New Program Approval Cover Sheet
Montana State University

New program requests require Level I or II documentation as specified by the Board of Regents. This page simply illustrates the approval process, and includes all required approvals.

Proposed New Program Information

Title (as listed on Level I or II documents): Certificate of Applied Science Health Information Coding
Submitted by: Stephanie Gray
Submitter’s Contact Info: Phone, Email: 994-5256, Stephanie.Gray2@montana.edu
Department: Gallatin College
College: Gallatin College

New Program Review Process

Department completes the documentation required by the Board of Regents, typically Level II for new programs, Level I for new minors if major already exists. (Regents’ Information Items are not reviewed by this process.) Some additional information required by our accrediting commission is also collected.

Department Head’s signature indicates that proposed program 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 program.

The Level I or II documents are uploaded to the Provost’s Office server for distribution to other committees.

Program requests are sent to the Curriculum and Programs Committee (CPC). A New Programs Working Group reviews all new programs and returns a recommendation to the CPC.

Results of program reviews are sent to Faculty Senate.

Results of program reviews are sent to Deans’ Council.

Provost’s Office reviews the program request based on the input from CPC, Faculty Senate, and Deans’ Council. If approved, the proposal is sent to Board of Regents.

Level I or II documents submitted to Board of Regents. Dean and Department notified of BOR approval.

We must file “substantive change” documents with our accrediting commission and receive approval to offer any new program (degree, option, minor, certificate).

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.

APPROVALS

Provost’s Office 10/18/12
Department Head

Chair, College Curriculum Comm.

Dean

Chair, CPC

Assoc. Provost
ITEM XXX-XXX-XXXX

Certificate of Applied Science - Health Information Coding

THAT
The Board of Regents of Higher Education authorizes Montana State University – Bozeman to establish a Certificate of Applied Science – Health Information Coding program.

EXPLANATION
Gallatin College is proposing a Certificate of Applied Science – Health Coding to meet industry and workforce needs. Gallatin County is one of the fastest growing counties in the state, this population growth demands increased health care services in all areas. Health coding is one of many occupations that support the health care industry. The Gallatin College Health Advisory Board recommends that health coding be offered in our community as a means to keep up with the workforce demand in their profession.

Medical coders organize and manage health information data. Medical coding involves assigning alphanumeric and numeric digits to corresponding descriptions of patient diagnoses and treatments. Medical coders work in a variety of settings; hospitals, clinics, home health agencies, long-term care, insurance companies, consulting firms and software vendors. Graduates of the Certificate of Applied Science in Health Information Coding will also be able to take the American Health Information Management Association’s certification examination for both the Certified Coding Associate and the Certified Coding Specialist. This is a 35 hour certificate with 22 credits currently being offered by Gallatin College’s Medical Assistant program. This program will bring four new courses to Gallatin College.

ATTACHMENTS
Level II Request Form
Curriculum Proposal
Montana Board of Regents

LEVEL II REQUEST FORM

Item Number: 
Meeting Date: 2012

Institution: Gallatin College-Montana State University
CIP Code: 51.0713 Health Information Coding

Program Title: Certificate of Applied Science Health Information Coding

Level II proposals require approval by the Board of Regents.

Level II action requested (place an X for all that apply and submit with completed Curriculum Proposals Form):

Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

1. Change names of degrees (e.g. from B.A. to B.F.A.)
X 2. Implement a new minor or certificate where there is no major or no option in a major;
3. Establish new degrees and add majors to existing degrees; and
4. Any other changes in governance and organization as described in Board of Regents’ Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

Gallatin College is requesting Level II approval for a new Certificate of Applied Science (CAS) Health Information Coding program. This program will be operated by Gallatin College.
Curriculum Proposals

1. Overview

This program was proposed by Gallatin College Health Care Advisory Board comprised of representatives from Bozeman Deaconess Hospital, Livingston HealthCare, Belgrade Urgent Care, the Montana Office of Public Instruction (OPI), and the Gallatin Community Clinic. The professional representation of this advisory group includes a medical doctor, medical assistants, a clinic manager, and a hospital administrator. This program will prepare students for placement into a medical coding position, which is a high demand health care position in the workforce. The profession of medical coding will offer our students meaningful, sustainable employment at a living wage.

