



Advisory Committee Handbook



ADVISORY COMMITTEE HANDBOOK

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Revised 2010

Community colleges are unique because of their social, cultural, and economic links in the community. The Lone Star College System (LSCS) values these relationships, and encourages area residents to advise and assist the college in program development, revision, and evaluation through formal groups known as Advisory Committees. Working closely with representatives of business, industry, and labor, LSCS seeks input that will enable the college district to provide the highest quality career programs for area residents.

The purpose, goals, and responsibilities of the committees are outlined in this Advisory Committee Handbook. Prepared by the LSCS faculty and staff, the Handbook is designed to assist you in better understanding the role played by the college and its partners. We deeply appreciate your involvement in our mission to provide opportunities for our area citizens. We trust that you will find your experience with the Advisory Committees worthwhile and rewarding.

Regards,

Richard Carpenter
Chancellor
Lone Star College System

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Introduction

Definition and Role of Advisory Committees

An advisory committee is established to advise educators for each workforce education program or closely related cluster of programs, and is composed of a group of people with specific occupational knowledge and expertise. Advisory committees are important to the establishment and maintenance of up-to-date educational programs. Even though the committee has no legislative or administrative authority, it serves in an advisory capacity to advise and assist in program planning. Advisory committees are a vital link between the community and the Colleges. Changes in technology, business, industry and government have increased the need for effective communication between education, our business industry partners, and the broader workforce. An advisory committee of interested, competent, and concerned citizens is the most productive and effective method for involving the community in education.

LONE STAR COLLEGE SYSTEM

Functions of the Advisory Committee

The attainment of high quality career preparation programs that are realistic for gainful employment requires the close involvement of knowledgeable people from business, labor and industry. The nature of change in the workforce requires that educators be kept informed of the current/anticipated skill needs of industry. The specialized workforce advisory committee is organized to advise the faculty and administration regarding instructional programs in specific businesses and industries. Some specific functions that can best serve the Colleges are:

Program Content

- Provide input regarding course and program content that will promote and ensure the highest quality program.
- Assist with strategic planning for the program including evaluating the goals of the program.
- Recommend specific competencies necessary for entry-level employment and promotion within a career area.
- Inform Colleges of equipment currently used by business and industry.
- Evaluate and recommend adequate facilities and equipment.
- Recommend on-going professional development needs for the specific career field.

Public Relations/Recruitment/Professional Development

- Promote community awareness of the Colleges and System.
- Assist Colleges in meeting the community's needs for entry level workers as well as continuing education needs for those working in the field.
- Serve as a liaison between the Colleges and the community.
- Keep the Colleges informed of current specific needs and changes in the labor market.
- Support the Colleges in fundraising efforts and possible donation of equipment and supplies.

Student Placement

- Identify leaders within the local business/industry community who will provide students with external learning experiences, employment and placement opportunities.
- Provide feedback and recommendations for graduate follow-up surveys.

Advisory Committee Organization

Membership Guidelines and Appointments

A. Personal Qualifications

Advisory committee members should possess knowledge and expertise regarding the skills required in the occupation. In addition, criteria for membership include:

1. Willingness to devote the necessary time to the committee.
2. Current experience in the field or program.
3. Career commitment.
4. Interest in the College District and the communities served.
5. Willingness to work collaboratively in a team environment.

Committee membership must represent a diversity of businesses and individuals representative of the Colleges' service areas as well as the demographics of the occupational field. Committee membership may include secondary and higher education representatives; public and private sector representation; and former and current students from the specific program. Tech-Prep specific advisory committees must include members who represent secondary and higher education as well as business and industry. Part-time faculty who hold full-time positions in the career field may also serve on the committee as *ex-officio* (not voting) members. Former part-time faculty who work in the field may serve as voting members. Voting status changes with active part-time faculty status.

B. Appointment of Members

Using the membership guidelines outlined above, advisory committee members; faculty; professional, labor, and industrial organizations; and others may nominate individuals for membership. Final selection and approval of advisory committee members will be made by the College Presidents or their designee in collaboration with program directors, department chairs, and deans for the subject area. Any other attendees may serve as resources in an *ex officio* (non-voting) capacity.

