Elmira Business Institute
Student Syllabus: Principles of Microeconomics (ECO201)

Prerequisites: None   **Course Credits: 3**

Course Description

The course will introduce students to the economic analysis of choices made by individuals, businesses, and industries in the market economy. Topics include price mechanism, supply and demand, optimizing economic behavior, firm profit maximization, analysis of cost and revenue, types of market structures, resource markets, types of market failure, and government intervention. Upon completion of the course, students will be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

Student Learning Outcomes

Upon completion of this course, students will be able to:
* Demonstrate awareness of how economic thinking can lead to better decision making
* Explain how choices are influenced by changes in incentives
* Understand and analyze how the market economy can produce both desirable and undesirable market outcome
* Analyze how a competitive market works
* Describe the importance of the pricing system
* Define and analyze Consumer and Producer Theory
* Understand and analyze the workings of the labor market
* Understand and analyze how changes in policy affect the market system

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ECO201

The project may consist of a presentation and/or research paper. At least five academic sources must be used to research a topic in Antitrust. MLA format will be used. This may be a group project and/or research paper; a works cited page is required.

Required Course Texts & Course Materials

Boyes, William J. and Michael Melvin. *Microeconomics*. 10th ed. Boston: Cengage Learning. Print. 2016. (ISBN: 9781285859484)

Supplemental educational learning materials may include and are not limited to

Barnow, Burt S, and Richard Hobbie. *The American Recovery and Reinvestment Act: The Role of Workforce Programs*. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research, 2013. Internet resource. (ISBN: 9780880994712)

Bloomberg Business Week.

Bonello, Frank J., and Isabel Lobo. *Taking Sides: Clashing Views on Economic Issues.* New York: McGraw Hill, 2010. Print. McGraw Hill Contemporary Learning Series. (ISBN: 9780073527307)

Chang, Ha-Joon. *Economics: The User's Guide*, 2014. Print. (ISBN: 97816220408124)

Gwartney, James D., Richard L. Stroup, Dwight R. Lee, and Tawni Hunt Ferrarini. *Common Sense Economics: What Everyone Should Know About Wealth and Prosperity.* New York: St. Martin's, 2010. Print. (ISBN: 9780312644895)

Sowell, Thomas. *Economic Facts and Fallacies*. New York: Basic Books, 2008. Print. (ISBN: 9780465003495)

Stiglitz, Joseph E, Aaron S. Edlin, and Long J. B. De. *The Economists' Voice: Top Economists Take on Today's Problems*. New York: Columbia University Press, 2008. Print. (ISBN: 9780231143646)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	15%
Assignments/Supplemental Reading	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assign-

ments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	*The Wealth of Nations: Ownership and Economic Freedom* • Understand the premise of ownership • Understand economic freedom
2	*Scarcity and Opportunity Costs* • Discuss scarcity, opportunity costs, and voluntary trade • Understand output and resources • Understand voluntary trade and exchange • Discuss allocation systems
3	*The Market and Price System* • Understand the market system of economics, markets and money • Define demand and supply • Evaluate equilibrium: putting demand and supply together
4	*The Aggregate Economy* • Discuss the private sector • Discuss interaction among sectors and economies

5	*Elasticity: Demand and Supply* • Explain the price elasticity of demand and other demand elasticities • Explain the price elasticity of supply
6	*Demand: Consumer Choice* • Explain the basis of economic decisions: utility and choice • Define the demand curve • Discuss behavioral economics and neuroeconomics
7	*Supply: The Costs of Doing Business* • Understand the cost of resources in supply from production to costs • Discuss the operating period and the planning period *Profit Maximization* • Understand profit maximization • Determine selling environments or market structure • Measure economic profit
8	**Midterm Examination** *Perfect Competition* • Discuss the perfectly competitive dirm in the short and long run
9	*Monopoly* • Understand the market structure of monopoly and the creation of monopolies • Determine profit maximization • Understand market power and price discrimination • compare perfect competition and monopolies
10	*Monopolistic Competition and Oligopoly* • Understand the difference between monopolistic competition, an oligopoly, and interdependence • Summarize market structures
11	*Antitrust and Regulation* • Understand the purpose of antitrust regulation
12	*Resource Markets* • Determine the characteristics of the buyers and sellers of resources • Discuss the demand for and supply of resources • Understand how to "look ahead"
13	*The Labor Market* • Evaluate the supply of labor, wage differentials • Understand the effect of immigration on the labor market • Discuss discrimination

14	*Capital Market* • Understand the components of the capital market • Discus equity • Understand the function of the stock market, bonds, asset prices, and bubbles *The Land Market and Natural Resources* • Understand the value of land, nonrenewable resources, and renewable resources as each pertains to the economy
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.

2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.

3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.

4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Principles of Macroeconomics (ECO202)

Prerequisites: None   **Course Credits: 3**

Course Description

The course will introduce students to the basic workings of macroeconomic theory, including an introduction to economic analysis of aggregate employment, income and prices. Topics include major schools of economic thought, including the introduction to opportunity cost, marginal analysis, aggregate demand and supply, economic measures, fluctuations, economic growth, fiscal and monetary policy. Upon completion, the students will be able to evaluate national economic components, conditions, and alternatives for achieving stable economic growth.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate awareness of how economic thinking can lead to better decision making
- Explain how choices are influenced by changes in incentives
- Explain how Gross Domestic Product (GDP) is measured
- Discuss the role of fiscal and monetary policy in the performance of an economy
- Understand and analyze what policy makers can do to promote economic stability
- Analyze the importance of trade as a source of economic progress
- Describe how international trade influences employment, output, and living standards

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ECO202

One of the most important questions that economists answer is about "Economic Growth." How do we get economies to grow is the question that the U.S. government has been trying to answer the last few years.

The project may consist of a presentation and/or research paper. At least five academic sources must be used to research a specific country, e.g., Hong Kong, China, Mexico, etc. MLA format will be used. This may be a group project and/or research paper; a works cited page is required.
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Questions to answer within the report and/or presentation:
1) Give a brief overview of the country, using the CIA factsheet
   a) Population
   b) GDP per capita
   c) Unemployment rate
   d) Literacy Rate
   e) Infant mortality rate
2) Briefly describe the current economic conditions of the country
3) Give suggestions on what government policies or lack of government policies the country should enact to increase the growth

Required Course Texts & Course Materials

Boyes, William J., Michael Melvin. *Macroeconomics.* 10th ed. Boston: Cengage Learning. Print. 2016. (ISBN: 9781285859477)

Supplemental educational learning materials may include and are not limited to

Barnow, Burt S, and Richard Hobbie. *The American Recovery and Reinvestment Act: The Role of Workforce Programs*. Kalamazoo, Michigan: W. E. Upjohn Institute for Employment Research, 2013. Internet resource. (ISBN: 9780880994712)

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Bonello, Frank J., and Isabel Lobo. *Taking Sides: C lashing Views on Economic Issues.* New York: McGraw Hill, 2010. Print. McGraw Hill Contemporary Learning Series. (ISBN: 9780073527307)

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Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate assigned homework for each credit hour. For each one credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be

assigned. (For example, a three credit course will include an average of 6 hours of homework each week for 15 weeks). For classes with lab or clinical work, a three credit, four hour class will include an average of 6 hours of homework each week. For externships, each credit hour will include an average of 3 hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
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68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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Course Schedule

Lesson #	Topic(s)
1	*Scarcity and Opportunity Costs* • Define scarcity, opportunity costs, and voluntary trade and exchange • Understand output and resources • Discuss allocation systems
2	*National Income Accounting* • Measure output and income and nominal and real measures • Understand flows of income and expenditures
3	*Foreign Exchange Market and Balance of Payments* • Understand the foreign exchange market • Discuss the balance of payments *Unemployment & Inflaton* • Learn the parts of the business cycle • Determine unemployment statistics and types of inflation
4	*Macroeconomic Equilibrium: Aggregate Demand and Supply* • Understand the factors that influence aggregate demand, aggregate supply, and the business cycles • Understand the aggregate Demand Curve • Discuss aggregate demand and supply equilibrium
5	*Aggregate Expenditures* • Discuss saving/consumption, marginal propensity to consume, and marginal propensity to save *Income and Expenditures Equilibrium* • Define equilibrium income and expenditures • Explain changes in equilibrium income and expenditures • Define aggregate expenditures and aggregate demand
6	*Fiscal Policy* • Explain fiscal policy and aggregate demand and apply it to the United States • Explain fiscal policy in different countries
7	*Money and Banking* • Explain what Money is • Understand the purpose of banks and money supply
8	***Midterm Examination***
9	*Monetary Policy* • Understand the role of the Federal Reserve System • Discuss implementation of Monetary Policy • Monetary Policy and Equilibrium Income

10	*Macroeconomic Policy: Tradeoffs and the Business Cycle* • Define the Phillips Curve • Understand the Role of Expectations and discuss credibility and time inconsistency • Determine the sources of business cycles • Discuss the link between Monetary and Fiscal Policies
11	*Macroeconomic Viewpoints: New Keynesian, Monetarist, and New Classical* • Define Keynesian Economics • Define Monetarist Economics • Define New Classical Economics? • Compare and discuss the influence of each
12	*Economic Growth* • Define economic growth and the determinants of growth • Explain productivity
13	*Development Economics* • Discuss the developing world, obstacles to growth, and developmental strategies • Understand foreign investment and aid
14	*Globalization* • Understand the meaning of globalization and globalization controversy • Discuss economic growth and incomes • Discuss financial crises and globalization
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

10

Elmira Business Institute
Student Syllabus: Money and Banking (ECO230)

Prerequisites: Principles of Macroeconomics   **Course Credits: 3**

Course Description

This course provides a fundamental treatment of how money and banks function in the US and world economies. Topics include the roles of money in the US economy, the functions of the Federal Reserve Board, and the workings of monetary policy. Upon completion, students should be able to explain how the monetary economy functions, how banks are creators of money, and the impact of the Federal Reserve.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Describe the markets and institutions that comprise the United States financial system and the role of market regulation
- Analyze how interest rates affect the financial markets
- Explain the money supply process and how the Federal Reserve Bank influences that process
- Analyze how monetary policy tools are used to target interest rates in an economy

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ECO230

The project may consist of a presentation and/or research paper. At least five academic sources must be used to research a topic in the Role of Government in the Banking Industry. MLA format will be used. This may be a group project and/or research paper; a works cited page is required.

The Project will include:
1) A brief introduction of the Role of Government in Banking
2) One recent regulation in the Banking Industry. Define the regulation in detail.
3) Analyze the regulation
   a) Describe the effects that the regulation has on the banking industry
   b) Describe the effects that the regulation has on the consumer
4) Describe why, or why not, you agree with the Regulation

Required Course Texts & Course Materials

Croushore, Dean, *M & B*, 3rd ed. Mason: South-Western Cengage Learning, 2012. Print.
    (ISBN: 9781285167961)

Supplemental educational learning materials may include and are not limited to
Bloomberg Business Week.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Introduction to Money and Banking* • Understand the value of money and banking for everyday life • Analyze why government policy is so crucial for money and banking
2	*The Financial System and the Economy* • Understand Financial Securities and the importance of matching borrowers with lenders • Understand financial markets • Understand the financial system
3	*Money and Payments* • Understand how we use money • Analyze the payments system • Understand counting money
4	*Present Value* • Understand the Present Value of one future payment • Understand the general form of the Present-Value Formula • Understand how to use Present Value to make decisions • Use the Present-Value Formula to calculate payments • Analyze looking forward or looking backward at returns
5	*The Structure of Interest Rates* • What explains differences in interest rates? • Define and understand the term structure of interest rates • Understand the term premium • Understand and analyze the yield curve and the business cycle
6	*Chapter 6: Real Interest Rates* • Define and understand interest rates? • Define and understand real present value • Understand the affects real interest rates?

7	*Stocks and Other Assets* • Define and understand the stock market • Understand how an investor can profit in the stock market? *How Banks Work* • Define and understand the role of banks • Understand how banks earn profits?
8	**Midterm Examination**
9	*Government's Role in Banking* • Define, understand, and analyze the regulation of banks • Define supervision of banks
10	*Economic Growth and Business Cycle* • Understand how to measure economic growth • Define, understand, and analyze the business cycle *Economic Interdependence* • Define and understand the international business cycle • Define and understand exchange rates
11	*The Federal Reserve System* • Define the Federal Reserve System • Understand the role of the Board of Governors • Understand the role of the Federal Open Market Committee
12	*Monetary Control* • Understand money creation and destruction by the Fed and by Banks • Understand and analyze the realistic money multipliers • Understand and analyze the Fed's tolls for changing the money supply • Understand the market for bank reserves
13	*Monetary Policy-Goals and Tradeoffs* • Define and understand stabilization policy • Understand and analyze the goals of monetary policy • Understand the Fed's Objective Function
14	*Rules for Monetary Policy* • Define rules versus discretion • Understand the money-growth rules • Understand the Taylor Rule • Understand inflation targeting
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016

General Information about Composing a Case Analysis
In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

FINAL

Money and Banking (ECO 230)

Student's Signature: _____   Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

9

Name:_____

Presentation Rubric

	Grade	25	20	15	5
Presented Information		Information is very organized with clear main points	Information is organized with some main points.	Information is organized, but no main purpose.	The information appears to be disorganized.
Research		Information clearly relates to the main topic and from a reputable source and all accurately cited.	Information clearly relates to the main topic and from reputable sources, and one or two sources are not accurately cited.	Information is clearly related, but citation is poor.	Information has little or nothing to do with the main topic.
Group		The student participated in the group. The other students felt that the student had much to contribute to the presentation.	The student participated was good, but they could have been more involved in the presentation.	The student's participate was lacking. The student did not participate as a team.	The student had no involvement in the presentation. The student let the other team members do the work on the presentation.
Visual		No grammatical, spelling or punctuation errors. Is presented in a professional manner	Almost no grammatical, spelling or punctuation errors. Is presented in a professional manner	A few grammatical spelling or punctuation errors. Is presented in a somewhat professional manner.	Many grammatical, spelling, or punctuation errors. Is unprofessional.

Total points (out of 100):_____

Elmira Business Institute
Student Syllabus: Externship (EXT110)

Prerequisites: **Course Credits: 6**
**Upon recommendation of Program Director

Course Description
This course is designed to expose the student to real-world experience in a professional environment with a local employer. The student will utilize and enhance the knowledge gained in a classroom through work experience. Attention will be given to the student's professional development and skills, such as communicating, interviewing, networking, and job searching throughout the externship. Emphasis is placed on proper office attire, punctuality and the ability to success-fully complete assigned tasks through classroom training. Externship is scheduled in the last semester of a student's academic experience at EBI. In addition to the classroom hours, the student will spend 187.5 hours of non-paid time at the externship to complete his/her externship program.

First Day of Class
Each extern student will receive an "*Externship Handbook*" the first day for the course from his/her instructor. Each student is responsible for reading over the handbook; the handbook includes details on the process of the externship, the process of placing a student at an externship site, supervisor of the site, job description process, and other important details to the process.

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Apply coursework and business communication to the externship experience
- Search and apply for jobs in their career field using resume and cover letter writing skills enhanced through the course
- Understand how to use social media to enhance their job search
- Understand how to effectively a thorough job search within their field of study
- Write and present a reflection of their externship experience using current theory in their field of interest

Career Portfolio for Workplace Skills Program
Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for EXT110

The Career Portfolio project for the course is the "Final Action" Paper and Presentation for the course. The paper is a summary of the student's externship experience with a complete comparison to current Business Theory. The student will complete a five to eight page paper describing their externship experience, and then compare the experience to current Business Theory using MLA format. For the second component of the project, the student will present a ten to fifteen minute presentation using MLA format on describing their learning process from the externship experience.

Required Course Texts & Course Materials

None

Supplemental educational learning materials may include and are not limited to

As supplied by the instructor

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Assessment Type	% of Grade
Midterm Externship Evaluation	25%
Final Externship Evaluations	25%
Attendance/Professionalism	10%
Assignments	15%
Career Portfolio for Workplace Skills Project	25%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

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Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic
1	Introduction, Guidelines, Expectations Paperwork, Discuss Journal Entry Requirements
2	Externship Check in Homework Schedule Discuss Final Paper Requirements
3	Career Placement in the classroom. On-line job applications
4, 5, 6, 7	Workshop #1 Topics to be Determined Hours Check Up, Journal Check
8, 9, 10, 11	Workshop #2 Topics to be Determined Hours Check Up, Journal Check
12, 13, 14, 15	Workshop #3 Topics to be Determined Hours Check Up, Journal Check Final Paper Due, Journal Due All hours should be completed

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Instructor's Name _____   Rubric for Final Action Paper   Student's Name _____

Category	4	3	2	1	0	Points
Topic/ subject	The topic/subject is clear, the topic was explicitly stated in clear, consist sentence structures.	The topic/subject is generally clear, though it may not explicitly be stated.	The topic/subject is vague with little detail explaining the main points.	The topic/subject is unclear and/or confusing to the reader	The topic/subject is illegible, responses are off-topic or incoherent statements.	
Organization of Content	Assignment contains a logical progression of ideas/events and is unified and complete.	Progression of ideas/events and is reasonably complete; minor lapses present.	One or more major lapses in the logical progression of ideas/events are evident.	Ideas/events are presented in a random fashion.	No logical progression of ideas/events.	
Grammar, Punctuation, and Spelling	The assignment has less than two errors.	The assignment has between three and four errors.	The assignment has average control of writing conventions. Minor errors in tense, case, capitalization, punctuation, and spelling.	The assignment has a minimal control of writing conventions. Multiple errors in tense, case, capitalization, punctuation, and spelling.	The assignment lacks control of tense, case, capitalization, punctuation, and spelling	
Focus of the assignment	The assignment maintains focus on topic/subject throughout response.	The assignment may exhibit minor lapses in focus on topic/subject.	The assignment exhibits major lapses in focus on topic/subject.	The assignment fails to maintain focus on topic/subject.	No clear focus on topic/subject.	
Elaboration of the Topic/Subject	The elaboration consists of specific and developed detail responses.	The elaboration consists of some specific details.	The elaboration consists of general and/or undeveloped details, which may be presented in a jist-like fashion.	The elaboration is sparse; almost no details.	Little or no detailed responses.	
Content: Sentence Style-Fluency	The assignment demonstrates skillful sentences fluency (varies length, good flow rhythm, and varied structure).	The assignment demonstrates reasonable sentence fluency.	The assignment demonstrated minimal sentence fluency.	The sentence fluency is lacking.	The assignment has poor sentence structure.	
Total Points						____ /24

Name: _____Grade:_____

Title: _____Time: _____

A "C" (3) speech must meet the following standards:
- ☐ Student maintains eye contact and body language gestures are appropriate
- ☐ The speech meets the general requirements of the speech as well as the specifics of the assignment.
- ☐ The content is appropriate for the audience.
- ☐ The speech is sufficiently focused and has a clearly identifiable purpose.
- ☐ The speech contains adequate supporting material.
- ☐ The speech reflects responsible knowledge.
- ☐ The pace of the presentation is appropriate; information is appropriately distributed through introduction, body, and conclusion.
- ☐ The speaker uses language correctly.
- ☐ The speech is presented on the day assigned, and falls within the assigned time range.
- ☐ Reputable sources are annotated, with sections in the presentation marked and noted "paraphrased" or "quoted" (with MLA style including cited page)
- ☐ Outline/paper as assigned to accompany presentation

A "B" (4) speech must satisfy all requirements for a "C" speech and meet the following standards:
- ☐ The topic is challenging to a college audience.
- ☐ The topic is adapted to fit the audience.
- ☐ The speaker demonstrates personal commitment to the topic and assignment.
- ☐ The speech has a greater research base beyond minimal adequacy.
- ☐ The speaker uses a variety of supporting materials.
- ☐ The speaker clearly documents verbal references within the presentation.
- ☐ The speech captures and sustains attention.

An "A" (5) speech must satisfy all requirements for a "B" speech and meet the following standards:
- ☐ The speech demonstrates imagination and creativity in topic selection/development.
- ☐ Information and supporting materials are varied, well adapted to the audience, and skillfully integrated.
- ☐ The speech has a complete research base.
- ☐ The speaker demonstrates a comprehensive analysis and understanding of ideas/issues.
- ☐ The speaker presents a polished presentation.

A "D" (2) speech does not meet two or three of the standards from a "C" speech, or
- ☐ The speech is based entirely on biased information or unsupported opinions.
- ☐ The subject is inappropriate, offensive, or confusing to the audience.
- ☐ The speaker demonstrates a lack of seriousness about the assignment.

An "F" (1) speech does not meet four or more of the standards from a "C" speech, reflects one or more of the problems associated with a "D" speech, or
- ☐ The speech contains fabricated supporting material.
- ☐ The speaker deliberately distorts evidence.
- ☐ The speech is plagiarized

**Comments **

MIDTERM

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Business Externship (EXT115)

Prerequisites: **Course Credits: 3**

**Upon recommendation of Administration or Program Director

Course Description

This course is designed to expose the student to real-world experience in a professional environ-ment with a local employer. The student will utilize and enhance the knowledge gained in a classroom through work experience. Attention will be given to the student's professional development and skills such as communicating, interviewing, networking, and job searching throughout the internship. Emphasis is placed on proper office attire, punctuality and the ability to success-fully complete assigned tasks through classroom training. Externship is scheduled in the last semester of a student's academic experience at EBI.   In addition to the classroom hours, the student will spend 75 hours of non-paid time at the externship to complete his/her externship program.

First Day of Class

Each extern student will receive an "*Externship Handbook*" the first day for the course from his/her instructor. Each student is responsible for reading over the handbook; the handbook includes details on the process of the externship, the process of placing a student at an externship site, supervisor of the site, job description process, and other important details to the process.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Apply coursework and business communication to the externship experience
- Search and apply for jobs in their career field using resume and cover letter writing skills enhanced through the course
- Understand how to use social media to enhance their job search
- Understand how to effectively a thorough job search within their field of study
- Write and present a reflection of their externship experience using current theory in their field of interest

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for EXT115

The portfolio for the course is the "Final Action" Paper and Presentation for the course. The paper is a summary of the student's externship experience with a complete comparison to current Business Theory. The student will complete a five to eight page paper describing their externship experience, and then compare the experience to current Business Theory using MLA format. For the second component of the project, the student will present a ten to fifteen minute presentation using MLA format on describing their learning process from the externship experience.

