UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds℠

State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

May 7, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College - Associate of Applied Science in Health Information Technology

Issue

Salt Lake Community College requests approval to offer an Associate of Applied Science in Health Information Technology, effective Spring Semester 2014. The Institutional Board of Trustees approved this program on February 12, 2014.

Background

Salt Lake Community College (SLCC) has proposed a program that is designed to meet anticipated entry-level industry needs for a qualified workforce over the coming decade and to meet the Governor's directive to build a highly qualified workforce to meet the anticipated need in Health Information Technology (HIT). The program will focus on the nexus between healthcare data, computer science and information science. The program is designed to allow flexibility for working professionals, incumbent workers, displaced workers, and distant students through online coursework. The degree will enable students to seek immediate employment or to follow a pathway to a bachelor's degree if desired.

The U.S. Bureau of Labor Statistics anticipates a 21% growth in health informatics jobs through the year 2020. The average median pay is $15.51 per hour ($32,350 per year) for entry-level certificate holders. Health informaticians with an associate's degree may expect an average mean hourly wage of $17.68 per hour ($36,770 per year).

This program will serve students in the Salt Lake Valley and statewide (online/hybrid courses). The program will meet industry workforce demand arising from healthcare organizations complying with federal statutes for medical records and health information data interoperability and security.

Initial development of this program is being supported by a Department of Labor (DOL) Trade Adjustment Assistance (TAA) grant as an extension of the existing HIT certificate program. Through grant funding, the HIT program is equipped with the latest technology to support both programs. The grant allowed the HIT program to fully equip an existing computer lab and purchase the latest medical software produced by 3M, the leader of medical software in the nation, and training for current faculty. Once the grant has concluded, SLCC is prepared to continue to fund the program.

Policy Issues

The other Utah System of Higher Education institutions have reviewed this program and they are in support of this program being approved.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Salt Lake Community College to offer an Associate of Applied Science in Health Information Technology, effective Spring Semester 2014.

David L. Buhler
Commissioner of Higher Education

DLB/GSW
Attachment

Program Description
Salt Lake Community College
Associate of Applied Science in Health Information Technology
02/12/2014

Section I: The Request

Salt Lake Community College (SLCC) requests approval to offer an Associate of Applied Science in Health Information Technology effective Spring Semester 2014. This program was approved by the institutional Board of Trustees on 12 February 2014.

Section II: Program Description

Complete Program Description

Health Informaticians work at the intersection of health care systems, computer science, biostatistics and information technology. Health informatics positions include working for research institutions, healthcare organizations, and medical software companies. This program will concentrate on the introduction and application of electronic medical records, databases, medical research systems, clinical decision support services, healthcare delivery systems and health information systems management including assembling and utilizing the data found from patients' health information, medical histories, symptoms, examination results, diagnostic tests, treatment methods, and all other healthcare provider services and its application in healthcare and research to improve healthcare information, data maintenance relating to patient safety, patterns of disease, and disease treatment and outcomes. The program will train students in computer software data security, electronic health records (EHR) security, and healthcare data standards. The program will also provide an introduction to medical business practices, healthcare quality measures and assessments, and medical laws and ethics.

The program will prepare students to be eligible for completing the America Health Information Management Association's (AHIMA) Registered Health Information Technician certification (RHIT) exam. With experience, the RHIT credential holds solid potential for advancement to management positions, especially when combined with a bachelor's degree (RHIA). The proposed program's additional curriculum is being developed though a Department of Labor (DOL) Trade Adjustment Assistance (TAA) grant that funded the development of the Health Information Technology (HIT) certificate.

Purpose of Degree

SLCC's program is designed to meet anticipated entry-level industry needs for a qualified workforce over the coming decade and to meet the Governor's directive to build a highly qualified workforce to meet the anticipated need in HIT and informatics (Governor's Health Summit, 2013). The program will focus on the nexus between healthcare data, computer science and information science. The program is designed to allow flexibility for working professionals, incumbent workers, displaced workers, and distant students through online coursework. The degree will enable students to seek immediate employment and/or continue on to a bachelor's degree.

