

ACCJC/WASC

Substantive Change Proposal

Baccalaureate Degree Program in Health Information Management



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MESA COLLEGE

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San Diego Mesa College
Health Information Management Program
Baccalaureate Degree Substantive Change Proposal

A. A concise description of the change and request to add a baccalaureate program

The proposed baccalaureate degree program in Health Information Management (HIM) at San Diego Mesa College is designed to provide accessible, high-quality, industry-approved instruction that prepares graduates to sit for the national certification exam qualifying them to be a Registered Health Information Administrator (RHIA). RHIA certification is the minimum requirement for employment in the occupations that manage and administer electronic health records.

The baccalaureate program will be composed of 60 units of lower-division credit coursework, and 60 units of upper-division credit coursework. The 60 units of the lower-division program is currently an approved associate of science degree program in Health Information Technology (HIT) at San Diego Mesa College that includes two directed clinical practice rotations at one or more affiliate sites. The baccalaureate degree program will build upon the associate degree program. The upper-division coursework will include 42 units of health information management courses in both clinical and didactic instruction, along with 18 units of upper-division general education coursework that will complement the courses required for the major. The upper-division major requirements include a capstone course that requires students to conduct empirical research at a clinical site on trends in the healthcare industry specific to management of the electronic health record. The combination of upper-division major preparation and general education courses will provide graduates with the requisite knowledge, skills, and abilities for successful employment as a health information management professional.

Graduates will receive a Bachelor of Science in Health Information Management and be eligible to sit for the national certification exam sponsored by the American Health Information Management Association (AHIMA). The successful outcome of this exam results in licensure as

a Registered Health Information Administrator (RHIA), an essential qualification for employment.

The proposed Health Information Management program is designed to meet the unit and content requirements in the California Code of Regulations. In addition, the new program will meet the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC) standards as well as the Commission for Accreditation of Health Information and Informatics Management Education (CAHIIM) accreditation standards.

1. Evidence that the field of study for the degree is consistent with the institutional mission

San Diego Mesa College functions as part of the larger San Diego Community College District, and as such aligns its mission, vision, strategic directions, and goals with those of the District. During the 2013-2014 academic year, the Planning and Institutional Effectiveness Committee reviewed and aligned the College's Mission, Vision and Values statement to align with the Educational Master Plan and it is appropriate for a public California community college. The San Diego Mesa College Educational Master Plan 2013-2019 clearly defines the College's primary purposes and describes the institutional commitment to achieving student learning for both associate and baccalaureate degree programs. This plan was approved through the campus participatory governance process, and adopted by the San Diego Community College District Board of Trustees, and is online as well as published in the catalog and other public documents.

Further, on December 11, 2014, the San Diego Community College District Board of Trustees revised the District Mission statement that would allow the district colleges to offer undergraduate education programs. (Attachment A)

The foundation of the proposed Health Information Management baccalaureate program is the San Diego Mesa College Health Information Technology associate degree program, currently part of the programs offered at San Diego Mesa College, which is accredited by ACCJC/WASC, and accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

2. Rationale for change

The rationale for this substantive change proposal is based on the approval of SB 850. Prior to recent California legislative changes, California Community Colleges did not have the authority to offer baccalaureate degrees. On September 28, 2014, California Governor Jerry Brown signed into law SB 850 authorizing the Board of Governors of the California Community Colleges (BOG), in consultation with representatives of the California State University (CSU) and the University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. (Attachment B) On March 16, 2015, the Board of Governors of the California Community Colleges approved San Diego Mesa College's Bachelor of Science in Health Information Management as one of the pilot baccalaureate degree programs. (Attachment C)

B. A description of the new program to be offered; level and rigor of upper-division courses commonly accepted as appropriate to the baccalaureate degree; program length; identification of delivery mode for the courses

San Diego Mesa College's proposed Bachelor of Science in Health Information Management degree builds upon the college's successful Associate of Science in Health Information Technology that has been offered for the past 40 years. Mesa's current Health Information Technology program has an established base of hospital and clinical affiliates that have relied upon San Diego Mesa College graduates to fulfill their workforce needs.

The Health Information Management baccalaureate program is designed to be cohort-based. The classes will be taught in both a lecture and/or laboratory format. All students will progress through the program in a structured manner, including both upper-division general education and degree program requirements. The program will be configured as a cohort of 32 students to be completed in four years.

The courses required for the Bachelor of Science in Health Information Management degree will provide students with the rigor of upper-division standards provided by the Commission on Accreditation in Health Information and Informatics Management Education (CAHIIM) and American Health Information Management Association (AHIMA). (Attachment D) Upon successful completion of the degree students will be able to demonstrate competence in higher-

level critical thinking skills, apply principles of management and supervision in a healthcare setting, evaluate and analyze health information systems, and manage a diverse healthcare workforce. (Attachment E)

Upper-division Major Coursework

Semester Five (Fall)

COMS 401 Professional Oral Communication Skills (GE, 4 units)

This course facilitates the continued development of oral communication competency. The primary concepts covered include an audience-centered approach to public address, organizing speeches for specialized and professional contexts of public address, voice and diction, proper use of technology to support presentations, critical listening, and understanding/managing communication apprehension. This course is designed for health information management majors.

PHIL 401 Introduction to Bioethics (GE, 3 units)

This course provides an introduction to the study of bioethics: the ethical questions that arise in healthcare and the biological sciences. The primary concepts addressed include allocation of healthcare resources, the responsibilities of doctors to patients, the distinction between killing and letting die, medically-assisted suicide, abortion, and the use of technologies for genetic screening and manipulation. This course is designed for health information management majors.

HIMS 405 Fundamentals of Health Information Management (4 units)

This course is an introduction to the health information management (HIM) profession. The primary concepts covered in this course include an overview of emerging issues such as HIM systems management, clinical classification systems, governance and stewardship, data quality and management, capture, and maintenance, health information exchange, electronic health records, revenue cycle management, compliance and risk management. This course is designed for health information management majors.

HIMS 410 Healthcare Informatics (4 units)

This course is designed to bring together healthcare generated information and technology for the purpose of improving quality of care in a cost-effective manner. The primary concepts covered include data standards, data management, health information exchange, clinical decision support, privacy and security issues involving protected health information, emerging trends, data governance, and new technologies. This course is designed for health information management majors.

Semester Six (Spring)

PSYC 401 Organizational Psychology (GE, 3 units)

This course examines the methodology and content of Industrial and Organizational Psychology (I/O) Psychology. This is the branch of psychology that examines people in the workplace and all the factors that affect how people behave at work. The primary concepts include individual, group, and organizational issues that enhance the understanding of the world of healthcare and research findings involved in the study of how people behave, think about, influence, and interact with each other at work, with an emphasis on factors that affect job performance. This course is designed for health information management majors.

ENGL 401 Professional and Research Writing (GE, 4 units)

This course provides an overview of professional writing. The primary concepts include effective workplace writing, the standards, conventions, and technologies of professional writing; communicating to a variety of audiences; and developing appropriate written responses to workplace challenges. Other topics will include research writing in APA format and grant writing. This course is designed for health information management majors.

HIMS 415 Analytics in Healthcare (4 units)

This course focuses on analyzing data to come up with information to make actionable decisions. The primary concepts covered in this course use Microsoft Excel to analyze data and information related to clinical and business systems, advanced healthcare statistics, data analysis, research

methods, and epidemiological applications. This course is designed for health information management majors.

HIMS 420 Principles of Finance for Health Information Management (4 units)

This course covers the fundamentals of financial management in the healthcare setting. The primary concepts covered in this course include capital, operating and/or project budgets using basic accounting principles, performing cost-benefit analysis for resource planning and allocation, evaluating vendor contracts, and negotiation skills. This course is designed for health information management majors.

Semester Seven (Fall)

CISC 401 Database Management and Design (4 units)

This course is an introduction to database management and design. The primary concepts covered in this course include programming language, current database structures utilized in healthcare, effective communication with end users and key stakeholders, identifying goals and requirements in database projects, performing end user analysis, and creating data models for performance improvement. Students will explore all aspects of the data-lifecycle from capture to storage and utilization to destruction. This course is designed for health information management majors.

HIMS 425 Revenue Cycle Management (4 units)

This course is an introduction to healthcare revenue cycle management. The primary concepts covered in this course include healthcare classification systems and terminologies, chargemaster management, revenue cycle and audit processes, utilization and resource management, and application and analysis of the relationship between clinical code assignment and reimbursement. This course is designed for health information management majors.

HIMS 430 Human Resource Management in Healthcare (4 units)

This course examines the complexities and multiple issues and best practices involved in human resources management in healthcare organizations. The primary concepts covered in this course include managing people in all aspects of their work, recruiting, interviewing, and hiring, compensation and benefits, motivational strategies, performance appraisals, promotions, and terminations. This course is designed for health information management majors.

HIMS 435 Project Management (3 units)

This course is designed as a high-level overview of project management. The primary concepts in this course include project management techniques such as project selection, management, organization, planning, conflict, negotiation, budgeting, scheduling, control of the project, and termination of the project. This course is designed for health information management majors.

Semester Eight (Spring)

HIMS 440 Leadership and Strategic Management (3 units)

This course delves into the theory and practice of leadership, strategic management and change-management in healthcare settings. The primary concepts covered in this course include an overview of emerging issues such as business planning, organizational change, innovation, strategic planning, leadership thinking and goals, change implementation and strategies for successful transitions. This course is designed for health information management majors.

HIMS 445 Systems Analysis and Design I (4 units)

This course is an introduction to systems analysis and design. The primary concepts covered include planning, analysis, design, and implementation of computer-based information and technology systems, systems development life cycle, project management skills, requirement analysis and specification, feasibility and cost-benefit analysis, logical and physical design, prototyping, system validation, deployment, human factors, and post-implementation review. This course is designed for health information management majors.

HIMS 450 Legal and Compliance Issues in Healthcare (4 units)

This course focuses on the growing field of healthcare compliance. The primary concepts covered in this course includes an overview of emerging issues such as corporate compliance, fraud and abuse, medical identity theft, risk management, and legal issues in healthcare. This course is designed for health information management majors.

HIMS 455 Applied Research Project (4 units)

This course is the capstone for the health information management baccalaureate program. This course integrates the theoretical and technical content of the health information management program. Ethical considerations for health information managers and information management support for biomedical research are also discussed. Concepts are integrated and applied through the analysis of case studies and the completion of a capstone project, designed by the student or instructor, supporting a local health information management community of interest. This course will provide a review session for the Registered Health Information Administrator (RHIA) national certification examination. Note: This course may require student travel. To meet course requirements the student may be required to be available during normal business hours (i.e. 8:00 am to 5:00 pm) for site visits, conduction of professional interviews, and data gathering.

C. A description of the planning process which led to the request for the change

The proposed substantive change to add the Bachelor of Science in Health Information Management degree supports the recent California legislative changes which authorized California Community Colleges to offer baccalaureate degrees, as well as San Diego Mesa College's existing mission and philosophy statements.

The college and district have been fully engaged in evaluating the need and demand for the proposed program. Faculty and administrators have met with regional program educators, local and national health information management associations, and other groups to assess industry need and support for this proposed program. The San Diego Mesa College Health Information Technology program advisory board, composed of 19 health information technology industry leaders, including the president of AHIMA (the national organization representing 75,000 health

information management professionals), fully support the proposed health information management program. (Attachment F) Evidence of their unanimous support is contained in the minutes of each of the bi-annual board meetings held since 2013. The college received a statement of support signed by 30 health information professionals that represented each of the major healthcare organizations in San Diego County. In addition, the health information management faculty and administrators have worked with the regional Career Technical Educators (CTE) Workforce Development Council, composed of representation from all nine community colleges in the San Diego region, to gather regional support and provide evidence of the need for this program.

There has been considerable student interest and community support for a baccalaureate degree in Health Information Management. To substantiate interest and need for the program, San Diego Mesa College surveyed students currently enrolled in the Health Information Technology associate degree program. The results showed that approximately 95% of the students surveyed are interested in continuing their education if Mesa were to offer a bachelor of science degree program in Health Information Management. The college also surveyed professionals and prior Health Information Technology graduates at a local professional organization meeting of the San Diego Health Information Association (SDHIA) and received an overwhelming response for interest in the program.

D. Evidence that the institution has analyzed, has the capacity, and has provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the baccalaureate program and to assure that the activities undertaken are accomplished with acceptable quality

San Diego Mesa College has a comprehensive array of support services for students including counseling, tutorial services, financial aid, first year services, as well as transfer and career services. The college also has a variety of programs to support special populations. The college is adequately staffed in student services to support all students including students enrolled in the new Health Information Management program. College counselors possess master's degrees as minimum qualifications and routinely advise prospective transfer students about upper-division coursework and expectations. Currently, San Diego Mesa College has faculty and staff with the

requisite skills, degrees, and credentials to meet the requirements of the Health Information Management program.

Professional development opportunities for health information technology faculty are supported by the college including both national and regional conferences. The college will continue to support professional development for faculty in the baccalaureate program.

The College also has secured adequate clinical placement sites to support all of the program requirements. An initial five-year budget has been created for this program and funds have been allocated for the 2015-2016 academic year. The program budget includes: program director reassigned time, full-time health information management faculty, faculty professional development, faculty and staff conference and travel, management/classified/technical support, instructional supplies, software licenses, accreditation application fees, annual accreditation fees, curriculum development, equipment costs, student advising, and outreach.

San Diego Mesa College has a new state-of-the-art Allied Health Education and Training facility that currently houses the two-year Health Information Technology program. The facility will easily accommodate the proposed Health Information Management program. A portion of this building has been designated to support the Health Information Management program which dedicates two 32-seat computer lab classrooms equipped with health information management related software programs, including Electronic Health Record (EHR) Sandbox Solution software. This instructional facility can adequately accommodate the size and scope of this baccalaureate program including upper-division general education courses through effective scheduling.

The Dean of Health Sciences will provide leadership and oversight for the Health Information Management program. She has served as the Dean of Health Sciences at San Diego Mesa College for the last 10 years. Collectively she has 22 years of community college experience, 18 years in administration and four years as a faculty member.

The San Diego Mesa College health information management program director is a full-time faculty member. She holds a Master of Arts in Health Information and Informatics Management, the highest level degree offered in health information management. She has 20 years of

experience in the health information industry and is nationally recognized in the field. In addition, she holds two important industry recognized AHIMA certifications including a Registered Health Information Administrator (RHIA) and Certified Health Data Analyst (CHDA).

The additional costs for supplies, equipment, and software will be funded through the additional \$84/unit tuition fee for upper-division courses. The San Diego Community College District allocated additional resources to San Diego Mesa College for the program costs. The program FTEF will be budgeted as part of the School of Health Sciences and Public Service instructional program allocation.

E. Evidence that:

1. The institution has received all necessary internal and/or external approvals

a. Internal approval

The San Diego Community College District Board of Trustees approved the San Diego Mesa College Health Information Management Bachelor Degree program proposal at their regularly scheduled meeting on October 9, 2014. (Attachment G)

The San Diego Mesa College Curriculum Review Committee (CRC) approved the Health Information Management Bachelor Degree program at their regularly scheduled meeting on March 19, 2015. (Attachment H)

The San Diego Community College Curriculum and Instructional Council approved the Health Information Management Bachelor Degree program at their regularly scheduled meeting on March 26, 2015. (Attachment I)

b. External approval

San Diego Mesa College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). The most recent affirmation of accreditation was in 2010 with the next site visit scheduled for spring 2017. The Health Information Management baccalaureate program would be accredited through

Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). The college is now filing this substantive change report with the commission as the initial stage of securing accreditation for the Health Information Management program.

The national accrediting agency for this program is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM accredits associate and baccalaureate degree programs in health information management, and master's degree programs in the health informatics and health information management professions in the United States and Puerto Rico. Included in the accreditation process is submission of evidence that the college is able to provide the fiscal and management resources necessary to run a successful program. The college has contacted the Commission for Accreditation of Health Information and Informatics Management Education (CAHIIM) regarding health information management accreditation standards and qualifications to ensure that the program being developed meets all of the required national standards.

2. Verification the institution is authorized by its state/government to offer the proposed baccalaureate degree

At the March 16, 2015, California Community College Board of Governors meeting, the members voted unanimously to approve San Diego Mesa College's Health Information Management baccalaureate program as one of the twelve community college pilot programs to be offered in the state.

3. There is sufficient demand for the program within the area served by the college

The healthcare field has undergone significant changes in the last decade. Specifically, in 2009, federal legislation was passed mandating healthcare institutions to convert to electronic health records by 2014. These changes in industry standards and transition to the adoption of the electronic health record and meaningful use have created a need for highly-skilled health information management administrators to oversee the information technology and patient record systems of hospitals, clinics, and other healthcare facilities. The changes in regulations and requirements associated with the adoption and implementation of the electronic health record has resulted in an exponential increase in demand for a qualified workforce. Evidence of this demand

is documented by the Office of the National Coordinator (ONC) for Health Information Technology and the subsequent funding to support the adoption of health information technology and the promotion of nationwide health information exchange to improve healthcare. Given the significance of the healthcare industry in the San Diego region, the demand for graduates with the requisite skills and abilities to compete for these jobs is evident.

The current two-year associate degree program prepares students for health information technology careers. However, it does not provide individuals with the knowledge, skills, and abilities to be competitive in the workforce for these new and emerging health information management occupations. A baccalaureate degree has become the entry point for these complex high-skilled management positions. Yet this degree is not offered by any California public college or university. The only baccalaureate degree program in Health Information Management in the state of California is offered at Loma Linda University, a private non-profit organization that charges approximately \$30,000 per year for this degree. San Diego Mesa College is prepared to offer the same education in an accredited program, at an affordable cost, and in an accessible manner. The benefit to the state and the San Diego region is an expanded qualified workforce with the requisite skills and knowledge to maintain compliance with these dynamic industry requirements.

San Diego County is one of the largest counties in the U.S., home to several major military bases and Indian Reservations. The San Diego region is also one of the largest healthcare providers in the U.S. and includes several major hospital systems along with two separate Veterans Administration hospitals and two Naval Hospitals. Other major healthcare systems include Kaiser Permanente, Scripps Health, Sharp, Palomar Health, Tri-City Medical Center, and Rady Children's Hospital, one of the largest and most prestigious pediatrics institutions in the country. The region also has major research hospitals including UC San Diego Medical Center (UCSD), The Scripps Research Institute (TSRI), and is a primary center for Indian Health Services, which is a specialized healthcare system for the Native American population. The region has thousands of alternative healthcare facilities including rehabilitation, long-term acute and sub-acute care, skilled nursing, home health, hospice and palliative care, and public and private outpatient clinics and providers. Additionally, the region has one large federal prison, Richard J. Donovan Correctional Facility, which employs 425 healthcare workers, and seven San Diego County Jails.

The San Diego County Health & Human Services Agency is the largest public health reporting agency in the state of California creating health information exchange for communicable diseases directly to the national Center for Disease and Prevention (CDC). These diverse facilities each have unique requirements for the specialized management and administration of their health information records.