Required Course Texts & Course Materials

None

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement: Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate assigned homework for each credit hour. For each one credit hour of classroom or direct faculty instruction, two hours of out of class student work will be assigned. (For example a three credit course will include an average of 6 hours of homework each week for 15 weeks). For classes with lab or clinical work, a three credit, four hour class will include an average of 6 hours of homework each week. For externships, each credit hour will include an average of 3 hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Midterm Externship Evaluation	25%
Final Externship Evaluations	25%
Attendance/Professionalism	10%
Assignments	15%
Career Portfolio for Workplace Skills Project	25%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I ----	
Test Out	TO	----
Transfer of Credit	T ----	

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

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Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic
1	Introduction, Guidelines, Expectations Paperwork, Discuss Journal Entry Requirements
2	Externship Check in Homework Schedule Discuss Final Paper Requirements
3,4,5,6	Workshop #1 Topics to be Determined Hours Check Up, Journal Check
7,8,9,10	Workshop #2 Topics to be Determined Hours Check Up, Journal Check
11,12,13,14	Workshop #3 Topics to be Determined Hours Check Up, Journal Check
15	Final Paper Due, Journal Due All hours should be completed

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.
Revised February 2016 mzt

Category	4	3	2	1	0	Points
Topic/ subject	The topic/subject is clear, the topic was explicitly stated in clear, consist sentence structures.	The topic/subject is generally clear, though it may not explicitly be stated.	The topic/subject is vague with little detail explaining the main points.	The topic/subject is unclear and/or confusing to the reader	The topic/subject is illegible, responses are off-topic or incoherent statements.	
Organization of Content	Assignment contains a logical progression of ideas/events and is unified and complete.	Progression of ideas/events and is reasonably complete; minor lapses present.	One or more major lapses in the logical progression of ideas/events are evident.	Ideas/events are presented in a random fashion.	No logical progression of ideas/events.	
Grammar, Punctuation, and Spelling	The assignment has less than two errors.	The assignment has between three and four errors.	The assignment has average control of writing conventions. Minor errors in tense, case, capitalization, punctuation, and spelling.	The assignment has a minimal control of writing conventions. Multiple errors in tense, case, capitalization, punctuation, and spelling.	The assignment lacks control of tense, case, capitalization, punctuation, and spelling	
Focus of the assignment	The assignment maintains focus on topic/subject throughout response.	The assignment may exhibit minor lapses in focus on topic/subject.	The assignment exhibits major lapses in focus on topic/subject.	The assignment fails to maintain focus on topic/subject.	No clear focus on topic/subject.	
Elaboration of the Topic/Subject	The elaboration consists of specific and developed detail responses.	The elaboration consists of some specific details.	The elaboration consists of general and/or undeveloped details, which may be presented in a jist-like fashion.	The elaboration is sparse; almost no details.	Little or no detailed responses.	
Content: Sentence Style-Fluency	The assignment demonstrates skillful sentences fluency (varies length, good flow rhythm, and varied structure).	The assignment demonstrates reasonable sentence fluency.	The assignment demonstrated minimal sentence fluency.	The sentence fluency is lacking.	The assignment has poor sentence structure.	
Total Points						____ /24

Name: _____Grade:_____

Title: _____Time: _____

A "C" (3) speech must meet the following standards:
- ☐ Student maintains eye contact and body language gestures are appropriate
- ☐ The speech meets the general requirements of the speech as well as the specifics of the assignment.
- ☐ The content is appropriate for the audience.
- ☐ The speech is sufficiently focused and has a clearly identifiable purpose.
- ☐ The speech contains adequate supporting material.
- ☐ The speech reflects responsible knowledge.
- ☐ The pace of the presentation is appropriate; information is appropriately distributed through introduction, body, and conclusion.
- ☐ The speaker uses language correctly.
- ☐ The speech is presented on the day assigned, and falls within the assigned time range.
- ☐ Reputable sources are annotated, with sections in the presentation marked and noted "paraphrased" or "quoted" (with MLA style including cited page)
- ☐ Outline/paper as assigned to accompany presentation

A "B" (4) speech must satisfy all requirements for a "C" speech and meet the following standards:
- ☐ The topic is challenging to a college audience.
- ☐ The topic is adapted to fit the audience.
- ☐ The speaker demonstrates personal commitment to the topic and assignment.
- ☐ The speech has a greater research base beyond minimal adequacy.
- ☐ The speaker uses a variety of supporting materials.
- ☐ The speaker clearly documents verbal references within the presentation.
- ☐ The speech captures and sustains attention.

An "A" (5) speech must satisfy all requirements for a "B" speech and meet the following standards:
- ☐ The speech demonstrates imagination and creativity in topic selection/development.
- ☐ Information and supporting materials are varied, well adapted to the audience, and skillfully integrated.
- ☐ The speech has a complete research base.
- ☐ The speaker demonstrates a comprehensive analysis and understanding of ideas/issues.
- ☐ The speaker presents a polished presentation.

A "D" (2) speech does not meet two or three of the standards from a "C" speech, or
- ☐ The speech is based entirely on biased information or unsupported opinions.
- ☐ The subject is inappropriate, offensive, or confusing to the audience.
- ☐ The speaker demonstrates a lack of seriousness about the assignment.

An "F" (1) speech does not meet four or more of the standards from a "C" speech, reflects one or more of the problems associated with a "D" speech, or
- ☐ The speech contains fabricated supporting material.
- ☐ The speaker deliberately distorts evidence.
- ☐ The speech is plagiarized

Comments

MIDTERM

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

9

Elmira Business Institute
Student Syllabus: Medical Assisting Externship (EXT120)

Prerequisites: **Course Credits: 6**
**Upon recommendation of Administration or Program Director

Course Description

This course is designed to expose the student to an actual office environment with a local employer. The student will utilize and enhance the knowledge gained in the classroom through work experience in both the administrative and clinical areas of the office for a minimum of 187.5 clock hours for a non-paid externship experience. Attention will be given to the student's professional development and skills, such as interpersonal, interviewing, networking, and job searching through the externship. Emphasis will be placed on proper office attire, punctuality and the ability to successfully complete assigned tasks through classroom training.

First Day of Class

Each extern student will receive an "*Externship Handbook*" the first day for the course from his/her instructor. Each student is responsible for reading over the handbook; the handbook includes details on the process of the externship, the process of placing a student at an externship site, supervisor of the site, job description process, and other important details to the process.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Discuss the skills enhanced and office tasks performed at his/her site.
- Demonstrate appropriate work ethic, attire, and skill level.
- Perform clinical (including phlebotomy) and administrative duties as required at an externship site.
- Demonstrate the ability to communicate with and empathize with patients.
- Demonstrate understanding of HIPAA standards.
- Demonstrate written communication skills by charting correctly and being familiar with lab results and medical documentation.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for EXT120

The portfolio for the course is the "Final Action" Paper and Presentation for the course. The paper is a summary of the student's externship experience. The student will complete a five to eight paged paper describing their externship experience, than compare the experience to current

Medical Theory using MLA format. For the second component of the project, the student will present a ten to fifteen minute presentation using MLA format on describing their learning process from the externship experience.

Required Course Texts & Course Materials

Medical Assisting Exam Review Online, Single User Version, 5th Edition.
      (ISBN: 9780323400701)

Supplemental educational learning materials may include and are not limited to
As supplied by the instructor

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Midterm Externship Evaluation	25%
Final Externship Evaluations	25%
Attendance/Professionalism	10%
Assignments	15%
Career Portfolio for Workplace Skills Project	25%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7

Numerical Average	Letter Grade	Quality Points
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies *Behavioral Standards*

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic
1	Introduction, Guidelines, Expectations Paperwork, Discuss Journal Entry Requirements
2	Externship Check in Homework Schedule Discuss Final Paper Requirements
3	Career Placement in the classroom. On-line job applications
4, 5, 6, 7	Workshop #1 Topics to be Determined Hours Check Up, Journal Check
8, 9, 10, 11	Workshop #2 Topics to be Determined Hours Check Up, Journal Check
12, 13, 14, 15	Workshop #3 Topics to be Determined Hours Check Up, Journal Check Final Paper Due, Journal Due All hours should be completed

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.
Revised February 2016 mzt

Instructor's Name _____   Rubric for Final Action Paper   Student's Name _____

Category	4	3	2	1	0	Points
Topic/ subject	The topic/subject is clear, the topic was explicitly stated in clear, consist sentence structures.	The topic/subject is generally clear, though it may not explicitly be stated.	The topic/subject is vague with little detail explaining the main points.	The topic/subject is unclear and/or confusing to the reader	The topic/subject is illegible, responses are off-topic or incoherent statements.	
Organization of Content	Assignment contains a logical progression of ideas/events and is unified and complete.	Progression of ideas/events and is reasonably complete; minor lapses present.	One or more major lapses in the logical progression of ideas/events are evident.	Ideas/events are presented in a random fashion.	No logical progression of ideas/events.	
Grammar, Punctuation, and Spelling	The assignment has less than two errors.	The assignment has between three and four errors.	The assignment has average control of writing conventions. Minor errors in tense, case, capitalization, punctuation, and spelling.	The assignment has a minimal control of writing conventions. Multiple errors in tense, case, capitalization, punctuation, and spelling.	The assignment lacks control of tense, case, capitalization, punctuation, and spelling	
Focus of the assignment	The assignment maintains focus on topic/subject throughout response.	The assignment may exhibit minor lapses in focus on topic/subject.	The assignment exhibits major lapses in focus on topic/subject.	The assignment fails to maintain focus on topic/subject.	No clear focus on topic/subject.	
Elaboration of the Topic/Subject	The elaboration consists of specific and developed detail responses.	The elaboration consists of some specific details.	The elaboration consists of general and/or undeveloped details, which may be presented in a jist-like fashion.	The elaboration is sparse; almost no details.	Little or no detailed responses.	
Content: Sentence Style-Fluency	The assignment demonstrates skillful sentences fluency (varies length, good flow rhythm, and varied structure).	The assignment demonstrates reasonable sentence fluency.	The assignment demonstrated minimal sentence fluency.	The sentence fluency is lacking.	The assignment has poor sentence structure.	
Total Points						____ /24

Name: _____Grade:_____

Title: _____Time: _____

A "C" (3) speech must meet the following standards:
- ☐ Student maintains eye contact and body language gestures are appropriate
- ☐ The speech meets the general requirements of the speech as well as the specifics of the assignment.
- ☐ The content is appropriate for the audience.
- ☐ The speech is sufficiently focused and has a clearly identifiable purpose.
- ☐ The speech contains adequate supporting material.
- ☐ The speech reflects responsible knowledge.
- ☐ The pace of the presentation is appropriate; information is appropriately distributed through introduction, body, and conclusion.
- ☐ The speaker uses language correctly.
- ☐ The speech is presented on the day assigned, and falls within the assigned time range.
- ☐ Reputable sources are annotated, with sections in the presentation marked and noted "paraphrased" or "quoted" (with MLA style including cited page)
- ☐ Outline/paper as assigned to accompany presentation

A "B" (4) speech must satisfy all requirements for a "C" speech and meet the following standards:
- ☐ The topic is challenging to a college audience.
- ☐ The topic is adapted to fit the audience.
- ☐ The speaker demonstrates personal commitment to the topic and assignment.
- ☐ The speech has a greater research base beyond minimal adequacy.
- ☐ The speaker uses a variety of supporting materials.
- ☐ The speaker clearly documents verbal references within the presentation.
- ☐ The speech captures and sustains attention.

An "A" (5) speech must satisfy all requirements for a "B" speech and meet the following standards:
- ☐ The speech demonstrates imagination and creativity in topic selection/development.
- ☐ Information and supporting materials are varied, well adapted to the audience, and skillfully integrated.
- ☐ The speech has a complete research base.
- ☐ The speaker demonstrates a comprehensive analysis and understanding of ideas/issues.
- ☐ The speaker presents a polished presentation.

A "D" (2) speech does not meet two or three of the standards from a "C" speech, or
- ☐ The speech is based entirely on biased information or unsupported opinions.
- ☐ The subject is inappropriate, offensive, or confusing to the audience.
- ☐ The speaker demonstrates a lack of seriousness about the assignment.

An "F" (1) speech does not meet four or more of the standards from a "C" speech, reflects one or more of the problems associated with a "D" speech, or
- ☐ The speech contains fabricated supporting material.
- ☐ The speaker deliberately distorts evidence.
- ☐ The speech is plagiarized

Comments

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL

essionalism Rubric

Student's Signature: _____   Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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Elmira Business Institute
Student Syllabus: Medical Terminology (MED110)

Prerequisites: None   **Course Credits: 3**

Course Description

This basic course is designed to familiarize the student with the structure and function of the human body. Medical words, phrases, and abbreviations relating to the body in health and disease will be covered. Upon completion of the course, the student will be able to correctly spell, pronounce, and define medical terms associated with selected body systems, disease conditions, and treatment modalities.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Describe structural organization of the human body through the creation of visual models.
- Analyze body systems and disease processes through a written assignment.
- Compare body structure and function of the human body across the life span through essay format.
- Describe body planes, directional terms, quadrants, and cavities through illustrations of index cards.
- Categorize medical terms, labeling the word parts relating to structural organs of the human body by the creation of human body poster presentation.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED110
None

Required Course Texts & Course Materials

Chabner, Davi-Ellen. *The Language of Medicine* with Adaptive Learning. Saunders, Elsevier 11
       Edition, 2014. Print. (ISBN: 9780323370950)

Supplemental educational learning materials may include and are not limited to
Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 2013.
       Web. 28 July. 2013. http://www.cdc.gov

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	20%
Tests	25%
Midterm/Final Examinations	40%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Numerical Average	Letter Grade	Quality Points
Withdraw	W	----

Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards
Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational ex-perience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their aca-demic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
* Copying another person's work and claiming credit for it
* Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
* Incorrectly citing a source
* Failing to use quotation marks for a direct quote
* Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Introduction to the course:* course content, materials and methods, course requirements, dress code, policy and procedures *Basic Word Structure* • Identify basic objectives to guide the study of the medical language • Divide medical words into their component parts • Learn the meanings of basic combining forms, suffixes, and prefixes • Use word parts to build medical words
2	*Terms Pertaining to the Body as a Whole* • Define terms that apply to structural organization of the body • Identify body cavities and recognize the organs within those cavities • Locate and identify anatomic and clinical divisions of the abdomen • Become acquainted with terms that describe positions, direction, and planes of the body • Identify new meanings for word elements and use them to understand medical terms
3	*Suffixes* • Define new suffixes and review those already presented • Gain practice in word analysis by using the suffixes with combining forms to build and understand medical terms • Identify the functions of the different types of blood cells in the body
4	*Prefixes* • Define basic prefixes used in the medical language • Analyze medical terms that combine prefixes and other word elements • Learn about the Rh condition as an example of an antigen-antibody reaction
5	*Digestive System and Additional Suffixes and Digestive System Terminology* • Define combining forms for organs and learn meanings of related terminology • Learn and define abbreviations relevant to the digestive system • Apply new knowledge to understanding medical terms in their proper context

6	*Urinary System* • Define urinary system-related combining forms, prefixes, and suffixes • List and explain clinical procedures and abbreviations that pertain to the urinary system • Understand medical terms in their proper context, such as medical reports and records
7	*Nervous System and Sense Organs: The Eye and the Ear* • Learn nervous system combining forms and use them with the appropriate prefixes and suffixes • Learn and define abbreviations relating to the nervous system • Name the combining forms, prefixes and suffixes most commonly used to describe the organs and their parts • Identify and explain abbreviations relating to the eyes and the ears
8	**Mid-Term Exam** *Cardiovascular System* • Define combining forms that relate to the cardiovascular system • Begin to learn the basics of the anatomy of the heart and the flow of blood through the heart • Learn and define the relevant cardiovascular abbreviations
9	*Respiratory System and Musculoskeletal System* • Recognize medical terms that pertain to respiration • Learn and define relevant abbreviations relating to the respiratory system • Define terms that relate to the structure and function of bones, joints, and muscles • Begin to recognize and name the major bones of the body • Analyze the combining forms, prefixes, and suffixes used to describe the functions of the musculoskeletal system.
10	*Endocrine System* • Identify the endocrine glands • Analyze medical terms related to the endocrine glands and their hormones • Recognize and define relevant abbreviations
11	*Cancer Medicine(Oncology)* : • Identify medical terms that describe the growth and spread of tumors • Recognize terms related to causes, diagnosis, and treatment of cancer • Review how tumors are classified by pathologists • Apply your knowledge to understanding medical terms in their proper context, such as medical reports • Learn and define the abbreviations associated with cancer medicine

12	*Radiology and Nuclear Medicine* • List the physical properties of x-rays • Recognize medical terms used in the specialties of radiology and nuclear medicine • Name the x-ray and the patient positions used in x-ray examinations • List and define abbreviations relevant to radiology and nuclear medicine
13	*Pharmacology and Psychiatry:* • Define medical terms using combining forms and prefixes that relate to pharmacology • Identify the various routes of drug administration • Differentiate among the various classes of drugs and name their primary action and side effects • Define and identify the terms associated with psychiatric symptoms and disorders. • Identify the different categories of psychiatric drugs • Define combining forms, prefixes, and suffixes related to psychiatry
14	*Med Term Review* • Review commonly used prefixes and suffixes; definitions and spelling • Demonstrate knowledge of word building using the different word parts as well as the ability to define these medical terms • Review combining forms of the major body systems • Define commonly used abbreviations relating to the major body systems
15	**Review and Comprehensive final exam.**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Anatomy and Physiology (MED120)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course enables the student to put knowledge of medical terminology to practical use through the integration of abbreviations, symbols, forms and formats used in the medical record. It is a continuation of Medical Terminology with in-depth coverage of medical terms associated with body systems, disease conditions, and diagnostic and treatment modalities. Upon completion of the course, the student will be able to define pathologies and treatment modalities for each body system.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Describe structural organization of the human body.
- Analyze each body system and disease process.
- Compare body structure and function of the human body across the life span.
- Identify major pharmaceutical classifications through research project.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED120

Students will identify major pathologies and the pharmaceutical treatments for each. More information will be distributed by the instructor.

Required Course Texts & Course Materials

Chabner, Davi-Ellen. *The Language of Medicine with Adaptive Learning*.Saunders, Elsevier 11th Edition, 2014. Print. (ISBN: 9780323370943)

Supplemental educational learning materials may include and are not limited to

Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 2013. Web. 28 July. 2013. http://www.cdc.gov

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Quizzes/Tests	20%
Homework	15%
Career Portfolio Project	20%
Mid-Term/Final Examinations	30%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----

Numerical Average	Letter Grade	Quality Points
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	**Digestive System** • Name of organ, location, and function • Signs and symptoms of disease conditions affecting all systems • Abnormal conditions of system and treatment options
2	**Female Reproductive System** • External female reproductive structures • Internal female reproductive structures • Reproductive hormones • Important laboratory tests and procedures in OBGYN
3	**The Male reproductive system** • External male reproductive structures • Internal male reproductive structures • Male reproductive hormones • Abnormal conditions and infectious diseases that affect the system
4	**Blood and Circulation** • Hematopoiesis • Plasma • Formed elements • Hemodynamics • Hemostasis • Determining blood type • Blood vessels • Arterial and venous systems
5	**The Cardiovascular System** • Heart anatomy • The cardiac cycle • Heart sounds • Pathway of blood • The conduction system • Electrocardiogram

6	**The Lymphatic System** • Lymphatic system components and functions • Disease defenses • Immune system responses and acquired (specific) immunities • Major Immune System disorders
7	**Musculoskeletal System** • Process of bone formation and growth • Structure and function of bone joints and muscles
8	**Review and Midterm Examination**
9	**Integumentary System** • Layers of the skin and accessory structure • Identify lesions and pathological condition
10	**The Endocrine System** • Identify endocrine glands and their hormones • Additional Endocrine Glands and Tissues • Regulatory Mechanisms
11	**The Nervous System and Sensory Organs** • Functions of the Nervous System • Cells of the Nervous System • Locations and functions of major parts of eyes and ears • Clinical procedures relating to the eyes and ears
12	**Pharmacology** • Identify roots of drug administration • Differentiate classes of drugs and their actions
13	**Psychiatry** • Identify psychiatric symptoms • Compare different types of therapy • Identify categories of psychiatric drugs
14	Review for Final Examination and Project Demonstrations
15	**Final examination**.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

8

Name:_____

Presentation Rubric

	Grade	25	20	15	5
Presented Information		Information is very organized with clear main points	Information is organized with some main points.	Information is organized, but no main purpose.	The information appears to be disorganized.
Research		Information clearly relates to the main topic and from a reputable source and all accurately cited.	Information clearly relates to the main topic and from reputable sources, and one or two sources are not accurately cited.	Information is clearly related, but citation is poor.	Information has little or nothing to do with the main topic.
Group		The student participated in the group. The other students felt that the student had much to contribute to the presentation.	The student participated was good, but they could have been more involved in the presentation.	The student's participate was lacking. The student did not participate as a team.	The student had no involvement in the presentation. The student let the other team members do the work on the presentation.
Visual		No grammatical, spelling or punctuation errors. Is presented in a professional manner	Almost no grammatical, spelling or punctuation errors. Is presented in a professional manner	A few grammatical spelling or punctuation errors. Is presented in a somewhat professional manner.	Many grammatical, spelling, or punctuation errors. Is unprofessional.

