

**AQC MINUTES**

Meeting: Academic Quality Council

Date/Time: October 16, 2017 3:00 p.m.

Locations: Winter Haven Campus – WMS 124  
Lakeland Campus – LAC 1243

Recorder: Sarah Plazak

**Attending Members:** April Robinson, Gerene Thompson (acting as Dean of Academic Affairs - Lakeland), Rafaela Ellis, Earl Brown, Von McGriff, Susan Moerschbacher, Ben Gracy, Erin Duce, Natalie Whitcomb, Greg Toole, Lisa Smelser, Ray Oberg, Maria Lehoczky, Sandra Ward, and Haddy Touray

**Attending Resource Members:** Donald Painter, Kathy Bucklew, Sylvester Little, Larry Pakowski, Chris Fullerton, Courtlann Thomas, and Kevin Jones

**Other Faculty/Staff:** Patty Linder, Carol Martinson, Kristen Jernigan, Susan Whatley, Larry Young

**Welcome**

Orathai welcomed everyone. A quorum was reached at 3:00 p.m.

**I. Approval of Minutes from September 27, 2017:**

Ray Oberg made a motion to approve; Greg Toole seconded. No further discussion; motion passed unanimously.

**II. Course Modification: LIS 2004 Introduction to Internet Research  
Presenter: Carol Martinson**

Carol Martinson proposed changes to LIS 2004, saying that the course originated in 1997, and has not been updated since that time. College-wide, faculty have noticed that students struggle with research papers. This is a one-credit online course set up in six modules which are taught by librarians. It will go through the steps of the research process, aligning nicely with numerous other courses. In 2016, the Association of College and Research Libraries, a national organization, recognized that research has changed and that updates needed to be made to college courses. Early in 2017, the library directors in Florida met and set up a framework, and this proposal will allow Polk State College to satisfy the updated framework. A handout was distributed that outlined the proposed changes. Changes include updates to verbiage relating to internet resources, plagiarism, source evaluation, database searching, and documentation.

Carol said that the course will conclude with an annotated bibliography, which will assist students with required research papers in numerous other courses.

Maria Lehoczky inquired about the length of the course, and Courtlann Thomas answered that it will be eight weeks.

Rafaela Ellis asked what kind of enrollment is anticipated and who the typical student is. Courtlann said that many students take it near the end of their programs if they are one credit short of graduation, but it is hoped that students will begin taking the course earlier in their degrees. She added that the course has not been marketed in the past because it was so outdated, but the marketing will change once the updates are approved. She said that the Polk State Library previously has not felt at liberty to change the course because it was developed by the state of Florida. Discussion followed regarding the promising possibilities of linking this course to other courses that require research projects (like developmental courses or the First Year Experience course).

Maria Lehoczky moved to approve; Rafaela Ellis seconded. No further discussion; motion passed unanimously.

**III.-VI.            Course Modification: HIM 1272 Medical Insurance and Billing Fundamentals**  
**New Courses: HIM 1286 Medical Terminology for Medical Coding and HIM**  
**2960 Medical Coding Certification Exam Review**  
**Program Modification: Medical Coding Specialist Certificate**  
**Presenter: Susan Whatley**

Susan Whatley said that Medical Coding is a thirty-seven hour college credit certificate. Most of the courses within the program deal strictly with the process of coding. About a year ago, a new course specifically focused on anatomy for coding was brought to AQC, and it has received great results and positive feedback. Based on instructors' and students' feedback regarding anatomy and the current medical terminology, the new course HIM 1286 is being proposed. This will be a medical terminology course designed specifically for medical coding. Susan said that previously when students take the next course within the program after medical terminology, which is ICD10 Coding, they must take that terminology and apply it to the way coding uses it. For example, in a medical report, a patient may present for a hip replacement, and in the coding book, it is not called the hip. It might be called the ileum or it might be referred to as any portion of the hip bone. While that can be taught in the current medical terminology courses, this new course will go a step further. Students will be introduced to coding case studies as well as to the code book, so not only will students learn the terms, but they will learn to find them in the medical record and in the code book. Because the current medical terminology course (HSC 1531) is an AA elective, there is no leeway to focus the course content for medical coding while keeping it so that students who are not in coding have the ability transfer the course.

