

Summer 2008

Academic Calendar

August 31—Student FORE scholarship winners announced

September—Invite an ACE member to speak on e-HIM to your class

September 19—FORE Grant in Aid due date for applications/proposals

September 19—FORE Dissertation Assistance Award application due date

October—Submit a learning packet to CouresShare and get 5 credits

October 3—FORE Faculty Development Stipends application due date

October 13-15—AHIMA Annual Convention in Seattle, WA

October 13—AOE Luncheon at AHIMA Convention

November 10—AOE 2009 Call for Abstracts opens (viva Las Vegas!)

November 31—AHIMA Fellowship submission deadline

January 5—AOE 2009 Call for Abstracts closes

January 30—AHIMA

Welcome To *Academic Advisor*

In this issue of *Academic Advisor* we focus on recruitment strategies, streamlining student advising, involving students with their state associations, and preparing your students for a national conference. You will meet three interns selected as part of the Corporate Connections program, learn what's new with FORE, and receive an update from the Education Strategy Committee.

With so much packed into this issue, don't forget to check out the new educator's Web destination—CourseShare!

The start of the new academic year also brings many new adjuncts into our community. If you know of an educator who is not receiving *Academic Advisor*, please have them e-mail EducAccred@ahima.org with "Academic Advisor" in the subject line. You may also view [back issues](#) of *Academic Advisor*.

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Academic Advising: A Process Improvement Success Story

Take one HIA program director, add 72 students needing advisement, and what do you get? First day of registration! Darla Branda, MA, RHIA is the program director for Stephens College, a HIM baccalaureate program in Columbia, MO. Since 1833, Stephens College has provided a liberal arts education for women. Today, the fields of study include a variety of pre-professional studies including health information administration.

Branda was interviewed about her recent advisement process improvement. She says she made plans to revise the student advisement process to try and resolve the build up of students needing help on the first day of registration.

Committee and Task Force appointments (ESC, COC) nominations deadline

January 30—AHIMA nominations (Board, CAHIM, COC) deadline

Academic Advisor Trivia Corner

What's better than Google for searching articles?

Google Scholar! This version of the popular search engine goes deeper into the Web to draw from scholarly articles.

[Check it out.](#) And don't forgetto use the AHIMA [Body of Knowledge](#).

EHR in the Classroom Free Access

The Department of Veteran's Affairs makes available a demo version of their electronic health records system. It is known as VistA/CPRS. [Find out more](#) about how to get this demo in your classroom.

Certification Exam Discounts

Educators, please contact your recent graduates and alert them to an exam discount of 10 percent on the cost of their credential exam if they register no later than September 1. Grads should click here to register, or call the AHIMA Certification Department at 800-335-5535 if they have questions.

Did You Know?

The top five states offering the most HIM programs are:

Branda says, "As our program continues to experience growth, it has become difficult to manage the advising piece due to the high volume of enrollment requests; the first week of the enrollment period was particularly difficult." As one would expect, the majority of student enrollment requests occur at the start of the enrollment period. To resolve this problem, Branda implemented an analysis of the current process, identified the changes needed to support a resolution, and implemented the improvements. Here are the recommendations for an improved method for academic advising:

- Mid-term review of files**

Review student files during the less busy time in the term

- Pre-advising**

Contact all students in advance of the enrollment period and offer course recommendations

- Advanced enrollment**

Pre-enroll students who will graduate within the next two semesters to ensure they have a spot in the courses needed for graduation

- Stratify requests**

Process enrollments based on student classification: give priority to seniors, then juniors, followed by sophomores, freshmen, and finally, non-degree seeking students.

Stephens College implemented these changes with the last enrollment period. "The process changes have resulted in ensuring our students enroll in the courses they need to stay on track, while allowing academic advisors to work at a more manageable pace during the peak enrollment period. This process improvement challenge has resulted in a win-win situation for all," says Branda.

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The Student Experience at the AHIMA Convention: Help Them Make It the Best It Can Be!

by Desla Mancilla, MPA, RHIA, Vice Chairman, 2008 Program Committee

AHIMA's national convention offers a prime opportunity for HIM students to start building their careers. In addition to the educational sessions and networking opportunities offered throughout the convention, a full day student academy is offered free to all students. AHIMA Program Committee member Mary Meek, RHIT, is coordinating this event with CARE Communications, who will be presenting the student academy scheduled for October 12 from 9 a.m. to 5 p.m.

