

QUEENSBOROUGH COMMUNITY COLLEGE

**CITY UNIVERSITY OF NEW YORK
CURRICULUM COMMITTEE**

To: Emily Tai, Academic Senate Steering Committee

From: Philip A. Pecorino, Chairperson, Committee on Curriculum

Date: May 1, 2012

Subject: Monthly Report for May 2012

The Committee on Curriculum has acted to send the following recommendation to the Academic Senate.

1. **New Courses**
2. **Changes in Courses**
3. **Removal of Courses**
4. **New Degree Program**
5. **Degree Program Changes**

1. New Courses

DEPARTMENT of BUSINESS

BU-917 Healthcare Information Management 3 class hours, 1 laboratory hour 3 credits

Prerequisites and/or) co-requisites: None

Description:

This course covers the development, evolution and use of healthcare information technology in the healthcare industry. It is also designed to show how healthcare information management professionals serve the patient, physician, and the public by using the highest ethical standards to manage healthcare information through the use of both database software and paper formats.

Rationale :

This course is needed to teach those enrolled in these curricula:

Associate in Applied Science (A.A.S.).

Medical Office Assistant

Certificate Programs:

Medical Office Assistant

Health Care Office Administration: Managing, Coding, and Billing

- To identify problems and to make informed decisions when handling healthcare records in both the public and private healthcare sectors.
- To always incorporate medical and legal ethics in the field of healthcare information management and technology
- To have hands-on experience with database software and Internet research by using state-of-the-art technology

- To integrate the knowledge and skills learned in this course for entry-level positions and to advance up career ladders in the healthcare field.

2. Changes in Courses

DEPARTMENT of SOCIAL SCIENCES

Course Description Change SS375 Media and Society

From:

[An examination of how the mass media both create and reflect public opinion and behavior.] Topics include [the functions and consequences of television and film violence; the effects of social class background on the formation of taste; the impact of the media on political decision-making; the effects of advertising and the rise of consumer culture; and the influence of television viewing on the educational process]

To:

This course will introduce students to a sociological analysis of the mass media. Topics include the mass media and socialization; functionalist theory and the mass media; conflict theory and the mass media; the economics of the media industry and its influence on the products we consume; advertising; the hidden world of public relations; social life in online environments; the history of celebrity and the sociological implications of celebrity gossip.

Rationale:

In recent years significant changes have occurred in the contemporary media landscape, especially as regards the transition to internet delivery of information and the expansion of online social media. The proposed course description expands the scope of the course to incorporate these recent trends.

Course Prefix changes

The table below indicates proposed changes to the course prefixes and numbers for all Social Sciences, Criminal Justice, and Education courses.

FROM	TO		FROM	TO
SS110	ANTH101		SS510	PSYC101
SS130	ANTH130		SS515	PSYC215
SS140	ANTH150		SS520	PSYC220
SS211	ECON101		SS525	PSYC225
SS212	ECON102		SS530	PSYC230
SS250	ECON150		SS540	PSYC240
SS260	ECON160		SS550	PSYC250
SS235	ECON235		SS555	PSYC255
SS310	SOC101		SS560	PSYC260
SS325	SOC125		SS570	PSYC270
SS330	SOC230		SS590	PSYC290
SS340	SOC240		SS610	PHIL101
SS350	SOC250		SS620	PHIL120
SS370	SOC270		SS630	PHIL130
SS375	SOC275		SS635	PHIL135
SS385	SOC185		SS650	PHIL150
SS410	PLSC101		SS640	PHIL140
SS440	PLSC140		SS645	PHIL 145
SS470	PLSC170		SS650	PHIL150
SS480	PLSC180		SS660	PHIL160
SS901	UBST101		SS665	PHIL165
SS902	UBST202		SS680	PHIL180
SS911	UBST102		SS840	RELI101
CJ101	CRIM101		ISS221	INTE121
CJ102	CRIM102		CJ203	CRIM203
CJ201	CRIM201		CJ204	CRIM204
CJ202	CRIM202		ED110	EDUC101
			SS901	UBST101
			SS902	UBST201
			SS911	UBST102

Rationale: The Pathways Common Core course nomination template allows 4-character course prefixes, using the Subject Area code table requires that courses be designated with 4-character Subject Area codes (Note: the Pathways code for sociology is only 3 characters, SOC). The change in our course prefixes will create consistency between our prefixes and those Subject Area codes. In addition the new prefixes will obviate the confusion caused by having the same “SS” designation for six very different disciplines: anthropology, economics, sociology, political science, psychology and philosophy. It will also make it easier for students to identify discipline-specific courses and will reduce the problem of students taking a philosophy course with the impression that it will satisfy a Social Sciences course requirement. By changing the course numbers in the proposed manner we will bring our courses into conformity with the standard practice of designating introductory courses (i.e., courses with no pre-requisite in the discipline) as 100-level courses and designating as 200-level courses those electives with a prerequisite of an introductory course in the discipline.

