UNIVERSITY of HAWAI'I®

LEEWARD

COMMUNITY COLLEGE

New Program Proposal

Health Information Technology

Associate in Science (AS)

Date of Proposal
Spring 2012

Proposed Date of Implementation
Fall 2012

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I. Program Objectives

The Business Division at Leeward Community College (Leeward CC) is proposing a Health Information Technology (HIT) Program leading to a Certificate of Achievement (CA) and Associate in Science (AS) degree that builds upon its 2007 approved Certificate of Completion (CC). By combining Leeward CC approved courses and submitting non-credit HIT courses through the Leeward CC curriculum process, only one new course needs to be created.

"Health Information Management may be one of the hottest healthcare careers in the coming decade, with up to 50,000 new jobs anticipated in the field," according to the *Journal of AHIMA*, October 2010. There will be many jobs created by the American Recovery and Reinvestment Act (ARRA) HITECH and International Classification of Diseases, 10th revision, Clinical Modification/Procedure Coding System (ICD-10-CM/PCS) requirements.

The Leeward CC Health Information Technology (HIT) Program will

- build upon a 2007 approved HIT Certificate of Completion (CC);
- expand the HIT Program to include a Certificate of Achievement (CA) and Associate in Science (AS) degree;
- use approved Leeward CC courses and existing resources;
- refine and submit HIT specialized, non-credit courses for credit course approval;
- address the UH System Strategic Plan and Leeward CC Mission Statement;
- deliver a new Program to Pearl City students, as well as Leeward CC-Waianae students, that offers a high skill, high wage, and high demand career
- deliver the Program with hybrid courses to meet the needs of Leeward Coast students, and migrate into an online program to address the needs of neighbor-island students;
- offer prior learning assessment (PLA) as a method to attract adult learners in the HIT profession to earn an associate degree, which is aligned with Achieving the Dream goals;
- create an avenue for non-credit-program students to migrate to the credit HIT Program and vice versa;
- use the current Business Division and Office of Continuing Education and Workforce Development (OCEWD) counselors to promote the new Program; and
- work with the University of Hawaiʻi–West Oʻahu to create a path for HIT students who want to pursue a bachelor's degree in Health Information Management (HIM).

A. Proposed HIT Program Learning Outcomes (PLOs)

1. Analyze health data and file structures according to industry standards for reporting, coding, storing, and retrieving.
2. Apply, synthesize, and analyze reimbursement methodologies.

3. Evaluate situations to determine appropriate organizational and human resource management skills to resolve issues while compiling with local, state, and federal regulations while maintaining ethical guidelines.
4. Use technology, including specialty software, to effectively execute the duties of a healthcare professional.
5. Apply good customer service skills including sensitivity to cultural diversity and responding to the needs of various providers throughout the continuum of healthcare.
6. Prepare for RHIT national certification and additional certifications in coding, as well as other professional opportunities to instill the importance of life-long learning through networking and continuing education activities.

II. Relations to College Mission and University Strategic Plan

The HIT Program will provide an opportunity for adult learners (industry professionals) to return for a degree that has not been offered in the UH System. Leeward CC is currently (Spring 2012) conducting a Prior Learning Assessment (PLA) pilot program; this new program can provide an avenue for adult learners to earn a degree faster than traditional students. According to the Council on Adult and Experiential Learning (CAEL), "PLA students had better academic outcomes, particularly in terms of graduation rates and persistence, than other adult students. Many PLA students also shortened the time required to earn a degree, depending on the number of PLA credits earned." [http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf]

CAEL is the recognized national expert on PLA and has set the Ten Standards for Assessing Learning. In November 2011, CAEL and Achieving the Dream signed a Memorandum of Understanding and issued the press release: *Giving Credit Where Credit's Due: New National Partnership Will Remove Obstacles, Accelerate Pace of Adult Learners Earning College Credentials*. LearningCounts.org was created to provide PLA credit for adults; however, it has been determined that this program and costs did not fit the needs of the Leeward CC students. Instead, Leeward CC has created its own PLA Program.
[http://achievingthedream.org/sites/default/files/press_releases/ATD_Press_Release_111411.pdf]

The Achieving the Dream Challenge [http://www.achievingthedream.org/goal/challenge]:

> For the first time in U.S. history, the current generation of college-age Americans will be less educated than their parents' generation, yet our workplaces require higher-level skills than ever before. A healthy economy and democracy depend upon an educated citizenry, and increasingly, because of rapidly changing demographics and record levels of poverty, that means creating the conditions for more low-income students and students of color to attain postsecondary credentials.
>
> Community colleges are a vital component in returning the U.S. to its place as a global leader in higher education degree attainment; however, fewer than half of all students who enter community college with the goal of earning a certificate or degree have met their goal six years later. And those numbers are much worse for low-income students and students of color. More than just their hopes and dreams are at stake: the very foundation of our economy depends on increasing student success.

The Leeward CC 2008-2015 Strategic Plan is aligned with the University of Hawaiʻi Community College (UHCC) System and the University of Hawaiʻi (UH) System Strategic Plan.

A. Leeward CC Mission – 2011-2012 Catalog

Access: The HIT Program will provide a special opportunity for students on the Leeward Coast and neighbor islands. Delivery of this program is not limited to Hawai‘i; in fact, it can be offered regionally and internationally, secondary to our development of online courses/program that will maintain the integrity of the Institution and adhere to CAHIIM institution standards.

Work Force Development: The HIT Program will provide an opportunity for a new program that is high demand, high pay, in an area that has the largest unrepresented population in the State and the largest number of unemployed people. Leeward CC has the largest Hawaiian and Filipino population in the State.

Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

Students that are displaced workers have an opportunity to enter a growing field. Current credential professionals, lacking a formal education, will have an opportunity to return to college and earn a degree, which will increase their chances for career mobility and promotion. OCEWD will offer external study courses that will prepare students for external certifications.

B. University of Hawai‘i System Strategic Plan – 2008-2015

Native Hawaiian Educational Attainment

Educational Capital: The proposed HIT Program will be offered traditionally and hybrid; and online will be phased in by the second year of the Five-Year Plan. It is proposed that students on the Leeward Coast will be active participants in this program thus reaching low-income students in an underserved region; and resources will be available through Leeward CC-Waianae.

