New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): AHMS 108

Course Title: Health Data Content and Structure
Abbreviated Course Title ($30 chars): Health Data Content and Structure

First Semester to be Offered: Spring 2014

Submitted by: Carol Klewin

Submitters Contact Info: Phone, Email: 595-8399

Instructor: TBD
Department: Medical Coding
College: Gallatin College

New Course Review Process
Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for "equivalent" course in the MUS system and recommends a common or unique course number.

Department Head's signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost's Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee Committee, work in parallel when possible to speed approval process. Special topics courses (291, <191) skip the CPC review (limited to two years.)

Provost's Office (for distribution)

Provost Review

Core Review (if required)

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. Special topics courses (291) require fewer signatures, but cannot be offered more than 10 times without committee review.
New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):

Example: PHL 361 RH

Course Title: AHMS 108

Abbreviated Course Title (≤ 30 chars):

First Semester to be Offered:

Submitted by:

Submitter’s Contact Info: Phone, Email:

Instructor:

Department:

College:

Health Data Content and Structure

Spring 2014

Carol Klewin

595-8399

TBD

Medical Coding

Gallatin College

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.

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The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

APPROVALS

7-1-2013

Submitter *

Date

Department Head *

Date

Chair, College Curriculum Comm.

Date

Dean *

Date

Chair, Core Subcommittee (if app.)

Date

Chair, CPC

Date

Assoc. Provost *

Date

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Qtools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

<table>
<thead>
<tr>
<th>Requested Rubric, Course Number, Core Designation (if needed):</th>
<th>AHMS 108</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Health Data Content and Structure</td>
</tr>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>Health Data Content and Struc</td>
</tr>
<tr>
<td>Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>Medical Coding</td>
</tr>
<tr>
<td>College:</td>
<td>Gallatin College</td>
</tr>
<tr>
<td>Is this course “equivalent” to a course in the MUS System?:</td>
<td>✓ Yes</td>
</tr>
<tr>
<td>Learning Outcomes for the Course:</td>
<td></td>
</tr>
<tr>
<td>1. Recognize data that has quality, integrity, timeliness, completeness, accuracy, and appropriateness from data sources such as patient care, management, billing reports, registries and national healthcare databases.</td>
<td></td>
</tr>
<tr>
<td>2. Collect health record data by manual and automated methods.</td>
<td></td>
</tr>
<tr>
<td>3. Define the relationship between the content of the healthcare data sets and its critical importance in the interchange of information including the variety of reimbursement systems.</td>
<td></td>
</tr>
<tr>
<td>4. Describe the elements and the greatest threats of a data security program and the monitoring of quality patient information ensuring that the information is maintained and protected in accordance with federal state and local regulations as well as accreditation bodies and ethical standards of practice.</td>
<td></td>
</tr>
<tr>
<td>5. Identify techniques used in the processing, storage, retrieval, imaging, and maintenance of health records in paper-based, hybrid, and electronic environments.</td>
<td></td>
</tr>
</tbody>
</table>
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

AHMS 108
Health Data Content and Structure
Advanced Medical Coding
Spring 2014

3921
Medical Coding
Gallatin College

Is the requested course number available? (x4155 to check):

Yes ☐ No ☐

Frequency of course offering:

☐ Annually ☐ Alternate Years, starting ______

Semester(s) offered (check all that apply):

☐ Summer ☐ Fall ☐ Spring

Summer Options (check all that apply):

☐ First 6 weeks ☐ Second 6 weeks ☐ 12 weeks

Credits by mode of instruction:

Lecture: 3
Seminar: __
Independent Study: __
Lab/Studio: __
Recitation/Discussion: __

TOTAL CREDITS: 3

Primary Mode(s) of Delivery:

☐ Face-to-face ☐ Web-Enhanced (small on-line comp.)
☐ On-Line Only ☐ Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):

☐ M ☐ Tu ☐ W ☐ Th ☐ F ☐ Sa ☐ Su

TBD

Alfred Stiff Building

LL10

15

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):

AHMS 160, AHMS 162

Co-Requisite(s):

none

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

This course provides orientation to the health information department and its organizational interrelationship in healthcare facilities and the interchange of healthcare information. This course examines the collection, review and security of health
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