Kathy Bucklew asked if there will be enough students in the program to allow for a full class, and Susan answered that there are sixteen to twenty-four students each semester, which will be enough. She continued that what has typically been happening is that the medical coding students are scattered throughout all of the sections of HSC 1531. Once those sections are filled, she has to create another course section so the medical coding students can have a spot because if they do not get into Medical Terminology, it delays the students an entire semester.

Sylvester Little clarified that HIM 1286 will be an entirely new Medical Terminology course (separate from HIM 1531), and Susan confirmed that only coding students will take this new course; it will not transfer like the AA course (HIM 1531). Kathy expressed a concern that students who decide to switch programs after taking HIM 1286 would have to retake a medical terminology course. Susan said that it should not be a problem because students wishing to switch to a different medically-related program will have to take Anatomy and Physiology I and II as well because the Medical Coding Anatomy and Physiology course would not satisfy those credits either. She said that most students who are in the program are not clinically oriented; they love medical, but they do not care for the gory side of other medical professions. Donald Painter expressed that medical coding is a prime example of a relatively short course of study that leads to good employment pretty quickly, and he said that there has been a strong enrollment demand for the program over the last few years.

Susan next proposed the new course HIM 2960, which will be a one-credit workshop-style course focusing on exam review. It will be offered during Fast Track 2 of a student's last semester while he/she is in the practicum course. It has been found that even though exam review is currently being taught, students still need more preparation. The certification exam for coding is a five-hour and forty-minute exam, and most of the students are saying that they lack the confidence to take it.

This new course will be offered in a different type of format; it may be on Saturdays or in the evenings. The students will be put through a full five-hour and forty-minute mock exam, so that they understand what they will be up against. The local chapter of the certifying body American Academy of Professional Coders (AAPC) hosts the exam once a quarter on the Lakeland Polk State College campus. HIM 2960 will encourage students to sit for this exam preparation and then immediately go for certification while their confidence is high.

Sylvester asked about the total number of hours required for the certificate, and Susan said that it will be a thirty-seven hour program including the new course. She said that one credit is being removed from HIM 1272 to allow for the addition of HIM 2960 to the program.

Discussion followed regarding the cost of the new course. Susan said that cost has been considered in its creation, but since HIM 2930 is a one-credit course, it will cost \$112.22, which is considered reasonable. Students will not need any additional materials or books for this course, and the program is remaining at thirty-seven hours, so the total program cost will stay the same.

Sylvester asked if there is any data to support that students have not been successful taking the exam without this course. Susan answered that seventeen students have graduated from the program, but only four students have sat for the exam because they are scared of failing, especially because the exam cost is \$380.

Gerene Thompson asked what kind of effect it has on employment prospects if students are not certificated, and Susan said that students are not required to be certified to be hired. Most facilities will hire a student straight out of a program, and give him six months to a year to sit for credential; however, students will have an advantage if they go in having already been certified. Donald said that the problem with students waiting to take the exam is that the knowledge is no longer fresh in their minds, thus making it more difficult for them to pass.

Maria asked about the exam preparation that is currently included in the program and whether that would remain if this new course is added. Susan said that it will remain because students cannot have too much preparation, and they continue to request more. Non-mandatory test preparation workshops have been offered in the past, but those did not give students the same sense of necessity and importance a required course will.

Ben Gracy inquired about the practice tests and their cost, and Susan replied that the practice tests are free from AAPC.

Susan Moerschbacher asked about the pass rate of the four students who have taken the exam, and Susan said that three have passed, which is great because the national statics from AAPC is a sixty-five percent pass rate on the first attempt.

Maria asked if this will help with accreditation, and Susan answered that the program has not yet applied to AHIMA for accreditation because there has to be at least a three-year history; however, accreditation is in the long-term plans. She said that more students taking and passing the exam will absolutely help in the accreditation process because it will demonstrate that the program is teaching what students need.

Sandra Ward asked why students do not take the practice tests on their own since the tests are free. Susan said that the practice tests are online, which is a different format than the Scantron forms used in the actual exam. The mock test given at the end of HIM 2960 will use Scantron forms to mimic what students will see at the certification exam. Donald said that students often will not complete optional assignments.