Medical coders organize and manage health information data by ensuring its quality, accuracy, accessibility, and security in both paper and electronic systems. They use various classification systems to code and categorize patient information for reimbursement purposes, standardization, and retrieval of statistical analysis. Medical coding involves assigning alphanumerics and numeric digits to corresponding descriptions of patient diagnoses and treatments.

Medical coders work in a variety of settings; hospitals, clinics, home health agencies, long-term care, insurance companies, consulting firms and software vendors. Graduates of the Certificate of Applied Science (CAS) in Health Information Coding will be prepared to take the American Health Information Management Association’s Certified Coding Associate (CCA) and Certified Coding Specialist (CCS) examinations. This CAS is a 35 hour certificate with 22 credits currently being offered by the Medical Assistant program. This program is bringing four new courses to Gallatin College.

The structure of the program allows students to complete the required 35 credits by attending a Summer Fall, and Spring, semesters, making this a program that students can expedituously complete and enter the workforce in the quickest time possible. Bureau of Labor Statistics cites medical records and health information technicians as one of the 20 fastest growing occupations in the US. New health information graduates with a CAS degree jump right in and earn $21,000 to $30,000 annually.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

The CAS Health Information Coding will provide students the opportunity to learn all aspects of medical coding. Students will start their curriculum with basic computer, communications and writing courses designed specifically for workplace needs. Students will then move into introductions to medical terminology, pharmacology, anatomy and physiology and beginning coding. The final semester they will learn the specifics of medical coding take a second biology course and have an introduction to the legal aspects in coding. This CAS will provide students the ability to code and work in a variety of health care settings: hospitals, clinics, home health agencies, long-term care, insurance companies, consulting firms and software vendors. They will often work on the administrative team of a health facility. This program closely follows the standards set forth by the American Health Information Management Association (AHIMA) certification program. Upon completion of the required 35 hours of course work, students are eligible to take the certifying examination offered through the AHIMA. This industry specific certification demonstrates to the employer that this student has a particular aptitude in coding.

3. Need
A. To what specific need is the institution responding in developing the proposed program?

Gallatin College measures all its new programs against three factors, wage, demand and industry need. Department of Labor reports in Montana entry level medical coders on average start at $21,000 and the median wage is $30,000. Data and local industry leaders have indicated to Gallatin College that the Health Care Industry is in need and will continue to be in need of medical coders. Health Care and personal service workers posted no losses during the recession, and are expected to add significant jobs in the next few years and the long term. In an employment projection analysis titled "Montana Employment Projection 2010 through 2020", Barbara Wagner, the Senior Economist with the Montana Department of Labor and Industry reported that "The impact of the recession varied dramatically by Industry. However, the health care industry grew throughout the recession". As health information technology (HIT) becomes more prevalent, health information practitioners will continue to be critical components of the electronic health record (EHR) workforce. The U.S. Bureau of Labor Statistics estimates that employment for medical coders will grow faster than average. In 2010 Education and Health Care workers include almost a quarter of Montana’s total employment. The health care sector added over 6,500 jobs during the recession and is expected to continue this growth. It is projected that Medical coding positions in Montana will continue to grow at a rate of 18% till 2018 creating an annual job opening net replacement rate of 40 openings per year.

The residents of Gallatin County and the surrounding region have lacked the opportunity to enroll locally in certificate and associate degree healthcare programs for the past several decades. Gallatin County is one of the fastest growing counties in the state, and with this population growth the need for trained workers in the health care fields remains strong. This high growth coupled with an industry that is required to grow with the population further secures employment for medical coders in our local economy.

