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| Application Date |
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California Community Colleges

NEW CREDIT PROGRAM

| | |
|---|-------------------------------------|
| Medical Coding | Sarah Edwards |
| PROPOSED PROGRAM TITLE | CONTACT PERSON |
| Fresno City College | Instructor, HIT Program |
| COLLEGE | TITLE |
| State Center Community College District | 559-244-2641 |
| DISTRICT | PHONE NUMBER |
| Spring 2012 | sarah.edwards@fresnocitycollege.edu |
| PROJECTED PROGRAM START DATE | E-MAIL ADDRESS |
| GOAL(S) OF PROGRAM: | |
| <input checked="" type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE) <input type="checkbox"/> TRANSFER <input type="checkbox"/> OTHER | |
| TYPE OF PROGRAM (SELECT ONLY ONE): | |
| <input type="checkbox"/> A.A. DEGREE <input type="checkbox"/> A.S. DEGREE <input type="checkbox"/> AA-T DEGREE (for transfer)* <input type="checkbox"/> AS-T DEGREE (for transfer)* | |
| CERTIFICATE OF ACHIEVEMENT: <input checked="" type="checkbox"/> 18+ semester (or 27+ quarter) units <input type="checkbox"/> 12-18 semester (or 18-27 quarter) units | |

* The AA-T and AS-T degrees fulfill the requirements of California Education Code sections 66745-66749, also known as the Student Transfer Achievement Reform Act. See special instructions provided [here](#).

PLANNING SUMMARY

| | | | |
|--|---------|---|--|
| Recommended T.O.P. Code | 1223.10 | Estimated FTE Faculty Workload | 2.97 |
| Units for Degree Major or Area of Emphasis | N/A | Number of New Faculty Positions | 0.2 FTE assigned to one new course – HIT 15. Part time position. |
| Total Units for Degree | N/A | Est. Cost, New Equipment | \$0 |
| Required Units-Certificate | 32 | Cost of New/Remodeled Facility | \$0 |
| Projected Annual Completers | 10 | Est. Cost, Library Acquisitions | \$0 |
| Projected Net Annual Labor Demand (CTE) | 15 | When will this program undergo review as part of college's Program Evaluation Plan? | Month _Spring_ Year ___2013__ |

Attachments required for this form:

- *Required signature page -- Please retain the original signature page for your records and upload a scan of the signature page as an attachment.*
- *Development Criteria Narrative & Documentation (with all attachments):*
 - *Labor/Job Market DATA (CTE only)*
 - *Employer Survey (CTE only)*
 - *Minutes of Key Meetings*
 - *Outlines of Record for all Required Courses*
 - *Transfer Documentation (if applicable)*

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is “not applicable” but **do not re-number** the sections. Provide documentation in the form of attachments as indicated.

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Background and Rationale

Criteria B. Need

5. Enrollment and Completer Projections
6. Place of Program in Curriculum/Similar Programs
7. Similar Programs at Other Colleges in Service Area
8. Labor Market Information & Analysis (CTE only)
9. Employer Survey (CTE only)
10. Explanation of Employer Relationship (CTE only)
11. List of Members of Advisory Committee (CTE only)
12. Recommendations of Advisory Committee (CTE only)

Attachment: Labor / Job Market Data (CTE only)

Attachment: Employer Survey (CTE only)

Attachment: Minutes of Key Meetings

Criteria C. Curriculum Standards

13. Display of Proposed Sequence
14. Transfer Documentation (if applicable)

Attachment: Outlines of Record for Required Courses should be separately attached to each course

Attachment: Transfer Documentation (if applicable)

Criteria D. Adequate Resources

15. Library and/or Learning Resources Plan
16. Facilities and Equipment Plan
17. Financial Support Plan
18. Faculty Qualifications and Availability

Criteria E. Compliance

19. Based on model curriculum (if applicable)
20. Licensing or Accreditation Standards
21. Student Selection and Fees

REQUIRED SIGNATURES

Proposed Program Title: Medical Coding Certificate of Achievement College: Fresno City College