The appropriate number of committee members will vary depending upon the nature of the program, but generally the recommended size is 8 - 15 members. The committee should be large enough to lend itself to constructive discussion and should reflect ethnic, gender, and employer diversity (i.e. geographic, size, type). Larger committees may want to utilize a sub-committee structure to represent and focus on each area of specialization, particularly for a committee that advises a cluster of programs.

Once the willingness of the individual to serve is confirmed by the Curriculum Facilitator, the name will be submitted to the Vice President of Instruction at the Curriculum Facilitator's college. The Associate Vice Chancellor for Curriculum and Instruction will prepare a letter of appointment from the Chancellor or designee for programs offered at multiple colleges. For programs offered at one college, the letter will be sent by the President or designee, and the individual will then be added to the committee membership.

C. Term of Membership

Members are normally appointed for a three-year term and appointments can be extended with approval of the committee and the Vice President of Instruction at the nominating college. Provisions should be made to stagger replacements whenever possible so that approximately two-thirds of the committee members would be experienced members, providing stability and leadership for the committee. Members will be notified by letter from the curriculum facilitator at the expiration of their term, and, if necessary, a new member will be appointed. Members not actively participating will be released from their term and a new member will be added as appropriate.

Duties and Responsibilities

A. Officer Responsibilities

The members of each committee will elect the chairperson who will call and preside at meetings, plan the agenda (with the assistance of the Curriculum Facilitator), appoint subcommittees, and represent the advisory committee when appropriate. The Chairperson will work closely with the Curriculum Facilitator.

A Co-Chairperson will be elected to serve with or in the absence of the chairperson, and the committee may request a non-voting College representative to take minutes of each meeting. The committee may also decide that the co-chair may become the chairperson the following year to provide continuity. The Curriculum Facilitator will designate a representative to announce meetings, communicate information, record and mail copies of the minutes to all committee members, and assure that each committee member receives all necessary documents. The Curriculum Facilitator or designee will forward minutes of each meeting to the Dean(s) of the area and to Marie Thibodeaux, Program Coordinator for Curriculum and Instruction, so that they may be posted to the web page at: <http://eps.LSCS.edu/currTeams/TeamTable.htm>.

B. Advisory Committee Member Responsibilities

1. Advisory committee member responsibilities include:
2. Becoming knowledgeable of LSCS and specifically of the program with which affiliated.
3. Attending meetings regularly, participating in committee discussions.
4. Discussing and providing input regarding any issues that come before the committee.
5. Informing College faculty and administrators of new developments in business and industry.
6. Reviewing and recommending program and course content, and determining required competencies for employability and continuing education.
7. Evaluating goals and objectives of the program curricula.
8. Evaluating the adequacy of existing college facilities and equipment and providing advice on the selection and acquisition of new equipment.
9. Identifying local business/industry leaders who will provide students with external learning experiences, employment, and placement opportunities.
10. Assisting in and providing advice for the professional development of faculty.
11. Assisting in promoting and publicizing the program to business and industry.
12. Representing the needs of students from special populations.

C. Role of Faculty/Staff

To assist the Curriculum Facilitator and Advisory Committee Chairperson, the faculty and/or program director or department chair will:

1. Nominate persons for service on the advisory committee.
2. Submit items for the agenda to the chairperson or Curriculum Facilitator.
3. Assist as needed with logistics for the meeting.
4. Provide counsel and information in an *ex officio* (non-voting) role when requested by

committee members or committee chairperson.

5. Communicate information from advisory committees to other faculty in the field.
6. Incorporate information gathered from advisory committee into the curriculum.