The Bureau of Labor Statistics estimates by 2017 approximately 6,000 health information management professionals at all levels will be needed annually to meet the needs of the workforce. Leadership level salaries range from \$55,000–\$70,000 with advanced positions paying up to \$90,000. Earnings for management positions in this field may be as high as \$150,000. According to the State of California Employment Development Department, the job of Health Services Manager is expected to increase by 22.2%, or an increase of 6,200 jobs from 2012–2022. The salary ranges from \$82,742–\$144,393 per year or a mean of \$118,560.

F. Evidence that each Eligibility Requirement will still be fulfilled, specifically related to the change

1. Authority

San Diego Mesa College is authorized by the state of California to operate as a public community college. As such, the college is authorized under Title 5 of the Administrative Code to offer Associate in Arts and Associate in Science degrees and appropriate approved certificates.

Further, California State Senate Bill 850 (September 28, 2014) created a pilot program of not more than 15 community college districts that allows for California Community Colleges to offer baccalaureate degree programs. The administration of this pilot program was under the authority of the Board of Governors of the California Community Colleges. At the March 16, 2015, California Community College Board of Governors meeting, by unanimous vote San Diego Mesa College was one of the twelve community colleges approved to offer a baccalaureate program in the specific area of Health Information Management.

2. Mission

During the 2013-2014 academic year, the Planning and Institutional Effectiveness Committee reviewed and aligned the College's Mission, Vision and Values statement to align with the Educational Master Plan and is appropriate for a public California community college that clearly defines the College's primary purposes and describes the institutional commitment to achieving student learning for both associate and baccalaureate degree programs. This plan was approved through the campus participatory governance process and adopted by the San Diego Community College District Board of Trustees and is online as well as published in the catalog and other public documents.

Further, on December 11, 2014 the San Diego Community College District Board of Trustees revised the District Mission statement that would allow the district colleges to offer undergraduate education programs.

3. Governing Board

San Diego Mesa College is governed by the Board of Trustees for the San Diego Community College District. The board is responsible for the quality and integrity of the institution, for ensuring that the institution's mission is carried out, and for ensuring that the institution's financial resources are directed toward a sound educational program. The Board, composed of five members elected to represent specific areas of San Diego, is sufficient in size and composition to fulfill its responsibilities. The San Diego Community College District Board of Trustees is an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment with the District, no family members employed by the District, no ownership in District assets, or any other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweighs the greater duty to secure and ensure the academic and fiscal integrity of the institution. The San Diego Community College District Board of Trustees has authority for all programs and support services implemented at the College including the new proposed Bachelor of Science in Health Information Management Program.

4. Chief Executive Officer

San Diego Mesa College's chief executive officer is Dr. Pamela T. Luster. The chief executive officer is appointed to her role as President by the Board, and her primary responsibility is to the institution. The Board delegates to the President the authority to administer Board policies for the College. Neither the College President nor the District Chancellor serves as chair of the Board. The College President has oversight for all programs and support services implemented at the College including the new proposed Bachelor of Science in Health Information Management Program.

5. Administrative Capacity

San Diego Mesa College is staffed by a sufficient number of administrators to provide the services necessary to support the College's mission and purposes. Administrators are selected competitively, and all possess the appropriate preparation and experience to fulfill their assigned roles. The Dean of Health Sciences and Public Service will have operational oversight for all aspects of the new proposed Bachelor of Science in Health Information Management program.

6. Operational Status

The College is in full and continuous operation. Students are actively pursuing the degree programs offered by the institution. The new proposed Bachelor of Science in Health Information Management program is a natural progression of the Associate of Science Degree in Health Information Technology. Students will apply to the program the same way they apply to the restricted Health Information Technology program, utilizing the admission criteria for the four-year program.

7. Degrees

The majority of Mesa's course offerings lead to associate degrees and the College routinely scrutinizes course offerings to assure that they meet degree and program objectives. Students' educational goals and their progress toward them are monitored regularly through data gathered by the campus-based researcher through the Office of Institutional Effectiveness. This data

provides evidence that a significant proportion of student enrollments are in courses leading to degree offerings.

Further, San Diego Mesa College has an Associate of Science Degree in Health Information Technology that will compliment and provide opportunities for students to pursue their Bachelor of Science in Health Information Management at San Diego Mesa College.

8. Educational Programs

San Diego Mesa College offers a large number of associate degrees and certificates that are consistent with the College's mission. All programs are developed based on needs assessments and recommendations from discipline experts; input from industry advisory committees and transfer institutions are utilized in program development. Degree and certificate requirements are consistent with Title 5 in their extent, depth, rigor and intensity. Students completing degrees and certificates are required to demonstrate outcomes. Degree programs require a minimum of 60 degree-applicable credit units and are two years in length. The new proposed 120-unit health information management program will follow the same principles of relevance and rigor including both the general education and major preparation courses. In order to demonstrate the rigor and quality of the national standards, the program will meet the accreditation standards identified by the national organization, CAHIIM.

9. Academic Credit

Academic credit for coursework is awarded in accordance with Subchapter 9, Standards of Scholarship, of Title 5 of the California Code of Regulations. Academic credit for the health information management coursework will be awarded in accordance with Title 5 of the California Code of Regulations and all related California Education Code requirements.

10. Student Learning and Achievement

The San Diego Mesa College catalog publishes and updates annually, defines the requirements for every degree and certificate offered by the College and will include the proposed health information management program. The listings include prerequisites, course numbers, names, and units as well as descriptive program information and student learning outcomes.

Longitudinal student achievement data is tracked and published in an annual Fact Book available on the District Research and Planning website. The Mesa College Program Review process requires faculty and staff to establish, assess, review and revise learning outcomes, and contain plans for improvement. Student achievement is assessed by the department, division and the college as a whole in annual planning meetings.

11. General Education

Both associate and baccalaureate degree programs offered by San Diego Mesa College require a general education component. General education requirements are defined by the San Diego Community College District policies which are consistent with Title 5 general education policy for California community colleges and are consistent with state and District requirements regarding levels of quality and rigor appropriate to higher education.

The College's general education requirements are designed to ensure breadth of knowledge and promote intellectual inquiry. They include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. The College's general education outcomes are defined by District policy that requires that students take courses in the major areas of knowledge and that the curriculum include overarching principles consistent with general education.

The general education courses that will be part of the Health Information Management baccalaureate program will be consistent with the American Health Information Management Association (AHIMA) guidelines. These courses will provide students with the rigor of upper-division general education standards provided by AHIMA. Upon completion of the Health Information Management Bachelor of Science degree, students will be able to demonstrate competence in writing and computational skills and an introduction to some of the major areas of knowledge such as database management and design, advanced professional communication skills, and understanding of cultural and ethical issues in healthcare.

12. Academic Freedom

Policy 4030, approved by the Board of Trustees on April 28, 2009, defines academic freedom for faculty, staff, and students. In addition, Appendix II of the District-AFT Guild Agreement contains a statement describing faculty ethical behavior and academic freedom. Both of these statements specify that faculty, staff, and students are free to examine and test all knowledge appropriate to their discipline, area of employment, or major area of study. San Diego Mesa College supports and sustains a culture that protects intellectual freedom and independence. On October 9, 2014, the San Diego Community College District Board of Trustees approved the Bachelor of Science in Health Information Management program. This approval would apply Policy 4030 regarding academic freedom to the Bachelor of Science in Health Information Management program.

13. Faculty

San Diego Mesa College has a core of well-qualified and experienced full-time faculty to support the College's educational programs including the new proposed Bachelor of Science in Health Information Management Program. The faculty union contract specifies clearly the responsibilities of a faculty member. Both the contract and the evaluation procedures describe the faculty's responsibilities for program and curriculum development as well as for assessment of student learning. Through the October 9, 2014, San Diego Community College District Board of Trustees approval of the Bachelor of Science in Health Information Management program, the program now falls under the governance of the collective bargaining agreement and all District policies.

14. Student Services

San Diego Mesa College provides a wide range of student services to meet the needs of all of its students. The services are consistent with the size of the institution, the characteristics of the student population, and the mission of the institution. Student services are organized to best support as well as encourage learning and development. Point of Service data are a part of the program review process where service areas are routinely assessed. Students enrolled in the new

proposed Bachelor of Science in Health Information Management program will have access to the appropriate student services to meet their needs toward program completion.

15. Admissions

San Diego Mesa College has adopted and strictly follows admissions policies that are consistent with the community college mission and Title 5 requirements. The policies, printed in the catalog and class schedules, specify the qualifications necessary for admission to the institution. Admissions personnel are qualified for and understand their role relative to established policies. The health information management program will adhere strictly to the admission criteria as published in the catalog and on the website.

16. Information and Learning Resources

A wide range of information and learning resources are provided to support the College's mission and educational programs. The Learning Resource Center owns or licenses a large inventory of print, non-print, and web-accessible materials. Students may access library database resources through the web, whether on or off campus. All instructional programs, including the new proposed health information management program, in whatever format and wherever they are offered, may access these resources. Resources are also available through various tutorial services and dedicated campus computer labs. In addition, to support the Bachelor of Science in Health Information Management program, the library will enhance their collection to include additional health information management periodicals, specialized databases covering health and biomedical literature, and a LibGuide portal designed specifically for health information management students.

17. Financial Resources

The College has sufficient financial resources to support student learning programs and services and to improve institutional effectiveness. Planning takes place at both the College and the District levels and is evaluated and modified as changes require. Financial resources support the mission and provide financial stability.

The San Diego Community College District has set aside funding to support the Health Information Management baccalaureate program. This funding coupled with the additional tuition fee will allow the College to fund the program at the appropriate level and make it sustainable.

18. Financial Accountability

As required by law, San Diego Mesa College undergoes regular financial audits in concert with the rest of the San Diego Community College District. The audits are conducted by external auditors who are certified public accountants and have no other relationship to the District or College. The Bachelor of Science in Health Information Management program will follow the guidelines as all other programs at the College.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

San Diego Mesa College has a long established program review and integrated planning process. Program Review is at the heart of all college planning because it originates where all planning starts: in each program and service area. The Health Information Management program will be part of this process. This review process leads ultimately to the college wide master plan; which is the basis for program and service area planning, goal setting, and the identification of needs in support of resource allocation decision, all of which contribute to student success.

This process has been recently updated in the 2013–2019 Educational Master Plan that was approved by the President’s Cabinet on May 20, 2014. The oversight of the campus planning process is done by the Planning and Institutional Effectiveness Committee (PIEC) which reports

to the President's Cabinet. The integrated planning process is data driven and involves the following:

- (a) The Program Review Committee creates, revises and evaluates the program review process that requires each instructional and student service program to write a program plan that includes their student learning outcomes (SLO'S) or administrative unit outcomes (AUO'S). Through the campus software program, Task Stream, these outcomes are recorded and assessed through the program review process. The program plans also include department goals and objectives as well resource requests and the assessment of the impact on departments from previous resource allocations.
- (b) The campus Learning Assessment Taskforce (LATF) works with each instructional and student service program in the development of assessment techniques for SLO'S and AUO's.
- (c) Once the program plans are completed, resource requests are divided as follows:
- (d) Budget and Allocation Recommendation Committee which reviews all non-personal requests, not including facilities. These requests are reviewed and recommendations made to PIEC based on an agreed to rubric.
- (e) Faculty Hiring Prioritization Committee (FHP) reviews contract faculty requests. These requests are reviewed and recommendations made to PIEC based on an agreed to rubric.
- (f) Classified Hiring Prioritization Committee (CHP) reviews classified requests. These requests are reviewed and recommendations made to PIEC based on an agreed to rubric.
- (g) Facility Committee review facility requests. These requests are reviewed and recommendations made to PIEC based on an agreed to rubric.
- (h) PIEC then reviews these requests and makes a formal presentation to the President's Cabinet where the campus participatory governance process is involved in making a recommendation to the College President who makes the final decision on campus allocations.

Each integrated planning committee assesses their process and makes recommendations to PIEC for suggestions for improvement of the process each year.

San Diego Mesa College evaluates and makes public its progress in accomplishing its purposes, including the assessment of student learning outcomes. The college provides evidence of planning for improvement of institutional structures and process in our annual report to the Community, press releases, and other public documents. The Health Information Management program will follow the same practice.

20. Public Information

San Diego Mesa College revises and publishes its catalog annually to include all instructional programs including the new proposed Bachelor of Science in Health Information Management program. To insure accuracy and currency a Catalog Subcommittee composed of College and District personnel meets on an annual basis to develop a procedure that involves review of the entire catalog by the appropriate contributors. The catalog is published in printed form and is also available in electronic format on the College's website. The catalog contains general information including demographic information about the institution, its mission, vision, values, and goals; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid and learning resources; names and degrees of administrators and faculty; names of governing board members; admission requirements and procedures policies, rules and regulations directly affecting students, including fees and other financial obligations; degree, certificate, graduation and transfer requirements; academic regulations including academic honesty (Policy 3100); acceptance of transfer credits; statement of nondiscrimination; sexual harassment policy; and complaint and grievance procedures. Much of this information is also published in the class schedules, the Student Handbook, and the Faculty/Staff Handbook.

21. Relations with the Accrediting Commission

The Board of Trustees affirms that San Diego Mesa College adheres strictly to the eligibility requirements, accreditation standards and policies of the Commission for all certificates, associate degree, and bachelor degree programs. The College describes itself in identical terms to all accrediting agencies, communicates any changes in accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Moreover, the College complies with Commission requests, directives, decisions and policies and makes complete, accurate and honest disclosures in all communications. The College also participates in accreditation training workshops.

G. Evidence that each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed

Mesa continues to meet or exceed all of the standards of accreditation. The College's last accreditation visit was in 2010 and a 2011 ACCJC/WASC Follow-Up Report resulted in the reaffirmation of accreditation with a focused midterm report due in 2013. The focused midterm report was accepted in January 2014 with no visit required. The College's next accreditation visit is scheduled for 2017.

Accreditation standards that are particularly impacted by the proposed change are addressed below.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission

Mesa's mission statement clearly articulates its educational purposes, the students it serves, and its commitment to student learning.

During the 2013-2014 academic year, the Planning and Institutional Effectiveness Committee reviewed and aligned the College's Mission, Vision and Values statement to align with the Educational Master Plan and is appropriate for a public California community college that clearly defines the College's primary purposes and describes the institutional commitment to achieving student learning for both associate and baccalaureate degree programs.

The College's mission statement begins with the outcome of student success, which is fundamental to all that we do. It describes our inclusive environment that seeks input from the diverse communities that we serve. It also identifies our student outcomes of learning, leadership, and responsibility. The values statement reinforces that we are an open access institution that supports equity; fosters learning; strives for excellence in teaching; upholds freedom of expression; respects and embraces diversity; acts with integrity and respect; holds itself accountable to meet its mission; and provides sustainability to deliver the mission.

This plan was approved through the campus participatory governance process and adopted by the San Diego Community College District Board of Trustees and is online as well as published in the catalog and other public documents.

Further, on December 11, 2014, the San Diego Community College District Board of Trustees revised the District Mission statement that would allow the district colleges to offer undergraduate education programs.

B/C. Assuring Academic Quality and Institutional Effectiveness/Institutional Integrity

The Planning and Institutional Effectiveness Committee is responsible for assuring that the College's planning framework is consistent with accreditation standards; for guiding the annual assessment of progress on stated goals, objectives and priorities and recommending changes as indicated; and for assuring the integration of planning across the campus. The Planning and Institutional Effectiveness Committee is designed to advance the overall planning work for the College, whereas the Program Review Committee advances planning at the unit level—program or service area. Key features include an annual process and a Goals Matrix that links resource allocation requests to program goals.

The Planning and Institutional Effectiveness Committee may establish sub-committees to carry out specific purpose and objectives of the committee. These sub-committees will report directly back to the PIE Committee.

The objectives of the Planning and Institutional Effectiveness Committee are to:

- Coordinate the critical planning constructs of the college (such as mission, vision, values; annual objectives and priorities; and long-term goals) and ensure their integration into the planning and operations of the entire college;
- Work in tandem with the Program Review Committee to assure that planning at the unit level is aligned with planning at the college-wide level;
- Foster the college's planning processes, informed by internal and external data;
- Foster the integration of the resource allocation recommendation processes at the college level;

- Carry out on-going assessment of the effectiveness of the alignment and integration of the college's planning activities; recommend and implement improvements.
- Facilitate the development of the college's educational master plan;
- Provide oversight for the College's compliance with ACCJC/WASC Accreditation Standards and the Commission's recommendations regarding the integration of the college's planning efforts; and
- Serve as the steering committee for the preparation of reports for the Commission including annual reports, mid-term report, and the self-study.

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

The quality, rigor, and accountability of Mesa's instructional programs are exemplary. Program Review was fully integrated for the entire campus to include the divisions of Instruction, Student Services and Administrative Services. The integration of these programs and service areas into one review process has greatly enhanced the overall effectiveness of the delivery of courses and programs leading to student success.

The campus has identified student learning outcomes at the institutional, program, and course level. Student learning outcomes (SLOs) have been developed at the program and student service level as well as administrative unit outcomes (AUOs) for administrative services. Instructional program student learning outcomes, Students Services SLOs, and Administrative Service Area AUOs appear in the College catalog and on the College website. Task Stream is a software program that the College acquired to assist with the management of SLOs and AUOs. The assessment results are used for improvement to revise the outcome if it is deemed necessary or revise the methodology of the SLO if necessary. The College program and service areas have all completed assessments and have worked with the campus-based researcher on compiling data as well as working with the Learning Assessment Taskforce committee in developing strategies to strengthen their program or service area. The College administers an annual SLO survey and uses the program review process to monitor progress made by the campus.

Mesa continues to be one of the top transfer institutions in the region and also boasts a large number of successful technical programs and degrees. Articulation exists with numerous four year institutions as well as career technical articulation with high schools. Industry partners continue to be a major part of our career and technical programs to ensure that Mesa students are graduating with the skills necessary for the workforce.

The addition of the Health Information Management baccalaureate program will only complement the existing instructional programs offered at our campus and will be fully supported by the instructional and planning processes already in place at Mesa College.

B. Library and Learning Support Services

The San Diego Mesa College Library provides vital support for the educational mission of the College through the provision of essential learning resources and services. The College Library is located within the campus Learning Resource Center (LRC), a state-of-the-art facility offering library, media, and computing resources. Library collections include not only print-based learning materials (books, periodicals, reserve materials, etc.) and audiovisual media, but also a rapidly growing collection of e-books, e-journals, online databases, and other electronic learning resources. Faculty librarians help support the campus curriculum and student learning through the provision of reference/research assistance, instruction, and collection development services. The computing and study facilities within the LRC building are currently accessible to the campus community 70 hours per week (Monday–Thursday, 7:00 am–10:00 pm, and Friday, 7:00–5:00 pm) during the main fall and spring semesters. Additional computer labs at various locations around the campus are designated for class use, and are under the administration of the Director of Technology. In total, the College has approximately 2,100 computers being used by students, faculty, staff, and administrators. Tutoring services for students, in writing and other disciplines, are coordinated and scheduled by the Academic Skills Center located in the new campus Student Services Building.

Over 2,700 instructional support videos are available for faculty check out or student use in the library. A reserve collection of videos is also made available for student use. Video clips can be uploaded to the teacher's Blackboard platform and faculty may also use streaming services.