Globally Competitive Workforce: Once the Leeward CC HIT Program is approved, meetings will be held with UHWO to create an articulation that will lead Leeward CC students toward a bachelor’s degree that focuses on Health Information Management courses. CAHIIM has required courses in a four-year program that leads toward a Registered Health Information Administrator (RHIA) national certification; this will lead to career advancement opportunities for our students. There will be a need for managers as the HIT field increases its workforce and baby boomers retire.

The HIT Program will offer courses that are within OCEWD’s non-credit Coding Program. This speaks both to the need to address the shortage of coders but will also provide a credit path to a national certification in Health Information and Coding.

The HIT Program addresses the Leeward CC Institutional Learning Outcomes of Critical Thinking and Problem Solving; Written, Oral Communication, and Use of Technology; and Values, Citizenship, and Community.

III. Needs Assessment

The need for the Health Information Technology (HIT) degree, especially at Leeward CC, is reflected in the following statement by Emma T. Thompson, RHIT, CCS, President of the Health Information Management Association of Hawai‘i (HIMAH).

> *The Health Information Technology degree is an extension of the activities of the Patient Access (Admissions) and Business Office (Finance) departments in most health care organizations and provider offices. HIT practitioners are the liaisons between these functions and care providers. They facilitate billing claims by coding and production of record copies and are able to discuss medical coding and documentation needs with the providers to do the same. The financial solvency of most organizations rely on the health information technicians who provide these business services.*
>
> *We realize that there are not nearly enough HIT/ HIAs in the state of Hawai‘i and many of our staff in acute care are seeking degrees online from mainland schools to try to meet the needs. Mainland colleges and universities are cost prohibitive for many of our residents. We also realize with ICD-10-CM [International Classification of Disease-Tenth Edition-Clinical Modification] and other ARRA initiatives that the needs will extend to the rural areas of the state so the Leeward community and outer islands will have some of the greatest needs for education specialization. The national association is forecasting critical shortages of professionals (particularly in rural areas).*
>
> *We strongly recommend that Leeward offer this program because of their outreach to the rural and Hawaiian communities. We also advocate for offering it online so that the outer islands are able to meet their needs as well.*

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) awards institution accreditations in health information technology. In 2016 CAHIIM will begin offering accreditations of associate degrees in Health Information Technology with specialization tracks in, coding, and information security privacy. Leeward CC will seek CAHIIM institution accreditation for an American Health Information Management Association (AHIMA), Registered Health Information Technology (RHIT) approved associate degree program. This would allow Leeward CC graduates the opportunity to take the RHIT certification exam. In addition, Leeward CC is forecasting for the 2016 CAHIIM revisions and will prepare to address those new associate-degree standards.

Leeward Community College's (Leeward CC) Business Division requests approval of the Health Information Technology (HIT) Program. Once this is a Board of Regents' (BOR) approved Program, Leeward CC will seek CAHIIM Accreditation for the Health Information Technology (HIT) Program; accreditation would allow Leeward CC students to take the national exam for an AHIMA RHIT credential. This HIT Program would also lead toward a CAHIIM coding specialization in 2016.

In 2007, the BTEC Program created and executed a Certificate of Completion in Health Information Technology (HIT) with Waianae Coast Comprehensive Health Center (WCCHC). WCCHC was awarded an Alu Like Grant for the Native Hawaiian Career and Technical Education Programs (NHCTEP) from the Department of Health and Human Services (DHHS) to offer a HIT certificate. In this New Program Proposal, Leeward CC modified its current Certificate of Completion in HIT and included a stackable degree.

During the planning process for this program, the Office of the Vice President for Community Colleges coordinated discussions with community college campuses interested in offering Health Information Technology Programs. In February 2012, Vice President Morton approved the submission by Leeward CC of an Authorization to Plan (ATP) a Health Information Technology Program with a focus on business applications. Subsequently, the ATP was vetted with the Council of Chief Academic Officers and approved by the Chancellor of Leeward CC.

Leeward CC has also consulted with the University of Hawai‘i–West O‘ahu (UHWO) and will work with them on the creation of a path to a four-year degree with courses that lead to the RHIA credential in Health Information Management (HIM).

According to the U.S. Bureau of Labor Statistics, coding and reimbursement is classified under the Broad Standard Occupational Classification (SOC) Code, 29-2070, Medical Records and Health Information Technicians; it is also listed as the detailed occupation, 29-2071. This classification is "**one of the few health-related occupations in which there is no direct hands-on patient care."**

U.S. Dept. of Labor, *Bureau of Labor Statistics Occupational Outlook Handbook, 2010-11 Edition* [http://www.bls.gov/oco/ocos103.htm]

Occupation Description**:** Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards.

Projections Data

Projections data from the National Employment Matrix

Occupational Title	SOC Code	Employment, 2008	Projected Employment, 2018	Change, 2008-18		Detailed Statistics	
				Number	Percent		
Medical records and health information technicians	29-2071	172,500	207,600	35,100	20	[PDF]	[XLS]

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.

Job prospects should be very good. In addition to job growth, numerous openings will result from the need to replace.

U.S. Department of Labor, Bureau of Labor Statistics website; Occupational Employment and Wages, May 2010, for Medical Records and Health Information Technicians (29-2071). [http://www.bls.gov/oes/current/oes292071.htm]

National estimates for this occupation: Top

Employment estimate and mean wage estimates for this occupation:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
176,090	0.9 %	$16.83	$35,010	0.4 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	$10.21	$12.29	$15.55	$20.27	$25.69
Annual Wage (2)	$21,240	$25,570	$32,350	$42,170	$53,430

- Hawai‘i is the **third top paying state** for this occupation.
  - Hourly mean wage: $20.40
  - Annual mean wage: $42,430

- Honolulu is **eighth on the list of top-paying metropolitan areas**.
  - Hourly mean wage: $21.19
  - Annual mean wage: $44,080

Students in the Honolulu area will earn more than its counterparts within the State of Hawai‘i, as well as the nation. According to the Bureau of Labor Statistics' *Occupational Outlook Handbook 2006-07,* Professional entry into these growth occupations typically will require undergraduate training, ranging from one-semester certificate programs to baccalaureate degree programs. **Medical records professionals can enter the workforce directly with limited IT training,** while health information management and healthcare informatics professionals will require a thorough understanding of healthcare, project management, and, increasingly, solid IT skills.