The student academy program topics include: Landing that first HIM job—search and marketing component, the interview component, and follow-up. A session on systems-based thinking will be presented in the afternoon. The program includes both lecture and participative elements and will assist students as they prepare to enter the HIM work force.

John Mendoza, RHIA, is a recent HIM graduate who attended the Student Academy in Denver at the 2006 AHIMA convention. Mendoza, a second-career student, felt that the sessions on landing the first job were valuable to both first and second-career students.

Another feature of the convention that Mendoza greatly appreciated was the Career Center. Mendoza found on-site interviewing and the chance to talk with

1. Texas—25 (Texas has two baccalaureate programs and 23 associate degree programs)
2. Florida—16
3. Illinois—14
4. Ohio—13
5. New York—11

Five states are without HIM programs—Wyoming, Vermont, New Hampshire, Rhode Island, and Delaware.

The most common job held by a HIM educator prior to becoming one is an acute/non-acute HIM department professional.

More than **60 percent** of current HIM educators are retiring within the next 15 years.

Quick Facts

Since academic year 2003 the ratio of full-time to part-time enrollment in HIM programs has changed. In 2003, 46 percent of the total enrollment was part-time students, whereas in 2007, 57 percent of total enrollment was part-time students. Why have these ratios changed?

- There were more associate degree HIM programs in 2007 than there were in 2003, which generally have more part-time students than full-time students.

- Part-time distance education options have emerged at both the associate and baccalaureate levels.

- An increasing number of baccalaureate programs, which were traditionally only full time, now offer part-time options.

Quarterly Quote

potential employers an excellent opportunity to further develop his skills and understanding of employer needs.

This year, the Career Center will be held in the North Lobby of the convention center on level four just outside the exhibit hall on October 14 from 12:30 to 5:30 p.m. Students are encouraged to bring their résumé to present to corporate recruiters (representing more than 25 companies) who will be interested in hiring HIM/HIT professionals.

In order to ensure student awareness of the academy, educators are asked to encourage students attending the convention to participate in the academy and career center session as well. A flier with the program details is posted in both the Student and AOE Communities of Practice. While registration for the AHIMA conference is required for students, there is no separate registration process for the academy or career center. The academy meeting location will be published in the annual conference materials that all participants receive at registration.

As educators encourage their students to attend the national convention, they should consider that this is probably their students' first experience attending large meetings of this type. In speaking with Van Gill, a former student who attended last year's AHIMA convention in Philadelphia, PA, I was reminded that students can be overwhelmed when attending the conference. For example, even the meeting "lingo" may be unclear to students. For those who have never attended a meeting like this, the concept of general sessions and breakout sessions are foreign and perhaps not as obvious as we seasoned meeting attendees might think. In addition, the sheer size of the conference facility may throw students an unexpected curve. Gill mentioned he had no idea that more than one meeting would be going on in the same building. Needless to say he was a little surprised when the first session he arrived at was about bath and body products (he quickly realized his mistake and exited the bath and body meeting that was sharing space in the convention center with AHIMA).

The vendor hall is a new world for students. Sarah Lawler coordinates the vendor activities for the AHIMA convention and has offered this information for educators to share with their students who will walk the exhibit floor at the convention:

Exhibitors use the annual convention as a place to showcase their products, connect with decision makers and visit with current customers. This is also an opportunity for them to meet with potential future customers—students. While student attendees may not be current decision makers, they are the future HIM/HIT work force and this is a great opportunity for students to build relationships with exhibitors.

Feedback from exhibitors is that they want to talk to students but have to prioritize during busy traffic periods. The best time for students to visit the exhibit hall is during off-peak hours when exhibitors can spend more one-on-one time with them. These off-peak hours are when sessions are going on or towards the end of the day when many attendees have gone back to their hotels. By visiting the exhibit hall when it is not crowded, student attendees will get a better response and more interaction with exhibitors.

Arming students with basic information about how the convention process works is a value added role that educators can fill. Attending the national association meeting can go a long way in building student enthusiasm for the profession. The importance of volunteerism is nowhere more obvious than at the national meeting. Educators can be a part of building that enthusiasm for HIM and AHIMA by providing our current students and future leaders with the

"You may delay, but time will not."

Benjamin Franklin

"You can never solve a problem on the level on which it was created."