Also located in the LRC is the student computer lab, which has 140 of the newest computers on campus, five scanners, and a full print and copy station. Instructional Assistants are on duty in the lab any time the LRC is open. The assistants are trained in the use of all software that is loaded on these computers.

In addition, to support the Bachelor of Science in Health Information Management program, the library will enhance their collection to include additional health information management periodicals, specialized databases covering health and biomedical literature, and a LibGuide portal designed specifically for health information management students.

C. Student Support Services

Mesa recruits and admits a diverse and multicultural student population who are able to benefit from the numerous programs and services offered by the college.

In support of the richness of this multicultural student population, the college has partnered with the Center for Urban Education (CUE) to engage in data analysis and inquiry activities about academic outcomes for students of color at San Diego Mesa College. Further, the College has created the Student Success & Equity Committee that reports directly to President's Cabinet. The primary purpose of the Committee is to support and lead innovative campus initiatives that strengthen student access, equity, and success. The Committee makes recommendations to the President regarding student success and equity initiatives, including those outlined in the Student Success and Support Program (SSSP) Plan, the Student Equity Plan, and the Developing Hispanic-Serving Institutions (DHSI) Program—Title V Plan.

The Student Success & Equity Committee provides a platform for collaboration and communication across the College that facilitates the integration of student success and equity efforts campus-wide, including all campus instructional programs and student services.

In direct support of this commitment, the institution provides a broad spectrum of support services, both face-to-face and online, to assure student access, progress, learning, and success. Services provided by the Division of Student Services include outreach and recruitment and the formal matriculation processes of admissions, placement assessment, orientation, workshops specific to educational goals, creation of the Student Education Plan (SEP) and the Disability

Support Programs and Services Student Education Contract (SEC), and follow-up support. Ongoing and additional support is provided to students by the Counseling Center, Evaluations, Transfer Center, Career Center, Disability Support Programs and Services, Student Health Services, International Student Services, and Veterans Affairs. Other support services are in place to meet the needs of our underrepresented student populations, including Extended Opportunity Programs and Services (EOPS), Student Tutorial and Academic Resources (STAR), TRIO, and Learning Communities such as Puente Project and the Mesa Academy.

The College effectively engages in Outreach using multiple efforts to strategically reach various student populations. The First Year Experience (FYE), also known as the First Year Experience, is a unique outreach and in-reach program designed to help first time students succeed. The recruitment for the program starts at high schools (outreach) with program support during the first year of college (in-reach). While in high school, students are provided with application workshops, early enrollment, orientation, and assistance with the matriculation process. Additional activities such as “meet your faculty and staff” occur during the summer just before fall attendance. During the first year of college, students are provided counseling, individual education plans, and follow up services.

Students enrolled in the Health Information Management baccalaureate program will have access to the necessary student support services needed to be successful in the program. In addition to all of the traditional student support services, an academic counselor will be assigned to serve students enrolled in the Health Information Management program.

Standard III: Resources

A. Human Resources

The San Diego Community College District and San Diego Mesa College are committed to developing a diverse workforce that mirrors the demographics of the San Diego region. The Human Resources and Equal Employment Office provides the leadership necessary for the campus and the District to move forward in this area. At the college level, the formal faculty hiring priorities are created and approved by President’s Cabinet each year, and these priorities embed a plan for achieving a diverse applicant pool for each of the approved positions. In

addition, the priorities emphasize candidates focused on creating student-centered instructional practices, which support success for all students.

Mesa has a strong participatory governance structure with an active academic senate, classified senate, and student government. These bodies give voice to all constituent groups on campus. In addition, practices and policies are in place district-wide to ensure that personnel are treated equitably.

B. Physical Resources

Projects funded by Prop S and N bonds approved by voters in 2002 and 2006 respectively, are nearing completion at Mesa. The new buildings and facilities have created a dynamic and sustainable campus that provides a quality learning environment for future generations. To ensure that these resources serve the primary mission of student learning, participatory governance committees for both budget and facilities were consulted to review and recommend expenditures to President's Cabinet. These committees serve as part of the Educational Master Plan, which also includes Program Review and the Strategic Planning Priorities.

In addition, there is a District level Citizen's Oversight Committee that reviews matters relative to the expenditure of these bond funds.

The Health Information Management program students will take all of their classes in the new Allied Health Education and Training Center, which was one of the buildings funded through the bonds.

C. Technology Resources

Also a major part of the Educational Master Plan is the San Diego Mesa College Strategic Plan for Technology, which is monitored and updated annually by the participatory governance Mesa Information Technology Committee. This plan directly oversees the deployment of services and equipment for all technology on campus, including those technologies employed for online instruction. Working with the Technology Committee, the Vice President of Administration has developed a technology "refresh" plan that includes all campus computers being replaced within a six year timeframe. This plan also allows for "trickle down" technology so the most advanced

computers are first deployed to the classrooms to meet the student needs and then to the rest of the campus.

The Health Information Management classrooms and laboratories will be fully supported by the Strategic Plan for Technology. A full-time network specialist is assigned to the Allied Health building which has resulted in immediate response time for support and maintenance to classroom learning needs.

D. Financial Resources

Financial decisions are driven by the Educational Master Plan which is informed by Program Review, the Strategic Planning Priorities, and the Strategic Master Plan for Technology, among other considerations. Recommendations are made to the President's Cabinet by the participatory governance Budget and Allocation Recommendation Committee, which reviews requests and proposals. Planning and funding are clearly connected with this model. The San Diego Community College District uses a budget allocation based on several factors, including FTES and FTEF in deciding on annual college budgets. During the recent difficult budget years, the campus was able to maintain a sufficient reserve to meet critical campus needs through the campus integrated planning process in the allocation of the ending balance. As required by law, San Diego Mesa College undergoes regular financial audits in alignment with the rest of the San Diego Community College District. The audits are conducted by external auditors who are certified public accountants and have no other relationship to the District or College.

The San Diego Community College District has set aside funding to support the Health Information Management baccalaureate program. This funding coupled with the additional tuition fee will allow the College to fund the program at the appropriate level and make it sustainable.

Standard IV: Leadership and Governance

A/B. Decision-Making Roles and Processes/Chief Executive Officer

As stated in earlier sections, Mesa operates under the guidance of its Educational Master Plan which encompasses Program Review, Strategic Planning Priorities, and the Strategic Master Plan for Technology. The concept of participatory governance is fundamental to Mesa, which boasts

active faculty, staff, and student groups, who participate in all areas of decision making. The final recommending council for the campus is the President's Cabinet, who then refer matters for final decision to the college President. The President is the college's chief executive officer reporting to the Chancellor, who serves as chief executive officer for the District. The President is responsible for the leadership of the College and the Chancellor for the District both reporting to the Board of Trustees. (See L. San Diego Mesa College Organizational Chart beginning on page 42).

C/D. Board and Administrative Organization (Multi-College Districts)

District Policy and procedures are in place to clearly articulate the relationship between the District and the colleges. The District-wide Budget Development Committee includes the Vice President of Administrative Services for each college in the district and ensures that funding decisions and practices are consistent, understood, and clearly articulated. The District Governance Council includes representatives from all of the colleges and continuing education in order to truly inform the board regarding pending actions. Clearly a relationship is in place to provide communication between the district and the stakeholders in the field.

Decisions pertaining directly to the Health Information Management program will be made primarily by the faculty and instructional dean. All other decisions will be made through the participatory governance process.

H. Evidence that the baccalaureate program meets the minimum requirements for the degree (120 semester units or equivalent)

The proposed baccalaureate degree program in Health Information Management (HIM) at San Diego Mesa College is designed to provide accessible, high-quality industry-approved instruction. The baccalaureate program will be composed of 60 units of lower-division credit coursework, and 60 units of upper-division credit coursework. The 60 units of the lower-division program are currently in an approved associate of science degree program in Health Information Technology at San Diego Mesa College. The baccalaureate degree program will build upon the associate degree program. The upper-division coursework will include 42 units of health information management courses in both clinical and didactic instruction, along with 18 units of upper-division general education coursework that will complement the courses required for the

major. The upper-division major requirements include a capstone course that requires students to conduct empirical research at a clinical site on trends in the healthcare industry specific to management of the electronic health record. The combination of upper-division major preparation and general education courses will provide graduates with the requisite knowledge, skills, and abilities for successful employment as a health information management professional.

Graduates will receive a Bachelor of Science in Health Information Management and be eligible to sit for the national certification exam sponsored by the American Health Information Management Association (AHIMA). The successful outcome of this exam results in licensure as a Registered Health Information Administrator (RHIA), an essential qualification for employment at the management-level in the healthcare field. The proposed Health Information Management program is designed to meet the unit and content requirements in the California Code of Regulations. In addition, the new program will meet the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC) standards as well as Council for Accreditation of Health Information and Informatics Management Education (CAHIIM) accreditation standards.

I. Evidence that the baccalaureate program meets the minimum baccalaureate level General Education requirements:

1. Thirty-six (36) semester units or equivalent

Both associate and baccalaureate degree programs offered by San Diego Mesa College require a general education component. General education requirements are defined by the San Diego Community College District policies which are consistent with Title 5 general education policy for California community colleges and are consistent with state and District requirements regarding levels of quality and rigor appropriate to higher education.

The baccalaureate degree program is composed of a total of 36 general education semester units including 18 units of lower-division units and 18 units of upper-division units.

2. Distributed across the major areas for General Education (arts/humanities, natural science, mathematics, social science, and oral written communication)

Students receiving a Bachelor of Science degree in Health Information Management shall complete with a grade point average of 2.0 (a “C” average) or better a minimum of 36 semester general education requirements. The College’s lower-division and upper-division general education curriculum incorporates overarching principles consistent with general education and requires students take courses in the major areas of knowledge including writing and computation, communication and analytical thinking, natural sciences, humanities, and social and behavioral sciences. General education courses are designed to ensure breadth of knowledge and promote intellectual inquiry. They introduce students to content and methodology, as well as historical and aesthetic contexts and implications. General education courses also develop a life-long learning capability and the skills for a productive life such as oral and written communication, scientific and quantitative analysis, critical and logical thinking, information competency, computer literacy, interpersonal abilities, creative approaches to problem solving, and various ways to acquire knowledge and instill the value of ethics, civility, cultural diversity, and the responsibilities of local, national, and global citizenship.

3. Integrated throughout the curriculum (distributed to both lower and upper-division courses)

The general education courses are integrated throughout the curriculum and distributed to both lower and upper-division courses. (Attachment J)

Upper-division GE subject areas include: communication studies, psychology, philosophy, English, and computer and information sciences as shown above on pages 9-13. (Attachment K)

J. Evidence that library and learning resources are sufficient in quality, currency, variety, quantity, and depth to support the baccalaureate program

The San Diego Mesa College Library provides vital support for the educational mission of the College through the provision of essential learning resources and services. The College Library is located within the campus Learning Resource Center (LRC), a state-of-the-art facility offering library, media, and computing resources. Library collections include not only print-based

learning materials (books, periodicals, reserve materials, etc.) and audiovisual media, but also a rapidly growing collection of e-books, e-journals, online databases, and other electronic learning resources. Faculty librarians help support the campus curriculum and student learning through the provision of reference/research assistance, instruction, and collection development services. The computing and study facilities within the LRC building are currently accessible to the campus community 70 hours per week (Monday–Thursday, 7:00 am–10:00 pm, and Friday, 7:00–5:00 pm) during the main fall and spring semesters. Additional computer labs at various locations around the campus are designated for class use, and are under the administration of the Director of Technology. In total, the College has approximately 2,100 computers being used by students, faculty, staff, and administrators. Tutoring services for students, in writing and other disciplines, are coordinated and scheduled by the Academic Skills Center located in the new campus Student Services Building.

In addition, to support the Bachelor of Science in Health Information Management program, the library will enhance their collection to include additional health information management periodicals, specialized databases covering health and biomedical literature, and a LibGuide portal designed specifically for health information management students.

K. Evidence that faculty qualifications are rigorous and appropriate in regard to:

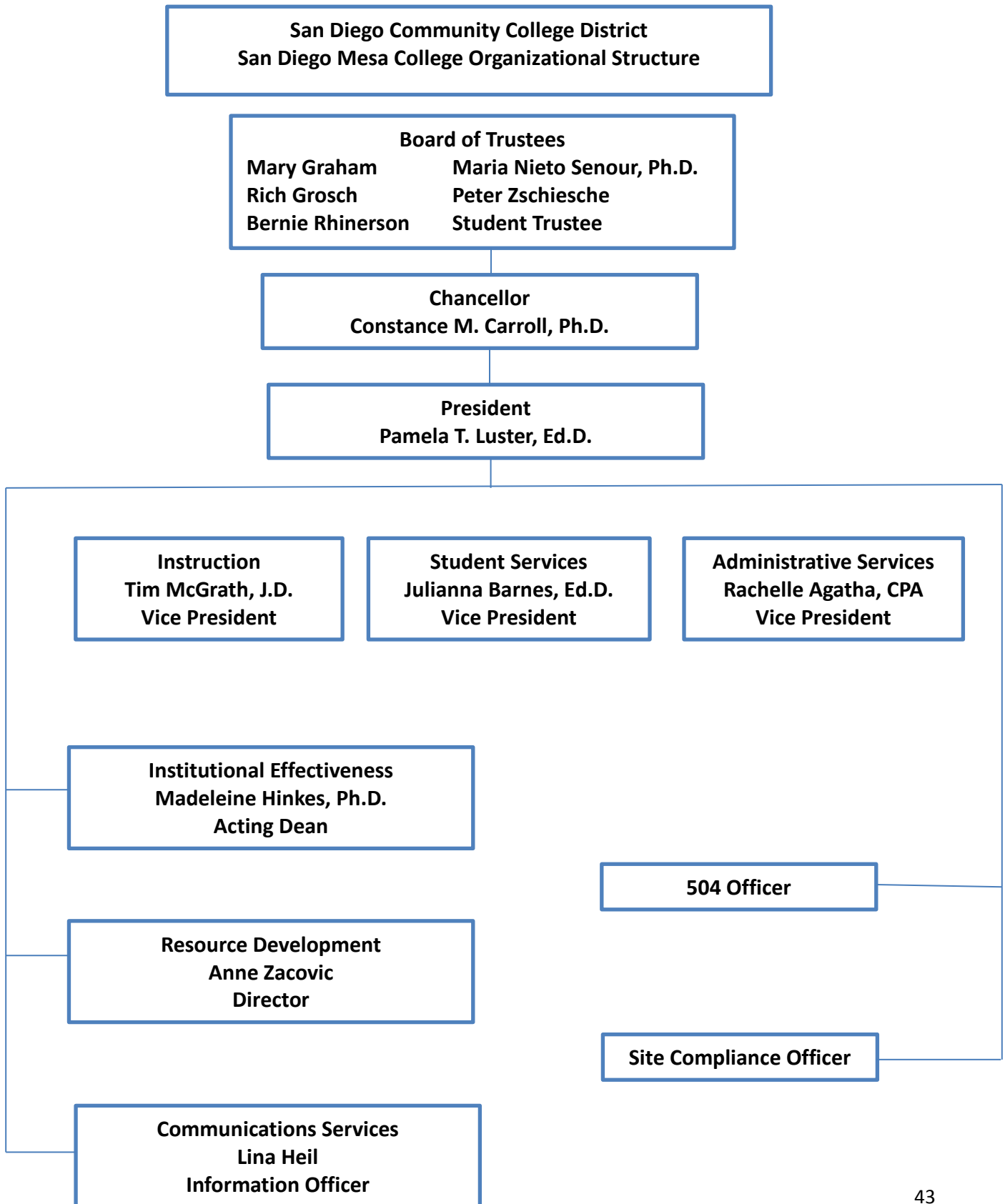
1. Discipline expertise

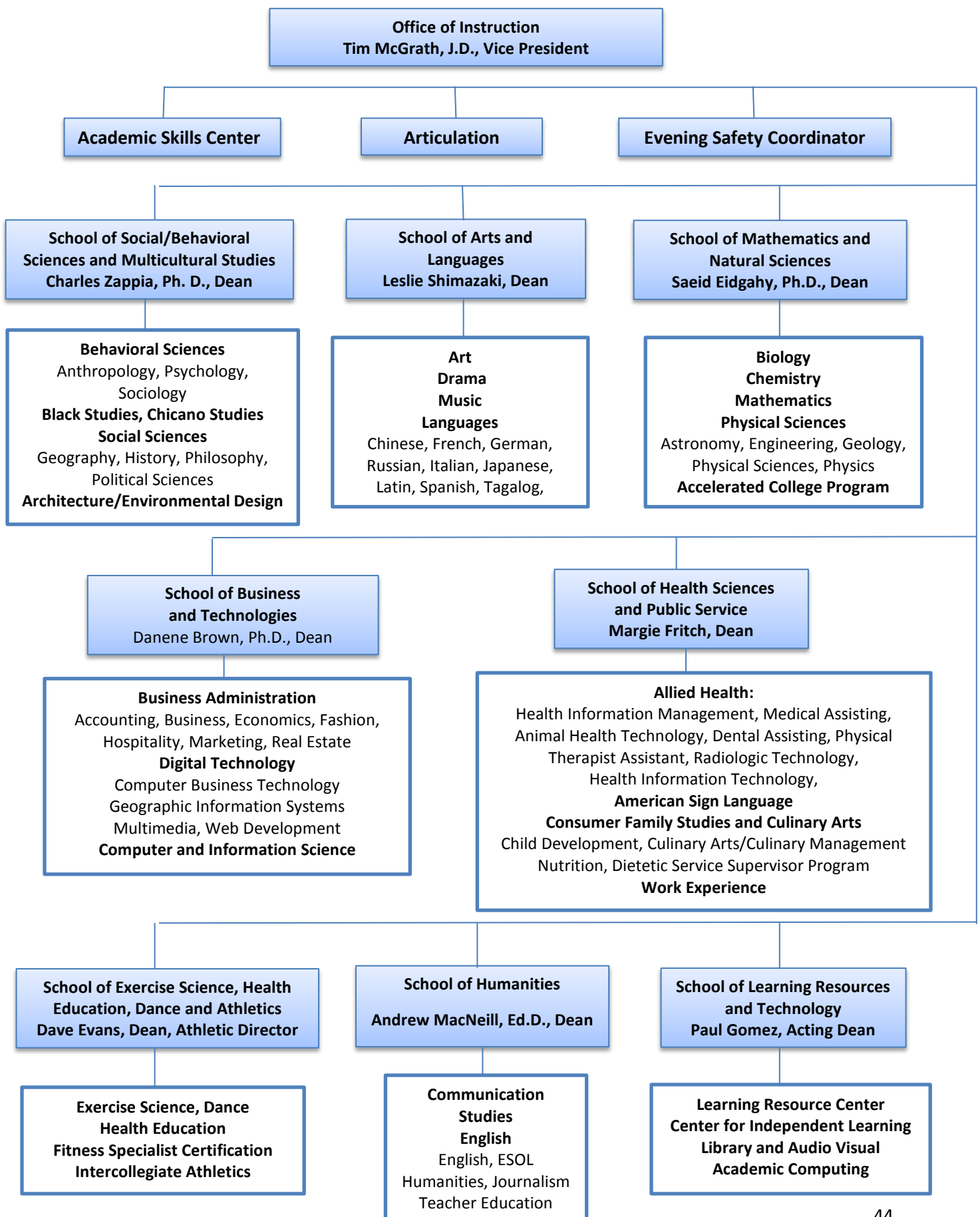
The staffing for this program is largely regulated by CAHIIM. The program requires a qualified Program Director to manage the curriculum and program operations. San Diego Mesa College currently has a qualified Program Director managing the Health Information Technology program. The current health information technology Program Director will serve as the Program Director for the Health Information Management program with additional reassigned time to manage the curriculum and operations of both programs. CAHIIM also requires the program to have a qualified full-time faculty member on staff to teach the curriculum. Information regarding staffing requirements can be found on the CAHIIM website at the following link: www.cahiim.org/applyaccredunder.html.

