

The New Learning Ecosystem at HigherEd.org: A Portal for Personalized CBE Using OER



OLC Emerging Ideas Session
April 7, 2017

John Milam, Ph.D.
Lord Fairfax Community College

<http://knowledgetowork.com>
<http://highered.org>

Knowledge to Work and the HigherEd.org portal are funded in part by a TAACCCT grant from the U.S. Department of Labor's Employment and Training Administration

LFCC's Knowledge to Work Round 4 TAACCCT Grant



Offers CBE programs in IT, HIM, admin support technology, & supervision



Uses free & low-cost OER, w/ digital librarian & curated resources



Includes work w/ AHIMA on a new, national credential and set of competencies (IT in HIM)



Faculty Direct Assessment Committee aligned programs w/national competency frameworks from AHIMA, ACM, & IAAP



Creates custom personalized learning plan software for CBE w/ competency tracking



Partnerships w/ AHIMA, Microsoft, others



Creates custom software for extended CBE transcripts & business processes for registrar



Provides career coach, workforce navigator, ABE instructors; employability skills training; support to TAA eligible workers; pilot mapping of military job codes to HIM competencies

Vision for a new type of HIM CBE portal



Portal features at: <http://highered.org>

- Takes everything created for DOL grant and makes it available for free to all (*value added by LFCC for accredited awards, faculty, career coach, & aid*)
- New kind of search engine to find free/low-cost open educational resources & learning objects, including online courses, YouTube, podcasts, e-books, textbooks, internships, mentors, Amazon, & MOOCs
- Filter searches by data such as cost, publication date, provider, rating, delivery mode, and alignment to standards (IMS Global metadata)
- Create personalized learning plans tied to competencies
- Info on HIM and IT pathways presented, with links to relevant tools & sites
- Links to industry & occupational credentials tied to competencies (*coming*)
- Create custom user profile with notes, saved searches, & preferred content
- Promotes apprenticeships, including AHIMA's DOL grant, with links to its programs, job roles, and competencies tied to OER
- Add your learning providers & content (OER & courses)
- Opportunities to partner, co-brand, advertise, preferred content, affiliate sales

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Career Pathways



Health Information Management (HIM)

- 🔍 HIM Competency Framework
- 🔍 AHIMA Apprenticeship Programs



Information Technology (IT)

- 🔍 IT Competency Framework



Administrative Support Technology (AST)

- 🔍 AST Competency Framework
- 🔍 IAAP Body of Knowledge

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AHIMA Foundation

233 N. Michigan Avenue, 21st Floor, Chicago, IL 60601-5809

- 🔍 HIM Competency Framework
- 🔍 AHIMA Foundation Registered Apprenticeship Program & Competencies
- 🔍 Search resources related to AHIMA
- 🔗 Visit the AHIMA Foundation website

Established in 1962, the [AHIMA Foundation](#) is a 501(c)(3) philanthropic affiliate of [AHIMA](#). The Foundation envisions the future of healthcare, and we prepare for that future with investments in research, workforce development, education, and innovative strategies that advance the HIM profession and, ultimately, better serve the healthcare community. The Foundation focuses on readying the HIM professionals of today to be the leaders of tomorrow. We operate under the values of philanthropy, innovation, leadership and integrity and strive to be recognized for excellence in health information leadership and research for the healthcare industry and the public. The AHIMA Foundation has worked closely with [Lord Fairfax Community College \(LFCC\)](#) to make health information resources and materials available through the Online Portal, including the HIM Career Map.



In addition, the AHIMA Foundation is pleased to participate in the following activities in coordination with LFCC:

- Completion of a job analysis for AHIMA's Certified Healthcare Technology Specialist (CHTS) certification to garner feedback related to the positions and roles for which the CHTS is most appropriate and applicable.
- Coordination of efforts related to the AHIMA Foundation's Managing the HIM Talent Pipeline (MTP) apprenticeship program, which will help 1,200 recent college graduates and career-changers take on healthcare information careers by 2020.

AHIMA Foundation Registered Apprenticeship Program (For Employers and Job Seekers)

Apprenticeships are the Future of HIM!