3. Removal of Courses

EN-213 Advanced Prose Writing 3 class hours, 1 recitation hour, 3 credits

Offers students the opportunity to develop their ability to write effective expository and argumentative prose. Students will analyze their own work in terms of aims, logic, and organization. They are encouraged to use literary techniques such as dialogue and figurative language to enrich their meaning and enliven their style. They are also required to evaluate and incorporate research into their own writing. Readings are assigned to teach students how to read as writers do – with eye for technique and form – as well as to develop their critical thinking.

4. New Degree Program

A DUAL/JOINT DEGREE PROGRAM IN ASSOCIATE IN APPLIED SCIENCE (A.A.S.) IN NURSING LEADING TO THE BACHELOR OF SCIENCE (B.S.) IN NURSING

NOTE: The entire document is titled QCC-York Dual Joint Nursing - Letter of Intent
And located at <http://www.qcc.cuny.edu/governance/academicSenate/curr/documents.html>

The dual/joint degree program between Queensborough Community College's Nursing program and the upper division baccalaureate program at York College is a curricular collaboration that will result in a higher rate of seamless progression of Queensborough Community College (QCC) nursing graduates through the upper division baccalaureate program at York College. Like its predecessor, the dual/joint program with Hunter College, it is believed that this dual/joint degree program will serve as a model for other CUNY AAS and BS nursing programs and will be replicated across the university. The inception of the program is timely, even at a national level, as several states already have or are currently pursuing jointly registered programs, including Oregon, Hawaii, and California.

PROGRAM REQUIREMENTS

COURSES REQUIRED FOR A.A.S. IN NURSING AT QUEENSBOROUGH CC

Program Content and Requirements

Course Number and Course Title*		No. of Credits	Please place an X in the appropriate column	
			York GER	York equiv course
List each course required for the college core (if applicable)**	ENGLISH COMPOSITION			
	EN 101 English Composition *			ENGL 125
	EN 102 English*	3		ENGL 200
	Mathematics	3		
	Math 119- / 336***	4		Math 104
	LAB SCIENCE	4		
	BI-301 Anatomy and Physiology I*	4 (1 Bio 999)		BIOL 234
	BI 302 Anatomy and Physiology II*			BOIL 235
	BI 311 Microbiology*	3		BIOL 265
	SOCIAL SCIENCES	3		
	SS 510 Psychology*	3		PSYC 102
	SS 520 Human Growth and Development*	3		PSYC 214
	LIBERAL ARTS AND SCIENCES ELECTIVE* HIST 127			Hist 127
List each course required for the major (include any field experience, research, thesis, or capstone course)**	NURSING MAJOR		New course	
	NU-101 Safe and effective nursing care of client, I	7	NO	NO
	NU-102 Safe and effective nursing care of client, II	9	NO	NO
	NU-201 Safe and effective nursing care of client, III	9	NO	NO
	NU-202 Safe and effective nursing care of client, IV	9	NO	NO
	NU-204 Nursing and Societal Forces	3		NO

Total credits in the A.A.S. in Nursing program	67	
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NOTE: 30 CREDITS ARE LIBERAL ARTS AND SCIENCES

*** Students who place out of Math 119 may proceed to Math 336

***MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.**

****IF STUDENTS SELECT FROM CATEGORIES OF COURSES, SPECIFY THE CATEGORIES AND THE NUMBER OF CREDITS REQUIRED IN THE CATEGORY. IN SUCH A CASE, PROVIDE AN ANNOTATED COPY OF THE COLLEGE CATALOG.**