Currently, there are approximately 80 AHIMA certified coders in Hawai‘i, which does not serve the needs of the state. Depending on the practice, there is 1 coder per every 2 to 3 physicians; there are 8,676 licensed physicians in Hawai‘i (AMA Masterfile, 2008).
[http://www.ahec.hawaii.edu/docs/Hawaii%20Physician%20Workforce%20Summit%20Withy%20Presentation.pdf]

ICD-10 will be implemented in 2013; ICD-10 is a coding system for reimbursement and certified coders will be needed to implement this system and perform coding functions.

Currently, Heald College in Honolulu is the only HIT program with CAHIIM accreditation. Heald does not have an online program; therefore, does not meet the workforce development needs on the neighbor islands.

In the 2008 AHIMA salary study, it noted that a two-year education would open the door for many HIM careers. Some of the average national salaries are noted below.

TITLE	AVG. SALARY**
HIM Director	$73,449
Compliance Officer	$72,218
HIM Manager	$64,225
HIM Educator	$59,656
Technology Role	$58,232
HIM Supervisor	$50,362
Coding Professional	$43,359
Other HIM Technician Roles	$43,042
** Data retrieved from the 2008 AHIMA Salary Study	

The Bureau of Labor Statistics July 2011 unemployment rate in Hawai‘i, not seasonally adjusted, was 6.4 percent. County unemployment rates were: Hawai‘i, 9.5 percent; Honolulu, 5.4 percent; Kaua‘i, 8.5 percent; and Maui, 7.5 percent.
[http://data.bls.gov/map/MapToolServlet?survey=la&map=county&seasonal=u&datatype=unemployment&year=2011&period=M07&state=15]

The BTEC Program's Business and Industry Advisory Board (April 2010 meeting) encouraged expanding the CC in HIT to an associate degree because of the upcoming need for HIT professionals.

IV. Curriculum

First Semester (17 credits)		**Certificate of Completion**
Course Alpha/No.	**Course Title**	**Credits**
BUS 101	Business Computer Systems	3
BUSN 170	Records and Information Management	3
BUSN 102	Introduction to Health Information Technology	3
HLTH 110	Medical Terminology	2
BUSN 115	Reimbursement Methodologies	3
MGT 121	Customer Service	3
Second Semester (17 + 17 = 34 credits)		**Certificate of Achievement**
Course Alpha/No.	**Course Title**	**Credits**
ENG 100	Composition I (FW)	3
BUSN 171	Introduction to Medical Records	3
BUSN 106	Introduction to Medical Coding	3
BIOL 130	Anatomy and Physiology (DB)	4
BIOL 130L	Anatomy and Physiology Lab (DY)	1
MGT 120	Principles of Management	3

Third Semester (17 + 17 + 15 = 49 credits)		
Course Alpha/No.	**Course Title**	**Credits**
ECON 130 or 131	Microeconomics or Macroeconomics (DS) *(Social Science* course)	3
BUSN 108	Introduction to Diagnosis Coding	3
BUSN 109	Introduction to Procedure Coding	3
BUSN 175	Disease Pathology and Pharmacology *(cross list with Math & Science Division)*	3
MGT 124	Human Resources Management	3
Fourth Semester (17 + 17 + 15 + 15 = 64 credits)		**Associate in Science**
Course Alpha/No.	**Course Title**	**Credits**
BUSN 137	Computerized Databases—MS® Access	1
BUSN 176	Health Statistics *(cross list with Math & Science Division)*	3
BUSN 192	Business Practicum (160 hours minimum)	2
BUSN 208	Advanced Diagnosis Coding	3
BUSN 209	Advanced Procedure Coding	3
HWST 107	Hawai‘i: Center of the Pacific (DH/HAP) *(Arts & Humanities elective)*	3

General Education Requirements

Total = 14 credits

<u>Foundations – 3 credits</u>
FW – ENG 100, Composition I

<u>Diversification – 11 credits</u>
DB – BIOL 130, Anatomy and Physiology
DY – BIOL 130L, Anatomy and Physiology Lab

DH – HWST 107, Hawai‘i: Center of the Pacific
DS – ECON 130 or 131, Microeconomics or Macroeconomics

CAHIIM Concentration Requirements

Total = 46 credits

BUS 101, Business Computer Systems
BUSN 102, Introduction to Health Information Technology
BUSN 106, Introduction to Medical Coding
BUSN 108, Introduction to Diagnosis Coding
BUSN 109, Introduction to Procedure Coding
BUSN 115, Reimbursement Methodologies
BUSN 170, Records and Information Management
BUSN 171, Introduction to Medical Records
BUSN 175, Disease Pathology and Pharmacology
BUSN 176, Health Statistics
BUSN 192, Business Practicum
BUSN 208, Advanced Diagnosis Coding

BUSN 209, Advanced Procedure Coding
HLTH 110, Medical Terminology
MGT 120, Principles of Management
MGT 124, Human Resources Management

Additional Requirements

Total = 4 credits

BUSN 137, Computerized Databases—MS® Access
MGT 121, Customer Service

AS Degree in Health Information Technology

Total = 64 credits

V. Enrollment Projections

Leeward CC proposes an initial cohort 20 students, with one new cohort each year of 20 additional students. Thus, after the first year, assuming on time graduation, there will be 40 students in the program at any given time. By following the recommended schedule, a full-time student will complete the associate degree in four semesters. The present projected start date is Fall 2012.

In a survey sent out in September 2011 to the Leeward Community College (Leeward CC) students taking business courses (Accounting, Business Technology, Management, Liberal Arts majors), out of 388 students that took the survey, 62% or 241 students expressed an interest in taking courses and/or pursuing a certificate or degree in Health Information Technology (HIT). Additionally, 43% or 167 of the students expressed an interest in pursuing a bachelor's degree at University of Hawai'i–West O'ahu (UHWO). In regards to the mode of course delivery, majority of the students were interested in a combination of in-person, online, and hybrid deliveries. Business students are interested in Medical Records/Health Information Technician positions because there is no direct hands-on patient care.

The Program will recruit students from three general sources: (1) incoming freshmen seeking a degree in HIT, (2) current Leeward CC students, and (3) current HIT professionals aligning their career with the CAHIIM Vision 2016 forecasting an associate degree requirement for coding.

