needs (See Appendix III Advisory Committee Minutes).

As a new program, mechanisms continue to be established to gather data and assess the program. As students near graduation, there will be more tools used to gather data. As more experience is gained, any assessment methods that are problematic will be improved to allow assessment to be efficient and

effective. The Program Director has met with the Director of Institutional Effectiveness to design reports presented in Table 1-7 that informs the college about student enrollment and demographic information for the program. Data can now be pulled as needed to assess enrollment, attrition, GPA, and other student-centered data. Reports are easy to obtain and data is available as needed. This has improved the continuous program evaluation process by simplifying data retrieval.

Organization and Governance:

When the program was initially being developed, CAHIIM required only one full-time program director. Frank Valier was hired in that role. However, leadership for the HIM major changed in September 2013, based on the need to conform to the new CAHIIM requirements. The CAHIIM requirement necessitates that the HIM program have two full-time employees with a director that has a RHIA credential. Charter Oak hired Cindy Glewwe, RHIA, as the Program Director and Frank Valier transitioned to the Assistant Director role. The addition of the Assistant Director role strengthened the program by offering the students continuous advising and the presence of health IT expertise in the classroom. Both the director and assistant director have developed HIM courses and teach in the program.

The Program Director reports to the Academic Dean. The director has a combination of administrative and teaching responsibilities. The college allows the Program Director to make decisions regarding program development, course development, curriculum, syllabi and all management of the program. The administration truly looks to the Program Director for her expertise in HIM education and CAHIIM accreditation. The Program Director is expected to lead and manage the program. There is continuous communication between the Program Director and Assistant Director and a formal meeting monthly.

The HIM faculty members also report to the Academic Dean. However, the Program Director is involved in recruiting and selecting faculty and course developers and meeting with them on a periodic basis. The Program Director manages the Assistant Director including the responsibility for performance reviews.

The Board of Regents (BOR) is the governing board for the Connecticut State Colleges and Universities (ConnSCU) system which comprises the 12 community colleges, 4 state universities, and Charter Oak State College. The BOR licensed the HIM major in 2012. The phased-approval process included approval by Charter Oak's Academic Council, Charter Oak's Cabinet and Executive Committee; presenting a concept proposal to the ConnSCU Academic Council of Deans and Provosts, followed by a recommendation for approval by the ConnSCU Academic Council of Deans and Provosts to the BOR Academic and Student Affairs Committee, and then their recommendation to the full BOR Board. The BOR was consulted regarding the minor changes that were made in the fall of 2013, and confirmed that these were minor changes and no formal approval was needed. The HIM program will come up for state accreditation in 2015, but must be accredited by the state before a student graduates.

Academic Program:

The new program evaluation plan that was developed assesses student academic achievement through grades, GPA, success in the HIM Capstone and HIM Practicum courses, scores on the simulated RHIA exam in the Capstone course, and RHIA pass rate of graduates. There have been no program graduates to date, but employer surveys and graduate surveys have been created and will be used to evaluate the quality of the academic program. As a CAHIIM accredited HIM program, an annual review will be required and data regarding program outcomes will be reported to CAHIIM and used internally for an annual review presented to the Advisory Committee. Below is data that has been collected regarding academic achievement of HIM students compared to all other students at Charter Oak. Table 1 presents

the HIM student academic performance as of Spring 2013-2014. The data show that HIM students are performing at a higher level than other Charter Oak students.

Table 1: HIM Student Performance Compared to All Other Students Performance Spring 13-14

	Course Type	C or Better		Less than C		Course Withdrawal		GPA
HIM Students	HIM	12	92%	0	0%	1	8%	3.24
	Other	68	76%	7	8%	15	17%	
All Other Students	HIM	5	63%	1	13%	2	25%	3.34
	Other	3339	86%	280	7%	265	7%	

Curriculum revisions were instituted starting with the Spring 2014 term. Table 2 presents the original program curriculum and the current program curriculum with the changes. The improvements are also emphasized in the table. The credit total did not change (Course syllabi are online and are in Appendix II).

Table 2: HIM Curriculum

ORIGINAL PROGRAM	CURRENT PROGRAM
Foundation Courses:	**Foundation Courses:**
BIO 130 Human Biology	BIO 130 Human Biology
ITE 102 Introduction to Computer Science	ITE 102 Introduction to Computer Science
BIO 212 Anatomy & Physiology	BIO 212 Anatomy & Physiology
HCA 105 Medical Terminology	HCA 105 Medical Terminology
MGT 451 Team Leadership	MGT 451 Team Leadership
HIM 205 Reimbursement Methodologies	HIM 205 Reimbursement Methodologies
HCA 211 Healthcare Finance	BIO 215 Pathophysiology (New Number)
HIM 305 Healthcare Organizations Management	HIM 305 Healthcare Organizations Management
HIM 210 Medical Coding and Billing	HIM 210 Medical Coding and Billing I
HCA 311 Healthcare Economics (Removed)	HIM 211 Medical Coding and Billing II (New)
HRM 310 Human Resources	HRM 310 Human Resources
HCA 350 Transcultural Competency in HCA (Removed)	HCA 211 Healthcare Finance
Major Courses:	**Major Courses:**
HCA 101 Health Care Systems and Administration	HCA 101 Health Care Systems and Administration
HIM 115 Medical Record Science	HIM 115 Principles of Health Information Management (New Name)
BIO 414 Pathophysiology	HIM 200 Health Information Systems
HIM 200 Health Information Systems	HIM 300 Medical Vocabularies and Classification Systems
HIM 300 Medical Vocabularies and Classification Systems	HIM 315 Health Statistics
HIM 315 Health Statistics	HIM 320 Electronic Health Records and Health Information Exchange
HIM 320 Electronic Health Records and Health Information Exchange	HIM 410 Healthcare Database Design and Development
HIM 410 Healthcare Database Design and Development	HIM 420 Healthcare Research and Quality (Redeveloped)
420 Healthcare Research and Quality	MGT 460 Project Management

MGT 460 Project Management	HCAA 301 Contemporary Ethical Issues in HCA
HCAA 301 Contemporary Ethical Issues in HCA	HIM 498 Health Information Management Practicum (New)
HIM 499 Health Information Management Capstone	HIM 499 Health Information Management Capstone

Faculty:

To develop the program a faculty consultant was hired. The faculty consultant's role was to work with the Academic Dean to develop the curriculum for the program, including course syllabi in compliance with the CAHIIM guidelines. The program successfully gained initial approval from the BOR and NEASC. An instructional designer supported the course development process for the HIM program. When the current Program Director was hired, she took over administration responsibility for the program.

Faculty were hired to develop and teach the new courses needed for this program following the same process utilized by the College for all course development. The faculty hiring process aligns with Standard Five to ensure that the qualifications of all faculty candidates are appropriate for teaching courses in the HIM program. There are ten adjunct faculty members who have taught in the program. Of the ten, five are PhD prepared, five are Masters prepared, and six of those faculty members have an HIM-related credential (See Appendix IV Faculty Resumes).

Ads were placed on the State of CT's hiring web site, on Charter Oak's web site, and in journals appropriate to the field. Faculty with subject area expertise as well as online teaching expertise were considered in the hiring process. Applicants were interviewed and references and backgrounds checks were completed. Those hired were required to attend the College's faculty orientation and complete its Computer/Data Security Course.

In 2013, the Program Director reviewed the curriculum with close attention to CAHIIM standards and recommended changes in consultation with the faculty. Faculty gave input and approval for revision items. Those changes included new assignments and assessments that were identified as needed in order to meet the CAHIIM standards. The final revised assignments and assessments were reviewed by the faculty and changes were implemented.

Students:

Charter Oak prides itself on its efforts to provide accessible student services geared to meet the needs of a busy adult student. Through individualized academic counseling, students plan and evaluate their academic path.

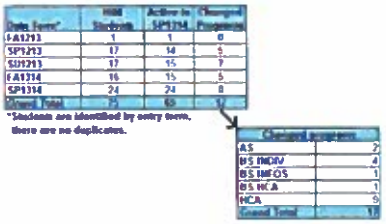
All HIM students participate in Academic Advising with the Assistant Program Director. The HIM advising plan conforms to the National Academic Advising Association's (NACADA) concept of academic advising, which sets forth the association's definition of advising as an instructional process, not a service activity. The concept has three major outcomes for student advising:

1. To become members of their higher education community,
2. To think critically about their roles and responsibilities as students, and
3. To prepare to be educated citizens who engage in the wider world around them.

Including these outcomes in its activities places the HIM academic advising in a key position that focuses on current academic processes and the life-long success of its students.

The program enrollment goal for the 2012-2103 academic year was 30 and 26 students were actually enrolled. The enrollment goal for the 2013-2014 academic year was to have a total program enrollment of 60 students. The goal was exceeded with a total of 69 students enrolled. However, the program currently has 52 active students as of Spring 2013-2014 due to 17 students transferring to other programs (See Figure 1). The third year enrollment goal (2014-2015) is 90 students. The Program Director tracks enrollment each term to assess enrollment goals. A new initiative will be implemented to obtain valid data to explore the reasons students transfer to other programs.

Figure 1: HIM Student Enrollment and Transfers



When HIM students are compared to other students, a higher percentage is full time, female, from Connecticut, and white.

TABLE 3: HIM Students by FT/PT Compared With All Other Students

Status	All Other students		HIM Students		All Students	
FT	326	13%	12	23%	338	14%
PT	1358	56%	28	54%	1386	56%
Not Registered	760	31%	12	23%	772	31%
Total	2444	100%	52	100%	2496	100%

Table 4: In-State VS. Out-of-State Students Spring 2013-2014

	All Other students		HIM Students		All Students	
Instate	1978	81%	51	98%	2029	81%
Out of State	466	19%	1	2%	467	19%
Total	2444	100%	52	100%	2496	100%

Table 5: Ethnicity Comparison of Students Spring 2013-2014

IPEDS Ethnicity	All Other students		HIM Students		All Students	
Nonresident Alien	20	1%	0	0%	20	1%
American Indian or Alaska Native	7	0%	0	0%	7	0%
Asian	48	2%	2	4%	50	2%
Black or African American	379	16%	9	17%	388	16%
Native Hawaiian or Other Pacific Islander	4	0%	0	0%	4	0%
Hispanics of any race	258	11%	7	13%	265	11%
White	1416	58%	32	62%	1448	58%

Two or more races	42	2%	1	2%	43	2%
Race and Ethnicity unknown	270	11%	1	2%	271	11%
Grand Total	**2444**	**100%**	**52**	**100%**	**2496**	**100%**

Table 6: Gender and Age Comparison of Students Spring 1314

gender	All Other students		HIM Students		All Students	
F	1569	64%	44	85%	1613	65%
M	865	35%	8	15%	873	35%
Unknown	10	0%	0	0%	10	0%
Total	2444	100%	52	100%	2496	100%

	Average Age
HIM	37
Other	42
Overall	42

Admission and enrollment goals for the 2013-2014 academic year were met due to marketing and networking efforts. It became clear that one hurdle to enrollment was the fact that the program is not yet CAHIIM accredited. Charter Oak realized that many potential students were knowledgeable about HIM program requirements and would ask about accreditation. Many students are very interested but are reluctant to enroll until CAHIIM accreditation is acquired. The following are the Recruiting/Marketing/Networking Events that Charter Oak staff have participated in to help meet student enrollment goals: AHIMA National Conferences, 2013 CT HIMA Conference, 2014 OH HIMA Conference, Connecticut Black Nurses Association Conference , CT HIMA Drive-in Workshop, Middlesex Community College HIM Launch Open House, Charter Oak State College Open Houses, Presentation to the Gateway Community College Allied Health Faculty, Florida HIMA Conferences, Texas HIMA Conference, MN HIMA Conference, and various HIM video chat sessions. In addition, articulation agreements have been developed with four community colleges. (Appendix V Articulation Agreement)

Library and Learning Resources:

The program has added student access to online electronic health records through Solcom in the AHIMA Virtual Lab. Health records are also available through several of the textbooks used as well as the course used for ICD-10 coding. The Virtual Lab includes HIM software applications that are used, and are required, throughout the curriculum. Other HIM software applications are explored through textbook offerings such as Medcin EHR, software demos, databases, etc. that have been created or supplied by publishers.

The Program Director reviewed the data bases in Charter Oak's virtual library and has deemed the resources more than adequate to meet student and curricular needs. It is robust and includes hundreds of databases and thousands of publications. Students are required to use the library for many writing and research assignments throughout the curriculum.

Physical and Technological Resources: Charter Oak learned from the Program Director that computer software is required in an HIM program to enable students to have hands on experience with HIM applications and other technology. The AHIMA Virtual Lab assignments were added to several courses. As the AHIMA Virtual Lab adds more options, they will be added to the curriculum.

Financial Resources:

The College has established an annual budget for the HIM program. Table 8 displays the expenses and gross revenues for the past year and the estimated budget for the 2014-2015 academic. We estimate that by year three of the program it will be self-sufficient and make a profit.

Table 8: HIM Program Budget

HIM Budget	Actuals 2013-2014	Gross Revenue 2013-14	Estimate 2014-2015	Gross revenue 2014-15
Expenses				
Course Development	50,000.00		5,000.00	
ID Staff Time	12,000.00		2,000.00	
Director (salary/fringe)	107,721.00		145,170.00	
Asst. Dir/Faculty	108,403.00		110,310.00	
Adjunct Salary*				
Travel for Dir to Charter Oak State College	6,000.00		6,500.00	
Staff development for Dir/Asst. Dir	5,000.00		5,000.00	
Marketing/Recruiting**	20,000.00		15,000.00	
Faculty Development***				
Advisory Committee	1,000.00		1,000.00	
Membership in Assoc.	700		700	
Accreditation	3,000.00		3,000.00	
	$313,824.00		293,680.00	
GROSS REVENUE**		$204,445.00		$251,500.00

Table 8 Notes: We pay faculty by the student, therefore costs vary each year $230.10 plus approx 40% fringe per 3 credit course per student; **Most marketing is internet-based, therefore there is no additional cost beyond staff-time; ***Faculty are required to participate in one development activity a year. The college offers a number of workshops annually via WebEx; subscribes to a number of webinars; and has a pool of money that faculty can apply for. Since most faculty are full-time at other institutions, they also often are involved in development and research activities on their home campus. ****Gross revenue is based on tuition, fees, and off-set of Assist. Dir. teaching salary, not state funds.

Public Disclosure

Charter Oak provides all college and program information on the website http://www.charteroak.edu/health-information-management/ and in the electronic College Catalog http://www.charteroak.edu/catalog/current/. Both are updated annually or as needed. The Registrar manages the development of the Catalog and Marketing manages the website with departments responsible for updating their sections. Marketing, with input from Admissions and the HIM Program Director developed the HIM brochure (See Appendix VI HIM Brochure). Program information is reviewed to ensure that it is complete, accurate, timely, accessible, clear and sufficient for students, prospective students and the general public. Charter Oak is committed to full disclosure of information

Future Plans:

Future plans for the HIM program is to achieve CAHIIM accreditation by April 2015 and BOR accreditation by June 2015. In addition, a goal is to add an HIM-related certificate and research and planning should be complete by May 2015.

Future plans for the College include, gaining BOR approval to change our Business and Psychology concentrations to majors; gaining approval to be an experimental site for prior learning assessment program/competency based education; developing a cybersecurity certificate using courses already in the major.

APPENDICES

I. Institutional Profile
II. Course Syllabi
III. Advisory Committee Minutes
IV. Faculty Resumes
V. Articulation Agreement
VI. HIM Brochure

APPENDIX I

Institutional Profile

Institutional Profile and Fact Sheet

Enrollment

Students Registered in Charter Oak Courses, FY 2012-13			**2,592**
Fall 2013 Enrollment	**FT**	**PT**	**Total**
Head Count	**301**	**1,279**	**1,580**
Gender			
Male	32%	35%	34%
Female	68%	65%	66%
Race/Ethnicity			
American Indian or Alaska Native	<1%	<1%	<1%
Asian	2%	2%	2%
Black or African-American	22%	15%	16%
Hispanic	9%	11%	10%
Native Hawaiian or Other Pacific Islander	<1%	<1%	<1%
White	59%	61%	60%
Two or More Races	2%	1%	1%
Nonresident Alien	<1%	<1%	<1%
Race/Ethnicity Unknown	4%	10%	9%
Residency			
Connecticut Resident	64%	75%	73%
Out-of-State	36%	25%	27%
Pell Grant Recipient			
Yes	47%	24%	28%
No	53%	76%	72%
Age			
Average Age	36	39	38

Age Range	19-75	16-68	16-75

Note: Fall enrollment figures above are based on IPEDS definitions. An additional 745 degree and certificate students were matriculated at Charter Oak in Fall 2013. These are self-paced students pursuing credits by way of transfer courses, exams, life experience portfolios, and other prior learning pathways.

Graduates

Total Degrees and Certificates Awarded Since Founding in 1973	**13,195**
Students Completing Degrees and Certificates, FY 2012-13	**573**
Gender	
Female	69%
Male	31%
Race/Ethnicity	
American Indian or Alaska Native	<1%
Asian	2%
Black or African-American	14%
Hispanic	9%
Native Hawaiian or Other Pacific Islander	0%
White	60%
Two or More Race	1%
Nonresident Alien	<1%
Race/Ethnicity Unknown	13%
Residency	
Connecticut Resident	65%
Out-of-State	35%
Total Awards, FY 2012-13	**600**
Bachelor's Degrees	72%
Associate Degrees	11%
Certificates	17%

Programs of Study for Bachelor's Degree Recipients	429
Individualized Study	21%
Business Administration	10%
Psychology	9%
Liberal Studies	8%
Child Studies	7%
Organizational Leadership	6%
Health Care Administration	5%
Other Programs	34%

Student Success

Six-Year Graduation Rates for Bachelor's Degree Students, Entry Dates July 1 - June 30

	Overall			White			Black			Hispanic			All Others		
Cohort	Total	Grad	Rate	Total	Grad	Rate	Total	Grad	Rate	Total	Grad	Rate	Total	Grad	Rate
FY2008	611	387	63%	398	269	68%	87	43	49%	50	26	52%	76	49	64%
FY2007	562	356	63%	377	242	64%	75	39	52%	45	31	69%	65	44	68%
FY2006	855	563	66%	574	378	66%	97	62	64%	63	45	71%	121	78	64%
FY2005	990	657	66%	655	433	66%	111	74	67%	81	53	65%	143	97	68%
FY2004	593	380	64%	391	254	65%	61	35	57%	27	20	74%	114	71	62%

Fall-to-Fall Persistence Rates, Course Registration or Graduation, Matriculants from April - October

	Overall			White			Black			Hispanic			All Others		
Cohort	Total	Pers	Rate	Total	Pers	Rate	Total	Pers	Rate	Total	Pers	Rate	Total	Pers	Rate
FA2012	530	305	58%	307	194	63%	81	38	47%	78	39	50%	64	34	53%
FA2011	521	304	58%	345	212	61%	87	48	55%	44	23	52%	45	21	47%
FA2010	701	402	57%	419	262	63%	119	53	45%	91	43	47%	72	44	61%
FA2009	528	356	67%	366	246	67%	63	42	67%	61	43	70%	38	25	66%
FA2008	454	292	64%	310	202	65%	72	45	63%	36	26	72%	36	19	53%

Spring-to-Spring Persistence Rates, Course Registration or Graduation, Matriculants from November - March

	Overall			White			Black			Hispanic			All Others		
Cohort	Total	Pers	Rate	Total	Pers	Rate	Total	Pers	Rate	Total	Pers	Rate	Total	Pers	Rate
SP2013	345	183	53%	225	130	58%	55	27	49%	33	17	52%	32	9	28%
SP2012	360	196	54%	217	129	59%	67	36	54%	29	15	52%	47	16	34%

SP2011	342	207	61%	236	151	64%	47	27	57%	28	15	54%	31	14	45%
SP2010	298	188	63%	201	137	68%	46	22	48%	37	19	51%	14	10	71%
SP2009	285	178	62%	181	120	66%	50	25	50%	31	20	65%	23	13	57%

Thirteen-Month Persistence Rates, Still Enrolled or Graduated at 13 Months, Entry Dates July 1 - June 30

	Overall			White			Black			Hispanic			All Others		
Cohort	Total	Pers	Rate	Total	Pers	Rate	Total	Pers	Rate	Total	Pers	Rate	Total	Pers	Rate
FY2012	878	724	82%	546	469	86%	158	119	75%	77	63	82%	97	73	75%
FY2011	882	790	90%	551	506	92%	133	109	82%	106	89	84%	92	86	93%
FY2010	953	782	82%	632	527	83%	141	114	81%	113	85	75%	67	56	84%
FY2009	790	618	78%	530	424	80%	126	90	71%	75	61	81%	59	43	73%
FY2008	724	593	82%	455	393	86%	105	85	81%	55	47	85%	109	68	62%

Student Satisfaction

Percent of FY 2012-13 associate and bachelor's degree recipients who were satisfied or very satisfied overall with Charter Oak State College	96%

Employment Information

Of the 2011-12 graduates who are Connecticut residents:	
Entered employment within three months of graduating	78%
Retained employment for six months	97%
Weekly wages upon entering employment	$1,044
Change in post-graduation weekly wages compared to pre-program wages	$267

Major Strategic Initiatives

Drive Student Success and Degree Attainment

- Provide online tools and support for faster degree completion
- Lead a direct campaign to Connecticut residents with college credits to facilitate them in earning an associate or bachelor's degree
- Ensure all students achieve success at comparable rates

Continue to Improve Services and Instruction

- Leverage technology to improve services while containing costs
- Utilize outcomes assessment results to improve courses and programs
- Provide quality instruction that meets nationally accepted quality standards

Expand Degree Completion Programs

- Expand undergraduate, graduate, and certificate programs to meet Connecticut's workplace needs

Financial Metrics

State Support (in millions)

Fiscal Year	Total Budget	State Support	Percent Support
2013	$11.51	$2.82	25%
2012	$11.30	$2.67	24%
2011	$10.72	$3.07	29%
2010	$9.64	$3.39	35%
2009	$8.41	$2.89	34%

Cost Per Registered Student FTE

Fiscal Year	Credit Hours	Stud. FTE	Budget (in M)	Cost per FTE	State Portion
2013	27,521	917	$11.51	$12,552	$3,138
2012	26,453	882	$11.30	$12,812	$3,075
2011	28,045	935	$10.72	$11,465	$3,325
2010	22,673	756	$9.64	$12,751	$4,463
2009	18,915	631	$8.41	$13,346	$4,584

Cost Per Associate and Bachelor's Degree

Fiscal Year	Num. of Deg.	Budget (in M)	Cost per Degree	State Portion
2013	495	$11.51	$23,253	$5,813
2012	525	$11.30	$21,524	$5,166
2011	550	$10.72	$19,491	$5,652
2010	469	$9.64	$20,554	$7,194
2009	483	$8.41	$17,412	$5,920

APPENDIX II

Course Syllabi

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55 Paul J. Manafort Drive
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Syllabus

BIO 130: Human Biology with Lab

Course Description:

Human Biology is a 4-credit introductory course dealing with the structure and function of the human organism and the issues facing humans in today's world. It is intended to give students a better understanding of our place in nature. Emphasis will be place on the biochemical, cellular, tissue, organ, & organ-system levels of development. The online lab emphasizes the application of scientific method, basic laboratory methods, and principles of human anatomy and physiology. This lab component will parallel the lecture content and use cooperative learning and technology in laboratory activities.

Cannot be used toward Biology concentration.

Prerequisite:

- None

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Describe the scientific method and identify the molecules of life.
2. Describe the biochemistry processes that are essential to human body function.
3. Explain cell structure and function, tissue structure and function, organ and organ systems, and cell reproduction.
4. Describe the process of homeostasis and explain how various body systems work independently and together to maintain homeostasis.
5. Describe and identify the structure and functions of the components of the integumentary system.
6. Identify and describe the major components of the skeletal system and explain their functions.
7. Explain muscle contractions and the major components of the muscular system.
8. Name the major components of the digestive system and explain their roles in physical and chemical digestion, absorption, nutrition, and excretion.
9. Compare and contrast the composition and functions of blood. Identify types of blood cells and blood types.
10. Identify the major structures of the cardiovascular system and discuss their functions.
11. Describe the functions of the lymphatic system and the organs of the lymphatic system.
12. Explain the processes of respiration and identify the structures and their functions.
13. Identify the structures and functions of the urinary system and explain the processes of urine formation.
14. Examine the major anatomical components and physiology of the nervous system

15. Identify and describe the special sense organs, and explain their functional roles in taste, smell, vision, hearing and equilibrium.
16. Describe the glands and the functions of the endocrine system.
17. Identify and discuss the functions of the male and female reproductive systems and explain the uterine and menstrual cycles.
18. Explain the genetic traits associated with dominant and recessive genes.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussion Questions (20 pts, Week 1 – 14)	20%
Exam 1 (100 pts)	15%
Exam 2 (100 pts)	15%
Exam 3 (100 pts)	15%
Final Exam (100 pts)	20%
Weekly Lab Quizzes (20 pts, Week 1-14)	15%
Total	100%

Required Text(s):WARNING: The textbook(s) listed on this syllabus may have changed; go to the Charter Oak State College bookstore, MBS Direct, website at http://bookstore.mbsdirect.net/charteroak.htm for updated textbook information.

- Starr, Cecie B. & Beverly McMillan. *Human Biology.* 10th ed. Brooks/Cole Publishing Co., 2014. ISBN-10: 1-133-59916-8 or ISBN-13: 978-1-133-59916-6
- Starr, Cecie B. & Beverly McMillan. *Human Biology Student Interactive Workbook.* 10th ed. Brooks/Cole Publishing Co., 2014. ISBN-10: 1-133-60044-1 or ISBN-13: 978-1-133-60044-2

Computer Specifications:

Mac or PC capable of surfing the web.. A program capable of opening MS Word documents is also needed. Programs such as "Open Office" should be able to supply these capabilities. You may download Open Office at http://www.openoffice.org. You are expected to know how to use Google and other search engines, and how to use your word processing programs.

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1, 2	**Topic(s): Introduction Human Biology, Scientific Method, and Molecules of Life.** **Reading:** • Chapters 1 and 2	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #1 • Complete Student Interactive Workbook Activities as necessary • Take Lab #1 Quiz (Graded)
2	3, 4	**Topic(s): Cells and How They Work** **Reading:** • Chapter 3	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #2 • Complete Student Interactive Workbook Activities as necessary • Take Lab #2 Quiz (Graded)
3	3, 5	**Topic(s): Tissues, Organs, Organ Systems and Integumentary System** **Reading:** • Chapter 4	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #3 • Complete Student Interactive Workbook Activities as necessary • Take Lab #3 Quiz (Graded)
4	6	**Topic(s): Skeletal System** **Reading:** • Chapter 5	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #4 • Complete Student Interactive Workbook Activities as necessary • Take Lab #4 Quiz (Graded)

		Exam #1 Chapters 1-4 SLOs 1, 2, 3, 4, and 5	
5	7	**Topic(s): Muscular System** **Reading:** • Chapter 6	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #5 • Complete Student Interactive Workbook Activities as necessary • Take Lab #5 Quiz (Graded)
6	8	**Topic(s): Digestive System** **Reading:** • Chapter 11	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #6 • Complete Student Interactive Workbook Activities as necessary • Take Lab #6 Quiz (Graded)
7	9	**Topic(s): Blood** **Reading:** • Chapter 8	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #7 • Complete Student Interactive Workbook Activities as necessary • Take Lab #7 Quiz (Graded)
8	10, 11	**Topic(s): Circulatory and Lymphatic Systems** **Reading:** • Chapters 7 and 9	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #8 • Complete Student Interactive Workbook Activities as necessary • Take Lab #8 Quiz (Graded)

		Exam#2 Chapters 5, 6, 8 and 11 SLOs 6, 7, 8, and 9	
9	12	**Topic(s): Respiratory System** **Reading:** • Chapter 10	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #9 • Complete Student Interactive Workbook Activities as necessary • Take Lab #9 Quiz (Graded)
10	13	**Topic(s): Urinary System** **Reading:** • Chapter 12	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #10 • Complete Student Interactive Workbook Activities as necessary • Take Lab #10 Quiz (Graded)
11	14	**Topic(s): Nervous System** **Reading:** • Chapter 13	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #11 • Complete Student Interactive Workbook Activities as necessary • Take Lab #11 Quiz (Graded)
		Exam#3 Chapters 7, 9, 10, and 12 SLOs 6, 7, and 8	
12	15	**Topic(s): Sensory System** **Reading:** • Chapter 14	• Read assigned chapters • Participate in the Discussions • Review the Lecture material

			• Complete web-based readings/activities for Lab #12 • Complete Student Interactive Workbook Activities as necessary • Take Lab #12 Quiz (Graded)
13	16	**Topic(s): Endocrine System** **Reading:** • Chapter 15	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #13 • Complete Student Interactive Workbook Activities as necessary • Take Lab #13 Quiz (Graded)
14	17, 18	**Topic(s): Reproductive and Genetics** **Reading:** • Chapter 16, 20	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Complete web-based readings/activities for Lab #14 • Complete Student Interactive Workbook Activities as necessary • Take Lab #14 Quiz (Graded)
15	1-18	**Final Exam** 50% Chapters 1-12 50% Chapters 13, 14, 15, 16 and 20	

Current as of: April 15, 2014

COSC Policies, Course Policies, Academic Support Services and Resources:

Students are responsible for knowing all Charter Oak State College (COSC) institutional policies, course-specific policies, procedures, and available academic support services and resources. Please see the "COSC Policies" link in the main menu of the online course shell for COSC institutional policies and the "Course Policies" link for specific policies related to this course. The "COSC Resources" link provides information regarding available COSC academic support services and resources.

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Syllabus

BIO 212: Anatomy and Physiology

Course Description:

This course teaches students the structure and functions of cells, tissues, organs and organ systems of human body. The human body organ systems covered in the course are integumentary, skeletal, muscular, respiratory, endocrine, nervous, lymphatic, immune, cardiovascular, digestive, urinary, and reproductive systems. Diseases and disorders of the organ systems and their treatments are also emphasized.

Recommended Prerequisite:

- Human Biology

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student should be able to:

1. Define and explain human anatomy and physiology.
2. Describe human body processes.
3. Describe the organization of the human body from the cell to the system.
4. Identify the body cavities and the organs contained in them.
5. Describe anatomical directional terms.
6. List cell organelles and describe their functions
7. Explain the cell division process.
8. Discuss different types of tissues, their locations, and functions.
9. Describe the structure and functions of the 11 human body systems: integumentary, skeletal, muscular, cardiovascular, respiratory, digestive, urinary, lymphatic and immune, endocrine, nervous, and reproductive systems.
10. Discuss common diseases and disorders, their diagnostic procedures, and treatments for the human body organ systems and special sensory organs.
11. Apply critical thinking to discuss, write, and explain human anatomy and physiology concepts.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussion (Weeks 1-15)	20%
Written Assignments (Weeks 1, 3, 5, 8, 10, 12 & 14)	15%
Quizzes (Weeks 4 & 11)	15%
Midterm (Week 7)	20%
Final Exam (Week 15)	30%
Total	100%

Required Text(s):WARNING: The textbook(s) listed on this syllabus may have changed; go to the Charter Oak State College bookstore, MBS Direct, website at http://bookstore.mbsdirect.net/charteroak.htm for updated textbook information.

- Scott, A. and E. Fong. *Body Structure and Functions.* 12th ed. Cengage Learning, 2014. ISBN -13: 9781133691747

Optional Texts (Not available through bookstore):

- Booth, K. A. and Stoia, J. V. (2013). Anatomy, Physiology and Disease, 3rd Ed. McGraw Hill. ISBN: 978-0-07-340222-2
- Thibodeau, G. A. and Patton, T. K. (2010). The Human Body in Health and Disease, 5th Ed. Evolve.Â ISBN: 978-0-323-05492-8
- Tortora, G. J. and Derrickson, B.Â (2009). Principles of Anatomy and Physiology, 12th Ed. Wiley. ISBN: 978-0-470-08471-7

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1,4,5,11	**Topic: Introduction to the Structural Units** • **Reading:** ◦ Chapter 1	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Submit written assignment**

2	2,11	**Topic: Chemistry of Living Things** • **Reading:** ◦ Chapter 2	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned)
3	3, 6, 7, 11	**Topic: Cells** • **Reading:** ◦ Chapter 3	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Submit written assignment**
4	8,11	**Topics: Tissues and Membranes** • **Reading:** ◦ Chapter 4	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Complete Week 4 quiz (Chapters 1-4)**
5	9,10,11	**Topic: Integumentary System** • **Reading:** ◦ Chapter 5	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Submit written assignment**
6	9,10,11	**Topic: Skeletal System** • **Reading:** ◦ Chapter 6	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned)
7	9,10,11	**Topic: Muscular System** • **Reading:**	• Read assigned chapter • Participate in the Discussions

		◦ Chapter 7	• Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Complete Midterm Exam**
		Midterm Exam Chapters 1-7 SLOs 1-11	
8	8-11	**Topic: Central Nervous System** • **Reading:** ◦ Chapter 8	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Submit written assignment**
9	8-11	**Topics: Peripheral Nervous System and Special Sense** • **Reading:** ◦ Chapters 9 & 10	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned)
10	8-11	**Topic: Endocrine System** • **Reading:** ◦ Chapter 11	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Submit written assignment**
11	8-11	**Topic: Cardiovascular System** • **Reading:** ◦ Chapter 12-14	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Complete Week 11 quiz (Chapters 8-14)**
12	8-11		• Read assigned chapter

		Topics: Lymphatic and Immune System • **Reading:** ◦ Chapter 15	• Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Submit written assignment**
13	8-11	**Topic: Respiratory System** • **Reading:** ◦ Chapter 17	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned)
14	8-11	**Topic: Digestive System** • **Reading:** ◦ Chapter 18	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Submit written assignment**
15	8-11	**Topics: Urinary and Reproductive Systems** • **Reading:** ◦ Chapters 20 & 21	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review chapter PowerPoint slides • Watch video (as assigned) • **Complete Final Exam** • Complete the Course Evaluation
		Final Exam Chapters 1-15, 17-21 SLOs 1-11	

Current as of: April 15, 2014

COSC Policies, Course Policies, Academic Support Services and Resources:

Students are responsible for knowing all Charter Oak State College (COSC) institutional policies, course-specific policies, procedures, and available academic support services and resources. Please see the "COSC Policies" link in the main menu of the online course shell for COSC institutional policies and the "Course Policies" link for specific policies related to this course. The "COSC

Resources" link provides information regarding available COSC academic support services and resources.

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Syllabus

BIO 214: Pathophysiology

Course Description:

This course is a basic study of the functioning of human body organ system, their disorders and diseases including symptoms, causes, diagnostic tests, treatment and management, and invasive and non-invasive surgical techniques. The course also discusses Pharmacology and most commonly used drugs. Genetic basis of diseases and disorders and use of gene therapy in curing them will be discussed. Further, the role of nutrition as a cause and treatment of disease is highlighted.