ADDITIONAL COURSES REQUIRED FOR YORK COLLEGE B.S. IN NURSING

Program Content and Requirements

Course Number and Course Title*		No. of Credits	QCC equiv course
List each course required for the college core (if applicable)**	<u>York courses</u>		
	Statistics Math 111	4	MA-336 or 3cr. elective
	<u>Philosophy 102, 103, 121</u>	3	SS 610
	Pathophysiology Bio 336	3	BI 525
	Writing 303	3	NO
	Chemistry 105	5	Chem 127
	Speech 101	3	Sp 207/211
	Nutrition Bio 382	2	HE 314 (1 elective credit)
Suggested selection for additional required credits (FA 104 or 150 or 155 or 264 or 382 or Music 101 or 110 or 225 or 250 or 253)	3 -8	7.5	
<u>ADDITIONAL GENERAL EDUCATION (9.5credits)*</u> One 3 credit course taken at QCC as Liberal Arts elective (3 of 15 General Education)	26-29	25.5// 34	
List each course required for the major (include any field experience, research, thesis, or capstone course)**	NURSING MAJOR		
	NURS 200 * Pharmacology Challenge exam		In QCC curriculum
	NURS 203 Health Assessment	4	3 NU-204// N 301
	NURS 301 Values in Transition	4	
	NURS 314 Leadership and management	3	
	NURS 315 Community Nursing I	6	
	NURS 405 Crisis Nursing	3	
	NURS 406 Emergent Evolution	3	
	NURS 407 Nursing Research	3	
TOTAL YC Nursing	28	27	

120 credits 61 liberal arts cr.

Purpose and Goals

The dual/joint degree program between Queensborough Community College's Nursing program and the upper division baccalaureate program at York College is a curricular collaboration that will result in a higher rate of seamless progression of Queensborough Community College (QCC) nursing graduates through the upper division baccalaureate program at York College.

This proposal is modeled on the QCC-HBSON dual enrollment program developed 2011. An additional objective of this dual/joint degree is to increase the student's knowledge of and ability to use health care technologies: electronic health records, telehealth and simulation. QCC and York have created an alliance to share campus laboratory and nursing student resource center materials. Both programs have incorporated simulation throughout the curriculum to teach and provide students with experiences in a variety of complex

patient situations. Typically, students are not allowed to work with these patients. Simulation provides students with the experiences needed to be able to practice safely and effectively with critically ill patients after graduation.

The Federal Health Information Technology (HIT) Plan requires all health care institutions to transition from paper-based patient information systems to Electronic Health Record (EHR) by 2014. Both QCC and York have incorporated the Neehr Perfect EHR system into the nursing curricula. This provides students with the opportunity to work with an electronic patient health record system, accessing data and collaborating with other health team members.

The Quality and Safety Education in Nursing (QSEN) initiative has identified informatics as a core competency for health care workers. Informatics is viewed as key in reducing health care errors and patient deaths. Integration of EHR and simulation in the curriculum will expose students to these technologies and will foster this competency in students. Simulation can also promote development of clinical judgment in critical situations in a safe environment by presenting a variety of patient situations and allowing students to assess, plan and implement appropriate care. With limitations on clinical time, placement sites, and faculty time, Simulation can be a valuable addition to clinical education. It works best when realism is an integral part of the experience. Providing opportunities for students to simulate realistic scenarios is enhanced with the use of equipment that is utilized in the clinical area.

The use of simulated patient scenarios has been incorporated in QCC and York nursing education to provide students with opportunities to develop clinical reasoning and decision making skills. One reason simulation has gained popularity is the increased competition for a declining number of actual clinical site experiences for nursing students. Additionally there are some patient situations that are not appropriate for students because of potential patient risk. Using these simulated patient scenarios allows students to experience a situation such as cardiac arrest in a safe non-threatening atmosphere. Anxiety is decreased since no harm will come to a live patient. Students can make errors and learn from them without putting the patient at risk. The Joint Commission has identified certain patient situations as "low volume, high risk." This means that they occur less frequently in most hospitals and pose a greater risk than normal. As can be expected, hospitals are less willing to allow students to be involved in the care of these patients for medical and legal reasons. Patient situations lend themselves well to simulation and permit faculty to insert opportunities for students to problem solve in a calmer atmosphere. The Agency for Healthcare Research and Quality (AHRQ) and the Institute for Medicine advocate integrating simulation into nursing education both at the primary level as well as for continuing professional education, (Durham and Alden 2008). The Agency for Healthcare Research and Quality (AHRQ) publication, in Patient Safety and Quality: An Evidence-Based Handbook for Nurses (2008) has identified the positive impact of simulation on improving patient safety.