B. How will students and any other affected constituencies be served by the proposed program?

Offering this program at Gallatin College is a win for both the local health care employers and the students. By attaining the CAS in Health Information Coding and because of its robust curriculum that includes the human biology and pathology as well as the pharmacology students will have the background to apply and walk into an entry level coding position. Students will also have the opportunity to take their AHIMA certification examination for both the Certified Coding Associate (CCA) and the Certified Coding Specialist (CCS). This certificate ensures a higher level of employability. Local industry representatives have expressed concern about the time and expense they incur training employees who have little to no knowledge or prior work experience in basic health care positions. These employees frequently spend longer periods of time in either temporary or low-paying entry-level positions while gaining basic related skills on the job. Employees who enter the workforce with prior education and specialized training would be able to advance to higher-paying, more permanent positions at a faster rate. Discussions with the Gallatin College Health Care Advisory Committee confirms that a Health Information Coding program will have the potential to reduce the amount of time new employees spend in on-the-job training, consequently moving them more quickly into higher pay and secured employment.

C. What is the anticipated demand for the program? How was this determined?

Demand for a Health Information Coding program was targeted by the Gallatin College Health Care
Advisory Board based on a review of several community surveys. Several health care specializations bubbled to the top of the list, however, Gallatin College’s Medical Assistant program ranked highest in priority, with a close second being Health Information Coding. In addition, demand was also estimated based on a review of both state and national statistical information regarding job growth and wage potential for students seeking a Health Information Coding certificate. Gallatin College’s 2011 Analysis of Workforce Needs rated medical coding as a highly needed program in our region.

4. Institutional and System Fit

A. What is the connection between the proposed program and existing programs at the institution?

This will be the second health care program offered by Gallatin College. Health Information Coding will share six medical courses and 3 non-medical courses with the current Medical Assistant program. Health Coding is adding 4 new courses to Gallatin College’s offerings.

B. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No. The approval of the proposed program will not require any changes to existing programs at Gallatin College or MSU-Bozeman

C. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

There are no other Health Information Coding programs at Gallatin College or MSU-Bozeman. The Health Information Coding program is a health care program that fits nicely in the health care worker continuum between the entry level certified Nursing Assistant program (non-credit) offered through MSU Extended University, the Medical Assistant program offered at Gallatin College and the MSU College of Nursing.

D. How does the proposed program serve to advance the strategic goals of the institution?

Gallatin College falls under several institutional strategic goals and work plans. First MSU’s strategic plan states under the goal area for learning that “we should prepare students to graduate equipped for careers”, this new program will increase the number of workforce certificates (metric L.2.3) and it will increase the number of graduates employed full-time in their field (metric L.3.1). Additionally MSU’s strategic plan states in the goal area titled Access that we will increase the number of students enrolled in certificate programs, this new program will assist in hitting this metric also (metric A.1.5).

One of the three strategic areas the Montana Board of Regents is focusing on, for two year institutions, is workforce development. Targets in the area of workforce development are to offer accessible, responsive, student centered learning that facilitates and supports degree completion and decreases time to employment. In addition, programs offered will prepare students for high demand living wage employment. This program hits all those targets and contributes the workforce development goals in the soon to be released Gallatin College comprehensive mission and strategic implementation plan.

E. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional
institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

City College in Billings offers a 35 credit face to face and online CAS in Billing and Coding program. Great Falls College of Technology offers an Associate (71 credits), a CAS (47 credits) and a Professional Certificate these are all on-line and are health coding and informatics programs; Flathead Valley Community College offers a CAS in Medical Billing that takes 4 semesters to complete and is 47 credits. By approving this proposal, area residents will now have access to a Health Coding CAS that can be obtained locally through face to face instruction.

Program curriculum will follow the MUS initiative for common course numbering and inter-campus transferability.

This program is based on a review of the coding courses offered across the state at City College, Great Falls College and Flathead Valley Community College. However, as noted in the previously cited Department of Labor report, which states that both current and future demand for job growth in the health care industry is predicted to increase, this increased demand in all areas of the state and the geographic separation between the campuses, make additional Health Care programs necessary to fill regional needs.

5. Program Details

A. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents’ Policy 301.12 have been met.

The program’s curriculum and course descriptions are included in Appendix A.

B. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Interest in the program is strong as identified by the Health Advisory Committee and local high school administrators. The implementation plan calls for a program start in Fall 2013. The number of students admitted to the program the first year is estimated at 10-14. Once approved the Health Information Coding faculty will begin the process of hiring an adjunct faculty that will teach the coding specific courses. The Industry standard software that will be used in the classroom will be purchased. Twenty nine or the thirty five credits will originally be offered face to face. During the first few years of operation the faculty will evaluate the merits of moving additional courses on-line or to a blended delivery model.