Albert Einstein

[Submit your favorite quote for future issues.](#)

information they need to make their convention experience the best one possible.

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Recruiting Students—Invest in the Program's Web Site

Health information management programs are often challenged with the issue of insufficient funds for the advertisement of their offerings to the communities of interest that they serve. Wisely spending one's limited resources to stimulate the biggest bang for the advertising buck is an essential recruiting strategy. To determine where to target recruiting strategies, Jim Condon, MSA, RHIA, CTR, assistant professor in the Department of Health Informatics at the Medical College of Georgia (MCG), began asking new health information administration (HIA) students how they each became aware of the HIA program at MCG.

Nearly 38 percent of the students said that they initially learned about the program on the Internet, either through visiting the AHIMA Web site or the program's Web site. The remaining means by which students learned about MCG's program are:

- from a parent, relative, or friend (17%)
- from a HIA professional (9%)
- from a health care professional (7%)
- from a magazine or book (6%)
- from a guidance counselor (3%)
- from other means, including school presentations, career fairs, and students currently enrolled in an HIA program (19%).

Condon suggests that programs should invest enough time to insure that their Web sites are attractive, informative, user-friendly, and updated. If the program's Web site is not maintained by someone familiar with the program, it is critical to establish a program liaison who can convey updates expeditiously and accurately to the institution's Web designer. In addition, the program liaison should surf the program's Web site looking for broken links, missing and expired documents, and outdated Web pages. One's own experience from visiting the Web site is probably the first impression that a prospective student will form about a program; the more time a prospect explores the Web site, the more likely he or she is to contact the program for additional information.

Program response is another critical aspect of recruitment. When a prospect uses an e-mail link that is located on the program's Web site to ask a question or seek additional information, the point of contact person should respond as soon as possible, even if it is simply to acknowledge receipt and to thank the prospect for his or her interest. A prompt response leaves the impression that the program is organized, well run, and values the potential student. Even if the prospect decides against applying, the seed is planted for possible future contact in the event that the prospect's future plans change.

Program Web sites offer program directors and student recruiters tools that were not available fifteen years ago. As health information technologies and careers in health informatics become more popular, programs should not ignore the opportunity that a well-designed Web site affords to capitalize on the strengths of the program and faculty.

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Consider Recruiting Veterans into Your Program

The rising costs of college tuition, books, and living expenses have caused some schools to see a drop in student enrollments. Some families simply are not able to support a student's wishes to go to school. But even in this cash-strapped economy, there are recruitment opportunities with which you may not be familiar.

In 2007, more than 300,000 veteran students returned to school on their GI bill benefits. As military deployments end, returning soldiers are looking to return to school and are using their Chapter 30 GI benefits to help them.

The average Pell grant award to the neediest nonveteran students (25th income percentile) averaged \$4,050. This award figure drops to an average of \$1,600 for students in the 75th income percentile. By comparison, the average GI benefit for veteran students is a constant \$9,306 and is not affected by income categories.

Consider how your recruitment efforts can reach out to this market. And, in this issue, read about a soldier who is also an AHIMA intern in Corporate Connections.

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Bridging the Gap: Students at State Conferences

In June, members of the Education Strategy Committee (ESC) were asked: what incentives does your state association have to encourage student participation at your annual state conference?

Here are the replies:

Missouri: Students can attend for free but are required to work for the opportunity to attend. They have the option of participating in a student forum for \$25. The St. Louis University's student government organization is equipped to help students attend such meetings if the cost is a barrier. Outstanding student awards are given during the general session.

Tennessee: Some schools do fundraisers to help the students with their conference expenses. There is no special forum for students. Students can attend the convention for free, but there is a \$40 charge for handouts and lunch.

Georgia: Georgia's plan is the same as Missouri. However, their annual convention is held during the first week of classes which has been a problem for student and faculty attendance.

Alabama: There is a student discount available to encourage attendance at the convention.

Kansas: Kansas CSA arrangements are similar to Alabama for students.

Colorado: Students are asked to pay for lunch only, otherwise the conference is free. There is also a career fair with mini-interviews. Regis University students are expected to introduce speakers and work in the registration booth.

Ohio: The CSA charges students \$25 a day to attend which equates to \$75 for the full state convention.

What does your CSA do to encourage student recruitment and engagement at the state level? Please encourage your state leadership to think about what

they can do to help make attending the state conference within reach of more students. Today's students are tomorrow's practitioners.