Prerequisites:

- BIO 212: Anatomy and Physiology
- ENG 101: English Composition 1
- ENG 102: English Composition 2

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student should be able to:

1. Describe appropriate medical terminology and discuss pathophysiological concepts.
2. Analyze the association between normal human physiology and pathophysiological alterations.
3. Describe mechanisms, in which normal physiological functions are altered in disease states.
4. Describe the etiology, risk factors, population at risk, clinical and diagnostic manifestations, treatment modalities and prognosis of selected diseases.
5. Evaluate current research findings with the knowledge base of selected acute and chronic diseases.
6. Compare and contrast a case study format to describe most common diseases.
7. Identify common drugs used for treatment of common diseases for each body system.
8. Research brand names/generic names, uses and side effects of common drugs.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight

Discussion / Case Studies (Weeks 1-14)	15%
Quizzes (Weeks 1-3, 5, 6, 8-10 & 12-14)	15%
Exams (Weeks 4, 7 & 11)	30%
Essays / Projects (Weeks 5-14)	20%
Final Exam (Week 15)	20%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Story, L. (2011). *Pathophysiology: A Practical Approach*. Jones & Bartlett Learning, LLC. ISBN -13: 978-1-4496-2408-8
- Lippincott. (2009). *Atlas of Pathophysiology*. 3rd. edition. Lippincott William & Wilkins. ISBN-10: 1605471526 or ISBN-13: 9781605471525

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Additional Resources:

- Saylor Foundation: Pathobiology
- Physician's Desk Reference
- WebMD

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)

1	1-8	**Topic: Cellular Function** • **Reading:** ◦ Chapter 1	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete Quiz 1** • **Complete Case Study 1**
2	1-8	**Topic: Genetic and Congenital Alternation** • **Reading:** ◦ Chapter 1 (cont...)	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete Quiz 2** • **Complete Case Study 2**
3	1-8	**Topic: Hematopoietic Function** • **Reading:** ◦ Chapter 3	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete Quiz 3** • **Complete Case Study 3**
4	1-8	**Topic: Body Defenses** • **Reading:** ◦ Chapter 2	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete Quiz 4** • **Complete Case Study 4** • **Complete Exam 1**
		Exam 1 Chapters 1-3 SLOs 1-8	
5	1-8	**Topic: Cardiovascular Function** • **Reading:** ◦ Chapter 4	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete Quiz 5** • **Complete Case Study 5** • **Complete Writing Essay/Project 1** • **Complete Pharmacology Project**
6	1-8	**Topic: Respiratory Function** • **Reading:** ◦ Chapter 5	• Read assigned chapter • Participate in the Discussions • Review the Lecture material

			• **Complete Quiz 6** • **Complete Case Study 6** • **Complete Writing Essay/Project 2** • **Complete Pharmacology Project**
7	1-8	**Topic: Urinary Function** • **Reading:** ◦ Chapter 6 ◦ Chapter 7	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz 7** • **Complete Case Study 7** • **Complete Exam 2** • **Complete Pharmacology Project**
		Exam 2 Chapters 4-7 SLOs 1-8	
8	1-8	**Topic: Nervous System** • **Reading:** ◦ Chapter 11	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz 8** • **Complete Case Study 8** • **Complete Pharmacology Project**
9	1-8	**Topic: Sensory Function** • **Reading:** ◦ Chapter 14	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz 9** • **Complete Case Study 9** • **Complete Pharmacology Project**
10	1-8	**Topic: Musculoskeletal System Function** • **Reading:** ◦ Chapter 12	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz 10** • **Complete Case Study 10** • **Complete Pharmacology Project**
11	1-8	**Topic: Gastrointestinal Function**	• Read assigned chapters

		• **Reading:** ◦ Chapter 9	• Participate in the Discussions • Review the Lecture material • **Complete Quiz 11** • **Complete Case Study 11** • **Complete Exam 3** • **Complete Pharmacology Project**
		Exam 3 Chapters 9, 11, 12 & 14 SLOs 1-8	
12	1-8	**Topic: Endocrine Function** • **Reading:** ◦ Chapter 10	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz 12** • **Complete Case Study 12** • **Complete Writing Essay/Project 3** • **Complete Pharmacology Project**
13	1-8	**Topic: Reproductive Function** • **Reading:** ◦ Chapter 8	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz 13** • **Complete Case Study 13** • **Complete Pharmacology Project**
14	1-8	**Topic: Integumentary Function** • **Reading:** ◦ Chapter 13	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz 14** • **Complete Case Study 14** • Prepare for the Final Exam • **Complete Pharmacology Project**
15	1-8	**Topics: Course Conclusion and Final Exam** • **Reading:** ◦ None	• **Complete Final Exam** • Complete the Course Evaluation

			Final Exam Chapters 1-14 SLOs 1-8

Current as of: April 15, 2014

COSC Policies, Course Policies, Academic Support Services and Resources:

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Syllabus

HCA 101: Health Care Systems and Administration

Course Description:

This course provides a broad introduction to the health care system and organizations in the United States; public health, participants in the health care system, customer service skills, management skills, budgeting and planning, marketing, information technology in health care, historical developments, trends, public policy, ethical issues, comparisons with systems in other countries, and the impact of global economy on health care administration.

Prerequisite(s):

- ENG 101: English Composition 1

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Several broad goals will guide your learning activities and demonstration of knowledge in this course.
2. To examine the management basics of planning, working with physicians, performance management, financial management, information management, legal and ethical decision making, health policy analysis, governance, marketing, human resources, team management and managing change.
3. To analyze and describe the healthcare organization and operation.
4. To understand the dynamics of modern healthcare organizations, past and present.
5. To understand the issues involved in relating to the future of the U.S. healthcare system.
6. To develop strategies that can be used by providers to remain competitive.
7. To understand the evolution of public health.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussions (Weeks 1 - 8)	70%

Book review (Week 7)	30%
Total	100%

Required Text(s): WARNING: The textbook(s) listed on this syllabus may have changed; go to the Charter Oak State College bookstore, MBS Direct, website at http://bookstore.mbsdirect.net/charteroak.htm for updated textbook information.

- Williams, S.J. & Torrens, P.R. (Eds.) (2008). *Introduction to Health Services* (7th edition). Albany, New York: Delmar Learning. ISBN: 1-4180-1289-0

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1, 2, 3	**Topic: Overview of Health Services System** • **Readings:** Overview of the Health Services System, Chapters 1, 2, & 3 pp-1-74.	• Read assigned chapters • Answer assignment questions • Participate in discussions
2	1, 2, 5	**Topic: Financing and Structuring Health Care** • **Readings:** Financing and Structuring Health Care, Chapters 4- 5, pp. 76-140.	• Read assigned chapters • Answer assignment questions • Participate in discussions
3	1, 2, 4, 5	**Topic: Public Health** • Readings: Public Health: Joint Public-Private Responsibility in an Era of New Threats, Chapter 6. pp. 142-159.	• Read assigned chapters • Answer assignment questions • Participate in discussions • **Submit title of proposed Book Review by Friday**
4	1, 3, 6	**Topic: Ambulatory Care, Long-Term Care and Mental and Behavioral Health Services** • **Readings:** Ambulatory Health Care, Long-Term Care, and Behavioral Health Services. Chapters 7, 9, & 10. pp. 160-181, 198-244.	• Read assigned chapters • Answer assignment questions • Participate in discussions • **Midterm grades emailed** during Week 4 for Weeks 1-3
5	1, 4	**Topic: Hospitals and Health Systems**	• Read assigned chapters

		• **Readings:** Hospitals and Health Systems. The Continuum of Long-Term Care and Mental Health Services, Chapter 8. pp. 182-219.	• Answer assignment questions • Participate in discussions
6	1, 4, 5, 6	**Topic: Nonfinancial Resources for Healthcare** • **Readings:** Non-financial Resources for Health Care, Chapters 11-12. pp. 246-294.	• Read assigned chapters • Answer assignment questions • Participate in discussions
7	1, 4	**Topic: Assessing and Regulating Health Services** • **Readings:** Assessing and Regulating Health Services, Chapters 13-16. pp. 296-364	• Read assigned chapters • Answer assignment questions • Participate in discussions • **Submit Book Review to Instructor by Friday**
8	1, 2, 3, 4, 5, 6	• **Readings:** None	• **Discuss your book review with class.** • Complete Course Evaluation

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Syllabus

HCA 105: Medical Terminology

Course Description:

This course will cover medical terminology via asynchronous online discussions, presentations and demonstrations. Emphasis will be placed on recognition, evaluation and deduction of medical word meanings by applying word-building rules. An additional focus of study will be to define and use words pertaining to the various sub-specialties of medicine.

Prerequisite(s):

- ENG 101: English Composition 1

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. All Units– Spell Words Correctly
   Unit I- Basic Word Structure
2. Recognize and define the root (combining form), prefix and suffix.
3. Use word building rules to form words from the components
4. Define and use words pertaining to the body
5. Define meanings for common suffixes used in the medical language
6. Build terms following rules for suffixes
   Unit II- Prefixes
7. Define Prefix
8. Define meanings for common suffixes used in the medical language
9. Build terms following rules for suffixes
10. Explain the basic anatomy of the digestive system
11. Students will discuss the application of terms used in the digestive system
12. Define terms and word parts correctly related to the digestive system
    Unit III- Urinary System, Female Reproductive System, Male Reproductive System
13. Explain the basic anatomy of the urinary and male and female reproductive systems
14. Students will discuss the application of terms used in the urinary and male and female reproductive systems
15. Define terms and word parts correctly related to the urinary and male and female reproductive systems
    Unit IV-Nervous System, Cardiovascular System, Respiratory System
16. Explain the basic anatomy of the Nervous, cardiovascular and respiratory systems
17. Students will discuss the application of terms used in the Nervous, cardiovascular and respiratory systems
18. Define terms and word parts correctly related to the Nervous, cardiovascular and respiratory systems
    Unit V- Blood System, Lymphatic and Immune Systems, Musculoskeletal System

19. Explain the basic anatomy of the blood, lymphatic and immune systems
20. Students will discuss the application of terms used in the blood, lymphatic and immune systems
21. Define terms and word parts correctly related to the blood, lymphatic and immune systems
22. Explain the basic anatomy of the musculoskeletal system
23. Students will discuss the application of terms used in the musculoskeletal system
24. Define terms and word parts correctly related to the musculoskeletal system

Unit VI- Skin, Sense Organs: The Eye and the Ear, Endocrine System

25. Explain the basic anatomy of the Skin, sense organs and the endocrine system
26. Students will discuss the application of terms used in the Skin, sense organs and the endocrine system
27. Define terms and word parts correctly related to the Skin, sense organs and the endocrine system

Unit VII- Cancer Medicine (Oncology), Radiology, Nuclear Medicine, and Radiation Therapy

28. Explain the basic techniques and terms used in Pharmacology, oncology and related fields
29. Students will discuss the application of terms used in Pharmacology, oncology and related fields
30. Define terms and word parts correctly related to Pharmacology, oncology and related fields

Unit VIII - Psychiatry

31. Explain the basic techniques and terms used in the fields of psychiatry
32. Students will discuss the application of terms used in the fields of psychiatry
33. Define terms and word parts correctly related to psychiatry

Unit XI- Critical Thinking

34. Evaluate and deduce the meaning of a medical term by applying word building rules
35. Be able to differentiate between a correctly and incorrectly spelled medical term
36. Write medical terms found in medical reports in plain English
37. Discuss real life issues via threaded discussion of topics with other students

Unit XII- Practical Skills

38. Become familiar with prevalent medical reference materials.
39. Improve computer and Internet skills so as to feel comfortable using computers, sending E-mails with or without attachments, and communicating via distance education.
40. Find resources on the computer to search out medical conditions to learn more about them.

Unit XIII- Personal Growth

41. Progress in development of a strong work ethic and personal discipline through weekly accomplishment of assignments.
42. Gain confidence in his/her ability to learn medical terms, read patient chart notes, decipher medical articles and reports through weekly accomplishments of assignments and completion of the course.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Points	Weight
Unit Exams (Weeks 1-8)	400 (8 @ 50 pts)	50%
Discussion Board (Weeks 1-8)	80 (8 @10 pts)	10%
Abbreviation Assessment	20	2.5%

Comprehensive Final Exam (Week 8)	300	37.5%
Total	1000	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Chabner, Davi-Ellen. *The Language of Medicine- with CD*. 10th ed. Saunders Elsevier Publishing, 2014. ISBN-10: 1-4557-2846-2 or ISBN-13: 978-1-4557-2846-6

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does *not* apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1-6, 35-43	**Topic: Basic Word Structure, Terms Pertaining to the Body as a Whole, Suffixes** • **Readings**: Chapter 1-3	• Read Assigned Chapters • Participate in Discussion Forum • Complete Chapter Exercises • Review pronunciations on CD • Take Practice Quizzes • **Take Unit Exam**
2	1, 7-12, 35-43	**Topic: Prefixes, Digestive System** • **Readings**: Chapter 4-6	• Read Assigned Chapters • Participate in Discussion Forum • Complete Chapter Exercises • Review pronunciations on CD • Take Practice Quizzes • **Take Unit Exam**
3			

	1, 13-15, 35-43	**Topic: Urinary, Female, and Male Reproductive Systems** • **Readings**: Chapter 7-9	• Read Assigned Chapters • Participate in Discussion Forum • Complete Chapter Exercises • Review pronunciations on CD • Take Practice Quizzes • **Take Unit Exam**
4	1, 16-18, 35-43	**Topic: Nervous System, Cardiovascular & Respiratory Systems** • **Readings**: Chapter 10-12	• Read Assigned Chapters • Participate in Discussion Forum • Complete Chapter Exercises • Review pronunciations on CD • Take Practice Quizzes • **Take Unit Exam**
5	1, 19-24, 35-43	**Topic: Blood, Lymphatic, and Immune, and Musculoskeletal Systems** • **Readings**: Chapter 13-15	• Read Assigned Chapters • Participate in Discussion Forum • Complete Chapter Exercises • Review pronunciations on CD • Take Practice Quizzes • **Take Unit Exam**
6	1, 26-28, 35-43	**Topic: Skin, Sense Organs and Endocrine System** • **Readings**: Chapter 16-18	• Read Assigned Chapters • Participate in Discussion Forum • Complete Chapter Exercises • Review pronunciations on CD • Take Practice Quizzes • **Take Unit Exam**
7	1, 29-31, 35-43	**Topic: Cancer Medicine, Radiology and Nuclear Medicine** • **Readings**: Chapter 19 - 21	• Read Assigned Chapters • Participate in Discussion Forum • Complete Chapter Exercises • Review pronunciations on CD

			• Take Practice Quizzes • **Take Unit Exam**
8	1, 32-43	**Topic: Psychiatry** • **Readings**: Chapter 22	• Read Assigned Chapters • Participate in Discussion Forum • Complete Chapter Exercises • Review pronunciations on CD • Take Practice Quizzes • **Take Unit Exam** • **Complete Final Exam** • Complete Course Evaluation
	Final Exam Chapters 1-22 SLOs 1-43		

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Course Syllabus

COURSE HCA 115: Fundamentals of Health Information Management

Course Description:
In this course students will investigate the importance of the patient health record in the health care system. They will discover the profession of Health Information Management and the many different roles and credentials that are possible in this career path. Professional membership associations and codes of ethics will be explored. Topics will include: purpose, format, content, and accuracy of health records; ownership of health information; access, retention and destruction; privacy and confidentiality; indexes and registries, and legal requirements including HIPAA. Students will learn how medical coding is dependent on the quality of patient health information. An exploration of paper records vs. electronic health records will be included.

Prerequisite(s):
HCA 105: Medical Terminology
ENG 101: English Composition 1

This course meets the following CAHIIM competencies for HIM Majors.

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Summarize the evolution of healthcare in the U.S.
2. Identify responsibilities and areas within a Health Information Management Department.
3. Identify HIM roles and credentials.
4. Explain the purpose and importance of professional membership associations such as AHIMA.
5. Discuss professional code of ethics.
6. Explain the purpose of the patient record and describe the various kinds of records
7. Show how records are developed, analyzed, corrected, authenticated and stored.
8. List the contents of inpatient, outpatient and physician's office records.
9. Define alphabetic and numeric filing systems and the advantages of each.
10. Compare and contrast the paper record and the electronic health record.
11. Demonstrate an understanding of HIPPA laws and how they relate to the health care professional and the patient.
12. Identify legal aspects of the medical record and the release of information.
13. Identify future trends in medical information.
14. Explain the purpose and use of indices and registries in healthcare information management.
15. Describe the purpose, history and future of medical coding.

General Education Outcomes (GEOs):

COSC will determine the GEOs for this course. Please leave blank.

Course Activities and Grading:

Assignment(s)	Weight
Written Assignments	10%
Discussions	10%
Competency Assignments	40%
Midterm Exam	20%
Final Exam	20%
Total	

Required Text(s):

Green, Michelle and Mary Jo Bowie. Essentials of Health Information Management. 2nd Ed. Delmar Learning, 2011

Optional Text for HIM Students Only (this text will be used throughout the HIM program and will be needed to study for the RHIA exam):

LaTour, K., Maki, S.E, and Oachs, P. (2013). Health Information Management Concepts, Principles and Practice, 4th ed. AHIMA Press. Chicago, IL.

Additional Resources:

- Library resources, Internet

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1, 2, 3, 4, 5	History of Health Care and Introduction to HIM Reading: Chapter 1 and 2 Essentials of HIM	• Participate in the Discussions • Post an Introduction • Review the Lecture material • Chapter Review Questions • HIM Department Virtual Tour • Professional Association Exploration
2	6, 7, 8, 10	The Patient Record and EHRs Reading: Chapter 4 and 5 Essentials of HIM	• Participate in the Discussions • Review the Lecture material • Chapter Review Questions • Abbreviation Case Study
3	6, 7. 8	Content of the Medical Record Reading: Chapter 6 Essentials of HIM	• Participate in the Discussions • Review the Lecture material • Chapter Review Questions • Evaluate Old Form and Create New Form

4	7, 9	Numbering, Filing, Storage and Retrieval of Health Records Reading: Chapter 7 Essentials of HIM	• Participate in the Discussions • Review the Lecture material • Chapter Review Questions • Terminal Digit Filing • Archival and Retrieval Systems • Midterm Exam
5	14	Indexes, Registries and Data Sets Reading: Chapter 8 Essentials of HIM	• Participate in the Discussions • Review the Lecture material • Chapter Review Questions • Cancer Registry Lab • Data Sets • Master Patient Index Policies
6	2, 11, 12	Legal Aspects of the Health Record Reading: Chapter 9 Essentials of HIM	• Participate in the Discussions • Review the Lecture material • Chapter Review Questions •
7	2, 15	Coding and Reimbursement Reading: Chapter 10 Essentials of HIM Begin to review for Final Exam	• Participate in the Discussions • Review the Lecture material • Chapter Review Questions
8	13	Future Trends of HIM and Final Exam Reading: Advance website Course Evaluation	• Participate in the Discussions • Final Exam

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Syllabus

HCA 211: Health Care Finance

Course Description:

This course focuses on the managerial aspects of financial analysis. Includes analysis of financial statements, costs, capital projects, and working capital; Medicare, Medicaid, changes and rate setting under reimbursement schedules; budgeting, ROI methodology, forecasting, and strategic planning.

Prerequisite(s):

- ACC 101: Financial Accounting ***(Recommended)***
- ENG 101: English Composition 1

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Summarize the four main elements of financial management and know how to structure the information flow to make a financial management system work.
2. Explain the differences in and know how to group sources of health care revenue (Medicare, Medicaid, private insurance, uninsured payments) for planning and control.
3. Illustrate distinctions between expense and cost, and explain where to place individual items under these categories.
4. Demonstrate how to distinguish between direct and indirect costs, ethical and unethical costs billed to patients, fixed versus variable or semi-variable costs, and product versus period costs.
5. Critique a budget using common sizing and trend analysis tools and the key role played by assumptions in budget forecasts.
6. Effectively use present values, discounted cash flows, internal rate of return, return on investment (ROI), payback period, liquidity ratios, solvency ratios, and profitability ratios in their daily work activities.
7. Explain the use of the Pareto rule and apply the financial principles learned in this course to a global problem facing health care.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Midterm Exam (Week 4)	25%
Final Exam (Week 8)	25%
Homework	25%
Discussions	25%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Baker and Baker, *Health Care Finance: Basic Tools for Nonfinancial Managers - with Access Code*. 4th ed. Jones and Bartlett Publishers, 2014. ISBN-10: 1-284-02986-7 or ISBN-13: 978-1-284-02986-4

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Additional Resources:

- Financial Calculator: found on an Internet web page, or purchased through an electronics store.

Course Schedule:

Week	SLO	Readings and Exercises	Assignment(s)
1	1	**Topics: Introduction to Health Care Finance; the Health Care Manager; Assets, Liabilities, and Net Worth** • **Readings:** ◦ Chapters 1, 2, 3 ◦ Powerpoints 1, 2, 3	• Read assigned chapters • Participate in the Discussions • Review the Lecture material
2	2	**Topics: Revenues, Expenses and Cost Classifications** • **Readings:** ◦ Chapters 4, 5, 6 ◦ Powerpoints 4, 5, 6	• Read assigned chapters • Participate in the Discussions • Review the Lecture material

			• **Complete homework assignment**
3	2, 3	**Topics: Cost Behavior and Break-Even Analysis, Inventory and Depreciation Reporting** • **Readings:** ◦ Chapters 7, 8, 10 ◦ Powerpoints 7, 8, 10	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete homework assignment**
4	4	**Topics: Financial and Operating Ratios as Performance Measures** • **Readings:** ◦ Chapter 11 ◦ Powerpoint 11	• Review assigned chapters • Participate in the Discussions • Review the Lecture material • **Take the Midterm Exam**
		Midterm Exam Chapters 1 - 8, 10, 11 SLOs 1 - 4	
5	4	**Topics: Time Value of Money, Common Sizing, Trend Analysis & Forecasted Data and Comparative Data** • **Readings:** ◦ Chapters 12, 13, 14 ◦ Powerpoints 12, 13, 14	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete homework assignment**
6	5	**Topics: Operating Budgets and Capital Expenditure Budgets** • **Readings:** ◦ Chapters 15, 16 ◦ Powerpoints 15, 16	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete homework assignment**
7	6, 7	**Topics: Variance Analysis & Sensitivity Analysis, Estimates, Benchmarking and Electronic Records: Financial Management Tools & Decisions** • **Readings:** ◦ Chapters 17, 18, 19 ◦ Powerpoints 17, 18, 19	• Read assigned chapters • Participate in the Discussions • Review the Lecture material

			• **Complete homework assignment**
8	1 - 7	**Topics: Understanding Investment Terms, Business Loans and Financing Costs** • **Readings:** ◦ Chapters 21, 22 ◦ Powerpoints 21, 22	• Read assigned chapters • **Take Final Exam** • Complete Course Evaluation
	Final Exam Chapters 8-17 SLOs 1-7		

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Syllabus

HCA 301: Contemporary Ethical Issues in HCA

Course Description:

This course is an examination of contemporary ethical issues that arise in the context of health care (including such issues as informed consent, termination of life support, research ethics, genetics and cloning, reproductive technologies, and professional ethics). The course will include an introduction to main ethical principles, codes of ethics, and ethical theories that are relevant to understanding and resolving ethical problems/issues. It will also examine current political issues, such as discussions about health care reform, end-of-life decisions, and biomedical research.

Prerequisite(s):

- ENG 101: English Composition 1
- ENG 102: English Composition 2

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Recognize ethical dilemmas and problems that arise in the context of health care;
2. Analyze ethical cases/problems in the light of the following:
   - Contemporary authors positions
   - Ethically relevant facts about contemporary medical technology,
   - Various forms of moral thoughtfulness (consequentialist, deontological, virtue, justice) and ethical theory
   - Relevant ethical principles and/or codes of ethics
3. Recognize the forms of moral thoughtfulness used by others in presenting solutions to ethical dilemmas/problems
4. Identify his/her ethical decision making process
5. Express his/her ethical convictions logically and consistently
6. Draw upon contemporary discourse about health care ethics to discuss/debate ethical issues

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Introduction and Case Sample	5%
Moral Forms of Thoughtfulness Exercise	15%
Case Postings and Discussions - 6 cases	60%
Research Paper	15%
Course Conclusions	5%
Total	100%

Required Text(s): WARNING: The textbook(s) listed on this syllabus may have changed; go to the Charter Oak State College bookstore, MBS Direct, website at http://bookstore.mbsdirect.net/charteroak.htm for updated textbook information.

- Beauchamp, Tom L. *Principles of Biomedical Ethics.* 7th ed. Oxford University Press, 2013. ISBN-10: 0-19-992458-9 or ISBN-13: 978-0-19-992458-5

Additional Required Materials (available online):

- "Forms of Moral Thoughtfulness," by Michael J. Hartwig (This will be available in the *Course Documents* section of the course.)
- American Medical Association, American Nursing Association and American Hospital Association Codes of Ethics
- Nuremberg Code of Ethics

Course Schedule:

This course will cover 7 units over the duration of 8 weeks.

Learning Unit	SLOs	Readings and Exercises	Assignment(s)
1	1-6	**Topic: Forms of Moral Thoughtfulness (Ethical Theory and Health Care)** • This unit introduces forms of moral thoughtfulness, ethical theory, the relationship between law, morality, and professional ethics, and components of ethical analysis.	• Read assigned material • Complete moral forms of thoughtfulness exercise (LU 1 Exercise) • Post responses to Case 1

		• **Outcomes:** ◦ Identify forms of moral thoughtfulness being used by decision makers in various scenarios. ◦ Distinguish different ethical theories and how they are relevant to ethical cases. ◦ Identify competing obligations, values or consequences in ethical dilemmas. • **Readings:** ◦ Chapter Nine in *Principles of Biomedical Ethics* ◦ Pages 249-262 from Chapter 7 (Justice) in Principles of Biomedical Ethics ◦ "Moral Forms of Thoughtfulness," by Michael Hartwig (Located in Course Documents)	• Introduce yourself to class and identify a health care ethical problem you hope to resolve.
2	1-6	**Topic: Professional Obligations** • This unit explores the professional codes of conduct of health care professionals and their relationship to patient rights. • **Outcomes:** ◦ Identify professional codes of conduct. ◦ Correlate these codes to broad ethical principles such as respect for autonomy, beneficence and justice. ◦ Underscore tensions in the codes of ethics and approaches for balancing or navigating those tensions. • **Readings:** ◦ Chapter 8 – in Principles of Biomedical Ethics. ◦ Chapter 4 – in Principles of Biomedical Ethics. ◦ AMA, ANA and AHA codes of professional conduct/ethics. Go to the following organizations, and look up their code(s) of ethics: • American Medical Association: www.ama-assn.org • American Nurses Association: www.nursingworld.org • American Hospital Association: http://www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html	• Read assigned material • Post responses to Case #2 • Respond to classmates' postings
3	1-6	**Topic: End of Life Decisions**	• Read assigned material

		• This unit explores issues surrounding end-of-life decisions and distinctions regarding euthanasia (active, passive, voluntary, involuntary). • **Outcomes:** ◦ Be able to distinguish between active, passive, voluntary and involuntary euthanasia; ◦ Be able to articulate the moral arguments for and against active/passive euthanasia. ◦ Use moral forms of thoughtfulness to explore end-of-life choices. ◦ Show appreciation for conversations that should take place either in an advance directive setting or with patient during critical choices at end-of-life. • **Readings**: ◦ Read Chapter 5 in Principles of Biomedical Ethics.	• Post responses to Case #3 • Respond to classmates' postings
4	1-6	**Topic: Reproductive Technologies and Abortion** • This unit explores questions about contemporary reproductive technologies, including questions about abortion. • **Outcomes:** ◦ Be able to identify different types of reproductive technologies and the ethical questions associated with them. ◦ Be able to articulate the history of philosophical and religious arguments about the moral ontological status of embryos and fetuses. ◦ Be able to explore and discuss contemporary implications of reproductive technologies such as artificial insemination, in-vitro fertilization, surrogacy and other procedures. • **Readings**: ◦ Read Chapter 3 in Principles of Biomedical Ethics.	• Read assigned material • Post responses to Case #4 • Respond to classmates' postings • Post proposal for research paper
5	1-6	**Topic: Research Ethics** • This unit will focus on the ethical principles of research using human subjects. Focus will be given to applying these principles to pharmaceutical and stem cell research.	• Read assigned material • Post responses to Case #5 • Respond to classmates' postings

		• **Outcomes:** ◦ Outline main obligations of researchers to human subjects ◦ Identify situations where the rights of human subjects are at risk ◦ Describe competing obligations or values of physicians who participate in research protocols • **Readings:** ◦ Read Chapter 6 in Principles of Biomedical Ethics.	
6	1-6	**Topic: Justice and Public Health Issues** • This unit will introduce theories and principles of justice and how they bear upon the distribution of and access to health care resources. Discussion will focus on the right to health care and the managed care system. • **Outcomes:** ◦ Distinguish different theories of justice as they are argued in ethical situations ◦ Outline differences between legal rights, human rights, positive rights, and negative rights ◦ Identify competing values that are operative in the current U.S. health care systems • **Readings:** ◦ Read Chapter 7 in Principles of Biomedical Ethics.	• Read assigned material • Post responses to Case #6 • Respond to classmates' postings
7	1-6	**Topic: Student Research and Synthesis** • This unit allows students to synthesize course learning around a select contemporary health care topic. • **Outcomes:** ◦ Identify a contemporary health care dilemma, problem or issue. ◦ Identify key contributions of experts to address this issue. ◦ Identify how moral forms of thoughtfulness illuminate the issue from different perspectives. ◦ Draw personal conclusions about how best to resolve the question/issue.	• Write 8-10 page research paper on a topic of student choice that centers on a contemporary health care issue/problem. • Post in the course conclusions - identifying key outcomes/learning that has occurred over the course.

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Syllabus

HIM 200: Health Information Systems

Course Description:

This course focuses on the use of electronic information systems in healthcare. It integrates medical administrative and clinical record management and computer technology for performing common medical practice functions. The course covers computer hardware and software components, network and World Wide Web technologies, decision support systems, health information standards, information system acquisition or in-house development, implementation, evaluation, user training, and maintenance. Students get hands-on experience of electronic health record creation, updating, maintenance and utilization to gain proficiency in the use of Electronic Health Record (EHR).

HIM 200 meets the following CAHIIM competencies for HIM Majors.

Prerequisites:

- ENG 101: English Composition 1
- ITE 102: Introduction to Computer Science

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Identify the clinical and administrative information collected by healthcare providers, e.g. Physicians, hospitals.
2. Articulate how information systems function in healthcare organizations to assist healthcare providers and administrators.
3. Describe the role health information systems in improving healthcare quality.
4. Explain the legal issues concerning the protection and dissemination of electronic health information.
5. Explain how the digital revolution is impacting patients, providers and healthcare organizations.
6. Discuss how health information systems provide support for clinical decision making.
7. List steps and processes in the acquisition, implementation and support of health information systems.
8. Describe health information system technologies and standards.
9. Discuss the health information system security.
10. Apply electronic or imagining technology for data and record storage.
11. Evaluate systems and products for selection of EHR, coding software, and other HIM applications.

12. Create a request for information and request for proposal.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussion (Weeks 1-8)	20%
Quizzes (Weeks 2 & 6)	20%
Project & Assignments (Weeks 3, 6, 7 & 8)	20%
Midterm Exam (Week 4)	20%
Final Exam (Week 8)	20%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Glasser, J. P.; Lee, F. W.; and Wager, K. A. (2013). *Health Information Systems - A Practical Approach to Healthcare Management*. 3rd ed. Jossey-Bass - A Wiley Imprint. ISBN-13: 9781118173534

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1,2	**Topic: Introduction to Health Care Information** • **Reading:** ◦ Chapter 1	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review Internet Resources (links will be provided in the *Course Content* section of course)
2	3	**Topic: Health Care Data Quality** • **Reading:** ◦ Chapter 2	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review Internet Resources (links will be provided in the *Course Content* section of course) • **Complete Week 2 Quiz**
3	4	**Topics: Health Care Information Regulations, Laws and Standards** • **Reading:** ◦ Chapter 3	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review Internet Resources (links will be provided in the *Course Content* section of course) • **Submit Written Assignment - CMS Conditions of Participation**
4	1,5	**Topics: History and Evolution of Health Information Systems** • **Reading:** ◦ Chapter 4	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review Internet Resources (links will be provided in the *Course Content* section of course) • **Complete Midterm Exam**
		Midterm Exam Chapters 1-4 SLOs 1-5	
5	5,6		• Read assigned chapters

		Topics: Clinical Information Systems, Federal Efforts to Enhance Quality of Patient Care • **Reading:** ◦ Chapter 5 ◦ Chapter 6	• Participate in the Discussions • Review the Lecture material • Review Internet Resources (links will be provided in the *Course Content* section of course) • Begin work on Final Written Assignment due Week 7
6	7	**Topics: System Acquisition, Implementation and Support** • **Reading:** ◦ Chapter 7 ◦ Chapter 8	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review Internet Resources (links will be provided in the *Course Content* section of course) • **Complete Week 6 Quiz** • **Submit Competency Assignment - Lead an IT Implementation Project** • Continue work on Final Written Assignment due Week 7
7	2,5,6,8	**Topics: Health Care System Technologies and Standards** • **Reading:** ◦ Chapter 9 ◦ Chapter 10	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review Internet Resources (links will be provided in the *Course Content* section of course) • **Submit the Final Written Assignment** • Prepare for the Final Exam
8	9	**Topics: Security of Health Care Information Systems & Organizing Information Technology Services** • **Reading:** ◦ Chapter 11 ◦ Chapter 12	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review Internet Resources (links will be provided in the *Course Content* section of course) • **Submit Competency Assignment - Evaluate Audit Trail** • **Complete Final Exam**

			• Complete Course Evaluation
		Final Exam Chapters 1-10 SLOs 1-9	

Current as of: April 15, 2014

COSC Policies, Course Policies, Academic Support Services and Resources:

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Syllabus

HIM 205: Reimbursement Methodologies

Course Description:

This course covers reimbursement methodologies used in all healthcare settings as they relate to national billing, compliance, and reporting requirements. Topics include prospective payment systems, billing process and procedures, chargemaster maintenance, regulatory guidelines, reimbursement monitoring, and compliance strategies and reporting. Upon completion, students should be able to perform data quality reviews to validate code assignment and comply with reimbursement and reporting requirements.

This course meets the following CAHIIM competencies for HIM Majors.

Prerequisite:

- ENG 101: English Composition 1

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Distinguish major payment methods in the US.
2. Discuss the coding compliance issues that influence reimbursement.
3. Differentiate major types of healthcare insurance plans.
4. Define basic language associated with reimbursement by commercial healthcare insurance plans and by Blue Cross and Blue Shield plans.
5. Differentiate among and identify the various government-sponsored healthcare programs.
6. Discuss the history of the Medicare and Medicaid programs in America.
7. Describe and trace the origins and evolution of the different types of managed care plans.
8. Manage the use of clinical data required by various payment and reimbursement systems.
9. Define and discuss the components of the revenue cycle management.
10. Apply principles of healthcare finance for revenue management
11. Implement processes for revenue cycle management and reporting
12. Describe the origins and evolution of value-based purchasing and pay for performance models.
13. Participate in selection and development of applications and processes for chargemaster and claims management

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussion (Weeks 1-7)	20%
Homework (Weeks 1-7)	20%
Quizzes (Weeks 2, 4, 6 & 7)	40%
Final Exam (Week 8)	20%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Castro, Anne and Elizabeth Layman. *Principles of Healthcare Reimbursement.* 4th ed. AHIMA Press, 2013. ISBN-13: 9781584263401

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1,2,3	**Topics: Healthcare Reimbursement Methodologies, Clinical Coding and Coding Compliance** • **Reading:** ◦ Chapters 1 & 2	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment - Coding**

			Audit Analysis (Student Online Workbook) • Chapter 1 & 2 Review Quiz
2	4,5	**Topic: Voluntary Healthcare Insurance Plans** • **Reading:** ◦ Chapter 3	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete Quiz 1 (Chapters 1 and 2)** • Chapter 3 Review Quiz
3	6,7	**Topic: Government-sponsored Healthcare Programs** • **Reading:** ◦ Chapter 4	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Chapter 4 Review Quiz
4	8	**Topic: Managed Care Plans** • **Reading:** ◦ Chapter 5	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete Quiz 2 (Chapters 3 and 4)** • Chapter 5 Review Quiz
5	1,7	**Topic: Medicare-Medicaid Prospective Payment Systems for Inpatients** • **Reading:** ◦ Chapter 6	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Chapter 6 Review Quiz
6	1,7	**Topics: Ambulatory and Other Medicare-Medicad Reimbursement Systems** • **Reading:** ◦ Chapter 7	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete Quiz 3 (Chapters 5 and 6)** • Chapter 7 Review Quiz
7	9,10	**Topics: Revenue Cycle Management and Quality Issues** • **Reading:** ◦ Chapters 8 & 9	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment -**

			Chargemaster Management (Student online workbook) • **Complete Quiz 4 (Chapters 7, 8 and 9)** • • Prepare for the Week 8 Final Exam
8	1-10	**Topics: Value-Based Purchasing and Final Exam** • **Reading:** ◦ Chapter 10	• Chapter 10 Review Quiz • **Complete Final Exam** • Complete Course Evaluation
		Final Exam Chapters 1-10 SLOs 1-10	

Current as of: April 16, 2014

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Syllabus

HIM 300: Medical Vocabularies and Classification Systems

Course Description:

This course covers common coding, terminologies and vocabularies used in the healthcare delivery and management, such as International Classification of Diseases (ICD) coding, Healthcare Common Procedures Coding Systems (HCPCS), Current Procedural Terminology (CPT) coding, National Drug Codes (NDC), Systematized Nomenclature of Medicine Clinical Terms (SNOMED), Logical Observation Identified Names and Codes (LOINC), Drug Terminology Systems, and Data Interchange Standards (DIS).

This course meets the following CAHIIM competencies for HIM Majors.