VI. Resources Required for Program Implementation

By addressing workforce demands for certified coders, the Business Division will create a Health Information Technology (HIT) Program that shares faculty and resources with the Office of Continuing Education and Workforce Development (OCEWD) to meet the needs of the community. Both credit and non-credit courses and programs will meet the needs of the community; however, procedures will be established to allow students to interchange between the two programs and provide educational opportunities, not barriers, for our students. OCEWD will also offer the opportunity for their students to test out at the end of any semester with national certification.

The CAHIIM accreditation is a major factor in the success of this new HIT Program. CAHIIM requires a Program Director and one additional full-time faculty member. OCEWD will provide the Program Director who must be certified as a Registered Health Information Technician (RHIT) or Registered Health Information Administrator (RHIA), and must have at minimum, a baccalaureate degree. The person designated as the HIT Program Director meets the required CAHIIM requirements with a bachelor's degree and RHIA, RHIT, CHP, and CCS certifications. Other OCEWD and Business Division lecturers meet the requirements for an instructor to teach the HIT courses.

It is expected that most students enrolled in the program will come from the existing base of business students or will be new students choosing HIT instead of other business majors. Thus no significant new resources are required to offer the HIT Program. A currently vacant Business Technology tenure-track faculty position will be reallocated to the HIT Program upon UH BOR approval of the HIT AS degree program. The position will be expected to teach HIT programs classes as well as other Business Technology classes where needed. The current HIT Program Director has the CAHIIM certifications required to manage the program. There is currently a counselor housed in the Business Division to advise students on its programs. There is sufficient capacity in the Campus Computing Labs to accommodate the projected class load. Since the major costs of the program are for instruction, the program is scalable with some economies from fixed costs.

In the Academic Cost and Revenues Template on page 13, expenditures and revenues are projected for three years, Fall 2012 through Spring 2015; the rationale for the projections is provided below.

The **Headcount Enrollment (A)** and **Annual SSH (B)** is calculated based on planning that a cohort of 20 students will enter the program each year, that students will take a full load of 32 credits each year, and that each year, after the first year, 20 students will graduate. Thus after the first year, there will 40 students in the program at any given time. SSH is based on students taking 32 credits per year.

Calculations of **Instructional Costs without Fringe (C)** is based on a first year teaching capacity of 32 credits that calculates approximately 1.20 FTE (32 credits/27credit full load). For the subsequent years, as enrollment doubles, teaching capacity will double to 64 credits or approximately 2.40 FTE (64 credits/27 credit full load). Since courses are taught by a combination of full-time faculty and lecturers, the assumption is made that full FTE is taught by full-time faculty and fractional FTE is taught by lecturers (e.g. 2.40 FTE assumes 2.00 FTE is taught by full time faculty and 0.40 FTE is taught by lecturers). Salary is based on entry 9-month faculty and B range lecturer.

Other Personnel Costs (D) are for the Program Director and are based on 3 credits of overload. It is assumed a significant amount of Project Director time will be spent the first year of operation for start–up and the second year for accreditation work.

Unique Program Costs (E) were calculated based upon library resources ($500/year), software licenses ($3,750), and CAHIIM Accreditation fees ($13,750 – second year).

Revenues generated by **Tuition (G)** are based on the number of SSH multiplied by the applicable tuition; the tuition was based on the *Proposed Tuition Schedule* for the UHCC's. [http://www.hawaii.edu/offices/app/] Revenues in **Other (H)** are based on the offsetting costs that the OCEWD unit will support.

Instructional Cost with Fringe (K1) (see C).

The **Support Costs (L)** and **Total Campus Expenditure (N)** are from Leeward CC's page on the 2010-2011 UH Expenditures Report. [http://www.hawaii.edu/budget/expend.html]

The program used for **Comparable Cost/SSH (O),** also taken from the above Expenditures Report, is Business Technology.

VII. Measures of Program Efficiency

The Program efficiency will be measured by the community college's Program Health Indicators (PHI) including: (a) number of majors, (b) course fill rate, (c) number of courses taught per year, and (d) the number of graduates.

VIII. Measures of Program Effectiveness

The Program effectiveness will be measured by (a) placement of graduates into related industry positions, (b) number of graduates successfully achieving the certification, (c) success rate of transfer students, (d) performance of graduates in related industry positions, and (e) obtainment of CAHIIM Accreditation.