LIBRARY AND LEARNING RESOURCES

Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

_____ DATE _____ SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER _____ TYPED OR PRINTED NAME

CAREER TECHNICAL EDUCATION ONLY:

Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

_____ DATE _____ SIGNATURE, ADMINISTRATOR OF CTE _____ TYPED OR PRINTED NAME

_____ DATE _____ SIGNATURE, CHAIR, CTE ADVISORY COMMITTEE _____ TYPED OR PRINTED NAME

Program was recommended for approval by Regional Occupational Consortium on _____ (date).

_____ DATE _____ SIGNATURE, CHAIR, REGIONAL CONSORTIUM _____ TYPED OR PRINTED NAME

LOCAL CURRICULUM APPROVAL

Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

_____ DATE _____ SIGNATURE, CHAIR, CURRICULUM COMMITTEE _____ TYPED OR PRINTED NAME

_____ DATE _____ SIGNATURE, ARTICULATION OFFICER _____ TYPED OR PRINTED NAME

_____ DATE _____ SIGNATURE, CHIEF INSTRUCTIONAL OFFICER _____ TYPED OR PRINTED NAME

_____ DATE _____ SIGNATURE, PRESIDENT, ACADEMIC SENATE _____ TYPED OR PRINTED NAME

COLLEGE PRESIDENT

All provisions of Title 5, Chapter 6 have been considered. The college is prepared to support establishment and maintenance of the proposed instructional program.

_____ DATE _____ SIGNATURE, PRESIDENT OF THE COLLEGE _____ TYPED OR PRINTED NAME

DISTRICT APPROVAL

On _____ (date), the governing board of the _____ District approved the instructional program attached to this application.

_____ DATE _____ SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT _____ TYPED OR PRINTED NAME

Please retain the original signature page for your records and upload a scan of the signature page as an attachment.

Narrative

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives:

The goal of the Medical Coding Certificate of Achievement is to prepare students for an entry-level coding position in an acute care hospital, ambulatory care, physician office, long term care, and other healthcare settings.

The goals and objectives tie into the Fresno City College (FCC) Mission of offering innovative instructional programs in anticipation of and responsive to the life-long learning needs of our diverse population.

The program objectives: Provide coding and related courses to students preparing for an entry-level coding position. The courses address these occupational competencies:

- Utilize knowledge of anatomy and physiology, medical terminology, pathophysiology, and pharmacology in coding diagnoses and procedures
- Assign diagnosis and procedure codes using ICD-9-CM
- Assign diagnosis and procedure codes using ICD-10-CM/PCS
- Assign procedure codes using CPT/HCPCS
- Be familiar with: DSMIII, SNOMED, ICD-O, and other ancillary coding classifications
- Assist in the facility's billing process and/or revenue cycle process
- Conduct qualitative analysis to assure that documentation in the health record supports the diagnosis and reflects the progress, clinical findings and discharge status of the patient
- Assist in using coded data for reporting – organization and state reporting levels
- Maintain departmental and facility-wide coding guidelines
- Use computer assisted coding applications (e.g., encoders, reference tools, DRG groupers)
- Use common software packages (e.g., spreadsheets, databases, word processing, graphics, presentation, statistical, e-mail)
- Protect data integrity and validity using software or hardware technology

2. Catalog Description:

The medical coding certificate program prepares students for a position as a coder in a hospital, physician office, clinic, long term care facility, and other healthcare settings. Coders review patient health information, extract data, and ensure appropriate codes are assigned for billing, internal and external reporting, research and regulatory compliance.

Student Learning Outcomes

1. Evaluate the content of patient health records and assign diagnostic and procedure codes following regulatory guidelines.
2. Use computer technology and applications as a coding professional would in the regular course of business for HIM functions such as the electronic health record, encoding, abstracting, billing, and revenue management.