Prerequisites:

- ENG 101: English Composition 1
- ENG 102: English Composition 2

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Discuss the purpose and function of the International Classification of Diseases.
2. Define the uses of, and content similarities and differences among, ICD-9-CM, ICD-10, ICD-10 -CM, and ICD-10-PCS.
3. Identify the developer, revision process, and guidelines for ICD-9-CM, ICD-10, ICD-10-CM, and ICD-10-PCS, the types of CPT codes, and describe the levels of HCPCS, history of development of HCPCS, NDCs, responsible party for developing and updating the Code and DSM; identify and describe MEDCIN content.
4. Explain the development and purpose of CPT, the process for updating CPT codes, components of CPT, updating NDCs, the Code; define the information contained in the Code, the development and purpose of MEDCIN, describe the use of MEDCIN as an interface terminology, present the information available in the NDC Directory, relate demonstrate current principals and guidelines for using NDCs, and discuss the development and purpose of dental procedural terminology.
5. Discuss and explain the content coverage of various versions of SNOMED, the purpose of SNOMED CT, and trace the evolution of SNOMED. Define the process of maintenance and continuing evolution of SNOMED, the development and purpose of the Diagnostic and Statistical Manual of Mental Disorders (DSM), identify the party responsible for developing and

updating the DSM, and discuss the different users of the DSM, and describe the different types of information in the DSM.

6. Explain the purpose and function of LOINC codes; describe the approach to developing LOINC, define LOINCâ€™s relationship to other terminologies and code sets, and describe who has adopted LOINC. Describe drug terminologies and drug knowledge bases currently available, recognize the developers of drug terminologies and knowledge bases, and describe the content and organizational structure of RxNorm.
7. Discuss the development of some other vocabulary, terminology, and classifications systems such as Universal Medical Device Nomenclature System (UMDNS), the Systematized Nomenclature of Dentistry (SNODENT), ABC codes and others, and demonstrate the uses and application of these systems.
8. Distinguish between data dictionary, element domain, and data set, explain the general purpose of healthcare data sets, recognize the relationship between healthcare data sets and vocabularies, terminologies, and classification systems, and recognize the names and purpose of data set standards including the Uniform Hospital Discharge Data Set, the Minimum Data Set for Long-term Care, the Outcomes and Assessment Information Set, and various nursing data sets.
9. Discuss standards development organizations and transmission standards, explain the general purpose of healthcare data interchange standards, and explain the relationship between healthcare data interchange standards and vocabularies, terminologies, and classifications systems.
10. Describe the development and purpose of the Unified Medical Language System (UMLS), examine the component parts of the UMLS, and discuss the process for updating the UMLS. Discuss the use of vocabulary, terminology, and classification systems in electronic health record systems, and examine the use of vocabulary, terminology, and classification systems in administrative application. Explain how vocabularies, terminologies, and classification systems work together in an electronic environment, and identify implementation issues surrounding the use of vocabulary, terminology, and classification systems in healthcare.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussions (Weeks 1-8)	15%
Quizzes (Weeks 2-7)	20%
Homework (Weeks 1-8)	25%
Final Report (Week 7)	20%
Final Exam (Week 8)	20%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Giannagelo, Kathy. *Healthcare Code Sets, Clinical Terminologies, and Classification Systems.* 2nd ed. AHIMA Publications, 2009. ISBN-13: 9781584262251

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Additional Resources:

- Internet access to online Medical Dictionary and reference of previous Medical Terminology book, and Introduction to Diseases textbooks used in previous courses.

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1-3	**Topics: The Rationale for and History of Coding, The Health Record as the Foundation for Coding, and ICD-9-CMÂ Formats and Conventions** • **Reading:** ◦ Chapter 1 ◦ Chapter 2 ◦ Chapter 3	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Homework Assignment**
2	1-4	**Topics: Healthcare Common Procedure Coding System & National Drug Codes** • **Reading:** ◦ Chapter 4 ◦ Chapter 5	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz**
3	4,5	**Topics: Current Dental Terminology & System**	• Read assigned chapters • Participate in the Discussions

		Nomenclature of Medicine Clinical Terms • **Reading:** ◦ Chapter 6 ◦ Chapter 7	• Review the Lecture material • **Complete Homework Assignment** • **Complete Quiz**
4	3-5	**Topics: MEDCIN, Diagnostic and Statistical Manual of Mental Disorders (DSM)** • **Reading:** ◦ Chapter 8 ◦ Chapter 9	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Homework Assignment** • **Complete Quiz**
5	6	**Topics: Logical Observation Identifies, Names, and Codes (LOINC) & Drug Terminology System** • **Reading:** ◦ Chapter 10 ◦ Chapter 11	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Homework Assignment** • **Complete Quiz**
6	7,8	**Topics: Other Vocabulary, Terminology, and Classification Systems, Data Set Standards** • **Reading:** ◦ Chapter 14 ◦ Chapter 15	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Homework Assignment** • **Complete Quiz** • Finalize Research Paper
7	9,10	**Topics: Data Interchange Standards, Database of Vocabulary, Terminology, and Classification Systems** • **Reading:** ◦ Chapter 16 ◦ Chapter 17	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Homework Assignment** • **Complete Quiz** • **Submit Research Paper** • Prepare for Final Exam
8	10	**Topics: Use of Vocabulary, Terminology, and Classification Systems** • **Reading:** ◦ Chapter 18	• Read assigned chapter • Participate in the Discussions • Review the Lecture material

			• **Complete Homework Assignment** • **Complete Final Exam** • Complete Course Evaluation
		Final Exam Chapters 1-11 & 14-18 SLOs 1-10	

Current as of: April 16, 2014

COSC Policies, Course Policies, Academic Support Services and Resources:

Students are responsible for knowing all Charter Oak State College (COSC) institutional policies, course-specific policies, procedures, and available academic support services and resources. Please see the "COSC Policies" link in the main menu of the online course shell for COSC institutional policies and the "Course Policies" link for specific policies related to this course. The "COSC Resources" link provides information regarding available COSC academic support services and resources.

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Syllabus

HIM 305: Health Care Organization Management

Course Description:

This course will provide students with an overview of concepts and issues related to healthcare leadership. It is generally a required course for any subsequent healthcare management courses. Through the examination of management topics and healthcare situations, the student will explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include healthcare leadership, organizational design as it relates to the uniqueness of healthcare organizations, managing professionals, and diversity in the workplace.

This course meets the following CAHIIM competencies for HIM Majors.

Prerequisites:

- ENG 101: English Composition 1
- ENG 102: English Composition 2

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Examine the scope of organizational theory and practice in the healthcare management industry.
2. Evaluate the distinctive challenges facing health care organizations globally.
3. Contrast multiple organizational approaches from different perspectives.
4. Analyze the roles of leaders and managers in influencing organizational culture, performance, and change.
5. Compare core leadership and managerial methods with regard to:
    1. Motivating people
    2. Guiding teams
    3. Designing teams
    4. Coordinating work
    5. Communicating effectively
    6. Exerting influence
    7. Resolving conflict
    8. Negotiating agreements
    9. Improving performance
    10. Managing innovation and change
6. Interpret the managerial implications of several emerging trends and issues such as:

1. The growth of strategic alliances in the health sector
2. The expansion and complexity of health law and regulation
3. Health information technology
4. The rise of consumerism in health care
5. The global interconnectedness of health systems.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussion (Weeks 1-8)	30%
Quizzes (Weeks 1, 2, 3, 5, 6, & 7)	10%
Written Assignments (Weeks 3 & 6)	10%
Midterm Exam (Week 4)	20%
Final Exam (Week 8)	30%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Burns, L., Bradley, E., & Weiner, B. (2012). *Shortell and Kaluzny's Healthcare Management: Organizational Design and Behavior* (6th ed.). Clifton Park, NY: Delmar Cengage Learning. ISBN: 9781435488182
- Supplemental Material: *WebTutor Advantage on Blackboard Printed Access Card* to accompany textbook. Cengage Learning. ISBN-10: 1435488156 or ISBN-13: 9781435488151

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	2,5,6	**Topics: Course Introduction; The Management Challenge of Delivering Value in Health Care & Leadership and Management: A Framework for Action** • **Reading:** ◦ Chapter 1 ◦ Chapter 2	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz**
2	3,4,5,6	**Topics: Organization Design and Coordination & Motivating People** • **Reading:** ◦ Chapter 3 ◦ Chapter 4	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz**
3	2,3,4,5,6	**Topics: Teams and Team Effectiveness in Health Services Organizations; Communication & Power, Politics, and Conflict Management** • **Reading:** ◦ Chapter 5 ◦ Chapter 6 ◦ Chapter 7	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz** • **Submit Week 3 written assignment**
4	1,3,4,5,6	**Topics: Complexity, Learning, and Innovation; Improving Quality in Health Care Organizations** • **Reading:** ◦ Chapter 8 ◦ Chapter 9	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Midterm Exam**
		Midterm Exam Chapters 1-9 SLOs 1-6	
5	1,3,4,5,6	**Topic: Strategic Thinking and Achieving Competitive Advantage & Managing Strategic Alliances** • **Reading:** ◦ Chapter 10 ◦ Chapter 11	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz**

6	1,3,4,5,6	**Topics: Health Policy and Regulation** • **Reading:** ◦ Chapter 12	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz** • **Submit Week 6 written assignment**
7	1-6	**Topics: Health Information Systems and Strategy & Consumerism and Ethics** • **Reading:** ◦ Chapter 13 ◦ Chapter 14	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete Quiz** • Prepare for the Final Exam
8	1-6	**Topic: Globalization and Health: The World is Flattening** • **Reading:** ◦ Chapter 15	• Read assigned chapter • Participate in the Discussions • **Complete Final Exam** • Complete Course Evaluation
		Final Exam Chapters 1-15 SLOs 1-6	

Current as of: April 16, 2014

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Syllabus

HIM 315: Health Care Statistics

Course Description:

This course will introduce statistical principles, methods and formulas to the health information management (HIM) students that are essential to the professional. Students will become familiar with the definitions of various healthcare statistics; the use of data for financial, clinical, and quality management activities; recognize the importance of accuracy and validity of data and outcomes; use computerized and manual methods of computing and presenting statistical data; and examine regulatory, accreditation, and vital statistics reporting.

Note: Upon completion of this course, students should be able to demonstrate competencies with the appropriate AHIMA/CAHIIM skill and knowledge levels outlined in Domains IA, II, IIIA, and VA (2012).

This course meets the following CAHIIM competencies for HIM Majors.

Prerequisites:

- MAT 105: Statistics
- ENG 101: English Composition 1
- ENG 102: English Composition 2

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Demonstrate knowledge of the purpose and application of statistics in the healthcare delivery, including health information management department.
2. Formulate statistical computations (including using computer software) and display statistical information in graphs, tables, displays, and/or charts.
3. Illustrate understanding of how data and statics are used to monitor utilization and quality of care.
4. Compile data and analyze statistical reports to evaluate compliance with organizational policies, state and federal laws and regulations, certification, and/or accreditation standards, etc.
5. Describe research principles and methodologies including the role, processes, and policies of the Institutional Research Board (IRB).
6. Use knowledge-based resources to conduct statistical research and evaluate healthcare data.
7. Examine external sources of healthcare data to report, benchmark, and/or analyze healthcare data.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussion (Weeks 1-8)	24%
Written Exercises (Weeks 1, 3, 5 & 7)	20%
Quizzes (Weeks 2, 4 & 6)	15%
Final Exam (Week 8)	41%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Horton, Loretta. *Calculating and Reporting Healthcare Statistics*. 4th ed. Chicago, IL: American Health Information Management Association, 2012. ISBN: 9781584263173

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Additional Required Materials (Not available through bookstore):

- Microsoft Office Professional (Word, PowerPoint, Access, and Excel) or Microsoft Office University (Word, PowerPoint, Access, and Excel). Note: University version will require proof that software is being used for academic purposes.

- Calculator - scientific or graphing calculator preferred

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)

1	1,2	**Topics: Introduction to Statistics, Mathematical Review & Displaying Data** • **Reading:** ◦ Chapter 2 ◦ Chapter 11	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review the PowerPoint presentations • Review the Microsoft Excel Tutorial • **Submit the Exercise**
2	1,2,3,7	**Topic: Healthcare Measurements** • **Reading:** ◦ Chapter 1	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review the PowerPoint presentation • **Complete Quiz**
3	1,2,3,6	**Topics: Populations, Descriptive and Inferential Statistics** • **Reading:** ◦ Chapter 10 ◦ Chapter 13	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review the PowerPoint presentations • **Submit the Exercise**
4	1,2,3	**Topic: Hospital Statistics** • **Reading:** ◦ Chapter 3 ◦ Chapter 4 ◦ Chapter 5	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review the PowerPoint presentations • **Complete Quiz**
5	1,2,3,6,7	**Topics: Mortality and Morbidity Statistics** • **Reading:** ◦ Chapter 6 ◦ Chapter 7 ◦ Chapter 8	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review the PowerPoint presentations • **Submit the Exercise**
6	1-7	**Topics: Quality of Care and Medical Research** • **Reading:** ◦ Chapter 12	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • Review the PowerPoint presentations

			• **Complete Quiz**
7	1,2,3,4	**Topic: Statistics in the Health Information Management Department** • **Reading:** ◦ Chapter 9	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review the PowerPoint presentations • **Submit the Exercise**
8	1-7	**Topics: Conclusion and Final Exam** • **Reading:** ◦ None	• Review all assigned chapters and readings • Review all PowerPoint presentations • **Complete Final Exam** • Complete Course Evaluation
		Final Exam Chapters 1-12 SLOs 1-7	

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Syllabus

HIM 320: Electronic Health Records and Health Information Exchange

Course Description:

This course will introduce the student to the basics of Electronic Health Records (EHR) and Health Information Exchanges (HIE).Â Students will learn the purpose, design and function of these systems along with the legal and regulatory guidelines.Â Emphasis will be placed on the organizational demands and healthcare user needs. Students will learn through labs and hands-on opportunities to use real EHR software.

This course meets the following CAHIIM competencies for HIM Majors.

Prerequisites:

- HIM 300: Medical Vocabularies and Classification Systems
- ENG 101: English Composition 1
- ENG 102: English Composition 2

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Identify the major components of an EHR.
2. Understand the workflow of information in an EHR.
3. Discuss coded data and interoperability.
4. Provide examples of EHR decision support.
5. Enter, edit and retrieve patient data using an EHR.
6. Define Meaningful Use criteria.
7. Interpret HIPAA Privacy and Security Rules as they apply to EHR and HIE.
8. Discuss the HITECH Act in relation to EHR and HIE creation.
9. Explain the relationship between EHRs and HIEs.
10. Compare/contrast paper records and EHRs.
11. Identify challenges and barriers to EHR and HIE implementation and success.
12. Identify and describe advanced components of EHRs such as CPOE, Problem Lists, Flow Sheets and others.
13. Analyze and respond to the information needs of internal and external customers throughout the continuum of healthcare services.
14. Revise policies and procedures to comply with the changing health information regulations.
15. Translate and interpret health information for consumers and their caregivers.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussions (Weeks 1-8)	30%
Quizzes (Weeks 1, 6 & 7)	15%
Lab Assignments (Weeks 2, 3 &7)	15%
Midterm Exam (Week 4)	20%
Final Exam (Week 8)	20%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Gartee, Richard. *Electronic Health Records (EHRs).* 2nd ed. Prentice Hall, 2011. ISBN-10: 0132499762 or ISBN-13: 9780132499767
- LaTour, K., Maki, S.E, and Oachs, P. (2013). *Health Information Management Concepts, Principles and Practice.* 4th ed. AHIMA Press. Chicago, IL. ISBN-13: 9781584263593 ***Note: This textbook is used in several HIM courses.***

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1,8,10,11	**Topics: Introduction to Course and Overview of EHRs** • **Reading:** ◦ *EHRs* - Chapter 1 ◦ *HIM Concepts* - Chapter 5, pgs 115-122	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review Internet material • **Complete Week 1 Quiz**
2	1,3,4,5	**Topic: EHR Systems** • **Reading:** ◦ *EHRs* - Chapters 2 & 3 ◦ *HIM Concepts* - Chapter 5, pgs 122-144	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review MEDCIN student software • **Submit Week 2 Lab assignment**
3	1,4,5	**Topic: Building Competence in an EHR** • **Reading:** ◦ *EHRs* - Chapters 4 & 5	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review MEDCIN student software • **Submit Week 3 Lab assignment** • Prepare for the Week 4 Midterm Exam
4	2,12	**Topic: Electronic Orders** • **Readings:** ◦ *EHRs* - Chapter 6	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete Midterm Exam**
		Midterm Exam *EHRs* - Chapters 1-6 SLOs 1-5, 8, 10, 11 & 12	
5	2,12	**Topic: Advanced EHR Components** • **Reading:** ◦ *EHRs* - Chapters 7 & 8 ◦ *HIM Concepts* - Chapter 11	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Review MEDCIN student software • **Submit Week 5 Lab assignment**

6	7	**Topics: Privacy and Security** • **Readings:** ◦ *EHRs* - Chapter 10 ◦ Selected readings posted in course	• Read assigned chapter • Read instructed-selected readings • Participate in the Discussions • Review the Lecture material • **Complete Week 6 Quiz**
7	3,7,8,9,11	**Topic: Health Information Exchanges** • **Readings:** ◦ *HIM Concepts* - Chapter 9	• Read instructed-selected readings • Review Internet material • Participate in the Discussions • Review the Lecture material • **Complete Week 7 Quiz** • **Complete Virtual Lab: EHR Scavenger Hunt** • Prepare for the Final Exam
8	3,4,6,11	**Topics: Hospital EHR & Future Implications** • **Reading:** ◦ *HIM Concepts* - Chapter 5, pgs 144-152	• Read instructed-selected readings • Review Internet material • Participate in the Discussions • **Complete Final Exam** • Complete Course Evaluation
		Final Exam *EHRs* - Chapters 1-8 & 10 SLOs 1-12	

Current as of: April 28, 2014

COSC Policies, Course Policies, Academic Support Services and Resources:

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Syllabus

HIM 405: Health Care Information Law, Privacy and Security

Course Description:

This course covers the basic terminology and processes of the U.S. legal system and then moves into topics specific to the management of health information.Â Topics covered are:Â privacy, security, confidentiality, contracts, meaningful use, HIPAA, HITECH, medical identity theft, E-Discovery, and professional liability issues.Â Students will learn how to design, implement, audit and evaluate the technical, physical, and human components of information security systems that maintain not only the patient's privacy but also adhere to a healthcare organization's legal and ethical requirements.

This course meets the following CAHIIM competencies for HIM Majors.

Prerequisites:

- ENG 101: English Composition 1
- ENG 102: English Composition 2
- HCA 115: Principles of Health Information Management

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Identify laws and regulations that relate to patient information
2. Identify the terminology and processes of the U.S. legal system
3. Discuss information security and privacy of healthcare information.
4. Describe policies, procedures, and guidelines for healthcare organizational privacy and security.
5. Implement physical, administrative and technical healthcare information security and privacy controls.
6. Explain HIPAA/HITECH security and privacy provisions.
7. Prepare, organize and implement periodic privacy and security trainings for employees.
8. Delineate roles and responsibilities of the security personnel.
9. Discuss the security of mobile devices.
10. Design and implement disaster recovery plans for business continuation.
11. Manage access and disclosure of personal health information.
12. Create solutions to privacy issues.
13. Define and maintain the elements of the legal health record.
14. Develop and maintain e-discovery guidelines.

15. Evaluate identity management procedures.
16. Apply and promote ethical standards of practice.
17. Apply access, disclosure and retention policies to health information management.
18. Assess compliance of privacy, security and confidentiality rules and policies.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussion (Weeks 1-8)	15%
Written & Competency Assignments	50%
Exams (Weeks 3 & 5)	10%
Final Exam (Week 8)	25%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Brodnik, M., Rinehart-Thompson, L., and Reynolds, R.Â (2012). *Fundamentals of Law for Health Information Management*.Â AHIMA Press, Chicago, IL. ISBN-13: 9781584260738
- LaTour, K., Maki, S.E, and Oachs, P.Â (2013). *Health Information Management Concepts, Principles and Practice*. 4th ed.Â AHIMA Press.Â Chicago, IL.Â ISBN-13: 9781584263593 ***Note: This textbook is also used in HIM 420 & HIM 498.***

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Additional Resources:

- AHIMA Practice Briefs as assigned

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	4,13	**Topics: Introduction and The Legal Record** • **Reading:** ◦ *Fundamentals of Law* - Chapters 1 & 8 ◦ *HIM Concepts* - Chapter 12, pgs. 332-335	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment - Legal Health Record Analysis**
2	1,2	**Topics: The U.S. Legal System and Civil Procedure** • **Reading:** ◦ *Fundamentals of Law* - Chapters 2 & 3 ◦ *HIM Concepts* - Chapter 12, pgs. 300-303	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment - Analysis of the Legal System**
3	1,2	**Topics: Evidence, Tort Law and Contracts** • **Reading:** ◦ *Fundamentals of Law* - Chapters 4, 5 & 6 ◦ *HIM Concepts* - Chapter 12, pgs. 304-308	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • Complete the Check Your Understanding Questions • **Complete Exam 1**
		Exam 1 Exam covers *Fundamentals of Law* chapters 2-6	
4	1,2,16	**Topics: Consent and Risk Management** • **Reading:** ◦ *Fundamentals of Law* - Chapters 7 & 14 ◦ *HIM Concepts* - Chapter 12, pgs. 244 & 335-336	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Written Assignment - Minimizing Risk**
5	4-8,12	**Topics: The HIPAA Privacy Rule**	• Read assigned chapters

		• **Reading:** ◦ *Fundamentals of Law* - Chapter 9 ◦ *HIM Concepts* - Chapter 12, pgs. 310-311	• Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment- Create Privacy and Security Training** • **Submit Case Study Evaluation- HIPAA Privacy Rule Principles** • **Complete Exam 2**
		Exam 2 Exam covers *Fundamentals of Law* chapters 7, 9 & 14	
6	4-9,15	**Topics: The HIPAA Security Rule, Security Threats and Controls** • **Reading:** ◦ *Fundamentals of Law* - Chapters 10 & 11	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment - Recommend Elements of Audit Trails and Disaster Recovery** • **Submit Case Discussion - Security Policies/Procedures and Remote Coders**
7	10,14,17	**Topics: Access and Disclosure of Health Information** • **Reading:** ◦ *Fundamentals of Law* - Chapters 12 & 13 ◦ *HIM Concepts* - Chapter 12, pgs. 312-324	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment- Create Release of Information Policies** • **Submit Competency Assignment- e-Discovery Guidelines** • Prepare for the Final Exam
8	16,18	**Topic: Corporate Compliance** • **Reading:** ◦ *Fundamentals of Law* - Chapter 15 ◦ *HIM Concepts* - Chapter 12, pgs. 452-456	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment- Determine HIM Compliance Activities** • **Complete Final Exam**

			• Complete Course Evaluation
		Final Exam Final Exam covers all *Fundamentals of Law* chapters	

Current as of: April 16, 2014

COSC Policies, Course Policies, Academic Support Services and Resources:

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Syllabus

HIM 410: Health Care Database Design and Development

Course Description:

This course integrates health-information functions such as content and format of records with database concepts and management. The course covers data definition modeling and definitions, database access and design and implementation in the context of a relational model. Course content focuses on the managerial issues for enterprise database processing. Fundamentals of database management are applied to health-information examples.

This course meets the following CAHIIM competencies for HIM Majors.

Prerequisites:

- ENG 101: English Composition 1
- ENG 102: English Composition 2

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Identify components and functions of a database system and analyze the applications and benefits of databases to business requirements.
2. Illustrate entity relationships and object modeling to document the information requirements and rules.
3. Demonstrate the use of entity relationships and object modeling to normalize data into a relational design.
4. Analyze database implementation and processing issues such as data manipulation techniques form design and report generation.
5. Compare and contrast the implementation issues involved in various database architectures.
6. Identify and explain management issues involved in the successful administration, maintenance, and security of the database upon a successful database implementation.
7. Evaluate integration of intranet, Internet, multimedia and object-oriented database applications, and analyze the management issues involved in each. Compare and contrast DBMS programs and their respective management issues.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussion (Weeks 1-7)	21%
Lab Assignments (Weeks 1-7)	18%
Quizzes (Weeks 2, 4 & 6)	35%
Final Exam (Week 8)	26%
Total	100%

Required Text(s):WARNING: The textbook(s) listed on this syllabus may have changed; go to the Charter Oak State College bookstore, MBS Direct, website at http://bookstore.mbsdirect.net/charteroak.htm for updated textbook information.

- Kroenke, D.M. and D. J. Auer. *Database Processing: Fundamentals, Design, and Implementation*. Kroenke. 12th ed. Prentice Hall, 2012. ISBN-10: 0132145375.

Additional Required Software (Not available through bookstore):

- Microsoft Visio 2007 or newer
- Microsoft Access 2007 or newer

Optional Textbook (Not available through bookstore):

- Johns, M.L. *Health Information Management Technology*. 3rd. ed. AHIMA, 2011. ISBN-13: 9781584262596.

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1	**Topic: The Database User View** • **Reading:** ◦ Chapter 1 ◦ Chapter 2	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete the Week 1 lab assignment**

2	2	**Topic: The Database Theory View** • **Reading:** ◦ Chapter 3 ◦ Chapter 4	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete the Week 2 lab assignment** • **Complete the Week 2 Quiz**
3	3	**Topic: The Database Modeler View** • **Reading:** ◦ Chapter 5	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete the Week 3 lab assignment**
4	4	**Topic: The Database Designer View** • **Reading:** ◦ Chapter 6	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete the Week 4 lab assignment** • **Complete the Week 4 Quiz**
5	5	**Topic: The Database Application View** • **Reading:** ◦ Chapter 11	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete the Week 5 lab assignment**
6	6	**Topic: The Database Adminstrator View** • **Reading:** ◦ Chapter 7 ◦ Chapter 8	• Read assigned chapter • Participate in the Discussions • Review the Lecture material • **Complete the Week 6 lab assignment** • **Complete the Week 6 Quiz**
7	7	**Topic: Database Investigation** • **Reading:** ◦ Chapter 9 ◦ Chapter 13	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Complete the Week 7 lab assignment** • Prepare for the Final Exam

8	1-7	**Topics: Conclusion and Final Exam** • **Reading:** ◦ None	• **Complete Final Exam** • Complete Course Evaluation
		Final Exam Chapters 1-9, 11 & 13 SLOs 1-7	

Current as of: April 16, 2014

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Syllabus

HIM 420: Health Care Research and Quality

Course Description:

In this course the student will explore the topics of healthcare research and quality management specifically related to health information and teamwork with other healthcare professionals.Â The theory, practice, and management of performance and quality improvement processes in healthcare organizations will be addressed.Â Students will practice using quality management tools and analyzing data and experience communication best practices related to performance improvement projects.Â All topics will be explored as they relate to accreditation, licensure and other quality standards.Â Healthcare research techniques will be discussed and practiced as they relate to health information, quality, and the advancement of the health information management profession.

This course meets the following CAHIIM competencies for HIM Majors.

Prerequisites:

- ENG 101: English Composition 1
- ENG 102: English Composition 2
- HCA 115: Principles of Health Information Management
- HIM 315: Health Care Statistics

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Describe the performance improvement process and quality management tools.
2. Apply quality management and performance improvement concepts to support facility-wide programs.
3. Demonstrate the importance of teams in the performance improvement process.
4. Analyze and present data for quality management and patient care related studies such as utilization review and risk management.
5. Create graphs and charts used in performance improvement projects.
6. Evaluate clinical data to identify trends that demonstrate quality healthcare.
7. Describe adherence to Institutional Review Board policies and procedures.
8. Apply research methods to case studies and course discussions
9. Analyze organizational readiness for accreditation, licensing or certification processes.
10. Interpret and communicate current laws, accreditation, licensure and certification standards related to health information initiatives.
11. Maintain organizational compliance with regulations and standards

12. Articulate the role of health information in utilization management, risk management, and case management functions.
13. Apply change management techniques in performance improvement.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussion (Weeks 1-8)	10%
Written Assignments	10%
Competency Assigments	25%
Course Project (4 Parts & Presentation, Weeks 3-7)	35%
Final Exam (Week 8)	20%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- LaTour, K., Maki, S.E, and Oachs, P. (2013). *Health Information Management Concepts, Principles and Practice*. 4th ed. AHIMA Press. Chicago, IL. ISBN-13: 9781584263593 ***Note: This textbook is also used in HIM 405 & HIM 498.***
- Shaw, P. L., and Elliot, C. (2012). *Quality and Performance Improvement in Healthcare*. 5th ed. AHIMA Press. Chicago, IL. ISBN-13: 9781584263104

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Additional Resources:

- AHIMA Practice Briefs
- Library Resources

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	7,8	**Topics: Health Care Research and the IRB** • **Reading:** ◦ *HIM Concepts* - Chapters 20 & 21 (Focus on IRB information in Ch.21) ◦ *Quality & Performance* - Chapter 21 (pp. 432-433) ◦ Article - "The Expanding Role of the HIM Professional: Where Research and HIM Roles Intersect" ◦ Article - "Bootcamp and Beyond: A Research Journey" ◦ Article - "Qualitative methods in research on healthcare quality" • **Review Activity:** ◦ How to Do Research	• Read assigned material • Participate in the Discussions • Review the Lecture material • **Submit Written Assignment - Annotated Bibliography** • **Submit Competency Assignment - IRB Procedures and Human Subjects** • Complete Practice Quiz (not graded)
2	1,2	**Topics: Performance Improvement Background, Pioneers of PI, Improvement Opportunities and Customer Satisfaction** • **Reading:** ◦ *Quality & Performance* - Introduction, Chapters 2 & 6	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment - Critique & Create a Patient Satisfaction Survey** • Complete Practice Quiz (not graded)
3	2,3,13	**Topic: Being a Vital Part of the Performance Improvement Team** • **Reading:** ◦ *Quality & Performance* - Chapters 3, 14 & 17	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Written Assignment- Ch. 17**

			Case Study Questions 1-3 • **Submit Course Project Part 1** • Complete Practice Quiz (not graded)
4	4,5,6	**Topics: Performance Improvement Data; Displaying and Communicating Activities and Results** • **Reading:** ◦ *Quality & Performance* - Chapters 4 & 5	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Course Project Part 2** • Complete Practice Quiz (not graded)
5	2,4,5,12	**Topics: Utilization Management, Patient Safety, and Risk Management** • **Reading:** ◦ *Quality & Performance* - Chapters 7-10	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment - Utilization Review and Case Management** • **Submit Written Assignment- Ch. 9 Case Study Questions 1-3** • **Submit Course Project Part 3** • Complete Practice Quiz (not graded)
6	9,10,11	**Topics: The Accreditation, Certification, or Licensure Process; Implementing Information Management Tools** • **Reading:** ◦ *Quality & Performance* - Chapters 15 & 16	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Written Assignment- Ch. 16 Case Study - Evaluate Joint Comission Standards Compliance** • **Submit Course Project Part 4** • Complete Practice Quiz (not graded)
7	13	**Topics: Managing Change and Developing Staff** • **Reading:** ◦ *Quality & Performance* - Chapters 13 & 18	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Written Assignment- Ch. 18**

			Case Study - Manging & Communicating Change • **Submit Course Project Part 4** • Complete Practice Quiz (not graded)
8	1-13	**Topics: Course Review & Final Exam** • **Reading:** ◦ Review chapters for final exam	• Participate in the Discussions • Review the Lecture material • **Complete Final Exam** • Course Project Presentation • Complete Course Evaluation
		Final Exam Chapters 1-10 & 12-18 SLOs 1-13	

Current as of: April 16, 2014

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Syllabus

HIM 498: Health Information Management Practicum

Course Description:

This course gives the student professional practice experience in both a real healthcare setting and a virtual setting using simulations and virtual lab software. The student will gain supervised practical experience with a minimum of 40 hours on-site at a healthcare facility. The student will complete a project for his/her practicum site and may be allowed and required to work on the project off-site. The practicum allows the student to gain experience as a health information professional in an actual healthcare work setting, and is essential to training and certification.

This course meets the following CAHIIM competencies for HIM Majors.

Prerequisite:

- Completion of all HIM courses. This course should be taken in the last semester of the student's HIM program.

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Demonstrate ability to problem-solve and complete tasks that are common for a health information administrator.
2. Plan and administer a project within a health information department or related setting
3. Observe or shadow health information management professionals in a healthcare setting or other setting related to health care informatics or the use of patient information.
4. Complete health information department tasks successfully in a healthcare setting or other setting related to healthcare informatics or the use of patient information.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
On-Site Practicum Assessment	30%
Practicum Timesheet Journal	10%
Virtual Practicum Assignments	40%
Discussions	20%
RHIA Exam Simulation Pre-Assessment - This is ungraded but must be completed in order to pass the course.	0%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- LaTour, K., Maki, S.E, and Oachs, P. (2013). *Health Information Management Concepts, Principles and Practice.* 4th ed. AHIMA Press. Chicago, IL. ISBN-13: 9781584263593
  Note: This textbook is also used in HIM 405 & HIM 420.

- AHIMA Virtual Lab Access Code. (This is an annual access code subscription good from September 1 - August 30 of each year. Students who already have an active account do not need to re-purchase.)

- Shaw, P. and Carter, D. (2014). *RHIA Exam Preparation.* 4th ed. Chicago: AHIMA Press. ISBN-13: 9781584263869
  Note: This textbook is also used in HIM 499.

Bookstore Information:

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- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Additional Resources:

All textbooks from core HIM courses should be used for review.

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1-4	**Topic: Preparation for Practicum** • **Reading:** ◦ Review Practicum Manual	• Read assigned material • Participate in the Discussions • Collect Resources • Log in to the AHIMA Virtual Lab • Finalize plans
2	1,4	**Topic: Health Data Management** • **Reading:** ◦ *HIM Concepts* - Chapters 6-9 ◦ Articles provided in the course	• Read assigned material • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment - Virtual Labs (Patient Registration & Merging Duplicates)**
3	1,4	**Topic: Health Data Management - Coding** • **Reading:** ◦ *HIM Concepts* - Chapter 15 ◦ Clinical Coder Job Description	• Read assigned material • Participate in the Discussions • **Submit Competency Assignment - Coding Practice** • **Submit Competency Assignment - Coding Audit Management**
4	1-4	**Topic: On-Site Practicum** • **Reading:** ◦ None	• Participate in the Discussions • **Submit Assigment - Schedule, PPE, Timesheet and Journal** • **Submit Assignment - Evaluations**
5	1,2,4	**Topics: Practicum Project Completion; Organization and Management** • **Reading:** ◦ HIM Concepts - Chapters 23 & 24	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment-**

			Management Case Studies • **Submit HIM Department Tour Video**
6	1,4	**Topics: Privacy, Security and Confidentiality; Information Technology and Systems** • **Reading:** ◦ *HIM Concepts* - Chapters 23 & 24	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment- ROI Case Studies / Disclosure Tracking** • **Submit Competency Assignment - EHR Scavenger Hunt**
7	1,4	**Topics: Legal and Regulatory Standards** • **Reading:** ◦ *HIM Concepts* - Chapters 12 & 22	• Read assigned chapters • Participate in the Discussions • Review the Lecture material • **Submit Competency Assignment- Joint Commission Preparation** • Prepare for the RHIA Pre-Assessment Practice Exam
8	1,4	**Topic: RHIA Pre-Assessment Practice Exam** • **Reading:** ◦ None	• **Complete Exam** • Complete Course Evaluation
		RHIA Pre-Assessment Practice Exam (not graded) Although the exam is ungraded, it must be completed in order to pass the course.	

Current as of: April 16, 2014

COSC Policies, Course Policies, Academic Support Services and Resources:

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Syllabus

HIM 499: Health Information Management Capstone

Course Description:

This course is designed to allow students to share their Professional Practice Experience with classmates in structured discussions and to prepare their practicum project for formal presentation. Students will evaluate and synthesize course information in relation to their practice experience. Case studies will be used to review core HIM competencies and to stimulate new ideas and reasoned conclusions. In addition, students will prepare for the Registered Health Information Administrator (RHIA) exam by reviewing all core competencies and completing weekly exam simulation questions.

This course meets the following CAHIIM competencies for HIM Majors.

Prerequisite:

- Completion of all HIM courses. This course should be taken as the last course of the student's HIM program.