The AHIMA Foundation has developed four apprenticeship roles:

- Hospital Coder/Coding Professional
- Clinical Documentation Improvement Specialist
- Business Analyst
- Data Analyst

HigherEd.org can help you learn more about the competencies you need to achieve these roles. Is your company seeking solutions to the training and development of employees or additional support to assist your organization in advancing healthcare technology? We can help you connect with the AHIMA Foundation's Registered HIM Apprenticeship Program. [Learn more about the AHIMA Foundation registered apprenticeship programs.](#)

[Learn More About AHIMA Foundation Apprenticeship Programs](#)

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Career Pathway — Health Information Management (HIM)

[Q HIM Competency Framework](#)[Q Search Related Resources](#)

What is HIM?

Health information is the data related to a person's medical history, including symptoms, diagnoses, procedures, and outcomes. Health information records include patient histories, lab results, x-rays, clinical information, and notes. A patient's health information can be viewed individually, to see how a patient's health has changed; it can also be viewed as a part of a larger data set to understand how a population's health has changed, and how medical interventions can change health outcomes.

Health information management (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. It is a combination of business, science, and information technology.

Who is an HIM professional and what do they do?

HIM professionals are highly trained in the latest information management technology applications and understand the workflow in any healthcare provider organization from large hospital systems to the private physician practice. They are vital to the daily operations management of health information and electronic health records (EHRs). They ensure a patient's health information and records are complete, accurate, and protected.

Health information management (HIM) professionals 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 healthcare delivery cycle. HIM professionals work on the classification of diseases and treatments to ensure they are standardized for clinical, financial, and legal uses in healthcare. Health information professionals care for patients by caring for their medical data. More specifically, health information professionals:

- Review patients' records for timeliness, completeness, accuracy, and appropriateness of data
- Organize and maintain data for clinical databases and registries
- Track patient outcomes for quality assessment
- Use classification software to assign clinical codes for reimbursement and data analysis
- Electronically record data for collection, storage, analysis, retrieval, and reporting
- Maintain confidentiality of patients' records

Where are Health Information professionals employed?

A variety of different settings, environments, and employers, including hospitals, medical offices, and skilled nursing facilities. Additionally, as health information technology becomes more ubiquitous, places like academic institutions, consulting agencies, government agencies, and healthcare software companies will also become key players.

Why HIM?

Scope of knowledge!

HIM students will acquire a versatile yet focused skill set incorporating clinical, information technology, leadership, and management skills.

Job Outlook!

An aging population requiring more medical services, along with an increasing number of individuals who have access to health insurance because of federal health insurance reform, will lead to more reimbursement claims from insurance companies. Due to factors like these, the Federal Bureau of Labor Statistics projects that employment of health information technicians will grow 15 percent from 2014 to 2024, making it much faster than the average for all occupations. Health information technology (HIT) and Health Informatics (HI) will also be key players, leading to opportunities in the technical side of managing health information.



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Reinventing CDI: Organizations Relaunching And Reworking Data Integrity Efforts, And Coding Roles, With Clinical Documentation Improvement Programs

This article describes the importance of clinical documentation improvement programs.

Creator: Mary Butler

Publisher: American Health Information Management Association (AHIMA)

Resource Type: Text - article

Cost: Free

Created: 07/01/2014

[Resource Link](#)



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Clinical Documentation Improvement—A Physician Perspective: Insider Tips for getting Physician Participation in CDI Programs

This article describes various techniques for gaining greater participation from physicians in CDI programs.

Creator: Adele L. Towers


Publisher: American Health Information Management Association (AHIMA)

Resource Type: Text - article

Cost: Free

Created: 07/01/2013

[Resource Link](#)



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Reinventing CDI: Organizations Relaunching And Reworking Data Integrity Efforts, And Coding Roles, With Clinical Documentation Improvement Programs



Source: American Health Information Management Association (AHIMA)

This article describes the importance of clinical documentation improvement programs.

Creator: [Mary Butler](#)
Publisher: [American Health Information Management Association \(AHIMA\)](#)
Resource Type: Text - article
Date Created: 07/01/2014
Cost: Free
Copyright License: All Rights Reserved

[Resource Link](#)

Media Type: Webpage
Language: English
Subject: [Health Information Management](#)

Education Level: Professional or technical credential, Bachelor's degree, Associate's degree
Intended Audience: Learner
Learning Management System Required: No
Recognition Availability: No

Keywords: [clinical documentation improvement \(CDI\)](#), [medical records management](#), [medical records](#), [electronic health records \(EHRs\)](#), [health care](#)

Competencies Associated with this Learning Resource:


Click the competency to search associated learning resources. The number of available resources is displayed in parentheses. Click [Q](#) to view all competencies for the framework associated to that competency.