6. Resources

A. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

Yes. Gallatin College will hire a full time tenure track Program Director/Faculty to teach the classes. Adjunct Faculty will be hired as needed. Some efficiencies are gained by existing faculty and adjunct
faculty teaching required general education classes and shared courses with the Medical Assistant program.

B. Are other, additional resources required ensuring the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

The annual operating budget for the Medical Coding program is $68,500. This includes the cost of the Program Director/Faculty including benefits, adjunct instructors, and the annual operating expenses. The annual expense is partially offset by an estimated $41,580 in tuition revenue for the first year. The Gallatin College annual budget is sufficient to cover the additional operating costs on an annual basis.

The start-up budget for the program includes equipment, supplies and curriculum development assistance in the amount of $22,500. The FY 2012-2013 funding from the city of Bozeman will cover these start-up costs and some of the first year expenses.

7. Assessment

How will the success of the program be measured?

The proposed program will be assessed using the College's institutional outcomes assessment practices. These include assessing standard performance with the following metrics:

1. Graduation/completion rates
2. Student retention
3. Enrollments
4. Licensing and pass rate
5. Placement In the field
6. Employer satisfaction with graduates

MSU's Career Services is assisting in collecting above metrics from Gallatin College students. The Health Information Coding Director will collect data regarding licensing and those pass rates. In addition, the program's student learning outcomes will be assessed to evaluate student success in obtaining the skills identified as goals of the program. The program's Health Care Advisory Board will review the assessment measures on an annual basis. Student evaluations are another important assessment tool for faculty and program administration.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The program was initiated due to community and industry demand. Gallatin College established a health care industry advisory board in 2009, and through a series of meetings the committee prioritized the development of the Health Coding Certificate. Conversation among committee members indicated that a student who earned a Health Coding certificate would have numerous employment opportunities in the Gallatin Valley and surrounding area, and that a program such as this would be a significant benefit to employers in the valley.
The program proposal will be vetted first by MSU's new Programs Working Group, a sub-committee of the MSU Curriculum and Program Committee (CPC). After recommendation from the Programs Working Group the CPC will send results to the Faculty Senate for review. Results from the Faculty Senate will be sent to the Dean's Council and the final MSU review will be the Provost Office. The Provost Office reviews the program request and if approved the proposal is sent to Board of Regents. Upon approval from the Board of Regents the program proposal will go through a review with the Northwest Commission on Colleges and Universities.

Appendix A

Course No.: CAPP 120
Course Title: Introduction to Computers
Credits: 3
Course Description: Using lecture and lab experience, this course introduces the technology and terminology of computer systems and demonstrates how computers have impacted individuals and society. The course also provides instruction in the basics of operating systems and word processing, spreadsheet, and database software.

Course No.: COMM 120
Course Title: Interpersonal Skills in the Workplace
Credits: 1
Course Description: This course covers the basic elements of communication in the business environment, including listening, speaking, and reading. It also looks at the importance of nonverbal communication, ethics, and professional courtesy. It discusses the importance of internal skills within the business and external skills with customers. Skills of the employment process are also included.

Course No.: WRIT 104
Course Title: Workplace Communications
Credits: 2
Course Description: This course reviews the basic elements of grammar and language arts skills in business writing. Emphasis is placed on writing business letters, memos, emails, and reports for a variety of business applications. Letters of application and resumes are also covered.

Fall
Course No.: AHMS 144
Course Title: Medical Terminology
Credits: 3
Course Description: Through the study of medical terminology the student will be introduced to the language of medicine. Students will gain an understanding of basic elements, rules of building and analyzing medical words, and medical terms associated with the body as a whole. Utilizing a systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted.

Course No.: AH 140
Course Title: Pharmacology
Credits: 2
Course Description: This course enables the beginning medical professional to understand the foundation and principles of entry level pharmacology. This course introduces general principles of drug action on multiple body systems, pharmacology of the major drug classifications, and drug side effects while emphasizing safety and administration of medications by medical assistants. The course also includes the basic concepts of mathematics used in the calculation, preparation, and administration of various medications. This course also covers legal and ethical issues of medication dispensing.