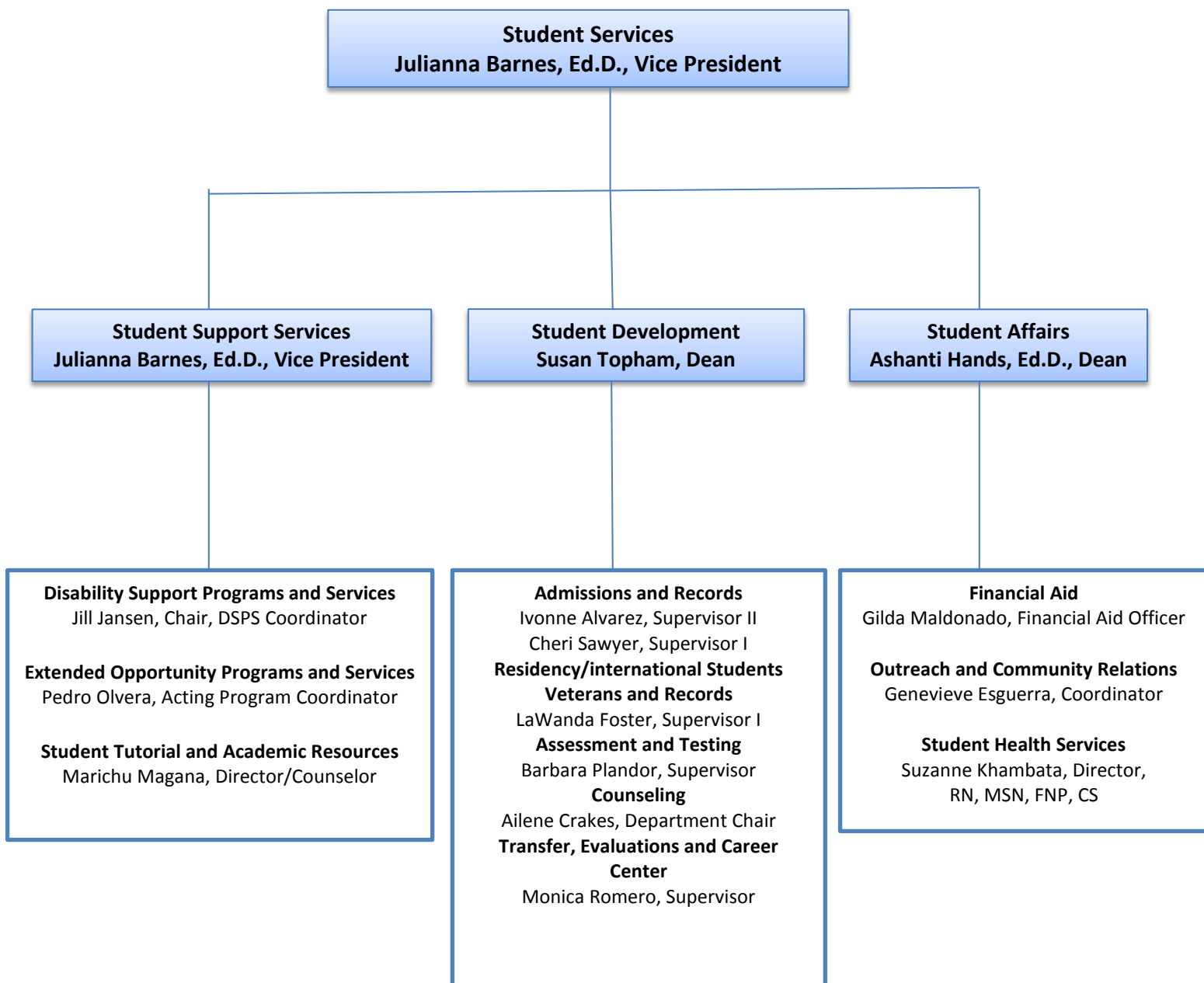
2. Level of assignment (at least one degree level above the baccalaureate degree for faculty assigned to baccalaureate degree courses or equivalent)

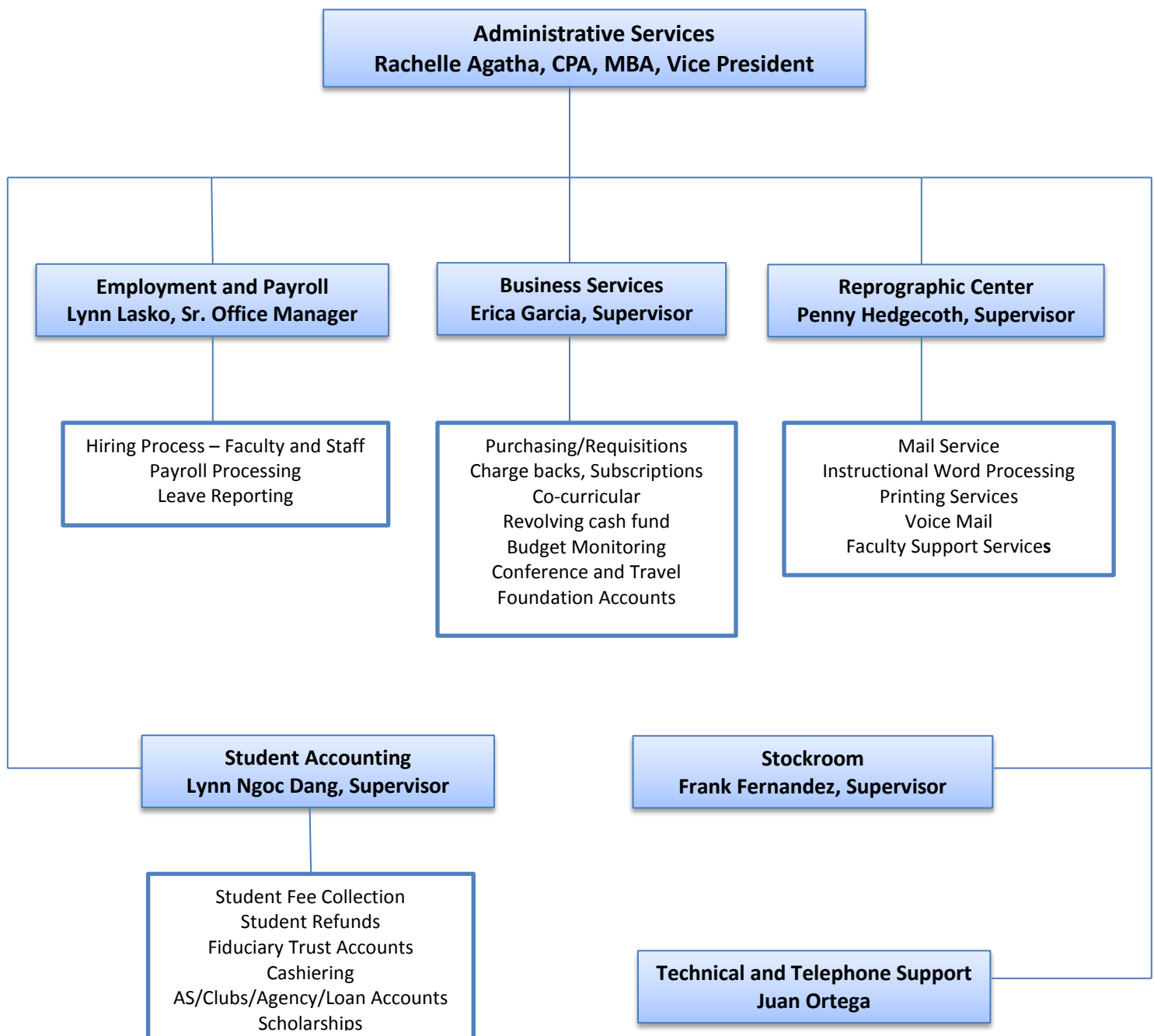
Minimum qualifications for faculty teaching in this program are a Master's degree and RHIA certification according to CAHIIM standards.

L. San Diego Mesa College Organizational Chart









List of Attachments

- A. San Diego Community College District Mission Statement
- B. SB 850 Public postsecondary education: community college districts: baccalaureate degree pilot program
- C. California Community Colleges Board of Governors—Final Approval of Pilot Programs
- D. Council for Excellence in Education Health Informatics and Health Information Management Baccalaureate Level HIM Curriculum Map
- E. Bachelor of Science in Health Information Management Program Description
- F. Employers Survey
- G. San Diego Community College District Board of Trustees—Approval of Mesa’s Bachelor of Science in Health Information Management program
- H. San Diego Mesa College Curriculum Review Committee—Approval Mesa’s Bachelor of Science in Health Information Management program
- I. San Diego Community College District Curriculum and Instructional Council—Approval Mesa’s Bachelor of Science in Health Information Management program
- J. Lower-Division General Education Requirements
- K. Upper-Division General Education Requirements

ACCJC/WASC

Substantive Change Proposal

Baccalaureate Degree Program in Health Information Management: Attachments



April 6, 2015

Prepared by: Tim McGrath, Vice President of Instruction



SAN DIEGO
MESA COLLEGE

7250 Mesa College Drive
San Diego, California 92111-4998

Attachment A

San Diego Community College District Mission Statement

Substantive Change Proposal * New Baccalaureate Degree Program * San Diego Mesa College
submitted by: Tim McGrath, Vice President of Instruction



SAN DIEGO COMMUNITY COLLEGE DISTRICT

Board of Trustees Policy

Chapter 1 – The District

BP 1200 DISTRICT MISSION

The mission of the San Diego Community College District is:

The mission of the San Diego Community College District (SDCCD) is to provide accessible, high-quality learning experiences, and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state.

Shared Values – Shared Vision

The San Diego Community College District is a multicultural institution with diverse colleges and Continuing Education campuses and varied priorities. However, we are bound together as an operational unit by a philosophical base of shared values and a shared vision of the future. We are committed to access and success for all students. We are an institution which responds to the unique needs of local communities and student populations. We share an important role as a builder of communities from the classroom to the campus and beyond to the larger components of society. To these ends, teaching and learning are our highest priorities as we move forward in the 21st century.

The mission is evaluated and revised on a regular basis.

Adopted: January 29, 2015

Supersedes: New Policy

Attachment B

**SB 850 Public postsecondary education: community college districts: baccalaureate
degree pilot program**

Substantive Change Proposal * New Baccalaureate Degree Program * San Diego Mesa College
submitted by: Tim McGrath, Vice President of Instruction

BILL NUMBER: SB 850 INTRODUCED
BILL TEXT

INTRODUCED BY Senator Block
(Coauthors: Senators Anderson and Hill)

JANUARY 9, 2014

An act to add Article 3 (commencing with Section 78040) to Chapter 1 of Part 48 of Division 7 of Title 3 of the Education Code, relating to public postsecondary education.

LEGISLATIVE COUNSEL'S DIGEST

SB 850, as introduced, Block. Public postsecondary education: community college districts: baccalaureate degree pilot program.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law requires the board to appoint a chief executive officer, to be known as the Chancellor of the California Community Colleges. Existing law establishes community college districts, administered by governing boards, throughout the state, and authorizes these districts to provide instruction to students at the community college campuses maintained by the districts.

Existing law requires community colleges to offer instruction through, but not beyond, the 2nd year of college and authorizes community colleges to grant associate degrees in arts and science.

This bill would authorize the Chancellor of the California Community Colleges to authorize the establishment of one baccalaureate degree pilot program per campus per district. The bill would provide that the baccalaureate degree pilot program shall consist of a limited number of campuses, to be determined by the Chancellor. The bill would require a baccalaureate degree pilot program to expire 8 years after the establishment of the program. The bill would require a participating district to meet specified requirements, including, but not limited to, offering baccalaureate degrees in a limited number of fields of study, and submitting a report to the Legislature at least one year prior to the expiration of the baccalaureate degree pilot program that would evaluate specified factors.

This bill would also require the governing board of a participating district to perform certain functions and would authorize the governing board to charge baccalaureate degree-seeking students a fee for enrollment in specified courses, which would be required to be expended for the purpose of providing a pilot program. The bill would authorize the governing board of the district to enter into agreements with local businesses and agencies to provide educational services to students participating in a baccalaureate degree pilot program.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The Legislature finds and declares all of the following:

(a) California needs to produce one million more baccalaureate degrees than the state currently does to remain economically competitive in the coming decades.

(b) The 21st Century workplace increasingly demands a higher level of education in applied fields.

(c) There is demand for education beyond the associate degree level in specific academic disciplines that is not currently being met by California's four-year public institutions.

(d) Community colleges can help fill the gaps in our higher education system by granting baccalaureate degrees for a limited number of specific areas in order to meet a growing demand for a skilled workforce.

(e) These baccalaureate programs will be limited and will not detract from the community colleges' mission to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement, nor will the programs unnecessarily duplicate similar programs offered by nearby four-year institutions.

(f) Community colleges can provide a quality baccalaureate education with lower costs to their students than a traditional four-year university, enabling place-bound local students the opportunity to earn the baccalaureate degree needed for new job opportunities and promotion.

(g) Twenty one other states, from Florida to Hawaii, already allow their community colleges to offer baccalaureate degrees. California is one of the most innovative states in the nation, and the California Community Colleges will use that same innovative spirit to produce more health, biotechnology, and other needed professionals.

SEC. 2. Article 3 (commencing with Section 78040) is added to Chapter 1 of Part 48 of Division 7 of Title 3 of the Education Code, to read:

Article 3. Baccalaureate Degree Pilot Program

78040. For the purposes of this article, "district" means any community college district identified by the Chancellor of the California Community Colleges as participating in the baccalaureate degree pilot program. Each district may establish baccalaureate degree pilot programs pursuant to Section 78041.

78041. Notwithstanding Section 66010.4, the Chancellor of the California Community Colleges may authorize the establishment of baccalaureate degree pilot programs that meet all of the eligibility requirements set forth in Section 78042. A pilot program established pursuant to this section shall expire eight years after the establishment of the program. For purposes of this section, a pilot program is established when the first class of students begins the program. The baccalaureate degree pilot program shall consist of a limited number of campuses, to be determined by the Chancellor of the California Community Colleges.

78042. (a) The district shall seek authorization to offer baccalaureate degree programs through the appropriate accreditation body.

(b) The district shall maintain the primary mission of the California Community Colleges specified in paragraph (3) of subdivision (a) of Section 66010.4. The district, as part of the baccalaureate degree pilot program, shall have the additional mission to provide high-quality undergraduate education at an affordable price for students and the state.

(c) The district shall offer one baccalaureate degree per campus in a limited number of fields of study subject to the following requirements, as determined by the governing board of the district:

(1) The district shall identify and document unmet workforce needs in the subject areas of the baccalaureate degrees to be offered and offer baccalaureate degrees in those subject areas possessing unmet workforce needs in the local community.

(2) The baccalaureate degree pilot program shall not unnecessarily duplicate similar programs offered by nearby public postsecondary educational institutions.

(3) The district shall have the expertise, resources, and student interest to offer a quality baccalaureate degree in the chosen field of study.

(d) The district shall maintain separate records for students who are enrolled in courses classified in the upper division and lower division of a baccalaureate program. A student shall be reported as a community college student for enrollment in a lower division course and as a baccalaureate degree program student for enrollment in an upper division course.

(e) The governing board of the district shall do all of the following:

(1) Determine the appropriate governance system for the baccalaureate degree pilot program.

(2) Make decisions regarding the baccalaureate degree pilot program's curriculum, faculty, and facilities.

(3) Establish the level of matriculation, tuition, and other appropriate costs for students enrolled in a baccalaureate degree program.

(f) (1) The governing board of the district may charge baccalaureate degree-seeking students a fee, of an amount to be determined by the governing board, that covers the additional costs imposed by providing a baccalaureate degree pilot program, for enrollment in courses that are not transfer core curriculum courses, as defined in Section 66720.

(2) All fees collected pursuant to this subdivision shall be deposited in the designated fund of the district in accordance with the California Community Colleges Budget and Accounting Manual, and shall be expended for the purpose of providing a baccalaureate degree pilot program.

(g) The governing board of the district may enter into agreements with local businesses and agencies to provide educational services to students participating in the baccalaureate degree pilot program.

(h) The district shall submit a report to the Legislature at least one year prior to the expiration of the baccalaureate degree pilot program pursuant to Section 78041. The report shall examine the success of the baccalaureate degree pilot program by evaluating all of the following factors:

(1) The percentage of students who complete a baccalaureate degree, calculated by dividing the number of students who graduate from the baccalaureate degree pilot program by the number of students who enrolled in the program.

(2) The extent to which the baccalaureate degree pilot program is self-supporting, such that the student fees charged pursuant to subdivision (f) cover the costs of the program.

(3) Whether there is a problem with finding and paying instructors for the baccalaureate degree pilot program.

(4) Whether there was a decline in enrollment in the California State University and the University of California as a result of the baccalaureate degree pilot program.

(5) The number of students who received jobs in the area in the field of study of their baccalaureate degree.

(6) The amount of student fees charged pursuant to subdivision (f) compared to the amount of student fees charged for courses at the California State University and the University of California.

(i) A report submitted pursuant to subdivision (h) shall be submitted in compliance with Section 9795 of the Government Code.

Attachment C

**California Community Colleges Board of Governors—Final Approval of Pilot
Programs**

Substantive Change Proposal * New Baccalaureate Degree Program * San Diego Mesa College
submitted by: Tim McGrath, Vice President of Instruction



CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

PRESS RELEASE

March 16, 2015

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Twelve California Community Colleges receive final approval from Board of Governors to offer bachelor's degrees

SACRAMENTO, Calif. – The California Community Colleges Board of Governors gave final approval on Monday for 12 community colleges to participate in a landmark pilot program that allows them to offer bachelor's degrees in fields such as respiratory therapy, dental hygiene and aerospace manufacturing technology.

"This is an appropriate expansion of our mission designed to meet the needs of an economy that is requiring more workers with four-year degrees," said Geoffrey L. Baum, president of the Board of Governors. "We have consulted closely with the leadership of the California State University system throughout this process and are pleased to approve these innovative pilot programs that will provide students with affordable degree options in fields that have demonstrated job growth."

Initial approval was granted in January, pending additional evaluation of the proposals by the California Community Colleges Chancellor's Office and further consultation with California State University and the University of California.