	A	B	C	D	E	F	G	H	I	J	K
1	Academic Cost and RevenueTemplate - New Program (adjust template for appropriate number of years) (Updated 09/06/11)										
2											
3	ENTER VALUES IN YELLOW CELLS ONLY										
4		CAMPUS/Program		Leeward CC/AS in HIT							
5				Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Docto							
6				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
7	ENTER ACADEMIC YEAR (i.e., 2011-2012)			2012-2013	2013-2014	2014-2015					
8	Students & SSH										
9		A. Headcount enrollment (Fall)		20	40	40					
10		B. Annual SSH		640	1,280	1,280					
11											
12	Direct and Incremental Program Costs Without Fringe										
13		C. Instructional Cost without Fringe		$ 62,780	$ 129,330	$ 133,209					
14		C1. Number (FTE) of FT Faculty/Lecturers		1.20	2.40	2.40					
15		C2. Number (FTE) of PT Lecturers		-	-	-					
16		D. Other Personnel Costs		$ 4,110	$ 4,323	$ -					
17		E. Unique Program Costs		$ 4,250	$ 18,000	$ 4,250					
18		F. Total Direct and Incremental Costs		$ 71,140	$ 151,653	$ 137,459					
19											
20	Revenue										
21		G. Tuition		$ 64,640	$ 135,680	$ 145,920					
22		Tuition rate per credit		$ 101	$ 106	$ 114					
23		H. Other		$ 5,000	$ 5,000	$ 5,000					
24		I. Total Revenue		$ 69,640	$ 140,680	$ 150,920					
25											
26	J. Net Cost (Revenue)			1,500	10,973	-13,461					
27											
28											
29											
30	Program Cost per SSH With Fringe										
31		K. Instructional Cost with Fringe/SSH		$ 132	$ 136	$ 140					
32		K1. Total Salary FT Faculty/Lecturers		$ 62,780	$ 129,330	$ 133,209					
33		K2. Cost Including Fringe of K1		$ 84,753	$ 174,596	$ 179,832					
34		K3. Total Salary PT Lecturers									
35		K4. Cost Including fringe of K3									
36		L. Support Cost/SSH		$ 150	$ 150	$ 150					
37		Non-Instructional Exp/SSH		$ 123	$ 123	$ 123					
38		System-wide Support/SSH		$ 27	$ 27	$ 27					
39		Organized Research/SSH									
40		M. Total Program Cost/SSH		$ 282	$ 286	$ 290					
41		N. Total Campus Expenditure/SSH		$ 298	$ 298	$ 298					
42											
43	Instruction Cost with Fringe per SSH										
44		K. Instructional Cost/SSH		$ 132	$ 136	$ 140					
45		O. Comparable Cost/SSH		$ 137	$ 137	$ 137					
46			Program used for comparison.	Business Technologies (LEE CC)							
47											
48		Reviewed by campus VC for Administrative Affairs:		(signature and date)							
49	Instructions										
50	Please include an explanation of this template in your narrative.										
51	A.	Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: http://www.hawaii.edu/iro/maps.php?title=Course+Registration+Report Campus data may be used when majors are a subset of enrollment reported in IRO reports.									
52	B.	Annual SSH: Course Registration Report located at url: http://www.hawaii.edu/iro/maps.php?title=Course+Registration+Report Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors. Adjust if majors are subset of SSH reported.									
53	C.	Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>**),D32+D34,**)									
54		C1. Number of full time faculty and lecturers who are ≥ 5 FTE.									
55		C2. Number of part time lecturers who are <.5 FTE.									
56	D.	Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.									
57	E.	Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.									
58	F.	Total Direct and Incremental Cost: C + D + E *Formula for column D: =IF(OR(D13<**,D16<>0,D17<>0),SUM(D13,D16,D17),**)									
59	G.	Tuition : Annual SSH X resident tuition rate/credit *Formula for column D: =IF(D10>0,D10*D22,**)									
60	H.	Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.									
61	I.	Total Revenue: G + H *Formula for column D: =IF(OR(D21<>**,D23<>0),SUM(D21,D23),**)									
62	J.	Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<>**,D24<>**),D18-D24,**)									
63	K.	Instructional Costs with Fringe/SSH: (K2 + K4) / B *Formula for column D: =IF(D10<>**),(SUM(D33,D35)/D10),**)									
64		K1. Salaries without Fringe of Full Time Faculty and Lecturers who are ≥ .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.									
65		K2. K1 X 1.35 Formula for column D: =IF(D32=**,**,D32*1.35)									
66		K3. Salaries without Fringe for Lecturers who are < .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.									
67		K4. K3 X 1.05 Formula for column D: =IF(D34=**,**,D34*1.05)									
68	L.	Support Cost/SSH:The campus' non instructional expenditure/ssh + systemwide support – organized research (UHM only) as provided by UH Expenditure Report (http://www.hawaii.edu/budget/expend.html) *Formula for column D: =IF(OR(D37>0,D38>0,D39>0),D37+D38-D39,**)									
69											
70		For example, from the 2009-10 UH Expenditure Report, the support expenditure/ssh per campus is:									
71											
72		UHM	$450.00 + $56 - $131 for organized research = $375								
73		UHH	$369.00 + $42 = $411								
74		UHWO	$210.00 + $31 = $241								
75		Haw CC	$164.00 + $37 = $201								
76		Hon CC	$233.00 + $46 = $279								
77		Kap CC	$119.00 + $29 = $148								
78		Kau CC	$359.00 + $64 = $423								
79		Lee CC	$123.00 + $27 = $150								
80		Maui CC	$163.00 + $36 = $199								
81		Win CC	$277.00 + $41 = $318								
82											
83	M.	Total Program Cost/SSH: K + L *Formula for column D: =IF(OR(D31<>**,D36<>**),D31+D36,**)									
84	N.	Total Campus Expenditure/SSH: Taken from UH Expenditures Report For example, for 2009-2010: UHM = $923-131 (organized research) = $792, UHH = $682, UHWO = $501, HawCC = $408, HonCC = $505, KapCC = $316, KauCC = $703, LeeCC=$300, Maui CC= $396, WinCC=$457									
85	O.	Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditures Report (http://www.hawaii.edu/budget/expend.html) or campus data, as available. Please note in the space provided, the program used for the comparison.									
86											
87	Rev. 09/06/11										

Mark Lane 4/5/12

APPENDIX A – Proposed HIT Courses, Certificates, and Degree

UNIVERSITY of HAWAI'I®
LEEWARD
COMMUNITY COLLEGE

Business Division

Health Information Technology (HIT) Proposal
Modification of a Certificate of Completion
Building toward a Certificate of Achievement and an Associate in Science

In order to obtain a Health Information Technology (HIT) certificate or degree, students must pass all required business (BUS), business technology (BUSN), management (MGT), health (HLTH), and science (Disease Pathology and Pharmacology) courses with a grade of C or better.

Certificate of Completion (17 credits)			**First Semester**
Course Alpha/No.	**Course Title**	**Credits**	**Currently Online**
BUS 101	Business Computer Systems	3	✓
BUSN 170	Records and Information Management	3	
BUSN 102*	Introduction to Health Information Technology**	3	
HLTH 110	Medical Terminology	2	✓
BUSN 115*	Reimbursement Methodologies**	3	
MGT 121	Customer Service	3	✓

Job Opportunities
Patient Access Clerk, Physician Office Clerk, Registrar, Registration Clerk, Ward Clerk

National Certification
National Association of Healthcare Access Management (NAHAM); Certified Healthcare Access Associate (CHAA)

Certificate of Achievement (17 + 17 = 34 credits)			**Second Semester**
Course Alpha/No.	**Course Title**	**Credits**	**Currently Online**
ENG 100	Composition I (FW)	3	✓
BUSN 171	Introduction to Medical Records	3	
BUSN 106	Introduction to Medical Coding	3	
BIOL 130	Anatomy and Physiology (DB)	4	✓
BIOL 130L	Anatomy and Physiology Lab	1	
MGT 120	Principles of Management	3	✓

Job Opportunities
Registration Supervisor, Patient Access Supervisor, Insurance Coordinator (entry level)

National Certification
National Association of Healthcare Access Management (NAHAM); Certified Healthcare Access Manager (CHAM)