Student Learning Outcomes (SLOs):

Upon successful completion of the course, the student will be able to:

1. Demonstrate general knowledge of courses in medical sciences, healthcare administration and business administration.
2. Apply problem-solving processes, technologies, systems, and innovative thinking to solve problems and to create solutions.
3. Apply both qualitative and quantitative analysis to the decision-making processes.
4. Communicate effectively and specifically demonstrate an ability to design, write, and produce a professional document.
5. Demonstrate the ability to work independently, creatively, meet deadlines, and operate interdependently with colleagues and the faculty supervisor using appropriate assertiveness.
6. Demonstrate professional competency in the CAHIIM entry-level competencies for an HIM professional.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Discussions	20%
Project Assignments	10%
Final Project Report	50%
RHIA Reviews and Simulation	20%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- Capstone Writer. (2009). *Producing the Capstone Project*. Lulu Publishing. ISBN-13: 9780557088454
- Shaw, P. and Carter, D. (2014). *RHIA Exam Preparation*. 4th ed. Chicago: AHIMA Press. ISBN-13: 9781584263869
  Note: This textbook is also used in HIM 498.

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Additional Resources:

- All textbooks from core HIM courses should be used for review.
- LaTour, K., Maki, S.E, and Oachs, P. (2013). *Health Information Management Concepts, Principles and Practice*. 4th ed. AHIMA Press. Chicago, IL. ISBN-13: 9781584263593
  Note: *This textbook was used in previous HIM courses.*

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	4,5	**Topics: Introduction to the Capstone Project and RHIA Exam Preparation** • **Reading:** ◦ RHIA Exam Preparation pg. v-viii ◦ *Producing the Capstone Project* - Part 1: A, B and C	• Read assigned material • Participate in the Discussions • **Submit Project Title and Project Statement** • RHIA Exam Research and Application
2	1,4,5,6	**Topics: Project Proposal and Health Data Management Review** • **Reading:** ◦ Textbook review at students discretion ◦ *Producing the Capstone Project* - Part 2: A, B and C	• Read assigned material • Participate in the Discussions • **Submit Project Proposal** • RHIA Exam Review Practice Questions: Health Data Management • RHIA Exam Review Quiz
3	1-6	**Topics: Developing the Project Report; Health Statistics and Research Support Review** • **Reading:** ◦ Textbook review at students discretion ◦ *Producing the Capstone Project* - Part 3	• Read assigned material • Participate in the Discussions • RHIA Exam Review Quiz
4	1-6	**Topics: Developing the Project Report; Information Technology and Systems Review** • **Reading:** ◦ Textbook review at students discretion ◦ *Producing the Capstone Project* - Part 3 (cont...)	• Participate in the Discussions • RHIA Exam Review Quiz • **Submit Project Graphs/Visuals**
5	1-6	**Topics: Developing the Project Report; Organization and Management Review**	• Read assigned chapters • Participate in the Discussions • RHIA Exam Review Quiz

		• **Reading:** ◦ Textbook review at students discretion ◦ *Producing the Capstone Project* - Part 3 (cont...)	• **Submit Project Rough Draft**
6	1-6	**Topics: Refining the Project Report; Privacy, Security and Confidentiality Review** • **Reading:** ◦ Textbook review at students discretion ◦ *Producing the Capstone Project* - Part 3 (cont...)	• Read assigned chapters • Participate in the Discussions • RHIA Exam Review Quiz
7	1-6	**Topics: Final Project Due; Legal and Regulatory Standards Review** • **Reading:** ◦ Textbook review at students discretion ◦ *Producing the Capstone Project* - Part 3 (cont...)	• Read assigned chapters • Participate in the Discussions • RHIA Exam Review Quiz • **Submit Final Project**
8	1-6	**Topics: Project Presentation; RHIA Exam Simulation** • **Reading:** ◦ Textbook review at students discretion	• Read assigned chapters • Participate in the Discussions • RHIA Exam Simulation • Present Project to Classmates • Complete Course Evaluation

Current as of: April 16, 2014

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Syllabus

HRM 310: Human Resource Management

Course Description:

This course covers legal, ethical, and political issues in HR management; the policies and practices of recruitment, selection, training, development and compensation of employees and the importance of recruiting and maintaining a diverse workforce, employee rights, and collective bargaining.

Prerequisite(s):

- ENG 101: English Composition 1
- ENG 102: English Composition 2

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Understand the role of the human resources function, its development, and its characteristic organizational structure.
2. Comprehend the difference between Equal Employment Opportunity (EEO) and Affirmative Action Planning.
3. Understand the major laws affecting equal employment opportunity.
4. Write a job description capable of serving as an effective guide for recruitment.
5. Understand the components of a human resources planning and forecasting process and be able to explain their importance to the organization.
6. Identify a variety of internal/external recruiting sources and the advantages/disadvantages of each.
7. Conduct a human resources selection interview that adheres to the EEOC guidelines.
8. Understand the elements of an orientation program well enough to develop an orientation program.
9. Identify various training and development methods.
10. Describe career-impacted life stages.
11. Evaluate a job using a point-factor job evaluation plan.
12. Formulate effective goals, develop an effective performance appraisal tool, and conduct an effective appraisal interview session.
13. Understand the Fair Labor Standards Act (FLSA) and its impact on pay practices and job evaluation.
14. Become familiar with government regulations regarding employee benefits.
15. Evaluate various types of pay practices.
16. Understand employee benefits, benefits mandated by law, and the cost of benefit programs.
17. Define the role that OSHA plays in an organization.

18. Demonstrate techniques for positive discipline.
19. Understand labor relations, grievance procedures, common reasons for joining a union, and know the difference between arbitration and mediation.
20. Identify attributes found in a good HR manager.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Individual Assignments (Weeks 1-7)	45%
Discussion Board Participation (Weeks 1-7)	30%
Summary Paper (Week 8)	25%
Total	100%

Required Textbooks (Available through Charter Oak's online bookstore):

- York, Kenneth M. *Applied Human Resource Management* (1st Edition). Sage Publications. ISBN: 978-1-4129-5492-1

Bookstore Information:

- **Textbooks are subject to change on a semester basis.** Students should go to the bookstore for updated textbook information including the correct edition for the current semester.
- The free shipping offer on retail orders over $49 does ***not*** apply to Marketplace books, which are shipped directly from third-party sellers.
- Financial aid recipients may apply their school-issued vouchers to all orders, including Marketplace books.

Optional Text(s):

- Hacker, D. *A Writer's Reference*. 7th ed. Boston: Bedford Books of St. Martin's Press, 2011. ISBN: 978-0-312-60143-0

  Note: Earlier editions of the Hacker book are also acceptable.

Course Schedule:

Week	Readings and Exercises	Assignment(s)
1	**Topic: Introduction** • **Readings**: Review the instructor's policies and procedures, the article on Netiquette, and the article on e-learning • Familiarize yourself with the online course format, documents, and features.	• Participate in the Discussions • Introductions • **Submit Course Agreement**
2	• **Readings**: Chapters 1 and 2	• Read assigned chapters • Participate in the Discussions • **Submit Article Reflections Paper**
3	• **Readings**: Chapters 3, 4, and 5	• Read assigned chapters • Participate in the Discussions • **Submit Realistic Job Preview**
4	• **Readings**: Chapters 6 and 7	• Read assigned chapters • Participate in the Discussions • **Submit Performance Appraisal Exercise**
5	• **Readings**: Chapters 8 and 9	• Read assigned chapters • Participate in the Discussions • **Submit "To-Do" Proposal**
6	• **Readings**: Chapters 10, 11 and 12 • "Company Gloves Case" article in Course Packet (p. 24-25)	• Read assigned chapters • Participate in the Discussions • **Submit Company Gloves Assignment**
7	• **Readings**: Chapters 10 and 12 cont... • "Working with the Generations" article in Course Packet (p. 26-45)	• Read assigned chapters & article • Participate in Discussions • **Submit Working with the Generations Assignment**
8	• Summary Paper, Conclusion and Evaluation	• **Submit Summary Paper**

		• **Submit Self-Assessment** • Complete Course Evaluation

Current as of: April 15, 2014

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Syllabus

ITE 102: Introduction to Computer Science

Course Description:

This course introduces students to the essential knowledge required to achieve a well-rounded understanding of the explosive impact of the Internet and technology in all aspects of modern society. Computers are now the primary means of information retrieval, analysis and communication among individuals and organizations throughout the world. This course is designed to introduce students to the fundamentals of information technology in the 21st Century and to explore the use of computers as a tool for human empowerment. This course will provide students with the understanding of computer hardware and software, database systems, internet, business information systems, system development and social issues. It will further explain electronic and mobile commerce and enterprise systems along with information and decision support systems, knowledge management, data warehousing, data mining and specialized information systems. The course will also include the personal and social impact of computers.

Prerequisite(s):

- ENG 101: English Composition 1

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Understand computer concepts including hardware components, network systems, architectures, operating systems and Languages and software packages and tools.
2. Understand communications technologies (networks - LANS, WANS, WLANS, VPN).
3. Explain Systems Development Life Cycle (systems analysis, design, implementation, evaluation, and maintenance.
4. Understand Data, information, and file structures (data administration, data warehousing, and database management systems.
5. Recognize database querying and data mining techniques to facilitate information retrieval.
6. Discuss the use of information system business and society, including the personal and social impact of computers.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight

Discussions (Weeks 1-8)	30%
Written Assignments (Weeks 1-8)	25%
Quizzes (Weeks 1-7)	20%
Final Exam (Week 8)	25%
Total	100%

Required Text(s): WARNING: The textbook(s) listed on this syllabus may have changed; go to the Charter Oak State College bookstore, MBS Direct, website at http://bookstore.mbsdirect.net/charteroak.htm for updated textbook information.

- Stair, Ralph M. & George W. Reynolds. *Fundamentals of Information Systems - Students Edition* ***with Access Code.*** 7th ed. Cengage Learning, 2014. ISBN-10: 1-133-62962-8 or ISBN-13: 978-1-133-62962-7

  Note: Students must purchase the textbook new in order to receive an Access Code.

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1-6	**Topic: An Introduction to Information Systems in Organizations** • **Readings**: Chapter 1	• Read assigned chapter • Participate in the Discussions • Review the Lecture material, videos, and additional resources • **Submit the written assignment** • **Complete Quiz**
2	1-6	**Topics: Hardware and Software** • **Readings**: Chapter 2	• Read assigned chapter • Participate in the Discussions • Review the Lecture material, videos, and additional resources • **Submit the written assignment** • **Complete Quiz**
3	1-6	**Topics: Telecommunications, the Internet, Intranets, and Extranets** • **Readings**: Chapter 3	• Read assigned chapter • Participate in the Discussions

			• Review the Lecture material, videos, and additional resources • **Submit the written assignment** • **Complete Quiz**
4	1-6	**Topics: Telecommunications, the Internet, Intranets, and Extranets (Continued)** • **Readings**: Chapter 4	• Read assigned chapter • Participate in the Discussions • Review the Lecture material, videos, and additional resources • **Submit the written assignment** • **Complete Quiz**
5	1-6	**Topics: Electronic and Mobile Commerce and Enterprise Systems** • **Readings**: Chapter 5	• Read assigned chapter • Participate in the Discussions • Review the Lecture material, videos, and additional resources • **Submit the written assignment** • **Complete Quiz**
6	1-6	**Topics: Information and Decision Support Systems** • **Readings**: Chapter 6	• Read assigned chapter • Participate in the Discussions • Review the Lecture material, videos, and additional resources • **Submit the written assignment** • **Complete Quiz** •
7	1-6	**Topics: Knowledge Management and Specialized Information Systems** • **Readings**: Chapter 7	• Read assigned chapter • Participate in the Discussions • Review the Lecture material, videos, and additional resources • **Submit the written assignment** • **Complete Quiz**
8	1-6	**Topics: System Development and the Personal and Social Impact of Computers**	• Read assigned chapters

		• **Readings**: Chapters 8 & 9	• Participate in the Discussions • Review the Lecture material, videos, and additional resources • **Submit the written assignment** • **Complete Final Exam** • Complete the online course evaluation
	Final Exam Chapters 1-9 SLOs 1-6		

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Syllabus

MGT 451: Team Leadership

Course Description:

This course enables adult learners to examine the interpersonal dynamics of teams and team interaction; develop skills for leading teams of empowered members; explore group processes like goal setting and problem solving; learn how teams interact with their organization; and look at managing design, culture and change.

Prerequisite(s):

- ENG 101: English Composition 1
- ENG 102: English Composition 2

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Define leadership and explain the role it plays in team settings.
2. Gain insights into the effect of various leadership styles on others and the overall effectiveness of those styles.
3. Understand the role that synergy and creativity play in group problem solving.
4. Describe the basic elements and processes of group dynamics.
5. Understand the relationships between group problem solving, decision making, group dynamics and inter-group behavior and performance.
6. Identify the different ways of grouping people into teams and other types of organizational units.
7. Describe several approaches that can be used to foster effective outcomes between teams and groups.
8. Explain the relationship between team building and team effectiveness.
9. Identify the key leadership actions that can foster individual motivation.
10. Describe the relationship among organizational learning, change, development, and effectiveness.

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
	24%

Discussion/Response (Week 1-4)	
Discussion/Response (Week 5-6)	6%
Quizzes (Week 3 and 5)	20%
Team Leadership/Participation	15%
Final Paper	35%
Total	100%

Required Text(s): WARNING: The textbook(s) listed on this syllabus may have changed; go to the Charter Oak State College bookstore, MBS Direct, website at http://bookstore.mbsdirect.net/charteroak.htm for updated textbook information.

- Shani, A. B., & Lau, J. B. *Behavior in Organizations: An Experiential Approach*. 9th ed. Boston, MA: Irwin/McGraw-Hill, 2009. ISBN-10: 0073404934
- Bell, A.H. and Smith, D.M. *Learning Team Skills*. 2nd ed. Upper Saddle, NJ: Prentice Hall, 2010. ISBN-10: 0137152590

Additional Resources:

- **Video:** *Twelve Angry Men* (1957)

Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1, 2	**Topic: Overview and Foundation** • **Readings**: Shani & Lau text - Module 2 (Part 1); Bell & Smith text - Chapters 1 & 2	• Read assigned chapters • Week 1 Your Turn • Week 1 Discussion/Response • LMI Activity/post in classroom forum
2	1, 2, 3, 4	**Topic: Leadership-Learning in Action** • **Readings**: Shani & Lau text - Module 3 (Part 1); Bell & Smith text - Chapters 4 & 5	• Read assigned chapters • Week 2 Your Turn • Week 2 Discussion/Response • Team Assignment: Putting Together Your Case For A Team
3	4, 5	**Topic: Motivation**	• Read assigned chapters

		• **Readings**: Shani & Lau text - Module 5 (Part 2); Bell & Smith text - Chapter 8	• Week 3 Your Turn • **Take Quiz One**
4	2	**Topic: Perception & Communication** • **Readings**: Shani & Lau text - Modules 6 & 7 (Part 2); Bell & Smith text - Chapter 6	• Read assigned chapters • Week 4 Your Turn • Week 4 Discussion/Response • Week 4 Team Assignment--Dan Dunwoodie's Challenge
5	4, 5	**Topic: Group Dynamics and Team Building** • **Readings**: Shani & Lau text - Modules 10, 11 & 12 (Part 3); Bell & Smith text - Chapter 3	• Read assigned chapters • Week 5 Your Turn • **Take Quiz Two** • Team Presentation-Team Building--Plafab Company Case Study
6	6, 7, 8, 9	**Topic: Conflict Management and Decision Making** • **Readings**: Shani & Lau text – Review Module 10 (Part 3); Bell & Smith text - Chapter 7 • Video	• Read assigned chapters • Discussion/Response • Team Presentation--Twelve Angry Men Video
7	10	**Topic: Teamwork & Intercultural Teams** • **Readings**: Bell & Smith text - Chapters 9-10	• Read assigned chapters • ***Your Turn*** • Begin Final Summary Paper Work
8	***Your Turn*** **Final Summary Paper** Complete Final Paper SLOs 1-10		

Current as of: April 15, 2014

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Syllabus

MGT 460 : Fundamentals of Project Management

Course Description:

This course introduces adult learners to the practice of project management in a team environment. Topics include project management life cycles, basic planning and scheduling, team management and control tools. Key issues include project goal and scope definitions, team composition and communication, risk and change management, rigorous tracking and project closeout.

Prerequisite(s):

- ENG 101: English Composition 1
- ENG 102: English Composition 2

Student Learning Outcomes (SLOs):

Students who successfully complete this course will be able to:

1. Understand the fundamentals of the project life cycle and project management
2. Initiate a project, define goals and objectives, identify stakeholders and build a team
3. Plan and breakdown the work into activities and tasks; schedule and assign resources
4. Apply the widely used and basic tools – CPM, PERT and Gantt Charts
5. Implement a project by leading, communicating, negotiating, tracking and reporting
6. Evaluate and select project management software and explain the basics of MS Project
7. Control and monitor project progress, take corrective action and manage change
8. Close down a project, report and present results and disband the team
9. Undertake the roles of project managers and project team members

General Education Outcomes (GEOs):

Please check the applicable GEOs for this course, if any, by outcomes at GEO Category Search, or by subject area at GEO Discipline Search.

Course Activities and Grading:

Assignment(s)	Weight
Participation in Class & Team Discussions (Weeks 1-8)	15%
Individual Assignments (Weeks 1-8)	15%

Team Leader Role	10%
Team Member Assignments (Week 1-8)	20%
Team Case Study Report (Week 8)	20%
Final Exam (Week 8)	20%
Total	100%

Required Text(s): WARNING: The textbook(s) listed on this syllabus may have changed; go to the Charter Oak State College bookstore, MBS Direct, website at http://CharterOak.edu/bookstore for updated textbook information.

- Heagney, Joseph. *Fundamentals of Project Management.* 4th ed. American Management Association, 2012. ISBN: 978-0-8144-1748-5
- Campbell, G. Michael. *Complete Idiot's Guide to Project Management.* 5th ed. Alpha Books, 2011. ISBN-10: 1-61564-087-8 or ISBN-13: 978-1-61564-087-4

Additional Resources:

- Helpful Websites:
  http://www.Microsoft.com
  http://infogoal.com/pmc/pmchome.htm
  http://www.allpm.com
  http://www.pmibookstore.org
  http://www.projectmanagement.com
  http://www.pmforum.org

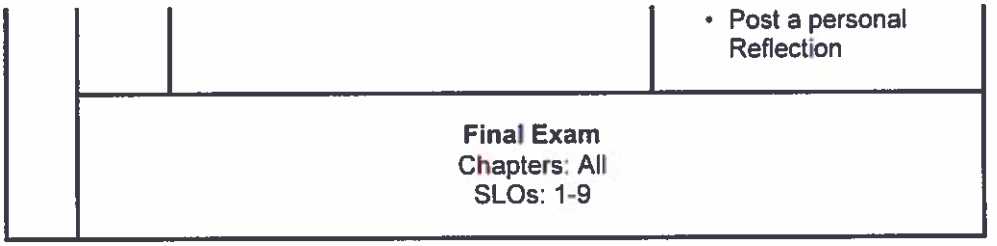
Course Schedule:

Week	SLOs	Readings and Exercises	Assignment(s)
1	1	**Topic: Getting Started** • Introduction and Orientation: Why Learn about Project Management? A Five-Phase Process - The Project Life Cycle • **Readings:** ◦ Heagney, Chapter 1 ◦ Campbell, Chapters 1, 2, 3, 4, 5 ◦ Lecture Paper LU 1	• Read assigned chapters and lecture • Participate in the Class and Team Discussion Boards • Post your expectations for the course • Write about the week's key topic • Submit a Weekly Evaluation Form • Take Self-Assessment Quiz • Post a reflection for the week

			• Prepare for next week's assignments
2	2	**Topic :Initiating the Project** • Outlining a Project; Defining the Stakeholders; Establishing Project Scope; Defining Project Objectives and Goals; Building a Project Team • **Readings**: ◦ Heagney, Chapters 2 and 4 ◦ Campbell, Chapters 5 (cont), 6, 7, 8 and 14 ◦ Lecture Paper LU 2	• Read assigned chapters and lecture • Participate in the Class and Team Discussion Boards • Review the Case Study documents • Write about the week's key topic • Participate in team case study assignment • Help Team Leader develop the weekly progress report • Submit a Weekly Evaluation Form • Take Self-Assessment Quiz • Post a personal Reflection • Prepare for next week's assignments
3	3	**Topic: Planning the Project** • Refining Project Scope; Defining Roles and Responsibilities; Breaking Down the Work to Assignments and Tasks; Planning and Scheduling Resources; Assigning Resources to Assignments • **Readings**: ◦ Heagney, Chapters 3, 5 and 6 ◦ Campbell, Chapters 9, 11 (p. 129-141 only), 14 (cont), and 15 ◦ Lecture LU 3	• Read assigned chapters and lecture • Participate in the Class and Team Discussion Boards • Review the Case Study documents • Write about the week's key topic • Participate in team case study assignment • Help Team Leader develop the weekly progress report • Submit a Weekly Evaluation Form • Take Self-Assessment Quiz • Post a personal Reflection • Prepare for next week's assignments
4	4	**Topic: Learning the Tools** • Network Diagram; Critical Path Method CPM; Project Evaluation & Review Technique PERT; Gantt	• Read assigned chapters and lecture • Participate in the Class and Team Discussion Boards

		and Other Charts; Schedules, Budgets and Specifications • **Readings**: ◦ Heagney, Chapter 6 (cont), 7 and 8 ◦ Campbell, Chapters 10, 11 (p. 141-145 only), 12, and 13 ◦ Lecture LU 4	• Review the Case Study documents • Write about the week's key topic • Participate in team case study assignment • Help Team Leader develop the weekly progress report • Submit a Weekly Evaluation Form • Take Self-Assessment Quiz • Post a personal Reflection • Prepare for next week's assignments
5	5	**Topic: Executing the Project** • Organizing and Leading the Team; Negotiating Resources and Supplies; Communicating with Stakeholders; Resolving Conflicts; Tracking and Reporting Activity Status • **Readings**: ◦ Campbell, Chapters 17, 18, 19, 20 and 21 ◦ Lecture LU 5	• Read assigned chapters and lecture • Participate in the Class and Team Discussion Boards • Review the Case Study documents • Write about the week's key topic • Participate in team case study assignment • Help Team Leader develop the weekly progress report • Submit a Weekly Evaluation Form • Take Self-Assessment Quiz • Post a personal Reflection • Prepare for next week's assignments
6	6	**Topic: Computing Technology: What is out there** • Characteristics and attributes; Evaluation and Selection of Software; Introduction to MS Project • **Readings**: ◦ Campbell, Chapter 30 - and read any chapters not yet read ◦ Lecture LU6 and review optional reading recommendations	• Read assigned chapters and lecture • Participate in the Class and Team Discussion Boards • Review the Case Study documents • Write about the week's key topic • Participate in team case study assignment

			• Help Team Leader develop the weekly progress report • Submit a Weekly Evaluation Form • Take Self-Assessment Quiz • Post a personal Reflection • Prepare for next week's assignments
7	7	**Topic: Controlling the Project** • Monitoring Time, Cost and Quality; Taking Corrective Action; Managing Project Change; Rescheduling and Adapting Resources; Client Reporting and Meetings • **Readings**: ◦ Heagney, Chapter 9 ◦ Campbell, Chapters 22, 23, 24, 25, and 26 ◦ Lecture LU 7	• Read assigned chapters and lecture • Participate in the Class and Team Discussion Boards • Review the Case Study documents • Write about the week's key topic • Participate in team case study assignment • Help Team Leader develop the weekly progress report • Submit a Weekly Evaluation Form • Take Self-Assessment Quiz • Post a personal Reflection • Prepare for next week's assignments
8	8, 9	• **Readings**: ◦ Heagney, Chapter 10,11 and 12 ◦ Campbell, Chapters 27, 28, 29, and 30 ◦ Lecture LU 8	• Read assigned chapters and lecture • Participate in the Class and Team Discussion Boards • Review the Case Study documents • Write about the week's key topic • Participate in team case study assignment • Help Team Leader develop the Final Project report • **Take Final Examination** • Submit a Weekly Evaluation Form • Take Self-Assessment Quiz



Current as of: April 15, 2014

COSC Policies, Course Policies, Academic Support Services and Resources:

Students are responsible for knowing all Charter Oak State College (COSC) institutional policies, course-specific policies, procedures, and available academic support services and resources. Please see the "COSC Policies" link in the main menu of the online course shell for COSC institutional policies and the "Course Policies" link for specific policies related to this course. The "COSC Resources" link provides information regarding available COSC academic support services and resources.

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APPENDIX III

Advisory Committee Minutes

HIM PROGRAM ADVISORY COMMITTEE MINUTES
January 17, 2014
11:30 a.m. – 1:00 p.m.

Present: Cathy Annulli, Neil Dworkin, Cheryl Goretti, Ann Howard, Donna Hylton, Robin Ingalls-Fitzgerald, Judy Riley, Cindy Zak

COSC Members Present: Cindy Glewwe, Frank Valier

Guests: Shirley Adams, Provost; Emily Lewis, Dean; Lori Pendleton, Admissions Director; Carolyn Hebert, Marketing Director

Absent: Cindy Pugliese, Tina Reynoso

The meeting was held via Webex from the Fleet Room at Charter Oak State College. In the room were Cindy Glewwe, Frank Valier, Shirley Adams, Emily Lewis and Lori Pendleton. All Advisory Committee members in attendance called in via Webex.

Opening: Cindy Glewwe welcomed the members and thanked them for attending. She stated her appreciation to all of them for participating on the HIM Advisory Committee. The agenda was reviewed.

Members: Cindy Glewwe announced the members, introducing all to one another and emphasizing the different states that are represented. She noted the importance of this due to the location of students across the country. She requested any ideas of HIM professionals from Florida who may be interested in serving on the committee. The goal is to add someone from Florida since we will be focusing attention to that state for admissions in the coming year.

Purpose and Duties of Advisory Committee: Cindy reviewed the list of purpose and duties of the committee members and asked for input and questions. Cheryl asked if they should send job postings to us and Cindy replied that it would be wonderful if they did and she would send them out to the students. Neil asked if there was any sort of stipend for participating and Cindy explained that it was strictly a volunteer role but they should all be sure to list it on their resume as a professional activity. There were no other questions. Cindy also mentioned that we would need the committee to be available for a conference call with the CAHIIM accreditation visit team.

Program Director: Cindy game a short background of her experience and explained her role as Program Director at COSC.

Faculty: Cindy introduced Frank Valier as the Assistant Director/FT Faculty member for the HIM program. She explained that Frank would be teaching 2-3 courses each term and he is the primary Advisor for the HIM students at this time. She announced that the program already has over 10 adjunct faculty teaching in the HIM program. The faculty has a nice variety of HIM and healthcare industry backgrounds. Cindy requested that the members let her know of anyone who might be interested in teaching as we are building a reserve of faculty to create an excellent pool of instructors who are available as needed.

HIM Program Overview: Cindy gave a brief history and overview of the program stating that the courses were created in 2013 and many have been taught at least once. The list of program courses was reviewed and Cindy asked for input. Cindy Zak stated that she was glad to see a finance course required. Robin asked about ICD-10 and the coding courses and Cindy explained that coding had not been taught yet so when HIM 210 is taught for the first time, in Fall 2014, we will start right off with ICD-10 reviewing ICD-9 as a legacy system. Cindy noted that the original curriculum required only one coding course but she has revised that to include a separate ICD-10 and CPT course. They were originally combined and all agreed that it is much better to separate the two.

Program Growth: Cindy showed a graph indicating the growth of the program since fall of 2012. All were pleased with the continuous growth of student enrollment. Cindy mentioned that she would anticipate a large growth once the program is accredited.

CAHIIM Accreditation: Cindy explained the accreditation process and stated that we should be hearing very soon on our candidacy status. She explained why CAHIIM accreditation is so important, especially so graduates can sit for the RHIA exam. Ann asked if current students will be able to sit for the exam since we are not yet accredited. Cindy explained that we won't have graduates for at least another year. As long as we are in Candidacy, which is expected shortly, all graduates will be able to sit for the exam once we achieve accreditation. If a student graduates BEFORE accreditation, they will have to wait for the accreditation until they can take the exam.

Admissions Update: Cindy introduced Lori Pendleton, Director of Admissions. Lori explained the admission process and the unique willingness of COSC to accept more credits in transfer than traditional institutions and she explains our portfolio process as well. Students are able to earn credit for experience. She asked the Advisory Committee to help get the word out to potential students and asked if they could supply her with names of key people in their organization who may be able to help with our efforts, such as HR managers.

Marketing Update: Cindy introduced Carolyn Hebert, Director of Marketing. Carolyn explained the ways they have been marketing the program such as print ads, television commercials and web links. Attendance at AHIMA conferences has been a joint effort between Admissions and Marketing. We had booths at the Florida annual meeting, the national annual meeting and the Connecticut annual meeting. Attendance at several conferences will continue this year.

Committee Feedback: Cindy asked for input and feedback. Ann said that she thought the program courses looked really good. Robin asked about internships and Cindy explained the Practicum course and that each student would need to be at a site for 40 hours during their last semester. She also explained the virtual practicum piece that goes along with that. Several members said "great job" and "congratulations". There were no other questions.

Next Steps: Cindy stated that she would send the member list out to each of them. She also asked them to keep a look out for an email with our new HIM brochure as she will be seeking their input. She said she will keep everyone updated on any CAHIIM accreditation information and reminded them that they will be needed during the accreditation visit process. She announced that the next official meeting would be in January 2015 but she would be connecting them informally through email throughout the year.

Adjournment: Cindy, Frank, Shirley and Emily all thanked everyone for their time and gave appreciation to them for being a member of the HIM Advisory Committee. The meeting was adjourned at 12:45 p.m.

APPENDIX IV

Faculty Resumes

CINDY GLEWWE, M.ED, RHIA
3942 THAMES AVENUE, EAGAN, MN 55123 | 651-246-5456 | CINDY.GLEWWE@GMAIL.COM

EDUCATION

Kaplan University, Chicago, IL
Master in Health Care Administration – Currently Attending (28 credits) — **Expected Graduation 2015**

Capella University, Minneapolis, MN
Master in Education; Specialization: Leadership in Higher Education — **2007**
Final Project: Advising College Students

College of St. Scholastica, Duluth, MN
BA, Health Information Administration — **1987**
Minor, Management

HIGHER EDUCATION EXPERIENCE

Director, HIM Program — **9/2013 - Present**
Charter Oak State College
Direct and manage HIM program, supervise faculty, advise students, market program

Curriculum Manager, Nursing and Health Programs — **4/2012 - 9/2013**
Kaplan Higher Education
Manage and create HIT, OTA, PTA, MA, CNA, Radiation Technician, Respiratory Care and Phlebotomy course assets and curriculum for over 20 campuses

Adjunct Instructor - Online — **2007-2013**
Rasmussen College, Kaplan University, Allen School, Davenport University
Health Information Technology, Management of Health Information Services, HI Project Management, EHR Applications, Quality Management, Introduction to Health Information Management, Medical Law and Ethics, Medical Insurance and Billing, Medical Office Software, AHIMA Virtual Lab
Course Lead at Kaplan University for HIT Practicum and Leadership and Quality Management courses

Subject Matter Expert, Online Course Designer — **2004 – 2013**
Kaplan Higher Education, Rasmussen College, Herzing University, National American University, Allen School, College of St. Catherine

Health Science Faculty Manager — **2010-2012**
Rasmussen College
Supervised, mentored, audited, interviewed, and trained over 90 online instructors

Health Science Curriculum Manager — **2008 – 2010**
Rasmussen College
Created BA in Healthcare Administration and Health Information Management. Provided curriculum development and support for all allied health programs, trained new program coordinators in curriculum issues, managed text and syllabi updates, created courses, lesson plans, syllabi, assignments, outcomes, exams

Health Information Technology, Program Director — **2000-2007**
Rasmussen College
Managed program across campuses, developed curriculum and syllabi, managed programmatic accreditation process
Responsible for HIT, Medical Transcription, and Medical Coding programs

Adjunct Instructor, Medical Law and Ethics — **2008**
College of St. Catherine
Taught blended course, meeting with students 4 times and utilizing online course for other weeks

Adjunct Instructor — **1996-2000**
Inver Hills Community College
Taught all Health Care Management and Medical Transcription courses

Health Information Technology, Program Coordinator — **1995-1996**
Lakeland Academy
Developed HIT program for the school, taught Medical Administration courses, Medical Transcription

INDUSTRY EXPERIENCE

Regina Medical Center — **2007-2008**
Health Information Department Manager

St. Paul Heart Clinic
Manager of Medical Records — **1993**

Courage Center 1988-1993
Office Manager

United HealthCare 1987-1988
Claims Analyst

PRESENTATIONS

Lesson Plans to Ensure Curriculum Quality July 2013
Presenter, Faculty Development Institute
Assembly on Education, AHIMA, Baltimore, MD

Quality Syllabus Construction July 2012
Presenter, Faculty Development Institute
Assembly on Education, AHIMA, Orlando, FL

A Completely Virtual HIT Practicum Experience July 2009
Presenter
Assembly on Education, AHIMA, Las Vegas, NV

The Personal Health Record
Administrator of Train the Trainer Program
Minnesota Health Information Management Association (5 presentations) 2005-2008

PROFESSIONAL ACTIVITIES

American Health Information Management Association (AHIMA)
Committee on Educational Excellence 2010-2012
Educational Programming Workgroup 2012-2013

MN Health Information Management Association (MnHIMA)
Delegate Director, elected Board position 2009-2011
Annual Meeting Planning Committee 11 years

Textbook Reviewer/Editor; Pearson, McGraw Hill, Cengage 2005-2011

MEMBERSHIPS

American Health Information Management Association 1986-Present

Minnesota Health Information Management Association 1986-Present

CERTIFICATIONS

Registered Health Information Administrator 1987 to Present

Frank M. Valier, D.B.A.
44 Williamsburg Dr.
Springfield, MA 01108
cell: (413) 314-0505
fvalier@comcast.net

EMPLOYMENT OBJECTIVE

To obtain a faculty/administrative position with an institution of higher education that focuses on teaching and research. I am interested in an institution that provides opportunities to continue to make contributions to my field of study and perform service functions for the school and its larger stakeholders.

EDUCATIONAL BACKGROUND

PBCert. Stephens College, Columbia, MO — present
Health Information Administration Program
AHIMA Professional Certification (RHIA)

D.B.A. Nova Southeastern University, Ft. Lauderdale/Davie, FL, 2006
H. Wayne Huinzenga Graduate School of Business & Entrepreneurship
Paul and Hannah Cleaver Doctoral Fellowship in Business
Dissertation Research Nominated for Best Paper Award, AIS, 2006

M.B.A. The University of Kansas, Lawrence, KS — 1967
Management (Organization & Administration)
Beta Gamma Sigma Honorary Business Fraternity
Paul J. Landis Graduate Fellowship in Business

B.S.B.A. Drexel University, Philadelphia, PA — 1963
Management and Industrial Relations
Pi Nu Epsilon Honorary Business Fraternity
Dean's List

TEACHING EXPERIENCE

Charter Oak State College — Full Time Faculty — 8/2013 - present
Health Information Management Major
New Britain, CT

Courses taught:
HAC 301 Contemporary Ethical Issues in Health Care
MGT 451 Team Leadership
ITE 101 Management Information Systems

American International College — Senior Lecturer — 2008 – 2012
School of Business
Springfield, MA
IACBE Certification (Academically Qualified)

Courses taught:
HCM 300 – The American Healthcare System
HCM 320 – Healthcare Information Technologies

MBA 600 – Managerial Economics
MBA 750 – Marketing Management
MBA 755 - Operations Management
MBA 800 - Information Systems for Business
FIN 203 –Managerial Finance
FIN 540 - Managerial Finance

Westfield State University Visiting Lecturer 2009 – 2012
Department of Economics & Management
Westfield, MA

Courses taught:

MGT 250 – Quantitative Approaches to Business
MKT 231 – Marketing Management
MGT 320 - Business Management
FIN 207 – Introduction to Financial Management
FIN 305 - Advanced Financial Management

University Service:

Marketing Club (Faculty Advisor)

Western New England College Senior Lecturer 2007 - 2012
School of Business
Springfield, MA
AACSB Certification (Academically Qualified)

Courses Taught:

BIS 220 - Introduction to Business Statistics
BIS 220 - Introduction to Business Statistics (Online)
BIS 551 – Managerial Accounting (Online)
BIS 552 – Managerial Finance (Online)
BIS 553 – Managerial Statistics (Online)
BIS 554 – Managerial Economics (Online)
BIS 555 - Managerial Marketing (Online)

ADMIN. EXPERIENCE

Charter Oak State College 2012 - 2013
Health Information Management Program Coordinator
New Britain, CT

B.S.- HIM program coordination, including review of curriculum, faculty members, articulation agreements and initial CAHIIM accreditation steps.

RESEARCH IN PROGRESS

Valier, F. M. (2010/12) "Adoption of EMR/EHR by Board Registered Physicians in the Springfield, MA MSA: Hampden, Hampshire and Franklin Counties. (Multi-years)

RESEARCH PUBLICATIONS

Valier, F. M., and McCarthy, R. A, (2008) "A Primary Study of Attributes of Innovation during Predifussion." *Journal of International Technology and Information Management,* fall 2008.