3. Program Requirements

| | | |
|-------------------|---|-------|
| Required Courses: | | |
| First Semester | | Units |
| BIOL 5 | Human Biology | 4 |
| HIT 1 | Introduction to Health Information Management | 3 |
| HIT 10 | Medical Terminology | 3 |
| Second Semester | | |
| CIT 15 | Computer Concepts | 3 |
| HIT 4 | Disease Process | 3 |
| HIT 5 | Introduction to Coding | 3 |
| Third Semester | | |
| HIT 6 | Coding and Reimbursement | 3 |
| HIT 14 | HIM Technology and Systems | 3 |
| MA 2 | Pharmacology | 3 |
| Fourth Semester | | |
| HIT 11 | CPT Coding | 3 |
| HIT 15 | Medical Coding Directed Practice | 1 |
| | | |
| Total Units | | 32 |

4. Background and Rationale

The need for well-trained medical coders is a long-standing concern in the health information management field. The American Health Information Management Association (AHIMA) conducted an informal survey¹ of members in 2009 regarding their top coding challenges. The survey results indicated that finding qualified coders is high on the list. This need for qualified coders in our service area has been discussed by the FCC Health Information Technology Program Advisory Committee meetings and informally with employers seeking to fill coding positions in recent years. All of the FCC Advisory Committee members

¹ Heubusch, Kevin. "Recession or Not, Coder Shortages Persist" Journal of AHIMA, Web, July, 2009, Retrieved February 4, 2011, <http://journal.ahima.org/2009/07/13/recession-or-not-coder-shortages-persist/>

are health information management (HIM) professionals, and most are HIM Department managers. They regularly encourage their employees to take coding classes at FCC to gain formal training in coding. The Advisory Committee members encouraged the creation of a medical coding certificate program. The Health Information Technology (HIT) Program currently offers the courses that will comprise the medical coding certificate of achievement program. It has been observed over the years that students with a career interest in coding will take only the HIT Program courses related to coding and not complete the entire HIT Program or degree requirements. The medical coding certificate of achievement program would benefit students by recognizing the entry-level coding skills needed to pursue a career in coding and take the certification examinations for coding credentials.

Coding will become more challenging in the near future as the transition from ICD-9-CM to ICD-10-CM happens by 2013. ICD-10-CM is a more complex coding system requiring a strong foundation in anatomy and physiology, medical terminology, pathophysiology, and pharmacology. Along with the transition in coding systems, emerging technologies in coding require the coder to understand computer assisted coding systems. More students will seek out coding education to be competitive in the workplace.

Criteria B. Need

5. Enrollment and Completer Projections

One section of the following courses will be offered once each academic year:

HIT 1 – Introduction to Health Information Management

HIT 4 – Disease Process

HIT 5 – Introduction to Coding

HIT 6 – Coding and Reimbursement

HIT 14 – HIM Technology and Systems

HIT 11 – CPT Coding

HIT 15 – Medical Coding Directed Practice

The courses (except HIT 15) are currently offered by the college as part of the HIT Program and have an enrollment of 20 -25 students. The students in these courses will be a combination of HIT Program students (degree) and the medical coding certificate of achievement students. It is expected that some students will complete only the courses for the medical coding certificate of achievement program and not progress on in the HIT Program. Some students may complete the medical coding certificate of achievement in addition to progressing on to complete the HIT Program degree.

Anticipated medical coding certificate of achievement program completers at the end of the second year of program operation = 10

Anticipated medical coding certificate of achievement program completers at the end of the fifth year of program operation = 15

The number of anticipated program completers aligns with the Job Market information discussed in Section 8 of this report.