In sum, the proposed dual/joint degree program aims to: 1. align the curricula of York and QCC and create a dual enrollment program for students to move seamlessly from the AAS program at QCC to the BSN program at York College; and 2. create shared student resources for students in QCC and York nursing programs, focused on health care technology, including electronic health records (Neehr Perfect), Telehealth, simulation, and Unbound Medicine online resources.

Need and Justification

This proposal recognizes the value of having many different paths in nursing education. Associate degree programs provide easy access and a shorter time period for individuals to become licensed registered nurses. These programs serve many adult learners as well as second career students and should be continued. However, these graduates should be encouraged to continue their education and obtain a BSN degree.

Trends in the nursing profession point to the need for CUNY to increase its capacity at the baccalaureate level. This includes local and national hiring trends favoring baccalaureate prepared nurses, as compared to associate

degree nurses (Commins, 2010). The proposed program will contribute to CUNY's ability to improve students' career trajectories and will add registered nurses to the workforce who hold the credentials that clinical agencies desire. With a baccalaureate degree in hand, the program's graduates will be in a position to pursue the graduate level credentials needed to assume leadership positions in health care and nursing education, across the metropolitan area and beyond.

Prominent health policy agencies and funding agencies are also zeroing in on nursing as a key component of the emerging healthcare arena. In October 2010, the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation (RWJF) released their highly anticipated report entitled *The Future of Nursing: Leading Change, Advancing Health*. This report, which will shape future health policy in the nation, recommends increasing the percentage of nurses with baccalaureate degrees from 50% to 80% by the year 2020. In accordance with nursing education's leading accreditation bodies (the Commission on Collegiate Nursing Education [CCNE] and the National League of Nursing Accrediting Commission [NLNAC]), IOM and RWJF are also calling for all nursing programs to offer defined academic pathways that create seamless access to higher education. Therefore, a new online baccalaureate completion program at the CUNY School for Professional Studies would enhance CUNY's capacity to remain in line with national trends within the nursing profession.

Recent healthcare research indicates that the baccalaureate-educated nurse brings a more comprehensive and in-depth education to the healthcare arena than the associate-degree or diploma nurse. Recent reports advocating that AAS nursing graduates pursue the baccalaureate in nursing include:

- Linda Aiken's much heralded research reported that hospitals that have a higher percentage of baccalaureate-prepared registered nurses have better patient outcomes.
- Many recent graduates of associate degree nursing programs are having great difficulty securing employment as an RN.
- Hospitals desiring magnet status are giving their currently employed registered nurses a deadline—five years—to obtain a BSN. New York State Education, as well as CUNY, advocates for the creation of seamless articulation for graduates of associate degree nursing programs to BSN programs.
- Many states—North Carolina, Illinois and Oregon—have created state-wide projects to ensure that this happens.

Most nurse educators believe that graduates of Associate and Diploma nursing programs should plan to continue their education while employed as a registered nurse. Some of the reasons that many of these graduates do not pursue a BSN degree include work schedules, family responsibilities, and difficulties finding BSN programs that fit into their lifestyles. It is imperative for associate degree nursing programs to align with RN completion programs to ensure a seamless transition for their graduates and equally imperative for RN completion programs to provide easy access and progression throughout. Some of the reasons are:

- QCC has been at the forefront in establishing seamless articulations and currently has established a dual enrollment program with Hunter College.
- York College, located in Jamaica near QCC, Queens, is a geographically desirable partner. In fact, many students from QCC already use the library facilities at York, possibly due to its easy access by New York City public transportation.

QCC currently uses Neehr Perfect EHR system and Unbound Medicine online resources. As part of the process of creating a seamless curriculum, implementation of these two resources at York College will facilitate the transition of students, help to build upon previous learning, and promote student success.

5. Degree Program Changes:

Replace BU-914 with BU-917

From: [BU-914 Critical Issues in Health Care Administration] 3 class hours 3 credits	To: <u>BU-917 Healthcare Information Management</u> 3 class hours, <u>1 laboratory hour*</u> 3 credits
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Substitution of BI-110 for BU-917

From: [BI-110 Fundamentals of Life Science] 3 class hours 3 credits	To: <u>BU-917 Healthcare Information Management</u> 3 class hours, <u>1 laboratory hour*</u> 3 credits
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Catalog Description:

This course covers the development, evolution and use of healthcare information technology in the healthcare industry. It is also designed to show how healthcare information management professionals serve the patient, physician, and the public by using the highest ethical standards to manage healthcare information through the use of both database software and paper formats.