Valier, F. M. (2007) "A Primary Study of the Perceived Characteristics of an Innovation and Intent to Use Open Source Software in Business, *"Dissertation Abstracts International,"* ProQuest, Ann Arbor, MI, March, 2007.

Valier, F. McCarthy, R., & Aronson, J. (2006), "The Province of Diffusion of Innovations: Usable Social Theory for Information Systems Research." *Proceedings of the Annual Conference of Association of Information Systems New York City, 2006.*

Valier, F. & Rivers, E. (2005), "The Associative Model of Data: The Repercussions of Java on Data Storage and Retrieval Techniques. *Proceedings of the 32 Annual Conference of Industrial Engineers,* August 2005.

CONFERENCE PRESENTATIONS

Valier, F. M., "Usable Social Theory for Information Systems Research: The Province of Diffusion of Innovations," *Association for Information Systems, Annual Meeting, New York City, 2006.*

Valier, F. M., "The Repercussions of Java on Data Storage and Retrieval Techniques: The Associative Model of Data," *Society of Logistics Engineers, 24th Annual Meeting, Orlando, FL, 2005.*

PROFESSIONAL ASSOCIATION MEMBERSHIP

American Health Information Management Association (AHIMA)
Association of Information Systems
Special Interest Groups: DIGIT, HMISIT & SIGDIT

HONORS & AWARDS

LBC Fellowship (Campus Compact, Inc.) Fellowship Award	2008
Max and Marianna Bovarnick Medical Foundation Award	2007
Paul H. Cleaver Graduate Fellowship in Business, Award	2004
American Red Cross, Exceptional Volunteer Award	1997
MIT Forum – Entrepreneurial Plan Award	1987
UCONN School of Business - Wolf Entrepreneurial Award	1986
Society for the Advancement of Management Award	1976
Beta Gamma Sigma – Honorary Business Fraternity, KU	1967
Paul J. Landis Graduate Fellowship in Business, KU	1967
Pi Nu Epsilon – Honorary Leadership Fraternity, DU	1963
Dean's List- Drexel University	1963

COLLEGE SERVICE

Awarded Fellowship from WNEC for training and on-going participation in the College "Learning Beyond the Classroom" program. This program teaches instructors how to develop and supervise the teaching of "service learning" for all the instructor's undergraduate courses taught at the college.

COMMUNITY SERVICE

Director of Data Analysis – Annual Homeless Connect Project 2008-2009
Dept. of Housing & Urban Affairs
City of Springfield, MA

Foundations Center -Database Researcher and Grant Writer 1994- to present
Springfield Public Library
City of Springfield, MA

Attended library Foundation Center seminars to learn how to use their database and then assist local non-profits organizations with annual grants submissions.

WORK EXPERIENCE

President/Founder
Frank M. Valier & Associates, Inc. Springfield, MA 1988-2008

Founded this firm to provide Information Technology, Operations and Strategic Management consulting services for businesses located in Massachusetts. The firm also provided in-house education programs in IT/QM. The result of this effort was the development a private management consulting firm to assist businesses with product development and innovation.

Regional Technology Council – BETA Group Member 1998-2004
Western Massachusetts Economic Council Volunteer 1998-2004

President/Founder
Organization Change Corporation. Bloomfield, CT 1976-1988

Founded this firm from an application submitted and an award received from the Connecticut Product Development Corporation for $350,000 of risk capital. This business researched, developed and marketed a HRIS client/server application for medium and small sized businesses. The result of this pursuit was the establishment of a company that marketed HRIS software innovations to large and small size businesses throughout the U.S and Canada. Businesses that used this HRIS reported at least a 75% improvement in their human resource management activities.

Sr. Industrial Engineer/Corporate Systems Consultant
First Pennsylvania Corporation Philadelphia, PA 1970-1976

Conducted studies on business systems for this multi-line financial institution's senior management and made recommendations to improve the systems through the use of information technology as a corporate systems analyst and later as an industrial engineer in the operations department.

Provided change support for senior management during implementation of any recommendations. The most involved project included a review of the account receivable-financing department where recommendations were mater to use more modern computerization allowed the corporation to improve its services. The final result was a 150% increase in the capacity of the financial reporting system of this department.

Corporate Systems Analyst II
ARAMARK Corporation, Philadelphia, PA 1968-1970

Developed an order entry and product delivery system used for preparing in-flight meals for airlines operating from major airports in the U.S. As a result of this project the company was able to increase it operating revenue 30%.

Corporate Systems Analyst I
Air Reduction Services, Inc., New York, NY 1967–1968

Designed the storage and retrieval procedures for this company's policy and procedure manual as corporate systems analyst for this conglomerate. This resulted in a 50% decrease in the distribution time and elimination of 300 sq.
feet of prime office space in Manhattan.

REFERENCES ON REQUEST:

Rene' Antonisse, MHA

PO Box 1844 · Colleyville, TX 76034 · C) 210-887-9017

rene.antonisse@yahoo.com

PROFESSIONAL ATTRIBUTES

Self-directed, determined, adaptable, and prepared healthcare leader and adjunct professor who is passionate about learning and healthcare, combing both for a successful career in online education. Repeatedly recognized for higher education quality in academic content and rigor as well as responsiveness to students and academic leadership, ability to lead change, building partnerships through teamwork and dedication to adult learners.

Proven telecommuter/virtual employee with excellent organizational and computer skills, effective communication abilities, and task/goal oriented to meet specified deadlines. Resourceful, critical thinker and known for reliability and ability to get the job done through persistence and a strong work ethic, a collaborator, strategic thinker, and innovator.

PROFESSIONAL EFFECTIVENESS

"Ms. Antonisse is one of the most communicative instructors I have reviewed. She promotes constant conversation and interactions, and gives thorough and clear directions to the students. Her classroom is welcoming, thorough and promotes healthy learning." (*Sage College, 2011)*

"4.7/5.0, which puts you in the top 16% of scores. Excellent work!" (*DeVry University, 2011)*

"Rene' is an incredibly knowledgeable and gifted teacher and excels at teaching on-line. She is timely and always attentive to detail while concerned with the larger picture of student engagement and learning. She is ever attentive to the needs of adult learners, and also accommodating to our military students. Rene' is a pleasure to work with and gives her all to each student in every course she teaches. She has done an outstanding job for Excelsior College and I recommend her without hesitation. Many of Rene's attributes and skills were supported by the various student comments found in the student course evaluations. Two of these are shown below:

> "Our instructor was very motivating. She was part of all the discussions on a daily basis and was always striving to make us think outside the box. She did an excellent job in helping us understand our current health care environment and what is at stake."
>
> "Feedback was readily available, and she [Rene' Antonisse] would send reminders about assignment, with weekly overview of the week's assignment, additional to the overview submitted by Excelsior. Her critique of my assignments and clarifications of my concerns has helped me to learn a great deal about the health care system in this country." *(Excelsior College, 2010)*

HIGHER EDUCATION

Masters in Healthcare Administration (MHA) (With Honors)
Golden Gate University, 2005

Bachelor of Science (BS) Health Science: Community Health
Minnesota State University, Mankato, 1994

HIGHER EDUCATION EXPERIENCE

Certified Master, Publisher, and Peer Reviewer, Quality Matters (September, 2009 - Present)

- BUS318 Organizational Behavior (Peer Reviewer)
- BUS606 Global Comparative Management (Peer Reviewer)
- HCA401 Health Informatics (SME)
- HCS316 Cultural Diversity in Health and Illness (SME)
- HHS307 Communication Skills for HHS Personnel (SME)
- HSC310 Issues and Trends in Health Care (SME)
- HSC300 Legal and Ethical Issues and Health Professionals (SME)
- MHA730 Healthcare Economics (SME)
- MED101 Medical Terminology (Master Publisher)

Visiting Professor, Program Architect, SME, and Course Developer, DeVry University (March, 2008 - Present)

Teaching - Undergraduate

- HIM460 Health Information Management Practicum
- HIT225 Data Applications and Health Care Quality with Lab
- HSM310 Introduction to Health Services Management

Course Development and Quality Reviews

- HIT170 Health Information Technology Virtual Practicum
- HIT220 Legal and Regulatory Issues in Health Information
- HIT225 Data Applications and Health Care Quality with Lab
- HIM335 Health Information Systems and Networks with Lab
- HIM355 Advanced Classification Systems and Management with Lab
- HIM370 Healthcare Data Security and Privacy
- HIM410 Health Information Financial Management
- HIM420 Healthcare Total Quality Management
- HIM460 Health Information Management Practicum
- HSM310 Introduction to Health Services Management
- MATH325 Health Care Statistics and Research
- PBHL524 Environmental Factors in Public Health
- PBHL542 Quality Assurance for Public Health Programs

Health Information Technology/Health Information Management Advisory Board, Member (2011-Present)

Best Practices Award for *HIM 460: Health Information Management Practicum* (March, 2010)

Adjunct Faculty, SME, and Course Developer, Excelsior College (July, 2009 - Present)

Teaching - Undergraduate

- NUR431 Introduction to Healthcare Delivery Systems
- HSC112 Medical Terminology
- HSC450 Economics of Health Care

Course Development

- HSC450 Economics of Health Care
- MHSXXX Healthcare Delivery System (Graduate Proposed Syllabus)
- HSC112 Medical Terminology Assessments

Faculty Representative, Middle States Commission on Higher Education (MSCHE)
(March, 2012)

Associate Faculty and Course Developer, Ashford University
(May, 2008 - Present)

Teaching - Undergraduate

- HCA305 The U.S. Health Care System
- HCA340 Managing Health and Human Services
- HCA375 Continuous Quality Assurance and Accreditation

Course Development

- HCA305 The U.S. Health Care System
- HCA340 Managing Health and Human Services
- HCA421 Healthcare Planning
- HCA459 Senior Project
- HCA524 Continuous Quality Improvement and Risk Management

Faculty & Course Developer, Charter Oak State College
(May, 2012 – Present)

Teaching – Undergraduate

- HCA201 Health Care Quality Concepts and Principles
- HIM315 Healthcare Statistics

Course Development

- HIM315 Healthcare Statistics

Faculty, Davenport University
(March, 2013 – Present)

Teaching – Undergraduate

- HSAD221 IT for Healthcare Managers

Instructor, SME, and Course Developer, Sage College
(January, 2008 – January 2013)

Teaching and Course Development

- CR104 Medical Terminology I
- CR204 Medical Terminology II

Faculty, Virginia College Online

(October, 2007 – March, 2008)

Teaching2012

- MBC 1010 Current Procedural Terminology (CPT) Coding
- MED 1010 Medical Terminology

PROFESSIONAL HEALTHCARE EXPERIENCE

Practice Administrator, CSANT – Grapevine Cardiology
(August, 2006 - April, 2007)

Administrator for $17 million ambulatory cardiology practice with six providers (5 physicians and 2 mid-level providers) and 20-25 employees. Responsible for all clinical, business, personnel, and risk management operations.

Director, Quality Services (2 locations), United States Air Force Civil Service
(July, 2001 - March, 2003)

Developed, executed, managed, and supervised regional Quality Services department for two Air Force ambulatory care facilities including accreditation/compliance, risk management, process improvement, quality assurance, and clinical credentialing. Project manager for joint accreditation surveys: The Joint Commission and Air Force Medical Service.

Civilian (Category II) of the Quarter, 86th Medical Group (Oct – Dec, 2001)

Health Systems Specialist - Temporary Appointment, United States Air Force Civil Service
(August, 1998 - May, 1999)

Accountable for JCAHO and Air Force accreditation inspection process, organizational compliance and process improvement, and provider credentialing for regional Air Force 30 bed (expandable to 100 beds) hospital and ambulatory surgery center.

COMMUNITY SERVICE

Grapevine Colleyville - *Supporting and Advocating for Gifted Education (SAGE)*, Secretary (2010 - Present)

Grapevine Colleyville ISD *Gifted and Talented Advisory Committee (GTAC)* Member (2011 - Present)

COMPUTER/TECHNICAL SKILLS/TRAINING

- Microsoft Office (Word, Excel, Outlook, and Access)
- LMS: eCollege, Blackboard, Vista/WebCT, Angel, and Moodle
- Medical Terminology, CPT, and ICD-9 coding
- Quality Matters (Master, Peer, and Publisher Certified Reviewer)
- ICD-10-CM Faculty Training

PROFESSIONAL MEMBERSHIPS

Rene' Antonisse, MHA
PO Box 1844 · Colleyville, TX 76034 · C) 210-887-9017
rene.antonisse@yahoo.com

Association of University Programs in Health Administration (AUPHA)
(2010 – Present)

American Health Information Management Association (AHIMA)
(2008 – Present)

National Association for Healthcare Quality (NAHQ)
2013 - Present

Medical Group Management Association (MGMA)
(2006 – 2013)

MOHAMMAD IQBAL BAJWA

736 Targee Street, Staten Island, NY 10304 • Phone 718-415-9881 • Email: mibajwa@hotmail.com

PROFESSIONAL PROFILE:

- PhD in Life Sciences (Wales, UK), MS in Information Technology (Strayer University); Post-Graduate Certificate in Health Information Management and Health Information Exchange (College of St. Scholastica); MS in Health Information Management *in progress.*
- Ten (10) healthcare and 15 Information Technology certifications.
- Over 10-year teaching experience in Healthcare Administration/Management (HAM), Health Information Management (HIM) and Health Information Technology (HIT).
- Several years of experience in designing HAM, HIM and HIT programs and curricula.
- Over 20 publications in peer reviewed journals, symposia and conference proceedings.
- Participant of 10 international conferences.
- Guest speaker at 13 conferences.
- Extensive online adult teaching experience with OLS, WebCt, Blackboard, eCollege and Moodle Learning Management Systems.
- Twelve (12) years corporate experience in senior management positions.
- Seven (7) years academic management experience as Department
- Professionally travelled to 15 countries in Far East, Middle East, Africa, Europe, and N. America.
- Worked on Middle States Accreditation Committee for Student Outcome Assessment.
- Worked on the accreditation of Metropolitan College of New York business program with the Accrediting Council for Businessman Schools and Programs (ACBSP).
- Member, healthcare curriculum review teams for New York and New Jersey colleges.
- Subject Matter Specialist (SME) for designing online *BS program in HIM* for Charter Oak State College, CT.
- SME for designing online *Health Information Systems* course for South University.
- SME for designing certificate programs in Network Security and Network Administration for Professional Business College, New York.
- Member:
    - AHIMA BS and MS curriculum consortium.
    - AHIMA Council for Excellence in Education (CEE) workgroup.
    - HIMSS CPOE (computer provider entry system) Wiki writer on Training workgroup.
    - HIMSS Distance Education Committee (2011-2013).
    - HIMSS Life Sciences Information Technology Committee.
    - HIMSS ME-PI (Management Engineering Process Improvement) Committee.
    - HIMSS Clinical and Business Analytics Workgroup.
    - HIMSS Clinical and Business Intelligence Community Practice.
- HIMSS13 Conference (March 3-7, 2013, New Orleans) Papers Reviewer.

EDUCATION:

Ph.D. (Life Sciences) 1974 –1977
University of Wales Bangor, United Kingdom

MS (Computer Information Systems) 2003-2004
Strayer University Chantilly, Virginia

Graduate Certificate (37 Credits) 2010-2012
(Health Information Management and Information Exchange) Duluth, MN
College of St. Scholastica; MS in Health Information Management and Health Informatics *in Progress.*

INDUSTRY CERTIFICATIONS:

Healthcare Management and Health Information Technology

- Certified Professional in Health Information and Management Systems (CPHIMSS)
- Certified Professional in Health Information Technology (CPHIT)
- Certified Electronic Health Record Specialist (CEHRS)
- Certified Medical Administrative Specialists (CMAS)
- Certified Allied Health Instructor (AHI-AMT)
- Certified Allied Health Instructor (AHI-NHI)
- Certified Clinical Medical Assistant (CCMA)
- Registered Medical Assistant (RMA)

Information Technology

- MCSE (Microsoft Certified Systems Engineer)
- MCSA (Microsoft Certified Systems Administrator)
- MCP (Microsoft Certified Professional)
- CompTIA Certifications: A+, N+, Linux+, i-Net+, Server+, Security+,
- MS Office Suite: Word, Excel, PowerPoint, Access, Outlook, Publisher

COURSES TAUGHT AND DESIGNED:

Healthcare Management:
US healthcare delivery systems, hospital management, healthcare finance, healthcare project management, healthcare marketing, healthcare human resources management, healthcare quality management, legal and ethical aspects of healthcare, healthcare diversity, community healthcare, bioethics, and healthcare biotechnology.

Health Information Technology:
Medical and Biomedical informatics, electronic health records, health information technology, health information exchange, and health information systems.

Information Technology:
Management information systems (MIS), networks design and management, operating systems, web designing, internet technologies, internet design, network security, MCSA & MCSE modules, IT customer service, IT Project Management, IT professional development.

PROGRAMS AND COURSES DESIGNED

- Subject Matter Expert (SME) for BS in Health Information Management program for Charter Oak College (CT).
- SME for Health Information Systems online course for South University.

ACADEMIC AND MANAGEMENT EXPERIENCE:

Industry and Research Management

1996-2000
Managing Director and CEO **AEFCCO Private Limited, Lahore, Pakistan**

- Founded and operated a biochemical production and marketing private limited company;
- Managerial functions: Presiding over Board of Directors, strategic planning, directing and monitoring company's overall operation.

1984-1996
General Manager **National Biochemical Marketing Company, Lahore Pakistan**

- General management of a public limited company with 220 employees covering entire country with a distribution network of 5000 marketing channels;
- Managed sales, distribution, market promotion, market research, and financial functions

1982-1984
Director **National Research Center, Islamabad, Pakistan**

- Planning, directing, coordinating, monitoring, evaluating and financing research in biochemical and genetic engineering programs;
- Developed and implemented several programs including USAID, Word Bank and Canada projects.
- Supervised 50 scientists.

1980-1982 **International Rice research Institute, Philippines**
Postdoctoral Fellow
Worked in an international team to resolve issues in rice production around the world.

Teaching and Academic Management

***Online* Adjunct Faculty**

January 2013 – Present **CharteroOak State College, CT**

Teaching Human Anatomy and Physiology course for the undergraduate HIM program.

Oct. 04, 2010 – Present
Associate Professor and *Founder* Program Director Healthcare Systems Management, Metropolitan College of New York, NY
Administration:

- Undertook faculty hiring, mentoring, training, evaluation, and supervising;
- Developed proposal for the BBA program in healthcare systems management (HSM) for New York State of Education Department's (NYSED) approval;
- Developed healthcare systems management program track, curricula, and syllabi;
- Developed semester-based teaching schedules;
- Hired, trained, and mentored faculty;
- Developed promotional material for the marketing of the program;
- Developed HSM hands-on projects (Constructive Action – CA) handbooks.

Teaching:

- Designed and taught undergraduate and graduate courses in healthcare management, healthcare delivery systems, hospital management, health information technology, electronic health records, healthcare finance, healthcare project management, healthcare marketing, healthcare human resources management, healthcare quality management, healthcare law and ethics, healthcare diversity, community healthcare, medical insurance and medical billing, pathophysiology, anatomy and physiology, and medical terminology.

May 2007-Sept. 2010
Professor and Assistant Chair, Division of Health Disciplines, ASA Institute, New York, NY

- Undertook faculty hiring, mentoring, training, evaluation, and supervising;
- Organized healthcare externships;
- Developed course syllabi and curricula for healthcare clinical and administrative courses;
- Worked on Middle States Accreditation Committee.

Taught Healthcare Courses in human biology, medical terminology, anatomy & physiology, health administration, and health information technology.

June 2005 – Oct. 2010
Adjunct Faculty **Metropolitan College of New York, NY**
Taught undergraduate and graduate courses in management information systems (MIS), system design and analysis, science and technology, computer applications (MS Office 2003, 2007, 2010), business research, digital economy and E-commerce.

June 2006 – July 2010
Adjunct Faculty **University of Phoenix, Jersey City Campus**
Taught undergraduate courses in health science, human biology, pathophysiology, human nutrition, healthcare administration, human genetics, medical microbiology, epidemiology, public health, paradigms of health, alternative medicine, *bioethics*, and environmental health.

January 2005 – December 2008
Chair, Healthcare Management Department **Interboro Institute, New York, NY**
Hiring, trained, mentored and evaluated faculty; chaired advisory board and departmental meetings; developed programs, courses, curricula and syllabi; participated in faculty development, library, and curriculum committees.
Taught courses in health information management, legal aspects of healthcare, reimbursement methodologies, medical coding and billing, quality assurance in healthcare, electronic health record (EHR), medical office management, and medical computer applications
Program Development: Developed clinical and health information technology undergraduate programs.

Oct. 2002-January 2005
Adjunct Faculty Information Technology **Katherine Gibbs College, New York, NY**
Taught courses in computer hardware and software, operating systems, networks design and management, web designing, internet technologies, internet design, network security, MCSA & MCSE modules, IT customer service, IT Project Management, IT professional development, Management information systems.

PROFESSIONAL AFFILIATIONS/SOCIETIES/COMMITTEES

- Member International Federation of Health Information Management Association (IFHIMA).

- American Health Information Management Association (AHIMA)
- Health Information Management and Systems Society (HIMSS)
- American Medical Informatics Association (AMIA)
- American Association for the Advancement of Science (AAAS)
- Health Information Management Association of New York City (HIMANYC)
- New York Health Information Management Association (NYHIM)
- American Association of Medical Assistants (AAMA)
- American Medical Technologists (AMT)
- National Healthcare Association (NHA)
- NYCHIMA delegate to NYHIMA meeting. June 10-13, 2012, Rochester, NY
- NYHIMA Delegate Meeting

MEMBER TECHNICAL COMMITTEES

- HIMSS ME-PI (Management Engineering Process Improvement Community) committee.
- HIMSS RHIO/HIE (Regional Health Information Organization/Health Information Exchange) committee.
- HIMSS Distance Education Committee.
- HIMSS content review committee.
- AHIMA BS and MS Curriculum Review Committee.
- AHIMA Council for Excellence in Education (CEE) workgroup member.
- HIMSS CPOE (computer provider entry system) Wiki writer on Training.
- HIMSS Life Sciences Information Technology committee member.

JOURNAL SUBSCRIPTIONS:

- AHIMA (American Health Information Management Association) Journal
- HIMSS (Health Information Management and Systems Society) Journal
- ACHE (American College of Healthcare Executive) Journal
- AMIA (American Medical Informatics Association) Journal
- Journal to Business and Globalization Journal
- MIT Technology Review
- Scientific American Journal
- Science Journal

INSTITUTIONAL DEVELOPMENTAL AWARDS:

- USAID award for institutional development
- Canadian award for research and development
- L P Lender award for research and development

PEER REVIEWER

- JHIM – Journal of Health Information Management (HIMSS)
- JHCE – Journal of Healthcare Executives
- JOBG - Journal of Business and Globalization
- HIMSS 13 Conference (March 3-7, 2013, New Orleans) Papers Reviewer.

Publications:

Over 40 in refereed journals, conference proceedings and as research reports.

CONFERENCES/SYMPOSIA/WORKSHOPS ATTENDED

- Biomedical Informatics. Pfizer – Columbia Workshop. February 02, 2012; all day, 7 lectures
- HIMMS Annual Convention. Las Vegas: Feb: 20-25, 2012
- AHIMA BS and MS Educational Consortium Meeting. Jackson, MS: March 8-10, 2012.
- Motorola Air-defense Seminar, March 07: 8 AM-12 PM.
- Student Outcome Assessment Workshop. MCNY, Feb. 16, 2012: 10 AM – 3:30 PM.
- HIMSS New York Chapter Mini Conference on EHR Meaningful Use: Next Step. April 27, Lighthouse International (111 E), 59 Street, New York.
- Health Information Association of New York City (HIMANYC) Annual Workshop: May 11 , 2012, Pennsylvania Hotel, New York.

GUEST/CONFERENCE SPEAKER

1. New York Society of Medical Assistants. HITECH and HIM. ASA, New York, March 19, 2011
2. Health Information Management Association of New York City (HIMANYC), May 06, 2011
3. Assembly on Education Symposium and Faculty Development Institute. Achieving AHIMA competencies Using Purpose-Centered Education. San Antonio, TX, July 23-27, 2011
4. Generic to Genetic medicine. Paper presented at the New York City Medical Assisting Workshop. March 31, 2012, ASA College, New York City.
5. Analog to Digital healthcare. Paper presented at the 53rd Annual Convention of New York State Society of Medical Assistants. .April 12-15, 2012. Syracuse, New York.
6. Blending business and healthcare curriculum. AHIMA Assembly on Education Symposium Orlando, FL. July 23, 2012.
7. Potential Researchable Area in Health Information Management. AHIMA Assembly on Education Symposium Orlando, FL. July 23, 2012.

MOST RECENT PUBLICATIONS

1. Bajwa, M. I. and Depoo T. (2011). Analog to Digital Healthcare. Journal of Business and Globalization. Vol. 2 (2): 35-38 (USA).
2. Bajwa, M. I. (2011). HITECH, HIPAA and HIM. Journal of Business and Globalization. Vol. 2 (2): 39-44. (USA).
3. Bajwa, M. I. (2012). Public to Personalized Medicine. Journal of Business and Globalization. Vol. 2 (3): 39-44. (USA).
4. Bajwa, M. I. (2012). Mobile Health Security: Threats and Mitigation. Journal of Business and Globalization. Vol. 3 (2): 25-34. (USA).

JoAnn L. Jordan, MPH, RHIA, CCS, CCS-P, CPHIMS

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Professional Profile

- A consummate healthcare and education professional with a dynamic and energetic style of engagement, and a proven record of progressive accomplishment in health information management and leadership for the past 26 years
- Innovative and cooperative thinker focused on the best ways to improve the educational experience for adults while attaining the highest learning competencies.
- Demonstrated lifelong learner and expert in the health informatics field; Registered Health Information Administrator, Certified Coding Specialist, Certified Coding Specialist-Physician, Certified Healthcare Technology Specialist - Professional Trainer, AHIMA-approved ICD-10-CM/PCS Trainer, and Certified Professional in Healthcare Information and Management Systems.
- Proven experience in various technologies and learning management systems such as Blackboard, Moodle and Collaborate.
- Strategic planner with excellent organizational and communication skills, able to facilitate complicated implementation projects and engage a diverse workgroup.

Certificates and Associations

Member, Center for Education Excellence Faculty Development Workgroup AHIMA Foundation	Jan 2014
AHIMA ICD-10 Ambassador	Oct 2013
Volunteer Mentor, AHIMA	Sep 2013
Certified Professional in Healthcare Information and Management Systems	Jun 2013
Member, Healthcare Information and Management Systems Society	Dec 2012
Registered Health Information Administrator, AHIMA	Dec 2012
Certified Healthcare Technology Specialist Professional Trainer, AHIMA	Aug 2012
Massachusetts Educator License	Dec 2011
ICD-10-CM/PCS Trainer, AHIMA	Jul 2010
Certified Coding Specialist – Physician, AHIMA	May 2009
Member, American Health Information Management Association	May 2009 – Present
Member, Massachusetts Teachers Association	Sep 2012 – Present

Education

Graduate Certificate, Biomedical Informatics – Health Information Track — Dec 2012
Oregon Health Sciences University, Portland, OR

Masters of Public Health — Feb 2007
University of Massachusetts, Amherst, MA

Bachelor of Arts, Psychology — Sep 1993
University of Massachusetts, Amherst, MA

Teaching Experience and Expertise

Program Chair, Health Information Management — Apr 13 – Present
Franklin University, Columbus, OH

Create HIM curriculum and design courses to meet CAHIIM competencies, deliver online instruction in HIM and Healthcare Management courses, hire and supervise lead and adjunct faculty

Courses Designed:

- Health Informatics
- Introduction to Health Information Management
- Health Data
- Health Information Systems
- Health Information Applications

College Service Activities:

- Faculty Senate
- Faculty Development Committee
- Affordable Care Act Committee
- Internship Workflow Taskforce
- Study Abroad Taskforce
- International Course Development

Adjunct Faculty, Health Information Technology — Sep 00 – May 13
Springfield Technical Community College, Springfield, MA

Create syllabi, deliver instruction onsite, online and hybrid, evaluate students' performance and report to college as outlined in faculty contract.

Courses Taught:

- Health Office Basics & Advanced
- Introduction to Diagnosis Coding (ICD-9-CM)
- Introduction to Procedure Coding (CPT and HCPCS)
- Advanced Coding (ICD-9-CM, CPT and HCPCS)
- Insurance Billing and Reimbursement

Adjunct Faculty & Course Developer, Health Information Management Sep 12 - Present

Charter Oak State College, New Britain, CT

Create course competencies and Blackboard modules for new online EHR course.

Course Taught:

Electronic Health Records and Health Information Exchange

Assistant Professor, Health Information Technology Aug 08 – Aug 11

Springfield Technical Community College, Springfield, MA

Helped to design curriculum, created 3 new courses, created syllabi, delivered instruction onsite, online and hybrid, evaluated students' performance, served as advisor to 75+ students, member of multiple college service committees.

Courses Taught:

Health Office Basics – designed

Health Office Advanced – designed

Introduction to Diagnosis Coding (ICD-9-CM)

Introduction to Procedure Coding (CPT and HCPCS)

Advanced Coding (ICD-9-CM, CPT and HCPCS)

Insurance Billing and Reimbursement

Facility Billing – designed

College Service Activities:

Health Information Technologies Advisory Board

Health Information Technologies Curriculum Committee

New England Accreditation of Schools and Colleges Self-Study Committee

Campus Forum

Student Services Committee

Active and contributing member of Department, School and Faculty Meetings

Other Relevant Experience

Health Informatics Intern Sep 12 – Jan 13

Cooley Dickinson Hospital, Northampton, MA

As part of an interdisciplinary team of healthcare professionals, assessed workflow, patient safety issues, regulatory compliance, Meaningful Use requirements, user needs and stakeholder engagement in redesigning patient discharge instructions.

Co-Principal Investigator/Subject Matter Expert

Holyoke Community College — Aug 12 – Jan 13

Served as subject matter expert in health informatics curriculum developer for a National Science Foundation grant.

ICD-10 Coding and Education Consultant — Jan 12 – Apr 12

Priority Management Group, Pawtucket, RI

Provided team leadership in planning and educating staff as well as clients (onsite and online) on the impact of the ICD-10 transition including team creation, budget, communication, clinical documentation improvement, coder training and system-wide change. Deliverables included creation of learning modules, description of competencies and objectives, and live WebEx instruction.

Training Modules Created:

ICD10: Transition Team and Impact Analysis

ICD10: System Changes and Transition Plan

ICD10: Budget and Transition Period

ICD10: Budget Impacts and Implementation

ICD10 Impact: Clinical Documentation

ICD10 Onsite Collaborative Learning Model (4 onsite visits)

Uniform Data System (UDS) Tracking Options (for FQHCS)

Medical Office Coordinator, Health Services — Aug 07 – Aug 08

Mount Holyoke College, South Hadley, MA

Coordinated student health center with responsibilities for scheduling management, medical records oversight, accounts receivable, accounts payable, and ordering supplies. Planned and implemented a new medical record filing system for easier retrieval and efficient workflow.

Medical Bookkeeper and Medicare Coordinator — Feb 01 – May 04

Chapin Center Nursing Home, Springfield, MA

Part-time bookkeeper responsible for Medicare, HMO and secondary billing, maintaining the census and PPS tracking.

Claims Reimbursement Specialist — Mar 00 – Jan 02

PDQ Billing Services, East Longmeadow, MA

Part-time claims specialist for a private billing company, providing expert billing and reimbursement advice to clients and recovering significant funds of past-due accounts.

Business Manager — Jul 96 – Jan 00

Northampton Area Pediatrics, LLP, Northampton, MA

Responsible for accounts receivable, accounts payable, medical coding and compliance, clinical documentation improvement, HIPAA officer, physician credentialing, was a resource for payer negotiations, and supervision of clerical staff in two locations of large pediatric group. As part of the senior management team, helped to direct and coordinate the planning and implementation of EHR system.

Private Billing Consultant — Sep 94 – Jul 96

Self-employed

Provided expert advice to private physician practices regarding medical coding, billing and revenue enhancement issues.

Medical Billing Associate — Jun 92 – Jul 96

Cooley Dickinson Hospital & CD Practice Associates, Northampton, MA

Provided expert billing and claim resolution services for all payers as a float biller/trainer and completed special projects as directed for the hospital and a start-up Physician Practice.

Professional Publications

"ICD-10 Delay: What are the options?" White Paper for PMG, Inc.
http://www.nwrpca.org/health-center-news/228-icd-10-delay-what-are-the-options.html

"ICD-10 Productivity", HIMSS Business Edge, July 2013 edition.
http://www.himss.org/News/NewsDetail.aspx?ItemNumber=21533&navItemNumber=17425

Professional Development

New Faculty Seminar	2008-2009
Cooperating Colleges of Greater Springfield Seminar	2008-2011
Effective Time Management	9/08
WebAdvisor Training	10/08
Developmental Students and Universal Design	11/08
3-2-1 Code It Webinar	1/09
AHIMA HIM conference	5/09
Designing the Future	5/09

Self Study subcommittee	NEASC Accreditation	Fall 2009 – Spring 2010
Emerging Technologies Seminar		2009-2010
AHIMA – Preparing for 5010		1/10
State Conflict of Interest Law Training		2/10
Advising is Teaching		3/10
Datatel Training STCC		5/10
Home Care Coding Specialist Certification Obtained		5/10
AHIMA – Compliance in Practice		5/10
AHIMA – The Year of the Audit		5/10
AHIMA – CCS-P Self Review		6/10
AHIMA ICD-10-CM/PCS Train the Trainer		6/10
One-Stop Advising		Summer 2010
Essential of Pharmacology - Fisher College		Spring 2011
AHIMA – ICD10 Trainer Recertification		6/11
AHIMA – CCS-P Self Review		12/11
AHIMA – New ICD-9-CM Diagnosis Codes		12/11
AHIMA – Teaching the Future		12/11
AHIMA – Re-engineering the Coding Workflow		12/11
Anatomy & Physiology	AHIMA	12/11
Paraphysiology & Pharmacology	AHIMA	12/11
AHIMA – Assembly on Education – Faculty Development Institute		7/13
Quality Matters – Applying the QM Rubric		11/13
CSO HIMSS – Today's World of Collaboration and Innovation in Healthcare IT		10/13
AHIMA – Data Analysis with Excel		10/13

Dr. Neil Mathur, Ph.D., M.Ed.

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Blaine, WA 98230
617.240.3646 or neil.mathur@park.edu

QUALIFICATIONS SUMMARY

Online instructor with nine years of online teaching experience (taught over 90 online courses including first-year, undergraduate, masters, doctoral levels in business, healthcare, and education). Experienced lecturer and former Dean of business, healthcare, and education schools Course evaluations show a 94% approval rating from students. Have expert knowledge of Angel, WebCT, FirstClass, Blackboard, Embanet, Moodie, eCollege, and Outlook Express. Fifteen total years of administrative and teaching experience in higher education including Harvard University. Possess 2 graduate degrees specializing in business administration, healthcare administration, educational administration and psychology. Earned a graduate school scholarship for outstanding academic accomplishments. Developed multiple business and healthcare online courses. Named to the Dean's list for outstanding teaching multiple times.

ONLINE TEACHING & COURSE DEVELOPMENT EXPERIENCE

Business: Business Communication, Public Relations, Statistics, Foundations, Leadership & Management, Ethics, Marketing, Economics, Finance, Strategy, Organizational Behavior, Entrepreneurship, Team Dynamics, Operations, Project Management, Global Management, International Marketing, E-Commerce, Human Resources, Mergers & Acquisitions, Total Quality Management, Public Administration, HR Training, HR Development, HR Selection, Organizational Diagnosis, Organizational Development, Organizational Design, Corporate Culture & Organizational Climate, Organizational Change, Negotiation/Mediation, Supply Chain, MIS, Accounting, Law, Leadership, Decision-Making, Quantitative Principles, Project Management, Management of Professionals , Sustainability in Finance & Economics

Healthcare: Introductory, Billing & Coding, Program Management, Financial Management in Health Services, Billing, Research, Economics, Total Quality Management, Government Policy, Project Management, Health Education, Diversity, Gerontology, Information Technology in Health Services, HR & Volunteer Management, Environmental, Context & Models of Health, Fundraising, Ethics, Political Process, Community Health, Legal Issues, Organization & Admin of Healthcare Programs, Wellness, Stress Management, Informatics, Seminar, Capstone, End of Life Care, Communication

Psychology: Clinical Psychology, Social, Addictions, Health Psychology, Organizational, Sport, Counseling, Strategic Counseling, Cross-Cultural Counseling, Communication in Human Services, Group Facilitation, Case Management, Psychometrics, Models of Helping, Field Management, Motivation, Ethics, Theories of Personality, Human Development, Psychology of Aging

Humanities: Math, Algebra, Critical Thinking, Cultural Diversity, Introductory Sociology, Ethics, World Culture and Atts, Introduction to Philosophy, Creativity in Decision-Making

Education: Distance Education, Curriculum & Instruction, Online Training/Teaching, Educational Administration, Portfolio Development, Lifelong Learning, Leadership, Educational Technology

EMPLOYMENT HISTORY

Online Instructor, Park University, Capella University, Axia College — 2003-present
Teach courses in healthcare, education, business, and humanities, mentor learners.