Total points (out of 100):_____

Elmira Business Institute
Student Syllabus: Medical Billing (MED130)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course is designed to introduce the student to the medical billing process as it relates to the medical insurance industry. The student will use procedural and diagnostic codes to complete insurance claim forms for a variety of insurance carriers. The student will learn the appropriate methods of gathering necessary information as it relates to the patient and the patient's record. The student will learn how to apply these methods appropriately to the CMS-1500 claim form. Consideration is given to the use of computers in processing the CMS-1500 claim forms, ethical and unethical practices, as well as, legal, illegal and denied claims.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Identify the major types of managed care organizations..
- Apply managed care policies and procedures, such as predetermination, precertification and preauthorization
- Understand and explain various inpatient and outpatient reimbursement methodologies.
- Demonstrate the use of the most current diagnostic and procedure coding classification systems through the completion of coding worksheets.
- Apply insurance claim guidelines through the completion of CMS-1500 insurance forms.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED130
Course Competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials

Marie A. Moiso. *A Guide to Health Insurance Billing.* 4th ed. Clifton Park: Delmar, 2013. Print
    (ISBN: 9781285193595)
ICD-10-CM Expert for Physicians, 1st Edition . Print. (ISBN: 978622542246)
CPT 2017: Current Procedural Terminology, Professional Edition. Print. (ISBN:
    9781622024001)

Supplemental educational learning materials may include and are not limited to
Medical Insurance Coding Workbook Sheets (Supplemental given by instructor)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

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Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	Introduction to class and Medical Billing-the Insurance Billing specialist: • Key Terms • Personal & Technical qualifications • Abbreviations • Educational, Certification, & Career Opportunities
2	Ethical and Legal Issues of Medical Billing: • Emancipated Minor • Embezzlement • Employer Liability • Guardianship & Power of Attorney • Malpractice • Negligence • Statute of Limitations • Subpoena of records • HIPAA • ROI • Insurance Fraud & Abuse Laws • Patient Protection & Affordable Care Act • Abbreviations
3	Introduction to Health Insurance: • Defining Health Insurance • Managed Care • Managed Care Organizations—PPO, EPO, HMO, IPA, POS • Health Insurance terminology • Fee for Service • Episode of care reimbursement • Capitation • Abbreviations

4	Blue Cross/Blue Shield: • General Information • Plans • Participating & Nonparticipating Providers • Provider Reimbursement • Claims Submission • Abbreviations
5	Medicare and Medicaid: • Part A • Part B • Part C • Part D • Other health plan choices • Fee Schedule • Correct Coding Initiative • Claims Submission • Processing Payments • Abbreviations • Medicaid Coverage • Medicaid Billing • Abbreviations
6	TRICARE/CHAMPVA and Workers' Compensation : • Benefits Programs • Deers Enrollment & Tricare Reimbursement • Tricare Billing • Fraud and Abuse • CHAMPVA • CHAMPVA Billing • Abbreviations • Federal Workers' Compensation Programs • Occupational Safety and Health • State-Sponsored WC Programs • WC Basics-eligibility, classification of injuries-disabilities, documentation requirements-progress reports • Abbreviations

7	Diagnostic Coding (ICD-10-CM): • Tabular List • Alphabetic Index • Official Guidelines for Coding and Reporting • General Coding Guidelines • Outpatient Services • Selection of Principle Diagnosis • Assigning Diagnostic Codes • Abbreviations
8	**Midterm**
9	Procedural Coding (CPT, HCPCS, and ICD-10-PCS): • CPT components, sections, appendices • Selection Guidelines • Evaluation and Management Section • Anesthesia Section • Surgery Section • Radiology Section • Pathology & Laboratory Section • Medicine Section • HCPCS-national codes, modifiers, Level II codes • Abbreviations
10	Developing an Insurance Claim: • New Patient Procedures • Patient Registration Form & Authorization • Patient Procedures • Primary & Secondary Insurance Policies • Clinical Assessment & Treatment • Patient Departure Procedures-New & Established • Assigning Numeric codes • Insurance Claims Processing • Credit & Collections • Abbreviations
11	CMS-1500 Completion Guidelines: • CMS-1500 Guidelines • CMS-1500 Patient Information • Treatment & Provider information • Common Errors • Abbreviations

12	Appendix A Case Studies-Superiorland Clinic Practice Model: • How to Access Appendix A-Manual and SimClaim • General Instructions & Hints for SimClaim
13	Electronic Claims Submission: • Options-Carrier-Direct, Clearinghouse • Interactive Communication • Processing Electronic Health Insurance Claims • Confidentiality & Electronic Claims Processing • Electronic Record Management • Abbreviations
14	UB-04 Completion Guidelines: • Hospital Reimbursement • Developing the Insurance ClaimUB-04(CMS-1450) Guidelines • Submitting the Insurance Claim • Abbreviations
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Student Name_____

Semester_____**Instructor**_____

Medical Billing (2015 Standards)

Comp	Description of comp	CAAHEP Identifier	Date Achieved	Grade	Instructor sign off
39-3	Obtain accurate patient billing information	VII.P.3			
39-3	Inform patient of financial obligations for services rendered and display sensitivity when requesting payments	VII.P.4			
48-5	Demonstrate professionalism when discussing patient's billing records	VII.A.1			
48-5	Interact professionally with third party representatives	VIII.A.1			
47-3	Perform diagnostic coding	IX.P.2			
48-4	Complete an insurance claim form (CMS1500) – link diagnosis and procedure codes	VIII.P.4			
48-3	Obtain preauthorization or precertification including documentation	VIII.P.3			
47-2	Utilize medical necessity guidelines	IX.P.3			
48-2	Verify eligibility for services including documentation	VIII.P.2			
47-1	Perform procedural coding with thorough knowledge of : a) Modifiers b) Upcoding c) Bundling of charges	IX.P.1			
48-1	Interpret information on an insurance card	VIII.P.1			

	Define and compare the following types of plans:
	 a) Commercial plans
	 b) Government plans
	     i) Medicare
	     ii) Medicaid
	     iii) Tricare/champva
	 c) Managed Care plans				

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____ **Date**_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

10

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Electronic Medical Records (MED131)

Prerequisites: Introduction to Computers (MIC110)   **Course Credits: 3**
 Computer Applications (MIC120)
 Medical Terminology (MED110)
 Anatomy and Physiology (MED120)

Course Description

This course provides a thorough introduction to the history, theory, and potential benefits of electronic health records. The combination of text and EMR software provide a complete learning system. Hands-on exercises provide practical experience that leads to an understanding and a level of comfort with computerized medical records that can be applied directly to the healthcare workplace. Critical thinking and hands-on exercises build confidence by allowing students to apply what they have learned. This course will increase the likelihood that the student's knowledge will transfer easily to a commercial medical record system in use at any clinic or medical facility.

Student Learning Outcomes

Upon completion of this course, students will be able to:
● Define the concept of an electronic medical record
● Describe key issues related to privacy and security of Electronic Health Records
● Set up new patients, export patient lists, and edit patient information
● Set up new insurance companies
● Compose professional correspondence utilizing electronic technology
● Add patient notes to the schedule
● Describe the layout of an electronic chart
● Create office visit notes including SOAP note documentation
● Describe how to order laboratory, imaging, and diagnostic tests
● Perform accounts receivable procedures to patient accounts including charges, payments, and adjustments

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED131

The Career Portfolio Project for this course will be the work product from the individual student's medical competencies. The Project will represent the students skill set in an office setting.

Required Course Texts & Course Materials

SimChart for the Medical Office; Learning the Medical Office Workflow. 2017. St Louis: Elsevier. (ISBN 9780323497923)

Proctor, D. *The Administrative Medical Assistant,* 13th Ed. St Louis: Elsevier. (ISBN: 9780323396721)

Proctor, D. *The Administrative Medical Assistant Study Guide,* 13th Ed. St Louis: Elsevier. (ISBN: 9780323396752

Supplemental educational learning materials may include and are not limited to

American Medical Association, Ed. *CPT 2012: Current Procedural Terminology, Professional Edition*. Chicago: American Medical Association, 2011. Print. (ISBN: 9781603592178)

Assessment

Medical Assisting students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file."

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate assigned homework for each credit hour. For each one credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example, a three credit course will include an average of 6 hours of homework each week for 15 weeks). For classes with lab or clinical work, a three credit, four hour class will include an average of 6 hours of homework each week. For externships, each credit hour will include an average of 3 hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0

Numerical Average	Letter Grade	Quality Points
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	- Introduction and Guidelines for Appointment Scheduling - Types of Scheduling - Scheduling Referral Appointments, Diagnostic Tests, Procedures, and Admissions
2	- Maintaining Patient Accounts - Banking Activities - Accounts Payables - Petty Cash
3	- Billing Cycle and the Process - Billing Problems - Account Aging - Collection Activities
4	- Maintaining the Office - Routine Maintenance - Patient and Employee Safety - Maintaining Equipment - Preparing Payroll - Managing Schedules.
5	***Sim Chart for the Medical Office Lessons 1-10*** Students will learn how to schedule patient appointments, prepare appointment reminder letters, prepare return to work certificates, complete medical records release forms, incident reports, and office memorandums.
6	***Sim Chart for the Medical Office Lessons 16, 18, 21-23*** -Review scheduling, and create new patient forms. Practice ordering x rays and procedures.

7	***Sim Chart for the Medical Office Lessons 31-33, 35, 37-38*** • -Document immunizations and schedule follow up appointments. Document allergies and medications, prepare prescription refills, and document patient education. .
8	**Midterm Examination**
9	***Sim Chart for the Medical Office Lessons 45, 47-52*** • Document in progress notes and create orders, document lab results and preventative services, and document a phone encounter.
10	***Sim Chart for the Medical Office Lessons 62-64, 66-67*** • Document chief complaint in progress notes and submit superbill. Update patient ledgers, submit claim forms, and submit insurance claims tracer.
11	***Sim Chart for the Medical Office Lessons 72-76*** • Document orders, complete superbills, complete claims and post payments to patient ledgers. Prepare patient statements, and update day sheets.
12	***Sim Chart for the Medical Office Lessons 85-90*** • Review of documentation, superbills, ledgers, and payment posting. Post insurance payments to ledger.
13	***Sim Chart for the Medical Office Lessons 96-99*** • Complete superbill and payment process. Complete referral form, and review documentation. Create bank deposit slips, and record transactions on the day sheet.
14	***Sim Chart for the Medical Office Lessons 105-110*** • Document Neurological status exam and patient education. Generate a prior authorization, document tests, prescriptions, and create superbills.
15	**Final Examination**

Please note: Changes to lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Student Name_____

Semester_____Instructor_____

Electronic Medical Records Competency (2015 Standards)

Comp	SIMCHART Assignment Numbers	Description of comp	CAAHEP	Date Achieved	Grade	Instructor sign off
8-1	4, 10	Compose Professional Correspondence Using Electronic Technology	V.P.8			
8-2		Compose a Professional Email				
9-2		Document Telephone Messages Appropriately				
10-1	16, 17	Manage Appointment Scheduling Using Established Priorities	VI.P.1			
10-1	3, 16	Establish The Appointment Matrix	VI.P.1			
10-2	14, 18	Schedule a New Patient	VI.P.1			
10-4	21, 24	Schedule an Established Patient	VI.P.1			
10-5	22, 110	Schedule a Patient Procedure	VI.P.2			
11-1	11	Perform an Inventory of Supplies	VI.P.9			
11-4	11	Prepare a Purchase Order				
12-1	12, 15	Register a New Patient in the Practice Management Software, Create a Patient Medical Record	VI.P.3 VI.P.7			
12-2	19, 25, 47	Organize a Patient's Medical Record- Upload Documents to the EHR	VI.P.4			
	56, 57. 109	Utilize an EMR/EHR	VI.P.6			
18-1	81, 85, 90	Perform Accounts Receivable Procedures for Patient Accounts: Charges	VII.P.1.a			
18-2	81, 82, 99	Perform Accounts Receivable Procedures for Patient Accounts: Payments and Adjustments	VII.P.1.b VII.P.1.c			
19-1	98, 99, 100	Prepare a Bank Deposit	VII.P.2			
	7, 9	Complete an incident report related to a patient	X.P.7			

All Competencies listed must have had a maximum of two attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____ **Date**_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

8

FINAL

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Introduction to the U.S. Healthcare System (MED140)

Prerequisites: None   **Course Credits: 3**

Course Description

Introduction to the U.S. Health Care System presents the necessary information to understand the world of medical billing and coding. Topics discussed include the organizational structure of the U.S. Health Care System, the various health care services available, health insurance, ethics, and legal issues. This course will also compare the U.S. Health Care System with health care systems around the world.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Compare and contrast the U.S. health care system with other health care systems.
- Demonstrate an understanding of health care financing.
- Compare and contrast the various managed care organizations.
- Examine health care ethics issue.
- Evaluate a health care entity through an in-depth research project.
- Discuss current changes in the health care system.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED140

The Career Portfolio Project for the course will be a five to seven page essay on a local/regional health care entity. The student will choose the topic; however, the topic MUST have been covered throughout the course. The essay MUST be completed in MLA Format, cover page, in-text citations, and reference page with a minimum of three academic/credible sources.

Required Course Texts & Course Materials

Barsukiewicz, Camilla K.; Marshall W. Raffel; and Norma K. Raffel. *The U.S. Health System: Origins and Functions*. 6th ed. Clifton Park: Delmar,   Print. (ISBN: 9781418052980)

Supplemental educational learning materials may include and are not limited to
American Academy of Professional Coders, Ed. *Coding Edge* (2013). Print.
American Association of Medical Assistants, Inc., Ed. *CMA Today* (2013). Print.
Centers for Medicare & Medicaid Services. U.S. Department of Health and Human Services, 2013. Web. 8 Aug 2013. <http://www.cms.gov/>.
Other sources available on Infotrac Database, such as *Health Data Management*

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Quizzes/Tests	25%
Case Studies/Homework	15%
Career Portfolio Project	15%
Mid-Term/Final Examinations	30%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----

Numerical Average	Letter Grade	Quality Points
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

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Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	*Introduction to the course:* syllabi, course content, first day logistics *Introduction*
2	*Health Care Costs* • Trends in the cost of health care • Reasons for the rising cost of health care • Effects of the rising cost of health care • Efforts to stem the rising cost of health care
3	*Paying for Health Care Services* • Trends in the cost of health care • Reasons for the rising cost of health care • Effects of the rising cost of health care • Efforts to stem the rising cost of health care
4	*Health Status and Health Care Utilization* • The major causes of death and disability in developed countries of the world • The major causes of death and disability in the United States • Utilization rates of various types of health care in the United States • Theories of health care utilization • Disparities in access to health care services across demographic groups in the United States
5	*Medical Education* • The history of medical education • The difference between undergraduate and graduate medical education • How medical education is financed • The determination of physician competency through licensing and certification • Current trends in medical education
6	*Professions in Health Care* • The multiple participants in the provision of direct and indirect patient care • The differences in training and credentialing of health care service providers • The tensions that may exist among health care service providers • The difficulties in coordinating care among various providers, given cost and payment restrictions

7	*Ambulatory Care* • The definition of ambulatory care • The variety of settings for the delivery of ambulatory care The importance of ambulatory care services as a part of the U.S. health care system
8	**Midterm Examination**
9	*Hospitals* • The historic development of hospitals • Characteristics and functions of hospitals • Developments in the health care environment that have imposed changes on hospital functions • The response of hospitals to environmental changes • Competitive and regulatory influences on hospitals
10	*Mental Health Services* • The range of services encompassing the mental health system • The history of the development of mental health services • The difficulties the mental health sector of health care faces
11	*Long-Term Care* • The differentiation of long-term care from other types of health care services • The history of long-term care in the United States • The various payment mechanisms that influence access to and delivery of long-term care services • The variety of new approaches to long-term care delivery currently available
12	*Public Health-The Health of the Community* • To understand the history of the U.S. public health system • To understand the transition of public health to community health • To introduce the concept of health care safety nets • To understand the role of public health in emergency readiness
13	*Information Management System* • Why health care organizations feel the need to develop information systems in the clinical setting, particularly an electronic medical record • The variety of approaches to information systems in health care • The difficulties encountered in adopting and maintaining health information management systems • The continuing need to develop health information management systems

14	*Current Issues in Health Care Delivery* • The importance of quality of care • The need for outcomes measurement • Innovative approaches that organizations take to address issues of quality of care • The challenges of health care reform
15	**Final Exam**

Please note: Changes to the lessonss may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Introduction to the U.S. Healthcare System (MED140): VISIONS PROJECT: Essay on a Health Care Entity Rubric
• Must have a title page with name of health care entity, your name, instructors name, class, and date.
• Must be at least 5-7 pages.
• Typed, Double-spaced, 12 point font, in-text citations.
• Must have a Works Cited page with at minimum of 3 sources.

Introduction to Health Care/MED140: VISIONS PROJECT: Essay on a Health Care Entity Rubric

	Excellent: 4 points	**Average: 3 points**	**Fair: 2 points**	**Poor: 1 point**	**Score:**
Content and Completeness: **(5-7 pages)** Introduction, all questions answered about health care entity chosen, and conclusion	Student goes beyond the requirement of the project. Introduction, conclusion, and all questions answered above and beyond. (8+ pages)	Student meets the upper end of the requirement (7 pages)	Student has 5 full pages.	Student has less than 5 full pages	
Grammar:	Excellent control of grammar and style.	Average control of grammar and style with no more than 6 mistakes in the whole project.	Fair control of grammar and style with no more than 10 mistakes in the whole project.	Poor control of grammar and style with no more than 14 mistakes in the whole project.	
Resources: **(3 minimum)**	Student uses **more sources** than are required, and sources used are **all academic and scholarly**.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.	
MLA:	MLA style is exemplary and used consistently throughout the essay.	MLA style is used throughout the essay but exhibits 4-5 errors.	MLA style is used inconsistently throughout the essay; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	

Total Points: _____/16
Revised 4-7-13

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

10

Elmira Business Institute
Student Syllabus: Professional Medical Coding I (MED150)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description
This course is designed to provide the individual with a comprehensive level of diagnostic coding education. The student will be introduced to general healthcare compliance matters, coding ethics and standards. Furthermore, the student will be introduced to fundamental guidelines of diagnostic codes to services related to diseases and conditions of all systems. Participants will have a working knowledge of coding conventions and the proper steps to code correctly. In addition, the student will be introduced to properly coding procedures in ICD-10 as related to inpatient hospital services. The student will demonstrate an understanding of Medicare and Third-party carrier laws and guidelines, and physician's documentation requirements.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- To identify key terms relating to healthcare compliance and coding. The student will understand coding ethics, standards and the importance of following a compliance program.
- Understand all aspects of ICD-10 coding conventions, guidelines, and use of the manual.
- Justify the selection and assignment of diagnostic codes.
- Demonstrate an understanding of the terminology that pertains to correct documentation standards. The student will gain a working knowledge of the anatomy and terminology associated with the systems and will demonstrate their ability to choose appropriate ICD-10 codes.
- Relate the documentation of office notes, operative notes and ancillary services to correct codes.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Career Portfolio for Workplace Skills Project for MED150
The Career Portfolio Project for this course is completion of 210 coding questions. The students will assign codes by interpreting general ICD-10-CM diagnosis coding guidelines. They will interpret abbreviations and lab values to assign ICD-10-CM codes. Guidelines, rubric and completion date will be given on the 2nd week of class.

Required Course Texts & Course Materials

Bowie, Mary Jo, Regina Schaffer, RHIA, RHIT *Understanding ICD-10-CM Coding and ICD-10-PCS: A Worktext. 3rd* ed. Clifton Park: Delmar 2017, 2014. Print. (ISBN: 9781305265257)

Supplemental educational learning materials may include and are not limited to

Newby, Cynthia CPC, CPC-P *Medical Coding Workbook for Physician Practices and Facilities,* 2015-2016 New York: McGraw-Hill. Print. (ISBN: 9780077862152)

Taber, Clarence Wilber, 1870-1968. *Taber's Cyclopedia Medical Dictionary*. 22nd ed. Philadelphia: F.A. Davis, 2013. Print. (ISBN: 9780803629783)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Assignments	25%
Examinations	40%
Mid-Term/Final Examinations	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	
1	*Introduction to Coding and Coding Professions* • Professional Coding • History of ICD-10-CM Coding • Health Insurance Portability and Accountability Act of 1996 • Professional Coding Associations • Employment Opportunities for Coders
2	*An Overview of ICD-10-CM* • ICD-10-CM Coding Book Format • Index to Diseases and Injuries • Index to External Causes of Injury • Tabular List of Diseases and Injuries
3	*ICD-10-CM Coding Conventions* • Convention Types • Instructional Notations • Punctuation Marks • Abbreviations • Symbols *Steps in Diagnostic Code Selection* • Documentation Essentials • Steps in Coding

4	*Coding Guidelines* • Section I-ICD-10-CM Conventions, General Coding Guidelines, and Chapter-Specific Guidelines • Section II-Selection of Principal Diagnosis • Section III-Reporting Additional Diagnoses • Section IV-Diagnostic Coding and Reporting Guidelines for Outpatient Services *Infectious and Parasitic Diseases* • Key Terms • Introduction to Body Systems • Coding of Infectious and Parasitic Diseases
5	*Neoplasms* • Key Terms • Introduction to the Body System • Coding of Neoplasms • Neoplasm Table • Sequencing of Codes • Complications Associated with Neoplasms *Diseases of the Blood and Blood-Forming Organs* • Key Terms • Introduction to the Body Systems • Coding of Diseases of the Blood and Blood-Forming Organs
6	*Endocrine, Nutritional, and Metabolic Disorders and Immunity Disorders* • Key Terms • Introduction to the Body System • Coding of Endocrine, Nutritional, and Metabolic Diseases and Immunity Disorders *Mental, Behavioral and Neurodevelopmental Disorders* • Key Terms • Sequencing of Codes for Alcohol and Drug Abuse and Dependence • Coding of Mental Disorders
7	*Diseases of Nervous System and Sense Organs* • Key Terms • Introduction to the Body System • Coding of the Diseases of the Central Nervous System *Disorders of the Eye and Adnexa* • Key Terms • Introduction to the Body System • Anatomy of the Eye • Coding of Disorders of the Eye and Adnexa

8	*Diseases of the Ear and Mastoid Process* • Key Terms • Introduction to the Body System • Anatomy of the Ear • Coding for the Respiratory System **Midterm Exam**
9	*Diseases of the Circulatory System* • Key Terms • Introduction to the Body System • Coding for the Circulatory System *Diseases of the Respiratory System* • Key Terms • Introduction to Body System • Cody of the Respiratory System
10	*Digestive System* • Key Terms • Introduction to the Body System • Coding of Digestive System *Diseases of the Skin and Subcutaneous Tissue* • Key Terms • Introduction to the Body System • Coding of Diseases of the Skin and Subcutaneous System
11	*Diseases of the Musculoskeletal System and Connective Tissue* • Key Terms • Introduction to the Body System • Coding Diseases of the Musculoskeletal System and Connective Tissue *Genitourinary System* • Key Terms • Introduction to the Body System • Coding of Genitourinary System

12	*Pregnancy, Childbirth and the Puerperium* • Key Terms • Introduction of the Body System • Coding of Pregnancy, Childbirth and the Puerperium *Certain Conditions Originating in the Perinatal Period* • Key Terms • Coding Guidelines for Certain Conditions Originating in the Perinatal Period *Congenital Malformations, Deformations and Chromosomal Abnormalities* • Key Terms • Introduction to the Body System • Coding Congenital Malformations, Deformations and Chromosomal Abnormalities
13	*Symptoms, Signs and Abnormal Clinical Findings* • Key Terms • Coding Symptoms, Signs and Abnormal Clinical Findings NEC *Injury, Poisoning and Certain Other Consequences of External Causes* • Key Terms and Terminology • Coding Guidelines
14	*External Causes of Morbidity* • Key Terms • Coding External Cause of Morbidity *Factors Influencing Health Status and Contact with Health Services* • Key Terms • Coding Guidelines for Z Codes **Comprehensive Review**
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Professional Medical Coding I (MED 150) VISIONS Project

For the VISIONS Project, the student will be given a worksheet consisting of 210 questions related to code selection for various scenarios. This worksheet will serve to demonstrate the student's ability to identify, code, and sequence procedures and services for a variety of settings. Some questions are simple one or two line descriptions that will require the student to identify the correct code from the ICD-10-CM systems. Other questions will require the student to read excerpts from a patient's medical record to identify and code the correct diagnosis. The instructor will provide the student with the worksheet and complete directions in class.

	Proficient 10-9 points	Competent 8-6 points	Borderline 5-4 points	Unprepared 3 or less points	Score
Accuracy – Percentage of questions correctly answered = **80%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 8)
Completeness – Percentage of questions attempted = **10%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 1)
Legibility– Is the work easy to read and well presented? = **10%** of total score	Very neat and legible	Mostly neat and legible	Mostly poorly presented and illegible	Little or no effort has been made in this area	(points X 1)

MIDTERM

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Medical Law and Ethics (MED210)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course provides the student with an overview of the legalities and ethical behavior associated with a medical practice or facility. Emphasis will be placed on the medical assistant's legal and ethical responsibilities, giving consideration to liabilities associated with communicable diseases, patient contracts, consent and release forms, narcotics control, physician licensing, the Good Samaritan Act, arbitration procedures, and the Anatomical Gift Act.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Describe the code of ethics and standards of care for various medical occupations and organizations.
- Analyze the implications of HIPAA for a health care facility.
- Differentiate between legal, ethical, and moral issues affecting health.
- Understand and explain patient rights.
- Evaluate the impact and importance of cultural.
- Create and complete an in-depth research project pertaining to an ethical, legal, and/or a risk management issue related to the medical work environment.
- Locate a state's legal scope of practice.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED210
Course competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Research Project: The research project for the course will be an in-depth five to seven page essay on a Medical Legal, Medical Ethical, or a Risk Management Issues. The student will also include how Cultural Diversity plays a role in their selected topic. This essay will be in MLA format, typed, double spaced, 12 point font, with a cover page, in-text citations, and a reference page with a minimum of three academic medical and/or credible sources. Upon completion of the written paper, the student will present an oral presentation to the class in outline format.