- [Clinical Documentation on the Job Competencies](#): Articulate the implications of accurate coding with respect to research, public health reporting, case management and reimbursement (3)
- [Clinical Documentation on the Job Competencies](#): Educate providers and other members of the healthcare team about the importance of the documentation improvement program and the need to assign diagnoses and procedures when indicated, to their highest level of specificity (5)
- [Clinical Documentation on the Job Competencies](#): Articulate the implications of accurate coding (4)

Related Resources

Medical Billing and Coding Online

To help you learn more about the medical billing industry, and determine if it is the right career path for you, [MedicalBillingandCodingOnline.com](#) provides free online courses that will introduce you to the field.

Resource Type: Career information, Text
Cost: Free
[Resource Link](#) 



Reinventing CDI: Organizations Relaunching And Reworking Data Integrity Efforts, And Coding Roles, With Clinical Documentation Improvement Programs

By Mary Butler

It's a particularly busy night in the local hospital's emergency department, which is running—as usual—slightly short-staffed. The on-call attending physician goes from room to room treating and diagnosing patients with typical emergency department maladies: influenza, fractured ankle, infant with a high fever and a panicked mother.

Suddenly, a nurse calls a code for an elderly man. As the on-call doctor arrives at the bedside a physician's assistant tells him the patient has uncompensated heart failure. The physician tries three different times to resuscitate the patient—the first two are successful, but on the third, he is unable to revive him.

The physician finishes with his other patients before sitting down with his charts. When he documents his brief encounter with the heart failure patient—with whom he'd had no prior interaction—he documents congestive heart failure as the first listed diagnosis.

But a few hours later he gets a query from a clinical documentation specialist asking for more specific information on the heart failure patient's diagnosis. What he wrote isn't enough to adequately assign a code.

Minnette Terlep, BS, RHIT, vice president, business development, corporate compliance officer for Amphion Solutions, says she heard a physician describe a scenario like this one in an attempt to illustrate the challenges physicians face when working with clinical documentation improvement (CDI) specialists. Even though the doctor provided as much information as he could in the patient's chart, the CDI specialist asked him "Was it 'acute systolic failure,' or 'acute diastolic failure,' or 'acute-on-chronic failure?'"

The physician's response to the queries, Terlep says, was "I don't know. All I know is that the patient had uncompensated heart failure and died from it."

The physician's candor went a long way with Terlep in helping her understand clinicians' frustrations with the ever-increasing specificity that health information management (HIM) professionals are seeking. "We can query physicians forever, but there's a point where they really don't know and they can't give us that level of specificity we'd like from a coding perspective," Terlep says.

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[ICD-10 Moves Healthcare One Step Closer to Improved Documentation](#)

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[Bird's Eye View of ICD-10 Documentation Gaps: Vendor analysis offers big picture look at nationwide documentation holes—and how to fill them](#)

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Health Information Management (HIM)

- Q HIM Competency Framework
- Q AHIMA Apprenticeship Programs

Information Technology (IT)

- Q IT Competency Framework

Administrative Support Technology (AST)

- Q AST Competency Framework
- Q IAAP Body of Knowledge



Curate Your Own Learning with Free/Low-Cost Learning Resources Tied to Competencies

HigherEd.org currently focuses on three career pathways:

- [Health Information Management \(HIM\)](#)
 - Q HIM Competency Framework
 - [HIM Credentials](#)
 - o Hospital Facility Coding
 - Q AHIMA Foundation Registered Apprenticeship Programs (For Employers and Job Seekers)
- [Administrative Support Technology \(AST\)](#)
 - Q AST Competency Framework
 - Q IAAP Certified Administrative Professional (CAP) Exam 2017 Body of Knowledge
- [Information Technology \(IT\)](#)
 - Q IT Competency Framework
 - [IT Credentials](#)
 - o Network and Computer System Administrator
 - o Information/Cyber Security Analyst

HigherEd.org provides you with the [competencies](#) for degrees and certificates associated with each of these career pathways. We have also aligned free and low-cost learning resources to each of these competencies, so that you can learn everything you need to know with as little cost as possible. You can locate these learning resources using the search bar above or through your [personalized learning plan](#) and track your progress with a custom **MyHigherEd** dashboard. Start your personalized learning plan and use all of the features of HigherEd.org by enrolling in [MyHigherEd](#) for free [here](#).

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Health Information Management (HIM) Competency Framework

Read more about HIM Career Pathway

Click on a Competency to search for related Learning Resources. The number of available resources is displayed in parentheses.

