Message from the Chancellor:

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

Purpose
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 a critical role in ensuring LSCS programs are current and relevant.

Functions
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.


The GIPWE states that the “broad purposes of an advisory committee are 1) to help a college document the need for a workforce education program and 2) to ensure that the program has both adequate resources and a well-designed curriculum to provide students with the skills, knowledge, and behaviors necessary to successfully meet the needs of business and industry.”

GIPWE lists the following advisory committee functions:

1. evaluating the goals and objectives of the program curriculum;
2. establishing workplace competencies for the program occupation(s);
3. suggesting program revisions as needed;
4. evaluating the adequacy of existing college facilities and equipment;
5. advising college personnel on the selection and acquisition of new equipment;
6. identifying local business/industry leaders who will provide students with external learning experiences, employment, and placement opportunities;
7. assisting in the professional development of the faculty;
8. assisting in promoting and publicizing the program to the community and to business and industry; and
9. representing the needs of students from special populations.
LSCS sets the following additional specific functions for its advisory committees.

**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 LSCS in the community.
- 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.
Membership Guidelines and Appointments

Definition of Membership

Advisory committees consist of voting and non-voting or ex-officio members. Primarily the voting members are business and industry representatives from private and public sectors, secondary level and higher education institutional partners, former LSCS adjunct or full-time faculty who work in the respective field, and current or former students.

Non-voting, ex-officio, members include LSCS deans and other administrators, as well as LSCS full-time/adjunct faculty and staff offering the program.

A more in-depth breakdown of the composition guidelines and membership details follows.

GIPWE Advisory Committee Composition

The GIPWE provides the following information on composition of advisory committees (GIPWE 2010, Chapter 3, section B2b, page 29 - http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm).

1) Advisory committees must be composed of persons who broadly represent the demographics, including the ethnic and gender diversity of the institution’s service area as well as the demographics of the occupational field. Committee members should be knowledgeable about the skills used in the occupation for which they are providing information and guidance.

2) Members should be drawn from both the private and public sectors with an emphasis on business, industry, and labor organizations.

3) Tech Prep program specific advisory committees must include members who represent secondary and higher education as well as business and industry.

4) Full-time faculty and staff of the college offering the program must not be members of the advisory committee, but they may serve in an ex-officio (non-voting) capacity. Part-time faculty who hold full-time positions within the career field may be members of the committee. Faculty and staff of senior institutions with whom the program may be articulated may also be members of the committee.

While part-time faculty who hold full-time positions in the career field may also serve on the committee (as stated in the GIPWE reference above), LSCS restricts them to ex-officio (non-voting) members. Former part-time faculty who work in the field may serve as voting members. LSCS also encourages inclusion in the advisory committee of former and current students from the specific program.

Continuing Education (CE) programs of 360 or more contact hours must meet all advisory committee guidelines as for credit programs. CE training sequences of less than 360 contact hours should seek the
beneficial input from business and industry to ensure the type, format, and content of the training program that best meets the needs of the community.

**Appointment of Members**

Using the membership guidelines outlined above in advisory committee composition; faculty; professional, labor, and industrial organizations; and others may nominate individuals for membership. Once the willingness of the individual to serve is confirmed by the curriculum team facilitator, the name will be submitted to the vice president of instruction at the curriculum team facilitator’s college.

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 Office of Academic Affairs will send appointment letters for programs offered at multiple colleges. For programs offered at one college, the letter will be sent by the college president or designee, and the individual will then be added to the committee membership.

Officers include chairpersons and co-chairpersons who are elected into their positions by committee members to serve as facilitators over the meetings and who work closely with the curriculum team facilitators. Committees may select a non-voting member to record the meetings and coordinate information dissemination with the curriculum team facilitator.

The appropriate number of committee members will vary depending upon the nature of the program; however, 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 awards.

**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. Officer terms of service are typically one year in length, but could be longer depending on the needs of the committee. The committee may decide that the co-chairperson rotate into the chairperson role after the first year to establish continuity.

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 team 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.
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 LSCS and the communities served.
5. Willingness to work collaboratively in a team environment.