SLCC's program articulates with the Bachelor of Science (BS) in Health Informatics at Western Governor's University (WGU), which will allow students to make a smooth transition from SLCC's program to WGU while minimizing duplication of coursework. SLCC is in negotiations with Weber State University for an articulation with their Health Information Management Bachelor's Degree.

Institutional Readiness

Initial development of this program is being supported by a Department of Labor TAA grant as an extension of the existing HIT certificate program. Through grant funding, the HIT program is equipped with the latest technology to support both programs. The grant allowed the HIT program to fully equip an existing computer lab and purchase the latest medical software produced by 3M, the leader of medical software in the nation, and training for current faculty. Current SLCC staff and health sciences administrators are providing program support, advising and other related program support. The grant will provide the funds to market and promote both programs through October 2014, and SLCC has committed to support the programs from that point forward. Existing classrooms and technology located at the Jordan Health Science's building are sufficient for meeting the demand of this additional program. Existing staff and academic advising/admission support is sufficient to meet initial demand. The program's students will also participate in the Physical Therapy/Occupational Therapy Clinic located in the Health Science's building partnering with the Physical Therapist Assistant program, Occupational Therapy Assistant program, and Medical Assistant program introducing students to clinical care in an on-site healthcare facility and the requirements of health information technology and computers.

Departmental Faculty

The DOL grant funds the development of the program's courses and curriculum and provides for a program administrator for the term of the grant (October 2014). One full-time tenure-track faculty will be hired by June 2014 to initiate the accreditation process and teach the first semester classes. Two adjunct instructors will also be employed to teach courses.

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured		1	1
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured		2	2
Other			
Full-time Tenured			
Full-time Non-Tenured			

Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured		1	1
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured		2	2
Total Department Faculty FTE *(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")*	0	2.0	2.0

Staff

A grant-funded program administrator is overseeing the development of this program. Accreditation mandates that a director cannot be changed during the candidacy process and must be hired prior to application for candidacy. A second part-time staff member will be hired in preparation for the fourth semester's clinical placements and clinical educator training in order to meet accreditation standards. Existing administrative, secretarial, clerical and advising staffs within the Division of Allied Health and the School of Health Sciences are adequate to manage the program following initial development. No additional administrative or secretarial/clerical help is expected.

Library and Information Resources

No additional library resources are needed for this program as current databases are adequate. The discipline-specific software needed for student use has been purchased through grant funds. The Division of Allied Health has existing computer resources for on-site instruction.

Admission Requirements

Students must register as matriculated SLCC students and apply to the HIT program in a selective admissions process. The HIT program application and cohort model serve to establish commitment and ensure retention. It is the student's responsibility to examine each course description for details of program prerequisite classes. Those prerequisites must be satisfied before the designated program classes may be taken. Students who are not prepared to take college level classes may be required to take additional preparatory courses. Students must complete a background check and drug test and must provide immunization records prior to the program's practicum course.

Student Advisement

Students will have the opportunity to consult with the Allied Health Academic Advisor during program orientation and as needed throughout their studies. In addition, students will be encouraged to meet with the Program Coordinator for further advising needs throughout their program.

Justification for Graduation Standards and Number of Credits

This program requires 64-65 credits consisting of Health Information Technology courses and general education courses in order to qualify for the Registered Health Information Technician (RHIA) exam and prepare for a baccalaureate program. The program's graduation standards align with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)'s curriculum requirements. In order to sit for the RHIA exam, candidates must have completed a CAHIIM accredited associate's degree program.