D. Role of Curriculum Facilitator

1. Collaborate with Deans, Directors, Department Chairs, faculty, Continuing Education representative, and other interested parties to nominate, establish, and maintain committee membership.
2. Attend meetings in *ex officio* capacity.
3. Assure that minutes are forwarded to appropriate Dean(s) and Program Coordinator for Curriculum and Instruction.
4. Serve as resource to committee chairperson.
5. Ensure that meetings are held twice per year and that advisory committee guidelines as specified in GIPWE are followed (<http://www.thecb.state.tx.us/AAR/undergraduateEd/WorkforceEd/gipwe.htm>).
6. Notify appropriate Deans of the program regarding their share of any food costs associated with holding the Advisory Committee Meeting.
7. Assure that information gathered from advisory committee is discussed at a curriculum team meeting for appropriate impact to curriculum.
8. Assure that all committee members receive this Advisory Committee Handbook, minutes, and agendas.

E. Role of LSCS Continuing Education Representative

1. Nominate persons for service on the advisory committee.
2. Submit items for the agenda to the chairperson or Curriculum Facilitator.
3. Assist as needed with logistics for the meeting.
4. Provide counsel and information in an *ex officio* (non-voting) role when requested by committee members or committee chairperson.
5. Listen for appropriate information regarding need for continuing education training for incumbent workers.
6. Communicate information from advisory committee and curriculum team to other program managers at the colleges.

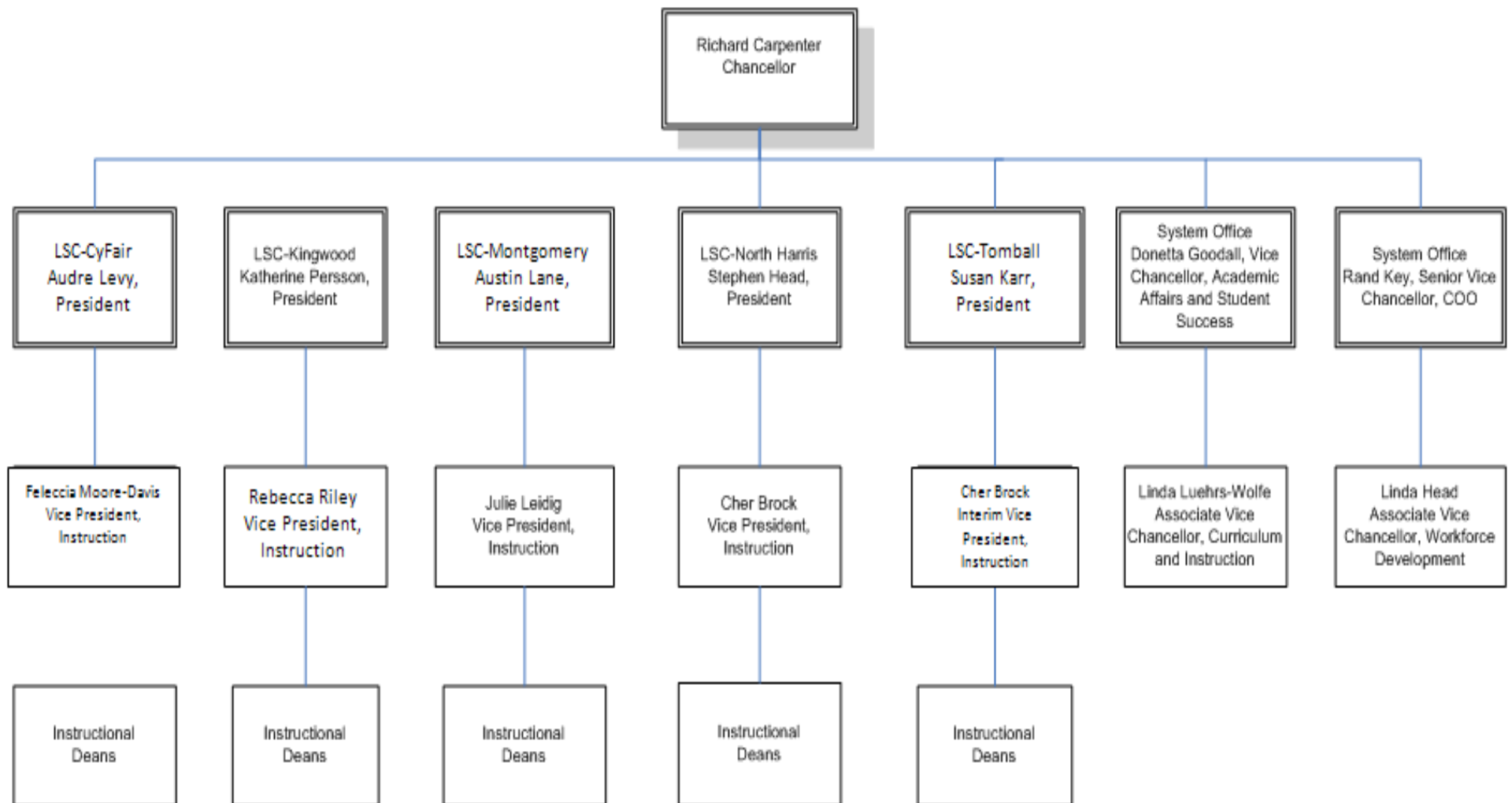
F. Role of Associate Vice Chancellor for Curriculum & Instruction