Gallatin College has funding sources committed to run this new course and program.
New Undergraduate Course Narrative  
Montana State University  
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   >AHMS 108

2. Course Title
   >Health Data Content and Structure

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

> This course provides orientation to the health information department and its organizational interrelationship in healthcare facilities and the interchange of healthcare information. This course examines the collection, review and security of health record data content and structure as well as the qualitative and quantitative analysis of the data according to legal, regulatory, and accreditation standards.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

> Grades will be determined from tests, quizzes, homework, and competencies from case studies.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

1. Recognize data that has quality, integrity, timeliness, completeness, accuracy, and appropriateness from data sources such as patient care, management, billing reports, registries and national healthcare databases.
2. Collect health record data by manual and automated methods.
3. Define the relationship between the content of the healthcare data sets and its critical importance in the interchange of information including the variety of reimbursement systems.
4. Describe the elements and the greatest threats of a data security program and the monitoring of quality patient information ensuring that the information is maintained and protected in
accordance with federal state and local regulations as well as accreditation bodies and ethical standards of practice.
5. Identify techniques used in the processing, storage, retrieval, imaging, and maintenance of health records in paper-based, hybrid, and electronic environments.
6. Define and interrelate the primary and secondary purposes, users, and functions of the health record.
7. Describe the content, structure, and documentation standards of the health record.
8. Apply current laws, accreditation, licensure, organizational compliance and certification standards related to health information initiatives from the national, state, local and facility levels.
9. Identify and describe the services, support services such as clinical coding, and the responsibilities of health information management professionals in healthcare organizations' structure and operation.
10. Differentiate among the classifications of data (nominal-level, ordinal-level, interval-level, ratio-level, discrete and continuous).
11. Identify various ways in which statistics are used in healthcare and use the data to display healthcare data using tables, databases, charts, and graphs.
13. Use software and networks in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, imaging, and other administrative applications.
6. List required texts or other required references.

Health Information Management Technology An Applied Approach, 4th edition
Current year CPT, HCPCS, ICD-9 reference books

7. What are the estimated enrollment and student credit hour (SCH) production?
   \[ \text{SCH} = (\text{enrollment} \times \text{credits}) \]
   \( > 15 \times 3 = 45 \)

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?
   \( > 15, \text{ room size limits us to 15 students.} \)

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?
   \( > \text{yes. This course is specific for students enrolled in the coding program.} \)

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)
   \( > \text{The success will be based on student's passing the national coding examination and if the course objectives are aligned with AHIMA's recommendations.} \)
11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> TBD, The instructor will possess a coding credential.

**Level of Offering**
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> no.

13. Justify the level of course offering.

> This is a beginning level course in a one year certificate program.

**Relationship to other Courses, Curricula, and Departments**
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> It interrelates to each of the courses in the entire medical coding program. Pre-requisites are AHMS 160 Beginning Procedural Coding, AHMS 162 Beginning Diagnostic Coding

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> It does not duplicate any courses. This course is unique in the material it covers and is specific for students completing the medical coding program.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> 

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> n/a

**Students Served**
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> The course serves those interested in completing the medical coding program or those interested in taking more classes to enrich the medical assistant program.

**Resources**

19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> no

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> none

**Other Supporting Material**

21. Include any additional information you feel is needed to support this request.

>
Instructor: TBD
Email: Phone: Office hours:

Course Description:
This course provides orientation to the health information department and its organizational interrelationship in healthcare facilities and the interchange of healthcare information. This course examines the collection, review and security of health record data content and structure as well as the qualitative and quantitative analysis of the data according to legal, regulatory, and accreditation standards.

The methods of instruction are lecture with moderate amounts of student participation in guided discussions, software applications, and case study reasoning. This course allows the students to perform practical applications of the material.

Course Text and Materials:
Current year CPT, HCPCS, ICD-9 reference books

Course Prerequisites:
AHMS 160 Beginning Procedural Coding
AHMS 162 Beginning Diagnostic Coding

Course Learning Objectives:
Upon Course Completion, the student will be able to:
1. Recognize data that has quality, integrity, timeliness, completeness, accuracy, and appropriateness from data sources such as patient care, management, billing reports, registries and national healthcare databases.
2. Collect health record data by manual and automated methods.
3. Define the relationship between the content of the healthcare data sets and its critical importance in the interchange of information including the variety of reimbursement systems.
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11. Identify various ways in which statistics are used in healthcare and use the data to display healthcare data using tables, databases, charts, and graphs.
13. Use software and networks in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, imaging, and other administrative applications.