Health Data Management

Health Data Structure, Content, and Standards

- Apply policies and procedures to ensure the accuracy of health data. (10)
- Collect and maintain health data (such as data elements, data sets, and databases). (11)
- Conduct analysis to ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status. (9)
- Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases. (11)

Healthcare Information Requirements and Standards

- Apply policies and procedures to ensure organizational compliance with regulations and standards. (16)
- Assist in preparing the organization for accreditation, licensing, and/or certification surveys. (4)
- Maintain the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards. (11)
- Monitor and apply organization-wide health record documentation guidelines. (15)

Clinical Classification Systems

- Adhere to current regulations and established guidelines in code assignment. (20)
- Apply diagnosis/procedure codes according to current nomenclature. (19)
- Ensure accuracy of diagnostic/procedural groupings such as DRG, MS-DRG, APC, and so on. (13)
- Resolve discrepancies between coded data and supporting documentation. (12)
- Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. DSM IV, SNOMED-CT). (13)
- Use and maintain electronic applications and work processes to support clinical classification and coding. (15)
- Validate coding accuracy using clinical information found in the health record. (14)

Reimbursement Methodologies

- Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery. (10)
- Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth. (11)
- Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements, such as outpatient prospective payment systems. (14)
- Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on. (9)
- Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes. (14)
- Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative. (9)

Health Statistics, Biomedical Research, and Quality Management

Healthcare Statistics and Research

- Collect, maintain, and report data for clinical indices/databases/registries to meet specific organization needs such as medical research and disease registries. (7)
- Collect, organize, and present data for quality management, utilization management, risk management, and other related studies. (8)
- Comprehend basic descriptive, institutional, and healthcare vital statistics. (2)

Quality Management and Performance Improvement

- Abstract and report data for facility-wide quality management and performance improvement programs. (7)
- Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare. (8)

Interpersonal Skills

Develop the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decision

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AHIMA Foundation Registered Apprenticeship Program

Apprenticeships are the Future of HIM!

For Job Seekers

AHIMA and AHIMA Foundation's National Guidelines for Apprenticeship Standards were certified by the United States Department of Labor (DoL). The certification of the guidelines will help to bridge the gap for graduating or post-certification student seeking career in HIM through paid apprenticeships, which will provide a clear pathway to full-time employment. The Foundation acts as a bridge between interested employers (sponsors), apprentices, and the [Employment and Training Administration of the Department of Labor](#).

The AHIMA Foundation was awarded a \$4.9 million grant from the U. S. Department of Labor (DoL) to fund the Managing the HIM Talent Pipeline (MTP) apprenticeship program to help 1,200 recent graduates and career-changers take on healthcare information careers over the next five years. The grant will ensure that career-ready individuals possess the skills, training, and experiential learning required by employers in today's healthcare market. Through the apprenticeship program, the AHIMA Foundation will serve to bridge the gap for those seeking their first employment and provide career mobility for those seeking a career change or career advancement opportunity.

The AHIMA Foundation has developed four apprenticeship roles:

Additional information on these and other health information roles is available at <http://hicareers.com/careemap>

Hospital Coder/Coding Professional

The HIM (Health Information Management) Hospital Coder will use coding conventions and guidelines to abstract, analyze, and accurately assign ICD (International Classification of Diseases) and CPT (Current Procedural Terminology) principle and secondary diagnostic and procedural codes to inpatient, ambulatory, and hospital outpatient medical records. The HIM Hospital Coder will query physicians when diagnosis is unclear, audit records, and perform peer reviews. This position must utilize encoder, grouper, and other Health Information Management software often including Electronic Health Records. Job requirements include a current credential such as RHIA (Registered Health Information Administrator), RHIT (Registered Health Information Technician), CCA (Certified Coding Associate) or other designated credential from a nationally recognized organization. Preferred candidates will hold an associate's degree or higher in Health Information Management; although those with a certificate in coding from an approved coding program will be considered.

▼ Show Competencies for Hospital Coder/Coding Professional

[AHIMA Foundation website](#) | [Appendix A - Work Process Schedule PDF](#) (provided by AHIMA Foundation)

Clinical Documentation Improvement Specialist

The Clinical Documentation Improvement Specialist (CDIS) will be responsible for demonstrating competency in coordinating and performing day to day operations, providing concurrent/retrospective review, and improving documentation of all conditions, treatments, and care plans to ensure highest quality care is provided to the patient. In addition, CDIS should be able to educate clinical staff in appropriate documentation criteria. The CDIS will ensure that documentation reflects Medicare Severity Diagnosis Related Groups (MS-DRG), case mix index, severity of illness, risk of mortality, physician profiling, hospital profiling, and reimbursement rules.