1. Serve as a resource to curriculum teams in the on-going development and revision of existing programs.
2. Communicate information as appropriate to deans and vice presidents.
3. Insure CB curriculum development guidelines are followed.

G. Role of Associate Vice Chancellor for Workforce

1. Serve as a resource to curriculum teams in the development of new programs.
2. Facilitate the new program advisory committee until an advisory committee chairperson is elected.
3. Communicate information as appropriate to the deans and vice presidents.
4. Insure CB new program development guidelines are followed in the development of all new programs.

LONE STAR COLLEGE SYSTEM ORGANIZATIONAL CHART



Continuing Education

- A. CE Programs (360+ contact hours) must meet all advisory committee guidelines as for credit programs.
- B. CE training sequences (<360 contact hours) It is beneficial to seek input from business and industry to ensure the type, format, and content of the training program that best meets the needs of the community. This can be done in a number of ways:
- Through standing agenda items at pertinent advisory committee meetings.
 - Through sub-committee structures of existing advisory committees.
 - Through use of an advisory committee specifically to oversee CE offerings from a particular discipline (CNA, real estate, teacher certification, etc.) District-wide committees, when appropriate, should be employed for broader district input.

Meetings

A. Number of Meetings

Installation of new members and election of officers will be a part of the agenda for the first meeting of each academic year. The date, time, and place of the meetings should be established early so members can plan accordingly.

Although the number of meetings is dependent on the particular workforce program, the specific situation, and the tasks to be accomplished, two meetings per year should be held. To encourage stronger industry partnerships, more frequent interactions are recommended. Meetings may occur by video conferencing, e-mail, and other means.

There must be one face-to-face meeting held per year.

Meetings will be conducted with a planned, published agenda developed by the chairperson and Curriculum Facilitator. The agenda should be sent in advance to each member with the meeting notification and any material required for the meeting.

B. Minutes

All topics discussed and actions taken by the advisory committee must be recorded in official minutes (minutes must reflect program revisions). The minutes should follow the format in Appendix A and must include:

1. Identification of committee members' name, title, and affiliation.
2. Indication of the committee members' presence or absence from the meetings.
3. Names, titles, and affiliations of others present at the meetings.
4. Signature of the Chair, Co-Chair and Recorder.
5. Evidence that industry partners have taken an active role in making decisions that affect the program.

Program Review

All workforce programs at LSCS are reviewed on a four year cycle. New programs are reviewed after at least two years of data have accumulated. Program review systemically examines workforce programs through comparable measures across campuses and programs. Information on 50 measures is collected to assess 27 quality indicators, and the responsibility for that information collection is shared between program and district staff.

The review relies on some pre-existing information sources, such as reports to the THECB, and some new information sources, including surveys of students, graduates, former students, employers and advisory committees. The Advisory Committee survey is conducted on-line, but some programs may choose to have members complete a survey at a fall meeting. At the completion of data collection, program staff from all campuses at which the program is offered gather for a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats).