Required Course Texts & Course Materials

Judson, Karen and Carlene, Harrison. *Law & Ethics for Health Professions,* 7th ed. New York:
McGraw-Hill Higher Education, 2013. Print (ISBN: 9780073513836)

Supplemental educational learning materials may include and are not limited to

Maguire, Mary H., Garoupa, Clifford. Annual Editions. Drugs, Society, and "Behavior 2014,
29th ed.

"Articles on- line from ProQuest database: http://proquest.umi.com/pqdweb and other sites,
educational videos, and/or guest speakers as assigned throughout the course.

May include:

Ohio vs. Alfieri. Court TV. West Thomson Learning.l New York, New York. ISBN 0-7668-
1099-2.

Miss Evers Boys. By Walter Bernstein David Feldshah. Dir. Joseph Sargent. Perf. Laurence
Fishburn, Craig Sheffer Alfre Woodard. Prod. HBO. 1997. Television.

Something the Lord Made. Dir. Joseph Sargent. Perf. Alan and Def, Mos Rickman. Prod.
Cort/Madden Productions. 2004. Television.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written
examinations will be graded according to content (multiple choice, fill-in-the blank, short
answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period
whenever possible. Essay and/or research projects will be returned as soon as all class projects
have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
Numerical Average	Letter Grade	Quality Points
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assign-

ments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	*Introduction to Law & Ethics* • Why Study Law and Ethics • Comparing Aspects of Law and Ethics • Qualities of Successful Health Care Practitioners
2	*Making Ethical Decisions* • Value Development Theories • Value Choices Theories • The Seven Principles of Health Care Ethics
3	Exploring Codes of Ethics – Material to be provided by instructor
4	*Working in Health Care* • Licensure, Certification, Registration, and Accreditation • Physicians' Education and Licensing and Medical Practice Acts and Medical Boards • The Health Care Team • Medical Practice Management Systems • Types of Managed Care • Legislation Affecting Health Care Plans • Telemedicine

5	*Law, The Courts, and Contracts* • The Basis of and Primary Sources of Law • Classifications of Law • Tort Liability • Contracts • Types of Contracts • Physicians' and Patients' Rights and Responsibilities • Law of Agency and Doctrine of Respondeat Superior
6	*Professional Liability and Medical Malpractice* • Liability • Standard of Care and Duty of Care • Privacy, Confidentiality, and Privileged Communication • The Tort of Negligence • Elements of a Lawsuit • Alternative Dispute Resolution
7	Cultural Diversity in Health Care – Material to be provided by instructor
8	**Midterm Exam** *Defenses to Liability Suits* • Preventing Liability Suits • Types of Defenses • Risk Management • Professional Liability Insurance
9	*Medical Records and Informed Consent* • Medical Records • Medical Records Ownership, Retention, and Storage • Confidentiality and Informed Consent • Health Information Technology (HIT)
10	*Privacy Law and HIPAA* • Privacy and the United States Constitution • Health Insurance Portability and Accountability Act (HIPAA) History, Language, and Standards • Special Requirements for Disclosing Protected Health Information • Patient Rights • Recognizing and Dispelling Myths about HIPAA
11	*Physicians' Public Duties and Responsibilities* • Vital Statistics • Records for Births and Deaths • Public Health Statutes • Reportable Diseases and Injuries • Drug Regulations

12	*Workplace Legalities* • How the Law affects the workplace • Employee Safety and Welfare • Infection Control in the Medical Office • Clinical Laboratory Improvement Act (CLIA)
13	*The Beginning of Life and Childhood* • Genetics and Heredity • Genetic Testing • Genetic Engineering • Conception and the Beginning of Life • Rights of Children
14	*Death and Dying* • Attitudes toward Death and Dying • Determination of Death • Caring for Dying Patients • The Right to Die Movement • The National Organ Transplant Act • The Grieving Process
15	**Final Exam**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Medical Legal, Medical Ethical, or a Risk Management Rubric

	Excellent 4 points	Average 3 points	Fair 2 points	Poor 1 point	Score:
Content and Completeness: **(5-7 pages)** Introduction, all questions answered about topic chosen, and conclusion	Student goes beyond the requirement of the project. Introduction, conclusion, and all questions answered above and beyond. (8+ pages)	Student meets the upper end of the requirement (7 pages)	Student has 5 full pages.	Student has less than 5 full pages	
Grammar:	Excellent control of grammar and style.	Average control of grammar and style with no more than 6 mistakes in the whole project.	Fair control of grammar and style with no more than 10 mistakes in the whole project.	Poor control of grammar and style with no more than 14 mistakes in the whole project.	
Resources: **(3 minimum)**	Student uses **more sources** than are required, and sources used are **all medical academic and credible**.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.	
MLA:	MLA style is exemplary and used consistently throughout the essay.	MLA style is used throughout the essay but exhibits 4-5 errors.	MLA style is used inconsistently throughout the essay; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	

Total Points: _____/16
Revised 4-7-13

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Student Name_____

Semester_____**Instructor**_____

Medical Law and Ethics Competency Checklist
Summer 2016

Comp	Description	CAAHEP Identifier	Date Achieved	Grade	Instructor signature
6-2	Develop a Plan for Separation of Personal & Professional Ethics	XI.P.1			
7-1	Perform within the Scope of Practice & Know Consequences	IX-P2, IX-A2			
7-3	Demonstrate Sensitivity to Patient Rights	X.A.1			
7-3	Apply the Patient Bill of Rights as it applies to: a) choice of treatment b) consent for treatment c) refusal of treatment	X.P.4			
7-6	Report Illegal Activities in the Healthcare setting following proper protocols	X.P.6			
	Apply HIPAA rules in regard to: a) privacy b) release of information	X.P.2			
	Protect the integrity of the Patient's Medical Record	X.P.2 X.A.2			
	Recognize the impact personal ethics and morals have in the delivery of healthcare	XI.A.1			
	Perform compliance reporting based on public health statutes: a) communicable diseases b) abuse, neglect, wounds of violence	X.P.5			
	Demonstrate appropriate responses to ethical issues	XI.A.1			
	Compare criminal and civil law as they apply to the practicing medical professional	X.C.6			
	Define: a) moral b) ethics	XI.C.1			
	Define the following medical legal terms a) implied consent b) respondeat superior c) defendant/plaintiff d) negligence e) malpractice f) Good Samaritan Acts g) Uniform Anatomical Gift Act h) Living Will	X.C.7			

All competencies listed must have had a minimum of two attempts and have been completed with a grade of 85 or better.

Instructor Signature: _____   Date: _____

Medical Program Director Signature: _____ Date: _____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

10

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
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Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Medical Laboratory I (MED220)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course provides the student with a basic overview of the disease process, disease etiology, and a practical application of infection control. Emphasis is placed on hand-washing techniques, methods of sterilization, glove application, and instrument classification.

Student Learning Outcomes

Upon completion of this course, students will be able to:

* Communicate OSHA and HIPPA standards in written and verbal forms as they apply to the lab experience.
* Select appropriate barriers and personal protective equipment (PPE).
* Perform a mock drill on premises and communicate through verbal and in written form an emergency action plan.
* Identify surgical instruments, sanitize them, disinfect them and sterilize them complying with safe handling procedures.
* Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED220

Course Competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. *Today's Medical Assistant, Clinical and Administrative Procedures,* 3rd Ed. St. Louis: Elsevier. (ISBN 9780323311274)

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. *Today's Medical Assistant, Clinical and Administrative Procedures Study Guide,* 3rd Ed. St. Louis: Elsevier.
(ISBN 9780323311281)

Supplemental educational learning materials may include and are not limited to

To be supplied by the instructor.

Assessment

Medical Assisting Competencies: Medical Assisting Students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students ae allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file.

In as much as the laboratory experience should mimic a real medical office or laboratory, students should understand that once a concept has been presented in one of the instructional methods they are held responsible for that knowledge.

In the event that a student is having difficulty in a Medical Laboratory I area the professor may recommend additional work or tutoring in the Academic Achievement Center.

Student Homework Policy Statement

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Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
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83-85	B	3.0
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73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7

Numerical Average	Letter Grade	Quality Points
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

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Please keep in mind that plagiarism includes:
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Course Schedule

Lesson #	Topic(s)
1 & 2	**Medical Asepsis and the OSHA Standards** • Microorganisms and the infection cycle • Hand washing • Regulated medical waste • Bloodborne diseases • OSHA bloodborne pathogens standards
3 & 4	**Sterilization and Disinfection** • Hazard communication standards • Sanitization • Disinfection • Sterilization of articles and use of autoclave
5, 6, 7	**Minor Office Surgery** • Surgical asepsis • Instruments used in minor office surgery • Sterile gloving • Maintaining a sterile field • Wound care • Suturing and bandaging
8	**Review and Midterm Examination**
9 & 10	**Emergency Preparedness & Protective Practices** • Categories of disasters • Psychological effects of emergencies • Fire safety • Employee education • Emergency practice drills

11 & 12	*Introduction to the Laboratory* • Types of laboratories • Laboratory requests • Documenting in the EMR • Patient preparation • Collection & handling of specimens • Quality control • Laboratory safety
13 & 14	**Medical Microbiology** • Normal flora • Microorganisms and disease • Streptococcus testing • Prevention and control of diseases • Using the microscope
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Competency: Chapter 36. **MLI: Emergency Action Plan Rubric**

	Excellent: 10	**Good: 8**	**Fair: 7**	**Poor: 6**	**Score:**
Completeness: (7-10 pages minimum)	Student goes beyond the requirement of the project. (10+ pages)	Student meets the base requirement of the project. (10)	Student has barely 7 pages	Student has not met the criteria, below 7 pages	
Content:	Well thought and supports research. Indicates clear critical thinking. lear goal that is related to the topic(s). Information is accurate.	Well thought out and supports research. Indicates critical thinking. Clear goal that is related to the topic(s). Information is accurate.	Supports researched information. Indicates some critical thinking. No clear goal. Has some misinformation.	Provides inconsistent information. Indicates no apparent critical thinking. No clear goal. Has significant misinformation.	
Grammar and Language:	No spelling, grammatical, or punctuation errors Excellent use of vocabulary and word choices.	Few (1-3) spelling, grammatical, or punctuation errors. Good use of vocabulary and word choices.	Minimum (3-5) spelling, grammatical, or punctuation errors. Limited use of vocabulary and word choices.	More than 5 spelling, grammatical, or punctuation errors. Poor use of vocabulary and word choices.	
Resources: Minimum 3	Cited 4 or more resources using correct MLA format.	Cited 3 resources and/or used correct MLA format.	Cited 1-2 resource and/or did not use correct MLA format.	Cited no resources	
Organization:	Content is clearly organized making it very easy to locate requested information.	Content is mostly organized making it easy to locate requested information.	Content is somewhat unorganized making it difficult to locate requested information.	Content is unorganized making it difficult to locate requested information.	

50/100

Comments

____	A
	B
	C
	D
(or one of the automatic failures)	F

he use of http://www.plagiarismchecker.com/ was used on this assignment: Yes   No_____

Student Name_____

Semester_____   **Instructor:** _____

Med Lab I Competency Procedures (2015 Standards)

Comp	Description of comp	CAAHEP Correlation	Date Achieved	Grade	Documentation Or Work Product	Instructor Sign off
17-1	Perform Hand Washing: Preform a Surgical Hand Scrub					
17-3	Application & Removal of clean Disposable Gloves					
17-A	Proper use of a Sharps Container					
17-B	Disposal of Hazardous Material					
18-1	Sanitization of Instruments					
18-2	Wrapping Instruments using Paper or Muslin					
18-3	Wrapping Instruments using a Pouch					
18-4	Sterilizing Articles in an Autoclave					
25-1	Applying & Removing Sterile Gloves					
25-2	Opening a Sterile Package					
25-3	Pouring a Sterile Solution					
25-4	Changing a Sterile Dressing					
25-5	Removing Sutures & Staples					
25-6	Applying & Removing Adhesive Skin Closures					
25-7	Assisting with Minor Office Surgery					
25-A	Bandage Turns					
29-A	Operating and Emergency Eyewash Stations					
34-1	Using a Microscope					
34-2	Collecting a throat Specimen					
34-A	Rapid Strep Testing					
36-1	Demonstrating Proper Use of a Fire Extinguisher					
36-2	Participating in a Mock Exposure Event					

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____**Date**_____

MIDTERM

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Medical Laboratory II (MED230)

Prerequisites: Medical Terminology, MED110
                      Anatomy and Physiology, MED120
                      Medical Laboratory I MED220
                      Business Mathematics BUS105   **Course Credits: 3**

Course Description

This course introduces the student to basic laboratory assisting skills. Consideration is given to the fundamentals of microbiology, hematology, and urinalysis. The student is introduced to techniques in the collection of bacterial specimens, the collection and analysis of venous and peripheral blood specimens, and the collection and analysis of urine samples. Instruction includes performing hemoglobin and chemical urinalysis. A review of OSHA regulations for a laboratory facility is also included. Students are required to perform all procedures to 100 percent satisfaction of the instructor. Students will participate in an American Heart Association First Aid and professional level CPR course. The courses will include the treatment of medical complaints associated with: breathing, bleeding, poisoning, fractures, and shock, along with a practical application of dressings and bandages.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- List and communicate in either verbal or written form the proper procedures for phlebotomy as they pertain to venous and peripheral specimens including butterfly, vacuum and syringe method.
- List and communicate the appropriate steps for collecting a clean catch and perform physical, chemical and microscopic analysis of urine.
- Identify and name the respective cell types, morphology and respective hematology. Students will be able to list the blood groups.
- Use specialized online databases available at the institution to retrieve information needed and assesse the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems should be utilized
- Follow laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
- Perform phlebotomy and capillary punctures in accordance with policies. Student will be able to determine normal and abnormal lab values.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED230
Course Competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
      Administrative Procedures, 3rd Ed. St. Louis: Elsevier. (ISBN 9780323311274)
Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
      Administrative Procedures Study Guide, 3rd Ed. St. Louis: Elsevier.
       (ISBN 9780323311281)
Medical Assisting Exam Review Online, 2nd ed. (ISBN 9781305944329)

Supplemental educational learning materials may include and are not limited to
American Association of Medical Assistants, Inc., ed. *CMA Today* (2013). Print.
Grolier Encylcopedia. Scholastic. <http://auth.grolier.com/login/go_login_page.html?bffs=N>.

Assessment

Medical Assisting Competencies: Medical Assisting students are required to practice each
competency a minimum of three times prior to the actual testing of the competency. Students are
allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to
pass the individual competency. A minimum grade of a "C" is required to pass the course.
Documentation will be housed in the student's academic file.

In as much as the laboratory experience should mimic a real medical office or laboratory,
students should understand that once a concept has been presented in one of the instructional
methods, they are responsible for that knowledge.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
* Copying another person's work and claiming credit for it
* Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
* Incorrectly citing a source
* Failing to use quotation marks for a direct quote
* Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	Introduction to the course syllabus, course content, materials, and methods and course requirements. ***Emergency Medical Procedures and First Aid*** • Office crash cart • EMS system • First Aid Kit • OSHA safety precautions • Guidelines for emergency care, for many different incidents such as B, Breathing difficulties, Heart attack, Stroke, Musculoskeletal Injuries, Open Wounds, Burns, Poisoning etc.
2 and 3	***Phlebotomy*** • Introduction to Phlebotomy • Venipuncture- including guidelines, patient preparation, collection and handling of specimens, assembly of equipment and supplies, application of tourniquet, site selection for Venipuncture, types of blood specimens, and OSHA safety precautions. • Practice using tourniquets • Vacuum Tube Method of Venipuncture including –Needle, safety devices, plastic holder, and evacuated tubes • Order of Draw for Multiple Tubes • Butterfly Method of Venipuncture- Including Guidelines for Butterfly Method, set up of equipment, and patient positioning • Syringe Method of Venipuncture

	• Problems Encountered with Venipuncture –failure of obtain blood, rolling or collapsing veins, hematomas, premature needle withdraw, hemolysis, and patient fainting. • Obtaining serum Specimens- tube selection, preparation of specimen, serum separator tubes
4 - 7	*Phlebotomy* • Skin Punctures- puncture sites, puncture devices • Microcollection Devices- Capillary Tubes, Guidelines for performing a finger puncture • Phlebotomy Practice *Hematology* • Introduction to Hematology- tests included in a CBC • Hemoglobin Determination (normal ranges) • Hematocrit (normal ranges) • White Blood Cell Count (normal ranges) • Red blood cell count (normal ranges) • Red Blood Cell Indices- MCV, MCH, RDW • White Blood Cell Differential Count – Automatic and Manual- Reference Ranges • PT/INR- what is it, purpose, collection of the specimen, performing the test, home testing
8	*Comprehensive Midterm Examination*
9	*Blood Chemistry and Immunology* • What is Blood Chemistry- Introduction • Collection of a specimen • Automated Analyzers- Quality Control; Calibration; Controls • Blood Glucose- Testing; 2 hour, fasting, oral tolerance test • Tests for Diabetes Management- Self Monitoring; frequency of testing/results/ advantages- Hemoglobin A1c Testing- Interpretation of Results • Glucose Meters; Reagent test strips, calibration, control procedures, care and maintenance
10	*Blood Chemistry and Immunology* • Cholesterol- HDL/LDL, cholesterol testing, interpretation of results, patient preparation, CLIA Waived Analyzers • Triglycerides (normal ranges) • BUN • Immunology- Introduction • Immunology Tests; Hepatitis, HIV, Syphilis, Mono, RF, ASO, CRP, ABO, Rh Antibody Titer • Rapid Mononucleosis Testing
11	*Phlebotomy Competency Evaluations*

12	**Urinalysis** • Composition of Urine- Terms related to Urinary System • Collection of Urine- Guidelines for Collection; Methods of Collection- Random Specimen, First voided Morning, Clean Catch Midstream, 24 hour • Analysis of Urine- Physical Examination- Color, Appearance, Odor, Specific Gravity; Chemical Examination- urine test kit, pH, Glucose, Protein, Ketones, Bilirubin, Urobilinogen, Blood, Nitrites, Leukocytes • Reagent Test Strips- Guidelines for Reagent Strip Testing, Quality Control, Urine Analyzer
13	**Urinalysis** • Microscopic Examination of Urine- Red Blood Cells, White Blood Cells, Epithelial Cells, Casts, Crystals, Misc structures • Urine Pregnancy Testing- HcG, Immunoassays, Guidelines for pregnancy testing • Serum Pregnancy Testing
14	**Competency Evaluations**.
15	**Comprehensive Final exam**.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Student Name: _____   **Semester:** _____

Instructor: _____

Medical Lab II Competency Procedures (2015 Standards)

Summer 2016

Comp #	CAAHEP ID	Description Of Competency		Date Achieved	Instructor Signature
30-A	I.P.11c	**Assessing Color and Appearance of a Urine Specimen**			
30-2	I.P.11c	**Chemical Testing of Urine with a Multistix 10SG Reagent Strip**			
30-3	I.P.11c	**Prepare a Urine Specimen for Microscopic Examination- Kova Method**			
30-4	I.P.11c	**Perform A Urine Pregnancy Test**			
31-1	I.P.2b	**Venipuncture- Vacuum Tube Method**			
31-2	I.P.2b	**Venipuncture- Butterfly Method**			
31-3	I.P.2c	**Skin Puncture- Disposable Semiautomatic Lancet Device**			
32-A	I.P.11a	**Hemoglobin Determination**			
32-2	I.P.11a	**Preparation of a Blood Smear for Differential Cell Count**			
33-A	I.P.11b	**Perform Blood Chemistry Test- Cholestech**			
33-B	I.P.11d	**Rapid Mononucleosis Testing**			
33-1	I.P.11b	**Blood Glucose Monitoring with Meter**			

All Competencies must be passed with a grade of 85 or better in order to pass the course. Any competency not meeting this grade requirement will result in a failure of the class.

Instructor Signature: _____   **Date:** _____

Program Director Signature: _____   **Date:** _____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Clinical Skills I (MED240)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course introduces the student to basic clinical skills. Consideration is given to the fundamentals of vital signs, various methods and equipment used to measure fundamental signs, determine height and weight, patient preparation and positions, methods of examination, assisting the physician with emphasis on routine physical examinations – obstetric, gynecological, urological, and pediatric examinations. Students will also have practical experience in procedures performed in medical specialty facilities.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Perform a patient history through listening and observational skills.
- Appropriately chart progress notes, vital signs, chief complaints, significant patient data.
- Assemble the required equipment and set up for assisting physicians in a patient examination or minor office procedure.
- Chart pediatric growth on a pediatric growth chart and complete related measurements.
- Obtain vital signs including blood pressure/respiratory/ pulse/ temperature
- Articulate and document appropriate patient instructions for at home care.
- Understand and be able to apply the concept of education literacy.
- Appreciate and recognize cultural diversity as it pertains to health care.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED240

Course Competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
       Administrative Procedures, 3rd Ed. St. Louis: Elsevier. (ISBN 9780323311274)
Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
       Administrative Procedures Study Guide, 3rd Ed. St. Louis: Elsevier.
        (ISBN 9780323311281)

Supplemental educational learning materials may include and are not limited to
American Medical Association, Ed. *CPT 2012: Current Procedural Terminology, Professional Edition*. Chicago: American Medical Association, 2011. Print. (ISBN: 9781603592178)

Assessment

Medical Assisting students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file."