6. Place of Program in Curriculum/Similar Programs

The FCC HIT Program currently offers coding courses – HIT 5, HIT 6, and HIT 11- and other related courses that will be included in the medical coding certificate of achievement program. Students who complete the HIT Program obtain an A. S. Degree and are eligible to take a national certification examination for the Registered Health Information Technician (RHIT) credential from AHIMA. Students training to become coders may take coding certification exams from AHIMA that do not require a degree. The medical coding certificate program will prepare students to take the coding credentialing exams. Students completing the medical coding certificate program will be taking the same coding courses as the HIT students and may continue on in the HIT Program if they choose to pursue a degree. The HIT Program and the medical coding certificate program share resources – students are blended in the same courses with the same instructors. The medical coding certificate program students will share the AHIMA Virtual Lab software applications for coding used in the HIT Program.

Medical coders will need stronger skill sets for the coding system and technology changes that are taking place in healthcare. We anticipate that the demand for coding training will increase and impact course enrollments. A medical coding certificate program may also attract coders in work settings that traditionally have not pursued certification, such as physician office coder/billers and insurance billers. We currently have room for more students in coding courses. As enrollments grow and the college will assess adding more sections of coding courses.

The FCC Business Division offers one course - BT 148 – Medical Insurance Forms (3 units) that includes basic medical coding used in a physician office setting, but that course does not provide the depth of coverage that is provided in the HIT courses. Students seeking the depth of coding training needed for a broad range of healthcare settings would want to take the HIT courses in the medical coding certificate of achievement program.

The new medical coding certificate program will fulfill the job market need in our service area for medical coders. (Section 4 and Section 8)

7. Similar Programs at Other Colleges in the Service Area

No other colleges in our service area offer a medical coding certificate of achievement program.

8. Labor Market & Analysis

Employment Development Department Labor Market Information for Health Information Coding for the Fresno City College service area:

Fresno County:

| Projections of Employment by Occupation, 2008 - 2018 | | | |
|---|--|-----------------|----------------------------------|
| Occupations Matched to Top Code(s): | | | |
| 122310 <i>Health Information Coding</i> | | | |
| Geography: Fresno County | | | |
| Counties: Fresno County | | | |
| Annual Job Openings by Occupation | | | |
| SOC Code | Occupation Title (Link to Occupation Profile) | 2008 Employment | Annual Job Openings ¹ |
| 292071 | Medical Records and Health Information Technicians | 330 | 10 |
| | Total | 330 | 10 |

Madera County:

| Projections of Employment by Occupation, 2008 - 2018 | | | |
|---|--|-----------------|----------------------------------|
| Occupations Matched to Top Code(s): | | | |
| 122310 <i>Health Information Coding</i> | | | |
| Geography: Madera County | | | |
| Counties: Madera County | | | |
| Annual Job Openings by Occupation | | | |
| SOC Code | Occupation Title (Link to Occupation Profile) | 2008 Employment | Annual Job Openings ¹ |
| 292071 | Medical Records and Health Information Technicians | 70 | 2 |
| | Total | 70 | 2 |

Net Job Market

The anticipated number of program completers (10) would find positions based on the projected annual job openings in the LMI data above.

The medical coding certificate of achievement program courses will be available as online courses (except for Biology 5). Online courses allow students outside our service area to enroll in the program. We currently experience this with the HIT Program, under which the courses are currently offered. The online course offerings expand the student population we serve and this helps to meet the job market needs beyond Fresno and Madera Counties. We also draw students from Tulare County and Kings County, and other parts of California where online health information and coding courses are not offered. Employment Development Department Labor Market Information for Health Information Coding for Tulare County:

| SOC Code | Occupation Title | 2008 Employment | Annual Job Openings ¹ |
|----------|--|-----------------|----------------------------------|
| | (Link to Occupation Profile) | | |
| 292071 | Medical Records and Health Information Technicians | 100 | 3 |
| | Total | 100 | 3 |

Kings County:

| SOC Code | Occupation Title (Link to Occupation Profile) | 2008 Employment | Annual Job Openings ¹ |
|----------|--|-----------------|----------------------------------|
| 292071 | Medical Records and Health Information Technicians | 90 | 5 |
| | Total | 90 | 5 |