Results of program review are used by campus and program staff to improve their programs and by district staff as indications of possible district-wide needs. Workforce Program Review information can be found at <http://www.LSCS.edu/Templates/Content.aspx?pid=6845> . A pilot review of Continuing Education workforce programs will begin in Spring 2007.

New Programs

It is the policy of LSCS to convene an Advisory Committee for the development of each new workforce program. The functions, definition, organization, and roles of advisory committees for a new program are the same as those of advisory committees for established programs, with the minor exceptions listed below.

Focus groups are frequently used to verify local need for a training program and establish competencies and curriculum. Members of this group may be invited to join an existing Advisory Committee (if appropriate) or to participate in the Advisory Committee that oversees the established program.

◆ ***Appointment of Members*** – Members of new program advisory committees are recommended to the Vice President of Instruction by the College faculty and staff and the Workforce Development staff. Using databases and information obtained from labor market surveys, the President or their designee selects members who broadly represent the industry, who represent a diverse population, and whose businesses are within the LSCS service area. Once the willingness of the individual to serve is confirmed by the Curriculum Facilitator, the name will be submitted to the Vice President of Instruction at the Curriculum Facilitator's college. The Associate Vice Chancellor for Workforce will prepare a letter of appointment from the Chancellor for the programs offered at multiple colleges. For programs offered at one college, the letter will be sent by the President or designee, and the individual will then be added to the committee membership. The Chancellor, President or their designee will issue the letter of appointment with the invitation to the first advisory committee meeting.

◆ ***Role of Dean*** – In most instances at the time of new program development, there is no assigned Curriculum Facilitator. Therefore, rather than the curriculum facilitator having a role in

the process, the division dean of the Host College and the Associate Vice Chancellor for Workforce Development will serve as a resource to the committee chair.

◆ ***Number of meetings*** – During the development of a new program, advisory committees generally meet many times in order to establish curriculum, write course outcomes, prepare SCANS matrices, create mission statements, and prepare the program for submission to the Texas Higher Education Coordinating Board. A minimum of two meeting times are required, although it is routine practice to have as many as four to six meetings, in order to meet all objectives of program development. Additional meetings may occur by video conferencing, e-mail, and other means.

Appendix A

OVERSIGHT AGENCIES

The Texas Higher Education Coordinating Board (THECB) was created by the Texas Legislature in 1965 to "provide leadership and coordination for the Texas higher education system to achieve excellence for the college education of Texas students." The THECB oversees public community and workforce colleges, which offer certificate and associate degree programs in Texas. The Coordinating Board serves as an advocate for higher education, provides advice and comprehensive planning capability to the Legislature, coordinates the effective delivery of services, and efficiently administers assigned statewide programs.

Responsibilities include:

- To develop a five-year master plan which is updated annually;
- To classify and prescribe the institutional role and mission for each public institution of higher education in Texas and make such changes in classification of role and mission of each institution as it deems appropriate and hear applications from institutions for changes in classification of role and mission;
- To report to the Legislature annually on the "state of higher education";
- To present to the Legislature a comprehensive summary and analysis of institutional appropriations requests and formula development in order to provide a statewide view of funding requirements;
- To develop and implement policies on the transferability of lower division courses among institutions of higher education;
- To develop guidelines for institutional reporting of student performance; and
- To encourage cooperative programs and agreements among institutions of higher education including, among others, degree offerings, research activities, library and computer sharing. (Excerpted from the THECB web site).

The official policy manual for workforce education programs offered at public higher education institutions and degree-granting proprietary institutions in Texas is the *Guidelines for Instructional Programs in Workforce Education* (GIPWE) and is published by the THECB. The manual provides guidelines for the effective design, development, operation, and evaluation of workforce education programs. It is found at

<http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/>

WECM

The Workforce Education Course Manual (WECM) is a web-based inventory of current workforce education courses available for use by Texas public two-year colleges. The courses are grouped by subject according to the Classification of Instructional Programs (CIP) codes published by the National Center for Education Statistics (NCES). Since 1998 other WECM projects have assured currency of WECM courses and guidelines, as well as opportunities for the professional development of college faculty and administrators. All WECM projects have been supported by the collective skills and talents of college administrators, instructional specialists, and business and industry representatives and have been funded through the Carl D. Perkins Act.