The bachelor's degree programs receiving final approval are:

- Airframe manufacturing technology, Antelope Valley College
- Industrial automation, Bakersfield College
- Mortuary science, Cypress College
- Equine industry, Feather River College
- Dental hygiene (2), Foothill College and West Los Angeles College
- Bio-manufacturing, Mira Costa College
- Respiratory care (2), Modesto Junior College and Skyline College
- Health information management, Mesa College
- Occupational studies, Santa Ana College
- Health information management, Shasta College

“After undergoing additional review by our office, these bachelor’s degree programs are set to gear up and enroll students who are looking for affordable options to earn four-year degrees. We’re excited to expand higher education opportunities in our system and help fuel California’s economy,” said Chancellor Brice W. Harris.

Bachelor’s degree proposals in interaction design at Santa Monica College and automotive technology at Rio Hondo College received initial approval but will require further conversations related to duplication with the California State University before final consideration later this spring. A bachelor’s degree program in emergency services and allied health systems was approved in January but has since been withdrawn by Crafton Hills Community College.

The board action is in response to legislation sponsored by Sen. Marty Block (D-San Diego) and signed by the governor last year that allows up to 15 districts to establish a pilot baccalaureate degree program at one of their colleges in a field of study not offered by the California State University or University of California. Lower-division coursework would cost \$46 per unit and upper-division coursework would cost an additional \$84 per unit under the new program, with an estimated total cost of about \$10,000 to obtain a bachelor’s degree.

The college districts selected for the pilot program were chosen from 34 applications. A team comprised of Chancellor’s Office staff, a member of the business and workforce community, and community college administrators, faculty and staff from districts that did not apply to host a program reviewed the applications.

Considerations for selecting a district included geographic distribution of the pilot programs, diversity of pilot programs, ability of the district to establish a rigorous program in their proposed field and that the proposed program will meet an unaddressed local or statewide workforce need.

Under the law the four-year degree programs must be up and running by at least the 2017-18 academic year, however, districts may start their programs by the fall 2015 semester. Districts must also seek approval from the Accrediting Commission for Community and Junior Colleges to start a program.

The legislation sunsets after the 2022-23 school year, after which the Legislature and governor may renew it pending two Legislative Analyst’s Office reviews of the pilot program- one in 2018 and another in 2022.

The law was enacted to assist the state in meeting the need for individuals in high demand technical disciplines which are increasingly requiring baccalaureate degrees and to increase college participation rates and improve workforce training opportunities for local residents who are unable to relocate because of family or work commitments.

The California Community Colleges is the largest system of higher education in the nation composed of 72 districts and 112 colleges serving 2.1 million students per year. Community colleges supply workforce training, basic skills education and prepare students for transfer to four-year institutions. The Chancellor’s Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges. For more information about the community colleges, please visit <http://californiacommunitycolleges.cccco.edu/>, <https://www.facebook.com/CACommColleges>, or <https://twitter.com/CalCommColleges>.

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Attachment D

**Council for Excellence in Education Health Informatics and Health Information
Management Baccalaureate Level HIM Curriculum Map**

Substantive Change Proposal * New Baccalaureate Degree Program * San Diego Mesa College
submitted by: Tim McGrath, Vice President of Instruction



Council for Excellence in Education
Health Informatics and Health Information Management

Baccalaureate Level HIM Curriculum Map

A significant change in approach is noted with this release of the curricula. The emphasis and measurement of success is with attainment of the Bloom's taxonomy level associated with the Student Learning Outcomes rather than the curricular considerations (which are examples of topics to be considered). When specific content is required it is part of the student learning outcome. With the pace of change in healthcare and HIM today, the curricular considerations may change with great frequency, but the student learning outcomes would remain consistent over longer periods of time.

Concepts to be interwoven throughout all levels of the curricula include:

- **CRITICAL THINKING:** For example the ability to work independently, use judgment skills effectively, be innovative by thinking outside of the box
- **PERSONAL BRANDING:** For example personal accountability, reliability, self-sufficiency

Entry Level Competency Student Learning Outcomes	Bloom's Level	Curricular Considerations
Domain I. Data Content, Structure & Standards (Information Governance)		
<i>DEFINITION: Academic content related to diagnostic and procedural classification and terminologies; health record documentation requirements; characteristics of the healthcare system; data accuracy and integrity; data integration and interoperability; respond to customer data needs; data management policies and procedures; information standards.</i>		
Subdomain I.A. Classification Systems		
1. Evaluate, implement and manage electronic applications/systems for clinical classification and coding	5 405	<ul style="list-style-type: none">• Encoders, Computer Assisted Coding, Systems Development Life Cycle
2. Identify the functions and relationships between healthcare classification systems	3 405	<ul style="list-style-type: none">• Healthcare classification systems, and taxonomies<ul style="list-style-type: none">◦ ICD, CPT, SNOMED-CT, DSM, RxNorm
3. Map terminologies, vocabularies and classification systems	4 405	<ul style="list-style-type: none">• Mapping from a standard clinical terminology to a HIPAA code set<ul style="list-style-type: none">◦ LOINC to CPT or SNOMED-CT to ICD• Mapping from one code set to another code set<ul style="list-style-type: none">◦ One revision of ICD to another
4. Evaluate the accuracy of diagnostic and procedural coding	5	<ul style="list-style-type: none">• Principles and applications of classification, taxonomies,

	405	nomenclatures, terminologies, clinical vocabularies, auditing
Subdomain I.B. Health Record Content and Documentation		
1. Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status	4 405	<ul style="list-style-type: none"> Health record components <ul style="list-style-type: none"> General requirements for documentation for all record types
2. Compile organization-wide health record documentation guidelines	6 405	<ul style="list-style-type: none"> Standards and regulations for documentation <ul style="list-style-type: none"> The Joint Commission, CARF, CMS Health record documentation policies and procedures
3. Interpret health information standards	5 450	<ul style="list-style-type: none"> Health information standards and regulations
Subdomain I.C. Data Governance		
1. Format data to satisfy integration needs	4 C401	<ul style="list-style-type: none"> Capture, structure, and use of health information Interoperability
2. Construct and maintain the standardization of data dictionaries to meet the needs of the enterprise	6 C401	<ul style="list-style-type: none"> Data dictionary composition Data sources
3. Demonstrate compliance with internal and external data dictionary requirements	3 410	<ul style="list-style-type: none"> Accreditation standards <ul style="list-style-type: none"> The Joint Commission, NCQA, CARF, CHAP, URAC Data ,HL7, ASTM, HEDIS, ACS data standards
4. Advocate information operability and information exchange	5 C401 410	<ul style="list-style-type: none"> Generally accepted recordkeeping principles
Subdomain I.D. Data Management		
1. Analyze information needs of customers across the healthcare continuum	4 C401	<ul style="list-style-type: none"> Capture, structure, and use of health information
2. Evaluate health information systems and data storage design	5 C401 410	<ul style="list-style-type: none"> Storage media, disaster recovery, cloud computing
3. Manage clinical indices/databases/registries	5 410	<ul style="list-style-type: none"> Secondary data sources, registries, and indices Healthcare data sets <ul style="list-style-type: none"> HEDIS, UHDDS, OASIS Indices and registry policies
4. Apply knowledge of database architecture and design to meet organizational needs	3 C401	<ul style="list-style-type: none"> Database architecture and design Data dictionary, data modeling, data warehousing
5. Evaluate data from varying sources to create meaningful presentations	5 445	<ul style="list-style-type: none"> Presentation software Healthcare data Indices and registries
Subdomain I.E. Secondary Data Sources		
1. Validate data from secondary sources to include in the	3	<ul style="list-style-type: none"> Data stewardship

patient's record, including personal health records	410	<ul style="list-style-type: none"> • Patient-centered health information technology • Secondary data sources, registries, and indices
Domain II. Information Protection: Access, Disclosure, Archival, Privacy & Security		
<i>Definition: Understand healthcare law (theory of all healthcare law to exclude application of law covered in Domain V); develop privacy, security, and confidentiality policies, procedures and infrastructure; educate staff on health information protection methods; risk assessment; access and disclosure management.</i>		
Subdomain II.A. Health Law		
1. Identify laws and regulations applicable to health care	3 450	<ul style="list-style-type: none"> • Health information laws and regulations <ul style="list-style-type: none"> ◦ HIPAA, The Joint Commission, State laws • Healthcare legal terminology • Centers for Medicare and Medicaid Services (CMS)
2. Analyze legal concepts and principles to the practice of HIM	4 450	<ul style="list-style-type: none"> • Legal principles • Legal health records
Subdomain II.B. Data Privacy, Confidentiality & Security		
1. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information	4 450	<ul style="list-style-type: none"> • Patient verification and identity management policies • Privacy, confidentiality, security principles, policies and procedures, federal and state laws • E-Discovery
2. Recommend elements included in the design of audit trails and data quality monitoring programs	5 450	<ul style="list-style-type: none"> • Data security <ul style="list-style-type: none"> ◦ Audits, controls, data recovery e-security ◦ Disaster recovery planning ◦ Business continuity planning
3. Collaborate in the design and implementation of risk assessment, contingency planning, and data recovery procedures	4 450	<ul style="list-style-type: none"> • Health information archival and retrieval systems • Data security protection methods <ul style="list-style-type: none"> ◦ Authentication, encryption, decryption, firewalls
4. Analyze the security and privacy implications of mobile health technologies	4 450	<ul style="list-style-type: none"> • Security threats of mobile device, healthcare delivery via mobile devices
5. Develop educational programs for employees in privacy, security, and confidentiality	6 450	<ul style="list-style-type: none"> • Education and training principles • Privacy and security laws and regulations, adult education strategies, training methods
Subdomain II.C. Release of Information		
1. Create policies and procedures to manage access and disclosure of personal health information	6 450	<ul style="list-style-type: none"> • Principles for releasing PHI • Required elements of an authorization
2. Protect electronic health information through confidentiality and security measures, policies and procedures	3 450	<ul style="list-style-type: none"> • Audit techniques and principles
Domain III. Informatics, Analytics and Data Use		
<i>Definition: Creation and use of Business health intelligence; select, implement, use and manage technology solutions; system and data architecture; interface considerations; information management planning; data modeling; system testing; technology benefit realization; analytics and decision support; data visualization techniques; trend analysis; administrative reports; descriptive, inferential and advanced statistical protocols and analysis;</i>		

<i>IRB; research; patient-centered health information technologies; health information exchange; data quality</i>		
Subdomain III.A. Health Information Technologies		
1. Utilize technology for data collection, storage, analysis, and reporting of information	3 C401 415	<ul style="list-style-type: none"> Health information archival and retrieval systems Computer concepts <ul style="list-style-type: none"> Hardware components, network systems architecture operating systems and languages, software packages and tools, Cloud computing applications
2. Assess systems capabilities to meet regulatory requirements	5 C401	<ul style="list-style-type: none"> Electronic signatures, data correction, audit logs
3. Recommend device selection based on workflow, ergonomic and human factors	5 445	<ul style="list-style-type: none"> Human factors and user interface design <ul style="list-style-type: none"> PDAs, screen size, mobile carts, bedside terminals/point of care
4. Take part in the development of networks, including intranet and Internet applications	4 445	<ul style="list-style-type: none"> Communication technologies <ul style="list-style-type: none"> Network-LANS, WANS, WLANS, VPNs Internet technologies <ul style="list-style-type: none"> Intranet, web-based systems, standards SGML, XML
5. Evaluate system architecture, database design, data warehousing	5 445 C401	<ul style="list-style-type: none"> System testing Interface management Data relationships
6. Create the electronic structure of health data to meet a variety of end user needs	6 C401 410 415	<ul style="list-style-type: none"> Data, information and file structures <ul style="list-style-type: none"> Data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, database management systems
Subdomain III.B. Information Management Strategic Planning		
1. Take part in the development of information management plans that support the organization's current and future strategy and goals	4 440	<ul style="list-style-type: none"> Corporate strategic plan, operation improvement planning, information management plans Disaster and recovery planning
2. Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies	4 445	<ul style="list-style-type: none"> Systems development life cycle <ul style="list-style-type: none"> Systems analysis, design, implementation, evaluation, maintenance, EHRs, HIEs, RECs
Subdomain III.C. Analytics and Decision Support		
1. Apply analytical results to facilitate decision-making	3 445	<ul style="list-style-type: none"> Data visualization, power point, dashboards
2. Apply data extraction methodologies	3 445	<ul style="list-style-type: none"> Data capture tools and technologies <ul style="list-style-type: none"> Forms, computer screens, templates, other health record documentation tools clinical, financial, administrative Healthcare statistical formulas <ul style="list-style-type: none"> LOS, death, birth, infection rates

3. Recommend organizational action based on knowledge obtained from data exploration and mining	5 445	<ul style="list-style-type: none"> Data exploration and mining
4. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare	4 445	<ul style="list-style-type: none"> Statistical analysis on healthcare data Descriptive statistics <ul style="list-style-type: none"> Mean, standard deviation, ranges, percentiles Inferential statistics <ul style="list-style-type: none"> T-tests, ANOVA, regression analysis, reliability, validity Epidemiological applications
5. Apply knowledge of database querying and data exploration and mining techniques to facilitate information retrieval	3 410 C401	<ul style="list-style-type: none"> SQL, Data exploration and mining Data presentation standards and tools
6. Evaluate administrative reports using appropriate software	5 410	<ul style="list-style-type: none"> SQL, Reporting tools
Subdomain III.D. Health Care Statistics		
1. Interpret inferential statistics	5 445	<ul style="list-style-type: none"> Inferential statistics <ul style="list-style-type: none"> T-tests, ANOVA, regression analysis, reliability, validity Computerized statistical packages <ul style="list-style-type: none"> SPSS, SAS
2. Analyze statistical data for decision making	4 445	<ul style="list-style-type: none"> Statistical analysis on healthcare data Descriptive statistics <ul style="list-style-type: none"> Mean, standard deviation, ranges, percentiles Data reporting and presentations techniques
Subdomain III.E. Research Methods		
1. Apply principles of research and clinical literature evaluation to improve outcomes	3 410	<ul style="list-style-type: none"> Research design/methods <ul style="list-style-type: none"> Quantitative, qualitative, evaluative, mixed, outcomes Literature search and evaluation Knowledge-based research techniques <ul style="list-style-type: none"> Medline, CMS libraries, AHRQ, and other websites
2. Plan adherence to Institutional Review Board (IRB) processes and policies	3 410	<ul style="list-style-type: none"> National guidelines regarding human-subjects research IRB process Research protocol data management
Subdomain III.F. Consumer Informatics		
1. Educate consumers on patient-centered health information technologies	3 410	<ul style="list-style-type: none"> Patient centered medical homes Patient portals, patient safety, patient education Personal Health Record
Subdomain III.G. Health Information Exchange		
1. Collaborate in the development of operational policies and	4	<ul style="list-style-type: none"> HIE's, local, regional including providers, pharmacies, other

procedures for health information exchange	410 450	health facilities
2. Conduct system testing to ensure data integrity and quality of health information exchange	6 410	<ul style="list-style-type: none"> Integration, interfaces, and data reliability
3. Differentiate between various models for health information exchange	5 410	<ul style="list-style-type: none"> RHIO, HIE
Subdomain III.H. Information Integrity and Data Quality		
1. Discover threats to data integrity and validity	3 410	<ul style="list-style-type: none"> Intrusion detection systems, audit design and principle
2. Implement policies and procedures to ensure data integrity internal and external to the enterprise	3 410	<ul style="list-style-type: none"> Authentication, encryption, password management
3. Apply quality management tools	3 445	<ul style="list-style-type: none"> Control charts, Pareto charts, Fishbone diagrams and other Statistical Process Control techniques
4. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems	4 410	<ul style="list-style-type: none"> Data quality assessment and integrity Disease management process <ul style="list-style-type: none"> Case management, critical paths, care coordination Outcomes measurement <ul style="list-style-type: none"> Patient as patient, customer satisfaction, disease specific Patient and organization safety initiatives
5. Model policy initiatives that influence data integrity	3 410 415 C401	<ul style="list-style-type: none"> Data quality Model Characteristics of data integrity
Domain IV. Revenue Management		
<i>Definition: Healthcare reimbursement; revenue cycle; chargemaster; DOES NOT INCLUDE COMPLIANCE regulations and activities related to revenue management (coding compliance initiatives, fraud and abuse, etc.) AS THESE ARE COVERED IN DOMAIN V.</i>		
Subdomain IV.A. Revenue Cycle and Reimbursement		
1. Manage the use of clinical data required by various payment and reimbursement systems	5 420 425	<ul style="list-style-type: none"> Clinical Data Management and reimbursement management CaseMix Management Payment systems <ul style="list-style-type: none"> PPS, DRGs, RBRVS, RUGs, Value Based Purchasing (VBP), MS DRGs, commercial , managed care, federal insurance plans Billing and reimbursement at hospital inpatient and outpatient, physician office and other delivery settings
2. Take part in selection and development of applications and processes for chargemaster and claims management	4 425	<ul style="list-style-type: none"> Chargemaster management
3. Apply principles of healthcare finance for revenue	3	<ul style="list-style-type: none"> Cost reporting, budget variances, budget speculation

management	420 425	
4. Implement processes for revenue cycle management and reporting	3 425	<ul style="list-style-type: none"> • CCI-Electronic Billing X12N • Compliance strategies and reporting • Audit process <ul style="list-style-type: none"> ◦ Compliance and reimbursement • Revenue cycle process • Utilization and resource management
Domain V. Compliance		
<i>Definition: COMPLIANCE activities and methods for all health information topics. For example, how to comply with HIPAA, Stark Laws, Fraud and Abuse, etc.; coding auditing; severity of illness; data analytics; fraud surveillance; clinical documentation improvement.</i>		
Subdomain V.A. Regulatory		
1. Appraise current laws and standards related to health information initiatives	5 450	<ul style="list-style-type: none"> • Compliance strategies and reporting • Regulatory and licensure requirements • Elements of compliance programs • Patient safety
2. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle	5 450	<ul style="list-style-type: none"> • Policies and procedures • Non retaliation policies • Auditing and monitoring
Subdomain V.B. Coding		
1. Construct and maintain processes, policies, and procedures to ensure the accuracy of coded data based on established guidelines	6 425 450	<ul style="list-style-type: none"> • UHDDS, Federal compliance guidelines • Official coding guidelines from CMS, AMA, NCHVS, NCCI
2. Manage coding audits	5 425	<ul style="list-style-type: none"> • Audit principles and reporting
3. Identify severity of illness and its impact on healthcare payment systems	3 425	<ul style="list-style-type: none"> • Casemix • Computer assisted coding systems • Payment Systems <ul style="list-style-type: none"> ◦ PPS, DRG, RBRVS, RUG, VBP, MSDRG, commercial, managed care, federal plans
Subdomain V.C. Fraud Surveillance		
1. Determine policies and procedures to monitor abuse or fraudulent trends	5 450	<ul style="list-style-type: none"> • Fraud detection
Subdomain V.D. Clinical Documentation Improvement		
1. Implement provider querying techniques to resolve coding discrepancies	3 425	<ul style="list-style-type: none"> • Query process, written, verbal and template queries, timeliness and interpretation, query retention
2. Create methods to manage Present on Admission, hospital acquired conditions, and other CDI components	6 425	<ul style="list-style-type: none"> • CDI concurrent, retrospective, post-bill review • CDI metrics and reporting process
Domain VI. Leadership		