And what can your program do to promote the state CSA to enrolled students? Do you have assignments that require them to find the state Web site and become familiar with the contents? Do they know who is the current state president? Have you invited the president to speak to your class? Could you offer credit for attending, maybe as a component of PPE hours?

Let us know what you do to encourage students to become engaged with their state association. We will collect your responses and post them in a follow-up article to appear in the fall *Academic Advisor*. Send your replies to patt.peterson@ahima.org with "Students and the CSA" in the subject line.

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CourseShare—New Web Site for HIM Educators

CourseShare



CourseShare is an exclusive online destination for HIM educators promoting excellence in teaching by sharing learning materials (known as learning packets). The CourseShare collection represents educational contributions from the HIM academic community and HIM practitioners (content experts) throughout the country.

CourseShare is built on a co-op model. All HIM educators are given five credits initially. Each credit entitles you to download one learning packet (LP). A single LP can be composed of multiple elements: a lecture, a student handout, a quiz, etc., but that still counts as one credit—it is based off the LP title. After five downloads, the educator is locked out of CourseShare until they contribute one LP from their own teaching materials. The contribution goes through a peer review process that takes about 30 days, and once approved, the LP goes into the permanent collection and the educator gets another five credits.

For example, Kerry contributes three learning packets; the peer review process reveals some requests for refinements or additions and she does this. As the three LPs go to the browser listing, Kerry gets 15 credits toward future downloads.

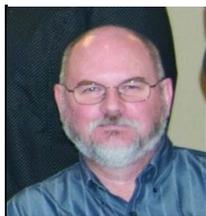
Sound good? To learn more about CourseShare and to beginning using the learning packets in your classroom please visit [CourseShare](#) and log in with your seven digit AHIMA member ID and password. Click "Enter CourseShare" then click "Search" (leave fields blank). All entries will appear in alpha sequence. Additionally, you can search for lessons by academic level, domain, and sub-domain. We hope you enjoy using and contributing to CourseShare.

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Notes from the Education Strategy Committee

by ESC Chair Don Kellogg, RHIA, PhD, CPEHR

In the last *Academic Advisor* I wrote that the AHIMA Board



had charged the Education Strategy Committee (ESC) to formally respond to the Council on Certification's proposal for alternative pathways to sitting for the RHIA examination. The ESC was given a deadline of June 27 so that the Board could read the response prior to their July meeting. Much has transpired since you received the last *Academic Advisor*.

The ESC has written a response to the AHIMA Board encouraging the Board to reject the COC proposal. The ESC believes that acceptance of this proposal would be detrimental to not only existing HIT, HIA, and master's programs but also to the development of future HIM educational programs. There have been hearty debates on the State Leader and HOD CoP and at Team Talks in Chicago, IL. As a result, the COC has posted an addendum to their proposal on the State Leader and HOD CoP that presents the individual concerns expressed and their response to those concerns. I strongly encourage everyone to [read the COC proposal and addendum](#) if you have not already done so.

As always, one of the primary concerns of the ESC is the strengthening of the HIM educational programs. Therefore, in the last *Academic Advisor* I asked for your opinions about the proposal, but we received very few responses. However, at the Assembly on Education Symposium in Louisville there was much discussion about the proposal with the COC formally presenting their proposal to the educators present as well as the ESC presenting an update on our response to the AHIMA Board. I can safely say that all of the ESC committee members present at AOE heard from many of the attendees. Thank you! The ESC does not work in a vacuum and I know that I speak for every member when I say that we do appreciate hearing from you about any issue that you might think directly impacts HIM education.

Late Breaking Update

Dear Educators,

Thank you for your thoughtful and candid comments at the Assembly on Education to the Council on Certification's proposal to expand the RHIA exam eligibility. Your feedback and discussion at AOE and throughout the last several months on the CoPs has been extremely valuable as we address the challenge of increasing the number of qualified/certified individuals working within the HIM domain.

The COC entered this dialogue in late 2006 at the request of the House of Delegates, to consider ways to recognize non-credentialed individuals working in HIM roles through certification. Following a model utilized by numerous other professions across many industries, the Council developed two new exam eligibility routes that incorporated academic education (non-HIM), work experience, and professional endorsement.