The purposes of the WECM are to:

- contribute to the quality and consistency of workforce courses;
- provide Texas colleges increased assistance and flexibility in responding to employer needs;
- enhance the portability of credits and credentials for students;
- provide increased access for students to workforce education degrees and career advancement for students;
- facilitate articulation with other providers of education at both the secondary and post-secondary levels; and
- incorporate industry-established skill standards into Texas workforce education.

WECM Policies and guidelines are updated annually through the WECM Leadership Advisory Committee. The Committee is comprised of experienced workforce education leaders from small and large colleges in different regions of the state. These administrators have worked with a full range of Semester Credit Hour (SCH) and Continuing Education (CEU) workforce education programs and courses and have participated in the implementation and maintenance of WECM.

The current manual is available on the Coordinating Board Web Site at <http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/>

SACS

Each college and university must also comply with the criteria for accreditation of one of the six regional accrediting bodies. Texas institutions are accredited by the Southern Association of Colleges and Schools (SACS). Their mission is the improvement of education in the south through accreditation. Institutions of higher education participate in a reaffirmation of their accreditation every ten years. The Lone Star College System's last accreditation site visit was April 2001, and will undergo a reaffirmation process in 2011. Additional information on SACS can be found at their web site: <http://www.sacs.org/>

Appendix B

STATEMENT OF MISSION/PURPOSE

Mission

Lone Star College System provides comprehensive educational opportunities and programs to enrich lives.

Vision

Lone Star College System is recognized globally as the premier community college for student success, innovation and partnerships.

Appendix C

LSCS VALUE STATEMENTS

Affordable Access

We believe that the Lone Star College System provides an affordable and accessible educational experience which meets the needs of its diverse communities.

Building Communities and Partnerships

We believe that the Lone Star College System is the catalyst for promoting a seamless educational journey and for nurturing the intellectual and cultural life of the community.

Commitment to International Education

We believe that the Lone Star College System demonstrates its commitment to international education by embracing multiple perspectives, promoting understanding and educating students to become contributing members in a culturally and ethnically diverse world.

Communication

We believe that the achievement of the Vision and Mission of the Lone Star College System requires an effective system of communication among both internal and external constituencies.

Diversity

We believe the Lone Star College System provides an inclusive learning and working environment for our diverse students, faculty, administrators and staff and that our System programs, services and personnel reflect the communities we serve.

Economic and Workforce Development

We believe that the Lone Star College System serves as the critical link for economic and workforce development to provide prosperity through partnerships with business, government and community organizations.

Ethics/Integrity

We believe that it is essential that all Lone Star College System employees adhere to the highest standards of ethics and integrity.

Evaluation/Accountability

We believe that it is essential that the Lone Star College System employ data-supported decision making and regularly assess the impact and outcomes of our efforts for continuous improvement.

Human Resources

We believe that the most important resources of the Lone Star College System are the individual faculty and staff members, who are entitled to a supportive collegial work environment which rewards excellence and innovation, creates opportunities for professional development, fosters meaningful involvement in shared governance and provides excellent compensation.

Leadership

We believe that the Lone Star College System, building on a solid foundation of growth and service, is a recognized leader in the community college movement, making important contributions to the profession through partnerships, innovation, scholarship, creative services and integrated technologies.

Environment

We believe that the Lone Star College System is a dynamic learning environment, distinguished by academic freedom and excellence in teaching, allowing citizens to develop to the full extent of their ability, to succeed in a competitive work environment and to be effective lifelong learners.

Stewardship

We believe that the Lone Star College System is committed to rigorous stewardship of the resources entrusted to its care to ensure maximum benefit for the community.

Technology

We believe that technology is a critical resource in supporting and achieving instructional, operational and strategic goals of the Lone Star College System.