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----

Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

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Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational ex-perience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their aca-demic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	***The Medical Record*** • Medical record format • Completion of forms • Taking health histories • Documenting in the medical record
2	***Vital Signs*** • Factors That May Influence Vital Signs • Temperature • Pulse
3	***Vital Signs*** • Respirations • Blood Pressure • Anthropometric Measurement
4	***Physical Examination*** • Preparation of the examination room • Physical examination • Measuring height and weight
5	***Physical Examination*** • Preparing the patient for examination • Assessing the patient • Assisting the physician
6	***Assisting in Ophthalmology and Otolaryngology*** • Examination of the Eye • Disorders of the Eye • Treatment of the Eye • Examination of the Ear • Disorders of the Ear
7	***Assisting in Ophthalmology and Otolaryngology (Continue)*** • Examination of the Eye • Disorders of the Eye • Treatment of the Eye • Examination of the Ear • Disorders of the Ear

8	***Specialty Examinations*** • Fecal occult blood test • Other stool tests • Prostate screening and testicular self-examination • Fluoroscopy and ultrasound **Midterm Examination**
9	***Specialty Examinations*** • Fecal occult blood test • Other stool tests • Prostate screening and testicular self-examination • Fluoroscopy and ultrasound
10	***Gynecologic and Prenatal Examinations*** • Gynecology, breast, and pelvic examinations • Prenatal care • Obstetrics • Vaginal infections
11	***Gynecologic and Prenatal Examinations*** • Gynecology, breast, and pelvic examinations • Prenatal care • Obstetrics • Vaginal infections
12	***The Pediatric Examination*** • Normal Growth and Development • Pediatric Diseases and Disorders • Immunizations • Developing a report • Growth charts
13	***The Pediatric Examination*** • Normal Growth and Development • Pediatric Diseases and Disorders • Immunizations • Developing a report • Growth charts
14	***Final Examination Review*** and making sure all competencies are complete and signed off.
15	***Comprehensive Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Student Name_____

Semester_____**Instructor**_____

Clinical Skills I Competency Procedures (2015 Standards)

Comp	Description of Comp	CAAHEP Correlation	Date Achieved	Grade	Documentation or work product	Instructor sign off
19-1	Measuring Oral Body Temperature-Electronic Thermometer	I.P.1 b				
19-4	Measuring Aural Body Temperature-Tympanic Membrane Thermometer	I.P.1 b				
19-5	Measuring Temporal Body Temperature	I.P.1 b				
19-6	Measuring Pulse & Respiration	I.P.1 c I.p.1 d				
19-7	Measuring Apical Pulse	I.P.1 c				
19-8	Measuring Pulse Oximetry	I.P.1 i				
19-9	Measuring Blood Pressure	I.P.1 a				
20-1	Measuring Weight & Height	I.P.1 e I.P.1 f				
20-A	Body Mechanics					
20-3	Supine Position	I.P.8 I.P.9				
20-4	Prone Position	I.P.8 I.P.9				
20-6	Lithotomy Position	I.P.8 I.P.9				
20-7	Sims Position	I.P.8 I.P.9				
20-11	Assisting with the Physical Examination	I.P.8 I.P.9				
21-1	Assessing Distance Visual Acuity-Snellen Chart	II.P.2				
21-2	Assessing Color Vision-Ishihara Test	II.P.2				
21-5	Performing an Ear Irrigation	I.P.9 I.A.2				
23-1	Breast Self Examination Instructions	I.P.8				

23-2	Assisting with a Gynecological Examination	I.P.8 I.A.2 I.A.3				
24-1	Measuring the Weight & Length of an Infant	II.P.3 I.A.2				
24-2	Measuring Head & Chest Circumference of an Infant	II.P.3 I.A.2				
24-3	Calculating Growth Percentiles	II.P.4 I.A.2				
28-1	Fecal Occult Blood Testing	I.P.8				
28-A	Testicular Self Examination Instructions	I.P.8				
38-1	Completion of a Procedure Consent Form	V.P.11 X.A.1				
38-2	Release of Medical Information	V.P.11 X.A.1				
38-3	Obtaining Patient History & Formulating Chief Complaint	V.P.1 a, b, c				
50-5	Community Resource Project	V.P.9 V.P.10				
	25 Vitals Sheet					

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____ **Date**_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL   Professionalism   Rubric

Student's Signature: _____   Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

10

Elmira Business Institute
Student Syllabus: Clinical Skills II (MED250)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**
                   Anatomy & Physiology (MED120)
                   Business Mathematics (BUS105)
                   Clinical Skills I (MED240)

Course Description

This course provides the student with an intense study of the administration of medications. The emphasis is placed on parenteral medication, with an overview of topical, oral, rectal and sub-lingual medications. Students are introduced to pharmacology and the use of the PDR, nutrition, and the procedure for performing an EKG. Universal precautions as prescribed by OSHA will also be reviewed.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Articulate patient instructions for at home care and appropriately document in patient progress notes.
- Articulate patient preparations for procedures and treatment through documentation in related progress notes.
- Perform an electrocardiogram test and chart appropriately.
- Identify, list and explain the side effects, contraindications and medication administration procedures for various classifications of medications.
- List the steps in performing an intradermal, intramuscular and subcutaneous injection.
- Identify and list the role of the medical assistant in various office positions, patient education and advocacy and the medical legal aspects of documentation.
- Identify a variety of types and formats of potential sources for information.
- Perform spirometry test and document appropriately.
- Identify and research dietary plans for patients.
- Perform mathematical calculations for correct dosages of medication.
- List the steps in preparing medications for administration.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED250

Course Competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
    Administrative Procedures, 3rd Ed. St. Louis: Elsevier. (ISBN 9780323311274)

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. Today's Medical Assistant, Clinical and
    Administrative Procedures Study Guide, 3rd Ed. St. Louis: Elsevier.
    (ISBN 9780323311281)

Supplemental educational learning materials may include and are not limited to

ProQuest Databases, INFOTRAC Databases, EBSCO Host.

Johnson, Julie, Haskell, Helen, Barach, Paul. *Case Studies in Patient Saftey.* Jones & Bartlett
    Learning. 2016. (ISBN 978-1-4496-8154-8)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written
examinations will be graded according to content (multiple choice, fill-in-the blank, short
answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period
whenever possible. Essay and/or research projects will be returned as soon as all class projects
have been graded.

*Medical Assisting students are required to practice each competency a minimum of three times
prior to the actual testing of the competency. Students are allowed two attempts to pass each
competency. A minimum score of 85 percent is necessary to pass the individual competency. A
minimum grade of a "C" is required to pass the course. Documentation will be housed in the
student's academic file."*

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	Introduction to the course content, materials, and methods and course requirements. ***Physical Agents to Promote Tissue Healing*** • Application of Heat and Cold • Applying Heat Pad • Applying Ice bag • Applying Hot and Cold Compress
2	***Physical Agents to Promote Tissue Healing*** • Crutch Guidelines and Gaits • Canes • Walkers ***Vitals***
3	***Administering Medication*** ***Classification of Drugs*** • Drug References • Classification According to Actions ***Pharmacology Drug Project*** ***Vitals***

4	*Administering Medication* *System of Measurement for Medication* • Metric System • Household System • Conversions • Controlled Drugs *Vitals*
5	*Administering Medication* *Guidelines for Preparation and Administration of Medication* • Prescription • Electronic Prescription • Medication Records • Oral Administration *Vitals*
6	*Administering Medication* *Parenteral Administration* • Parts of a Needle and Syringe • IM Injections • SQ Injections • Intradermal Injections *Vitals*
7	*Administering Medication* *Allergy Testing* • Tuberculin Skin Testing • Types of Skin Testing • Allergy Blood Testing *Vitals*
8	*Cardiopulmonary Procedures* • Cardiac Cycle • Electrocardiograph • Leads • Electrodes *Vitals* Mid-Term Examination.

9	***Cardiopulmonary Procedures*** • Patient Preparation • Artifacts • Holter Monitor ***Vitals.***
10	***Cardiopulmonary Procedures*** • Pulmonary Function Tests • Spirometry • Peak Flow Measurement
11	***Nutrition*** • Nutrients • Carbohydrates • Fat • Protein ***Vitals***
12	***Nutrition*** • Vitamins • Minerals • Water • Dietary Supplements
13	***Nutrition*** • Nutrition Guides • Food Labels • Nutrition Therapy • Weight Management • Food Allergies ***Vitals*.**
14	***Review for Comprehensive Final Examination***
15	**Comprehensive Final Examination**.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016

Student Name: _____   **Semester:** _____

Instructor: _____

Clinical Skills II Competency Procedures

2015 CAAHEP Standards

Comp #	CAAHEP ID	Description Of Competency	Date Achieved	Instructor Signature
22-1	I.P.13	Applying a Heating Pad		
22-3	I.P.13	Applying a Hot Compress		
22-4	I.P.13	Applying an Ice Bag		
22-5	I.P.13	Applying a Cold Compress		
22-6	I.P.13	Applying a Chemical Pack		
22-7	I.P.13	Measuring for Axillary Crutches		
22-8	I.P.13	Instructing a Patient in Crutch Gaits		
22-9 22-10	I.P.13	Instructing a Patient in Use of a Cane and Walker		
26-1	I.P.4a I.P.6	Administering Oral Medications		
26-2	I.P.4a I.P.7	Preparing an Injection- Fill from Vial and Ampule		
26-4	I.P.4a I.P.4b I.P.4c I.P.4d I.P.5 I.p.7	Administering a Subcutaneous Injection		
26-A	I.P.4a I.P.4d I.P.5 I.P.7	Locating Intramuscular Injection Sites		
26-5	I.P.4a I.P.4b I.P.4c I.P.4d I.P.5 I.p.7	Administering an Intramuscular Injection		
26-6	I.P.4a I.P.4b I.P.4c I.P.4d I.P.5	Administering Z-Track Intramuscular Injections		
26-7	I.P.4a I.P.4b I.P.4c I.P.4d I.P.5 I.p.7	Administering an Intradermal Injection		
27-1	I.P.2a	Running a 12 Lead, Three Channel Electrocardiogram		
27-A	I.P.2d	Spirometry Testing		
35-A	IV.P.1 IV.A.1	Instruct a Patient According to Patient's Special Dietary Needs; Special Diets		

All Competencies must be passed with a grade of 85 or better in order to pass the course. Any competency not meeting this grade requirement will result in a failure of the class.

Instructor Signature: _____   **Date:** _____

Program Director Signature: _____   **Date:** _____

MIDTERM

Professionalism EBI 155th ANNIVERSARY **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism **155**th Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

10

Elmira Business Institute
Student Syllabus: Professional Medical Coding II (MED260)

Prerequisites: **Medical Terminology (MED110)**   **Course Credits: 3**
                  Professional Medial Coding I (MED150)
                  Anatomy & Physiology (MED120)
                  Medical Billing (MED130)

Course Description

This course is designed to provide the individual with a comprehensive level of procedural coding education. The student will be introduced to general healthcare compliance matters, coding ethics and standards. The student will also be introduced to fundamental guidelines of procedural coding, related to evaluation and management services and surgical procedures of the systems. Participants will have a working knowledge of CPT coding and HCPCS supply coding as it relates to physician services. The student will demonstrate an understanding of Medicare law and third party carriers and guidelines and physician documentation requirements.

Student Learning Outcomes

Upon completion of this course, students will be able to:
* Identify key terms relating to healthcare compliance and coding. The student will understand coding ethics, standards and the importance of following a compliance program.
* Have an understanding of the three levels of HCPCS coding and will be able to navigate through the corresponding manuals.
* Demonstrate an understanding of the terminology that pertains to correct documentation standards.
* Understand the documentation requirements for office notes, operative notes, and ancillary services.
* Identify the key components associated with the evaluation and management codes and the requirements for meeting key component criteria for each code.
* Understand the key points associated with each set of evaluation and management subsection guidelines.
* Gain a working understanding of the global surgical package as defined by CMS and the AMA.
* Gain a working knowledge of the anatomy and terminology associated with the systems. Students will demonstrate their ability to choose appropriate procedural codes and modifiers.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Career Portfolio for Workplace Skills Project for MED260

For the coding project the students will be given a worksheet consisting of 200 questions related to code selection for various scenarios. This worksheet will serve to demonstrate the student's ability to identify, code, and sequence procedures and service for a variety of settings. Some questions are simple one or two line descriptions that will require the student to identify the

correct code from the CPT or HCPCS systems. Other questions will require the student to read excerpts from a patient's medical record to identify and code the procedures/services. The instructor will provide the student with the worksheet and complete directions in class.

Required Course Texts & Course Materials

Mary Jo Bowie MS, BS, AAS, RHIA, RHIT and Regina M. Schaffer AAS, RHIT, CPC
     Understanding Procedural Coding A Worktext 5th ed. Clifton Park: Delmar, 2016. Print.
     (ISBN: 9781305647053)
Optum360 ICD-10-CM Expert for Physicians. Print. (ISBN: 9781622542246)
Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2017 HCPCS level. 2.* 1st ed. Missouri: Elsevier,
     2016. Print. (ISBN: 9780323430760)
Optum360 *CPT 2017: Current Procedural Terminology. Professional Edition.* Chicago:
     American Medical Association, 2015. Print. (ISBN: 9781622024001)

Supplemental educational learning materials may include and are not limited to
The instructor will supply.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Assignments	25%
Tests	25%
Mid-Term/Final Examinations	20%
Career Portfolio	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

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Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students.

Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

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Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

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Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
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Course Schedule

Lesson #	Topic
1	*Introduction to Current Procedural Terminology* • History of Current Procedural Terminology • The Structure and Design of CPT • Resequencing Initiative • CPT as Part of HSPCS *Modifiers* • Definition of Purposes of Modifiers • Use of Modifiers for Various Procedures and Service Locations • Modifiers Used for Hospital Outpatient Services • CPT Level I Modifiers
2	*Evaluation and Management* • Documentation Guidelines for Evaluation and Management Services • Overview of the Evaluation and Management Section • Evaluation and Management Coding

3	*Anesthesia* • Guideline Related to the National Correct Coding Initiative • Abbreviations Relating to Anesthesia • What is Anesthesia, and How Is It Administered? • Coding and Billing Anesthesia Services • Calculating Anesthesia Charges • Special Billing Considerations-Anesthesia Administered by Physician • Billing Concerns
4	*Surgery and the Integumentary Systems* • Surgery Guidelines • The National Correct Coding Initiative • Guidelines Related to the National Correct Coding Initiative • Abbreviations Related to the Integumentary Systems
5	*Musculoskeletal System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Related to the Musculoskeletal system • General Procedures • Procedures for Musculoskeletal Systems by Body Site • Applications of Casts and Strapping • Endoscopy/Arthroscopy *Respiratory System* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Related to the Respiratory System • Anatomy of the Respiratory system • Procedures Completed on the nose • Procedures Completed on the Accessory Sinuses • Procedures Completed on the Larynx • Procedures Completed on the Trachea and Bronchi • Procedures Completed on the Lungs and Pleura
6	*Cardiovascular System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Related to the Cardiovascular • Coding Cardiovascular Procedures • Coronary Artery Bypass Grafts • Arteries and Veins • Vascular Injection Procedures • Arterial and Arteriovenous Procedures

7	*Hemic and Lymphatic Systems* • Guidelines Related to the National coding Initiative • Structures of the Hemic and Lymphatic Systems • Procedures Completed on the Spleen • General Procedures • Procedures performed on the Lymph Nodes and Lymphatic Channels *Mediastinum and Diaphragm* • Guidelines Related to the National Correct Coding Initiative • Procedures Completed in the Mediastinum • Procedures Completed on the Diaphragm *Digestive System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Relating to the Digestive System • Lips, Mouth, Tongue, Teeth, Palate, Uvula, and Salivary Glands • Pharynx, Adenoids, and Tonsils • Esophagus • Stomach • Intestines, Except Rectum • Meckel's Diverticulum and the Mesentery • Rectum • Anus • Liver • Biliary Tract • Pancreas • Abdomen, Peritoneum, and Omentum
8	*Urinary System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Associated with the Urinary System • Anatomy of the Urinary System • Procedures completed on the Kidneys • Procedures completed on the Ureter • Procedures completed on the Bladder • Procedures completed on the Urethra
9	*Male Genital System* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Male Genital System • Penis • Testis • Epididymis and Tunica Vaginalis • Scrotum and Vas Deferens and Spermatic Ford and Seminal Vesicles • Prostate • Intersex Surgery

	Female Genital System • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Female Genital System • Vulva, Perineum, and Introitus • Vagina • Cervix Uteri • Corpus Uteri • Laparoscopy and Hysteroscopy • Oviduct and Ovary • In Vitro Fertilization *Maternity Care and Delivery* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with Maternity Care and Delivery • Antepartum Services • Vaginal Delivery and Cesarean Delivery, Antepartum and Postpartum Care • Delivery after Previous Cesarean Delivery • Abortion and Other Procedures
10	*Endocrine System* • Guidelines Related to the National Correct Coding Initiative • Thyroid Gland • Parathyroid, Thymus, Adrenal Glands, Pancreas, and Carotid Body *Nervous System* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Nervous System • Anatomy of the Nervous System • Procedures Completed on the Nervous System *Eye and Ocular Adnexa* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated to the Eye and Ocular Adnexa • Anatomy of the Eye • Procedures Completed on the Eyeball • Procedures Completed on the Anterior Segment • Procedures Completed on the Posterior Segment • Procedures Completed on the Ocular Adnexa *Auditory System and Operating Microscope* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Auditory System • Anatomy of the Auditory System • Procedures Completed on the External Ear • Procedures Completed on the Middle Ear • Procedures Completed on the Inner Ear and the Temporal Bone, Middle Fossa Approach • Operating Microscope

11	*Radiology* • Guidelines Related to the National Correct Coding Initiative • Terminology • Abbreviations Associated with Radiology • Diagnostic Radiology • Diagnostic Ultrasound • Radiologic Guidance • Breast Mammography • Bone/Joint Studies • Radiation Oncology • Nuclear Medicine
12	*Pathology and Laboratory* • Guidelines Related to the National Correct coding Initiative • Coding for Pathology and Laboratory Services • Abbreviations Associated with Laboratory Coding
13	*Medicine* • Guidelines Related to the National Correct Coding Initiative • Immune Globulins • Immunization Administration for Vaccines and Toxoids • Vaccines and Toxoids • Psychiatry • Biofeedback • Dialysis • Gastroenterology • Ophthalmology • Special Otorhinolaryngologic Services • Cardiovascular • Noninvasive Vascular Diagnostic Studies • Pulmonary • Allergy and Clinical Immunology • Neurology and Neuromuscular Procedures • Central Nervous Systems Assessments and Tests and Health Behavior Assessment and Intervention • Hydrations, Therapeutic, Prophylactic, Diagnostic Injections and Infusions, and Chemotherapy and Other Highly Complex Drug or Highly Complex Biologic Agent Administration • Photodynamic Therapy • Special Dermatological Procedures • Physical Medicine and Rehabilitation • Additional Procedures

14	*HCPCS Codes* • Certificate of Medical Necessity for DME Items and Advanced Beneficiary Notice • Organization and Use of HCPCS Level II Codes • HCPCS Sections
15	***Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Professional Medical Coding II

For the Project, the student will be given a worksheet consisting of 200 questions related to code selection for various scenarios. This worksheet will serve to demonstrate the student's ability to identify, code, and sequence procedures and services for a variety of settings. Some questions are simple one or two line descriptions that will require the student to identify the correct code from the CPT or HCPCS system. Other questions will require the student to read excerpts from a patient's medical record to identify and code the procedures/services. The instructor will provide the student with the worksheet and complete directions in class.

	Proficient 10-9 points	**Competent 8-6 points**	**Borderline 5-4 points**	**Unprepared 3 or less points**	**Score**
Accuracy – Percentage of questions correctly answered = **80%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 8)
Completeness – Percentage of questions attempted = **10%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 1)
Legibility– Is the work easy to read and well presented? = **10%** of total score	Very neat and legible	Mostly neat and legible	Mostly poorly presented and illegible	Little or no effort has been made in this area	(points X 1)

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points ⎯⎯⎯⎯⎯⎯⎯/100 points

Student's Signature: _____   Date: _____

13

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
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Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Introduction to Health Information Management (MED270)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course sets the stage for learners to examine the continuing changes in health care and the impact they have on management of health information. While professional health information management originated in the hospital setting, care has shifted to more cost-effective settings. The more learners can compare and contrast the information demands of these settings, the greater their opportunity for success as medicine becomes more and more invested in the value of information. In addition, this course examines the shift away from fee-for-service medicine toward the managed care model and the demands that managed care makes upon those who work with health information.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate an ability to review and evaluate amendments to medical records for correctness through identification and written justification of examples.
- List the records found in an acute care facility inpatient record and assembly them in a logical filing order.
- Explain the use of pseudonumbers and Soundex codes and proper assign them to sample patients.
- Analyze and interpret data located on disease, procedure and physician indexes
- Review case scenarios and determine if patient information should be released.
- Revise a clinic encounter form with up-to-date diagnosis and procedure codes.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED270
The Career Portfolio Project will be a five-to-seven page paper on the Joint Commission (TJC). The paper will be typed in MLA format, double spaced, using Times New Roman 12 point font. The paper **must** include a definition of TJC, TJC's mission, accreditation eligibility, available accreditation programs offered, the benefits of TJC accreditation, standards and performance measures, the accreditation process, and periodic performance review. This information will be applied to the accreditation of a specific healthcare entity, such hospitals or primary care facilities.

Required Course Texts & Course Materials

McWay, Dana C., *Today's Health Information Management: An Integrated Approach*. 2nd ed
       Clifton Park: Delmar, Cengage Learning, 2014. Print. (ISBN: 9781133592471)

McWay, Dana C., *Workbook to Accompany Today's Health Information Management*: *An
       Integrated Approach*. Workbook. 2nd ed. Clifton Park: Delmar, Cengage Learning,
       2013. Print. (ISBN: 9781133592495)

Supplemental educational learning materials may include and are not limited to

American Academy of Professional Coders, Ed. *Coding Edge* (2013). Print.

U. S. Department of Health and Human Services. *Centers for Medicare & Medicaid Services*.
       2013. Web. 20 Aug. 2013. <http://www.cms.gov/>.

Other sources available on Infotrac Database, such as *Health Data Management*

Money Driven Medicine Fed Up Documentary

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate assigned homework for each credit hour. For each one credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example, a three credit course will include an average of 6 hours of homework each week for 15 weeks). For classes with lab or clinical work, a three credit, four hour class will include an average of 6 hours of homework each week. For externships, each credit hour will include an average of 3 hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Tests	20%
Homework	15%
Career Portfolio Project	20%
Midterm/Final Examinations	30%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
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66-67	D	1.0
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Withdraw/Failing	W/F	0.0
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Course Schedule

Lesson#	Topic(s)
1	*Health Care Delivery System* • Historical Development • Health Care Delivery Systems • Medical Staff
2	*The Health Information Management Profession* • Health Information • Careers
3	*Legal Issues* • Overview of External Forces • Understanding the Court System • Health Record as Evidence • Principles of Liability • Legal Issues in HIM • Fraud and Abuse
4	*Ethical Standards* • Ethical Overview • Ethical Decision Making • Bioethical Issues • Ethical Challenges

5	*Health Care Data Content and Structures* • Types, Users, and Flow of Data • Forms Design and Control • Data Storage, Retention, and Destruction • Indices and Registries
6	*Nomenclature and Classification Systems* • Languages, Vocabularies, and Nomenclatures • Classification Systems • Emerging Issues
7	*Quality Health Care Management* • Data Quality • Performance Improvement and Risk Management • Utilization Management
8	Midterm Exam
9	*Health Statistics* • Statistical Literacy • Health Information Management Statistics
10	*Health Statistics* • Research Principles • Research Study Process • Institutional Review Boards • Epidemiology
11	*Database Management* • *Concepts and Functions* • *Data Sets* • *Data Exchange*
12	*Information Systems and Technology* • Information Systems • Systems Architecture *Informatics* • Electronic Health Records • Technology Applications and Trends
13	*Management Organization* • Principles of Management • Management Theories *Human Resource Management* • Employment • Staffing • Employee Rights • Supervision • Workforce Diversity

14	*Financial Management* • Accounting • Budgets • Procurement *Reimbursement Methodologies* • Third-Party Payers • Payment Methodologies • Revenue Cycle Management
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Health Information Management VISIONS Project: Joint Commission on Accreditation of Healthcare Organizations Essay Rubric

	Excellent: 4 points	Average: 3 points	Fair: 2 points	Poor: 1 point	Score:
Content and Completeness: **(5-7 pages)** All questions answered about JACHO	Student goes beyond the requirement of the project. Introduction, conclusion, and all questions answered above and beyond. (8+ pages)	Student meets the upper end of the requirement (7 pages)	Student has 5 full pages.	Student has less than 5 full pages	
Grammar:	Excellent control of grammar and style.	Average control of grammar and style with no more than 6 mistakes in the whole project.	Fair control of grammar and style with no more than 10 mistakes in the whole project.	Poor control of grammar and style with no more than 14 mistakes in the whole project.	
Resources: **(3 minimum)**	Student uses **more** **sources** than are required, and sources used are **all** **academic and** **scholarly**.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.	
MLA:	MLA style is exemplary and used consistently throughout the essay.	MLA style is used throughout the essay but exhibits 4-5 errors.	MLA style is used inconsistently throughout the essay; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	

Total Points:_____/16
Revised 4-7-13

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism EBI 155th **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Health Care Reimbursement Issues (MED280)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**
            Medical Billing (MED130)

Course Description

This course is an in-depth examination of insurance and reimbursement methodologies practiced in today's healthcare industry. Topics include private and public insurance systems, prospective and retrospective reimbursement, and managed care. In addition, the student will develop skill in the assignment and reporting of codes for diagnoses and procedures/services and completion of UB-04 (CMS-1450) and CMS-1500 claims for inpatient, outpatient, emergency department, and physician office encounters.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Discuss introductory health insurance concepts.
- Identify career opportunities available in health insurance.
- List the education and training requirements of a health insurance specialist.
- Describe the job responsibilities of a health insurance specialist.
- Identify and explain the impact of significant events in the history of health care reimbursement.
- Define managed care and explain its effects on a physician's practice.
- Explain the role of credit and collections in processing claims.
- Accurately code diagnoses according to ICD-10-CM coding guidelines.
- Accurately code procedures and services according to CPT coding guidelines.
- List and define each CMS payment system.
- List and define general insurance billing guidelines.
- Explain the characteristics of commercial insurance and government- sponsored health plans.
- Complete Blue Cross Blue Shield, Medicare, Medicaid, TRICARE, and Workers' Compensation insurance claim forms properly.
- Search library online databases for articles and information on topics related to health care reimbursement issues.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED280
The portfolio for the course will be to complete five CMS 1500 forms. The instructor will provide the case scenarios with the information, the student will need to fill in and complete the forms.