Definition: Leadership models, theories, and skills; critical thinking; change management; workflow analysis, design, tools and techniques; human resource management; training and development theory and process; strategic planning; financial management; ethics and project management

Subdomain VI.A Leadership Roles

1. Take part in effective negotiating and use influencing skills	4 440	<ul style="list-style-type: none"> Negotiation techniques
2. Discover personal leadership style using contemporary leadership theory and principles	3 440	<ul style="list-style-type: none"> Professional development for self Role of HIM in the C-Suite
3. Take part in effective communication through project reports, business reports and professional communications	4 440	<ul style="list-style-type: none"> Process re-engineering and work redesign
4. Apply personnel management skills	3 440	<ul style="list-style-type: none"> Communication and interpersonal skills Emotional intelligence People developer/staffing mentor Negotiation Leadership and governance
5. Take part in enterprise-wide committees	4 440	<ul style="list-style-type: none"> Facilitation, networking, consensus building Meetings with executive boards and other high level organization groups, interdisciplinary committees
6. Build effective teams	6 440	<ul style="list-style-type: none"> Team/consensus building

Subdomain VI.B. Change Management

1. Interpret concepts of change management theories, techniques and leadership	5 440	<ul style="list-style-type: none"> Change Management Mergers Risk exposure Organizational design EHR implementation
--	----------	--

Subdomain VI.C. Work Design and Process Improvement

1. Analyze workflow processes and responsibilities to meet organizational needs	4 445	<ul style="list-style-type: none"> Workflow reengineering, workflow design techniques
2. Construct performance management measures	6 445	<ul style="list-style-type: none"> Benchmarking techniques <ul style="list-style-type: none"> Productivity standards, report cards, dashboards
3. Demonstrate workflow concepts	3 445	<ul style="list-style-type: none"> Swimlane diagrams Use cases Top down diagrams

Subdomain VI.D. Human Resources Management

1. Manage human resources to facilitate staff recruitment, retention, and supervision	5 430	<ul style="list-style-type: none"> Principles of human resources management <ul style="list-style-type: none"> Recruitment, supervision, retention, counseling, disciplinary action
2. Ensure compliance with employment laws	5 430	<ul style="list-style-type: none"> Employment laws, labor laws <ul style="list-style-type: none"> Federal and state

3. Create and implement staff orientation and training programs	6 430	<ul style="list-style-type: none"> • Workforce education and training
4. Benchmark staff performance data incorporating labor analytics	4 430	<ul style="list-style-type: none"> • Labor trends, market analysis
5. Evaluate staffing levels and productivity, and provide feedback to staff regarding performance	5 430	<ul style="list-style-type: none"> • Performance standards • Professional development in self and others
Subdomain VI.E. Training and Development		
1. Evaluate initial and on-going training programs	5 430	<ul style="list-style-type: none"> • Information systems, clinical documentation improvement, compliance, prospective payment system changes • PPS, CDI, EHRs
Subdomain VI.F. Strategic and Organizational Management		
1. Identify departmental and organizational survey readiness for accreditation, licensing and/or certification processes	3 450	<ul style="list-style-type: none"> • Accreditation standards <ul style="list-style-type: none"> ◦ The Joint Commission, NCQA, CARF, CHAP, URAC ◦ Provider credentialing requirements ◦ CMS Conditions of Participation
2. Implement a departmental strategic plan	3 440	<ul style="list-style-type: none"> • Strategic planning, critical thinking, benchmarking
3. Apply general principles of management in the administration of health information services	3 430	<ul style="list-style-type: none"> • Organizational structures and theory
4. Evaluate how healthcare policy-making both directly and indirectly impacts the national and global healthcare delivery systems	5 P401	<ul style="list-style-type: none"> • Healthy People 2020 • IOM reports • CDC • State, local and federal policies • PCORI
5. Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system	3 405	<ul style="list-style-type: none"> • Managed care organizations • ACOs • Payers/providers, all delivery settings • Payers' impact to each delivery setting • Biotech • Medical devices
6. Collaborate in the development and implementation of information governance initiatives	4 435 440	<ul style="list-style-type: none"> • Inter/intra-organizational team-building and leadership • Project management
7. Facilitate the use of enterprise-wide information assets to support organizational strategies and objectives	4 410	<ul style="list-style-type: none"> • Information management planning • Enterprise information management • Master data/information management
Subdomain VI.G. Financial Management		
1. Evaluate capital, operating and/or project budgets using basic accounting principles	5 420	<ul style="list-style-type: none"> • Budget process <ul style="list-style-type: none"> ◦ Capital and operating

		<ul style="list-style-type: none"> ○ Staffing budgeting
2. Perform cost-benefit analysis for resource planning and allocation	4 420	<ul style="list-style-type: none"> • Accounting • Cost/benefit analysis <ul style="list-style-type: none"> ○ Outsourcing, acquisition
3. Evaluate the stages of the procurement process	5 420	<ul style="list-style-type: none"> • Content of and answers to a request for proposal, request for information and request for quotation
Subdomain VI.H. Ethics		
1. Comply with ethical standards of practice	5 P401	<ul style="list-style-type: none"> • Professional ethics issues • Ethical decision making process • AHIMA Code of Ethics • Patient rights • Patient safety
2. Evaluate the culture of a department	5 430	<ul style="list-style-type: none"> • Cultural Diversity
3. Assess how cultural issues affect health, healthcare quality, cost, and HIM	5 430 P401	<ul style="list-style-type: none"> • Cultural competence • Healthcare professionals self-assessment of cultural diversity • Self-awareness of own culture • Assumptions, Biases, stereotypes
4. Create programs and policies that support a culture of diversity	6 430	<ul style="list-style-type: none"> • Diversity awareness training programs: age, race, sexual orientation, education, work experience, geographic location, disability • Regulations such as ADA, EEOC
Subdomain VI.I. Project Management		
1. Take part in system selection processes	4 435	<ul style="list-style-type: none"> • RFI and RFP
2. Recommend clinical, administrative, and specialty service applications	5 435	<ul style="list-style-type: none"> • RFP vendor selection, electronic record, clinical coding
3. Apply project management techniques to ensure efficient workflow and appropriate outcomes	3 435	<ul style="list-style-type: none"> • GANTT Charts, benchmarking, risk analysis, team structure
4. Facilitate project management by integrating work efforts	4 435	<ul style="list-style-type: none"> • Issue tracking, facilitation techniques, opportunity costs • Project management
Subdomain VI.J. Vendor/Contract Management		
1. Evaluate vendor contracts	5 445	<ul style="list-style-type: none"> • System acquisition and evaluation • Contract management
2. Develop negotiation skills in the process of system selection	6 445	<ul style="list-style-type: none"> • System acquisition and evaluation
Subdomain VI.K. Enterprise Information Management		
1. Manage information as a key strategic resource and mission	5	<ul style="list-style-type: none"> • Information Management Plan, information as an asset

tool	435	
Supporting Body of Knowledge (Pre-requisite or Evidence of Knowledge)		
Pathophysiology and Pharmacology		
Anatomy and Physiology		
Medical Terminology		
Computer Concepts and Applications		
Statistics		

*HIMS 455 is the capstone course and involves an in-depth applied research project that incorporates the majority of the student learning outcomes and curriculum considerations outlined in the CAHIIM curricular mapping.

BLOOM'S TAXONOMY – REVISED FOR AHIMA CURRICULA MAPPING

Taxonomy Level	Category	Definition	Verbs
1	Remember	Recall facts, terms, basic concepts of previously learned material	Choose, Define, Find
2	Understand	Determine meaning and demonstrate clarity of facts and ideas	Collect, Depict, Describe, Explain, Illustrate, Recognize, Summarize
3	Apply	Use differing methods, techniques and information to acquire knowledge and/or solve problems	Adhere to, Apply, Demonstrate, Discover, Educate, Identify, Implement, Model, Organize, Plan, Promote, Protect, Report, Utilize, Validate
4	Analyze	Contribute to the examination of information in part or aggregate to identify motives and causes	Analyze, Benchmark, Collaborate, Examine, Facilitate, Format, Map, Perform, Take part in, Verify
5	Evaluate	Make judgments in support of established criteria and/or standards	Advocate, Appraise, Assess, Compare, Comply, Contrast, Determine, Differentiate, Engage, Ensure, Evaluate, Interpret, Leverage, Manage, Mitigate, Oversee, Recommend
6	Create	Generate new knowledge through innovation and assimilation of data and information	Build, Compile, Conduct, Construct, Create, Design, Develop, Forecast, Formulate, Govern, Integrate, Lead, Master, Propose

The layout for the levels and categories was adapted from Lorin W. Anderson and David R. Krathwohl's *A Taxonomy For Learning, Teaching, and Assessing*, Abridged edition, Allyn and Bacon, Boston, MA 2001

Minor Editorial Revisions made on 4.28.14

- Added commas and parenthetical (Information Governance) to Domain I header.
- Added commas to Domain II header.
- Added commas to Subdomain II.B header.

Editorial Revision made on 6.9.14

- Removed ACLU and replaced it with EEOC

Revisions made on 10.31.14

- Subdomain 1.A
 - Under Curricular Considerations for #2: removed clinical vocabularies, added RxNorm, and added CT after SNOMED

Attachment E

Bachelor of Science in Health Information Management Program Description

Mesa-Bachelor of Science in Health Information Management**Action:** New Program**Proposal Originator:** Connie Renda**Origination Date:** 2/18/2015**Proposed Start:** Lower Division Fall 2015**Need for proposal:**

The changes in regulations and requirements associated with the adoption and implementation of the electronic health record has resulted in an exponential increase in demand for a qualified workforce. Evidence of this demand is documented by the Office of the National Coordinator (ONC) for Health Information Technology and the subsequent funding to support the adoption of health information technology and the promotion of nationwide health information exchange to improve health care. Given the significance of the health care industry in the San Diego region, the demand for graduates with the requisite skills and abilities to compete for these jobs is evident.

Catalog Description

The proposed Bachelor of Science degree program in Health Information Management (HIM) at San Diego Mesa College is designed to provide accessible, high-quality industry-approved instruction that prepares graduates to sit for the national certification exam qualifying them to be a *Registered Health Information Administrator (RHIA)*. RHIA certification is the minimum requirement for employment in the occupations that manage and administer electronic health records. The baccalaureate program will be composed of 60 units of lower-division credit coursework, and 60 units of upper-division credit coursework described in detail beginning on page 6 of this document. The 60-units of the lower-division program is currently an approved associate of science degree program in Health Information Technology (HIT) at Mesa College that includes two directed clinical practice rotations at one or more affiliate sites. The baccalaureate degree program will build upon the associate degree program. The upper-division coursework will include 36 units of health information management courses in both clinical and didactic instruction, along with 24 units of upper-division general education coursework that will complement the courses required for the major. The upper-division major requirements include a capstone course that requires students to conduct empirical research at a clinical site on trends in the health care industry specific to management of the electronic health record. The combination of upper-division major preparation and general education

courses will provide graduates with the requisite knowledge, skills, and abilities for successful employment as a health information management professional.

Graduates will receive a Bachelor of Science (BS) in Health Information Management and be eligible to sit for the national certification exam sponsored by the American Health Information Management Association (AHIMA). The successful outcome of this exam results in licensure as a RHIA, an essential qualification for employment. The proposed HIM program is designed to meet the unit and content requirements in the California Code of Regulations. In addition, the new program will meet the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC) standards as well as Council for Accreditation of Health Information and Informatics Management (CAHIIM) accreditation standards.

Program Goals: Upon completion of the program, students will be able to successfully pass the national certification exam resulting in licensure as a Registered Health Information Administrator (RHIA)

Career Options: Upon successful completion of the Bachelor of Science in Health Information Management students may find employment in health information departments as a health information manager; HIM director; professor; coding manager; HIM systems developer; HIM data analyst; reimbursement; compliance; healthcare quality coordinator

Student Learning Outcomes:

Upon completion of the program students will be able to:

1. Apply the laws of patient record confidentiality, privacy, and compliance.
2. Demonstrate knowledge of health information technology and systems.
3. Demonstrate and apply knowledge of the principles of personnel management.
4. Develop a financial plan for a health information management department.
5. Demonstrate mastery of the principles of health information management.
6. Demonstrate mastery of the health information management curriculum.

Bachelor of Science in Health Information Management

Program Prerequisite is the Associate of Science in Health Information Technology and the RHIT certification.

SEMESTER ONE**FALL (15 units)**

Course Title	Semester Units
HEIT 075 Computer Basics for Health Information Technology	1
HEIT 110 Introduction to Health Information	4
HEIT 130 Basic Pharmacology	1
Lower-Division GE courses	9

SEMESTER TWO**SPRING (15 units)**

Course Title	Semester Units
HEIT 156 Hospital and Health Statistics	3
HEIT 205 Health Law, Accreditation and Licensing Standards	3
Lower-Division GE courses	8

SEMESTER THREE**FALL (15 units)**

Course Title	Semester Units
HEIT 155C Current Procedural Terminology (CPT) Coding	3
HEIT 0155A ICD Coding I	4
HEIT 261 Directed Clinical Practice A	2
Lower-Division GE courses	6

SEMESTER FOUR**SPRING (15 units)**

Course Title	Semester Units
HEIT 155B ICD Coding II	4
HEIT 258 Quality Assessment, Utilization Review & Risk Management	3
HEIT 262 Directed Clinical Practice B	2
Lower-Division GE courses	7

SEMESTER FIVE**FALL (15 units) Fall 16**

Course Title	Semester Units
COMS 401 Professional oral communication skills	4
PHIL 401 Introduction to Bioethics	3
HIMS 405 Fundamentals of Health Information Management	4
HIMS 410 Healthcare Informatics	4

SEMESTER SIX**SPRING (15 units) Spring 17**

Course Title	Semester Units
PSYC 401 Organizational Psychology	3
ENGL 401 Professional and Research Writing	4
HIMS 415 Analytics in Healthcare (lab)	4
HIMS 420 Principles of Finance for Health Information Management	4

SEMESTER SEVEN**FALL (15 units) Fall 17**

Course Title	Semester Units
CISC 401 Database Management and Design (LAB)	4
HIMS 425 Revenue Cycle Management	4
HIMS 430 Human Resources Management in Healthcare	4
HIMS 435 Project Management	3

SEMESTER EIGHT**SPRING (15 units) Spring 2018**

Course Title	Semester Units
HIMS 440 Leadership and Strategic Management	3
HIMS 445 Systems Analysis and Design	4
HIMS 450 Legal and Compliance Issues in Healthcare	4
HIMS 455 Applied Research Project	4

Total Units: 120

Dates and Codes

CIC Approval: 3/26/2015

Board Approval: 10/09/2014

State Approval: 03/16/2015

CIP Code: 51.0706

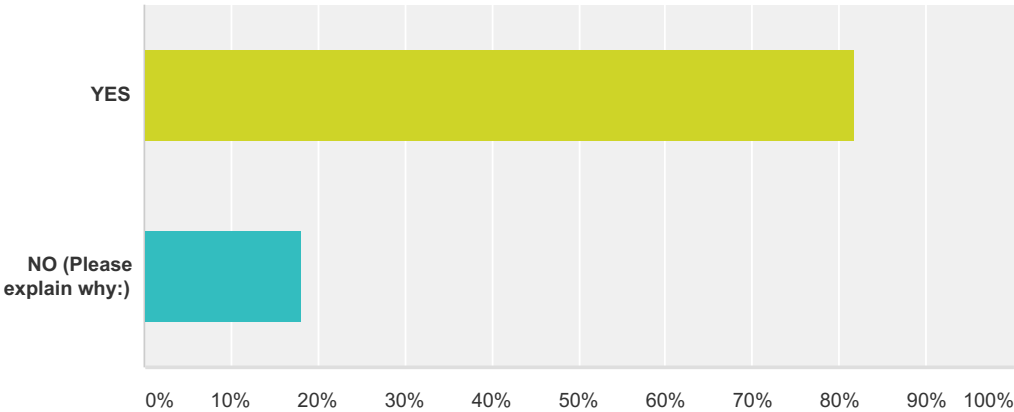
State Approval (Unique) Code:

Attachment F

Employers Survey

Q1 Have you hired a graduate from Mesa College’s Health Information Technology program in the last two (2) years?