Member Duties

Chairperson (Elect)
1. Call to order and preside over meetings
2. Plan the agenda (with the assistance of the curriculum team facilitator)
3. Appoint subcommittees
4. Represent the advisory committee when appropriate.
5. Consults with curriculum team facilitator

Co-Chairperson (Elect)
1. Serve with or in the absence of the chairperson. See duties listed above.

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

1. Collaborate with deans, directors, department chairs, faculty, continuing education representatives, and other interested parties to nominate, establish, and maintain committee membership.
2. Attend meetings in *ex officio* (non-voting) capacity.
3. Forward minutes of each meeting to the dean(s) of the area and to curricdev@lonestar.edu to be posted to the curriculum team intranet sites at https://intranet.lonestar.edu/academicandstudent/ci/curricdev/currteams/default.aspx, or request permissions for a designee to post directly to the committee’s site.
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. Ensure that information gathered from the advisory committee is discussed at a curriculum team meeting for appropriate impact to curriculum.
8. Ensure that all committee members receive this Advisory Committee Handbook, minutes, and agendas, and ensure that members are aware of the online resources specifically for advisory committee members at http://www.lonestar.edu/advisorycommittees.htm.
9. Maintain advisory committee membership rosters accessible on the LSCS advisory committee intranet sites through Academic Support personnel.
10. Designate a representative to announce meetings, communicate information, record and mail copies of the minutes to all committee members, and ensure that each committee member receives all necessary documents.

Faculty, Staff, Program Director, or Department Chair (non-voting)

1. Nominate persons for service on the advisory committee.
2. Submit items for the agenda to the chairperson or curriculum team facilitator.
3. Assist curriculum team facilitator and chairperson 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.

Continuing Education Representative (non-voting)

1. Nominate persons for service on the advisory committee.
2. Submit items for the agenda to the chairperson or curriculum team 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 relevant continuing education colleagues.

**Executive Director of Academic Support (non-voting)**

1. Serve as a resource to curriculum teams in the on-going development and revision of existing programs as deemed necessary by advisory committees.
2. Communicate information as appropriate to deans and vice presidents.
3. Ensure THECB curriculum development guidelines are followed.

**Associate Vice Chancellor for Workforce Development (non-voting)**

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

**Meetings**

**Frequency**

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

Although only one annual meeting is required by the advisory committee, two are recommended to properly address the particular needs of the workforce program, the specific situation, and the tasks to be accomplished. To encourage stronger industry partnerships, more frequent interactions are recommended. Meetings may occur by video conferencing, e-mail, and other means.

The THECB suggests in the GIPWE that “contact with committees be maintained throughout the year via e-mail, fax, phone, or videoconference. (GIPWE 2010, chapter 3, section B2c, page 29, [http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/gipwe.htm))

Meetings should be conducted with a planned, published agenda developed by the chairperson and curriculum team facilitator. The agenda should be sent in advance to each member with the meeting notification and any material required for the meeting. The date, time, and place of the meetings
should be established early so members can plan accordingly. Installation of new members and election of officers will be a part of the agenda for the first meeting of each academic year.

Quorum for each advisory committee meeting is 51% of external members (non-LSCS employees), whether face-to-face or via phone or web. Curriculum team facilitators should maintain the committee members list to reflect participatory and non-participatory members in order to calculate the quorum accurately.

**Records**

All topics discussed and actions taken by the advisory committee must be recorded in official minutes. The minutes should follow the format in Appendix, or the example provided in the GIPWE (chapter 3, section C1, page 47) 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.

The THECB requires that minutes be maintained in the college system’s files and available to THECB staff upon request. Accordingly, LSCS requires that minutes be posted on the curriculum team sites [http://intranet.lonestar.edu/academicandstudent/ci/currteams/default.aspx](http://intranet.lonestar.edu/academicandstudent/ci/currteams/default.aspx). Curriculum team facilitators may submit minutes to curricdev@lonestar.edu for posting by the Academic Support personnel.

Additionally, curriculum team facilitators are asked to update the advisory committee membership lists posted on the intranet sites through either of the aforementioned methods. Advisory committee membership lists should indicate the name, title, affiliation and contact information (phone and/or email, plus address) for each member.
Appendices A-E
Appendix A: Academic Affairs 2013 Organization Chart and Staff Directory

Academic Affairs 2013 Staff Directory (in Flipbook)

Academic Affairs 2013 Staff Directory (in PDF)
Appendix B: Oversight

THECB

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 technical colleges, which offer certificate and associate degree programs.