The Form CMS-1500 is the standard paper claim form used by health care professionals and suppliers to bill Medicare Carriers or Part A/B and Durable Medical Equipment Medicare Administrative Contractors (A/B MACs and DME MACs).

Required Course Texts & Course Materials

Green, Michelle A., and JoAnn C. Rowell. *Understanding Health Insurance: a Guide to Billing and Reimbursement*. Clifton Park: Delmar Cengage Learning, 12th ed. 2015. Print. (ISBN: 9781285737522)
Green, Michelle a. and JoAnn c. Rowell. *Understanding Health Insurance Workbook.* 12th ed. Print. 2015 (ISBN: 9781285737676)
Optum360 ICD-10-CM Expert for Physicians, 1st Ed. Print. (ISBN: 9781622542246)
Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2016 ICD-10-CM for Physicians, Volumes 1and 2. Maryland Heights: Elsevier,* 2015. Print. (ISBN: 9781455774968)
Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2017 HCPCS level. 2.* 1st ed. Missouri: Elsevier, 2016. Print. (ISBN: 9780323430760)

Supplemental educational learning materials may include and are not limited to
Elmira Business Institute Library online databases.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Assignments	25%
Tests	25%
Midterm/Final Exam	20%
Career Portfolio Project	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	Chapter 1: Health Insurance Specialist Career: - Overview - Career Opportunities - Education and Training - Job Responsibilities - Professionalism

2	Chapter 2: Introduction to Health Insurance: • Health Insurance Coverage Statistics • Major Developments in Health Insurance • Health care documentation • Electronic Health Record(HER) Chapter 3: Managed Care : • History • Organization • Models • Consumer-Directed Health Plans • Accreditation • Effects on a Physician's Practice
3	Chapter 4: Processing an Insurance Claim : • Processing a Claim • Managing New Patients • Managing Established Patients • Managing Office Insurance finances • Insurance Claim Life Cycle • Maintaining Insurance Claim Files • Credit and collections
4	Chapter 5: Legal and Regulatory Issues : • Legal and Regulatory Considerations • Federal Laws & Events That Affect Health Care • Retention of Records • Health Insurance Portability and Accountability Act (HIPAA) Chapter 6: ICD-10-CM Coding: • Overview of ICD-10-CM • Coding Conventions • Index to Diseases & Injuries • Tabular List of Diseases & Injuries • Official Guidelines for Coding and Reporting
5	Chapter 7: CPT Coding: • Overview • CPT Sections, Subsections, Categories, and Subcategories • CPT Index • CPT Modifiers • Coding Procedures & Services • Evaluation & Management Section • Anesthesia Section • Surgery Section • Radiology Section • Pathology & Laboratory Section • Medicine Section • National Correct Coding Initiative

6	Chapter 8: HCPCS Level II Coding: • Overview • HCPCS Level II National Codes • Determining Pay Responsibility • Assigning HCPCS Level II Codes
7	Chapter 9: CMS Reimbursement Methodologies: • History • CMS Payment Systems • Ambulance Fee Schedule • Ambulatory Surgical Center Payment Rates • Clinical Laboratory Fee Schedule • Durable Medical Equipment, Prosthetics/Orthotics, & Supplies Fee Schedule • End-Stage Renal Disease(ESRD) Composite Rate Payment system • Home Health Prospective Payment System • Hospital Inpatient Prospective Payment system • Hospital Outpatient Prospective Payment System • Inpatient Psychiatric Facility Prospective Payment system • Inpatient Rehabilitation Facility Prospective Payment system • Long –Term (Acute) Care Hospital Prospective Payment system • Skilled Nursing Facility Prospective Payment system • Medicare Physician Fee Schedule • Chargemaster • Revenue Cycle Management • UB-04 Claim
8	Midterm
9	Chapter 12: Commercial Insurance: • Commercial Health Insurance • Automobile, Disability, and Liability Insurance • Commercial Claims • Claims Instructions • Commercial Secondary Coverage • Commercial Group Health Plan Coverage Chapter 13: Blue Cross Blue Shield : • History • Plans • Billing Notes • Claims Instructions • Secondary Coverage

10	Chapter 14: Medicare: • Eligibility • Enrollment • Part A • Part B • Part C • Part D • Other Medicare Health Plans • Employer & Union Health Plans • Medigap • Participating Providers • Nonparticipating Providers • Mandatory claims submission • Private Contracting • Advance Beneficiary Notice of Noncoverage • Experimental & Investigational Procedures • Medicare as Primary Payer • Medicare as Secondary Payer • Medicare Summary Notice • Billing Notes • Claims Instruction • Medicare & Medigap claims • Medicare-Medicaid (Medi-Medi) Crossover Claims • Medicare as Secondary Payer Claims • Roster billing for Mass Vaccination Programs
11	Chapter 15: Medicaid: • Eligibility • Medicaid Covered Services • Payment • Billing Notes • Claims Instructions • Medicaid as Secondary Payer claims • Mother/Baby Claims • SCHIP Claims

12	Chapter 16: TRICARE: • Background • Administration • CHAMPVA • Options • Special Programs • Supplemental Plan s • Billing Notes • Claims Instructions • TRICARE as Secondary Payer • TRICARE & supplemental Coverage
13	Chapter 17: Workers' Compensation: • Federal Programs • State Programs • Eligibility • Classification of Cases • Special Handling of Cases • Workers' Compensation & Managed Care • First Report of Injury Form • Progress Reports • Appeals & Adjudication • Fraud & Abuse • Billing Notes • Claims Instructions
14	Review for Comprehensive Final Exam
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.
Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

12

Elmira Business Institute
Student Syllabus: Introduction to Computers (MIC110)

Prerequisites: None   **Course Credits: 1**

Course Description
This first course in modern computers aims to develop a basic understanding of the principles of electronic data processing technology. The chronological history of technical developments and major contributions in the computer industry, past and present, are discussed. Besides the development of the field of topics in data processing technology, the characteristics and roles of software and hardware and the relationship to the business entity will be stressed along with the issues of technology and society and the ethical use of technology.

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Understand the basics of a computer and how it can have an impact in the job environment
- Demonstrate knowledge of essential terminology for computer consumers
- Identify and explain typical specifications when purchasing a new computer
- Identify the categories of personal computers
- Articulate what computer is most useful for their personal use, and why
- Recognize and describe computer input and output peripherals
- Describe the functions and types of computer memory
- List the advantages and disadvantages of the three computer storage technologies
- Use academic sources to explain how computer networking and security issues can impact business technology operations
- Distinguish between the categories of software and describe their uses
- Describe the role of the internet and email in business technology
- Demonstrate knowledge of file management.
- Recognize and describe various data security threats.
- Describe a network and explain its uses.
- Examine the Web and E-Commerce.
- Explain how digital media works.

Career Portfolio for Workplace Skills Program
Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIC110
None

Required Course Texts & Course Materials

Vermatt, Misty, Susan Sebok. *Discovering Computers 2016*. Print. (ISBN: 9781305391857)

Supplemental educational learning materials may include and are not limited to

To be provided by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Tests and Quizzes	45%
Assignments	40%
Professionalism/Attendance	15%
Total	**100%**

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

The course is graded on a Pass/Fail grading scale. The students who actively participants in the course by attending and participating class, completing quizzes and homework with an average of 68 percent or higher will be awarded a grade of Pass for the course. Students below a 70 percent average on assigned homework and quizzes will be required to attend a weekly tutoring session in the Mathematics Lab. The students who fail to meet these requirements will receive a Fail for the course and will repeat the course.

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source underlined whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the underlined words and the underlined structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	Introduction to Computers • Discuss a brief introduction to the beginning and history of computers, why computers are important to the business world. Unit A – Computer and Internet Basics • Define computers • Explore how computers work • Categorize computers
2	Unit A – Computer and Internet Basics • Introduce software, the Internet and Web • Explain digital devices and how to protect them • Discuss "Talking Points: Who is Reading Your Email?"
3	Unit B– Computer Hardware • Discuss input, output and peripheral devices • Describe different storage systems • Discuss "Talking Points: Why Recycle Computers?"
4	Unit C-Computer Software • Introduce computer software • Introduce operating systems • Compare operating systems • Define office productivity software • Define graphics software

5	Unit C- Computer Software • Define entertainment and education software • Define business and science software • Understand utilities • Understand licenses and copyrights • Install and uninstall software • Describe Operating Systems • Discuss "Talking Points: What is the Downside of Software Policy?"
6	Unit D-Digital Electronics and File Management • Discuss data representation • Introduce integrate circuits • Explore processors • Explore computer memory: RAM • Explore other types of computer memory • Discuss "Talking Points: Is Your Computer Making You Sick?"
7	Unit E-Data Security • Identify factors that can damage your computer. • Identify ways to protect computers from theft and damage. • Define authentication and explain how to restrict access to computer systems. • Define Malware and explain its impact on computer systems.
8	Unit E-Data Security • Explain how to guard against software security threats and malware. • Identify network security threats. • Describe Web and email security threats and how to guard against them. • Explain ways to secure your files. • Discuss "Talking Points: Prosecuting Computer Crime."
9	Unit F-Networks and Connecting to the Internet • Explain the advantages and disadvantages of a computer network. • Identify and define basic network hardware. • Explain the differences between wired and wireless networks. • Explain the stops to set up a basic network.
10	Unit F-Networks and Connecting to the Internet • Describe how to access resources on a network. • Identify different types of wired Internet connection options. • Describe how to connect to the Internet without wires. • Explain how IP addresses and domain names work. • Discuss "Talking Points: Why Pay for Internet Access?"
11	Unit G-The Web and E-Commerce • Explain the basic elements that make up the World Wide Web. • Identify the main features and functions of a Web browser. • Describe how to search the Web for information. • Discuss several services provided by the Web and the Internet.

12	Unit G-The Web and E-Commerce • Define e-commerce and explain how the Web is used for commercial transactions. • Name systems used to secure e-commerce transactions. • Identify several technologies used to enhance the Web. • Discuss "Talking Points: Regulating the Web."
13	Unit H-Digital Media • Explain how computers record, store and play sounds. • Define practical uses for synthesized sound • Define and explain bitmap graphics.
14	Unit H-Digital Media • Describe 3-D graphics. • Define digital video and explain how to create video files. • Identify and describe how to use digital video equipment and video editing software. • Discuss "Talking Points: Who Owns the Rights?"
15	Final Exam

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.
Revised February 2016 mzt

MIDTERM

Professionalism EBI 155th Anniversary **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____ Date: _____

8

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

9

Elmira Business Institute
Student Syllabus: Word Processing Applications (MIS101)

Prerequisites: None   **Course Credits: 2**

Course Description

This course is designed as a comprehensive overview of word processing software. Areas of focus include understanding basic functions of the Ribbon, creation of documents, and basic file management. Students progress from introductory to advanced level skill sets while preparing for applications in business and office settings. At the conclusion of this course, students will have the confidence to apply these computer skills in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Identify key elements of the Word window.
- Construct documents in a variety of formats and for a variety of purposes in Word.
- Integrate Word documents with other applications
- Be able to describe five uses for Word Processing Software.
- Articulate all appropriate terminology

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIS101

Students will submit an integrated project assigned by the instructor.

Required Course Texts & Course Materials

Zimmerman, S. Scott, Beverly B. Zimmermam, Ann Shaffer, and Katherine T. Pinard. *New Perspectives: Microsoft Office Word 2013 Comprehensive*. 1st ed. Boston: Cengage, 2014. Print. (ISBN: 9781305507852)

Access to Microsoft Word 2013 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to

Supplemental materials will be provided by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Projects	20%
Assignments	15%
Professionalism/Attendance	15%
Midterm/Final Exam	50%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	**Introduction, Creating and Editing a Document** • Syllabus, Google Drive, GMetrix • Starting, Setting Up, Saving, Entering Text • Undo/Redo, Proofreading, Format Painter • Page Setup and Spacing, Previewing, Borders and Shading • Envelopes, Fonts: Family, Size, Color, Style, Text Effects, Aligning Text
2	**Navigating and Formatting a Document** • Lists and Styles, Comments/Reviewing, Bulleted and Numbered Lists • Navigation Pane/Moving Text, Paragraph Indent/Page Numbering • MLA Style Review , MLA Formatting, , Citations and Bibliography
3	**Creating Tables and Multipage Reports** • Tables, Headings, Body Text, Headers and Footers • Tab Stops, Footnotes and Endnotes, Sections, Themes • Hyphenating, SmartArt, Cover Page, Reading Mode
4	**Enhancing Page Layout and Design** • Desktop Publishing, Columns, and Section Breaks • Symbols and Special Characters, Drop Caps • Graphics, Text Boxes, Editing Pictures • WordArt, Balancing Columns, Page Borders, PDF
5	**Microsoft Publisher** • Overview of Creating and Editing
	Templates, Themes, and Styles • Templates, GoTo, Thesaurus, Synonyms • Document Theme, Colors and Fonts, Table of Contents • Styles and Style Sets, Reveal Formatting, Inspecting • Character Spacing, Line and Page Break, Quick Parts
7	**Review for Mid-Term Examination**
8	**Midterm Examination**
9	**Using Mail Merge** • Start Merge, Select Main Document • Create a Data Source, Insert Merge Fields, Preview • Performing the Merge, Edit/Sort/Filter Data Source • Mailing Labels, Telephone Directory, Text to Table/Table to Text
10	**Collaborating with Others and Integrating Data** • Tracking Changes, Options, Compare/Combine, Accept/Reject • Embedding and Linking Objects, Linking an Excel Chart Object • Hyperlinks, Formatting and Saving as a Webpage
11	**Customizing Word and Automating Your Work** • Translating Text, Inserting a Shape, Picture Compression

	• Advanced Text Formatting, Watermark, Custom Paragraph Border • Building Blocks, File Properties, Copying Styles, Fill-In Fields • Planning, Recording and Running Macros, Visual Basic, AutoMacros
12	**Online Forms Using Advanced Tables** • Planning, Designing, Creating Online Forms, Custom Tables • Content Controls, Inserting/Understanding Content Controls • Protecting a Document, Using Formulas, Grouping Content Controls • Restricting Document Editing, Filling in the Form
13	**Managing Long Documents** • Master Documents, Outline View, Sub-Documents • Numbered Headings/Captions for Charts, Cross-References • Restricting Editing, Document Inspector, Accessibility • Indexing, Sections and Page Breaks • Page Number Formats, Odd and Even Pages • Style Reference, Nonbreaking Hyphens and Spaces • Creating an Index, Table of Figures, Updating Fields
14	Review for Final Examination
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

8

Elmira Business Institute
Student Syllabus: Spreadsheet Applications (MIS102)

Prerequisites: None   **Course Credits: 2**

Course Description

This course is designed as a comprehensive overview of spreadsheet software. Students progress from an introductory level to advanced skill sets while preparing applications in business and office settings through a combination of lecture and hands-on use. Areas of focus will include understanding cells and data, formatting of values and labels, the use of formulas and functions, the creation and development of charts and tables, the application of macros and programming, and the use of data with other workbooks, files, and applications. At the conclusion of this course, students should have the confidence to apply these computer skills in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Understand the use and functionality of electronic spreadsheets.
- Create and modify a new spreadsheet, or an existing spreadsheet.
- Enter, format, and edit data in cells of a worksheet.
- Design, revise, and apply formulas and functions
- Create charts, graphics, and tables to represent data in other forms.
- Manage and link workbooks and address "information literacy" by using outside data sources
- Develop macros and have a basic understanding of programming.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIS102
The Career Portfolio for Workplace Skills Project will be a spreadsheet simulation of pricing calculations for a local winery.

Required Course Texts & Course Materials

Parson, June Jamrich, Dan Oja, Roy Ageloof, and Patrick Carey. Carol DesJardins *New Perspective: Microsoft Excel 2013*. Comprehensive, 1st Ed. Boston: Cengage, 2014. Print. (ISBN: 9781305501126)
Access to Microsoft Excel 2013 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to
To be supplied by the individual instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Tests/ Final Exam	30%
Assignments	20%
Exercises	10%
Professionalism/Attendance	15%
Final Project	25%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

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No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

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Make-Up Policy

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is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	**Introduction** • *Syllabus, Google Drive, GMetrix*
2	**Getting Started with Excel** • *Exploring, Closing, Planning, Creating Workbooks* • *Entering Text, Dates, and Numbers, Resizing Columns and Rows* • *Functions and Formulas, Viewing, Modifying, Formatting*
3	**Formatting Workbook Text and Data** • *Formatting Cells, Fill Colors, Backgrounds* • *Themes, Cell Styles, Conditional Formatting*
4	**Calculating Data with Formulas and Functions** • *Documenting Functions, IF, What-If Analysis* • *Cell References, Lookups, AutoFill, Date Functions*
5	**Analyzing and Charting Financial Data** • *Charts and Chart Elements, Column Charts* • *Line Charts, Axes, Gridlines, Data Markers* • *Combination Charts, Sparklines, Data Bars*
6	**Working with Excel Tables** • *Freezing Rows and Columns, Excel Tables* • *Sorting, Filtering, Totals, SubTotals and Summary Statistics*
7	**Review and Midterm**
8	**Midterm Examination**
9	**Pivot Tables and Pivot Charts** • *Creating, Filtering and Refreshing PivotTables*
10	**Managing Multiple Worksheets and Workbooks** • *Grouping Multiple Worksheets* • *Linking and Updating Workbooks* • *Hyperlinks and Templates* s • Using the Excel Web App and SkyDrive
11	**Developing an Excel Application** • *Defined Names, Validation, Protecting Worksheets* • *Comments, Planning an Application*

12	*Macros* • *Macros, Visual Basic Editor*
13	*Working with Advanced Functions* • *Logical Functions, Structured References* • *Lookup Function, Lookup Tables, Nested Ifs* • *IFERROR, Conditional Formatting*
14	*Review for Final Examination*
15	*Final Examination*

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio for Workplace Skills Project for MIS102

You are working for a local winery. They want to be able to calculate a **cost per bottle** for the various wines they sell, so they can determine pricing with a 75% markup per bottle for the year. You have the following information to work with:

Grapes Expected
Red Wine Grapes

- 35 Tons
- 750 bottles per ton

White Wine Grapes

- 43 Tons
- 650 bottles per ton

Champagne Grapes

- 12 tons
- 575 bottles per ton

Bottles and Corks

- Champagne corks -10¢
- All other corks -3¢
- Brown bottles – white wines - $.75 per bottle
- Clear bottles – red wines - $.60 per bottle
- Champagne bottles - $1.05 per bottle
- Labels - $.15 each

Payroll
- Five vineyard workers, 40 hours per week, $11.00/hour
- Three office workers, 40 hours per week, 12.00/hour
- Two showroom personnel, 20 per week each, $10.00/hour
- One maintenance manager, $18.00 per hour, 40 hours per week
- One general manager, $60,000 per year
- One winemaker, $28.00/hour, 35 hours per week

Building and Maintenance
- Budget electric bill, $623.00 per month
- Budget fuel oil, $350 per month
- Property taxes, $20,000 annually
- Mortgage payment, $2500 monthly
- Maintenance budget $450 per week.
- Monthly office supplies, $250/month
- Other office expenses, $300/month
- Equipment maintenance, $350 per month
- Workman's Comp, $1500 per month
- Liability/fire insurance, $1,000 per month

Using the above figures, what should this winery charge per bottle **for each type of wine**, if they want to make a 75% profit per bottle?

Using the **Scenario Manager**, create a scenario to determine how the cost per bottle will be affected if the number of tons of grapes goes up or down by 5 tons for each type of grape.

Bear in mind that how you lay out your spreadsheet and how you connect the formulas together will determine whether or not the Scenario Manager works.

Print out two versions of this project; one showing formulas, the other showing formula results. You may arrange your worksheets any way you want.

The project is due Week 13.

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

_____alism   **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

10

Elmira Business Institute
Student Syllabus: Database Applications (MIS103)

Prerequisites: None   **Course Credits: 2**

Course Description
This course is designed as a comprehensive overview of database software. Students progress
from an introductory level to advanced skill sets while preparing for applications in business and
office settings through a combination of lecture and hands on use. Areas of focus will include the
use and analysis of databases, the understanding of fields and records, the creation of tables and
data, the development of queries, the design and implementation of forms and reports, the
application of macros and programming, and the use of data with other files and applications. At
the conclusion of this course, students should have the confidence to apply these computer skills
in the workplace.

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Understand the use and functionality of electronic databases.
- Create, view, and maintain a new database, or an existing database.
- Create, edit, and link database tables, establishing fields of various data types.
- Add, update, and delete records of data in a database table.
- Create and perform queries, and filter records.
- Build and modify forms and reports.
- Develop macros and have a basic understanding of programming.

Career Portfolio for Workplace Skills Program
Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in
your chosen career field. The completed portfolio will allow you to present examples of abilities
and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio
that will be created in Career Placement Seminar. It is your responsibility to keep these projects
safe and secure.

Career Portfolio for Workplace Skills Project for MIS103
Data base project to be supplied by instructor.