External Review and Accreditation

This program will seek accreditation through the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**	0	0	5	15	25	25
Total # of Declared Majors **in Proposed Program**	0	20	40	50	50	50
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE *(as reported in Faculty table above)*	0	1	2	2	2	2
Total Department Student FTE *(Based on Fall Third Week)*	0	10	20	30	30	30
Student FTE per Faculty FTE *(ratio of Total Department Faculty FTE and Total Department Student FTE above)*	N/A	10:1	10:1	15:1	15:1	15:1
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

SLCC launched a HIT certificate program in spring of 2013. Fall enrollments increased, and a new cohort of 20 will be admitted spring 2014. Incumbent students may matriculate into the AAS program with no duplication or loss of academic credit. The dual programs will meet the needs of industry for both coders (HIT certificate program) and for more advanced skills in health informatics and data management (proposed AAS program). Pathways from high school to the baccalaureate level are being created for both programs in collaboration with Utah State Board of Education (specifically, Granite High School/ Jordan School of Applied Technology concurrent enrollment classes) and Western Governors University and Weber State University.

Section III: Need

Program Need

By 2019, the Health Information Technology for Economic and Clinical Health Act of 2009 (HITECH Act) requires healthcare facilities including hospitals, doctors' offices and clinics to have transitioned to the use of electronic medical records to better serve patients and decrease healthcare costs. The Health Care Affordability Act (HCAA) mandates compliance with electronic medical (EMR) or health records (EHR) in stage one (EMR or EHR) by 2013. Stage two/three requiring interoperability will be occuring over the next four years. "Under current law, Congressional Budget Office estimates that about 45 percent of hospitals and 65 percent of physicians will have adopted qualifying health IT in 2019. To meet these new

requirements, health information technicians will be needed. The U.S. government anticiapes a shortage of about 50,000 qualified HIT workers between 2010 and 2015, and there is evidence to suggest the reality may be even greater. More than 50,000 healthcare IT-related jobs have been created since the Health Information Technology for Economic and Clinical Health Act (HITECH Act)[1] went into effect. Bureau of Labor Statistics reports indicate the number of health IT jobs is expected to rise by 20 percent between 2008 and 2018, an increase which will exceed the average for all occupations through 2018.

Labor Market Demand

The Utah Occupational Report for Medical Records and Health Information Technicians states that this occupation is expected to experience much faster than average employment growth with 100 annual openings in Utah statewide (*jobs.utah.gov*). Business expansion will provide the majority of job openings in the upcoming decade. Median hourly wages in the Salt Lake region are $13.84 with higher wages in northern Utah.

Employment of medical records and health information technicians is expected to increase by 21 percent from 2010 to 2020, faster than the average for all occupations. The demand for health services is expected to increase as the population ages.

"The state of Utah has identified healthcare as one of the strongest employment growth areas, now and in the foreseeable future." According to Department of Workforce Services (DWS), healthcare practitioner/technical and healthcare support job categories are the top two occupational groups for projected annual average growth between 2008-2018, at 4% and 5% respectively. In the ongoing quest for affordable, accessible, accountable[2] healthcare, information technologies are rapidly expanding. Health IT,[3] or HIT, is the critical connector for improving outcomes and constraining cost in the industry. Companies are struggling to fill the IT talent void that could impede progress toward meeting government and consumer[4] expectations, delivering on strategic priorities, and capitalizing on new growth prospects. (Health Research Institute, March 2013). Consequently, the increased demand for trained professionals is projected to increase in 2012 and continue until 2019. The SLCC HIT program desires to be at the forefront of these imperative industry needs and be the clear and logic option to the community it serves.

Student Demand

Weber State University's Associate of Applied Science in Health Information Technology has experienced student demand in its program serving some of the Salt Lake Valley's population in its online program. Western Governors University's Bachelor degree in Health Informatics has also seen an increase in student demand, and SLCC articulation agreements will allow a clear pathway to a bachelor degree in Health Informatics or Health Information Management without loss of credit and a completion time within four and one-half years (total). The proposed articulation with Weber State University will provide a clear pathway to this institution and will meet the needs of students desiring a bachelor's degree in Health Information Management. Both institutions will benefit in increased enrollments due to the SLCC pathway. This program will serve student demand along the Wasatch Front and southern regions and will meet

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[1] http://www.healthcareitnews.com/directory/health-information-technology-economic-and-clinical-health-hitech-act
[2] http://innovation.cms.gov/initiatives/aco/index.html
[3] http://www.healthit.gov/
[4] http://www.pwc.com/us/en/health-industries/publications/health-care-customer-experience.jhtml

increasing industry workforce needs arising from revised federal statutes and the Governor's directive for Utah.[5]

Similar Programs
Weber State University: Associate of Applied Science – Health information Technology. Weber's program emphasizes medical coding while the HI AAS degree proposed by SLCC emphasizes information technology and its application in healthcare.