The data for annual job openings in California:

| Projections of Employment by Occupation, 2008 - 2018 | | | |
|---|--|-----------------|----------------------------------|
| Occupations Matched to Top Code(s): | | | |
| 122310 | <i>Health Information Coding</i> | | |
| Geography: California | | | |
| Counties: All California Counties | | | |
| Annual Job Openings by Occupation | | | |
| SOC Code | Occupation Title (Link to Occupation Profile) | 2008 Employment | Annual Job Openings ¹ |
| 292071 | Medical Records and Health Information Technicians | 15,100 | 630 |
| | Total | 15,100 | 630 |

The need for medical coders in our service area had been consistent based on input from the HIT Program Advisory Committee. Certified medical coders can use their skills in any location statewide or nationally because the coding systems are federally mandated for Medicare and Medicaid reimbursements. Therefore, a certified coder can relocate to fill a coding position or work remotely for a healthcare organization located in another part of the state or throughout the United States.

Career Potential

The medical coding certificate of achievement will provide current coding training to students through annual updates in the coding curriculum. Principles and theory are taught in Biology 5, HIT 1, HIT 4, HIT 5, HIT 6, HIT 10, HIT 11, HIT 14, CIT 15, and MA 2. Each year the ICD-9-CM and CPT coding systems are updated based on federal regulatory requirements for healthcare reimbursement and these updates are added to the curriculum of HIT 5, HIT 6, and HIT 11. The computerized coding resources used in the program are updated annually. We subscribe to the AHIMA Virtual Lab for the HIT Program and this will also be available to the certificate program students. The Virtual Lab has industry standard coding and health information software applications used by students in HIT 5, HIT 6, and HIT 11. The applications allow students to practice coding with real-world software so they are ready to use these applications when they are employed. Health information applications typically used in a health information management work setting are used in HIT 14. HIT 15 is a directed practice course taken in the last semester of the program. Assignments in HIT 15 are done in healthcare settings or simulated setting using the Virtual Lab applications. This lab class gives students real-world practice and experience, preparing them for employment.

Career Technical Education Skills

The program also benefits health information management employees, coders and non-coders, who are seeking to learn coding or upgrade and enhance their coding skills to advance in their coding career. Some working coders and learned coding on the job and want to have formal college training in coding to take national certification examinations and obtain coding credentials. The coding credentials are often a requirement for promoting in to higher-skilled, better paying positions. A 2008 nation-wide salary survey from AHIMA indicates that coding

professionals can earn an average of \$4, 359 while a non-coding clerical position in health information earns an average of \$32,871.²

Many of the students taking HIT courses and the courses in the medical coding program are working students. All of the courses in the medical coding program except for Biology 5 – Human Biology, are offered online. Online courses provide the schedule flexibility needed by working students. Biology 5 is offered as a daytime or evening course, so the working student can find a time that fits their work schedule.

9. Employer Survey

We did not conduct an employer survey. Local employment data indicate that the number of job openings in the next five years would be met by the number of students projected to complete the medical coding certificate program. Employers who are members of the HIT Advisory Committee, and also advise the medical coding certificate program expressed the need for this program to fill the coding workforce training need in our service area. There are no other college medical coding certificate programs in our service area.

We anticipate that the program will fill an employee training need as the coding systems change from ICD-9-CM to ICD-10-CM/PCS by October 2013. Current coders and health information employees will seek to upgrade their skills through additional training and certification in coding to meet the employers' needs for well-trained ICD-10-CM/PCS coders.

10. Explanation of Employer Relationship

The medical coding certificate program will have a relationship with healthcare facilities to host students for the 1 unit HIT 15 – Medical Coding Directed Practice course. The HIT Program already has in place affiliation agreements for student placement at the following healthcare facilities:

Fresno Community Regional Medical Center

Veterans Administration Medical Center – Fresno

Fresno Heart and Surgical Hospital

Kaiser Permanente Medical Center - Fresno

Saint Agnes Medical Center – Fresno

Children's Hospital of Central California – Madera

Madera Community Hospital

² "2008 Salary Study Delves Deeper Into Factors Driving Pay", <http://www.ahima.org/membership/salarystudy08.aspx>, AHIMA, Web. 21 June 2011.