The communication of this proposal sparked a rich discussion from the viewpoints of all stakeholders, including educators, practitioners, and employers. It raised awareness of the realities in the job market, the pressures on academic programs, and the distinct role of professional certification in the HIM industry. Moreover, it underscored the passion and esteem of the membership for our credentials. All of this was gratifying and appreciated to say the least.

Having completed its information gathering related to RHIA eligibility, the COC has decided it will not forward this motion to the House of Delegates.

On behalf of the members of the Council on Certification, I again thank you for your sincere feedback on this consideration. It was critical to the decision-making process of the Council.

Marion Prichard, MEd, RHIA, Chair, AHIMA Council on Certification

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Corporate Connections: Meet the Interns

FORE Research Selects Two Interns

Peggy Meli, a new intern with the Foundation of Research and Education of AHIMA (FORE), is "so excited to be a part of the FORE NLM project. In addition to the NLM internship, FORE has been instrumental in fostering my research interests in health information and informatics. I have been fortunate to receive a FORE Grant-in-Aid for my breast cancer quality of care research project, a fraud and compliance FORE Directed Research Project, and I applied and was accepted for the FORE Research Training Institute in August 2008," says Meli.

Meli recently earned a PhD in Education, Instructional Design. She has a MS in Health Sciences and her BS in Medical Record Administration from the University of Central Florida in Orlando, FL. We asked her about her research activities and learned that this RHIA has a broad range of research interests which reflect her academic background in health information management and in instructional design.

"My current research efforts include statistical analysis of coding data, quality of care research, fraud and compliance, constructs identification for effective teaching and training practices in health informatics, and statistical evaluation of tumor registry ICD-0 data and Medicare claim data for breast cancer quality of care," says Meli. "My personal interests include advanced instructional systems design and development of innovative methods for teaching advanced multivariate statistics techniques."

Shawn DeFries is a student at the University of Pittsburgh, pursuing his MS in Health Information Systems (RHIA option). He has been working in the HIM field for several years and is an active duty Army officer (captain) in the Medical Service Corps. His last assignment was as the deputy chief of the patient administration division at Madigan Army Medical Center, a 200 bed, tertiary/acute care teaching facility in Tacoma, WA.

DeFries says, "While at Madigan, I managed to survive an EHR implementation, as well as a Joint Commission survey. I developed an avid interest in this field while serving in that capacity, in particular for coding, EHRs, data quality, and reimbursement, and I was subsequently selected by the Army to attend graduate school in this field."

We asked DeFries how he found out about the Corporate Connections internship. "I found out about the internship from one of my professors, Dr. Val Watzlaf, who sent it to me via e-mail. I thought this would be an excellent opportunity for me to learn more about SNOMED and mapping. I have experience in coding and EHRs, and thought this might be a great way to expand and improve my knowledge in an area that I am only mildly familiar with," says DeFries.

AHIMA Practice Leadership Selects an Intern

Karen Teufer is a busy person; she has been in HIM for about 13 years working at a hospital in Woodbury, MN. She finished her associate degree in June 2007 and enrolled in the RHIT to RHIA progression program at St. Scholastica just days later. When we caught up with her she mentioned, "I plan on graduating in December 2009 and then begin working on my Master's in Health Care Administration."

Teufer saw the Corporate Connections notice on her school's Web site and applied for an internship working with the Professional Practice Group. Teufer says, "When I started going to school about three years ago, I learned about AHIMA and what they had to offer. I was very impressed and really wanted some day to work with them or do volunteer work for them."

"I knew that being an intern would provide me with not only an opportunity to learn a great deal about AHIMA projects but also give me more real life experience in the field of HIM. I feel AHIMA is the front-runner on some very important issues such as RHIO, NHIN, and the SLHIE, the latter of which I am currently learning about and helping with at the present time."

AHIMA Education Department Selects Intern for International Special Project

Aisha Chaudhry, a 2008 graduate of the University of Illinois-Chicago baccalaureate HIM program, was selected to serve in a paid fellowship at AHIMA for six months under the Corporate Connections program. Chaudhry did her technical practicum at Loyola University Medical Center and her management experience at Walgreens Health Outcomes Department in the Chicago area. She was on the University Dean's List 2007-2008 and recipient of the University Chancellor's Student Service Award two years in a row (2007, 2008).

Chaudhry will be conducting research and assisting with coordination of the AHIMA International Core Curriculum exploration project for AHIMA and CAHIIM. She is learning the complexities of programmatic quality assessment in the US and other nations, as well as cataloging the variations and potential for health information management and health informatics education throughout the world.