Due to anticipated increase in industry demand over the next decade, adding a program in the Salt Lake area will be critical to meeting workforce needs along the Wasatch Front and rural Utah. Accountable Care Organizations (ACO) focus on quality and cost effectiveness in healthcare necessitating the need for trained HIT employees.[6]

Collaboration with and Impact on Other USHE Institutions
Weber State University and Salt Lake Community College are in a consortium in the Department of Labor grant and a goal of the consortium is to "work to establish [a] network of expertise among its faculty and business partners to offer creative solutions to the educational needs of the workforce throughout the period of performance and beyond."[7] The proposed articulation agreement will facilitate students enrolling in the Weber Health Information Management baccalaureate program.

The program will articulate with Western Governors University's (WGU) Health Informatics program, thus allowing students to pursue further education in the same area of study. SLCC and WGU have collaborated to provide a pathway for students to obtain additional degrees without repetition. WGU also offers pathways to Masters and PhD degree programs within the state. An additional articulation pathway is with Weber State University and the Health Information Management baccalaureate program. Students who complete SLCC's Health Informatics degree and the remaining courses necessary for a General Education Certificate of Completion will be prepared to transfer to Weber State and complete their bachelor's degree within 120 credits.

Both institutions offer online options for students, including working students and out-of-area students, to continue on to obtain an advanced degree in Health Information.

Benefits
The goal is to develop innovative training programs in healthcare and provide qualified entry-level employees for Salt Lake region healthcare organizations as the proposed program aligns with one of the targeted industries for high-growth jobs. The program will also address a key goal of the Utah System of Higher Education desiring 66% of the workforce to have a postsecondary degree or certificate by the year 2020. The program will provide Utah residence with an affordable education which has potential pathways to advanced degrees or will provide a well-paid job upon graduation.

Consistency with Institutional Mission
Salt Lake Community College is a multi-campus, comprehensive institution serving a diverse population through lifelong education. SLCC prepares students for direct entry into the workforce with industry-

[5] Governor's Health Summit 2013
[6] Leavitt Partners L.L.C., 2013
[7] Salt Lake Community College TAA Grant Proposal, 2011

recognized credentials and preparation programs. The proposed program will prepare students for employment in the healthcare industry both regionally and statewide to meet the increasing demand for trained personnel in healthcare technology and management.

Section IV: Program and Student Assessment

Program Assessment

The program will offer courses recognized by government, industry, and educational sectors as a means to complete employment skill competence in a short time while allowing added means for career growth. The program increases flexibility of scheduling and enables increased access through online learning, learning commons and hybrid courses.

Goals:

- To provide a pool of qualified students with entry-level knowledge and skills defined by AHIMA for Registered Health Information Technician to meet local and state wide healthcare industry needs.
- To meet state directives for a highly qualified workforce in Health Information Management and Technology.

Program Measures:

A. 80% of all HIT graduates will take and pass the RHIT certification examination.
B. 80% or more of the responses on the HIT graduate/exit surveys will show good to excellent preparation for their current position.
C. 80% or more of the subject areas of the graduate/exit surveys will show that instruction was satisfactory.
D. Employers will express adequate to excellent competence regarding HIT skills expected of entry-level health information technicians.
E. 90% of professional practice experience practicums selected will demonstrate good to excellent in instruction and adherence with instructional objectives.
F. 90% of HIT course evaluation forms will indicate HIT faculty performance is good to excellent.
G. Coordinator/faculty teaching HIT courses will attend relevant professional development activities to keep knowledge and skill current.