			Third Semester
Course Alpha/No.	**Course Title**	**Credits**	**Currently Online**
ECON 130 or 131	Microeconomics or Macroeconomics *(Social Science course)* (DS)	3	✓
BUSN 108*	Introduction to Diagnosis Coding**	3	
BUSN 109*	Introduction to Procedure Coding**	3	
BUSN 175*	Disease Pathology and Pharmacology *(cross list with Math & Science Division)*	3	
MGT 124	Human Resources Management	3	✓

Job Opportunities

Billing Clerk, Billing Technologist, Insurance Coordinator, Payment Coordinator, Coder Trainee, Coding Specialist (entry level)

National Certifications

American Medical Billing Association (AMBA); Certified Medical Reimbursement Specialist (CMRS)
American Health Information Management Association (AHIMA); Certified Coding Associate (CCA)

Associate in Science (17 + 17 + 15 + 15 = 64 credits)			Fourth Semester
Course Alpha/No.	**Course Title**	**Credits**	**Currently Online**
BUSN 137	Computerized Databases—MS® Access	1	
BUSN 176*	Health Statistics *(cross list with Math & Science Division)*	3	
BUSN 192	Business Practicum (160 hours minimum)	2	
BUSN 208*	Advanced Diagnosis Coding**	3	
BUSN 209*	Advanced Procedure Coding**	3	
HWST 107	Hawai'i: Center of the Pacific *(Arts & Humanities elective)* (DH/HAP)	3	✓

Job Opportunities

Admissions Clerk, Cancer Registrar, Coder, HIM Section Supervisor, HIM Technologist, Patient Access Supervisor, Privacy Officer, Release of Information Technologist

National Certification

American Health Information Management Association (AHIMA); Registered Health Information Technology (RHIT)

Proposed HIT Program of Study

Certificate/Degree	Credits
Certificate of Completion	17
Certificate of Achievement	17 + 17 = 34
Associate in Science	17 + 17 + 15 + 15 = 64

Curriculum Draft 1 (8/5); Draft 2 (8/12 – Presented at UHCC meeting with HawCC, KapCC, and LeeCC representatives); Draft 3 (8/20); Draft 4 (8/29); Draft 5 (9/6); Draft 6 (9/30); Draft 6.1 (11/14); Draft 7 (3/1)

Key

- ** Proposed course alpha/number (BTEC PCC approved)*
- ***Certified instructor must teach course*
- *Current Leeward CC HIT Certificate of Completion credit courses (Removed ICS 113, BUSN 105)*
- *Current Office of Continuing Education and Workforce Development (OCEWD) courses; will submit courses through the Leeward CC curriculum process for credit courses*
- *Current Leeward CC credit courses*
- *New Leeward CC credit course*

APPENDIX B – CAHIIM Associate Degree Standards

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) - Associate Degree 2012 Standards and Interpretations for Accreditation of Associate Degree Programs in Health Information Management
[http://www.cahiim.org/Files-Standards/2012_HIM_Assoc_Stndrds_elec.pdf]

2011 AHIMA Curriculum Competencies and Knowledge Clusters – Health Information Management Associate Degree. Approved by AHIMA Education Strategy Committee.
[http://ahima.org/schools/FacResources/AHIMACurriculumMapAS080811_SO.pdf]

HIM Associate Degree Entry-Level Competencies (Student Learning Outcomes)	Knowledge Clusters (Curricular Components)
I. Domain: Health Data Management **I.A. Subdomain: Health Data Structure, Content, and Standards** 1. Collect and maintain health data (such as data elements, data sets, and databases). 2. Conduct analysis to ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status. 3. Apply policies and procedures to ensure the accuracy of health data. 4. Verify timeliness, completeness, accuracy, and appropriateness of data and data sources for patient care, management, billing reports, registries, and/or databases.	Health Data Structure, Content, and Standards • Data versus information (Analyzing, 4) • Health information media (such as paper, computer, web-based) (Analyzing, 4) • Structure and use of health information (individual, comparative, aggregate) (Analyzing, 4) • Health record data collection tools (forms, screens, etc.) (Analyzing, 4) • Data sources (primary/secondary) (Analyzing, 4) • Data storage and retrieval (Analyzing, 4) • Healthcare data sets (such as OASIS, HEDIS, DEEDS, UHDDS) (Understanding, 2)

I.B. Subdomain: Healthcare Information Requirements and Standards	Healthcare Information Requirements and Standards
1. Monitor and apply organization-wide health record documentation guidelines. 2. Apply policies and procedures to ensure organizational compliance with regulations and standards. 3. Maintain the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards. 4. Assist in preparing the organization for accreditation, licensing, and/or certification surveys.	• Type and content of health record (paper, electronic, computer-based, e-health-personal, web-based) (Evaluating, 5) • Health record documentation requirements (such as accreditation, certification, licensure) (Evaluating, 5) • Data quality and integrity (Analyzing, 4)
I.C. Subdomain: Clinical Classification Systems **1. Use and maintain electronic applications and work processes to support clinical classification and coding.** **2. Apply diagnosis/procedure codes according to current nomenclature.** **3. Ensure accuracy of diagnostic/procedural groupings such as DRG, MSDRG, APC, and so on.** **4. Adhere to current regulations and established guidelines in code assignment.** **5. Validate coding accuracy using clinical information found in the health record.** **6. Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. DSM IV, SNOMED-CT).** **7. Resolve discrepancies between coded data and supporting documentation.**	**Clinical Classification Systems** • Classifications, taxonomies, nomenclatures, terminologies, and clinical vocabularies such as SNOMED-CT (Analyzing, 4) • Principles and applications of coding systems (such as ICD, CPT, DSM) (Evaluating, 5) • Diagnostic and procedural groupings (such as DRG, APC, RUGs) (Evaluating, 5) • Case mix analysis and indexes (Analyzing, 4) • Severity of illness systems (Analyzing, 4) • Coding compliance strategies, auditing, and reporting (such as CCI, plans) (Evaluating, 5) • Coding quality monitors and reporting (Evaluating, 5)