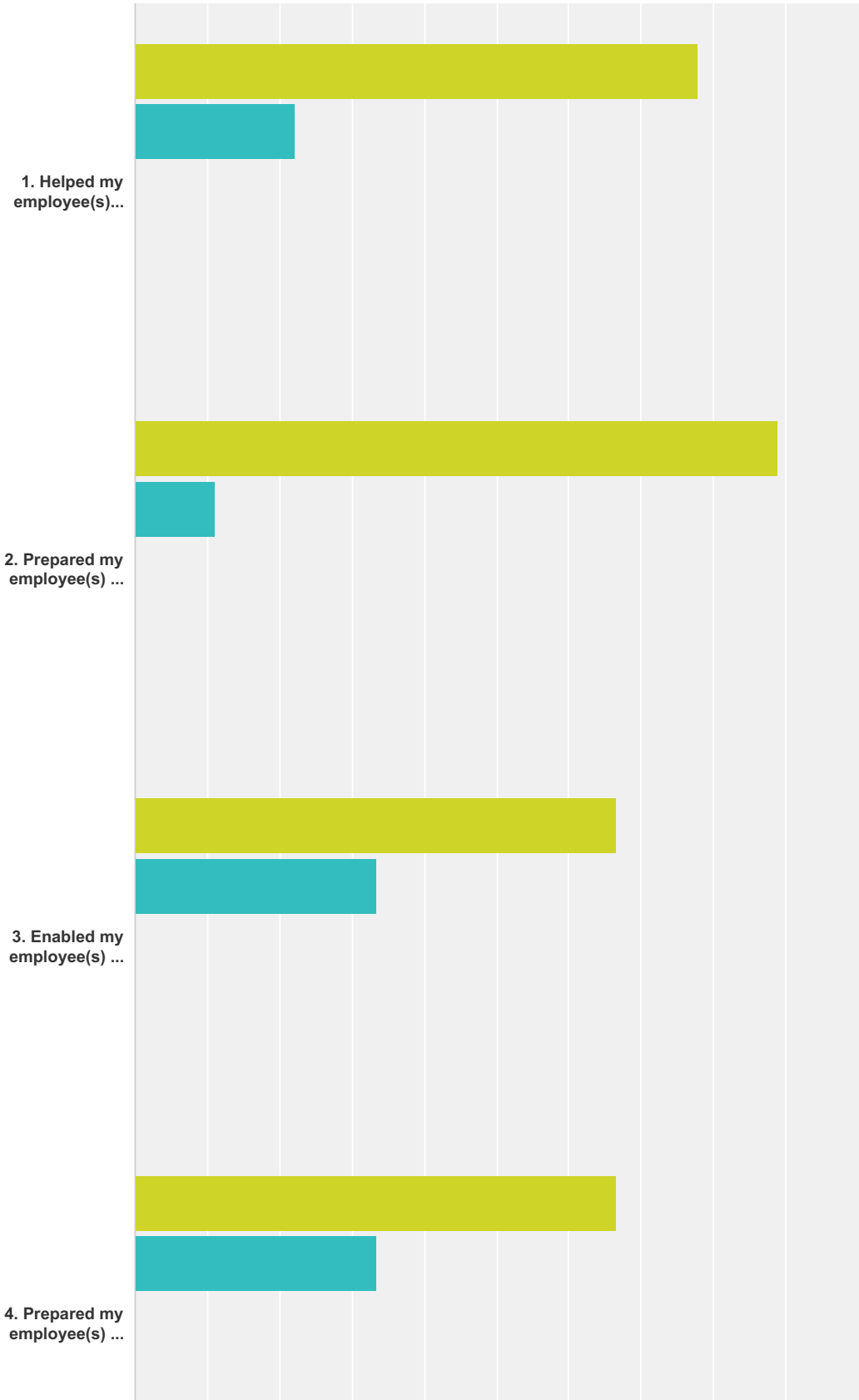
Answered: 11 Skipped: 0



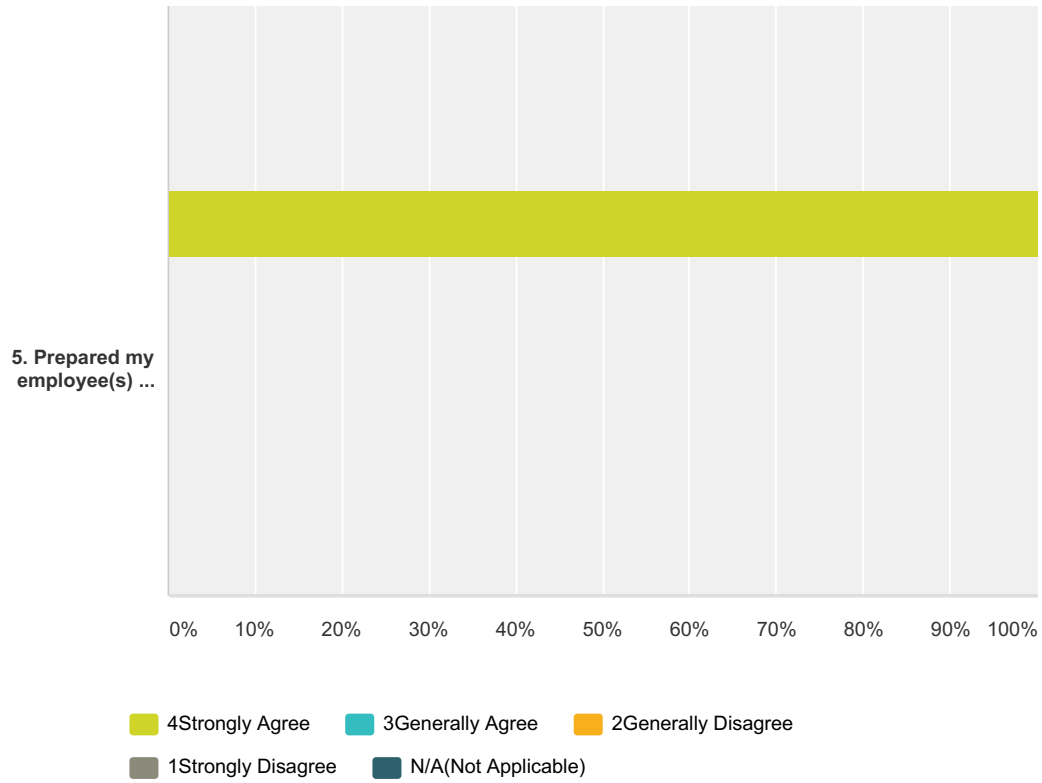
Answer Choices	Responses	
YES	81.82%	9
NO (Please explain why:)	18.18%	2
Total		11

Q2 THE MESA COLLEGE HEALTH
INFORMATION TECHNOLOGY PROGRAM:

Answered: 9 Skipped: 2



HIT Program Employer Survey

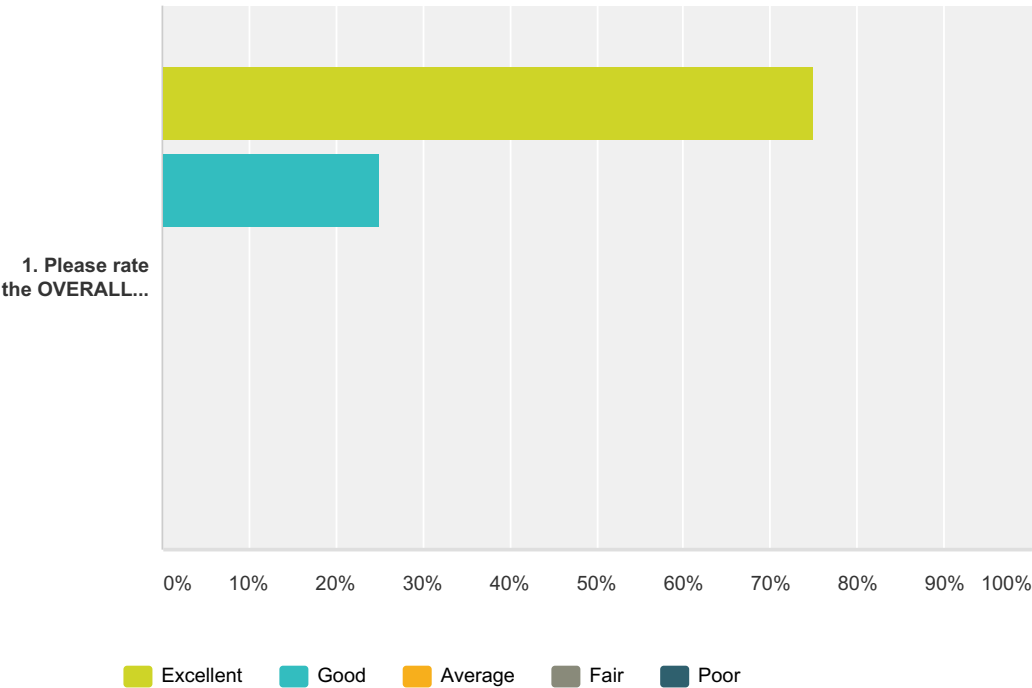


	4 Strongly Agree	3 Generally Agree	2 Generally Disagree	1 Strongly Disagree	N/A (Not Applicable)	Total
1. Helped my employee(s) acquire the knowledge necessary for their job.	77.78% 7	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9
2. Prepared my employee(s) to use sound judgment while functioning in their job.	88.89% 8	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9
3. Enabled my employee(s) to think critically, solve problems, and develop appropriate action steps.	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9
4. Prepared my employee(s) to communicate effectively within their work setting.	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	9
5. Prepared my employee(s) to conduct themselves in an ethical and professional manner.	100.00% 9	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9

HIT Program Employer Survey

Q3 OVERALL RATING:

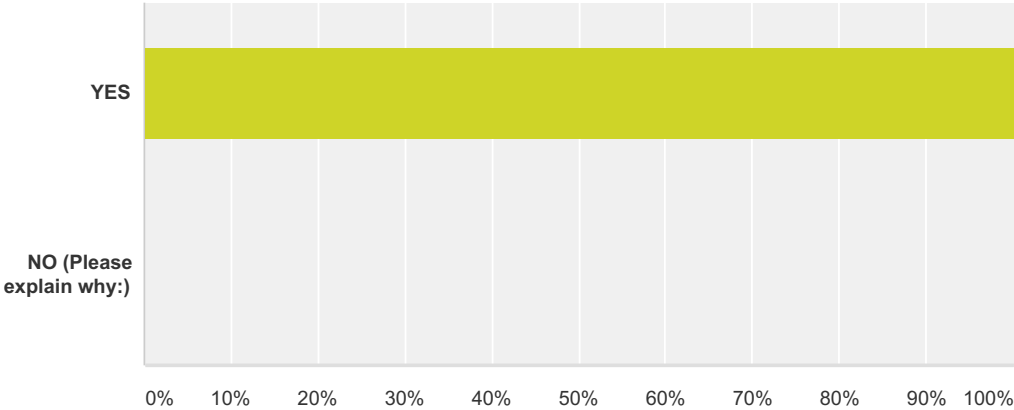
Answered: 8 Skipped: 3



	Excellent	Good	Average	Fair	Poor	Total
1. Please rate the OVERALL quality of graduates of Mesa College's Health Information Technology Program.	75.00% 6	25.00% 2	0.00% 0	0.00% 0	0.00% 0	8

Q4 If you have hired graduates of this program, did they have the skills and/or knowledge you expected?

Answered: 9 Skipped: 2



Answer Choices	Responses	
YES	100.00%	9
NO (Please explain why:)	0.00%	0
Total		9

HIT Program Employer Survey

Q5 Would you hire graduates of the Mesa College Health Information Technology program in the future?

Answered: 10 Skipped: 1

HIT Program Employer Survey

Q6 If you had openings, what job title(s) would you consider appropriate for graduates of this program?

Answered: 9 Skipped: 2

Q7 Provide any comments or suggestions that would help the Mesa College Health Information Technology program better prepare future graduates to meet the needs of employers.

Answered: 7 Skipped: 4

**Q8 What are the strengths of the graduates
of this program?**

Answered: 10 Skipped: 1

Q9 (OPTIONAL) Please list the name of the employer, job titles and graduate(s) you have hired from Mesa College's Health Information Technology program:

Answered: 5 Skipped: 6

Attachment G

**San Diego Community College District Board of Trustees—Approval of Mesa's
Bachelor of Science in Health Information Management program**

ATTACHMENT G



Agenda Item Details

Meeting	Oct 09, 2014 - Regular Board Meeting
Category	11. Instructional Services
Subject	11.02 In the matter of Instruction at San Diego Mesa College, authority is requested to apply for authorization to offer a bachelor's degree program of study in Health Information Management.
Type	Action
Fiscal Impact	No
Budgeted	No
Recommended Action	In the matter of Instruction at San Diego Mesa College, authority is requested to apply for authorization to offer a bachelor's degree program of study in Health Information Management.

STATEMENT OF ISSUE/PURPOSE

Background and Purpose:

On September 28, 2014, Governor Jerry Brown signed SB 850. With its passage, 15 community college pilot bachelor's degree programs will be approved by the California Community College Chancellor's Office. San Diego Mesa College's program of study in Health Information Management most closely meets the recommended criteria mandated in the law, and approval is requested to apply for authorization to offer this degree.

The college is utilizing the district process for curriculum and degree approval, and has already begun the process to submit the substantive change report required by the Accrediting Commission for Community and Junior Colleges (ACCJC) to offer new programs. As a step in the substantive change process, ACCJC requires that colleges have the approval of the Board of Trustees.

In addition to the ACCJC accreditation regulations, the Bachelor of Applied Science in Health Information Management program must be accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in order for graduates to sit for the nationally-recognized certification examination for the Registered Health Information Administrator (RHIA) qualification.

Mesa College is confident that it can attract an annual cohort of 30 students. The profession has moved to the BS degree level, and in addition to students who have completed and will complete the AS degree in Health Information Technology, there is an incumbent workforce in the San Diego region and beyond that will be seeking this degree. The only other college to offer this degree in California is Loma Linda University, a private university in San Bernadino County.

Motion & Voting

In the matter of Instruction at San Diego Mesa College, authority is requested to apply for authorization to offer a bachelor's degree program of study in Health Information Management.

Motion by Mary Graham, second by Maria Nieto Senour.

Final Resolution: Motion Carries

Aye: Mary Graham, Rich Grosch, Maria Nieto Senour, Peter Zschiesche, Student Trustee

Attachment H

**San Diego Mesa College Curriculum Review Committee—Approval Mesa's
Bachelor of Science in Health Information Management program**

Substantive Change Proposal * New Baccalaureate Degree Program * San Diego Mesa College
submitted by: Tim McGrath, Vice President of Instruction

**SAN DIEGO MESA COLLEGE
CURRICULUM REVIEW SUBCOMMITTEE**

DRAFT

Minutes

Thursday, March 19, 2015

Present: T. McGrath (proxy for M. Fritch), M. Parsons (proxy for F. Zand), P. Gustin, J. Parker, L. Shimazaki, C. Balderas, J. Ellis, J. Estep, A. Hoffman (proxy for T. Walker), L. Horsman, C. Kalck (proxy for V. Thao), D. Rogers, A. Saballett, A. Svedberg

Absent: M. Fritch (excused), S. Eidgahy, T. Walker (excused), F. Zand (excused) V. Thao (excused)

Guests: C. Renda, P. Lofthouse,

Welcome/Announcements

- * M. Parsons welcomed everyone and self-introductions were made.

Minutes/Agenda Start here

- * MSC L. Horsman/L. Shimazaki to approve the March 19, 2015 revised agenda.
- * MSC L. Horsman/A. Saballett to approve the March 5, 2015 revised minutes.

Information* **Curriculum Institute:**

- M. Parsons announced the Curriculum Institute will be held in Anaheim July 9 – 11, 2015.
- Also announced was that one Mesa CTE instructor has free registration to attend for the workshops on the new Task Force for Workforce, Job Creation and a Strong Economy.
- Several CRC members are interested in attending and were informed to contact T. McGrath regarding funding.
- Arrangements are being made for the new Dean of the LRC to attend.

* **Learning Outcomes on Course Syllabus:**

- The CIC's business item of Learning Outcomes on Course Syllabus has been distributed to all Mesa faculty and was presented to Mesa's Academic Senate.
- Much of the discussion revolved around as to how the implementation would be done – manually by faculty or automatically between CurricUNET and Taskstream.
- The consensus of the CRC members is to recommend a change to the Recommendation(s) by changing items 2) and 3) to clarify the usage of the CR as "a component of the official" Course Outline of Record and to have this task done automatically between CurricUNET and Taskstream.

* **C-ID Resolution:**

- M. Parsons reported J. Parker's C-ID Resolution was unanimously approved by Mesa's Academic Senate. Miramar's Senate has also approved it.
- T. Kohlenberg and M. Parsons are the contacts for the resolution.
- MSC J. Estep/L. Horsman for the CRC to support the resolution.
- Mesa faculty member and Area D Representative, C. Rico, will be requested to present it at the Plenary on April 9-11, 2015.
- An applause thank you was given to J. Parker for her creation of the proposal.

* **CIC Catalog and Course Deadlines:**

- J. Ellis presented the challenge of meeting District 2015-16 catalog deadlines and still not being able to offer a course until Fall 2016.
- J. Parker informed the committee that she requested during an articulation meeting there be a change from District personnel to Mesa personnel for the task of inputting GE and CSU information to the state inventory rather than hold up the offering of courses until they received GE & CSU status as students would then have the ability to petition the course if necessary.
- J. Parker also informed the committee that currently the Chancellor's Office has an inadequate number of staff and state approval is taking much longer than normal for both courses and programs to gain review and approval.
- M. Parsons will take this issue to CIC and will look into the question as to whether or not the last CIC meeting in December 2015 will be the 2016-17 catalog deadline as nothing official has been announced as of yet.

Committee Level Curriculum

- * MSC L. Horsman/J. Parker to approve the consent agenda proposals.
 - **AMSL 150, AMSL 155 and AMSL 214** aligned revisions.
 - **MATH 034A, MATH 121 and MATH 122** aligned revisions.
- * MSC L. Horsman/A. Saballett to submit **AMSL 115L** aligned revision to CIC.
- * MSC J. Ellis/L. Horsman to submit **BIOL 215** aligned integration/revision to CIC as a walk-in.
- * MSC L. Horsman/A. Saballett to approve with editorial changes **HIMS 401, HIMS 402 & HIMS 403** Mesa only new courses.
- * MSC L. Horsman/A. Saballett to approve **HIMS Baccalaureate Degree** Mesa only new program.

Status of needed ADT degrees:

- Chemistry and Biology ADT templates are now available and are back dated to February 2015.
- L. Shimazaki will follow-up on J. Parker's recommendations made to Music faculty regarding the development of a Music ADT.
- There are no ADT degrees at the CRC level of review.
- Economics, Theatre Arts, Elementary Teacher Education and Philosophy are still being reviewed by CIC.
- Geology received Board approval and is in the process of preparing for state approval submission.
- Spanish ADT has been submitted to state and is awaiting approval.

City

- * The following City items were moved forward without comment.
 - **DRAM 243ABCD** new courses for City only
 - **Courses FYI:** COSM 050, 050L, 055, 055L, 060, 060L, 065, 065L, 070, 070L, 080L, 081; GDEV 250AB, RTVF 122, 123, 125 & 127
 - **Programs FYI:** 5 Retail Management; Philosophy; 2 Field Exp Global Develop; Future Studies.

Miramar

- * MSC L. Horsman/A. Saballett to support the **ACCT 270; BUSE 140 & BUSE 270; CHIL 188;** and **MARK 100** aligned revisions.
- * The following Miramar items were moved forward without comment.
 - **Courses FYI:** LEGL 100AB
 - **Programs FYI:** Contemporary Police Tech AS & CA; Honors Global Competencies CP; Investigation Special AS & CA; Law Enforcement AS & CA: Pre-Engineering AS

Committees/Discussion/Handouts

- * CIC
- * No reports were given
- * The CIC 3/12/2015 summary was emailed to members.
- * MSC J. Parker/A. Svedberg to adjourn at 4:00 pm.

Minutes approved by

Tim McGrath and Michelle (Toni) Parsons, Co-Chairs
Next Meeting: April 16, 2015 at 2:15 pm LRC 435

Attachment I

**San Diego Community College District Curriculum and Instructional Council—
Approval Mesa's Bachelor of Science in Health Information Management program**

Substantive Change Proposal * New Baccalaureate Degree Program * San Diego Mesa College
submitted by: Tim McGrath, Vice President of Instruction

San Diego Community College District Curriculum and Instructional Council

ATTACHMENT I

Meeting of March 26, 2015
2:00 PM–DSC 1st Floor Conference Room

Excerpt from DRAFT MINUTES

PRESENT:

Barnes, Randy
Bennie, Roanna
Ellis, Jan
Hess, Shelly
Gustin, Paula
McGrath, Tim
Namdar, Donna
Shelton, Deanna
Short, Duane
Vizcarra, Perla

Vice President, Instruction—City
Vice President, Instruction—Miramar
Faculty—Mesa (proxy for Parker)
Interim Vice Chancellor, Instructional Services & Planning—District Office
Faculty—Mesa (proxy for Parsons)
Vice President, Instruction—Mesa
Curriculum Chair—Continuing Education
Curriculum Chair—City
Curriculum Chair—Miramar
Faculty, Counselor—City (proxy for Norvell)

GUESTS:

Boots, Jennifer
Gobble, Sheryl

Faculty, English/ESOL—City
Department Chair, English, Communication, and World Languages—
Miramar

ABSENT:

Ellison, Brian
Marrone, Erica
Neault, Lynn
Norvell, Elizabeth
Palma-Sanft, Mara
Parker, Juliette
Parsons, Michelle Toni

Vice President, Instruction & Student Services—Continuing Education
Curriculum Analyst, Curriculum & Instructional Services—District Office
Vice Chancellor, Student Services—District Office
Articulation Officer—City
Articulation Officer—Miramar
Articulation Officer—Mesa
Curriculum Chair—Mesa

STAFF:

Payne, Desiree
Scott, Carmen

Senior Secretary, Curriculum & Instructional Services—District Office
Curriculum Technician, Curriculum & Instructional Services—District Office

San Diego Community College District Curriculum and Instructional Council

Shelly Hess called the meeting to order at 2:04 p.m. Guests, proxies, and council members introduced themselves.