Hospital Coder/Coding Professional

The HIM (Health Information Management) Hospital Coder will use coding conventions and guidelines to abstract, analyze, and accurately assign ICD (International Classification of Diseases) and CPT (Current Procedural Terminology) principle and secondary diagnostic and procedural codes to inpatient, ambulatory, and hospital outpatient medical records. The HIM Hospital Coder will query physicians when diagnosis is unclear, audit records, and perform peer reviews. This position must utilize encoder, grouper, and other Health Information Management software often including Electronic Health Records. Job requirements include a current credential such as RHIA (Registered Health Information Administrator), RHIT (Registered Health Information Technician), CCA (Certified Coding Associate) or other designated credential from a nationally recognized organization. Preferred candidates will hold an associate's degree or higher in Health Information Management; although those with a certificate in coding from an approved coding program will be considered.

▲ Hide Competencies for Hospital Coder/Coding Professional

Health Data Management

- Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on. (14)
- Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements, such as outpatient prospective payment systems. (18)
- Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative. (13)
- Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes. (29)
- Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth. (17)
- Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery. (13)
- Resolve discrepancies between coded data and supporting documentation. (16)
- Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. DSM IV, SNOMED-CT). (14)
- Adhere to current regulations and established guidelines in code assignment. (39)
- Validate coding accuracy using clinical information found in the health record. (20)
- Ensure accuracy of diagnostic/procedural groupings such as DRG, MS DRG, APC, and so on. (18)
- Apply diagnosis/procedure codes according to current nomenclature. (39)
- Use and maintain electronic applications and work processes to support clinical classification and coding. (33)

Hospital Coder on the Job Competencies

- Participate in compliance (fraud and abuse), HIPAA (Health Insurance Portability and Accountability Act of 1996), and other organization specific training (0)
- Communicate with physicians and other care providers to ensure appropriate documentation (2)

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AHIMA Foundation website | Appendix A - Work Process Schedule PDF (provided by AHIMA Foundation)

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Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements, such as outpatient Search

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Fundamentals of Health Information Systems I (HIM-141)
Focuses on health data collection, storage, retrieval and reporting systems, with emphasis on the role of the computer in accomplishing these functions. Prerequisite: Readiness to enroll in ENG 111. ITE 115 preferred. Lecture 3 hours per week. Generally offered fall and spring.

Creator: Lord Fairfax Community College (LFCC) Cost: Paid
Resource Type: Course - on-site HIM Competency Framework
[Resource Link](#)



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Health Record Applications II (HIM-232)
Continues utilizing an integrated approach to practicing health record skills in a simulated clinical environment. Emphasizes the use of the microcomputer in accomplishing problem-solving tasks. Prerequisites: Readiness to enroll in ENG 111 and HIM 231. Part II of II. Laboratory 6 hours per week. Generally offered spring.

Creator: Lord Fairfax Community College (LFCC) Cost: Paid
Resource Type: Course - on-site HIM Competency Framework
[Resource Link](#)



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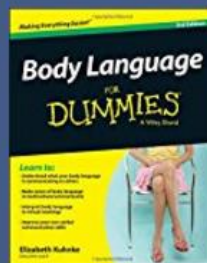
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Per the TAACCCT grant which makes this work possible, content for the following industries/disciplines are being accepted:

- Information Technology
- Health Information Management
- Administrative Support Technology
- Supervision
- Career Readiness/Employability

Examples you may submit:

- Open educational resources
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- Credentials/Badges

An example of the metadata fields we are most interested in obtaining for submitted learning resources, including a few sample records, can be located here: [learningresourcemetadatamodel.xlsx](#) 📄

Credit and non-credit courses in different delivery modes may be submitted for inclusion in the portal using this format: [coursedatacollectionstructure.xlsx](#) 📄

Content providers and advertisers are given access to their own personal dashboards where they can add and edit their learning resources, manage their advertisements, and view click-thru data and other usage reporting.