Online Instructor, Walden University, Nipissing University — 2008-present
Teach and develop business courses online, mentor learners.

Online Instructor, New England College, Upper Iowa University, Ashford University 2007-present
Northeastern University
Teach and customize online courses in business, arts, and education.

Online Instructor/Course Developer, Midway College & Marylhurst University 2009-present
Teach courses and developed entire online masters in healthcare administration and business courses.

Guest Lecturer 1998-2004
Taught at many other Boston area schools, including Endicott, Mount Ida Colleges, Harvard University, MIT

Vice President, Self-Improvement Health Center 1992-present
Expanded an award-winning health center specializing in !tealthcare, community health programs, language training, health education, assessments, teaming support, counseling, career services, and networking.

- ./ Supervise all stakeholder relationships, human resources, strategic planning, marketing, operations, and financial planning; cut expenditures by 13% without compromising quality
- ./ Manage overall clinical service delivery; utilization management; clinical quality; compliance with regulatory, accreditation, corporate and customer requirements; staff productivity, retention and development
- ./ Supervise counseling, networking, and academic support for intemational practitioners
- ./ Created mentoring programs for interns and new graduates
- ./ Helped facilitate research by psychologists and community health workers; co-authored research grant proposals
- ./ Assisted new immigrants in health education and services available to them
- ./ Collaborated on developing and managing care to established targets. Used data to develop targeted interventions in response to quality and care management issues.
- ./ Responsible for adhering to quality of care and best practice guidelines, ethical standards and protocols, corporate standards and clinical outcomes
- ./ Kept healthcare affordable through innovation, technology and continuous quality improvement
- ./ Collaborated effectively with shared services, such as clinical network services and quality improvement to achieve clinical and utilization management goals
- ./ Ensured clinical and operations compliance with regulatory, accreditation, corporate and customer requirements
- ./ Managed budget preparation, variance analysis, strategic planning and forecasting
- ./ Provided strategic and organizational leadership to a staff of 15-20 counselors, educational administrators and internship supervisors; acted as a mentor. Created staff development workshops.
- ./ Created and implemented various business projects, including networking, community relations and career fairs resulting in greater community presence and profit
- ./ Conduct community education program reviews and enhancements with internal and external stakeholders. Taught workshops on online usage for data gathering.

Dean, Adler School of Professional Psychology 2007-2008
One year temporal)'· Adler offers a Masters in Counseling involving community psychology and healthcare. Students must complete community health and clinical practicum at local healthcare sites for licensure.

- ./ Manage stakeholder relationships, including inter-departmental, other schools, healthcare agencies, government, and research organizations
- ./ Devised successful marketing and recruitment plans for international practitioners
- ./ Implemented thesis requirement to involve local industry to promote student hiring
- ./ Localized curriculum; promoted international exchanges with faculty, students, and staff
- ./ Implemented the Institute for Social Change in Vancouver aimed at enhancing public policy to serve neglected populations
- ./ Developed and maintain a database of faculty members' research activities to promote collaboration with fellow practitioners and industry

- ./ Expanded practicum sites by effectively networking with over 80 health sciences sites. Co-designed treatment initiatives for substance abuse counseling, domestic violence prevention, and academic support
- ./ Implemented required changes from the accrediting agencies to gain program approval; manage program review and enhancement effmts
- ./ Created a faculty senate and facilitated student committee growth
- ./ Hired and trained new faculty on academic standards
- ./ Trained staff, faculty, and students on Scholar 360, a new technological program to improve communication, networking and learning
- ./ Grew the program through community networking and enrollment strategies, breaking budget goals
- ./ Increased quality by training instructors and providing enhanced materials and communication methods
- ./ Modified program to include applied research component to Masters program
- ./ Acquired funding from multiple sources
- ./ Recruited and trained new faculty members
- ./ Managed all budgets and organizational enhancements through strategic planning
- ./ Implemented staff development programs
- ./ Created committees to improve overall communication

Dean, New York Institute of Technology 2006-2007

One year tempormy position. NYIT is ranked in the top 10% of MBA programs in America by US News in World Report, 2006. NYIT has classroom, distance education, and online leaming. NYIT also has 3 campuses in the Middle East (4000 students).

- ./ Effective human resources, strategic planning, marketing, enrolment, and financial planning resulted in record enrolment, fewer student complaints, increased academic quality, and profitability
- ./ Developed social and study groups for international students
- ./ Provided leadership to all strategic recruitment
- ./ Managed all communication to students, partners, agents, and local networks
- ./ Recruited over 500 qualified students to apply in India during one recruiting trip
- ./ Ensured union and immigration compliance with visiting lecturers with North American lecturers abroad
- ./ Retention efforts included implementing IT system of file sharing, conununication, access to local/online libraries, requiring theses to involve local industry
- ./ Taught workshops on publishing papers and research for faculty
- ./ Created student/faculty/staff exchange programs with campuses in NY and the Middle East
- ./ Negotiated contracts with local institutions to increase enrollment
- ./ Reduced risk by implementing more stringent admissions processes for international students
- ./ Revised curriculum to include international content
- ./ Managed language enhancement training and bridge programs to the MBA
- ./ Created student mentoring, info sessions for new students, pre-arrival guide, and an international student guide
- ./ Hired advisors specifically for international students and managed them
- ./ Helped facilitate development programs and supervised student theses in policy enhancement
- ./ Chaired a student committee to promote international education at the campus.
- ./ Authored tips for developing a faculty-lead study abroad course
- ./ Wrote and reviewed publications; put them on the web to reduce mailing costs
- ./ Implemented block scheduling, intensives, reduced class sizes, and an early alert system to improve student recruiting and retention
- ./ Facilitated an education symposium; sent check-up letters to all students
- ./ Provided specialized retention programs for women, such as an online mentoring program that linked women technology students with women in professional technical fields
- ./ Increased faculty involvement in student professional organizations, provided more opportunities for faculty and students to work together on specific projects
- ./ Made advising part of faculty evaluation
- ./ Managed homestay programs
- ./ Delivered offshore courses to the Middle East; managed international alumni chapters

- ./ Reduced student complaints by 43% through proactive quality assurance measures
- ./ Supervised MBA research on international management
- ./ Recruited and trained all faculty on Blackboard, publisher resources, and the academic library usage
- ./ Developed and Chair a student appeals committee; created external quality enhancement committees
- ./ Conducted program reviews for quality enhancement
- ./ Taught global communication skills to MBA students
- ./ Changed program to include applied research as a requirement for the MBA
- ./ Co-authored a research grant proposal for the American Academy of Financial Management
- ./ Implemented 6 yearly faculty development workshops including curriculum enhancement; mentor all faculty members, teaching them how to use technological programs, platforms, and online teaching
- ./ Promoted research with faculty to meet accreditation standards including research funding
- ./ Created a successful training for employees to properly process admissions files and to provide effective student service
- ./ Published a faculty newsletter and created secure web pages for faculty to improve communication
- ./ Created a partnership with local universities to share library resources
- ./ Planned and executed a successful commencement ceremony
- ./ Managed all budgets successfully

Director of Academic Affairs/Faculty, University of Phoenix 2003-2006

UOP offers undergraduate and graduate programs in business, healthcare, and education, witlz action research through online, distance education, and classroom learning.

- ./ Provided overall stakeholder management, direction, leadership, and supervision for all academic affairs, budgets, programs, and human resources; including managing over 110 faculty in 7 locations with 3 support staff in a diverse academic environment spanning 2 countries
- ./ Negotiated articulation agreements with local schools; negotiated and managed all faculty contracts
- ./ Guest lectured in China in exchange for advertising for international students
- ./ Created mentoring workshops and action research publishing to recruit and retain students
- ./ Helped manage risk with overseas contracts; ensured employee legal requirements overseas
- ./ Created language enhancement workshops and a bridge program for international students
- ./ Authored a pre-arrival guide and student guide; hired student advisors
- ./ Supervised theses for Masters students in healthcare, education, and business
- ./ Created an international student committee comprised of faculty, staff, and students to promote internationalization at campus
- ./ Secured Citibank financial aid for students
- ./ Implemented an academic requirement of creating theses aimed at the workplace to promote education and student hiring
- ./ Reduced class sizes and implemented an early alert system for students
- ./ Sent suppmtive letters to students after their first, fourth, and tenth class, resulting in improved communication and preventative counseling
- ./ Required advisement at certain important pivotal points in each student's education
- ./ Supervised faculty to internationalize and localize courses and programs
- ./ Managed "Action Research Projects" from M.Ed. students (approximately 70-120 pages each) designed to improve academic administration and student experience from grade school to university
- ./ These projects included education programs, early childhood education, economic policy development, community education, social work, community health programs, and school health education
- ./ Personally secured over 2% of gross revenues for scholarly research and development. Managed research budget promoting student and faculty research
- ./ Gained accreditation in BC (including use of the word "university," passed an organizational review, and had 3 programs and local administration successfully reviewed by Deans
- ./ Monitored 40% of classrooms personally (through online newsgroups) to ensure academic quality is maintained and faculty are continually provided opportunities for enhancement
- ./ Reduced faculty expenditures from 22% to 17% of total revenue; successfully managed a 7-figure budget

- ./ Successfully facilitated program growth and development including all quality enhancement projects; increased M.Ed. program enrollment
- ./ Created external academic committees to periodically provide academic quality initiatives
- ./ Co-authored research grant proposals
- ./ Reduced student-faculty complaints by 60% through proactive quality assurance measurements. Sent personalized emails to every student who asks for an end of course response. Enrolled over 30 students personally
- ./ Recruited, assessed, developed, mentored, and monitored all faculty members including teaching continuous faculty training programs lasting 6 weeks; increased faculty pool from 50 to 110 faculty
- ./ Members; increased online instructors from 9 to 97 in 2 years despite not having any recruitment funds
- ./ Increased faculty approval rating from 52% in June 2004 to 98% in 2006. Successfully created recruiting relationships with local schools to balance traditional and practitioner faculty
- ./ Created collaborations with other local institutions to share faculty, resources and research collaborations. Managed conferences and workshops.
- ./ Trained faculty and staff members in understanding and responding to issues of student conduct.
- ./ Monitored and managed student complaints, adhering to all policies and procedures and ensuring fairness and equality; co-chaired a student appeals committee
- ./ Kept current of developments in campus, local, national legislation, technology, programs, etc. to provide superior instructional delivery. Attended political functions designed to increase our presence in the community and to ensure political support
- ./ Helped create a licensure agreement with Turnitin- a sophisticated anti-plagiarism software program resulting in a substantial drop in student plagiarism cases
- ./ Conducted performance evaluations for departmental staff including providing 40 hours of professional development, training and mentorship to each staff member
- ./ Created monthly faculty development workshops designed to enhance teaching and research skills for faculty; Implemented a sophisticated faculty tracking system that improved communication, and ensured academic standards were met, including timely processing of syllabi, grades, and substantial feedback
- ./ Designed regular workshops for teachers as a community service project and as a marketing initiative resulting in significant student enrollment
- ./ Managed orientation programs for new students, and new transfer students ensuring budgetary considerations were respected
- ./ Collaborated and served as chairperson for weekly meetings to enhance the entire educational experience for faculty and students
- ./ Prepared and provided timely submission of reports required by supervisors and governing bodies

Coordinator, Center for Learning & Assessment, Cambridge College 1997-2003

Cambridge College is an accredited school in Cambridge, MA offering Masters in Health Sciences, Education, School Nursing, Management, & Clinical Psychology; Bachelors Programs inclrtde Healthcare & Human Services, Education, Management, & Medical Interpreter Training. I reported directly to tlze Associate Dean.

- ./ Participated in recruiting, academic prep program creation & facilitation for students; created writing courses and workshops on note taking, study tips
- ./ Organized recruiting fairs in Caribbean, Taiwan, Ghana, France, Japan
- ./ Developed transfer credit initiative for students; became the first school in New England to offer online CLEP
- ./ Initiated strategic retention efforts including: mentoring, workshops, individual learning plans, counseling, community networking, presentations, and information sessions
- ./ Escorted a group of US students in Paris for an anthropology course; conducted language preparation workshops
- ./ Promoted student/staff exchange programs with local and international schools
- ./ Negotiated contracts to create 2 + 2 programs with 2-year colleges to increase enrollment; served on negotiation committee for the college, managed all faculty and internship contracts

- ./ Helped create co-op programs for local and international students, managing all contracts
- ./ Implemented language training workshops and bridge program courses for international students
- ./ Co-facilitated a student colloquium the future of healthcare
- ./ Assisted in creating a pre-arrival guide and an international student guide
- ./ Hired advisors specifically for international students and supervised them
- ./ Helped facilitate the NITE (National Institute for Teaching Excellence) program involving distance learning
- ./ Created PPIL (Principles and Processes of International Learning) workshops for students
- ./ Along with graduate students and faculty, helped in public policy enhancement initiatives in the US, Japan, and Ghana
- ./ Assisted in uploading curriculum and educational materials online to share materials with the world
- ./ Created an international student symposium where students conducted presentations on cultural considerations in their fields of study
- ./ Created international student organizations, and a conversation partners program where students networked
- ./ Developed a website devoted to student learning and book exchanges. Created university visits for local high school students
- ./ Reduced class sizes for more personal instruction
- ./ Created an early alert system where faculty carefully monitored new student progress, clearly informing departments of at-risk students
- ./ Organized residence halls to cluster students by major, resulting in more student support and fewer dropouts
- ./ Trained academic advisors to identify those students who do not fit well within their major but could be successful in another program
- ./ Conducted workshops to encourage Faculty to internationalize courses and programs
- ./ Assisted in the creation of homestay programs
- ./ Developed and maintained a database of faculty members' research activities
- ./ Managed all student affairs, including dispute resolution, event planning, and academic advising
- ./ Performed research for program creation and development. Helped gained NEASC accreditation
- ./ Served on a distance education committee; helped create distance education programs for students in Puerto Rico, Georgia, and California through the NITE program (National Institute for Teaching Excellence)
- ./ Managed a team of writing, math, and computer tutors; managed a team of lab assistants including all HR functions in a unionized environment. Served on union negotiating committee.
- ./ Initiated contracts with various other schools to increase testing revenue and enrollment
- ./ Collaborated with other colleges and universities to share resources and to conduct research
- ./ Served on a number of committees, including new program, academic quality, research, and networking
- ./ Co-authored grant proposals and gained funding from HRSA (Health Resources and Services Administration) and AHRQ (Agency for Healthcare Research Quality) for international health and human services research
- ./ Provided career services, language testing, networking, and event planning
- ./ Managed student research, testing, teaching, and learning support
- ./ Negotiated degree transfer agreements with other institutions including high school recruitment.
- ./ After taking a Doctoral course in nutrition, volunteer-taught high school students on nutrition along with School Nursing students
- ./ Created mentorship programs for new faculty and faculty development workshops for existing faculty
- ./ Managed research and departmental budgets, successfully reducing expenses and increasing revenue
- ./ Trained lab assistants, faculty and staff on academic research technology and sites. Ensured that 10 hours per year of professional development were met by creating workshops
- ./ Lectured to new students on how to acclimate to the college environment; taught first course to returning adult students

Harvard Univel·sity Medical School/Department of Psychiatry at Massachusetts General Hospital 1997-2000
Harvard University School of Education & 1998-2002
Harvard University School of Public Health/Dana Farber Cancer Institute 2003 v'As an intern at Mass General Hospital, collaborated with these schools to create medical, academic, technological, and personal support programs, including: addictions, depression, academic enhancement, smoking cessation, nutrition, fitness programs, and spiritual counseling. Targeted international college and university students and assisted in research studies. Conducted research on reasons for substance abuse and school dropouts; created programs to address these issues.

- v' Created mentoring programs for students and info sessions for new student interns from abroad
- v' Developed study groups, mentoring programs, social groups, message boards, community health, and mentoring programs for healthcare students
- v' Provided workshops to 3 Harvard schools on IT usage in healthcare and education; trained interns on research technology
- v' Created workshops on cultural considerations in healthcare, language training
- ./ Initiated an international food bazaar to promote healthy eating
- v' Served on committees for student/staff exchange in healthcare learning
- ./ Authored a pre-arrival guide and international student guide for new interns
- v' Participated in community health and public policy enhancement in the US and in foreign countries
- ./ Updated and reviewed a database of hospital research activities, promoting information sharing with other researchers in the US and abroad
- v' Created workshops for healthcare students on patient education, cultural considerations, academic research technology, and working with difficult patients
- ./ Worked with University of Massachusetts program on Native American Studies to present cultural consideration workshops in healthcare
- ./ Participated in research studies examining academic enhancement through counseling, technology usage, and behavior modification. Periodically reviewed community health programs.
- ./ Co-authored research proposals, gaining funding from national research bodies, including ASAM (American Society of Addiction Medicine)
- ./ Gained funding from Associated Grant Makers of Massachusetts for healthcare research (American Lung Association)
- ./ Implemented a staff development workshop for Addiction Services on teamwork
- ./ Provided integrated counseling and patient care to numerous clients in conjunction with a team of medical professionals
- ./ Performed patient intakes, interviews, assessments, emergency procedures, and diagnoses
- ./ Created collaborations with local universities for integrating scholastic and health education
- v' Member of several committees to promote community education

PUBLICATIONS, SCHOLARLY WORK & PROFESSIONAL ORGANIZATIONS

Recent Publications:

Improving Employee Dedication and Socially Oriented Behavior, International Journal of Contemporary Hospitality Management, Oct 2007, v 19, no 4

Understanding and Mitigating Direct Investment Risk in the Indian Real Estate Market. Business and Economics Journal, Volume 2010: BEJ-2.

The Relation of Empowerment and Transformational Leadership with Employee Intentions to Quit. International Journal of Management, August 2011, vol. 28, no. 2

The Relationship Between Working Capital Management And Profitability: Evidence From The United States. Business and Economics Journal, Volume 2010: BEJ-10

Factors that Affect Canadian Propensity to Grow and Expand Small Business. Business & Economics Journal: Volume 2010: BEJ-17.

The Effects of Job Satisfaction and Work Experience on Employee-Desire for Empowerment: A Comparative Study in Canada and India. International Journal of Management.

The Effects of Empowerment and Job Satisfaction on Employee Intentions to Quit: A Study among Canadian Hotel and Restaurant employees. Res Manageria. Aug 2011.

The Relations of Transformational Leadership and Empowerment with Student Perceived Academic Performance: A Study among Indian Commerce Students. Business & Economics Journal: Volume 2011: BEJ-34.

Factors that Influence Corporate Liquidity Holdings in Canada. Journal of Applied Finance & Banking, vol.l, no.2, 2011

Gender differences and factors that improve student educational satisfaction: A Study among Indian commerce students. Res Managerία. August, 2011.

Factors that Influence Financial Leverage of Canadian Firms. Journal of Applied Finance and Banking, voll, no.2, 2011.

Factors that Affect Potential Growth of Canadian Firms. Journal of Applied Finance & Banking, vol.l, no.4, 2011

Recent Conference Presentations

Degree Completion for Working Adults. American Association of Adult & Continuing Education, Clearwater Beach, FL, Oct 2010.

Socratic Learning & Technology-based Assessment. National Institute on the Assessment of Adult Learning. Atlantic City, NJ, June 2011

Longitudinal research near-completion:

"The Relationship between Leadership Practices and Departmental Effectiveness in Healthcare"
"Staff Perspectives on Safety and a Culture of Safety in Organizations"
"Leadership Characteristics among Healthcare Leaders in Organizations"
"Characteristics of a Fall Prevention Program Focusing on Inpatients with Multiple Fall Occurrences, Injuries and Interventions to Improve Patient Outcome at a Multi-Site VA Network"
"Layoff-Survivors: Implications of Organizational Downsizing for Non-Exempt Employees"

Scholarly Work: Supervised over 20 Masters students in Education to create "Action Research Projects" aimed to improve BC education. Supervised over 20 students in MBA research and cun·ently supervise 12 Doctoral students on healthcare, international management, and educational research. Acquired over $120,000 in research and professional development funds

Professional Organizations: Phi Delta Kappa, the Pacific Club, Young Active Professionals

ACADEMIC CREDENTIALS

Ph.D. Union Institute & University, Business Administration (and coursework in healthcare administration)
M.Ed., Cambridge College, Mental Health Counseling Psychology
B.A., Carleton University, Psychology and Administration
CITI Course on the Protection of Human Research Subjects; Multiple Trainings in Online Teaching

Dr. Navid Momeny
2807 Starmount lane
Tallahassee, FL 32303
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navidmomenv@yahoo.corn

Objective

To obtain a Faculty position teaching Anatomy & Physiology or Microbiology or comparable Science/or Medicine course. This will enable me to use my strong medical background, organizational, analytical, medical research skills, educational and teaching background and work experience, as well as the opportunity to work in a diverse group

Experience

Adjunct Instructor of Biology(anatomy& physiology)
Tallahassee community College *Tallahassee, FL* Nov '10- Present
- Teaching anatomy and physiology web assisted course(Lab and Lecture)

Education

Doctor of Medicine (General Medicine)
Guilan University of Medical Sctences *Rasht Iran* Jul '00

training and other experiences

·General Practitioner, MD; Sahar Clinic, Iran. 01/01/2009 to 06/10/2009

·Clinical Observership, Clinic of Razi, California. 08-2008 to 11-2008

·Family Physician, MD; Rasht Health & Treatment Center, Iran. 09/01/2005 to 05/06/2008

·General Practitioner, MD; Personal Practice, Shokoofeh, Lahijan, Iran 05/01/2002 to 08/30/2005

·General Practitioner, MD; Khalkal Health Treatment Center, Khalkhal, Iran 12/01/2000 to 02/01/2002

·Observership, Cell and Molecular biology Research Center, Guilan University of Medical Sciences, Rasht, Summer 2003

References

Laura O'Riorden, Assistant professor of Microbiology
Tallahassee Community College
850-201-9866
oriordel@tcc.fl.edu

Cinda Jarosz, Math and Sciences Dean's Office Manager
J.allahassee Community College
850-201-6114
Jaroszl@tcc.fl.edu

Santiago Molina, Assistant Professor
Tallahasse Community College
850-201-8102
Molinas@tcc.fl.edu

Erica V. Moore MBA, RHIA, CCS, CPC
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SUMMARY

Highly motivated, energetic, and versatile 1996 graduate of the Medical College of Georgia, with a degree in Health Information Management and a Master of Business Administration. I have over 15 years of experience in inpatient and outpatient reimbursement, which includes coding, revenue cycle management, Medicare/Medicaid and other third-party billing rules and regulations. In addition, I have extensive leadership experience, which includes supervising a medical record department for a rural hospital, managing a coding section for an acute care facility, and an online instructor of Health Information Technology courses. I am also an AHIMA approved ICD-10 trainer.

TECHNICAL SKILLS

Quadra Med and 3M Encoders. Soft Med Chart Locator. Cerner, Epic, and Per-Se' clinical systems. Siemens Financial, Siemens Document Imaging and AS400 systems. Microsoft Office Suite including Access Databases.

EXPERIENCE

Independent Contractor — 03-1 1 to PR
Optimum Healthcare Consulting, LLC

- Design ICD-I 0 training plans
- Conduct ICD-9-CM and ICD 10 coding audits
- Develop ICD-10 training materials
- Instruct courses in ICD-9-CM coding, CPT coding, and Health Information Processes

Adjunct Online Instructor — 02-07 to PR
DeVry University, Naperville, Illinois

- Instruct courses in ICD-9-CM coding, CPT coding, and Health Information Processes
- Design grading rubrics for assignments
- Prep course shells by making sure all information is current and accurate
- Counsel students on course issues
- Utilize Soft-Med and 3M

Credentialed Coding Specialist (PRN) — 01/1 0-04111
Interim HIS Director — I0110-02111
Emory Eastside Medical Center, Snellville, Georgia

- Code inpatient services charts by the use of ICD-9-CM and CPT classification systems
- Abstract administrative health record documentation
- Managed staff of 20
- Implemented EHR system (Horizon Patient Folder)

Coding Quality Educator/Coordinator — 07-09-0 lll 0
PRN Coder — 01/10-1 OliO
Grady Health System, Atlanta, Georgia

- Performed coding audits on inpatient and outpatient medical records
- Educated coders on billing and coding guidelines
- Trained coders on coding and billing systems
- Reviewed accounts for correct charges as compared to medical record documentation

PRN Contract Coder 01-03 to 01/10
MAS CONSULTING, Charlotte, North Carolina

- Coded in and outpatient services charts by the use of ICD-9-CM and CPT classification systems
- Abstracted administrative health record documentation

Senior Product Specialist 10-07 to 06/09
MEDASSETS, Alpharetta, Georgia

- Audited clients itemize claims data for missing charges, overcharges, and coding compliance issues
- Trained product users
- Presented software demos to clients
- Researched and interpret coding and billing guidelines for clients
- Assisted clients in creating custom billing rules
- Established workflow for the product implementation
- Validated hospital's charge master structure
- Managed over 20 hospital accounts by organizing monthly calls to monitor product usage

Lead Coder (Home-Based)
MEDQUIST, Marlton, New Jersey 09-02 to 10-07

- Coded emergency services charts by the use of ICD-9-CM and CPT classification systems. Abstracted administrative health record documentation. Researched topics for coding education. Utilized Cerner system.

Senior Coding Quality Analyst 07-04 to 01-06
KAISER PERMANENTE, Atlanta, Georgia

- Performed chart reviews on outpatient services documentation. Coded charts by the use of ICD-9-CM and CPT classification systems. Trained new coders. Utilized EPIC system.

Director of Health Information Management Services 11-02 to 12-03
CAROLINAS SPECIALITY HOSPITAL, Charlotte, North Carolina

- Coded all inpatient charts by the use of ICD-9-CM. Monitored transcription services. Analyzed all medical records for deficiencies. Assisted business office in resolution of billing issues. Served as business office manager back-up. Implemented HIPAA compliance program. Developed department policies and procedures. Utilized AS400 and 3M.

Coding Supervisor 06-01 to 11-02
NASH HEALTHCARE SYSTEMS, Rocky Mount, North Carolina

- Assumed responsibility for quality and timeliness of coding inpatient and outpatient records by the use of ICD-9-CM and CPT classification systems. Served as a resource person for patient accounting, business office, and registration areas. Served as a resource person to physicians, physician office personnel and others. Served as chairperson of Ambulatory Payment Classification (APC) committee. Assisted in the implementation of Eclipsys Access Manager and Patient Financial Manager. Utilized Per-Se' Clinical System, Siemens Financials, Siemens Document Imaging and Win Coder.

Other Previous Experience Includes:

- Director of HIM Services, Jefferson Hospital: June 1999 to December 2000
- Healthcare Consultant, LARSON, ALLEN, CHERRY, BEKAERT: April 1998to June 1999
- Inpatient Documentation Reviewer, PHYSICIANS PRACTICE GROUP: February 1997 to April 1998

PROFESSIONAL PROJECTS

- Lead Data mining coder for Kaiser Permanente. HEDIS data abstractor for Managed Care Outsource.

CERTIFICATIONS

- Registered Health Information Administrator (RHIA)
  Offered by the American Health Information Management Association
- Certified Coding Specialist (CCS)
  Offered by the American Health Information Management Association
- Certified Professional Coder (CPC)
  Offered by the American Academy of Professional Coders

EDUCATION

- Bachelor of Science in Health Information Management, Medical College of Georgia, Augusta, Georgia

- Master of Business Administration. Augusta State University. Augusta. Georgia

DR. ALAISEN REED
1248 West 125 Street
Los Angeles, CA 90044-1006
(323) 889-9498
areed@usc.edu

CAREER SUMMARY

A dynamic Health Care Administration research academician with college teaching and leadership experience qualitatively examines the effects of managed care relative to cost, quality, and access within the American Health Delivery System. Actively participates in industry and higher education forums with specificity in marketing a global health care agenda via scholarly presentations, student-focus committees, and academic memberships. Successfully consults and manages multiple entrepreneurial efforts.

EDUCATION

Doctor of Education Degree
University of Southern California
Los Angeles, California
Dissertation Title: *Critical Reflection among Marriage and Family Therapy Students, An Examination of Cognitive Complexity and Content*
(Dr. Rodney K. Goodyear, Dissertation Chair)

Master of Health Administration Degree
University of La Verne
La Verne, California

Master of Business Administration Degree
University of La Verne
La Verne, California

Bachelor of Science Degree, Health Care Management
University of La Verne
La Verne, California

Adult Designated Subjects Teaching Credential (Issued by the State of California) authorizing instruction in: Elementary & Secondary Basic Skills, General Science, and Physical Science

TEACHING EXPERIENCE

Professor of Marketing
Master of Health Care Administration Degree Program
West Coast University, Present

Subject Matter Expert: Health Care Administration
New England College of Business and Finance, Spring 2011

Professor
Dual Appointment: Health Care Administration and Business Management
Health Care Administration Subject Matter Expert: Global Health
Business Administration and Global Health Curriculum Developer
(Platforms: Moodle and DimDim)
L. A. College International, 2010-Present
Courses taught and developed include:

- Health Information Management
- Seminar in Health Care Administration
- Human Resources Management
- Marketing in Health Care Management
- Critical Thinking: *Bioethics*
- Business Management, Finance, and Accounting
- Law & Ethics in Health Care
- Medical Terminology, Medical Billing & Coding, and Health Insurance Seminar

Professor
Health Care Administration
(Platform: BlackBoard Academic Suite)
ICDC College, 2009-2011
Courses taught include:

- Computer Applications: *Beginning, Intermediate, and Advanced-Levels*
- Medical Billing and Coding (ICD-9)
- Human Anatomy and Physiology
- Accounting

Professor
Community Adult School, 1996-2000
Courses included:

- Health Information Systems
- Medical Billing and Coding (ICD-9)

ADMINISTRATIVE EXPERIENCE

Dean of Curriculum
Community Adult School, 2000-2009
Duties entailed:

- Strategically managing the diverse recruitment and enrollment of adult learners
- Serving as the chief Student Affairs' administrator for the program
- Advising students on career opportunities, goals, and objectives
- Collaborating with faculty to strengthen curriculum and student learning outcomes

- Overseeing the enforcement of judicial sanctions, probations, and student dismissals
- Recruiting alumni, volunteers, and donors

INDUSTRY EXPERIENCE

Business Consultant to Health Care Organizations
Independent Contractor, 2004-Present
Tasks include:

- Developing liaisons with health care administrators from key organizations and agencies
- Effectively communicating Health Insurance Portability and Accountability Act (HIPAA) privacy law.
- Continuously instrumental in providing ICD-9 training (in the advent of ICD-10) to medical coding teams.
- Providing leadership, mediation, and coaching to improve medical staff relations
- Employing strategies to improve health care access, quality, and patient satisfaction
- Assessing The Joint Commission (TJC) compliancy requirements as a condition of Medicaid and Medicare reimbursement
- Collecting health related data for statistical reports and oral presentations for Health Information Managers (HIM) in compliance with the HIPPA Privacy Rule.
- Implementing methods that support talent acquisition, clinical staffing, performance metrics, training and development, compensation, and organizational development within a health care environment

Health Care Administrator: Human Resources Management/Labor Relations
Cohen Residential Care Facilities, 1981-1996

- Organized and directed a comprehensive Human Resources management team
- Implemented timely and sound budgetary solutions
- Negotiated settlement agreements
- Served as an effective resource for employee related issues and concerns
- Interpreted local, state, and Federal laws regulating business practices
- Researched and designed software to improve employee training modules

ADDENDUM

School Leadership Licensure Assessment (SLLA)
School leadership competency conferred by Educational Testing Service (ETS)

Western Accreditation of Schools and Colleges (WASC), Burlingame, CA
WASC trained team member

English Instructor on *Homework Hotline*
Instructional Segments Aired on KLCS-TV (Channel 58)

References:

1. Rodney K. Goodyear, Ph.D., Professor of Education Psychology at University of Redlands, 1200 East Colt, Redlands, CA 92373. Telephone #: (909) 748-8800. E-mail address: goodyea@usc.edu
2. Raul J. Cardoza, Ph.D., Dean of Enrollment and Management at Los Angeles Trade-Technical College, 400 West Washington Boulevard, Los Angeles, CA 90015. Telephone #: (213) 763-5301. E-mail address: cardozrj@lattc.edu
3. Anthony Huh, On-Line Campus Director at ICDC College, 5595 Sepulveda Boulevard, Culver City, CA 90230. Telephone #: (424) 646-4400. E-mail address: anthony.huh@icdccollege.edu
4. Cristina Rodriguez, Ed.D., Academic Counselor at Los Angeles Pierce College, 6201 Winnetka, Woodland Hills, CA 91371. Telephone #: (818) 710-4338. E-mail address: cristina_ucla@yahoo.com
5. Karen Symms Gallagher, Ph.D., Emery Stoops Dean of the Rossier School of Education at the University of Southern California, Trousdale Parkway, Waite-Phillips Hall, Suite 1100, Los Angeles, CA 90089. Telephone #: (213) 740-5156. E-mail address: soeinfo@usc.edu

6. Dr. Michael Batie - mbatiegm@gmail.com (310) 467-4977

TAVON T. REID

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INFORMATION TECHNOLOGY SPECIALIST

Solutions-oriented IT Specialist with notable success performing a broad range of corporate IT initiatives while participating in planning, analysis and implementation of information technology solutions in direct support of business objectives.

- Track record of increasing responsibility in system design, project analysis/development and full lifecycle project management.
- Demonstrated capacity to implement innovative programs that drive awareness, decrease exposure and strengthen organizations.
- Hands-on experience leading all stages of system development efforts, including: requirements definition, design, architecture, testing and support
- Outstanding leadership abilities; able to coordinate and direct all phases of project-based efforts while managing, motivating and leading project teams.
- Adept at developing effective policies and procedures, project documentation and milestones, and technical/business specifications.

EDUCATION

- **DeVry University;** Master of Science in Information Systems Management
  Graduation date: October 2010
- **DeVry University;** Master of Science in Networks and Communication (Telecommunications) Management
  Graduation date: October 2007
- **DeVry University;** Bachelor of Science in Computer Information Systems.
  Graduation date: June 2003
- **Milford Mill Academy Magnet School:** HS Diploma in Computer Systems & Networks
  Graduation date: May 2000

CORE COMPETENCIES

- Network & Systems Security
- Business Impact Analysis & Marketing
- Regulatory Adherence
- Data Integrity & Recovery
- Disaster Recovery Planning
- Contingency Planning
- Research & Development
- Risk Assessment
- Cost Benefits Analysis

TECHNICAL PROFICIENCIES

- **Platforms:** Windows 2000 XP 2000 Advanced Server, 2003 Advanced Server Enterprise, Server 2008, Vista, Windows 7, Ms-Dos, Mac OS, Unix, Linux, Sun Solaris, IBM AIX, HP UX, IBM P Comm
- **Languages:** Visual Basic, C/C++, Java, COBOL
- **Networking:** Active Directory, Group Policy, Application Vantage, Novell, DNS, TCP/IP, IPX/SPX, SMS/SQL, Ethernet, Token Ring, VPN, DHCP, Access Rights, Routers/Hubs/Access Points/Repeaters/Patch Panels, FTP, Telnet, SMTP, SNMP, HTTP, HTTPS
- **Web Design:** HTML, Java/VB Script, XHTML, ASP, CGI Script, Perl
- **Databases:** SQL, Oracle, Access 2000/2003, Data Warehousing, ERD, DB2
- **Software:** Outlook, Word, Excel, Access, Visio, Project, PowerPoint, SharePoint Lotus Notes, J Builder, Borland C/C++, Micro Focus, Novell 4.11/5.0, Netware, FrontPage, Html Kit, Peach Tree, Endora, FrontPage, Adobe, Norton Firewall and Ghost, McAfee/Norton Virus Protection Utilities, Peoplesoft, IBM Tivoli, HP Open View, CA Unicenter, PL/SQL Developer, Citrix, WebSphere,

WebLogic, Tripwire Manager/Enterprise, Symantec Live State Recovery, Kofax Ascent Capture, Message Plus/Open, Connect Direct, CyberFusion Integration Suite, LAN Safe, PCOMM, Argent, Visio, Etrust, IBM iSeries, IBM Content Manager Kofax VRS, VM Ware

PROFESSIONAL EXPERIENCE

DeVry University – Keller Graduate School of Management **01/12–Present**
Adjunct Faculty – College of Engineering and Information Sciences

- Develop strategies to teach the course content including instructional objectives, assignments, textbooks, weight of grades and delivery methods.
- Develop and provide students with an approved DeVry University syllabus that follows a template established by the local campus. And, successfully delivers each course covering the terminal course objectives indicated in the Curriculum Guide.
- Organize, prepare and regularly revise/update all materials for the courses they are responsible for teaching.
- Model exceptional verbal and written communication.
- Organize and sequence topics in a logical progression and paces the delivery to meet the needs of the course requirements.
- Utilize related technology (such as PowerPoint, remote access to syllabi and grades, classroom projection systems, course related software, website content, online courses or course components with interactive capabilities) to enhance learning.
- Establish positive classroom relationships with students by being actively engaged in the classroom and lab. Provides opportunities for in-class discussions and questions and displays enthusiasm about the students, the subject matter, and the learning process.
- Incorporate higher-level learning (i.e. application, analysis, synthesis and evaluation) by giving students opportunities to develop information literacy and problem-solving skills, and by connecting their current study to lab assignments and previous/future study in the related disciplines.
- Ensure that the content and level of material included on exams has been adequately covered in class.
- Design assignments and tests to conform to the objectives of the Curriculum Guide.