THECB 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.

THECB 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. GIPWE is found at http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/
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 accuracy 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.

The purposes of 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/](http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/).

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). SACS 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 accreditation was reaffirmed in June 2012. Additional information on SACS can be found at their web site, [http://www.sacs.org/](http://www.sacs.org/).
Appendix C: About LSCS

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

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.

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

**Goals**
1. Increase completion and achievement of all students
2. Provide high quality academic instruction
3. Provide quality student focused service
4. Maintain affordability and accessibility
5. Recruit and retain talented full and part-time faculty, administrators and staff
6. Enhance internal and external systems of communication
7. Strengthen efficiencies in operations
8. Develop and sustain mutually beneficial partnerships
9. Leverage technology to increase and enhance education, operation, and innovation competitiveness
10. Plan and manage sustainable quality growth
Appendix D-1: LSCS Sample Meeting 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

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

### EX-OFFICIO MEMBERS:

<table>
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<tr>
<td>Dean Program Development, NHC</td>
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<td>District Director, LSCS</td>
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<tr>
<td>Consultant, R.R.A., STCC (via ITV)</td>
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<tr>
<td>Vice President, North Harris College</td>
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<tr>
<td>Faculty, North Harris College</td>
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x = present

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.

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

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 standalone 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
First Fall Semester

<table>
<thead>
<tr>
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<th>Lab</th>
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First Spring Semester

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<th>SCH</th>
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<td>3</td>
<td>80</td>
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<td>BIOL 2402 (BIOL 2401)</td>
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<td>96</td>
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<tr>
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<td>3</td>
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<tr>
<td>MRMT 1353</td>
<td>3</td>
<td>0</td>
<td>48</td>
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<tr>
<td>MRMT 1255(*MATH 0306)</td>
<td>2</td>
<td>0</td>
<td>32</td>
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First Summer Semester

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<th>Lab</th>
<th>Contacts</th>
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<tbody>
<tr>
<td>SPCH elective</td>
<td>3</td>
<td>0</td>
<td>48</td>
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<tr>
<td>SBS elective</td>
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Second Fall Semester

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<th>Lab</th>
<th>Contacts</th>
<th>SCH</th>
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<tbody>
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<td>MRMT 1441(MRMT 1391* &amp; )</td>
<td>3</td>
<td>3</td>
<td>96</td>
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<td>BIOL 2401 &amp; 2402)</td>
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<td>MRMT 1391</td>
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<td>MRMT 1166</td>
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<td>7(Ext)</td>
<td>112</td>
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<td>MRMT 2339</td>
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<td>0</td>
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<td>(MRMT 1445, 1255)</td>
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<tr>
<td>MRMT 1271(MRMT 1305)</td>
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- MRMT 1331 is a pre or co-requisite to MRMT 1441

Second Spring Semester
(First eight weeks)

<table>
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<tr>
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<th>Lab</th>
<th>Contacts</th>
<th>SCH</th>
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</table>
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
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.

VII. Call for Adjournment The Chair called for adjournment at 6:00 P.M.
<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Date</th>
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<tr>
<td>Chairperson</td>
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<tr>
<td>Co-Chair</td>
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<tr>
<td>Recorder</td>
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1. Advisory Committee Meeting Minutes

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<th>CHAIRPERSON:</th>
<th>MEETING DATE:</th>
<th>MEETING TIME:</th>
<th>MEETING PLACE:</th>
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<tbody>
<tr>
<td>RECORDER:</td>
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<td>PREVIOUS MEETING:</td>
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<tr>
<td>New Business:</td>
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<tr>
<td>Curriculum Decisions:</td>
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<td></td>
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<tr>
<td>Other:</td>
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## MINUTES

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<th>Discussion</th>
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<td>Curriculum Decisions:</td>
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<tr>
<td>Other:</td>
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**CHAIRPERSON SIGNATURE:**  **DATE:**  **NEXT MEETING:**

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Found in GIPWE, 2010, Chapter 3, Part C, Page 47
Appendix E: Membership Form

Lone Star College System

Advisory Committee Membership Form

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: ____________________________________________