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Show 5 ▾	Status ▾	Search: <input type="text"/>	🔍	Reset
Showing All Records Using No Advanced Filter Selections				
+	Added	URLs	Series Title / Title	Description (First 300 Characters)
✍ ✕ ⚙	04/11/16	www	Beyond HIPAA: Don't Forget Regulations Such as the Life Safety Code	Healthcare organizations have had a long stand all phases of record creation, maintenance, state laws and regulations, as well as by accred
✍ ✕ ⚙	04/11/16	www	Quality Check: An Overview of Quality Measures and Their Uses	Meaningful use and pay-for-performance are sh use, but most fall within three broad categories.
✍ ✕ ⚙	04/08/16	www	How Can I Help You? Top 10 Customer Service Tips for HIM Professionals	Health information management (HIM) best pra the information but also on internal and external be met by HIM professionals. Both internal and

Please [contact us](#) if you are interested in becoming a learning resource provider or interested in advertising.



		Date Created [mm/dd/yyyy]	Date Last Modified [mm/dd/yyyy]			Cost [Free or Paid - if a paid membership/subscription is needed to access, then Cost = Paid]		Contributor(s) (editors or any other person that has contributed to the resource other than an author or publisher)	
Title	Description			URL	Thumbnail URL		Author(s)		Publisher(s)
Video Extra: Customer Service in Action	Get tips for providing great customer service in two types of HIM scenarios. Learn more in the article, "How Can I Help You? Top 10 Customer Service Tips for HIM Professionals," in the May 2013 issue of the Journal of AHIMA.	4/30/2013		https://www.youtube.com/watch?v=xAZwJyAcEv	https://i.ytimg.d	Free	American Health Information Management Association (AHIMA)		
Ten Skills That Make a Great Leader	Jobs in the health information management (HIM) profession are becoming increasingly advanced in the need for both technical expertise and leadership skills. This shift is particularly important to recognize as HIM professionals navigate new career opportunities and changes ahead. Strong leaders are needed in the profession to help guide and shape the future of HIM.	6/1/2015		http://bok.ahima.org/doc?oid=107663#_Vw0QjPkrJD8		Free	Desla Mancilla; Carolyn Guyton-Ringbloom; Michelle Dougherty		
Cover Letters	Effective resumes need great cover letters. If your cover letter doesn't sell you as the person for the job, your resume may not even be seen! This tutorial provides cover letter tips and techniques and lets you explore an effective sample cover letter. It also will help you write your own cover letter, starting with a foolproof cover letter template.		11/11/2014	http://www.gcfllearnfree.org/coverletters		Free	GCFLearnFree.org		

Field	Required	Description	Example
ExternalKey	*	Some Alpha Numeric or numeric id from the institutions system that uniquely identifies this course in your system	95AB853
SubjectCode	*	Alphabetic code for subject of course	BIO
SubjectName		Full name of subject	Biology
CourseNumber	*	Number of this course that usually follows the SubjectCode in common reference (is the 101 in BIO-101)	101
SectionCode		You may provide section data here (is the 121B in BIO-101-121B) not required if course data only	121B
Title	*	This is the title of the course	General Biology I
Description	*	This is the fulltext long description to explain the course	Focuses on foundations in cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution: structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Prerequisites: Readiness to enroll in ENG 111, plus completion of developmental math unit 3 or placement in unit 4 or above. Lecture 3 hours per week. Laboratory 3 hours per week. Total 6 hours per week. Generally offered fall and spring and occasionally summer.
Year		Please indicate the year this course is offered	2017
Term		Please indicate the term this course is offered	Spring
WebLink_URL	*	A web link url pointing to your site's course search or course catalog	https://www.lfcc.edu/current-students/my-lfcc/class-schedule/current-list-of-classes/?COURSE_TITLE_LONG=General+Biology+I&howmany=100&submit-course-search=Search#adv-search
Level	*	Indicate the CEDS academic level of this course, please find the list of CEDS level codes on the 'level' tab or use your codes here and provide us with a map from CEDS to your codes	UG
Language		Please provide the language of instruction	English
Credit	*	Please indicate here with Y if course is offered for credit, N if not	credit
NonCredit		Please indicate here with Y if course is offered as noncredit, N if not	N
CEU		Please indicate here with Y if course is offered for CEUs, N if not	N
Online		Please indicate here with Y if course is offered online, N if not	N
Hybrid		Please indicate here with Y if course is offered with a hybrid of delivery methods, N if not	N
OnSite		Please indicate here with Y if course is offered on site in a physical location, N if not	Y
Video		Please Indicate here with Y if course is offered in a video format, N if not	N
Location		If you indicate the course is onsite please indicate the location in your native format, Online can be a location or N if not Onsite	Middletown, VA

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LFCC Can Assist Former ITT Tech Students

Thursday, September 15, 2016
Posted in category HigherEd.org Press Releases by HigherEd.org

While the sudden closing of ITT Tech has left many students stranded, Lord Fairfax Community College (LFCC) has several avenues for assistance. LFCC has programs where credits earned at ITT Tech can be used to move forward in specific degree or certificate programs....