Required Course Texts & Course Materials
Adamski, Joseph , Kathleen T. Kinnegan, Sharon Scollard. *New Perspectives: Microsoft Office
    Access 2013 Comprehensive 1*[st] *Ed.* Boston: Cengage, 2014. Print.
    (ISBN: 9781305501133)
Access to Microsoft Office Access 2013 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to
To be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	*% of Grade*
Tests/ Final Exam	30%
Assignments	20%
Exercises	10%
Attendance/Professional	15%
Final Project	25%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

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Course Schedule

Lesson #	Topic(s)
1	**Introduction** • *Syllabus, Google Drive, GMetrix* • *Database Concepts, Creating Databases and Tables*
2	*'Create' Options* • *Copying Records, Managing a Database* • *Simple Query, Form, Report, Navigation Pane*
3	**Building a Database** • *Design Guidelines, Design View* • *Modify Table Structure and Field Properties*
4	**Defining Table Relationships** • *Adding Records, Import from Excel/Text* • *Import and Modify Existing Table* • *Relationship Editor*
5	**Defining Table Relationships** • *Adding Records, Import from Excel/Text* • *Import and Modify Existing Table* • *Relationship Editor*
6	**Query Selection Criteria** • *Exact Match, Comparison Operator* • *Multiple Selection Criteria, AND/OR* • *Calculated Field, Aggregate Function*
7	**Review for Midterm Examination**
8	**Midterm Examination**
9	**Creating Forms** • *Form Wizard, Layout View, Find* • *Maintaining Table Data, Sub-Form* • *Report Wizard, Layout View,* • *Conditional Formatting*
10	**Creating Advanced Queries** • *Pattern Match, List-of-Values, Parameter Queries* • *NOT operator, Conditional Value in Calculated Field* • *Advanced Query Wizards*
11	**Enhanced Table Design** • *Lookup Field, Input Mask, Object Dependencies* • *Data Validation, Long Text, Trusted Folders*
12	**Using Form Tools** • *Database Documenter, Form Tools* • *Design View, Adding Fields, Controls* • *Combo Box, Form Headers/Footers/Titles*
13	**Creating Custom Forms** • *Combo Box Find, Sub Form Calculated Controls*

	• *Tab Order, Form Appearance*
14	***Review for Final Examination***
15	***Final Examination***

**Please note: Changes to the lessons may be made at the discretion of the instructor
                    throughout the semester.**

Revised February 2016 mzt

Career Portfolio Project

You run your own Plant Nursery, and need a database keeping track of your plants. You want to add information on your suppliers. You will create a new table.
- Create a new database named "Garden Plants".
- Create a Table called "Plants". Insert the text file "plants" you received from your instructor
- Create a new table, with the appropriate data types for each of the following:

Plant Suppliers						
Supplier	Address	City	State	Zip/Postal	Telephone	Catalog Only
Nichol's Plants & Seeds	Star Rt. 4 NW	McMinnville	OR	96589	(541)555-9988	Yes
NW Hardy Check Plants	PO Box 3099548	Vancouver	WA	98456	(360)555-9834	No
Portland Plants	42567 NW 23rd	Portland	OR	97333	(503)555-8763	No
St. John's Perennials	111 N. Main	Portland	OR	97222	(503)555-4231	No
Stillman's Greenhouse	4200 Route 14	Montour Falls	NY	14891	(607)535-4444	No
Picayune Plants	123 Main St.	Elmira	NY	14999	(607)732-1234	Yes
Pennsylvania Plants and Perennials	442 Endwell Road	Everton	PA	79855	(402)988-0009	No

- (Be sure that the Catalog Only field is a yes/no data type with a check box.) **Print the tables.**
- Create a relationship to the Plants table by linking the appropriate field. **Print the relationships.**
- Create a form for the Suppliers table called "Suppliers Entry Form". **Save and print the form.**
- Create a Query that will show all **blue** flowers that can live in Full sun, listed by Common Name. **Print the datasheet view showing the results.**
- Create and **print results** of a second query showing all plants by common name and color that come from Washington. (WA)
- Use the Report Wizard to create a report based on the plants table.
  - Include the fields Common Name, Light Preference, Fertilize Frequency, Watering Frequency, and Flower Color.
  - Group by Flower Color
  - Sort Ascending by Common Name
  - Choose the Stepped Layout, Portrait orientation
  - Use the "Office" style.
  - **Preview and print the report.** It should all fit on one page.

Write your name on all items you print and turn them in.

MIDTERM

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Presentations Skills Applications (MIS104)

Prerequisites: None   **Course Credits: 1**

Course Description

The course will introduce students to presentation software Microsoft PowerPoint and Microsoft Publisher. Students will learn to create presentation materials. The course will cover topics in creative presentation skills, customizing slide formats, customizing presentations, and management and delivery of presentations.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Identify key elements of the PowerPoint window.
- Construct sophisticated slideshows.
- Integrate PowerPoint files with other applications
- Identify and work with key elements of the Publisher window
- Create a variety of publications using Microsoft Publisher
- Be able to describe five uses for Presentation Software.
- Articulate all appropriate terminology

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIS104

Students will create a formal PowerPoint slideshow to be presented to the class.

Required Course Texts & Course Materials

Zimmerman, S. Scott, Beverly B. Zimmerman, Katherine T. Pinard. *New Perspectives on Microsoft PowerPoint 2013, Comprehensive* 1st Ed. Boston: Cengage, 2014. Print. (ISBN 9781305507708)

Access to Microsoft PowerPoint 2013 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to

To be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Projects	20%
Assignments	15%
Attendance/Professionalism	15%
Midterm/Final Exam	50%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	*Topic(s)*
1	**Introduction** • Syllabus, Google Drive, GMetrix • Presentation Concepts
2	**Creating a Presentation**: • Planning a Presentation, Creating a New Presentation, Creating a Title Slide, Saving and Editing, Adding Slides, Creating Lists, Formatting Text, Using SmartArt, Manipulating Slides
3	**Creating a Presentation Continued** • Renaming Presentations, Changing Themes, Working with Photos, Resizing and Moving Objects, Adding Speaker Notes, Checking Spelling, Running a Slide Show
4	**Adding Media and Special Effects** • Working with Themes, Inserting and Formatting Online Pictures, Inserting and Formatting Shapes, Rotating and Flipping Objects, Creating and Formatting Tables, Inserting Symbols and Characters, Changing the Proofing Language
5	**Adding Media and Special Effects Continued** • Applying Transitions, Applying Animations, Adding and Modifying Video, Compressing Media, Adding Footers and Headers
6	**Applying Advanced Formatting** • Creating SmartArt Diagrams, Adding Audio, Adding C harts, Inserting and Formatting Text Boxes, Applying WordArt Styles
7	**Advanced Formatting Continued, Review for Mid-Term Exam** • Editing Photos, Creating Custom Shapes, Applying Advanced Formatting, Making Presentations Accessible
8	**Midterm Examination**
9	**Advanced Animations** • Adding Multiple Animations, Using the Animation Pane, Setting Animation Triggers, Changing the Slide Background, Creating and Editing Hyperlinks, Customizing Theme Colors

10	**Advanced Animations Continued** • Creating a Self-Running Presentation, Overriding the Automatic Timings, Applying Kiosk Browsing, using the Document Inspector, Saving for Distribution
11	**Integrating PowerPoint** • Importing Word Outlines, Resetting Slides, Inserting Slides form Other Presentations, Working with Layers, Advanced Animation Effects, Inserting a Word Table, Inserting excel Data and Objects, Formatting Chart Elements, Breaking Links, Annotating Slides during a Slideshow, Creating Handouts
12	**Customizing Presentations** • Sharing and Collaborating, Modifying Themes, Working in Slide Master View, Creating a Custom Layout
13	**Creating Special Types of Presentations:** • Create a Photo Album Presentation • Create a custom layout • Create WordArt • Add & customize a motion path animation • Use the Animation Painter • Add a trigger for an animation • Animate a text box to display letters one at a time • Customize the Quick Access Toolbar & the Ribbon • Create and save a custom shape • Mark a presentation as final
	Customizing Continued • Saving Presentation as a Template, Creating a Custom Show, File Properties, Accessibility, Encryption, Marking as Final, Presenting Online
14	**Final Presentations Due, Review for Final Examination**
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

	Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Advanced Spreadsheet Applications (MIS202)

Prerequisites: None   **Course Credits: 2**

Course Description

This course is designed as a continuation of MIS102 with an emphasis on business modeling and advanced spreadsheet functions. At the conclusion of this course, students should have the confidence to apply these computer skills in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate how to create and use an advanced spreadsheet.
- Demonstrate how to create and use advanced formulas and functions.
- Develop Macros to standardize tasks
- Demonstrate the use of advanced features such as templates and auditing tools.
- Demonstrate an understanding of the application of spreadsheets to workplace problems.
- Understand and use spreadsheet terminology.
- Organize and present worksheets in a business-like format.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIS202

The portfolio for the course will be an advanced look at a company's financial information. The instructor will provide more detail in class.

Required Course Texts & Course Materials

Parsons, June Jamrich and Oja, Dan and Ageloff, Roy and Carey, Patrick. *New Perspectives on Microsoft Excel 2010, Comprehensive.* 1st ed. Boston: Cengage Learning. 2011. Print. (ISBN: 9781305575936)

Access to Microsoft Excel 2010 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to

Supplemental materials will be provided by instructor throughout the course

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	*% of Grade*
Tests/ Final Exam	30%
Assignments	20%
Exercises	10%
Attendance/Professionalism	15%
Final Project	25%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

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- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
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Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	***Introduction*** • *Syllabus, Google Drive, GMetrix* • *Review of Spreadsheet Concepts from MIS-102*
2	***Exploring Financial Tools and Functions*** • *Borrowing Costs, Amortization* • *Future Income and Expenses* • *Depreciation, Taxes and Interest*
3	***Financial Tools and Functions*** • *Auditing, Interest Rates, NPV, IRR*
4	***Performing What-If Analyses*** • *Data Tables and Scenario Manager*
5	***Optimal Solutions with Solver*** • *Setting Up and Using Solver*
6	***Connecting to External Data*** • *Text Files, External Data Ranges, Data Connections* • *Excel Databases and Queries, Microsoft Query* • *Data Models and PowerPivot* • *XML Data and Web Queries*
7	***Review for Midterm Examination***
8	***Midterm Examination***
9	***Collaborating on a Shared Workbook*** • *Tracking Changes, Merge/Compare, Web Collaboration* • *Document Version Control and Properties, Office Integration* • *Customization, Internationalization*
10	***Text Functions and Custom Formats*** • Text Functions, Custom Formats • Excel Version Control, Compatibility Checker
11	***Advanced Filters and Functions*** • *Advanced Filters, Database Functions, Summarizing Data Functions*
12	***Visual Basic for Applications*** • *VB Editor, Sub Procedures, Conditional Statements, Custom Functions*
13	***Enhanced Formatting Tools*** • *Custom Cell Styles, Table Styles, Conditional Formats* • *Pictures, SmartArt and Themes*
14	***Review for Final Examination***
15	***Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

7

Elmira Business Institute
Student Syllabus: Advanced Database Applications (MIS203)

Prerequisites: None   **Course Credits: 3**

Course Description

This course is designed as a compressive overview of database software, progressing from an introductory level to advanced skill sets. Students prepare for applications in business and office settings through a combination of lecture and hands-on use. Areas of focus will include the use and analysis of databases, the understanding of fields and records, the creation of tables and data, the development of queries, the design and implementation of forms and reports, the application of macros and programming, and the use of data with other files and applications. At the conclusion of this course, students should have the confidence to apply these computer skills in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Understand the use and functionality of electronic databases.
- Create, view, and maintain a new database, or an existing database.
- Create, edit, and link database tables, establishing fields of various data types.
- Add, update, and delete records of data in a database table.
- Create and perform queries, and filter records.
- Build and modify forms and reports.
- Develop macros and have a basic understanding of programming.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIS203
To be determined by the instructor.

Required Course Texts & Course Materials

Adamski, Joseph J and Kathleen T. Kinnegan. *New Perspectives: Microsoft Office Access 2010 Comprehensive*. Boston: Cengage, 2011. Print. (ISBN 9781305511620)
Access to Microsoft Office Access 2010 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to
Other supplemental materials will be provided by instructor throughout the course

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Evaluation

Assessment Type	*% of Grade*
Tests/ Final Exam	30%
Assignments	20%
Exercises	10%
Attendance/Professional	15%
Final Project	25%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
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83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
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Academic Support

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Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	**Introduction** • Syllabus, Google Drive, GMetrix • Database Concepts Recap
2	**Customizing Reports** • Customizing existing Reports in multiple views, designing and creating custom reports, • Working with Controls
3	**More customizing reports** • Adding dates, times and others to a report
4	**Sharing, Integrating and Analyzing Data** • Exporting data to XML and HTML, Exporting Queries to HTML, Importing CSV Files, Importing Tables, Using XML
5	**More on Sharing, Integrating and Analyzing Data** • Tabbed forms, Integrating Access with Other Programs, Embedding a Chart in a Form, Using Templates, Exporting to PDF, Linking to Excel
6	**Using Action Queries** • Action Queries; Make Table, Append, Delete, Update
7	**Advanced Table Relationships and Review for Mid-Term Exam** • Relationships between tables, Defining M:N, 1:1 Relationships, Joining Tables, Using Indexes
8	**Midterm Examination**
9	**Automating Tasks with Macros** • Understanding, running, creating, and modifying macros.
10	**Navigation and other forms** • Navigation form, User Interface, Creating a frmQueries Form, Using SQL, Adding Command Buttons, Creating Macros for the Queries Form
11	**Using and Writing Visual Basic for Applications Code** • Introducing Visual Basic, Using Existing Procedures, Creating Functions, Testing Procedures
12	**Visual Basic Continued** • Creating Event Procedures, Adding Second Procedures, Changing Case of Field Values, Hiding and Modifying Controls

13	***Managing and Securing a Database*** • Filtering Data, Creating Subqueries, Multivalued Fields, Creating Attachment Fields Performance Analyzer, Linking Tables, Database Splitter, Database Properties
14	***Review for Final Examination***
15	***Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

8

Elmira Business Institute
Student Syllabus: Principles of Marketing (MKT101)

Prerequisites: None   **Course Credits: 3**

Course Description

This course is an introduction to the fundamentals principles and practices in the marketing process. The course will analyze the theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Design a Customer-Oriented Marketing Strategy
- Understand market-segmentation and its differences
- Profile and determine a target market for a product
- Prepare a marketing plan and all its requirements
- Determine a product's distribution, promotional, and pricing strategy

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MKT101

Each student will prepare the Marketing section of a comprehensive Business Plan. Emphasis will be placed on the type of utility, target market, marketing trends, startup, competition, pricing, and distribution.

Required Course Texts & Course Materials

Kurtz, David, L., *Contemporary Marketing*, 17th ed. Mason: Thomson Southwestern, Cengage Learning. 2016. Print. (ISBN: 9781305075368)

Supplemental educational learning materials may include and are not limited to

Bahnan, N. N. (ed.). (2014). *Annual Editions: Marketing 13/14* (36th ed.). New York, New York: McGraw-Hill.

Elaine P. Maimom, J. H. (2013). *The McGraw-Hill Handbook* (3rd ed.). New York, New York: McGraw-Hill.

Kehoe, J. E. (Ed.). (2013). *Annual Editions: Business Ethics 12/13* (24th ed.). New York, New York: McGraw-Hill.

Kehoe, W. J. (ed.), (2014). *Annual Editions: Business Ethics 13/14* (25th ed.). New York, New York: McGraw-Hill.

Articles on-line from ProQuest database: http://proquest.umi.com/pqdweb and other sites,
        educational videos, and/or guest speakers as assigned throughout the course.
VALS Survey. http://www.strategicbusinessinsights.com/vals/surveynew.shtml.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written
examinations will be graded according to content (multiple choice, fill-in-the blank, short
answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period
whenever possible. Essay and/or research projects will be returned as soon as all class projects
have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies/Quizzes	15%
Examinations	40%
Career Portfolio Project	15%
Homework	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7

Numerical Average	Letter Grade	Quality Points
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards
Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation

Course Schedule

Lesson#	Topic(s)
1	*Introduction* *Marketing: The Art and Science of Satisfying Customers* • History of marketing • Boundaries of marketing • Nontraditional marketing • Types of marketing • Costs and functions of marketing • Ethics and Social responsibility • Strategic Implications
2	*Strategic Planning in Contemporary Marketing* • Steps in the planning process • Tools & techniques of successful strategies • Elements of a marketing strategy • Methods for marketing planning • Implications of marketing in the 21st century
3	*The Marketing Environment, Ethics, and Social Responsibility* • Competitive Environment • Political-Legal Environment • Economic Environment • Technological Environment • Social-Cultural Environment • Ethical Issues • Social Responsibility

4	*E-Business: Managing the Customer Experience* • B2B E-Marketing • B2C E-Marketing • Challenges in E-Business and E-Marketing • Marketing and web communication • Building an effective web presence • Assessing site effectiveness *Consumer Behavior* • Interpersonal determinants • Personal determinants • The consumer decision process
5	*Business-to-Business Marketing* • Nature of the business market • Segmenting B2B markets • Characteristics of the B2B market • Business market demand • Make, buy, or lease decision • Business buying process • Buying center concept • Developing effective business-to-business marketing strategies
6	*Global Marketing* • Importance of global marketing • International marketing environment • Multinational economic integration • Going Global • Strategies for entering foreign markets • Multinational corporation to a global marketer • Developing an international marketing strategy • United States as a target for international marketers
7	*Marketing Research and Sales Forecasting* • Research function • Research process • Research methods • Conducting international marketing research • Interpretive research • Computer technology • Sales forecasting

8	***Midterm Examination*** *Market Segmentation, Targeting, and Positioning* • Types of Markets • Segmenting consumer markets • Geographic segmentation • Demographic segmentation • Psychographic segmentation • Product-related segmentation • The market segmentation process • Strategies for reaching target markets • Selecting & executing a strategy
9	*Relationship Marketing and Customer Relationship Management* • Shift from transaction based marketing to relationship marketing • Relationship marketing continuum • Enhancing customer satisfaction • Building buyer-seller relationships • Customer relationship management • Buyer-Seller relationships in business-to-business markets • Improving buy-seller relationships • Vendor-managed inventory • Evaluating customer relationship programs
10	*Product and Service Strategies* • Definition of a product • Definition of goods and services • Importance of the service sector • Classifying goods and services for consumer and business markets • Quality as a product strategy • Development of product lines • Product mix • Product lifecycle • Extending the product lifecycle • Product deletion decisions *Developing and Managing Brand and Product Categories* • Managing brands for competitive advantage • Product identification • New product planning • Product safety and liability

11	*Marketing Channels and Supply Chain Management* • Role of marketing channels in marketing strategy • Types of marketing channels • Channel strategy decisions • Channel management and leadership • Vertical marketing systems • Logistics and supply chain management • Physical distribution *Retailers, Wholesalers, and Direct Marketers* • Retailing strategy • Types of retailers • Wholesaling intermediaries • Direct marketing and other non-store retailing
12	*Integrated Marketing Communications* • Integrated marketing communications • The communication process • Objectives of promotion • Elements of the promotional mix • Sponsorships • Direct Marketing • Developing an optimal promotional mix • Pulling and pushing promotional strategies • Budgeting for promotional strategy • Measuring the effectiveness of promotion • The value of marketing communications *Advertising and Public Relations* • Advertising strategies • Creating an advertisement • Advertising messages • Medial selection • Medial scheduling • Organization of advertising function • Public relations • Cross-promotion • Measuring promotional effectiveness • Ethics in non-personal selling

13	*Personal Selling and Sales Promotion* • Evolution of personal selling • Four sales channels • Trends in personal selling • Sales tasks • The sales process • Managing the sales effort • Ethical issues in sales • Sales promotion *Pricing Concepts* • Pricing and the law • Pricing objectives and the marketing mix • Pricing objectives of not-for-profit organizations • Methods for determining prices • Price determination in economic theory • Price determination in practice • Modified breakeven concept • Yield management • Global issues in price determination
14	*Pricing Strategies* • Price quotations • Pricing policies • Competitive bidding and negotiated prices • The transfer pricing dilemma • Global considerations and online pricing
15	***Comprehensive Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Completing an Opinion Paper

Elmira Business Institute

An opinion paper allows you to reflect and record those thoughts and assumptions you have about the reading material as it pertains to what you have learned from the text and lecture. There are no right and/or wrong answers in an opinion paper. However, you do need to support your "opinion" with facts and/or academically sound opinions of others. (This is also a nice venue to practice citations.)

- What's the author's main idea or argument, and what are the important supporting points for that idea?
- Do I agree or disagree with the main idea or argument? Why?
- Does the information apply to something that I already know about?

Grading Rubric   **Name** _____ **Grade** _____

	Poor **1**	**Average** **2**	**Well Presented** **3**	**Excellent** **4**	**_____/12**
The author's main idea or argument was well explained and important, supporting points were stated.					
The student agreed or disagreed with the main idea or argument and explained why.					
Student applied the information in the article, etc., to prior learning.					
Grammar, Punctuation, Sentence Structure					

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____ No_____

Elmira Business Institute
Student Syllabus: Computerized Keyboarding (OFF110)

Prerequisites: None   **Course Credits: 3**

Course Description:
This computerized course will begin with a keyboarding component that will allow the student to develop basic data-entry skills. The second half of the semester will introduce students to document processing through the computer application, Microsoft Word.

Course Objectives:
Students will develop proper, ergonomic posture and master the process of data entry. Attention will be paid to proper finger use, posture, and keeping eyes on the copy only. The student will master basic Word functions as well as be able to produce mailable office correspondence.

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Demonstrate correct keyboarding techniques, including: finger placement and ergonomic posture
- Develop a proper rhythm in data entry process
- Key alphabetic material by touch at 35 WPM
- Key alphabetic material straight for five minutes without errors
- Master basic word processing functions
- Format various forms of business letters, memoranda, reports and simple tables

Career Portfolio for Workplace Skills Program
Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF110:
None

Required Course Texts & Course Materials
Ober, Scot, and Jack E. Johnson. *Gregg College Keyboarding & Document Processing (GDP): Microsoft Office Word 2013*. 11th ed. Career Education, 2010. Print.
    (ISBN: 9781259930669)

Supplemental educational learning materials may include and are not limited to
Various handouts on office correspondence will be used for supplemental resources.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content: (multiple choice, fill-in-the blank, short answer, and/or practicum).

The student's top three Timed Writings will be averaged to attain the midterm accuracy and speed grade, and the top five Timed Writings will be averaged to attain the final accuracy and speed grade. Timed Writings will be taken for five minutes, with five or fewer errors, not using the backspace key.

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Production	35%
Professionalism/Attendance	15%
Examinations	20%
Speed	15%
Reinforcement Skills/Drills	15%
Total	100%

Speed Grading Scale:

Midterm Evaluation of Time Writing Assignments

25 wpm	70%
30 wpm	75%
40 wpm	80%
50 wpm	90%
55 wpm	100%

Final Evaluation of Time Writing Assignments

25 wpm	60%
30 wpm	70%
40 wpm	80%
50 wpm	90%
60 wpm	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

"Test Out" must be completed in the first week of the semester.