Social Security Administration **Woodlawn, Md.** **10/04-Present**
IT Manager (Network/Systems Analysis)

- Applications Software Development: Serves as an Information Technology Specialist responsible for designing systems architecture for the Social Security Administration's (SSA) Document Management Architecture (DMA). Analyzed systems requirements, translated technical specifications into programming specifications, developing and customizing applications software programs, and testing, debugging and maintaining software.

- Operating Systems: Plans, installs and maintains operating systems environment in support of the Electronic Disability project (eDIB). Analyzes systems requirements in response to business requirements and evaluates risks and costs related to systems development, monitoring and fine-tuning performance of DMA Windows (servers, workstations) systems.

- Policy and Planning: Serves as an authority in standards, policies and procedures relating to Document Management Architecture (DMA). Involved in all correspondence relating to DMA infrastructure, including establishing framework to effectively manage all Applications operating on DMA Windows equipment. In addition to DMA strategic planning, workforce planning, auditing, policy development, and information security management.

- Budget and Procurements: I have experience developing technical specifications and justifications for procurements. While working in conjunction with the other Systems components, I develop and submit technical specifications and justifications for technical refresh projects and new procurements. This process involves identifying the technical specifications required, and then evaluating various hardware and software solutions meeting the criteria. Subsequently, the hardware specification spreadsheets, justifications, and 508 compliance data are then submitted under a unique requisition number in the Social Security Administration's Streamlined Acquisition System (SASSY).

- Information Security: Plans, develops and implements programs and procedures to protect the integrity and confidentiality of DMA systems, and data. Assist in designing systems architecture to ensure implementation of appropriate systems security policies. Conducts risk and vulnerability assessments of planned and installed information systems to identify gaps and vulnerabilities in protection standards.

- Systems Analysis: Provide technical expertise with regard to application of analytical processes to the planning, designing and implementation of new and improved DMA systems to meet customer and user requirements. Develops plans and designs for information systems, consults with customers (via Office of Disability Systems) to identify and specify needs, translates functional requirements into technical components, and develops cost estimates for new or modified systems.

- Disaster Recovery: Performs risk analysts for corporate functional areas to identify points of vulnerability and recommends disaster avoidance and reduction strategies. Provides guidance to and coordinates the efforts of staff members in the development of recovery procedures for key areas of the organization. Analyzes environmental and equipment configurations for critical corporate resources; recommends disaster avoidance measures and improved backup capabilities. Periodically reviews changes in agency resources with the management of those areas to assure the effectiveness of the recovery procedures and backup capabilities. Conducts business impact analyses and assist SSA Office of Telecommunications and Systems Operations units to determine critical business processes, identifies acceptable recovery time periods, and establishes resources required for the successful resumption of SSA National Computer Center business operations in the event of a disaster.

- Network Analysis: Analyze, design, test, and evaluate network systems, such as local area networks (LAN), wide area networks (WAN), Internet, intranet, and other data communications systems. Perform network analysis, and planning. Research and recommend network and data communications hardware and software in accordance with performance tuning for the SSA eDIB systems.

- Project Management: I have experience negotiating and collaborating across component lines. As a Team Leader, I have the opportunity to work very closely with other SSA components for various infrastructure-planning activities. I have negotiated procedures with internal and external components for more efficient procedures for managing fax lines outages, problem ticket resolution support, release schedules, and how to resolve problems

that crossed multiple components. I have also collaborated with outside components and agencies, in an effort to create deployment schedules, integrate user requirements into future system releases, develop presentations for steering committees, and participate in workgroups in effort to provide superior customer support. As the eDib/DMA Production Support Team Leader, I prepare memos, status reports, and executive level briefings for my Division Directors and Senior Executive Staff members. In accordance with Service Level Agreement (SLA) guidelines, the memos and status reports I prepare detail production outages, trouble resolution, root cause analysis, lessons learned, and actions taken to prevent the incident from recurring. I have also prepared memos and reports that propose solutions to ongoing concerns, and presented this information to senior management in executive level meetings.

- Leadership/Mentoring: As a Team Leader I am actively involved with the mentoring of employees and the development of new skills. I proactively hold discussions with new and seasoned personnel in efforts to ascertain their strengths, and areas that require development. As a result, I identify and recommend training course and exercises that would close identified skill gaps. Additionally, my team is geographically dispersed; the technicians are located in both Baltimore, MD and Research Triangle Park, NC. My responsibilities included directing and overseeing work activities for technicians in both locations. I manage a team of 6 Federal and 30 contractual employees. I also establish mentor/mentee relationships by pairing new and seasoned employees. I currently have a mentee who I have help mentor from a GS 9 level to a GS 12.

MANUGISTICS, INC **Rockville, Md.** **1/04-10/04**

Systems Analyst / Project Manager

- Resolve and track client support issues.
- Monitored Network connectivity issues and protocols (DNS, DHCP, TCP/IP)
- FTP files to client sites using VPN and HTTPS.
- Replicate, diagnose, and resolve software and scripting issues (including Perl or SQL scripting).
- Proactively contacts clients to ensure high level of client satisfaction.
- Develop SQL, Perl database commands and operations.
- Served as a Project Lead for various System/Network monitoring projects; scripting, VPN and FTP configurations, application settings, telnet settings, Web Application settings (IP Addresses, User Administration, and DNS).
- Trained senior level officials at customer sites on Network Transport RFQ.
- Utilized Remote Access utilities (SMS & Citrix/ Winframe/ MetaFrame) to help resolve VPN clients.
- Interface daily with Enterprise Systems Management Software suites (CA Unicenter) to schedule client batch jobs, to run on a daily, weekly and monthly basis.
- Configured protocols (TCP/IP, NWLink NetBios, NWLink IPX/ SPX) to ensure network connectivity.
- Manage and configure network connectivity between client sites and hosted solutions
- Develop scripts on UNIX, Sun Solaris, Linux, IBM AIX, HP UX platforms.
- Understand the Application Hosting Service Level Agreements and help to ensure these key indicators are consistently met.
- Assist as needed on projects directly related to the improvement of the Application Hosting team and in providing additional and improved services to clients.
- Document and assist with development and implementation of process design
- Lead development and implementation projects

- Responsible for providing software support, and evaluating the interaction of certain applications with existing systems
- Work closely with the Global Consulting Group to develop post implementation support.

NORTHROP GRUMMAN **Baltimore, Md.** **10/03-1/04**

Project Administrator / Network Support Specialist (Contractual)

- Convert Windows NT/9.x environment over to Windows 2000.
- Responsible for deploying and maintaining computer systems throughout user network.\
- Configured email accounts using MS Exchange, SMTP, IMAP, *.pst files.
- Provide customer service in a rapidly changing environment.
- Installed IBM notebooks and desktops to the LAN/WAN and configured all software to meet user specifications and site standards under an NT and Novell environment
- Configure and administer Windows 2000, Windows NT and Novell NetWare user accounts
- Imaged workstations with the use of Ghost.
- Configured about 500 new users to have access to connect onto the network, and use network resources.
- Installed, configured, and supported COTS and proprietary desktop applications including MS Office Suite 9.x/2000 and Outlook 9.x/2000.
- Utilized Remedy Trouble Ticketing system to document or escalate issues. Used to also track maintenance schedules for computer hardware or software
- Support the Executive staffs' wireless devices, such as Palm Pilot's, Pocket PC's, and Blackberries. Also, administered their Blackberry accounts from the Blackberry server.
- Integrate desktop computer systems into a complex network-computing environment.
- Provided desktop and network connectivity support for approximately 8000 end-users.
- Maintain printer support for all HP printers, such as hardware printer maintenance, or network configuration
- Managed Windows NT and Windows 2000 Active Directory servers and server applications. Performed migration from Windows NT to Windows 2000 domains.
- Maintain and update documentation of corporate wide processes and procedures

TEK SYSTEMS **Baltimore, Md.** **8/03-10/03**

Network/Project Administrator (Contractual)

- Network Administration- Win2K migration. Migrated a 100-computer network from WinNT/9.x over toWin2k. Installed, monitored, upgraded and configured network file server software and hardware, network based software applications, communication servers, and hubs.
    - Installed about 20 PC's per day and loading them with various operating systems (Win95 NT 2000).
    - Responsible for the fabrication of network cables (Cat5).
    - Responsible for troubleshooting network printers and other network media.
    - Communicated with Administrators throughout district to analyze system performance data to insure smooth operation of NT File Print Sharing Servers, networks and systems
- Help Desk Support- Assist Field Technicians with installation of new workstations, printers, scanners and Network equipment. Created Updated Heat Tickets. Served as a liaison between Field Technicians and Level II/III Help Desk. Assist technicians in configuring networks and system backups.
- Project Management- Direct Field Technicians in efforts of Windows XP rollout nationwide. Schedule roll-out appointments at specified locations. Confirm deployment of new hardware with store managers.
- System Restorations- Disassembled and cleaned computer network hardware that was damaged by heavy flooding caused by Natural Disaster. Hardware included motherboards, hard drives, cards,

floppy drives, CD drives, servers, routers/hubs, keyboards, printers, scanners and monitors. Equipment was cleaned using residue-free chemicals and dried in a drier room with temperatures ranging from 110-125 degrees.

DELVE **Columbus, OH.** **7/00-7/03**

Database/Systems Administrator

- Setup client information throughout LAN. Distributed information to appropriate branch managers and executives. Disperse dial client reports consisting of recruiter dials and respondent profiles.
- Interfaced with MS Access 2000 to maintain respondent database consisting of 60,000 consumers in the greater Columbus area.
- Served as a liaison between IT developers and branch executives. Translated technical situations and terminology to company executives.
- Mapped network drives throughout the continental United States, consisting of 15 branches in 11 different states. The purpose of this was file sharing, real time access, and cross branch referencing.
- Install and configure desktop computer system hardware and software.
- Provided day-to-day assistance and support to local facility
- Assess and recommend improvements to multiple locations' processes and use of technology.

Assistant Project Manager (Marketing)

- Project Management, oversaw/managed between 6-15 marketing research projects weekly.
- Developed Project Scope and Project schedules while interacting with clients
- Interacted with clients to draw out baselines of a given project.
- Provided Risk Assessments to determine vulnerabilities and the impact of a given project.
- Conducted status reports to keep track of on going projects and employees task.
- Supervised a team of phone recruiters totaling 10^{+} recruiters per shift.
- Delegated market research studies to phone recruiters to recruit consumers for a variety of studies based on demographics of a specified calling area.
- Monitored recruiter dials using Pro-Com, software used to monitor phone dialing and length of calls.
- Opened and closed facility.
- Briefed recruiters on market research study specifics and quotas.

INTERNSHIPS/CO-OP'S

United Parcel Service **Baltimore, MD.** **Summer 2000**

Network Administrator (Internship)

- Rebuilt workstations - Removed all client information and reinstalled other programs.
- Desktop support - Provided technical support for desktop systems and applications.
- Data Backup- Manage all data backups, tape rotation and onsite tape storage
- Network Administration - Replaced back up tapes on the servers, responsible for converting a user coming from a Token-Ring environment, to log onto an Ethernet environment
- Help Desk Support - Troubleshoot application problems and provide end-user support by assisting internal clients with workstation problems.
- Computer Auditing - Checked workstations for proper software and removed any unnecessary software.

Milford Mill Academy **Baltimore, MD.** **8/96-5/00**

Desktop Support Technician (CO-OP Position)

- Imaged workstations - Built workstations from the ground up. Installed proper hardware, software and peripherals.
- Desktop support - Provided technical support for desktop systems and applications throughout the school. Use remote commands.
- Network Administration - Manage network printers and system processes, Manage file systems, Control the user work environment, Perform user and security administration. Archive files, Control the user work environment
- Help Desk Support - Troubleshoot application problems and provide end-user support by assisting internal personnel with workstation problems. Perform system backups and restores
- Computer Auditing - Checked workstations for proper software and removed any unnecessary software.

REFERENCES

- Available upon request.

RÈSUMÈ

DONALD (NICK) ROUSE, MS, MBA, EdD, RHIA
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Greensboro, North Carolina 27406
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Nrouse2@gmail.com

SYNOPSIS:

Dr. Rouse is the program director of the health information management (HIM) program at Marymount University. He has taught a myriad of health information management courses including, but not limited to: Fundamentals of HIM, Health Data Sys/Standards, ICD-9-CM Coding with ICD-10-CM Coding, Electronic Health Records (EHR), Principles of Disease, CPT/Other Coding Systems and Reimbursement Methodology. He has also taught General Biology, Anatomy and Physiology, Concepts of Health, Medical Microbiology, Pre-algebra, Algebra, Statistics, Microsoft Office, and Environmental Science at the collegiate level. He has substantial experience with adult education, quantitative methods and extensive computer skills.

ACADEMIC TRAINING AND CERTIFICATIONS:

2010 **Registered Health Information Administrator (RHIA)** certification
2009 **Post-Baccalaureate Certification in Health Information Administration** – University of Toledo
2008 **Registered Health Information Technician (RHIT)** certification
2008 **Associate of Health Information Technology** – DeVry University
2005 **Certificate in Medical Coding** – Georgia Northwestern Technical College
2004 **MBA with certificate in Management Information Systems** – Keller Graduate School
2001 **Doctor of Education, Adult Education** – University of Georgia
1993 **Master of Science, Biology** – Georgia College and State University
1990 **Bachelor of Science, Zoology** – Ft. Valley State University

ADDITIONAL TRAINING:

2003 Training on using e-college to teach on-line courses (Certified)
2008 Introduction to Blackboard (Online) Workshop
2008 Building a Basic Course in Blackboard (Online) Workshop
2009 Training session for hiring personnel on "Hiring Procedures"
2009 Healthcare Solutions Implementation Meeting
2009 Training - Introduction to Advising
2009 Communication Tools in Blackboard (Online) Workshop
2010 **AHIMA Academy for ICD-10-CM** - April 24-25, 2010 Scottsdale, Arizona
2010 **AHIMA Academy for ICD-10-CM/PCS** - June 17-19, 2010 Boston, Massachusetts
2011 Training - Elluminate Live! (WebCT)

PROFESSIONAL EXPERIENCE:

2013-Present **Adjunct Instructor** – Charter Oak State College, New Britain, CT 06053

2011-Present **Program Director & Assistant Professor/Health Information Management (HIM)** – Marymount University, Arlington, Virginia

- Duties include:
  - Advise HIM students.
  - Assign, supervise, and evaluate adjunct program faculty.
  - Continue to improve curriculum and instruction:
  - Visit Current PPE sites.
  - Procure new PPE sites.
  - Schedule HIT program instructors.
  - Meet with others to a establish community relations and promote the program.
  - Serve on 'Undergrad Academic Standards Committee'.
- Teach: HIM Courses

2009-2011 **Program Director/Health Information Technology (HIT)** – Durham Technical Community College, Durham, North Carolina

- Duties include:
  - Advised HIT students.
  - Assigned, supervised, and evaluated full-time and adjunct program faculty.
  - Continued to improve curriculum and instruction:
    - Attended CAHIIM Initial Accreditation Workshop: Undergraduate Associate Degree Programs
      - Revamped all course syllabi in accordance with CAHIIM standards.
      - Redesigned all HIT courses in accordance with CAHIIM standards.
      - Submitted application for accreditation.
      - Prepared for and coordinated site visit.
        - ***Program subsequently fully accredited.***
    - Designed and implemented JobsNow Medical Coding Certificate
  - Served on Administrative Council.
  - Served on Academic Calendar Committee.
  - Served on Wellness Committee.
  - Chaired Search Committee for Instructor/Directed Practice Coordinator, Health Information Technology.
  - Visited Current PPE sites.
  - Procured new PPE sites.
  - Scheduled HIT program instructors.
  - Meet with others to a establish community relations and promote the program:
- Taught:
  - HIT courses: HIT 110, HIT 112, HIT 114, HIT 124, HIT 210, HIT 212, HIT 214, HIT 215, HIT 220, HIT 222, HIT 226, HIT 280 http://www.durhamtech.edu/html/prospective/coursedescriptions/hitcd.htm

2008 **Completed Health Information Management Practicum**

- *DeKalb County Board of Health*, Decatur, Georgia

2005-2008 **Head of Biology Dept.** – Georgia Northwestern Technical College, Rock Spring,

Georgia

- Scheduled all biology courses and labs.
- Scheduled and supervised adjunct instructors.
- Scheduled and supervised teaching assistant.
- Supervised anatomy and physiology tutor.
- Ordered materials for all biology labs.
- Supervised set up of all biology labs.
- Taught:
    1. Anatomy and Physiology (for majors)
    2. Medical & Surgical Microbiology
    3. Anatomy and Physiology (for non-majors)

2004-2008 **Adjunct Professor** – Shorter College, Marietta, Georgia

- Taught:
    1. Science in the Modern World
    2. Environmental Science
    3. Core Concepts of Health

1997- Feb. '08 **Professor** – DeVry University, Decatur, Georgia

2002-2008 **Associate Professor** – DeVry University, Decatur, Georgia

- Taught:
    1. Pre-Algebra
    2. College Algebra
    3. Elementary Statistics (with Excel lab)
    4. Environmental Science

Spring - 2003 **Interim Business Chair**, Department of Math and Science, Division of Business, DeVry University, Decatur, Georgia

Winter - 2002 **Interim Math Coordinator**, Department of Math and Science, Division of Business, DeVry University, Decatur, Georgia

1997- 2002 **Assistant Professor** – DeVry University, Decatur, Georgia

- Taught
    1. College Algebra
    2. Finite Mathematics (with Excel lab)
    3. Elementary Statistics (with Excel lab)
    4. Environmental Science
    5. Comp 100 (Microsoft Office)

Fall 2002 **Adjunct Professor** – Athens Technical College, Athens Georgia

- Biology/Biology Labs

1995 – 1997 **Science Teacher** – Griffin High, Griffin, Georgia

- Physical Science
- Biology

1994 – 1997 **Adjunct Instructor** – Clayton College and State University, Morrow, Georgia

- Biology I (accompanying labs)

- Biology II (accompanying labs)

1993 – 1995 **Instructor and Lab Coordinator** – Georgia College and State University, Milledgeville, Georgia

- Taught Biology
- Scheduled all freshman biology labs.
- Scheduled TAs of biology labs.
- Ordered materials for biology labs.
- Set up all biology labs.

MILITARY EXPERIENCE

2000 - 2004 **Reservist** – Air Force Reserve

- Honorably discharged in February 2004, after completing enlistment.

AWARDS:

As an employee:

2003 **Merit Award** – for outstanding service to the university (DeVry University).

As a student:

- **3.9 final GPA** on Certificate in Medical Coding.
- Numerous times on the **Dean's List** while working on Associate of Health Information Technology.
- **Graduated with honors** - Associate of Health Information Technology.

PUBLICATIONS:

Manuscript entitled "Effective Academic Advisory Committee Relationships", has been accepted for publication in *Contemporary Issues in Education Research*

Dissertation: *An Investigation of the Outcomes of Short-term Diversity Training,* 2001

Article: *Employing Kirkpatrick's Evaluation Framework to Determine the Effectiveness of Health Information Management Courses and Programs* Perspectives in Health Information Management (Spring 2011)

PRESENTATIONS:

- Effective Advisory Committee Relationships: Use of Advisory Committees in Higher Education Academic Programs
  - **15th SOBIE Annual Conference – April 16-19, 2013**
- Marymount University Program Overview
  - **2013 Health Information Management/Health Information Technology Regional Conference – May 23, 2013**

AFFILIATIONS AND MEMBERSHIPS:

- **The Healthcare Information and Management Information System Society (HIMSS)**
  - HIMSS Career Services Committee Member – July 1, 2013 – July 1, 2015
  - 2011 Virginia HIMSS Fall Conference – November 2-4, 2011
- **The American Health Information Management Association (AHIMA)**
- Georgia Health Information Management Association
  - 2008 Conference Attendee – 17 CE hours
  - Electronic Health Record Seminar – Nov. 6, 2008 @ Macon State College – 6 CE hours
- North Carolina Health Information Management Association
  - Emerging Technology Platforms: Impact on Healthcare IT – September 11, 2009 @ Triangle Region Meeting – 2 CE hours
- North Carolina Health Information Management Association
  - *Speaker:* HIT Program Update (Durham Tech) – December 4, 2009 @ Triangle Region Meeting
  - ICD-10 CM/PCS: *Structure of & How to use ICD-10* – December 4, 2009 @ Triangle Region Meeting – 2 CE hours
- North Carolina Health Information Management Association
  - Insights on Managing EMR Workflow and Access – 5 Years Post Go-Live – February 26, 2010
- North Carolina Health Information Management Association - April 28 - April 30, 2011
  - 2010 Conference Attendee –7 CE hours
- NCHIMA Midyear Workshop 2010 – October 29, 2010
- NCHIMA Triangle Region Meeting – Fri, Sept. 10, 2010
  - We're All in it Together, Who are We: Understanding the interworking of all participants and their input into a patient's health care record – 1 CE hour
  - EHR Implementation-Success and Challenges – 2 CE hours
- AHIMA Audio Seminar - Preparing to Implement ICD-10-CM/PCS – Thu, Nov. 4, 2010
- NCHIMA Triangle Region Meeting – Fri, Nov. 19, 2010
  - Health Information Software Procurement and Implementation Process – 2 CE hours
  - Electronic Heath Records: Unpacking The Meaningful Use Final Rule –1 CE hour
  - 2010 PQRI & E-Prescribing Highlights – 1 CE hour
- NCHIMA Triangle Region Meeting – Fri, Feb. 25, 2011
  - ICD-10-CM/PCS: Enhancing Your Coding Skills – 2 CE hours
  - ICD-10 Provider Readiness – 1 CE hour
  - ICD-10 Implementation: WakeMed's Journey – 1 CE hour
- North Carolina Health Information Management Association – May 3 - May 5, 2011
  - 2011 Conference Attendee –7 CE hours
- Assembly on Education Symposium/Faculty Development Institute - 7/21/2012 – 7/25/2012
  - 28 CE hours

References

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Summary

Career security management professional focused for 15+ years on protecting information systems for major corporations and organizations requiring high security with more than 20 years of diverse and increasingly responsible IT experience with overall experience in security operations, systems engineering, business governance, research, and security management. Extensive experience providing security leadership to private and public business sectors. Expertise in corporate security, with in-depth experience in security strategic planning, project management, integrated security architectures, risk management strategies, investigations and incident response programs, compliance, security technologies, and developing new corporate security programs.

Certifications

- *CSSLP (Certified Secure Software Lifecycle Professional*
- *CISM (Certify Information Security Manager)*
- *CGEIT(Certify Governance of Enterprise IT)*
- *CRISC (Certified Risk Information Systems Control)*
- *CEH (Certified Ethical Hacker)*
- Certified in Homeland Security Level III (CHS)
- CISCO CCNA
- Certified QualysGuard Specialist, in Vulnerabilities, Policy Compliance, Malware, and Web Applications
- SIEM's RSA Envision, CS MARS Certificate
- Mandiant MIR, Certificate (Combating Advanced Cyber Attacks)

Experience

Pace University, NY, NY, US 09/2010 -Present
Adjunct Faculty Position - Computer Science Department
Currently teaching a CIS101 Com_Outer Scien fe undergraduate class. This class consists of teaching the following topics: MS Office 2010, HTML, XHTML, XML, CSS, Alice 2.0 Object Orient Programming, Security and Forensic. Class size consists of 30 students every semester.

City of New York, New York Police Department, NY, NY, US 03/2006-Present
Enterprise IT Security and Auditing Manager

- Build and maintain a team of individuals that provide continuing leadership and oversight of Information Security to ensure the proactive identification, reporting and mitigation of internal and external information security risks globally.
- Implementation of a global information security strategy, the management of highly skilled global Computer Emergency Response Team (CERT) and threat assessment functions as well as a global Security Operations Center (SOC).
- In-depth understanding of information security principles and best practices across the industry as well as project management principles.
- Identify and implement the overall global information technology strategy and direction while working closely with other members of technology solutions management and the business. Drive improvements to stay ahead of increasing security threats.
- Effectively aligns security with the defined technology direction. Integrates IT security into the project management life cycle of all development activities. This will allow security specialists to work with all development teams to ensure that security is part of all ongoing solutions.
- Establishes close working relationships between the security teams, Enterprise solutions and enterprise architecture teams to ensure common solutions are being pursued while fostering relationships with all of enterprise technology servtces.
- Establish enterprise security needs and working with vendors to budget for annual cost on maintainence and support contracts.
- Ensures that all aspects of the company's security policy and practices are developed, implemented, monitored for

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compliance, maintained and updated as necessary.

- Establishes an overarching governance approach that will allow for a more formalized approach to security for all NYPD locations and department. Is responsible for ensuring that the company's global technology assets are adequately protected from unauthorized intrusion and / or misuse.
- Work in partnership with other City Agencies on ensuring procedures and policies align with their overall direction and Citywide considerations.
- Oversee the reporting and executive communication on all security and audit issues and solutions as it relates to information security.
- Knowledge of regulatory and risk management requirements from a security perspective for the public sector industry including FISMA, HIPPA and SOX.
- Possess strong working knowledge of IT security and privacy issues and technologies as they relate to large-scale, global, on-line transaction intensive and multi-location businesses. Possess experience and business insight to operate effectively at the architecture, strategy and policy level.
- Metrics and planning: Proven experience identifying, tracking and aging metrics. Demonstrated ability to interpret metrics for decision-making purposes such as long-term planning, capacity, efficiency and industry best practices. Experience in complex technology staff and external resource management and planning.
- Decision-making skills: Demonstrated ability to process rapid problem resolution, especially around crisis or serious operational situations involving information technology security. Demonstrated ability to act decisively and make confident, sound and timely decisions in the face of uncertainty and with limited information. Involves others appropriately in decision-making.
- Adaptability: Very flexible and able to work within the organization. Able and willing to take on and learn additional and different responsibilities. Effectively manages pressure, not easily frustrated. Demonstrates consistently positive attitude toward change. Emotionally stable, able to handle crises and to maintain composure. Work effectively in ambiguous situations.
- Leadership skills: Track record of developing and implementing a comprehensive strategic plan for managing information security globally.
- Communication and influencing skills: Articulate and persuasive communicator. Able to effectively communicate security and strategy and required investment to a broad audience range, from technical staff to executive business leadership. Effective, clear and calm communicator when situations are fluid and undefined. Communication and influencing skills: Articulate and persuasive communicator. Able to effectively communicate security and strategy and required investment to a broad audience range, from technical staff to executive business leadership. Effective, clear and calm communicator when situations are fluid and undefined. Track record of representing the interests of the company in external settings and to influence government and large customers and potential customers.
- Change Management: Demonstrated ability to drive change, effectively involving others, preparing people to understand changes, providing affected individuals with the support they need to accept and contribute to the change process.
- Project Management: Ability to manage numerous projects and activities simultaneously, insuring the correct priorities are assigned and initiatives are completed within resource constraints.
- Budget experience: Experience in managing and planning a complex multi-million dollar budget.

City of New York, New York City Transit Authority, Brooklyn, NY. US 01/2003-03/2006
IT Security and Audit Manager

- Examine and verify Information System processes and procedures from internal organizations in order to determine the reliability and effectiveness of the existing internal control systems.
- Continuously analyze business risk profiles and provide assurance that appropriate risk mitigation is taken.
- Provide management with independent and objective reports, evaluations, appraisals, counsel, and recommendations.
- Support the Global IS Audit Director, Finance/Operation stakeholders, company divisions and subsidiaries in a consulting role by evaluating and recommending improvements to business practices, processes, and control procedures.
- Involved in architecture design, hardware and software configuration, disaster recovery, storage capacity SAN's, ArcServe and Veritas backup/restore, dealing with maintenance and support contracts, standards, policies, procedures and documentation for auditing and DR.Involved with the following projects hands on: Microsoft 2000/2003 Active

Directory, Microsoft 2000 Advance Servers which provides and ensures scalability, reliability and availability for critical business needs, Microsoft clustering services, implemented Microsoft's distributing file system to provide redundancy and fault tolerance, Microsoft Exchange 2000/2003, used Microsoft's terminal servers for administrations needs and also for our Citrix project, Citrix MetaFrame XP, McAfee E-Policy Anit-Virus, Administration of Novell 4.x, 5.x,6.5, and eDirectory Servers, Novell clustering services, Intrusion Detection Niksun NetDetector, VPN, Lucent remote access, Dial-Up, Authenex Strong Authenticatiun System (ASAS) provides two-ractor authentication ror remote *VPN, LAN,* and web-based access. Authenex ASAS prc\'ents unwanted network intrusions hy employing a convenient token called the Authenex A-Key"n', NetLan, f-Secure, PeopleSoft 8, Oracle 8i and 9, Crystal Reports, Unix!Linux and scripting, Cyfin Reports -Cyfin is internet web access reporting software that monitors and reports on computer users' web usage. It analyses log files from your firewall (e.g. Secure Computing Sidewinder / Firewall 1) or proxy server (e.g. Microsoft ISA Server, Sun Proxy Server). and NetVision NVIdentity (Synchronicity of user accounts).

- Introducing new technologies to management and business units. Example was the MTA NYCT Human Resource, Save Program project via the browser internet technology. The SAVE Program enables Federal, state, and local government agencies to obtain immigration status information they need in order to determine an applicant's/recipient's eligibility for many public benefits.

Gerling Global Insurance and Financial New York, New York, US 6/2000-11/2002
Vice President of Information Technology Infrastructure and Operations

- Examine and verify information system processes and procedures from internal organizations in order to determine the reliability and effectiveness of the existing control systems.
- Continuously analyze business risk profiles and provide assurance that appropriate risk mitigation is taken.
- Provide management with independent and objective reports, evaluations, appraisals, counsel, and recommendations.
- Support the Global IS Audit Director, Finance/Operation stakeholders, company divisions and subsidiaries in a consulting role by evaluating and recommending improvements to business practices, processes, and control procedures.
- Global business strategy, capacity planning and architecture, reporting to CIO/CFO. Analyzed and reported profits and losses, proposed and reviewed annual budgets, prepared and analyzed auditing and risk management documentation, maintain assess and procurement management, and research technology trends.
- Project managed multi-million projects.
- Managed, developed and implemented a centralization and consolidation of infrastructure architecture from recent M&A and strategically planned the upgrades of CISCO routers switches, hubs and telecommunication services.
- Managed and supported over 1000 nodes, 8 branch offices domestically and 6,000 nodes internationally.
- Developed information technology department standards, policies, procedures and securities.
- Developed, strategically planned and implemented a centralized CRM enterprise solution, SAP, Workplace, web technology and reinsurance modules. Along with backup enterprise solution, IBM Tivoli and storage system, such has IBM SAN solution.
- Developed and standardized corporate hardware and software acquisitions to accomplish the organization's business objectives.
- Developed, managed, maintain and supported a multi-tier Unix and NT infrastructure and integrated third party application systems.
- Developed, implemented, managed and strategically planned an enterprise multi firewall (Checkpoint), Radius Server VPN, TrendMicro VirusScan and E-Manage and SuperScout Intrusion systems. Along with Disaster Recovery with IBM, MCI and AT&T.
- Managed the development and ongoing improvement of enterprise desktop, laptops and PDA's assets and services.
- Developed and maintained ongoing relationship with vendors, contractors and consultants.
- Manage and develop the SLA, RFP, and RFI purchasing and procurement process of hardware, software licenses, and maintenance and support contracts. Negotiate world-class contracts for products and services, securing volume discounts where applicable.
- Manage the purchasing and procurement of hardware, software licenses, and maintenance and support contracts.
- Ensure the mentoring, coaching and development of staff (both formally and informally).
- Hands-on knowledge with PeopleSoft Implementation, designing, documentation and analyze complex user requests with a working knowledge in the following modules: Human Resource, Benefits, Payroll, Assets Management, Reinsurance and Financials.

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- Hands on support installations, configuration, rollouts and deployments; MS WINNT 2000 Servers and Professional, Clustering, AS400, Active Directory, MS WINNT NT 4, MS Win 95 and 98, Novell 4.11, Lotus R4.6 and R5, Helpdesk REMEDY, TrendMicro and Norton Management Console, MS Office 2000, MS Office 97 and Office 2000, MS Access 97 and 2000, MS Exchange 5.5/2000, Outlook 2000, REAL TIME Reinsurance and Financial applications, (Btrieve, CICS, STARS, Bloomberg, BNA, ViewDirect, Crystal Reports, MS Access, MS SQL 7.0/2000, PeopleSoft HR and Financials, Oracle 8i, Oracle IIi, Java SDK, JSEE and Visual Basic development, ASP, XML, SICS, SAP, Korvas, DB2, Keyfile, Peoplesoft, etc...), TNG, NetSupport, HPOpenView, Tivoli (Backup and Restore System, Disaster Recovery), Critix WinFrame 1.8, VPN, FireWall (Checkpoint), VirusScan, Norton Anti-Virus, Inoculate Anti-Virus, Dial Up Connection Support, Account and Application Mapping, Bar Code application, Auditing Applications, TCPIIP, IPX, LDAP, DNS Manager and Wins Manager, Internet / Intranet Connection.
- Prepared system for Disaster Recovery and also to work with our enterprise solution such has SAN's, Tivoli, and SAP environment.
- Hardware Support: IBM Netfinity Servers, IBM RS/6000's, Nokia Boxes, IBM Workstations and X Series Laptops, Compaq Servers, Dell Workstations, PDA's (Windows CE), Nextel communications, PBX Voice Data, CISCO Routers, Switches, Hubs.
- Travel international and domestically.

Citigroup New York, New York, US 7/1999 • 6/20002
Assistant Vice President Systems Software Engineer

- Business Strategy, Planning and Software Engineering Development and Architecture
- Information and technical architecture development and maintenance, and knowledge management.
- Managed, configured, maintain, monitor, supported full life cycle DBA, 24x7 supports for major financial corporate systems large multi-tier, LAN/WAN, TCP!IP, DNS, WINS, and Web technology, E-Commerce Technology B2B, Web Servers, File Servers, Reporting Servers, Application Servers and Utility Servers.
- Involved with infrastructure hardware /software configuration, installation, and administration ofTRANSARC Encina, PCDCE, Oracle 7.x, 8.x, NT4.0, liS MS Console Management, MQ Series, FrontPage98 and 2000, Java SDK, JSEE, ASP, XML, HTML, HTM, LDAP, Unix HP OpenView, SMS 1.2, 2.0, SQL Server 6.5, 7.0, Crystal Reports 6.x, 7.x.), UNIX.
- Physical design Intranet!Internet, performance tuning, Analyze event logs, Analyze backup exec, Analyze performance monitor logs, analyze server and link Monitors, run performance optimizer, optimize connections, create and review server disk usage report, download summary report, project management timelines. Monitoring multi server environments for production, QA, development and disaster recovery. Responding to alerts and conducting First Level problem diagnostics/resolution using documentation and available tools. Performing routine tasks under the direct supervision of a System or Network Engineer. These tasks may include verifying site(s) functionality, changing tapes, performing releases, equipment inventory, etc. Acting as a front line interface to users, accepting trouble reports and dispatching them to appropriate departments.
- Attended daily project management meetings.