Rationale:

This course is needed to prepare students for entry-level positions in healthcare information management and also to update the skills needed by experienced workers in the healthcare information field. BU-917 (Healthcare Information Management Technology) has been designated as a “bridge course” that will serve both the Continuing Education population and our Queensborough Community College A.A.S and Certificate students interested in future careers in this industry.

General Objective:

This course will introduce students to the functions of electronic healthcare records and healthcare information management--its evolution, its terminology, and its database technology. It will stress the importance of high standards in healthcare information management and its benefits to the medical professional, the patient, and society.

Specific Objectives:

By completing the assignments, the following specific features will be accomplished:

- Becoming aware of the evolution of healthcare information management and envisioning the future of health information management
- Evaluating the importance of the health record
- Identifying the users of health records—individual users and institutional users
- Assessing the content of the health record and reducing the incidence of medical error by improving the accuracy and clarity of medical records
- Formatting the health record—paper-based vs. electronic
- Becoming familiar with electronic healthcare coding, healthcare data, and clinical vocabulary
- Examining the ethical and legal issues in healthcare information management
- Understanding reimbursement methods—Medicare, Medicaid, private insurance carriers
- Understanding database software that is used to keep the healthcare records

*The textbok for this course is accompanied by a CD that contains the workbook assignments. Obviously, these assignments cannot be completed without using a PC classroom/laboratory. In addition, hands-on use of database software and Internet access are mandatory in order cover the course objectives and to train students for employment in the health care information field. Therefore, this course needs 3 class hours and 1 laboratory hour in order to cover the subject matter.

FROM: Medical Office Assistant – A.A.S. Degree Program**General Education Core Requirements****Credits**

EN-101,102 or 103	English Composition I;II; Writing for the New Media	6
MA-301	Foundations of Mathematics	3
SS-310*	Sociology	3
HI-110, 111, 112*	History	3
SS-640	Medical Ethics	3
BI-520	Public Health Science	4

Requirements for the Major

[BI-110]	[Fundamentals of Life Science]	3
BI-150	Organization and Delivery of Health Care	2
BI-340	Assisting in Medical Office: Clinical Testing Procedures	2
BI-341	Assisting in Medical Office: Medical Assisting Procedures	2
BI-403	Medical Terminology	2
BI-451	Phlebotomy Technology	1
BI-451	EKG Technology	2
Business Courses		
Any one course from the following (depending on keyboarding ability) BU-802 BU-812	Typewriting/Keyboarding II Transcription and Dictation of Business Documents	2
BU-903	Medical Office Procedures	3
BU-907*	Word/Information Processing using Microsoft Word	3
BU-916, 918	Medical Coding and Billing I, II	6
Internship		
BU-909 or BI-961 and HE-110	Cooperative Education in Business Phlebotomy Practice Cardiopulmonary resuscitation	3
Electives		
Seven credits to be selected from the following courses: BI-950, 951, 952 BU-801 HE-103 SP-211 CH-120	Field Experience in Medical Assisting Typewriting/Keyboarding I Nutrition and Health Speech Communication Fundamentals of Chemistry	7
Total		60

*Writing Intensive sections of these courses are offered each semester.

TO: Medical Office Assistant – A.A.S. Degree Program**General Education Core Requirements****Credits**

EN-101,102 or 103	English Composition I;II; Writing for the New Media	6
MA-301	Foundations of Mathematics	3
SS-310*	Sociology	3
HI-110, 111, 112*	History	3
SS-640	Medical Ethics	3
BI-520	Public Health Science	4

Requirements for the Major

BU-917	Healthcare Information Management	3
BI-150	Organization and Delivery of Health Care	2
BI-340	Assisting in Medical Office: Clinical Testing Procedures	2
BI-341	Assisting in Medical Office: Medical Assisting Procedures	2
BI-403	Medical Terminology	2
BI-451	Phlebotomy Technology	1
BI-451	EKG Technology	2
Business Courses		
Any one course from the following (depending on keyboarding ability) BU-802 BU-812	Typewriting/Keyboarding II Transcription and Dictation of Business Documents	2
BU-903	Medical Office Procedures	3
BU-907*	Word/Information Processing using Microsoft Word	3
BU-916, 918	Medical Coding and Billing I, II	6

Internship		
BU-909 or BI-961 and HE-110	Cooperative Education in Business Phlebotomy Practice Cardiopulmonary resuscitation	3
Electives		
Seven credits to be selected from the following courses: BI-950, 951, 952 BU-801 HE-103 SP-211 CH-120	Field Experience in Medical Assisting Typewriting/Keyboarding I Nutrition and Health Speech Communication Fundamentals of Chemistry	7
Total		60

*Writing Intensive sections of these courses are offered each semester.