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	Introduction to the course • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 1-3
2	Part I Unit 1 – Alphabetic Keys • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 4-6
3	Unit 2 - Alphabetic Keys • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 7-10
4	Unit 3 - Figure and Symbol keys • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 11-15
5	Unit 4- Figure and Symbol keys • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 16-20

6	<u>Part II</u> Unit 5 – Word Processing & Emails • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 21-25 • Demonstrate the proper use of commas, sentences structure, capitalization, and number format • Demonstrate typing accuracy and speed through completing five-minute timed writings
7	Unit 6 - Correspondence • Format business letters in various formats • Format envelopes and labels • Format memoranda • Format electronic mail • Demonstrate typing accuracy and speed through completing five-minute timed writings
8	Midterm Unit 7 - Reports • Format business reports and academic reports • Demonstrate knowledge of unbound, left bound, multi-page business reports • Demonstrate typing accuracy and speed through completing five-minute timed writings
9	Unit 8 - Tables • Create Tables using Table Tools–Layout and Table Tools–Design • Create tables within documents • Create and format boxed, open, and ruled • Demonstrate typing accuracy and speed through completing five-minute timed writings
10	<u>Part III</u> Unit 9 - Correspondence • Understand the correct use of titles and appropriate closings • Format personal business letters and modified block style letters • Demonstrate knowledge of indented displays and copy notations • Demonstrate typing accuracy and speed through completing five-minute timed writings
11	Unit 10 - Reports • Demonstrate knowledge of APA and MLA style reports • Format footnotes and endnotes and citations

12	Unit 11 – Employment Documents • Key and format resumés, letters of application, and follow up letters • Demonstrate typing accuracy and speed through completing five-minute timed writings
13	Unit 12 – Skillbuilding & In-Basket Review • Format a variety of correspondence including insurance, hospitality, retail, nonprofit, and manufacturing documents • Demonstrate typing accuracy and speed through completing five-minute timed writings
14	Unit 13 - Skillbuilding • Review and document production as assigned • Demonstrate typing accuracy and speed through completing five-minute timed writings
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Possible
Production Grading Rubric

Alphabetic Equivalent	Quality Points	Errors
A	**95-100%**	0-1 minor error
A-	**90%**	1 error
B	**80%**	2 errors
C	**70%**	3 errors
D	**60%**	4 errors
F	**50%**	5 or more errors

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL

Professionalism EBI 155th **Rubric**

Student's Signature: _____ Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____ Date: _____

Elmira Business Institute
Student Syllabus: General Transcription (OFF130)

Prerequisites: Computerized Keyboarding (OFF110)   **Course Credits: 3**

Course Description

This course is designed to train the student in the use of transcription equipment. Special attention is given to the preparation of letters, memos, reports, e-mail and any other form of communication used in a business office. Emphasis is placed on proofreading, proper formatting, spelling, punctuation, and the ability to produce transcribed documents in mail able form. The student will use current word processing techniques to format, save, and print his or her work.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate the correct operation of transcribing equipment.
- Demonstrate proper transcribing procedures while transcribing documents
- Use listening, concentration, and memory skills
- Be aware of correct grammar, punctuation, number expression, word choice, and spelling so that documents can be prepared accurately and efficiently.
- Utilize appropriate reference materials when needed
- Transcribe letters, memos, reports, and any other documents that may be required in a business office.
- Demonstrate the ability to proofread all work carefully and produce mailable copies of all correspondence transcribed.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF130
The student will transcribe a variety of office documents.

Required Course Texts & Course Materials

Mitchell, Carol A. *Machine Transcription: A Comprehensive Approach for Today's Office Professional*: Complete Course. 4th Ed. New York: Glencoe / McGraw-Hill, 2003. Print. (ISBN: 9780077290474)
Headset.

Supplemental educational learning materials may include and are not limited to
To be provided by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Homework	15 %
Transcription	50 %
Performance Assessments and Final exam	20 %
Attendance/Professionalism	15 %
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

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- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

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Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	*Topic(s)*
Lesson #	**Topic(s)**
1	Orientation and Transcribing Techniques Read Section 1 and complete exercises on pages 67-7
2	Complete Spelling Test 1 See instructions for dictation for Section 1 on page 65
3	Complete Spelling Test 2 See instructions for dictation for Section 2 on page 7
4	Complete Spelling Test 3 See instructions for dictation for Section 3 on page 90
5	Complete Spelling Test 4 See instructions for dictation for Section 4 on page 100
6	Complete Spelling Test 5 See instructions for dictation for Section 5 on page 113
7	Complete Spelling Test 6 See instructions for dictation for Section 6 on page 122
8	Complete Spelling Test 7 See instructions for dictation for Section 7 on page 12
9	Complete Spelling Test 8 See instructions for dictation for Section 8 on page 139
10	Complete Spelling Test 9 See instructions for dictation for Section 9 on page 148
11	Complete Spelling Test 10 See instructions for dictation for Section 10 on page 158
12	Complete Spelling Test 11 See instructions for dictation for Section 11 on page 167
13	Complete Spelling Test 12 See instructions for dictation for Section 12 on page 177
14	Complete Spelling Test 13 See instructions for dictation for Section 13 on page 186
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

For all Transcription Assignments

Transcribe the information. Use the Express Scribes program and Microsoft Word. Key in Times New Roman 12 font, follow all business rules for formatting, proofread marking your original copy with the appropriate proofreader's makes as needed, and correct your final copy.

Transcription Grading Rubric

Error	Points Deducted
Typographical error in spelling (first two transcription assignments -5)	5-to-10
Punctuation error	2
Vertical placement error	5
Horizontal placement error	5
Missing information	10
Capitalization error	2

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   ————————/100 points

Student's Signature: _____   Date: _____

Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Legal Transcription I (OFF130)

Prerequisites: Computerized Keyboarding (OFF110)   **Course Credits: 3**
                          Legal Terminology (LEG110)

Course Description

This course is designed to train the student in the use of transcription equipment. Special attention is given to the preparation of legal documents for many areas of law, such as litigation, probate, divorce, adoption, and wills. Emphasis is placed on proper format, spelling, punctuation, and the ability to produce transcribed documents in draft and final form. The student will use current word processing techniques to format, save, and print his or her work. Time is also spent identifying and using resources available for general or specialty transcription.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate the correct operation of transcribing equipment.
- Demonstrate proper transcribing procedures while transcribing documents
- Use listening, concentration, and memory skills
- Be aware of correct grammar, punctuation, number expression, word choice, and spelling so that documents can be prepared accurately and efficiently.
- Utilize appropriate reference materials when needed
- Transcribe legal documents, such as a Complaint, an Answer, a Motion to Dismiss, a Counterclaim, a Cross-Complaint, Interrogatories, a Request for Admissions, a Request for Production, a Final Judgment, a Last Will and Testament, a Codicil, a Living Will, and a Durable Power of Attorney for Health Care.
- Transcribe block and modified block letters for a legal office with subject lines, enclosures, and continuation-page heading.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF130

The student will transcribe an appropriate legal case study which will include multiple legal documents

Required Course Texts & Course Materials

Lyle, Linda R., and G. Howard Doty. *Legal Transcription.* 3th Ed. St. Paul: Paradigm
        Publishing, 2012. Print. (ISBN: 9780763842062)
Headset.

Supplemental educational learning materials may include and are not limited to
To be provided by the instructor.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Homework	15 %
Transcription of legal documents and letters	50 %
Performance Assessments and Final exam	20 %
Attendance/Professionalism	15 %
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65 D-	0.7	
0-64	F	0.0
Withdraw/Failing	W/F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

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No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

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Academic Integrity/Plagiarism Rules

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- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1 & 2	Introduction of course. Chapter 1 in textbook, "Initiating a Lawsuit" Review and Transcription Exercises Projects 1-1 and 1-3
3	Chapter 2, "Answering a Lawsuit" Review and Transcription Exercises Projects 1-2, 2-2, 2-3, and 2-4
4	Chapter 3, "Discovery/Judgment" Review and Transcription Exercises Projects 3-1, 3-2, 3-3, 3-4 and 3-5.
5	Unit Performance Assessment
6	Chapter 4, "Preparing Correspondence" Review and Transcription Exercises Projects 4-1, 4-2, 4-3, 4-4, 4-5, and 4-6.
7	Chapter 5, "Wills Review and Transcription Exercises Projects 5-1, 5-2, 5-3, 5-4
8	Midterm Evaluation
9 & 10	Chapter 6, "Probate Procedure" Review and Transcription Exercises Projects 6-1, 6-2, 6-3, and 6-4.
11	Unit Performance Assessment
12 & 13	Chapter 7, "Guardianships, Conservatorships, and Name Changes Review and Transcription Exercises Projects 7-1, 7-2, 7-3, 7-4, and 7.5.
14	Finish all chapter work. Review for final.
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

For all Transcription Assignments

Transcribe the information. Use the Express Scribes program and Microsoft Word. Key in Times New Roman 12 font, follow all business rules for formatting, proofread marking your original copy with the appropriate proofreader's makes as needed, and correct your final copy.

Transcription Grading Rubric

Error	Points Deducted
Typographical error in spelling (first two transcription assignments -5)	5-to-10
Punctuation error	2
Vertical placement error	5
Horizontal placement error	5
Missing information	10
Capitalization error	2

MIDTERM

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

	Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

8

Elmira Business Institute
Student Syllabus: Medical Transcription I (OFF131)

Prerequisites: Computerized Keyboarding (OFF110)   **Course Credits: 3**
Medical Terminology (MED110)

Course Description

This course is designed to train the student in the technique of medical transcription of dictated medical documents. Special attention is given to preparation of patient chart documents, medical correspondence, and reports commonly found in medical records. Emphasis is placed on spelling, punctuation and the ability to produce professionally acceptable documents. Medical transcription students will transcribe history and physical exams, discharge summaries, operative reports, and other pertinent medical documents.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate correct operation of transcription equipment and word processing software
- Transcribe dictation and produce professionally acceptable documents
- Demonstrate proofreading skill in assessing documents.
- Demonstrate proficiency in use of medical terminology, grammar, and sentence structure
- Demonstrate appropriate use of reference materials in preparing medical documents

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF 131
The student will transcribe an appropriate medical case study which will include reports commonly found in medical records.

Required Course Texts & Course Materials

Ireland, Patricia A., and Carrie K. Stein. *Hillcrest Medical Center: Beginning Medical Transcription.* 7th ed. Albany: Delmar Publishers, 2010. Print. (ISBN: 9781435441156)
Headset

Supplemental educational learning materials may include and are not limited to

"Medical Dictionaries, Drugs & Medical Searches." *Medical Dictionary, Medical Abbreviations and Other Search Engines*. N.p., n.d. Web. 07 Aug. 2013.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Professionalism/ Attendance	15%
Homework	10%
Transcription	40%
Examinations	20%
Midterm/ Final Exams	15%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to

search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1 & 2	What is Medical Transcription: • Understand how to transcribe the history of record documentation • Understand the medical transcription process and role of medical transcriptionist and types of medical transcription environments Use of Reference Materials: • Understand the use of reference books and the types used • Demonstrate proper use of each reference book type • Understand techniques in building one's own reference library
3 & 4	Female Reproductive System: • Identify the terms and location of all components of the female reproductive system • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries Types of Medical Reports and Formats: • Identify the six basic types of medical reports & contents of each • Formats for the six basic types of medical reports • Turnaround times for the six basic types of medical reports • Know components of & methods for creating form letters • Create formats for medical & scientific reports
5	Musculoskeletal System and Orthopedics: • Identify the terms and components of the Musculoskeletal System & Orthopedics • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries Punctuation: • Identify & demonstrate proper use of major punctuation marks-periods, question marks, exclamation points, commas, colons, semicolons, apostrophes and quotation marks.
6 & 7	Cardiology: • Identify the terms and components of the Cardiac System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
8	Midterm Examination

9	Urinary System: • Identify the terms and components of the Urinary System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
10	Nervous System: • Identify the terms and components of the Nervous System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
11	Contractions and Shortened Work Forms: • Understand the rules for contractions in medical transcription including Apostrophe contractions and non-apostrophe contractions • Identify & demonstrate proper use of shortened word forms • Differentiate acceptable & unacceptable shortened word forms
12	Digestive System: • Identify the terms and components of the Digestive System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
13	Immune System: • Identify the terms and components of the Immune System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
14	Respiratory System: • Identify the terms and components of the Respiratory System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

For all Transcription Assignments

Transcribe the information. Use the Express Scribes program and Microsoft Word. Key in Times New Roman 12 font, follow all business rules for formatting, proofread marking your original copy with the appropriate proofreader's makes as needed, and correct your final copy.

Medical Transcription Grading Rubric

Error	Points Deducted
Typographical error in spelling (first two transcription assignments -5)	5-to-10
Punctuation error	2
Vertical placement error	5
Horizontal placement error	5
Missing information	10
Capitalization error	2

Medical Transcription Rubric

Category		Percent	Total Points
Mechanics	Proper use of grammar Proper spelling Proper punctuation Proper capitalization Writes in complete sentences and paragraphs	30%	30
Format/Organization	Orderly presentation of materials, following general format requirements for transcribing interrogatories Clear structure to medical documents Appropriate line spacing and margins Font type and size are appropriate Signature blocks included as needed	20%	20
Content/Transcription Accuracy	Proper use of medical terminology throughout document Appropriate transcription of the dictated medical documents Complete assignment according to instructor provided schedule or timing requirements Provides appropriate sentence structure for the assignment	50%	50
	Total	**100%**	**100**

MIDTERM

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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Elmira Business Institute
Student Syllabus: Office Procedures (OFF140)

Prerequisites: Computerized Keyboarding (OFF110)   **Course Credits: 3**

Course Description

This course is designed to develop professional skills in routine office situations and give the student practice in the detailed procedures of the ever-changing office environment. There is an emphasis on critical thinking, creative thinking, and lifelong learning. The student will learn to be a productive member of an office team, behave ethically, process information via technology, communicate effectively, process mail, manage records, assist in the preparation of meetings, and prepare travel arrangements.

Student Learning Outcomes

Upon completion of this course, students will be able to do the following:
- Define and apply appropriate procedures for the workplace
- Proofread business documents and correct any errors in spelling, punctuation, grammar, and formatting
- Determine major challenges confronting administrative professionals
- Develop the skills and knowledge needed for succeeding in the modern office, working effectively with teams, controlling time and stress, and behaving ethically in the workplace
- Understand the cultural differences that may develop in the workplace
- Develop technical skills to work successfully with computer software and reprographics
- Develop an understanding of the communication process and skills in oral and written communication
- Process office mail, records management, meetings and conferences, and travel arrangements
- Learn how to purchase professional attire (within a limited budget) for the workplace
- Demonstrate keyboarding proficiency by maintaining and increasing keyboarding speed and accuracy
- Experience a "day in the office" by shadowing an administrative assistant

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF140

The student's finished project will display mastery of business procedures, proper correspondence formatting, and demonstrate the student's ability to correctly compose business correspondence.

Required Course Texts & Course Materials

Fulton-Calkins, Patsy, and Karin M. Stulz. *Procedures & Theory for Administrative Professionals.* 7th Edition. Mason, OH: South-Western Cengage Learning, 2013. Print. (ISBN: 9781111575861)

Trent, Stewart. *Gregg Quick Filing Practice.* 5th Edition. Boston-London: McGraw Hill/Irwin, 2007. (ISBN: 9780073222882)

Supplemental educational learning materials may include and are not limited to

To be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

Timed Writings will be taken for five minutes, with five or fewer errors, not using the backspace key.

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Timed Writings	10%
Professionalism/Attendance	15%
Work Assignments	35%
Tests	20%
Final Project	20%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0

Numerical Average	Letter Grade	Quality Points
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

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No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

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Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since atten-

dance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

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Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	Introduction to course and timed writings *The Workplace-Constantly Changing* • Proofread • Identify changes that are occurring in the workplace • Define common types of business organizational structures • Determine major challenges confronting both management and administrative professionals • Explain crucial skills and qualities for an administrative professional • Determine how an effective administrative professional sets goals and makes decisions
2	*"Your Professional Image" and "Workplace Team and Environment"* • Describe the characteristics that contribute to a positive professional image • Identify the components of a professional appearance • Understand the conventions of business etiquette • Develop an understanding of effective team behavior and workplace team composition • Demonstrate effectiveness in dealing with people from diverse backgrounds. • Engage in productive team communication • Describe the role of safety and health in the workplace. Office applications assigned
3	*Self-Management* • Define telework and describe its benefits to teleworkers and organizations • Define *virtual assistant* and describe benefits and concerns for virtual assistant clients • Describe an effective work environment for virtual workers • Complete applications assigned

4	*"Anger, Stress, and Time Management."* • Determine the effects of stress in the workplace • Identify factors that contribute to workplace stress • Determine the purpose of anger and its resolution • Describe the relationship among stress, anger, and time • Apply appropriate techniques for managing stress, anger, and time • Complete office applications assigned
5	*Customer Service* • Define customer service and explain the importance of an organization's commitment to customer service • Develop skills for providing effective customer service • Describe strategies for delivering effective customer service • Describe how to handle difficult customer service situations
6	*"Workplace Mail and Copying"* • Identify US Postal Service mail classifications and services • Identify mail services available through private mail carriers • Process incoming and outgoing mail • Identify uses and features of copiers • Discuss the importance of ethical and legal considerations when copying and shredding materials • Complete office applications assigne.
7	*"Telecommunications—Technology and Etiquette"* • Define *telecommunications* and describe the most common devices • Understand and use proper telephone etiquette • Identify telecommunications messaging services and the etiquette associated with their use • Complete office applications assigned
8	Review and midterm evaluation
9	*"Managing Paper and Electronic Records"* • Understand the importance of records management • Describe the considerations in managing paper records • Apply knowledge of indexing and alphabetizing records • Identify the factors associated with records retention, transfer, and disposal *Filing simulation* • Complete simulation exercises 1-6 from Greg Quick Filing Practice
10	• Complete timed writings and proofreading exercise • Complete simulation Exercises 7-13 and Exercise 14

11	*"Event Planning"* • Describe the characteristics of effective meetings and the wide variety of meeting formats • Describe the roles and responsibilities of individuals within a meeting • Plan meetings and prepare materials related to meetings • Participate in effective meetings and evaluate meetings • Complete simulation Exercises 15 through 19
12	*"Travel Arrangements"* • Demonstrate scheduling domestic and international travel arrangements. • Research business customs related to international travel. • Implement organizational travel procedures.
13	• Complete a simulation in choosing appropriate office attire • Compose an evaluation of the simulation in report or memorandum format • Complete filing simulation Exercises 20-26.
14	• Complete timed writings and proofreading exercise. • Review • Complete filing simulation Exercises 27 and 28.
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Grading Rubric for Office Correspondence Projects

Points Deducted From Score

3   Typographical error

3   Misspelling

3   Omission

3   Improper formatting

2   Grammar or Comma error

2   Spacing at end of sentence

5   Missing information

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Medical Office Procedures (OFF141)

Prerequisites: Computerized Keyboarding (OFF110)   **Course Credits: 3**
                 Medical Terminology (110)

Course Description

This course is designed to develop professional skills in routine medical office situations and give the student practice in the detailed procedures of the medical office environment. The student will learn to be a productive member of an office team, behave ethically, process information via technology, communicate effectively, process mail, manage records, maintain supply inventory, create equipment maintenance schedules, and perform basic accounting procedures involving patient ledgers and day sheets.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand knowledge needed for succeeding in the modern medical office
- Perform effectively as a team member while utilizing proper ethical conduct
- Demonstrate technical computer skills and software applications
- Understand and demonstrate the process of incoming and outgoing office mail
- Correctly manage patient records
- Analyze patient ledgers; day sheets/balance sheets, and access incoming mail to process patient payments in Virtual Medical Office
- By interviewing a medical professional involved in the hiring process of the student's field of study, the student will obtain the knowledge, qualities, and skills necessary for a successful job interview in completing the Professional Project

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF141
Course Competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials

Proctor, D. *The Administrative Medical Assistant,* 13th Ed. St Louis: Elsevier.
       (ISBN: 9780323396721)
Proctor, D. *The Administrative Medical Assistant Study Guide,* 13th Ed. St Louis: Elsevier.
       (ISBN: 9780323396752
Adams, A. *VMO for Kinn's Medical Assistant.* Elsevier. Print. (ISBN: 9780323400688)
Elsevier. *VMO for Insurance and Billing. Elsevier. Print.* (ISBN: 9780323447072*).*

Supplemental educational learning materials may include and are not limited to
To be supplied by the instructor.

Medical Assisting Competencies: Medical Assisting students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students are allowed two attempts to pass each competency. A minimum score of 85 is necessary to pass the individual competency. A minimum of a C is required to pass the course. Documentation will be housed in the student's academic file.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

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- Incorrectly citing a source
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Course Schedule

Lesson#	Topic(s)
1	**The Health Care System** • Demonstrate knowledge of modern trends in healthcare, ambulatory care, and parts of the medical office
2	**The Professional Medical Assistant** • Discuss the characteristics of a medical assistant • Define professionalism, certification requirements, and identify professional organizations
3	**Ethics and Law for the Medical Office** • Explain the importance of ethics in healthcare • Discuss law and professional liability • Understand Federal and State laws affecting the medical office
4	**Interacting with Patients** • Explain proper verbal and non-verbal communication technique • Discuss the importance of meeting the needs of the patients
5	**Patient Reception** • Demonstrate knowledge in preparing for patient arrival • Demonstrate knowledge of patient check-in procedures

6	***Medical Office Computerization*** • Explain electronic information transfer • Explain the medical assistant's use of the electronic medical record • Explain procedures used for back-ups and system maintenance
7	***Telephone Techniques*** • Explain proper telephone technique
8	**Midterm Examination**
9	• Discuss health information in the medical office: • Explain the importance of privacy in the physician's office
10	***Written Communication*** • Demonstrate knowledge of proper composition and formatting of business letters and memoranda • Demonstrate proper proofreading ability and electronic data transmission
11	Unit Four-Billing and Coding Procedures: • Understand the basics of health Insurance and the health insurance claim form • Discuss professional fees, billing, and collecting
12	***Obtaining Employment*** • Explain the process necessary for a successful job search including the necessary tools • Explain the importance of life-long learning
13	***Obtaining Employment*** • Perform mock interviews • Explain the difference between group and traditional interviews
14	***Shopping on a Budget*** • Complete a simulation in appropriate professional attire.
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Student Name_____

Semester_____**Instructor**_____

Medical Office Procedures Competency (2015 Standards)

Comp	Description of comp	CAAHEP	Date Achieved	Grade	Instructor sign off
3-1	Demonstrate the Principles of Self Boundaries	V.A.2			
4-1	Respond to Nonverbal Communication	V.P.2			
4-2	Apply Feedback Techniques, Including Reflection, Restatement, and Clarification to Obtain Patient Information	V.P.1			
4-2	Coach Patients appropriately regarding communication barriers and Cultural Diversity	V.P.5.a V.P.5.c V.A.3 a,b,c,d,e,f			
9-1	Demonstrate Professional Telephone Techniques	V.P.6			
11-1	Perform an Inventory of Office Equipment	VI.P.9			
11-2	Perform Routine Maintenance of Office Equipment	VI.P.8			
12-4	File Patient Medical Records	VI.P.5			
23-3	Complete Job Application				
23-4	Create a Career Portfolio				
23-5	Practice Interview Skills- Mock Interview				
23-6	Create a Thank You Note for an Interview				

All Competencies listed have had a minimum of two attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature _____**Date**_____

MIDTERM

Professionalism Rubric

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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

FINAL

Professionalism **Rubric**

Student's Signature: _____   Date: _____

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Student's Signature: _____   Date: _____

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