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Avoid the Pitfalls of For-Profit Education

Thursday, September 8, 2016
Posted in category Did You Know? by HigherEd.org

With all 137 of ITT Tech's campuses now closed, it is difficult to imagine the frustration of the approximately 40,000 students who have had their learning disrupted. How can the average student learn what they need for their career and avoid such pitfalls that could stymie their success?...

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Hundreds of new learning resources from OER Commons

Wednesday, August 31, 2016
Posted in category Learning Tools by jshifflett

HigherEd.org is happy to announce the adoption of an initial few hundred OER Commons resources in our career pathways of focus....

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CBE Links

Competency-based education links.

- [Accreditation Resources](#)
Information from regional accrediting agencies about approval to offer CBE and direct assessment
- [Assessment and Quality](#)
Efforts to ensure quality and academic integrity in CBE program design and assessment
- [Case Studies](#)
Institutional case studies about implementing and managing CBE programs
- [CBE Design Models/Effective Practices](#)
Program design models and documentation of effective practices for creating CBE
- [CBE Institutions](#)
Institutions with CBE programs that are early adopters and incorporate effective practices
- [Competency Frameworks](#)
Nationally recognized competency frameworks
- [Conferences](#)
Conferences with significant CBE-related sessions
- [Costs, Finance, and Affordability](#)
Studies and models related to CBE costs, finances, and affordability
- [Credentials](#)
Connecting credentials and competencies
- [Data and Analytics](#)
Performance measures, metrics, analytics, and data structures for understanding CBE
- [Definitions, Terms, and Glossaries](#)
Efforts to clarify CBE-related terminology
- [Direct Assessment CBE Institutions](#)
Institutions currently offering direct assessment CBE programs
- [Employer Perspectives](#)
Studies and policy work related to employer needs and perspectives about CBE
- [Faculty and Staff Roles](#)
New and unbundled roles for faculty in CBE
- [Financial Aid](#)
Financial aid for CBE. See also U.S. Department of Education for Title IV aid for direct assessment and CBE
- [Introduction to and History of CBE](#)
Publications describing the history of CBE
- [K-12 CBE](#)
K-12 specific CBE resources
- [Organizations](#)








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CBE Links – CBE Design Models/Effective Practices

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Program design models and documentation of effective practices for creating CBE

- [CBE Design Planner](#)
- [A Framework for Interactivity in Competency-Based Courses \(Hickey, 2015\)](#)
- [A Research Brief on the Survey of the Shared Design Elements & Emerging Practices of Competency-Based Education Programs \(Public Agenda, 2015\)](#) 
- [All Hands On Deck: Ten Lessons from Early Adopters of Competency-Based Education \(Book, 2014\)](#) 
- [Competency-Based Education In-Depth Session Resource \(WCET, 2014\)](#) 
- [Identifying and Breaking the Competency-based Education Barriers \(WCET Session\)](#) 
- [Implementing a CBE Program: Lessons Learned from Community Colleges](#)
- [NC-CBE Design Elements: Guide & Workplan \(North Carolina\)](#)
- [Principles for Developing Competency-Based Education Programs](#)
- [Understanding the Academic Calendar: A Resource Guide \(C-BEN, 2016\)](#) 
- [Why We Need to Stop Using 'Self-Paced' in CBE Descriptions](#)

Have a link to share? Email your link to John Milam at [jamilam@lfcc.edu](mailto:jmilam@lfcc.edu).