The model of a paid fellowship or internship is an opportunity for graduates to explore and perfect their new career in unique settings and gain valuable work experience, while bringing new skills and expertise to an organization in a time-limited position.

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Academic Advisor Q&A

Q: I have a student who has a non-HIM related bachelor's degree. She is currently enrolled in my HIT (associate's degree) program. Once she finishes, she would like to pursue her master's degree in a HIM related area. I am wondering which credential to direct her towards so I may advise her appropriately.

A: She should consider the option of one of the CAHIIM approved master's degree programs in health information management.

Some of the HIM programs offering the master's degree also allow the student an optional track to take any additional coursework that would be needed (or a

post-baccalaureate certificate) that would allow her to take the RHIA exam as well. Selecting such a program would be the best choice if she wants to expand the knowledge base acquired in her associate's program coupled with her baccalaureate experience. She'll find a list of master's approved programs at www.cahiim.org.

If she thinks she wants more of a financial/business background I would recommend an MBA, but if she thinks she might prefer a healthcare policy setting I would recommend a Master's in Public Health. These have traditionally been the two most popular choices for HIM professionals prior to the development of HIM master's degree programs.

Q: I find the domains, sub-domains, KCs, etc., discussions very confusing. Can you simplify it? Definitions would help.

A: There are five aspects of the AHIMA curriculum competencies and knowledge clusters that shape and define the model curriculum for HIM programs.

Domain: Broad, major categories of defining what a student should be able to do for that academic level upon completion of the program. Sub-domains are the next level.

Sub-domain: A further breakdown of setting expectations for what a student should be able to do, the sub-domain elements are found under each broad domain. You will typically see two to six sub-domains listed under each domain.

Knowledge Cluster: The KCs were added to help educators incorporate topics into their course content. Typically, a KC is introduced in a lower level course, then reintroduced at a higher level course (and in great depth). Having a national listing of KCs helps educators to ensure consistency for HIM students regardless of what program they attend. KCs also reflect emerging skills and new innovations in technological information.

Bloom's Taxonomy Notation: Each knowledge cluster item is identified by a learning level (a rigor of teaching guide) as to how deep the teacher should take the student for a given area. In most cases, the expectation is to move the student to the level of being able to problem solve and develop critical thinking skills. These are highly valued in the work place.

Curriculum Competencies: The curriculum competencies are published by AHIMA through the HIM Education Strategy Committee, and include the examination competencies from the Council on Certification (RHIT and RHIA exams), as well as current and future practice competencies that should be addressed during the academic experience within the curriculum. Every five years, the Council on Certification issues a survey (job analysis) defining what is "current practice" by surveying practitioners in the field at the respective professional credential level. Their responses to the survey form the job analysis findings. The findings are categorized into examination competencies and this becomes the foundation of new questions seen on the registry exam. However, the collecting, validating, and writing of questions takes time so there is always going to be a phase gap between the time the survey is taken and the updates made to the credential exam, and for those examination competencies to work their way into the academic curriculum competencies. Without the KCs to support achievement of the curriculum competencies, our new grads would be entering the workplace with competencies that are a few years behind current practice.

Looking at the big picture, domains/sub-domains of the curriculum

competencies set the direction, the KCs serve to provide uniformity of topics to be covered, which helps ensure that our grads stay ahead of the skills curve, and the taxonomy tells us how deep to go within those knowledge clusters.

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2009 Second Annual FORE Undergraduate and Graduate Student Research Poster Competition

Faculty in HIM programs can promote the student poster competition in their research methodology classes by directing students toward research oriented projects and by encouraging graduate students to submit their master's and PhD dissertation theses for the competition. Some undergraduate internships may result in projects that will lend themselves to a poster presentation.

Posters will be displayed at the AHIMA Convention & Exhibit on October 3-8, 2009 in Grapevine, TX.

Students will compete for a prize of \$600 for the best undergraduate poster or \$600 for the best graduate student poster. Prize money is for travel expenses to the annual convention where the winning posters will be displayed and presented. Four honorable mentions will also be displayed. It is expected that the winners will be able to attend the annual convention.

Additional information will be available later this year. The deadline will be June 1, 2009. For additional information contact Carol Nielsen at FORE at (312) 233-1175 or by [e-mail](#).

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