Adventist Health – Central Valley Network
 San Joaquin Rehabilitation Hospital

Medical coding certificate students will complete directed practice assignments under the same affiliation agreements in place for the HIT Program. New affiliation agreements may be established based on student and employer needs.

11. List of Members of Advisory Committee

| Name | Job Title | Organization |
|-------------------------|--|---|
| Roberta Baranda, RHIA | Director of Health Information Management | Children’s Hospital of Central California |
| Ruth Chavez, RHIA | Manager of Health Information Management | Fresno County Mental Health |
| Janet Chisholm, RHIA | Director of Health Information Management, HIT Program Adjunct Faculty | Fresno Heart and Surgical Hospital - Fresno |
| Rebecca Clark, RHIA | Director of Health Information Management, HIT Program Adjunct Faculty | Madera Community Hospital |
| Phyllis Gregory, RHIA | Director of Health Information Management | Kaweah Delta District Hospital - Visalia |
| Stacey Hansen, RHIT | Director of Health Information Management | Saint Agnes Medical Center - Fresno |
| Anita Lahodny, RHIT | Director of Health Information Management | Veterans Administration Medical Center - Fresno |
| Sue Lashley, RHIT | Manager, Health Information Management | Community Regional Medical Center - Fresno |
| Melany Merryman, RHIA | Director of Health Information Management | Kaiser Permanente Medical Center - Fresno |
| Diana Navarro, RHIT CCS | Coding Data Specialist, HIT Program Adjunct Faculty | Saint Agnes Medical Center - Fresno |
| Janet Paul, RHIA | Director of Health Information Management | Community Regional Medical Center - Fresno |
| LuAnn Perry, RHIT CCS | Director of Health Information Management | Tulare District Hospital |

The members of the Advisory Committee all work in hospitals and healthcare facilities that have medical coding as part of their departments’ functions. They are the managers who will hire medical coding certificate program students. These managers will also support the program by recommending that their employees complete the program to upgrade their position and obtain coding credentials.

12. Recommendation of Advisory Committee

The Advisory Committee has discussed the need for well-trained coders for many years. The last couple of years the committee discussion has focused on the development of a medical coding certificate program. The committee used the guideline of AHIMA in determining the curriculum content, as AHIMA sets the industry standards for health information and medical coding education and has a process to accredit health information management and coding certificate programs. The committee also discussed the curriculum content and program design of other community college medical coding certificate programs that were used as a guide for designing the FCC medical coding certificate program.

See Attachment: Minutes of Key Meetings

Criteria C. Curriculum Standards

13. Display of Proposed Sequence

| Required Sequence of Courses: | | | | |
|-------------------------------|---|-------|----------------|-------------|
| First Semester | Course | Units | Prerequisites | Corequisite |
| BIOL 5 | Human Biology | 4 | | |
| HIT 1 | Introduction to Health Information Management | 3 | | |
| HIT 10 | Medical Terminology | 3 | | |
| Second Semester | | | | |
| CIT 15 | Computer Concepts | 3 | | |
| HIT 4 | Disease Process | 3 | HIT 10, BIOL 5 | |
| HIT 5 | Introduction to Coding | 3 | HIT 10 | HIT 4 |
| Third Semester | | | | |
| HIT 6 | Coding and Reimbursement | 3 | HIT 5 | |
| HIT 14 | HIM Technology and Systems | 3 | HIT 1, CIT 15 | |
| MA 2 | Pharmacology | 3 | | |

| | | | | |
|-----------------|----------------------------------|----|--------|--------|
| Fourth Semester | | | | |
| HIT 11 | CPT Coding | 3 | HIT 10 | HIT 4 |
| HIT 15 | Medical Coding Directed Practice | 1 | HIT 6 | HIT 11 |
| | | | | |
| Total Units | | 32 | | |

The sequence of courses in the medical coding certificate program is mandatory and follows the same sequence of these courses for the HIT Program. The accrediting organization of the HIT Program, the Commission on Accreditation of Health Informatics and Information Management, requires the following standards be met:

V Curriculum

V.A The program must demonstrate that the curriculum meets or exceeds the professional course content as published in the AHIMA Model Curriculum for Associate Degree Programs that includes the HIM Entry-Level Competencies and Knowledge Clusters.