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Competencies (All Credentials & Custom Goals)

Filter Showing All

?	Due Date	Achieved	Competency Domain	Competency Name (Click to search associated Resources)
0	04/21/2016	<input type="checkbox"/>	General Education	Approved Humanities Elective Competencies
0		<input type="checkbox"/>	General Education	Approved Social/Behavioral Science Elective Competencies
1	04/02/2016	<input checked="" type="checkbox"/>	General Education	College Composition I (ENG 111) Competencies
0		<input type="checkbox"/>	General Education	Human Anatomy and Physiology for the Health Professions (Bio 145) Competencies
0	04/08/2016	<input checked="" type="checkbox"/>	General Education	Introduction to Computer Applications (ITE 115) Competencies
0		<input type="checkbox"/>	General Education	Orientation to Health Information Management (SDV 101)
1	04/30/2016	<input type="checkbox"/>	General Education	Personal Wellness Competencies
0		<input type="checkbox"/>	Health Data Management	Adhere to current regulations and established guidelines in code assignment.
0		<input type="checkbox"/>	Health Data Management	Apply diagnosis/procedure codes according to current nomenclature.
0		<input type="checkbox"/>	Health Data Management	Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery.

|< < Previous 1 of 9 Next > >|

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Personalized Learning Plan Summary

Credential or Custom Goal	Total Comps	Comps Achieved	% Complete
Manage AAS Health Information Management	80	3	3.8%
Manage Find Job & Interviewing	4	0	0.0%
Total	82	3	

Note that a single Competency may exist for multiple Credentials and/or Custom Goals. The total of 82 may not reflect the actual total of all values displayed in the "Total Comps" column.

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Competency Due Dates (Next 5 Not Achieved)

Competency	Date Due
Approved Humanities Elective Competencies	04/21/2016
Personal Wellness Competencies	04/30/2016
Apply policies and procedures to ensure organizational compliance with regulations and standards.	05/04/2016
Demonstrate business awareness and workplace effectiveness.	05/06/2016

Shows next 5 Competency Due Dates. Includes up to 60 days Past Due.

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Favorited Resources (Most Recent 5)

Learning Resource (Click To View)	Date Favorited
Interviewing Skills	04/12/2016
Health Information Technology Foundations	04/12/2016
ICD-10-CM Expert for Physicians 2016: International Classification of Diseases 10th Revision Clinical Modification	04/12/2016
Essentials of Health Information Management: Principles and Practices	04/12/2016

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Saved Search Name (Click To Search)	Date Saved
Healthcare HIM	04/12/2016
Patient Data	04/12/2016

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Journal Entry	Date Saved
Starting to achieve the competencies and working on my resume. Getting ready to interview.	04/12/2016
Found HigherEd.org and created account.	04/12/2016

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✕ Essentials of Health Information Management: Principles and Practices

ESSENTIALS OF HEALTH INFORMATION MANAGEMENT: PRINCIPLES AND PRACTICES, THIRD EDITION introduces the concepts of Health Information Technology and Management. In the age of the Electronic Health Record, staying on top of the latest trends in technology and Federal legislation is a must for today's health care professional. This resource is mapped to the latest CAHIIM domains and standards, and includes new coverage of e-HIM, Electronic Health Records, data integrity and security, ICD-10-CM implementation, HIPAA, and more. Concise and approachable, this text presents topics in simple language that readers can easily understand. MindTap™ is available to give you unprecedented online course management, and the accompanying Lab Manual features Electronic Health Record activities using Nee...

Creator: 0

Cost: Paid

Publisher: Cengage Learning

Created: 02/05/2015

Resource Type: Text - textbook

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Resource Favorited 04/12/2016 ✕

"Unassigned" Item



MyHigherEd Search History and Saved Searches

Search History (Click To Search)

04/12/2016 3:02 PM	COMPID:1091801	Job Search/Employment	Job Search and Advancement, Demonstrate job search skills
04/12/2016 3:01 PM	ALL:	Job Searching	+Filter
04/12/2016 3:01 PM	ALL:	Job Searching	+Filter
04/12/2016 2:59 PM	COMPID:1090102	+Filter	Health Data Management Health Data Structure, Content, and Standards, Collec
04/12/2016 2:59 PM	COMPID:1090102	Health Data Management	Health Data Structure, Content, and Standards, Collect and r
04/12/2016 2:59 PM	COMPID:1090101	Health Data Management	Health Data Structure, Content, and Standards, Apply policies
04/12/2016 2:59 PM	COMPID:1090101	Health Data Management	Health Data Structure, Content, and Standards, Apply policies

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✕ Healthcare HIM

Saved: 04/12/2016 Search Bar: healthcare Advanced Filter Settings: Communications, Health Information Management

+ Add Comment

Folder "Working On Now"

✕ Patient Data

Saved: 04/12/2016 Search Bar: COMPID:1090403 Advanced Filter Settings:

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Folder "Keep For Later"

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