Course No.: BIOH 112  
Course Title: Human Form and Function I  
Credits: 3  
Course Description: This course is a study of anatomy and physiology for the allied health professional. This course is designed to develop a working knowledge of human anatomy, physiology, and pathology; including etiology, prognosis, medical treatment, signs and symptoms of diseases of respiratory, endocrine, digestive, excretory, reproductive systems.

Course No.: AHMS 160  
Course Title: Beginning Procedural Coding  
Credits: 3  
Course Description: This course focuses on the format and use of CPT coding for physician and non-physician services is the purpose of this course. Case studies and lab exercises are used to develop basic procedural coding skills that cover all sections of the CPT coding manual with a focus on the interpretation of CPT manual section guidelines and proper modifier usage.

Course No.: AHMS 162  
Course Title: Beginning Diagnosis Coding  
Credits: 3  
Course Description: This course covers basic and intermediate levels of theory and application of ICD-CM principles and guidelines for coding and sequencing diagnoses and procedures. Students perform basic and intermediate coding using real health records, case studies, and scenarios. Application will focus on the use of the electronic ICD-9-CM with an overview of encoder software. This coding class involves hands-on coding, and knowledge of basic use of applicable coding books or the electronic ICD-9-CM.

Spring

Course No.: BIOH 113  
Course Title: Human Form and Function II  
Credits: 3  
Course Description: This course is designed to develop a working knowledge of human anatomy, physiology, and pathology; including etiology, prognosis, medical treatment, signs and symptoms of diseases of muscular, skeletal, nervous, cardio vascular, and lymphatic systems.

Course No.: AHMS 250  
Course Title: Advanced Medical Coding  
Credits: 3  
Course Description: Students will develop the knowledge, skills, and abilities necessary for to correlate a numerical code to a handwritten or typed procedure description generated by clinical staff in the health care
setting for insurance purposes utilizing the principles of CPT-4, ICD-CM, and HCPCS Coding. This course is required for the Medical Coding and Insurance Billing Certificate.

Course No. AHMS 156
Course Title: Medical Billing Fundamentals
Credits: 4
Prerequisite or Co-requisite: AHMS 144
Course Description: Introduces students to the major national medical insurance programs, including Medicare, Medicaid, Blue Cross/Blue Shield, and TRICARE. Topics covered will include plan options, carrier requirements, state and federal regulations, abstracting from source documents, manual claim form completion, legal and ethical issues, and a review of diagnostic and procedural coding. Inpatient and outpatient billing will be covered. Inpatient and outpatient billing will be covered.

Course No.: AHMS 158
Course Title: Legal and Regulatory Aspects of Healthcare
Credits: 2
Course Description: This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. This course also identifies patient behaviors and stressors related to illness, cultural influences, death and dying.

Course No.: AHMS 100
Course Title: Math for Allied Health Professions
Credits: 3
Course Description: AHMS 100 MATH APPLICATIONS HEALTH
Prepares health science students for the mathematics required in their profession. Topics investigated include: measurement systems, whole number review, decimals, fractions, rations, proportions, percentages, conversions. Utilizing these areas, the course also provides students with clinical applications.

Gallatin College-Montana State University
Certificate of Applied Science -- Medical Coding

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Intro to Computers (include MS Office)
Interpersonal Skills in Workplace
Workplace Communications
Medical Terminology
Pharmacology
Human Form and Function I
Beginning Procedural Coding
Beginning Diagnosis Coding
Total Sem. | 14
---|---
**Spring**
BIOH 113 | 3 | Human Form and Function II
AHMS 250 | 3 | Advanced Medical Coding
AHMS 156 | 4 | Medical Billing Fundamentals
AHMS 158 | 2 | Legal and Regulatory Aspects of Healthcare
AHMS 100 | 3 | Math Applications for Allied Health Professions
Total Sem. | 15

*Total Programmatic Credits, includes pre-requisites: 35*