V.B Instruction must be delivered in an appropriate sequence of didactic, laboratory, and professional practice activities.³

See Attachment: Outlines of Record for Required Courses

14. Transfer Applicability

Not Applicable

Criteria D. Adequate Resources

15. Library and Learning Resources Plan

The medical coding certificate program courses are online (except Biology 5). The learning resource used in several of the courses is the AHIMA Virtual Lab. The virtual lab is a resource already used in the HIT courses the certificate students will be taking. The virtual lab allows students to use Web-based software applications for homework and practice assignments. These applications, encoders and electronic health records, allow students to work in real health information software applications found in healthcare settings.

³ “2005 HIM Associate Degree Program Standards”, <http://www.cahiim.org/accredstnds.html>, Commission on Accreditation of Health Informatics and Information Management, Web. 24 June 2011.

The students may utilize the FCC Library on campus and through the Web site - <http://www.fresnocitycollege.edu/index.aspx?page=31>. Student learning support services are available online from the Tutorial Center - <http://www.fresnocitycollege.edu/index.aspx?page=406>. Links to these sites are provided to the student in the online classes.

16. Facilities and Equipment Plan

No new facilities or equipment is needed for the medical coding certificate program. Students will take courses that are already offered on campus (Biology 5) and other courses are offered online.

17. Financial Support Plan

31 out of the program's 32 units do not generate any increased apportionment. The units are out of existing courses. The other 1 unit is a new course – HIT 15 – Medical Coding Directed Practice which has 3 lab hours per week. The course will be an online course equaling 3 LHE. Adjunct faculty will teach HIT 15. The expected faculty salary to teach this course is \$1207 in apportionment revenue.

18. Faculty Qualifications

The instructors teaching the courses for the medical coding certificate program are existing faculty at the college. No new faculty will be needed.

The courses and faculty for the program come from different divisions. HIT courses are taught by 1 full time instructor and 3 part time instructors. The HIT part time faculty all work in health information management and teach part time in the HIT Program. MA 2 – is taught by full time Allied Health Department instructors. Biology 5 is taught by full time and part time Biology Department instructors, depending on the section. CIT 15 is taught by full time and part time Computer Information Technology Department instructors, depending on the section.

Criteria E. Compliance

19. Based on model curriculum

The curriculum for the medical coding certificate program is based on the AHIMA Coding Education Program Approval Manual (CEPA) Model Coding Curriculum

standards⁴. We do not plan to seek AHIMA Coding Education Program approval in the future, but consider their curriculum model as the national standard in coding education and used it as a guide in developing the certificate.

Summary of the model coding curriculum from CEPA:

Domain: Biomedical Sciences:

Anatomy and Physiology – A study of the structure and function of the human body utilizing a system approach. Emphasis placed on the gross and microscopic anatomy as well as the physiology of the cell, skeletal system, muscular system, nervous system, cardiovascular, respiratory, urinary, reproductive, endocrine, and digestive systems. A full body system review is required. (Minimum 45 contact hours)

Medical Terminology – Designed to teach students to accurately spell, pronounce and define common medical terms related to major disease processes, diagnostic procedures, laboratory tests, abbreviations, drugs, and treatment modalities. (Minimum 45 contact hours)

Pathophysiology - Emphasis placed on the disease processes affecting the human body via an integrated approach to specific disease entities, including the study of causes, diagnosis and treatment of disease. (Minimum 30 contact hours)

Pharmacotherapy - Emphasis is placed on the understanding of the action of drugs, including the absorption, distribution, metabolism and excretion of drugs by the body. (Minimum 25 contact hours)

Domain: Information Technology:

Introduction to Computers -- Concepts related to hardware and software, the impact of computers on society and computer systems/data communications networks. Microsoft desk top applications such as: Word, Excel, PowerPoint, and Access are typically taught in this course. A program may have a “test out” process for students who are already familiar with basic computer use.