Expected Standards of Performance

Students' competencies and academic standards align with the AHIMA criteria for entry level competence and will enable students to pass the RHI certificate exam. The criteria are as follows:

DOMAIN I. Health Records and Data Content

1. Collect and maintain health data.
2. Analyze health records to ensure that documentation supports the patient's diagnosis and procedures, and reflects progress, clinical findings, and discharge status.
3. Request patient-specific documentation from other sources.
4. Apply clinical vocabularies and terminologies used in the organization's health information systems.

DOMAIN II. Health Information Requirements and Standards

1. Evaluate the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards.
2. Monitor compliance with organization-wide health record documentation guidelines.
3. Report compliance finding according to organization policy.
4. Assist in preparing the organization for accreditation, licensing and/or certification surveys.

DOMAIN III. Clinical Classification Systems

1. Use electronic applications to support clinical classification and coding (for example, encoders).
2. Assign diagnosis procedures codes using ICD-9-CM official coding guidelines.
    a. Assign principal diagnosis (Inpatient) or first listed diagnosis (Outpatient).
    b. Assign secondary diagnosis(es), including complications and comorbidities (CC).
    c. Assign principal and secondary procedure(s).
3. Assign procedure codes using CPT coding guidelines.
4. Assign appropriate HCPCS codes.
5. Identify discrepancies between coded data and supporting documentation.
6. Consult reference materials to facilitate code assignment.

DOMAIN IV. Reimbursement Methodologies

1. Validate the data collected for appropriate reimbursement.
    a. Validate Diagnosis Related Groups (DRGs).
    b. Validate Ambulatory Payment Classifications (APCs).
2. Comply with the National Correct Coding Initiative.
3. Verify the National and Local Coverage Determinations (NDC/LDC) for medical necessity.

DOMAIN V. Information and Communication Technologies

1. Use computer to ensure data collection, storage, analysis and reporting of information.
2. Use common software applications (for example, word processing; spreadsheets; e- mail) in the execution of work processes.
3. Use specialized software in the completion of HI processes.

DOMAIN VI. Privacy, Confidentiality, Legal, and Ethical Issues

1. Apply policies and procedures for access and disclosure of personal health information.
2. Release patient-specific data to authorized individuals.
3. Apply ethical standards of practice.
4. Recognize and report privacy issues/problems.
5. Protect data integrity and validity using software or hardware technology.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	$53,045	$51,477	$104,522	$2,090	$106,612	$2,132	$108,745
Benefits	$16,583	$43,978	$60,561	$5,991	$66,552	$6,588	$73,140
Total Personnel Expense	$69,628	$95,455	$165,083	$8,081	$173,165	$8,721	$181,885
Non-Personnel Expense							
Travel	0	$2,000	$2,000	0	$2,000	0	$2,000

Capital							
Library							
Current Expense	$11,000	$6,500	$17,500	$-10,000	$7,500	$5,000	$12,500
Total Non-Personnel Expense	$11,000	$8,500	$19,500	$-10,000	$9,500	$5,000	$14,500
Total Expense *(Personnel +Current)*	**$80,628**		**$184,583**		**$182,665**		**$196,385**
Departmental Funding							
Appropriated Fund	$0		$164,426		$182,665		$196,385
Other:							
Special Legislative Appropriation							
Grants and Contracts	$80,628		$20,157		0		0
Special Fees / Differential Tuition							
Total Revenue	**$80,628**		**$184,583**		**$182,665**		**$196,385**
Difference							
Revenue-Expense	$ 0		$ 0		$ 0		$ 0
Departmental Instructional Cost / Student Credit Hour* *(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")*	$0		$615		$304		$218

Annual Faculty Salary (2)	$104,612.00
Benefits	$ 60,561.00
Program Coordinator	$ 10,200.00 (Direct compensation or release time)
PC Benefits	$ 1,020.00
Travel	$ 2,000.00
Current Expense	$ 7,500.00
Total	$185,893.00

Associated Incidental Costs

Candidacy	$10,000.00 and $1550.00 annual (once accredited)
Computers and Software	$ 7500.00 (per year/student fees)
Clinical Coordination	$ 7500.00 (per year/student fees)

Revenues:

Annual FTE	$124,000.00

Funding Sources

The proposed program will be funded through Department of Labor TAA grant for curriculum development until October 2014. Program launch and continued development will be funded through general education funds, grants, student fees and tuition.