I.D. Subdomain: Reimbursement Methodologies 1. Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery. 2. Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth. (NEW) 3. Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes. 4. Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative. 5. Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements, such as outpatient prospective payment systems. 6. Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on. (NEW)	**Reimbursement Methodologies** • Commercial, managed care and federal insurance plans (Analyzing, 4) • Compliance strategies and reporting (Applying, 3) • Payment methodologies and systems (such as capitation, prospective payment systems, RBRVS) (Analyzing, 4) • Billing processes and procedures (such as claims, EOB, ABN, electronic data interchange) (Analyzing, 4) • Chargemaster maintenance (Evaluating, 5) • Regulatory guidelines (NCDs and QIOs) (3) • Reimbursement monitoring and reporting (Evaluating, 5)
II. Domain: Health Statistics, Biomedical Research, and Quality Management **II.A. Subdomain: Healthcare Statistics and Research** 1. Collect, maintain, and report data for clinical indices/databases/registries to meet specific organization needs such as medical research and disease registries.	**Healthcare Statistics and Research** • Indices, databases, and registries (Analyzing, 4) • Vital statistics (Evaluating, 5) • Healthcare statistics (Evaluating, 5) • Descriptive statistics (such as means, frequencies, ranges,
2. Collect, organize, and present data for quality management, utilization management, risk management, and other related studies. 3. Comprehend basic descriptive, institutional, and healthcare vital statistics.	percentiles, standard deviations) (Understanding, 2) • Statistical applications with health care data (Applying, 3) • Data selection, interpretation, and presentation (Evaluating, 5) • Knowledge-based research techniques (such as library, MEDLINE, web-based)(Evaluating, 5)

II. Domain: Health Statistics, Biomedical Research, and Quality Management **II.B. Subdomain: Quality Management and Performance Improvement** 1. Abstract and report data for facility-wide quality management and performance improvement programs. 2. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare.	**Quality Management and Performance Improvement** • Quality assessment and improvement (such as process, collection tools, data analysis, reporting techniques) (Applying, 3) • Utilization management, risk management, and case management (Understanding, 2) • Regulatory quality monitoring requirements (Applying, 3) • Outcomes measures and monitoring (Applying, 3)
III. Domain: Health Services Organization and Delivery	**Healthcare Delivery Systems**
III.A. Subdomain: Healthcare Delivery Systems 1. Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, local, and facility levels. 2. Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs.	• Organization of healthcare delivery in the United States (Analyzing, 4) • Healthcare organizations structure and operation (Analyzing, 4) • External standards, regulations, and initiatives (such as licensure, certification, accreditation, HIPAA, ARRA) (Analyzing, 4) • Healthcare providers and disciplines (Analyzing,4)
III.B. Subdomain: Healthcare Privacy, Confidentiality, Legal, and Ethical Issues 1. Adhere to the legal and regulatory requirements related to the health information infrastructure. 2. Apply policies and procedures for access and disclosure of personal health information. 3. Release patient-specific data to authorized users. 4. Maintain user access logs/systems to track access to and disclosure of identifiable patient data. 5. Apply and promote ethical standards of practice.	**Healthcare Privacy, Confidentiality, Legal, and Ethical Issues** • Legislative and regulatory processes (Applying, 3) • Legal terminology (Applying, 3) • Health information/record laws and regulations (such as retention, patient rights/advocacy, advanced directives, privacy) (Evaluating, 5) • Confidentiality, privacy, and security policies, procedures, and monitoring (Evaluating, 5) • Release of information policies and procedures (Evaluating, 5) • Professional and practice-related ethical issues (Evaluating, 5)

IV. Domain: Information Technology & Systems **IV.A. Subdomain: Information and Communication Technologies** 1. Use technology, including hardware and software, to ensure data collection, storage, analysis, and reporting of information. 2. Use common software applications such as spreadsheets, databases, word processing, graphics, presentation, e-mail, and so on in the execution of work processes. 3. Use specialized software in the completion of HIM processes such as record tracking, release of information, coding, grouping, registries, billing, quality improvement, and imaging. 4. Apply policies and procedures to the use of networks, including intranet and Internet applications, to facilitate the electronic health record (EHR), personal health record (PHR), public health, and other administrative applications. 5. Participate in the planning, design, selection, implementation, integration, testing, evaluation, and support for EHRs. (NEW)	**Information Technology & Systems** • Computer concepts (hardware components, systems architectures, operating systems and languages, and software packages and tools) (Applying, 3) • Communication and internet technologies (such as networks, intranet, standards) (Applying, 3) • Common software applications (such as word processing, spreadsheet, database, graphics) (Applying, 3) • Health information systems (such as administrative, patient registration, ADT, EHR, PHR, lab, radiology, pharmacy) (Analyzing, 4) • Voice recognition technology (Applying, 3) • Health information specialty systems (such as ROI, coding, registries) (Evaluating, 5) • Application of systems and policies to health information systems and functions and health care data requests (Evaluating, 5) • System acquisition and evaluation (Applying, 3)
IV.B. Subdomain: Data, Information, and File Structures	
1. Apply knowledge of database architecture and design (such as data dictionary) to meet departmental needs.	
IV.C. Subdomain: Data Storage and Retrieval 1. Use appropriate electronic or imaging technology for data/record storage. 2. Query and generate reports to facilitate information retrieval using appropriate software. 3. Apply retention and destruction policies for health information. (NEW)	**Date Storage and Retrieval** • Document archival, retrieval, and imaging systems (Analyzing, 4) • Maintenance and monitoring of data storage systems (Analyzing, 4)

IV.D. Subdomain: Data Security 1. Apply confidentiality and security measures to protect electronic health information. 2. Protect data integrity and validity using software or hardware technology. 3. Apply departmental and organizational data and information system security policies. 4. Use and summarize data compiled from audit trails and data quality monitoring programs.	**Data Security and Healthcare Information Systems** • System architecture and design (Applying, 3) • Screen design (Analyzing, 4) • Data retrieval and maintenance (Analyzing, 4) • Data security concepts (Applying, 3) • Data integrity concepts (Analyzing, 4) • Data integrity and security processes and monitoring (Applying, 3)
V. Domain: Organizational Resources **V.A. Subdomain: Human Resources**	**Organizational Resources** • Roles and functions of teams and committees (Evaluating, 5)
1. Apply the fundamentals of team leadership. 2. Participate in and work in teams and committees. 3. Conduct orientation and training programs. 4. Monitor and report staffing levels and productivity standards for health information functions. 5. Use tools and techniques to monitor, report, and improve processes. 6. Comply with local, state, and federal labor regulations. (NEW)	• Teams/consensus building and committees (Analyzing, 4) • Communication and interpersonal skills (Evaluating, 5) • Team leadership concepts and techniques (Analyzing, 4) • Orientation and training (such as content, delivery, media) (Evaluating, 5) • Workflow and process monitors (Analyzing, 4)
V.B. Subdomain: Financial and Resource Management 1. Make recommendations for items to include in budgets and contracts. 2. Monitor and order supplies needed for work processes. 3. Monitor coding and revenue cycle processes. 4. Recommend cost-saving and efficient means of achieving work processes and goals. 5. Contribute to work plans, policies, procedures, and resource requisitions in relation to job functions.	**Financial and Resource Management** • Revenue cycle monitors (Analyzing, 4) • Organizational plans and budgets (framework, levels, responsibilities, etc.) (Analyzing, 4) • Resource allocation monitors (Analyzing, 4)
	BIOMEDICAL SCIENCES Anatomy (Analyzing, 4) Physiology (Analyzing, 4) Medical Terminology (Analyzing, 4) Pathophysiology (Analyzing, 4) Pharmacotherapy (Analyzing, 4)