Programs utilizing a test out option should provide a sample of the evaluation process. (Recommend 15 hours, or exam)

Computer Software Applications in Healthcare - Overview of electronic health records, data exchange, and the commonly available software tools used in health care and by major vendors, including use of encoding tools (coding, grouping, reference systems). (Minimum 45 contact hours)

Domain: Healthcare Data Content, Requirements and Standards

⁴ “Coding Education Program Approval Manual (CEPA)”, http://www.ahima.org/schools/FacResources/CEPA_%20InstructionManual_2011.pdf, AHIMA, Web.24 June 2011.

Healthcare Data Content and Structure - To introduce the generic components of the content, use and structure of healthcare data and data sets and how these components relate to primary and secondary record systems and to introduce legal, ethical, privacy, security and confidentiality issues and practices applicable to health information. (Minimum 45 contact hours)

Healthcare Delivery Systems - To describe the organization, financing, regulatory and delivery of different healthcare services, and the 'continuum of care' concept. (Minimum 45 contact hours)

Domain: Coding Classification Systems and Reimbursement Methodology

Basic Diagnosis Coding Systems - (Recommend 45 contact hours)

Knowledge Clusters:

International Classification of Diseases ICD-9-CM

International Classification of Diseases ICD-10-CM

Use of official coding guidelines and reporting requirements.

Other diagnosis coding systems or code sets including: DSM-IV, ICD-0

Basic Procedure Coding Systems - (Recommend 45 contact hours)

Knowledge Clusters:

ICD-9-CM Volume III

Current Procedural Terminology – CPT-4

HCPCS Level II codes

Other procedure coding systems

ICD-10-PCS

Intermediate Diagnosis Coding - (Recommend 45 contact hours)

Knowledge Clusters:

Case studies using more complex code assignments with ICD-9-CM.

Include PPS application examples for ICD coding (DRG, RUGS, HHRG, etc.)

Compare and contrast ICD-9-CM and ICD-10-CM code assignments and conventions.

Introduction to Systematized Nomenclature of Medicine (SNOMED) –

Includes a brief overview of its role in the health care delivery system as the basis for an electronic health record - outlining its relationship to the administrative code sets currently used for billing and statistical reporting.

Include definitions for crosswalks and maps used in the clinical coding process

Authentic coding

Intermediate Procedure Coding - (Recommend 45 contact hours)

Knowledge Clusters:

RBRVS, APCs, ASC examples used including professional fee billing

examples in coding (Evaluation and Management services, surgical services, etc.)

Case studies and more complex code assignments using CPT and HCPCS Level II codes

Procedure coding for inpatients (ICD-9-CM Volume III or ICD-10-PCS - compare and contrast the two systems at an introductory level)

Authentic coding

Reimbursement Methodologies - To study the uses of coded data and health information in reimbursement and payment systems appropriate to all healthcare settings and managed care. Includes contemporary prospective payment systems and key health plans, charge master maintenance, and evaluation of fraudulent billing practices. (Recommend 45 contact hours)

Professional Practice Experience/Practicum/Internship - To provide the student with coding practices in a hospital, physician's office, clinic or other healthcare setting with directed projects common to a clinical coding specialist on the job. (Minimum 40 contact hours)

20. Licensing and Accreditation Standards

Not Applicable

21. Student Selection and Fees

The medical coding certificate program does not have entry criteria or a selection process.

Students fees aside from the ordinary course enrollment fees:

Books \$900

Background Check \$45