Course Delivery Methods:
Residential, Instructor paced face to face traditional classroom setting.

Assessment Methods and Grading Policy:
Homework will be assigned daily. It is up to you to keep up on the workload. Failure to complete homework will reflect on your homework points. Grades are derived from:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam 4</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam 5</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam 6</td>
<td>100 points</td>
</tr>
<tr>
<td>Homework</td>
<td>180 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>80 points</td>
</tr>
<tr>
<td>Final</td>
<td>200 points</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1060 points</strong></td>
</tr>
</tbody>
</table>

Letter grades are calculated based on the amount of points earned out of the total number of points available. Grading Scale as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% and above</td>
<td>A</td>
</tr>
<tr>
<td>80% to 89%</td>
<td>B</td>
</tr>
</tbody>
</table>
Mastery of material is expected. Students achieving grades below a 70% will be allowed to retake one exam (within one week of initial test) after appropriate remedial work has been completed.

Each student is expected to take exams during the time frame allotted. Should the student miss an exam they will be expected to make contact with the instructor prior to the exam and make arrangements within one week for a make-up exam. Failure to contact the instructor PRIOR to the exam will result in a zero for that exam.

**Safety:**
Campus (BHS) building occupants are required to evacuate buildings when a fire alarm activates. Familiarize yourself with all exit doors of each classroom and building. Students requiring evacuation assistance should inform instructor during the first week of class. Do not re-enter a building unless given instructions by the Fire Department or Campus/Local Police.

**Attendance and Class Participation:**
Research shows that showing up is at least 80% of success; therefore, attendance is important to your success in this class and is considered mandatory. Your success in this course depends upon being in class and participating in class discussions. You are required to join in all discussions, which includes having read and reflected on all assigned readings. **Students who miss more than 6 class sessions cannot pass this course!**

**Academic Misconduct:**
The Montana State University Student Handbook contains the penalties and procedures in situations of academic misconduct. Rules, examples, and procedures can be found at [http://www2.montana.edu/policy/student_conduct/student_conduct_code.htm#descriptexamples](http://www2.montana.edu/policy/student_conduct/student_conduct_code.htm#descriptexamples) Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. If a student is caught, possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university. **DO NOT** attempt to get by this rule.

**Collaboration:**
University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

**Behavioral Expectations:**
MSU Gallatin College Programs  AHMS-108 Health Data Content and Structure
Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information reference see http://www2.montana.edu/policy/student_conduct/student_conduct-code_2008-2009.htm

**Freedom of Expression:** The free exchange of information is vital to the pursuit of learning. Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, it is expected that faculty and students will respect the views of others when expressed in classroom discussions.

**Texting:** Texting will not be tolerated. Texting in the classroom shall result, minimally, in being asked to leave the class.

**Academic Expectations:**
Section 310.00 in the MSU Conduct Guidelines states that students must:
A. be prompt and regular in attending classes;
B. be well prepared for classes;
C. submit required assignments in a timely manner;
D. take exams when scheduled;
E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

**Accommodations Statement:**
If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact me and Disability Services as soon as possible to discuss your individual needs. Phone number: (406) 994-2824. The office is located in the SUB, Room 180.

**Email Policy:**
You are expected to have access to email for the duration of this course. If you have not already, please access your school email account. I expect that you will check your university email at least every couple of days, as I will send important information about the course via email. If you prefer using a home email account, it is easy to have your MSU mail forwarded to it. Come by my office or check with the IT Help Desk (in the basement of the library) if you need assistance in doing so.

**Student Educational Records:**
All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization
to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release. *Students have the right to access their educational records by appointment. This information is protected by the Family Educational Rights and Privacy Act (FERPA). For more information contact the Dean of Students office at 994-2826.*

**Withdrawals:**
Should you need to withdraw from this class, fill out a drop/withdrawal form, bring it to class for me to sign, have your academic advisor sign and finally take it to the Registrar to be processed. If you have not withdrawn by date specified by the registrar, the grade you have earned in the course will be posted to your final transcript.