Appendix D

LSCS SYSTEM GOALS

- ❖ Provide quality accessible courses and programs of instruction which meet transfer, workforce development, and lifelong learning needs of students.
- ❖ Improve student success.
- ❖ Provide quality accessible support services for students that enhance the learning process and their educational experience.
- ❖ Provide efficient and effective stewardship of state, local and federal funds.
- ❖ Maintain a work environment that appropriately rewards employees, supports employee professional growth and development, and maintains the staffing necessary to effectuate strategic priorities.
- ❖ Provide effective systems of communication to both internal and external constituencies.
- ❖ Provide community development partnerships that enrich and serve the community.
- ❖ Maximize the impact of the physical resources to support quality learning and work.
- ❖ Provide state-of-the-art technology to support instruction, student support services and administrative processes.

Appendix E

Sample Minutes

Health Information Technology January 21, 2000

CHAIRPERSON: Ms. Smith, CCS
CO-CHAIRPERSON: Ms. Jones, RRA
RECORDER: Ms. Doe, CCS, ART

MEETING DATE: January 21, 2008
MEETING TIME: 4-6 P.M.
PREVIOUS MEETING: October 7, 2007
NEXT MEETING DATE/TIME: February 11, 2000, 4-6 P.M.
LOCATION: LSCS Office Boardroom

Advisory Committee Members

OFFICIO MEMBERS:*	
Name and Affiliation	
x Member 1- Northeast Medical Center	x Member 12- Houston NW Medical Center
x Member 2- Charter Hospital of Kingwood	x Member 13-Texas Orthopedic & Trauma Cntr
x Member 3- TOPS Surgical Specialty Hospital	x Member 14- Columbia Kingwood Hosp.
x Member 4- Columbia Kingwood Hospital	x Member 15- Memorial Hospital
x Member 5- Houston NW Medical Center	Member 16- Columbia Kingwood
x Member 6- Northeast Medical Center	x Member 17- Forest Springs Hospital
x Member 7- Columbia Conroe Regional Medical Cente	Member 18- Tri County Medical Health Center
Member 8- Health South Rehab Hospital	x Member 19- Health South Rehab Hospital Inst.
x Member 9- Memorial Hospital	Member 20, Deanna - Houston Rehabilitation
x Member 10, RRA - Adjunct Instructor	x Member 21- Houston NW Medical Center
x Member 11- Memorial Hospital	x Member 22 - Health South Rehab Hospital
<i>*Note: Utilize names of all members in actual minutes.</i>	

EX-OFFICIO MEMBERS: Name and Affiliation	
x Dean Program Development, NHC	x District Director- LSCS
x Consultant, R.R.A., STCC (via ITV)	Vice President, North Harris College
x Faculty, North Harris College	

x = present

- Committee Chair**
- I. I** Call to Order
The fifth Health Information Technology Advisory Committee meeting was called to order by the Chair at 4:10 P.M. in the LSCS District Office Atrium.
- Full Membership**
- II.** Approval of Minutes: October 7 2007 The minutes of the October 7, 2007 meeting were distributed. A motion was made by Member 1 and seconded by Member 6 to approve the minutes with revisions. Motion carried, unanimously.

- III.** Old Business

B. CURRICULUM OUTLINE

Full Membership

The Dean asked the committee to review the courses that were listed for inclusion in the curriculum during the last advisory committee meeting. The committee agreed that the courses were the ones that were important for the curriculum. In addition, there was discussion about including a separate statistics course. Earlier discussion had focused on blending the statistics competencies into the Health Information Management II course. After review, the committee thought it best to have a stand alone statistics course. The committee was asked to develop a degree plan, indicating the semester sequence of courses for the HIT program. The following is the curriculum in a semester format. Courses noted in parenthesis are prerequisite courses.