FROM: Medical Office Assistant – Certificate Program

General Education Core Requirements

Credits

EN-101	English Composition I	3
BI-110	Fundamentals of Life Science	3

Requirements for the Major

BI-340	Assisting in Medical Office: Clinical Testing Procedures	2
BI-341	Assisting in Medical Office: Medical Assisting Procedures	2
BI-520	Public Health Science	4
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3
Two courses selected from the following (dependent on typing ability) BU-801* BU802 BU-812	Typewriting/Keyboarding I Typewriting/Keyboarding II Transcription and Dictation of Business Documents	4
Electives	[Advised electives**]	3
	Free electives	3
Total		30

*Students who have had previous training in typewriting/keyboarding may take BU-802 (Typewriting/Keyboarding II) and BU-812 (Transcription and Dictation of Business Documents). Students should seek advisement from the Department of Business.

**Advisement is a cooperative effort by the Department of Business and the Department of Biological Sciences and Geology, and is conducted in line with the student's background, interests, and goals.

TO: Medical Office Assistant – Certificate Program

General Education Core Requirements

Credits

EN-101	English Composition I	3
BI-110	Fundamentals of Life Science	3

Requirements for the Major

BI-340	Assisting in Medical Office: Clinical Testing Procedures	2
BI-341	Assisting in Medical Office: Medical Assisting Procedures	2
BI-520	Public Health Science	4
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3
BU-917	Healthcare Information Management	3
Two courses selected from the following (dependent on typing ability) BU-801* BU802 BU-812	Typewriting/Keyboarding I Typewriting/Keyboarding II Transcription and Dictation of Business Documents	4
Electives		
	Free electives	3
Total		30

*Students who have had previous training in typewriting/keyboarding may take BU-802 (Typewriting/Keyboarding II) and BU-812 (Transcription and Dictation of Business Documents). Students should seek advisement from the Department of Business.

**Advisement is a cooperative effort by the Department of Business and the Department of Biological Sciences and Geology, and is conducted in line with the student's background, interests, and goals.

From:**Health Care Office Administration: Managing, Coding, and Billing – Certificate Program****General Education Core Requirements****Credits**

EN-101 or	English Composition I	3
EN-103	Writing for the New Media	

Requirements for the Major

BI-520	Public Health Science	4
BU-850	Fundamentals of Microsoft Windows	1
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3
BU-909	Cooperative Education in Business	3
[BU-914	Critical Issues in Health Care Administration]	3
BU-916	Medical Coding and Billing I	3
Two courses selected from the following (dependent on typing ability)	<ul style="list-style-type: none"> • Typewriting/Keyboarding I • Typewriting/Keyboarding II • Transcription and Dictation of Business Documents 	4
<ul style="list-style-type: none"> • BU-801 • BU802 • BU-812 		
Choose three credits:	<ul style="list-style-type: none"> • Organization & Delivery of health Care • Medical Terminology • Medical Ethics • Health Education • CPR 	3
<ul style="list-style-type: none"> • BI-150 • BI-403 • SS-640 • HE-101 or HE-102 or • CPR 		
Total		30

To:**Health Care Office Administration: Managing, Coding, and Billing – Certificate Program****General Education Core Requirements****Credits**

EN-101 or	English Composition I	3
EN-103	Writing for the New Media	

Requirements for the Major

BI_520	Public Health Science	4
BU-850	Fundamentals of Microsoft Windows	1
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3
BU-909	Cooperative Education in Business	3
<u>BU-917</u>	<u>Healthcare Information Management</u>	3
BU-916	Medical Coding and Billing I	3
Two courses selected from the following (dependent on typing ability)	<ul style="list-style-type: none"> • Typewriting/Keyboarding I • Typewriting/Keyboarding II • Transcription and Dictation of Business Documents 	4
<ul style="list-style-type: none"> • BU-801 • BU802 • BU-812 		
Choose three credits:	<ul style="list-style-type: none"> • Organization & Delivery of health Care • Medical Terminology • Medical Ethics • Health Education • CPR 	3
<ul style="list-style-type: none"> • BI-150 • BI-403 • SS-640 • HE-101 or HE-102 or • CPR 		
Total		30