Orathai Northern asked if the advisory board had provided any feedback regarding this new course. Susan said that they have been supportive, and they believe the course will allay some students' anxieties.

Ray Oberg asked if students have to pass the practice exam or the official certification exam in order to receive an A grade in HIM 2960. Susan said that in order for students to pass the AAPC exam, they have to receive a score of seventy percent or above. That score will be scaled to determine the passing score for this course. Discussion followed regarding whether the test score would hinder the students in the program. Susan said that it will not, but students will be required to complete HIM 2960 with a grade of C or above in order to graduate from the program.

Orathai asked if there is a cap on how many times a student can take the AAPC exam. Susan said that there is not. However, if a student fails it three times, the student will be required to present proof that he/she has received remedial training before being permitted to attempt the exam again.

Kevin Jones asked if the program is similar to the nursing program where the passing rates of the students affect the accreditation or reputation of the program. Susan said that it does not necessarily affect accreditation, but it would reflect poorly on the program if students could not pass the certification exam.

Ray Oberg moved to approve; Natalie Whitcomb seconded. No further discussion; motion passed unanimously.

**VII. – VIII. Course Modification: EDG 4410 Classroom Management and Communication**  
**Course End Term: EDG 4419 Classroom Management/Child Guidance**  
**Presenter: Patty Linder**

Patty Linder proposed ending the never-before-taught course EDG 4419. A parallel course, EDG 4410, was created in the Elementary Education program, and after review, it was discovered how similar these courses are. These proposals will allow students in both the Early Childhood Education and the Elementary Education programs to take EDG 4410. She proposed changing the prerequisites and objectives of EDG 4410 in order for it to assimilate the content of EDG 4419.

Greg Toole moved to approve; Maria Lehoczky seconded. No further discussion; motion passed unanimously.

**IX. – XI. Course Modifications: EDF 4430 Measurement, Evaluation, and Assessment in Education; RED 4311 Literacy Learning and Assessment: Grades 4 to 6; EDE 4945 Internship in Elementary Education**  
**Presenter: Patty Linder**

Patty presented three similar course modifications for the Elementary Education program. None of these courses have been taught previously. It has been discovered that when the original courses were created, they were given too many prerequisites. These proposals will help to clean up and consolidate them. The course objectives and course descriptions were also updated to reflect the final approved curriculum for the program.

Rafaela asked what the original rationale had been for the numerous prerequisites, and Patty answered that the department had tried to sequence courses so that students would take them in a specific order to prepare for certification exams, but now that the program is active, it has been discovered that it is not necessary and is cumbersome.

Ray asked if there will still be a logical progression to the courses, and Patty said that there will be. She said that for the internship course, a note has been added to the catalog, indicating that the prerequisite for the course is completion of all other courses required for the program with a grade of C or higher. Additionally, students will be required to have verification of a passing grade on the professional education and subject area exams for teacher certification before they can intern.

Sylvester Little asked for confirmation that no students have previously taken these courses, and Patty confirmed.

Rafaela Ellis moved to approve; Ray Oberg seconded. No further discussion; motion passed unanimously.

**XII. – XVI. Course Modifications: EDP 4503 Observation, Assessment, and Evaluation of the Young Child; EEC 4219 Integrated Science, Math, and Technology in Early Childhood II; EEC 4936 Senior Seminar in Early Childhood Education; EEC 4940 Internship in Early Childhood Education; EEX 3071 Teaching Exceptional and Diverse Populations in Inclusive Settings**

**Presenter: Patty Linder**

Patty presented modifications to the prerequisites/corequisites and the verbiage of the course descriptions and objectives for these courses within the Early Childhood Education degree program. These updates are being suggested based on the review after the program has been put into effect. No sections of these courses have been offered yet.

Sylvester inquired about how interwoven the corequisites are in EEC 4936 and EEC 4940. Patty said that those courses have to be taken together. She said that typically corequisites are not required unless the student has the option of taking the course simultaneously with another course.

Ray Oberg moved to approve; Erin Duce seconded. No further discussion; motion passed unanimously.

Greg Toole made a motion to adjourn the meeting; Ray Oberg seconded. Meeting adjourned: 3:38 p.m.