First Fall Semester

Course Name	Lecture	Lab	Contacts	SCH
ENGL 1301	3	0	48	3
BIOL 2401	3	3	96	4
MRMT 1305	3	0	48	3
MRMT 1401	3	3	96	4
PE Elective	0	3	48	1
Total hours				15

First Spring Semester				
Course Name	Lecture	Lab	Contacts	SCH
CSCI 1401	2	3	80	4
BIOL 2402 (BIOL 2401)	3	3	96	4
MRMT 1445 (MRMT 1401)	3	3	96	4
MRMT 1353	3	0	48	3
MRMT 1255(*MATH 0306)	2	0	32	2
Total hours	17			

First Summer Semester

SPCH elective	3	0	48	3
SBS elective	3	0	48	3
Total hours	6			

Second Fall Semester

Course Name	Lecture	Lab	Contacts	SCH
MRMT 1441(MRMT 1391* & BIOL 2401 & 2402)	3	3	96	4
MRMT 1391	3	0	48	3
MRMT 1166	0	7(Ext)	112	1
MRMT 2339				
(MRMT 1445, 1255)	3	0	48	3
MRMT 1271(MRMT 1305)	1	2	48	2
Total hours	13			

- MRMT 1331 is a pre or co-requisite to MRMT 1441

Second Spring Semester

(First eight weeks)

Course Name	Lecture	Lab	Contacts	SCH
MRMT 2345 (MRMT 1441)	3	3	96	4
MRMT 2343 (MRMT 1255)	2	2	64	3
(Second eight weeks)				
MRMT 2588 (all courses)	0	40(Ext)	320	5

The committee had first discussed having BIOL 2401, CSCI 1401, and/or MRMT 1305 as prerequisites to admission to the program. It was decided that having these as program prerequisites might not be in the best interest of the students or the program. Because TASP, or an equivalent test, will test all students, the committee felt that this requirement would help assure that only college-level students would be entering the courses. Therefore, no program prerequisite courses were established at this time.

IV. NEW BUSINESS

A. Program Mission Statement - deferred

**Full
Membership**

B. Program Philosophy Statement - deferred

C. SCANS vs. Curriculum Matrix - deferred

D. External Learning Experience Agreement and Student Evaluation Instrument- The District Director provided the LSCS's External Learning Experience Agreement. Advisory members were encouraged to share this document with their supervisors at their work sites and urged to sponsor students for internships and practica at their sites.

E. Recommendations for software, print and non-print media, equipment, etc. – deferred.

F. Job Description and Vacancy Posting – The Dean provided a draft of the job posting for the HIT instructor/program coordinator. She asked the committee to review and suggest language that would convey the message to applicants that the college is looking for a devoted, nurturing employee to develop the program. The committee made suggestions. Members suggested that we advertise for this position in Health Information Journals. The Chair will fax the information to the Dean.

VI. Set Date of Sixth Meeting

The sixth HIT Program Advisory Committee meeting will be held on February 11, 2009 from 4-6 P.M. in the LSCS District Office Boardroom.

**Full
Membership**

VII. Call for Adjournment The Chair called for adjournment at 6:00 P.M.

**Committee
Chair**

ADVISORY COMMITTEE OFFICERS / APPROVAL

Chairperson: _____

Date _____

Signature: _____

Co-Chair: _____

Date _____

Signature: _____

Recorder: _____

Date _____

Signature: _____

Appendix F

Lone Star College System

Advisory Committee Membership

Name _____ Title _____

Organization _____

Type of Business _____

Mailing Address _____

Work Phone _____ Home Phone _____

Email Address _____

Demographics Section (for reporting purposes only to Texas Higher Education Coordinating Board to insure appropriate representation of field and community):

Gender: _____ Male _____ Female

Ethnicity: _____

Size of Business for Occupational Field _____ Small _____ Medium _____ Large

Geographic Area Company Serves: _____

- ▼ Properties
- ▼ Actions
- ▼ Linking
- ▼ Keywords
- ▼ Notes
- ▼ Page Information

- Homepage
- SmartEdit
- SmartTree
- Translation Editor
- Search
- Tasks
- Main Menu
- Help

✖ [edit page] ✎ [edit main content in form] page id:7247 [\[page preview\]](#)



✎ [add, reorder, remove pages in side navigation]

- Academic Affairs & Student Success
- Class Search
- LSCS Catalog
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