APPENDIX C – Course and Standard Crosswalk

UNIVERSITY of HAWAI'I®
LEEWARD
COMMUNITY COLLEGE

AHIMA Associate Degree Curriculum Map

HIM Associate Degree Entry-Level Competencies	Knowledge Clusters (Curricular Components)	BUS 101, Business Computer Systems	BUSN 170, Records and Information Management	BUSN 102, Introduction to Health Information Technology	HLTH 110, Medical Terminology	BUSN 115, Reimbursement Methodologies	MGT 121, Customer Service	ENG 100, Composition I	BUSN 171, Introduction to Medical Records	BUSN 106, Introduction to Medical Coding	BIOL 130, Anatomy and Physiology	BIOL 130L, Anatomy and Physiology Lab	MGT 120, Principles of Management	ECON 130 or 131, Principles of Microeconomics or Principles of Macroeconomics	BUSN 175, Disease Pathology and Pharmacology	BUSN 108, Introduction to Diagnosis Coding	BUSN 109, Introduction to Procedure Coding	BUSN 137, Computerized Databases—MS® Access	BUSN 176, Health Statistics	MGT 124, Human Resources Management	BUSN 208, Advanced Diagnosis Coding	BUSN 209, Advanced Procedure Coding	BUSN 192, Business Practicum	HWST 107, Hawai'i: Center of the Pacific
Domain	Subdomain	Certificate of Completion						Certificate of Achievement						Associate in Science										
I. Health Data Management	A. Health Data Structure, Content, and Standards			✓					✓															
	B. Biomedical Sciences				✓						✓	✓			✓									
	C. Healthcare Information Requirements & Standards		✓	✓					✓	✓														
	D. Clinical Classification Systems									✓						✓	✓				✓	✓		
	E. Reimbursement Methodologies					✓										✓	✓				✓	✓		
II. Health Statistics, Biomedical Research & Quality Management	A. Healthcare Statistics and Research																		✓					
	B. Quality Management & Performance Improvement			✓																				
III. Health Services Organization and Delivery	A. Healthcare Delivery Systems			✓					✓														✓	
	B. Healthcare Privacy, Confidentiality, Legal, and Ethical Issues			✓					✓															
IV. Information Technology and Systems	A. Information & Communication Technologies Information Technology and Systems	✓																✓						
	B. Data, Information, and File Structures	✓		✓																				
	C. Data Storage and Retrieval	✓		✓					✓															
	D. Data Security Data Security & Healthcare Information Systems			✓					✓															
V. Organizational Resources	A. Human Resources																			✓			✓	
	B. Financial and Resource Management						✓						✓	✓									✓	
Total Credits = 64	Course Credits	3	3	3	2	3	3	3	3	3	4	1	3	3	3	3	3	1	3	3	3	3	2	3

AHIMA Associate Degree Curriculum Map

Form: AS Curriculum Map_Template_20Nov2011_rev4_final_27March2012/Ono&Jackson

APPENDIX D – Community Support

1. Letter: Yvette Boteilho, CPC; Coding Service Department Manager, Waianae Coast Comprehensive Health Center (WCCHC)

2. Letter: Monica Leisch, RHIA, CCS; Director of Compliance/HIM Services, Health Cost Solutions (HCS)

To Whom it May Concern,

I am the Coding Department Service Manager of Wai'anae Coast Comprehensive Health Center and as such wanted to state my support for the program in Health Information Technology that specializes in Coding. There is a high need for health information technologists across all areas of a medical office or medical information department but obtaining qualified coders in this state is perhaps the most difficult.

This skill-set represents a shortage that we must fill on the advent of ICD-10-CM and ICD-10-PCS conversion as well as other ARRA HiTech initiatives that will increase the need. Coders will require a higher level of training and knowledge.

The fact that Leeward Community College will offer this education online is vital to the state and federal government. This is important because students will qualify for in-state tuition and can take classes through distance education options/ online and for the federal government because enlisted soldiers or veterans and their spouses can pursue their education while deployed or from the outer islands. In the event of a permanent change of location the military students won't have to transfer classes – they can continue from any location. Another important point is that this educational opportunity will reach the native Hawaiian population and other rural areas with a high pay / high need education. Finally, this education is perfect for working adults who need to attend classes on their own time.

If you would like to reach me, you can reach me at yboteilho@wcchc.com.

Sincerely,

HEALTHCARE COST SOLUTIONS

March 30, 2012

To Whom It May Concern,

I am Director of Compliance / HIM Services of Healthcare Cost Solutions and as such wanted to state my support for the program in Health Information Technology that specializes in Coding. There is a high need for health information technologists and obtaining qualified coders in Hawaii is perhaps the most difficult.

This skill-set represents a shortage that we must fill on the advent of ICD-10-CM and ICD-10-PCS conversion as well as other ARRA HiTech initiatives that will increase the need.

The fact that Leeward Community College will offer this education online is vital to the state and federal government. This is important because students will qualify for in-state tuition and can take classes through distance education options/ online and for the federal government because enlisted soldiers or veterans and their spouses can pursue their education while deployed or from the outer islands. In the event of a permanent change of location the military students won't have to transfer classes – they can continue from any location. Another important point is that this educational opportunity will reach the native Hawaiian population and other rural areas with a high pay / high need education. Finally, this education is perfect for working adults who need to attend classes on their own time.

Sincerely,

Monica Leisch, RHIA, CCS

Monica Leisch, RHIA, CCS
Director of Compliance / HIM Services

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