Sikorsky Aircraft Stratford, CT, US 7/1997 • 7/1999
Consultant Messaging Systems Engineer

- Business strategy, planning and architecture of messaging enterprise solutions
- Project management meetings with executives and partner solution providers.
- Managed 4 technical professional.
- Supported the change management, rollout and deployment of over 100 LAN/WAN Win NT 4.0, MS Exchange 5.5 Infrastructure Servers and over 10,000 desktops and laptops to Outlook 98.
- Create and review server disk usage report, download summary report, backup status report, user population report, connector throughput, statistics report, practice disaster recovery in lab environment, offline defrag, and archive event, backup, and performance monitor logs, and helpdesk support using REMEDY.
- Setup faxing system with backbone Unix AIX & Solaris 2.6, VI scripting with front-end Exchange.
- Setup and Configured HP Workstations with Netscape to access the OWA service for messaging systems.

Kramer, Levin, Naftalis & Frankel New York, New York, US 1996-1997
Assistant Director of Infrastructure and Operations

- Supervised and managed eight Information Systems Personnel supported and managed (400) users and remote sites.

Maria Sette, MSSE, MBA, CSSLP, CISM, CGEIT, CRISC, NSA-IAM
PO Box 1628, New Canaan, Connecticut 06840
Tel: 203-966-6406
E-Mail: msette@yahoo.com

- Multiple protocol, multiple systems, systems security and messaging, auditing and inventory systems software and hardware equipment.
- Examine and verify information system processes and procedures from internal organizations in order to determine the reliability and effectiveness of the existing control systems.
- Continuously analyze business risk profiles and provide assurance that appropriate risk mitigation is taken.
- Provide management with independent and objective reports, evaluations, appraisals, counsel, and recommendations.
- Support the Global IS Audit Director, Finance/Operation stakeholders, company divisions and subsidiaries in a consulting role by evaluating and recommending improvements to business practices, processes, and control procedures.
- Managed and developed systems program applications.
- Manage and develop the SLA, RFP, and RFI purchasing and procurement process of hardware, software licenses, and maintenance and support contracts. Negotiate world-class contracts for products and services, securing
- volume discounts where applicable.
- Managed, administered and maintained the help desk. Strategic planning on software and hardware upgrades, maintained procedures and documentation control within the IS Department.

Education

Pace University, White Plains, NY, US
PhD in Computer Science, currently 2010 – Expected to Graduate 2013
Approved National Security Agency (NSA) and Department of Defense (DoD)

Pace University, Downtown New York City, US
Current Adjunct Professor- Seidenberg School of *Computer Science* and Information System

Fairfield University, Fairfield, CT, US
MS in Software Engineering, ABET Approved College, Summer 2009
Scholarship Award- Bernadette & John Porter Foundation, 2007 – 2009
Scholarship Award- Engineering Endowed Scholarship, 2007- 2009
FAA Awarded- Certificate of Appreciation for excellence in the development of the FAA Flight AlertGUI Interface, 2009

Norwalk Community Technical College, Norwalk, CT, US
ASME in Engineering an ABET Approved College, May 1989

University of Bridgeport, Stamford, CT, US
MBA Business, Finance and IT, May 2001

Sacred Heart University, Fairfield, CT, US
BS in Chemistry, May 1987

Awards

ISC2 Security Congress, Information Security Leadership Award- 2011
First ISC2 and ISSA Conference, Orlando, Florida

Certified Homeland Security Recognition Award- 2009

CISCO Network Academy Global Career Recognition Award - 2007
New York Police Department and Fairfield University

Rachael Gagner D'Andrea

180 Looking Glass Hill Road, Morris, CT 06763
Phone (860) 201-4304
Rdand7@gmail.com

Summary/Accomplishments

- Co-author and Presenter of IR-DRG Data Quality program for PCS/I October 2006
- Co-author of "Translation Please" clinical terminologies article for Journal of the American Health Information Management Association February 2007
- Co-author and Presenter of IR-DRG Data Quality program for IFHRO Congress, May 2007
- Co-author AHIMA Practice Brief: "Understanding Secondary Data." January 2010
- Presenter at ICD-10 Payer Conference, February 2010, for "ICD-10-CM/PCS Conversion 2013"
- 2006-2010 AHIMA Clinical Terminology & Classification Practice Council Team Member
- 2007-2011 International Health Terminology Standards Development Organization Affiliate Team Member
- 2012-2013 AHIMA Education Council Committee (AOE-CEE) Member
- Content Expert for ICD-10-CM Obstetric Mapping – Agency for Healthcare Research & Quality (AHRQ)
- Two-year Director, Connecticut Health Information Management Association 2013-2015

Professional Experience

Lincoln College of New England, Southington, CT ***Present***
Lecturer/Adjunct Faculty, Allied Health Department *Part-time*
Instructs students in Basic and Advanced Clinical Coding, Health Information Management
Designs lessons using AOE Essentials
Evaluates students according to CAHIIM-established criteria
Online program development certification 2011/2013

3M Health Information Systems, Wallingford, CT ***2011-2012***
Consultant, Clinical Coding and Training, International Business *Part-time*
Trains customers to implement clinical and technical product skills
Supports physicians and clinicians with software expertise
Assists in customer assessments and educational presentations

3M Health Information Systems, Wallingford, CT ***2000-2011***
Advanced Clinical Analyst, Clinical and Economic Research
Creates clinical and technical product requirements for the product portfolio
Supports physician research and translates clinical specifications for technical team
Assists in planning, research and development of casemix systems
Interprets government, ministry and agency rules and regulations

Central Connecticut State University, New Britain, CT ***2008-2010***
Lecturer/Adjunct Faculty, Business and Industry Services
Instructs allied health students in various health information related topics
Medical Terminology
Data Quality
Basic and Advanced Coding including ICD-9-CM and HCPCS

VNA Healthcare, Inc., Waterbury/Hartford, CT ***1999***
Consultant, Health Record Services
Oversight for corporate-wide health record processing
Executed new procedures for recent redesign project
Administered operations for medical coding, billing audits and record completion
Developed policies and procedures to insure compliance with state regulations, HCFA, JCAHO

University of Connecticut Health Center, Farmington, CT ***1998***
Supervisor, Medical Record Services
Supervised functions of Record Completion, Coding, Transcription, and Clinic Repository
Facilitated successful quality project for Ambulatory Care Center medical record services
Implemented effective procedures to increase customer satisfaction
Initiated and supported team environments in each area of supervision

New Britain General Hospital, New Britain, CT *1989-1997*

Assistant Director, Quality Improvement

Coordinated medical staff and allied health staff quality improvement projects including peer review
Organized and performed billing audits in conjunction with patient accounts and third party payors including Medicare, Medicaid and Workers' Compensation
Assisted in clinical research proposals for advancement of medical protocols

Education/Credentials

- MS, HIIM, College of St. Scholastica, Duluth, MN
- BS, Health Information Management, Stephens College, Columbia, MO
- Registered Health Information Administrator (RHIA)
- Certified Professional in Healthcare Quality (CPHQ)
- AHIMA Approved ICD-10-CM Trainer
- AHIMA Certified HIT Pro Trainer

Stacey L. Bottone, MBA, CMRS, CPC

11 Shields Road, Woodstock, CT 06281 ~Phone (860) 315-7326–Email: staceybottone@gmail.com

SUMMARY OF QUALIFICATIONS:

Experienced healthcare professional and educator with over 18 years combined in the field. Extremely passionate about the profession and keen on sharing this knowledge with adult learners. Enthusiastic about utilizing research methods that are conducive to creating learning environments that stimulate thinking and motivate students to achieve. Very sensitive and supportive to the individual needs of the adult learner.

EDUCATION:

PhD in Applied Management & Decision Sciences/Concentration in Management
Walden University, Minneapolis, MN – In Progress, ABD: Anticipated Graduation: May, 2015
Dissertation Topic: The Impact of Graduate Student Success in Health Information Management Programs and Its Correlation on the Medical Coding Workforce Shortage

Master in Health Information Management
Kaplan University, Fort Lauderdale, FL – In Progress: Anticipated Graduation: December, 2015

Master in Business Administration/Concentration in Management
Salve Regina University, Newport, RI - Graduated: May, 2005.

Bachelor in Science/Concentration in Business Administration
Charter Oak State College, New Britain, CT - Graduated: August, 2003.

CERTIFICATIONS:

Certified Medical Reimbursement Specialist (CMRS)
American Medical Billing Association
Certification Awarded: July, 2010 (Expires 7/4/2015)

Certified Professional Coder (CPC)
American Academy of Professional Coders, Certification Awarded: July, 2008 (Expires 2/28/2015)

Graduate Certificate in Human Resource Management
Salve Regina University, Newport, RI – Completed: December, 2004

RELAVENT TEACHING EXPERIENCE:

Everest University Online Division
Online Adjunct – Medical (March, 2009-March 2010)
Team Lead Faculty- Allied Science Department, (March, 2010- 2013)
Program Lead Faculty – Business Department (2013-Present)

- Acts as subject matter expert for MIBC and Business degree programs which includes handling scheduled course revisions and curriculum updates. Performs market research and investigation of competitor programs to determine if course and program offerings are of the highest caliber. Works with publishers and reviews textbooks or etext versions, resource material and application packages for possible adoption.

- Works closely with the Academic and Associate Deans of Online Learning to implement program updates, course descriptions, class schedules, syllabi, timely acquisition of textbooks and related academic equipment and supplies.

- Facilitates two courses per term which includes tutoring, grading and timely responses to student inquiries.

- Assists in orientation, development and evaluation of new and existing faculty. This includes supervision of adjunct and full time faculty, training, classroom observations, career advancement opportunities, and development of program goals and measurements to ensure efficient and effective divisional performance.

- Co-facilitates and administers quarterly formal evaluation process for 241 active adjunct and full time faculty members in the department. This includes evaluation of instructor course set-up, online classroom performance and participation, timely response to student email inquiries within 24 hours, completion of grades within 72 hours of week close and prompt reply to Administration requests.

- Acts as faculty support for questions or concerns that arise when dealing with challenging student issues that require a resolution due to netiquette, flaming, plagiarism violations or textbook issues.

- Reviews and makes appropriate recommendations for curriculum updates and revisions. Acts as the department's main course designer/reviser for Online MIBC program.

- Participates in program roll outs to include faculty and curriculum related training which involves familiarity with the use of technology in the delivery of classes.

- Serves as a Faculty Mentor for new instructors with or without previous online experience.

- Works directly with Academic and Associate Deans to maintain an acceptable retention rate of students in accordance with institution, accreditation, and company guidelines.

- Provides students with academic support – tutoring, advising, and coaching – and provides referrals for additional assistance as required.

Quinebaug Valley Community College, Danielson, CT
Adjunct Faculty – Medical Assisting & HIM Department, (September, 2008 – Present)
Center for Community and Professional Learning – Medical (June, 2010 – February, 2013)

Kaplan University
Online Adjunct Faculty – School of Health Sciences (March, 2009 – Present)

Herzing University Online
Online Adjunct Faculty/Course Designer – School of Medical Office Administration (May, 2009 – Present)

Charter Oak State College, New Britain, CT
Online Adjunct Faculty/Course Developer – HIM and Healthcare Reimbursement Programs (March, 2012 – Present)

Goodwin College, East Hartford, CT
Online and On-ground Adjunct Instructor/Course Designer – Health & Natural Sciences Department (May, 2012-Present)

Bryant & Stratton College – Online Division
Online Adjunct Faculty, (March, 2014 – Present)

LA College International
Online Adjunct Faculty – Business & Health Science Departments (December 2009 -January, 2011)

Instructs and facilitates the following courses via on-ground, online and hybrid formats:

Business Law and Ethics	**Advanced Medical Office Administration**
Business Communication	**Medical Terminology**
Strategic Planning for Business	**Medical Office Systems/Electronic Records Management**
Medical Law and Ethics	**Health Care Administration**
Health Information Management Principles	**Introduction to Human Resources**
Coding Classification Systems (CPT-4, ICD-9, HCPCS)	**Healthcare Systems and Operations**
Introduction to Business Management	**Introduction to Health Care Systems**
Reimbursement Methodologies	**Organizational Leadership**
Medical Finance and Insurance	**Strategies for Success**
Medical Vocabularies and Classification Systems	**Medical Office Management and Compliance**
Medical Office Procedures	**Organizational Behavior**
Strategic Management	**Third Party Payers**
Principles of Supervision	**Management of Human Resources**

UMass-Memorial Medical Group, Worcester, MA
Division Supervisor for Department of Medicine –
Divisions of Gastroenterology & Pulmonary Medicine, (June, 2007 – March, 2010)

- Implemented special projects and strategic planning initiatives. Evaluated methods and procedures for improving work process and operating efficiencies within the Division. This involved oversight of activities for 50+ physicians and supervision of over 20 clinical and administrative support personnel.

- Co-responsible for conversion and implementation initiative from paper to electronic health records using All Scripts. This included product selection, vendor negotiations, strategic planning, training of providers and staff and ongoing quality assurance.

- Worked to increase the clinical revenue of the department. Monitored billing revenue to ensure maximum reimbursement. Developed and reviewed financial and productivity forecasts.

- Monitored and approved expenditures during the fiscal year ensuring compliance with the budget. Analyzed variances of actual expenses to budget and prepares reports explaining variances.

- Reviewed billing and collection activities as well as reimbursements. Provided documentation needed for claims appeal.

- Directed and supervised personnel including performance evaluations, scheduling, orientation and training. Made recommendations on employee hires, transfers, promotions, salary changes, discipline and terminations. Resolved grievances and other personnel issues.

Day Kimball Hospital, Putnam, CT
Practice Manager, OB/GYN – (2005-2007)

- Oversaw management of the financial activities of the practice ensuring budget neutrality. Provided budget status updates to the Director on a monthly basis.

- Co-responsible for conversion and implementation initiative from paper to electronic health records using Athena Health. This included product selection, vendor negotiations, strategic planning, training of providers and staff and ongoing quality assurance.

- Obtained all authorization requests, researched and followed up on denials and appeals.

- Performed chart abstracts and coded all inpatient and outpatient procedures for practice physicians. Audited charts on a monthly basis to ensure documentation substantiated claims submitted and payments received by third party payers.

- Supervised 8 office staff personnel. Hired, supervised, delegated, interviewed and discharged. Conducted annual performance appraisals.

- Ensured the practice was compliant with JCAHO and other regulatory requirements. Developed and monitored an annual Quality Improvement Plan for the practice.

Day Kimball Hospital, Putnam, CT
Education Coordinator – Department of Diagnostic Services – (2000 – 2005)

- Created and launched Department's Orientation Training and Ongoing Education of job specific competency and licensure requirements. This involved meticulous record keeping of requirements reviewed annually by the State, Joint Commission and Hospital Accreditation, FDA, Nuclear Regulatory Commission, and American College of Radiology.

- Acted as Administrator for the Department's online & paper course offerings required for all staff. Process involved computer and records maintenance for each employee or member of management. Planned and assigned appropriate course work for each of the 40 plus specific job duties and responsibilities for staff, graded and updated files on a continuous basis.

- Developed and presented orientation sessions to new hires and facilitated annual competency training sessions for staff.

Day Kimball Hospital, Putnam, CT
Biller/Coder – (1998-2000)

UMass-Memorial Medical Center, Worcester, MA
Administrative Assistant/Transcriptionist, Department of Ophthalmology – (1996-1998)

Southbridge Ophthalmic Associates, Southbridge, MA
Biller/Scheduler – (1995-1996)

MEMBERSHIPS/ORGANIZATIONS:

American Academy of Professional Coders (AAPC)

American Health Information Management Association (AHIMA)

American Medical Billing Association (AMBA)

ACHIEVEMENTS/RECOGNITIONS

Phelan Award for Excellence in Teaching – 2014, Quinebaug Valley Community College

Annual Faculty Scholarship Award – 2013, Herzing University

Parthenon XV Recipient – Instructor of the Year Award – 2010, Corinthian Colleges, Inc.,

COMPUTER/TECHNICAL SKILLS:

eCollege and .Next Platforms

Blackboard 8.0, 9.1, Vista and Learn

ANGEL

Moodle

WebCT

MOSS 1.0 and 2.0 (Medical Office Simulated Software for Computers)

Claim Gear, Degree Program

MedTrak, EHR

SpringCharts Electronic Health Records

Connect Practice Management and EHR for Medisoft Clinical

APPENDIX V

Articulation Agreement

STUDENT EDUCATION AFFILIATION AGREEMENT

This Student Education Affiliation Agreement (the "Agreement"), is made and entered into as of the _____ day of _____, 201__, by and between Charter Oak State College, having an address at 55 Paul Manafort Drive, New Britain Connecticut (hereinafter "College" or "Agency"), and _____,with a principal place of business at _____, _____, _____ (hereinafter "Institution" or "Contractor").

WHEREAS, the College offers a program in Health Information Management (HIM) leading to awarding of bachelors degrees; and

WHEREAS, the College desires to provide supervised professional practice experience and instruction to its Health Information Management students (hereinafter the "Students"); and

WHEREAS, the Institution, in the interest of furthering the educational objectives of the College, desires to make its facilities available to the Students for such experience and instruction; and

WHEREAS, the College is authorized to enter into the Agreement pursuant to Section 10a – 143(f) of the Connecticut General Statutes;

NOW THEREFORE, in consideration of the promises and the mutual covenants, agreements and undertakings hereinafter set forth, it is hereby AGREED:

1. Term and Termination of Agreement. This Agreement shall become effective only as of the date of signature by the Agency's authorized officials and, where applicable the date of approval by the Office of the Attorney General (OAG) or the date first written above, whichever is later, and shall continue in effect for _____ years. Thereafter, if permitted by law, this Agreement may be renewed for successive one-year terms by the mutual written consent of the parties, and where applicable the OAG. Either party may terminate this Agreement at any time without cause by giving thirty (30) days' written notice to the other party.

2. Clinical or Fieldwork Experience. The Institution shall provide the opportunity for qualified Students of the College to perform professional practice work under the supervision of faculty provided by the College in accordance with section 5 (Instruction and Supervision) of this Agreement (hereinafter the "Practicum"). The Institution shall not be responsible for the supervision, instruction, grading, or education of the Students but shall at all times retain authority and responsibility for the delivery of projects or work completed by the Students.

3. Planning of Educational Program. The College shall be responsible for the planning, implementation and execution of all educational aspects of its HIM program, including the Students' professional practice experience and instruction and the requirements for matriculation, promotion and graduation.

4. Philosophy and Objectives of the Practicum. The College will convey to Institution personnel information about the philosophy and objectives of the Practicum.

5. Instruction and Supervision. The College shall provide faculty personnel (hereinafter the "Faculty") who will coordinate the teaching and supervision of Students assigned to the Institution. Faculty shall collaborate with the Institution to plan and implement individual Student assignments. Faculty may consult with Institution personnel as appropriate in conducting evaluations of Student performance. The Institution shall be responsible for assigning Students.

OR (if a preceptor is to be provided)

The Institution shall provide an individual preceptor (hereinafter the "Preceptor") who shall be responsible for planning and implementing individual Student Assignments, and for evaluating Student performance in accordance with criteria developed by the College. The College shall provide faculty (hereinafter the "Faculty") for the purpose of tracking Student progress and for consultation with the Institution, as necessary. The Faculty shall be solely responsible for assigning final course grades to the Students.

6. Notification of Program Requirements. The College shall submit to the Institution at least thirty (30) days prior to commencement of the Practicum a description of the types of Practicumexperiences needed, the dates during which such experiences will be needed, and the number of Students expected to participate in the Practicum. The College shall inform the Institution as soon as practicable of any changes in information previously provided to the Institution regarding the Practicum.

7. Equipment and Use of Facilities. The Institution shall provide equipment and supplies necessary for the professional practice of the Students, suitable space for conferences connected with the Students' professional practice, and desk and chair or equivalent space for use by Students. Students may use the Institution's cafeteria, if available, during their professional practice experience at their own expense.

8. Orientation for Faculty and Students. The Institution shall provide orientation for Faculty regarding relevant Institution information, including policies, procedures, and rules with which Students must comply. The College shall provide such orientation to Students.

9. Compliance with the Institution Rules. The College will instruct its Students and Faculty to comply with all rules and regulations of the Institution. Upon the Institution's request, the College shall withdraw from the Practicum any Student who fails to comply with the Institution's rules and regulations.

10. Confidential Information. The College will instruct Students, Faculty, and College personnel not to disclose any confidential material or information connected with the Institution or any of its patients.

The College recognizes and acknowledges that by participation of students and/or faculty in the Practicum at the Institution, the College, its employees or agents, shall have access to the protected health information of the Institution's patients, as defined by the HIPAA Privacy Rule (42 CFA Parts 160 and 164) (hereinafter "Privacy Rule"). The College will advise the Students that they will be expected to comply with all of the Institution's policies relating to confidentiality, privacy and security, complete any training required by the Institution related thereto, and, if requested by the Institution, sign a confidentiality agreement.

The parties agree that the Students will be considered to be part of the Institution's "workforce," as defined by the Privacy Rule, for purposes of accessing, using or disclosing PHI while participating in the Practicum. The parties further agree that this "workforce" designation shall be solely for purposes of complying with Privacy Rule requirements and will not create any type of agency or employee relationship between the Student and Institution. Any and all provisions in this Agreement related to the independent status of participating students remain in full force and effect.

11. Withdrawal of Students from the Practicum. The College shall withdraw a Student from the Practicum at the Institution upon the request of the Institution if the Institution determines that because of health, performance, or other reasons such Student's continued participation in the Practicum is detrimental to the Student and/or any client or member of the Institution.

13. Immunizations and Physical Examination. The College shall advise its Students that they may be required to provide the Institution with evidence that they meet the Institution's requirements for immunization,

which requirements include rubella, history of measles or blood titer, annual PPD test, history of chicken pox or blood titer, and tetanus booster within ten (10) years. In addition, the College shall advise its Students and Faculty that they may be required to provide the Institution with evidence that they have received the hepatitis B vaccine or provide a written statement of refusal as required by Institution policy. The College shall further advise its Students that they may be required to provide the Institution with evidence that they have completed a satisfactory physical examination. The Institution may refuse to accept into the Practicum any Student for which evidence of completion of a satisfactory physical exam is not provided.

14. Background Checks: The College shall advise its Students that they may have to undergo a criminal background check before commencing the Practicum at the Institution. The Institution understands and agrees that the criminal background checks will be performed by their sub-contractor, and that the results thereof will be shared directly with the Institution. The Institution further understands and agrees that the background check performed on each Student will consist of the following:

- Social Security number verification;
- Search of criminal records maintained in the State of Connecticut;
- Search of criminal records maintained in any state in which the Student has lived during the past five (5) years;
- Search of criminal records maintained by the federal government;
- Search of records maintained by the Office of the Inspector General; and
- A Homeland Security Search.

The College understands and agrees that the Institution may refuse to accept into the Practicum any Student on the basis of the result of his or her criminal background check.

15. Emergency Medical Care. The Institution shall provide emergency medical care to Students and/or Faculty who become ill or who are injured while serving at the Institution. The College understands that the cost of such care shall be the responsibility of the individual receiving it.

16. Insurance. The College shall provide for each Student comprehensive general liability insurance in an amount satisfactory to the Institution. The College agrees to be responsible for the negligence of its Faculty and Students in accordance with and to the extent of the provisions of Chapter 53 of the Connecticut General Statutes.

17. Evaluations. Appropriate Institution personnel shall meet at least once each year with the head of the College's HIM program for the purpose of evaluating the Practicum.

18. Student Education Records: The Institution acknowledges that it may be given access to education records in the course of performing its obligations pursuant to this Agreement. The Institution acknowledges that such information is subject to the Family Educational Rights and Privacy Act ("FERPA") and agrees that it will utilize such information only to perform the services required by this Agreement and for no other purpose. The Institution further agrees that it will not disclose such information to any third party without the prior written consent of the student to whom such information relates.

19. Indemnification. The Institution shall indemnify and hold harmless the College, the State of Connecticut, and the Connecticut Board of Regents and their respective employees from and against all costs, claims, damages, and/or expenses, including reasonable attorney's fees, arising hereunder and in any manner directly or indirectly caused, occasioned or contributed to in whole or in part, by reason of any intentional, reckless or negligent act or omission of the Institution or its employees, agents or subcontractors.

20. Students and Faculty Not Employees or Agents. Both the College and the Institution acknowledge that neither Students nor Faculty will be considered employees or agents of the Institution.

21. Governing Law. The validity, construction, performance and effect of this Agreement shall be governed by the laws of the State of Connecticut without regard to its principles of conflicts of laws, and any question arising under of this Agreement shall be construed or determined according to such laws, except to the extent preempted by federal law.

22. Claims Against the State. The Institution agrees that the sole and exclusive means for the presentation of any claim against the State of Connecticut arising from this Agreement shall be in accordance with Chapter 53 of the Connecticut General Statutes (Claims Against the State) and the Institution further agrees not to initiate legal proceedings in any state or federal court in addition to, or in lieu of, said Chapter 53 proceedings.

23. Notices. Any notice required to be given pursuant to the terms of this Agreement shall be in writing and shall be sent, postage prepaid, by certified mail, return receipt requested, to the Institution or the College at the address set forth below. The notice shall be effective on the date of delivery indicated on the return receipt.

If to the Institution:
Attention:

If to the College: Charter Oak State College
Attn: Clifford Williams, CFAO
85 Alumni Road
Newington, CT 06111

24. Prohibition Against Assignment. This Agreement may not be assigned by either party without the prior written consent of the other party.

25. Accommodations for Persons with Disabilities. In the event that a Student, a Faculty member or another College employee requests accommodations for a disability beyond those accommodations that are currently available at the Institution, and provided that the College determines that such accommodations should be provided, the College shall be responsible for making any arrangements necessary to effectuate the additional accommodations.

26. Non-discrimination: (a) For purposes of this Section, the following terms are defined as follows:

i. "Commission" means the Commission on Human Rights and Opportunities;
ii. "Agreement" and "agreement" include any extension or modification of the Agreement or agreement;
iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;

v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;

vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;

vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;

viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

x. "public works agreement" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Agreement" and "agreement" do not include an agreement where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b) (1) The Contractor agrees and warrants that in the performance of the Agreement such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other agreement or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each

regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the agreement is a public works agreement, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

(c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

(d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

(e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of an agreement with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

(f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Agreement and as they may be adopted or amended from time to time during the term of this Agreement and any amendments thereto.

(g) (1) The Contractor agrees and warrants that in the performance of the Agreement such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other agreement or understanding and each vendor with which such Contractor has an agreement or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

(h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of an agreement with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such

direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

27. Executive Orders. This Agreement may be subject to the provisions of Executive Order No. 7C of Governor M. Jodi Rell, promulgated July 13, 2006, concerning contracting reforms, Executive Order No. 14 of Governor M. Jodi Rell, promulgated April 17, 2006, concerning procurement of cleaning products and services, Executive Order No. 16 of Governor John G. Rowland promulgated August 4, 1999, concerning violence in the workplace, Executive Order No. 17 of Governor Thomas J. Meskill, promulgated February 15, 1973, concerning the listing of employment openings and Executive Order No. 3 of Governor Thomas J. Meskill, promulgated June 16, 1971, concerning labor employment practices, all of which are incorporated into and are made a part of this Agreement as if they had been fully set forth in it. At the Contractor's request, the College shall provide a copy of these orders to the Contractor.

28. Sovereign Immunity. Notwithstanding any provisions to the contrary contained in this agreement, it is agreed and understood that the State of Connecticut shall not be construed to have waived any rights or defenses of sovereign immunity which it may have with respect to all matters arising out of this agreement.

29. Professional Standards. In rendering services under this Agreement, the Institution shall conform to high professional standards of work and business ethic. The Institution warrants that the services shall be performed: 1) in a professional and workmanlike manner; and 2) in accordance with generally and currently accepted principles and practices. During the term of this Agreement, the Institution agrees to provide to the College in a good and faithful manner, using its best efforts and in a manner that shall promote the interests of said College, such services as the College requests, provided in this Agreement.

30. Entire Agreement and Amendment. This Agreement is the entire agreement between the parties and supersedes and rescinds all prior agreements relating to the subject matter hereof. This Agreement may be amended only in writing signed by both parties and approved by the Office of the Attorney General.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first written above.

[Name of Institution]

By: _____

Name: _____

Title: _____

Date: _____

Charter Oak State College

By: _____ Date: _____
Ed Klonoski, President

Office of the Attorney General (*approved as to form and legal sufficiency)*

_____ The Agreement, having been reviewed and approved by the OAG, it is exempt from review pursuant to a Memorandum of Agreement between the Connecticut State College System and the OAG dated _____.

By: _____

Name: _____
Assistant Attorney General

Date: _____

APPENDIX VI

HIM Brochure

FLEXIBLE ONLINE BACHELOR'S DEGREE COMPLETION PROGRAMS

CharterOak℠
STATE COLLEGE

Degrees Without Boundaries

Bachelor of Science Degree
Health Information Management

Advancing the nation's workforce one graduate at a time

Health Information Management Major

The Program

Developed by experts in this fast-growing field, Charter Oak's new online bachelor's degree in Health Information Management equips students with the health intelligence used to lower costs and improve patient care in today's health care environments. Knowledge of the electronic management of sensitive patient health information and health care organization revenue cycle management is critical for success in the health care field today. Our program is structured to provide a professional education with a comprehensive curriculum that is guided by the principle of quality health care through quality information. The HIM Bachelor of Science program is in Candidacy Status, pending accreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The *Bureau of Labor Statistics* cites Health Information Management as being one of the 20 fastest growing occupations in the U.S. with a projected job growth rate of 23% from 2012 to 2022.

Graduates of the Health Information Management program will learn to:

- Manage and collect patient health information
- Code diagnosis and procedures for reimbursement and billing

- Manage health care organization revenue cycles
- Administer Electronic Medical/Health Records systems
- Administer Health Information Exchange systems
- Prepare health informatics reports that doctors, nurses, and other health care providers rely on to deliver quality health care
- Protect the confidentiality and privacy of health records
- Ensure the security of health records
- Supervise HIM professionals
- Prepare HIM financial plans and budgets
- Manage HIM technology projects

The Health Information Management Major Curriculum

Foundation Courses:

ITE 102	Introduction to Computer Science
HCA 105	Medical Terminology
BIO 130	Human Biology
HIM 205	Reimbursement Methodologies
HIM 210	Medical Coding and Billing I - ICD-10
HIM 211	Medical Coding and Billing II - CPT
HCA 211	Health Care Finance
BIO 212	Anatomy & Physiology
BIO 215	Pathophysiology
HIM 305	Health Care Organizations Management
HRM 310	Human Resources
MGT 451	Team Leadership

Major Courses:

HCA 101	Health Care Systems and Administration
HCA 115	Principles of Health Information Management
HIM 200	Health Information Systems
HIM 300	Medical Vocabularies and Classification Systems
HCA 301	Contemporary Ethical Issues in HCA
HIM 315	Health Statistics
HIM 320	Electronic Health Records and Health Information Exchange
HIM 405	Health Information Law, Privacy, and Security
HIM 410	Health Care Database Design and Development
HIM 420	Health Care Research and Quality
MGT 460	Project Management
HIM 498	Health Information Management Practicum
HIM 499	Health Information Management Capstone

Academic Requirements

Bachelor of Science Degree

- General Education: Minimum of 40 credits
- Major: Minimum of 39 credits
- Elective credits: To bring the total to 121 credits
- 30 credits must be at the upper level
- A minimum of 18 credits in the major plus the Capstone must be earned at Charter Oak State College to satisfy the residency requirement
- At least *60* of the 121 credits need to be in liberal arts subjects

All students must successfully complete the three-credit Cornerstone Seminar (IDS 101) usually during their first term.

Successful candidates for the Bachelor of Science degree in Health Information Management:

- Should be familiar with working in a health care or health care-related environment
- Have an aptitude for biological sciences and information technology

"The current shortage of qualified professionals in health information management is a huge challenge. We are really looking always for options to fill that shortage. If I have an RHIA entry level candidate approaching me to apply for a job, I would be looking to place them in a team leader type of role – right off the bat."

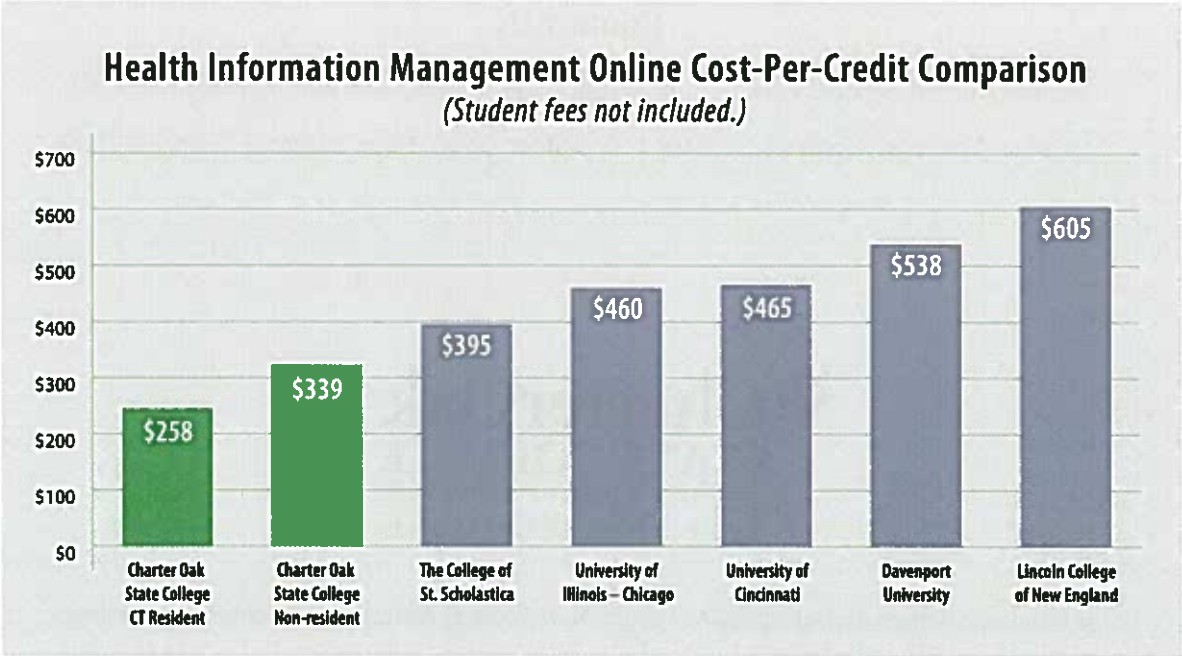
Cynthia Pugliese, *Hartford HealthCare, Vice President, Revenue Cycle Services*

Working in Health Information Management

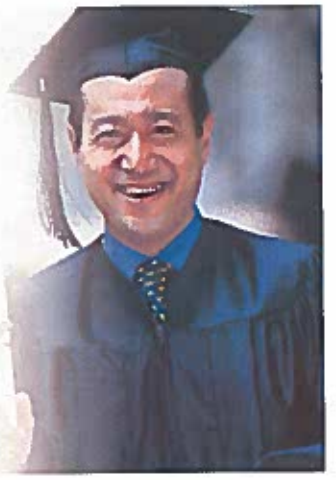
Health information management professionals work in a variety of different settings and job titles. They often serve in bridge roles, connecting clinical, operational, and administrative functions. These professionals affect the quality of patient information and patient care at every touch point in the health care delivery cycle. HIM professionals hold a variety of positions including:

- HIM Manager
- HIM Supervisor
- Electronic Health Record Manager
- Reimbursement Specialist
- Clinical Documentation Improvement Specialist
- Health Information Data Analyst
- Privacy Officer
- Revenue Cycle Manager
- Medical Practice Manager
- Medical Coder/Auditor

See **www.CharterOak.edu/HIM/Jobs** for brief descriptions of these positions.



Advance your Career…Change your Life



Charter Oak State College is Connecticut's public online college offering associate and bachelor's degree completion programs in a number of high-demand fields including Health Information Management, Health Care Administration, and Information Systems Studies. Our students complete degrees through the use of our online courses and by combining other sources of credit. Our institution is accredited by the New England Association of Schools and Colleges.

Feel confident knowing that our professional Admissions Counselors and Academic Advisors are available every step of the way!

"A student who is excited about the future, using new technologies in a health care setting, and who wants to be part of the health care healing process will enjoy this program."

Dr. Frank M. Valier, *Assistant Director, Health Information Management Program*

Contact Us

www.CharterOak.edu/HIM // admissions@charteroak.edu // 860-515-3701

Charter Oak State College, 55 Paul J. Manafort Drive, New Britain, CT 06053-2150

CharterOak℠
STATE COLLEGE
Degrees Without Boundaries

A Connecticut State College accredited by the New England Association of Schools and Colleges

02/2014