Impact on Existing Budgets

The proposed program will impact current base budgets with the need for two full-time faculty.

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number	Title	Credit Hours
General Education		
ENGL 1010	Introduction to Writing (EN)	3
MATH 1030 -or- MATH 1040 -or MATH 1050	Quantitative Reasoning (QL) Introduction to Statistics (QL) College Algebra (QL)	3 3 4
COMM 1010	Elements of Effective Communication (CM,IN)	3
Human Relations	Imbedded in program course requirements*	---
Distribution Area	Choose one Physical Science (PS) course – Chemistry recommended to prepare for BIOL 2420/2425	3
	Sub-Total	**12-13**
Required Courses		
CSIS 2010	Business Computer Proficiency – Spreadsheets & Databases	3
CSIS 2050	Advanced Database Application	3
CSIS 2060	Decision Support Systems	3
BIOL 1610/1615	College Biology I (BS) and Lab	4
BIOL 2320/2325	Human Anatomy and Lab	4
BIOL 2340/2345	Human Physiology and Lab	4
HIT 1040	Pathophysiology for Health Information Technicians	3
HIT 1050	Medical Business Practices	3
HIT 1080	Clinical Classification Systems	2
HIT 1100	Medical Terminology for Health Information Technicians	3
HIT 1120	Healthcare Quality Improvement	2
HIT 2110/2115	Health Informatics and Lab	3
HIT 2120	Pharmacotherapy	3
HIT 2240	Healthcare Data Content and Structure	3
HIT 2260	Healthcare Reimbursement	3
HIT 2270	Professional Practice Experience	1

Course Prefix and Number	Title	Credit Hours
HIT 2280	Advanced Clinical Classification Systems	2
HS 2050	Culture and Ethics in Medicine (ID,DV)	3
	Sub-Total	**52**
	Total Number of Credits	**64-65**

*Note: SLCC's General Education Committee thoroughly reviewed and approved the embedded HR components in keeping with standard institutional practices.

Program Schedule

SAMPLE SCHEDULE			
PROGRAM PREREQUISITE I		**PROGRAM PREREQUISITE II**	
HIT 1040	3	HIT 1080	2
HIT 1050	3	HIT 1120	2
HIT 1100	3	CSIS 2050	3
CSIS 2010	3	ENGL 1010 (EN)	3
BIOL 1610/1615 (BS)	4	BIOL 2320/2325	4
		Any (PS) course	3
Total	**16**	**Total**	**17**
FALL SEMESTER		**SPRING SEMESTER**	
HIT 2110/2115	3	HIT 2240	3
HIT 2120	3	HIT 2260	3
CSIS 2060	3	HIT 2270	1
BIOL 2420/2425	4	HIT 2280	2
MATH 1030 or 1040 or 1050 (QS)	3-4	HS 2050 (ID/DV)	3
		COMM 1010	3
Total	**16-17**	**Total**	**15**

Additional General Education courses required to complete AS degree and transfer seamlessly:

Course Prefix and Number	Title	Credit Hours
General Education		
ENGL 2010 -or- ENGL 2100	Intermediate Writing (EN) Technical Writing (EN)	3 3
American Institutions	Any approved (AI) course	3
Lifelong Wellness	Any approved (LW) course	1
Social Science	Any approved (SS) course	3
Fine Arts	Any approved (FA) course	3
Humanities	Any approved (HU) course	3
	Total Number of Credits	**16**

Section VII: Faculty

To gain approval through AHIMA's Coding Education Program Approval process, the following guidelines must be met:

> The sponsoring educational institution must provide a program director, sufficient faculty, and staff with the necessary qualifications to achieve the program's goals and outcomes. The HIT program director must be certified as a Registered Health Information Administrator or Registered Health Information Technician and must have a minimum of a baccalaureate degree. Faculty and professional practice coordinators must demonstrate current knowledge in course content and effectiveness in teaching assigned subjects.