I. MINUTES AND AGENDA

A. Approval of: March 12, 2015, Minutes (*Action*)

Duane Short advised in agenda item IV. New Business A. Walk-in Process "...pre-launch deadline for walk-ins..." should be reflect as "...pre-launch deadline for all courses..."

Recommend approval of minutes as amended

Motion by Short, second by McGrath

Final Resolution: Motion carries

Aye: Barnes, Bennie, Gustin, Namdar, Shelton, Vizcarra

Abstain: Ellis

B. Approval of: March 26, 2015, Agenda (*Action*)

Added to the agenda:

- i. HIM program proposal
- ii. Walk-In Process
- iii. Walk-Ins:
 - 1. PERG 110 Introduction to College (Mesa)
 - 2. ANHL 100A Animal Care and Management (Mesa)
 - 3. ANHL 100B Advanced Animal Care and Management (Mesa)
 - 4. ANHL 125 Veterinary Clinical Pathology (Mesa)
 - 5. ANHL 125L Veterinary Clinical Pathology Lab (Mesa)
 - 6. ANHL 140 Veterinary Microbiology and Immunology (Mesa)
 - 7. ANHL 145 Veterinary Anatomy and Physiology (Mesa)
 - 8. ANHL 145L Veterinary Anatomy and Physiology Lab (Mesa)
 - 9. ANHL 155 Fundamentals of Animal Health Technology (Mesa)
 - 10. ANHL 155L Fundamentals of Animal Health Technology Lab (Mesa)
 - 11. ANHL 215 Veterinary Radiography (Mesa)
 - 12. ANHL 215L Veterinary Radiography Lab (Mesa)
 - 13. ANHL 225 Animal Nursing Techniques and Anesthesiology (Mesa)
 - 14. ANHL 227 Veterinary Surgical and Nursing Procedures Lab (Mesa)
 - 15. ANHL 235A Directed Clinical Practice (Mesa)
 - 16. ANHL 235B Advanced Directed Clinical Practice (Mesa)
 - 17. ANHL 260 Laboratory Animal Medicine (Mesa)
 - 18. ANHL 260L Laboratory Animal Medicine Lab (Mesa)
 - 19. Animal Health Technology Associate of Science Degree (Mesa)
 - 20. ESOL 045 Accelerated Reading, Writing, and Grammar for Non-Native Speakers of English (City)
 - 21. ENGL 047A Accelerated Reading, Writing and Reasoning (City)
 - 22. ENGL 048 College Reading and Study Skills II (City)
 - 23. ENGL 049 Basic Composition (City)
 - 24. ENGL 101 Reading and Composition (City)
 - 25. ENGL 105 Composition and Literature (City)
 - 26. ENGL 202 Introduction to Linguistics (City)

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27. ENGL 209 Literary Approaches to Film (City)
28. ENGL 237 Women in Literature (City)
29. ENGL 238 Evaluating Children's Literature (City)
30. ENGL 240 Shakespeare (City)
31. English for Speakers of Other Languages Certificate of Performance (City)

Short inquired whether walk-ins presented at the next Council meeting could be proposed for the Fall 2015. Hess advised the curriculum could be proposed for Fall 2015 with Vice President of Instruction (VPI) request for an exception to the deadline. Hess noted the effective date may be subject to state approval.

Recommend approval of agenda as amended
Motion by Barnes, second by Bennie
Final Resolution: Motion carries
Aye: Ellis, Gustin, McGrath, Namdar, Shelton, Short, Vizcarra

II. CURRICULUM REVIEW/APPROVAL

A. Approval of Curriculum (Action)

Recommend approval of curriculum
Motion by McGrath, second by Short
Final Resolution: Motion carries
Aye: Barnes, Bennie, Ellis, Gustin, Namdar, Shelton, Vizcarra

B. Approval of Program Changes

Recommend approval of programs
Motion by Short, second by McGrath
Final Resolution: Motion carries
Aye: Barnes, Bennie, Ellis, Gustin, Namdar, Shelton, Vizcarra

C. Approval of: March 26, 2015, Agenda (Action)

Deanna Shelton advised English for Speakers of Other Languages (ESOL) Certificate of Performance needs to be included with the English (ENGL) and ESOL walk-ins.

Recommend approval of agenda as amended
Motion by McGrath, second by Bennie
Final Resolution: Motion carries
Aye: Barnes, Ellis, Gustin, Namdar, Shelton, Short, Vizcarra

D. Approval of Continuing Education Curriculum

No Continuing Education curriculum.

E. Approval of Continuing Education Program Changes

No Continuing Education programs.

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C. Walk-Ins (*Action*)

1. HIM program proposal (Mesa)

The Health Information Management (HIM) program proposal was displayed. McGrath explained the program was approved by the Board of Governors (BOG), and the proposal is currently undergoing local review and approval. McGrath advised Mesa's CRC made revisions to the proposal. McGrath explained the proposal is presented to the Council for approval as the substantive change report is due the following week. Discussion occurred regarding teaching load and Title 5 regulations. Perla Vizcarra inquired whether lower division course work could be waived. McGrath explained the course work would need to have been completed within this specific major or proof of successful completion of national registry is required in order to waive course work. McGrath advised currently Loma Linda University is the only UC which offers a HIM program. Upper division general education was discussed. McGrath advised the minimum qualification (MQ) is a master's degree, and Mesa is searching for content experts in the HIM field. Hess noted the MQ is defined by Western Associate of Schools and Colleges.

Recommend approval HIM program proposal

Motion by Vizcarra second by McGrath

Final Resolution: Motion carries (pending tech review)

Aye: Barnes, Bennie, Ellis, Gustin, Namdar, Shelton, Short

HIM 401 course outline and proposal report were displayed and reviewed. Ellis noted Mesa's CRC revisions are not reflected on the document. McGrath asked Council to conduct technical review of the documents and relay all recommendations, questions, and/or concerns. Electronic copies will be provided to the Council.

Randy Barnes left the room at 3:01 p.m.; returned at 3:04 p.m.

III. **STANDING REPORTS**

- A. Curriculum Updating Project (Hess)
- B. CurricUNET Steering Committee (Hess)
- C. Student Services Council (Neault)
- D. ADT/C-ID (Hess)
- E. SB 850
- F. Chief Instructional Officers (Barnes, Bennie, Hess, Ellison, McGrath)
- G. State Academic Senate
- H. Articulation Officers (Palma-Sanft, Norvell, Parker)
- I. CIC Subcommittees (Hess)
- J. ERP Implementation (Hess)

Reports were tabled to allow travel time for Council members attending the Board meeting.

IV. **ANNOUNCEMENTS**

- A. The next meeting will be held Thursday, April 9, 2015, at North City Campus room 115S.

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- B. All new courses, new programs, and program revisions must be approved by CIC, Board of Trustees, and CCCCCO (new programs may be subject to WASC approval) before they may be published in the college catalogs.**
- C. Handouts:**
 - 1. March 26, 2015, CIC Meeting Agenda
 - 2. Draft Minutes from the March 12, 2015, CIC Meeting
 - 3. Curriculum Summary
 - 4. TMC Tracker
 - 5. SDCCCD C-ID Project
 - 6. New CIC Business Item: Learning Outcomes on Course Syllabus
 - 7. HIM 401 course outline
 - 8. HIM course proposal report.

V. ADJOURNMENT

Shelly Hess adjourned the meeting at 3:39 p.m.

Attachment J

Lower-Division General Education Requirements

Substantive Change Proposal * New Baccalaureate Degree Program * San Diego Mesa College
submitted by: Tim McGrath, Vice President of Instruction

The Associate Degree

On the recommendation of the faculty, the colleges of the San Diego Community College District award the Associate of Arts degree or the Associate of Science degree.

The Associate of Arts degree is awarded in the social sciences, humanities, the arts, and similar disciplines. The Associate in Science degree is awarded in engineering, physical and biological sciences, and occupational curricula.

Proactive Award Degree

Students who have an official education plan on file and meet degree requirements may be awarded an associate degree.

All Degrees Have the Following Requirements in Common

Minimum Units in Residence

A minimum of 12 degree applicable units must be completed in residence at the college granting the degree.

The 12-unit in residence requirement is effective for all degrees awarded regardless of catalog year.

Major/Area of Emphasis Requirements

- Eighteen semester units or more are required.
- Six semester units must be completed at City, Mesa, or Miramar College. Refer to the Degree Curricula and Certificate Programs section of this catalog for specific requirements for each major.
- Only one course in a student's major discipline may be used to meet the San Diego Community College District's general education requirements with the exception of Liberal Arts and Sciences and AA-T and AS-T degrees.

Recency of Coursework Limitation:

Academic departments may require that courses for the major be completed within a specified period of time prior to the granting of the Associate Degree, Certificate of Achievement, or Certificate of Performance. Students with questions about the applicability of previous coursework are advised to consult the Department as early as possible.

Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) for California State University (CSU)

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Each AA-T or AS-T is accepted by some but not all CSU campuses. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree in that major. Please see a counselor and www.ADegreeWithAGuarantee.com for more information.

Students intending to transfer to a CSU should consult a counselor and visit www.assist.org for guidance on appropriate transfer coursework.

AA-T/AS-T Majors

- Anthropology for Transfer (page 148)
- Art History for Transfer (page 156)
- Business Administration for Transfer (page 167)
- Communication Studies for Transfer (page 177)
- Geography for Transfer (page 209)
- History for Transfer (page 212)
- Journalism for Transfer (page 221)
- Kinesiology for Transfer (page 198)
- Mathematics for Transfer (page 253)
- Physics for Transfer (page 269)
- Political Science for Transfer (page 271)

- Psychology for Transfer (page 274)
- Sociology for Transfer (page 282)

Degree Requirements

The following is required for all AA-T or AS-T degrees:

1. Maximum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some CSU campuses and majors may require a higher GPA. Please see a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major (see list above). All courses in the major must be completed with a grade of "C" or better.
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE; see page 123 for more information); OR the Intersegmental General Education Transfer Curriculum pattern (IGETC; see page 115 for more information).

Associate of Arts and Associate of Science Degree Requirements

Minimum 60 Units Required

All degrees require a minimum of 60 degree applicable semester units. See course descriptions.

Grade Point Average (GPA) and Minimum Grade Requirements

- Effective 2009-2010 catalog year (and each year thereafter), students must earn a grade of "C" or better in courses required for the major.
- A grade point average of at least 2.0 (a "C" average) is required in the curriculum upon which the degree is based.

District Competencies

District competencies in reading, written expression, and mathematics (See Mesa College catalog page 95)

Select One of the Following Four General Education Options:

- **Option 1**—San Diego Community College District General Education **AND** District Requirements. (See Mesa College Catalog page 95)
- **Option 2**—CSU General Education Breadth (CSU GE Pattern). (See Mesa College Catalog page 123)
- **Option 3**—Intersegmental General Education Transfer Curriculum (IGETC) pattern. (See Mesa College Catalog page 115)
- **Option 4**—San Diego Community College District General Education Requirements. (See Mesa College Catalog page 99). Students selecting this option should meet with a counselor to determine the appropriate General Education courses for their individual transfer goals.
NOTE: Option 4 is only available for the following Mesa Liberal Arts and Sciences degrees designed for transfer students. Available emphases include:

- Arts Studies
- Business Studies
- Language Arts and Humanities Studies
- Mathematics and Pre-Engineering Studies
- Science Studies
- Social and Behavioral Science Studies

Students who plan to transfer to a four-year institution should review the Transfer Requirements section of this catalog.

District Requirements (Option 1)

- 0) Colleges in parenthesis indicate where the course is approved for District Requirements.
- C—City College
 - M—Mesa College
 - MMR—Miramar College

The following information is effective for students graduating under the 2009-2010 catalog year or each term thereafter and is subject to change. Please contact the Counseling Department for updates.

1. Competence in Reading and Written Expression

Complete one course with a grade of "C" or better from General Education Requirements Area A.1 Language and Rationality, English Composition.

Note: The course selected to meet this requirement may also be used to meet the general education requirement for English Composition.

2. Competence in Mathematics

Competence is demonstrated by:

- a. SDCCD Assessment skill level M45 or higher

OR

- b. Completing one of the following courses with a grade of "C" or better:

MATH 84* Practical Geometry (M)

MATH 85* Practical Career Mathematics (C,M)

MATH 92** Applied Beginning and Intermediate Algebra (M)

MATH 96 Intermediate Algebra and Geometry (C,M,MMR)

MATH 98* Technical Intermediate Algebra and Geometry (C)

OR

- c. Completing, with a grade of "C" or better, any other course for which one of the above listed courses is a prerequisite or any math course with a number higher than 100.

* These courses cannot be used to meet the prerequisite for any transfer-level mathematics course.

** This course may only be used to meet the prerequisite for MATH 119; it cannot be used to meet the prerequisite for any other transfer-level mathematics course.

Note: The course selected to meet these requirements may also be used to meet the general education requirement for Communications and Analytical Thinking.

3. American Institutions/California Government

Students are required to complete the United States History, Constitution and American Ideals before being awarded an associate degree. This requirement may be fulfilled by completing any combination of two classes that, when combined, fulfill areas: US-1, US-2, and US-3. A course may be used to fulfill more than one area.

A check mark [✓] indicates course has been approved to meet the requirement for the area.

Course	Area US-1: Development of American Institutions	Area US-2: US Constitution	Area US-3: California State & Local Governments
^BLAS 140A History of the U.S., Black Perspectives (C, M, MMR)	✓	✓	
^BLAS 140B History of the U.S., Black Perspectives (C, M, MMR)	✓		✓
^CHIC 141A U.S. History from a Chicano Perspective (C, M)	✓	✓	
^CHIC 141B U.S. History from a Chicano Perspective (C, M)	✓		✓
HIST 109 History of the United States I (C, M, MMR)	✓	✓	
HIST 110 History of the United States II (C, M, MMR)	✓		✓
^HIST 115A History of the Americas I (C, M, MMR)	✓	✓	
^HIST 115B History of the Americas II (C, M, MMR)	✓		✓
^HIST 123 U.S. History from the Asian Pacific American Perspective (C, M)	✓		✓
HIST 141 Women in United States History I (M, MMR)	✓	✓	
HIST 142 Women in United States History II (M, MMR)	✓		✓
^HIST 150 Native Americans in U.S. History (M)	✓	✓	
^HIST 151 Native Americans in U.S. History (M)	✓		✓
HIST 175 California History (M)			✓
POLI 102 The American Political System (C, M, MMR)		✓	✓

Course	Area US-1: Development of American Institutions	Area US-2: US Constitution	Area US-3: California State & Local Governments
<p>NOTES:</p> <ul style="list-style-type: none"> • <i>Three units of coursework used to fulfill the American Institutions/California Government requirement may also be used to fulfill a general education requirement. However, if a six-unit sequence or combination is selected to fulfill the American Institutions requirement, only three (3) units may be used for general education credit.</i> • <i>Courses designated with a caret (^) may also be used to fulfill the District Multicultural studies requirement.</i> • <i>Completion of the Advanced Placement examination in U.S. History with a score of 3 or higher will satisfy the requirement for the CSU American Institutions Area US-1 only.</i> • <i>Completion of the Advanced Placement examination in U.S. Government & Politics with a score of 3 or higher will satisfy the requirement for Area US-2.</i> • <i>Students who have completed the American Institutions requirement except for the California government portion must complete one course approved in Area US-3.</i> 			

4. Health Education

This requirement is met by completing Health Education 101: Health and Lifestyle, three units.

Note: *This requirement is waived for students who earn degrees in Nursing Education and Physical Therapist Assistant. U.S. Veterans and active duty U.S. military personnel may be granted two units of college credit to fulfill the Health Education Requirement if service has been continuous for at least six months. Copies of form DD-214 or DD-295 or Joint Services Transcript (JST) or CCAF Transcript covering all periods of military service must be on file in the Records Office.*

5. Exercise Science Activity (formerly Physical Education)

Students must complete two activity courses. Exercise Science (formerly Physical Education) courses numbered below 240 are acceptable. Dance courses are also acceptable, except for DANC 127, 181, 183 and 253. Administration of Justice 127A, 127B, 127C, 127D, 128A, 128B, 128C, 128D, 323, 381 and 382 are also acceptable. Fire Protection Technology 100D 150A, 160, 360, 380W, 381F are also acceptable. Students with physical conditions which prevent participation in regular exercise science (formerly Physical Education) activity classes must file a physician's statement with the College Evaluations Office. Adapted Exercise Science (formerly Physical Education) classes are available. A Physician's medical release form is required.

Note: *U.S. Veterans and active duty U.S. military personnel may be granted two units of college*

credit to fulfill the Exercise Science Activity (formerly Physical Education) requirement if service has been continuous for at least six months. Copies of form DD-214 or DD-295 or Joint Services Transcript (JST) or CCAF Transcript covering all periods of military service must be on file in the Records Office.

6. Multicultural Studies

Students may satisfy the District multicultural studies graduation requirement by satisfactorily completing a course related to the culture of one or more of the ethnic groups which are represented in American society. The course shall include a focus on the role of men and women in the origin, development, and current status of these cultures.

Note: *Each student seeking the Associate Degree must complete a three-unit multicultural studies course selected from the general education courses marked with a ^ indicating that it meets the Multicultural Requirement. The three units may be applied to the 18 units required in general education.*

This requirement is met by completing one of the following courses (these courses are also on the District General Education list).

- ^ ADJU 106 Diversity and Community Relations (MMR)
- ^ AMSL 150 Introduction to Deaf Culture (M)
- ^ ANTH 103 Introduction to Cultural Anthropology (C,M,MMR)
- ^ ANTH 200 Introduction to North American Indians (M)

- ^ ANTH 210 Introduction to California Indians (C,M)
- ^ ARTF 113 Arts of Africa, Oceania, and the Americas (M,MMR)
- ^ ARTF 115 African Art (C,M)
- ^ ARTF 120 Native American Art (M)
- ^ BLAS 104 Black Psychology (C,M)
- ^ BLAS 110 African American Art (C,M)
- ^ BLAS 111 Cultural Influences on African Art (M)
- ^ BLAS 115 Sociology from a Black Perspective (C)
- ^ BLAS 116 Contemporary Social Problems from a Black Perspective (C,M)
- ^ BLAS 120 Black Music (C,M)
- ^ BLAS 125 Dynamics of the Black Community (M)
- ^ BLAS 130 The Black Family (C,M)
- ^ BLAS 135 Introduction to Black Politics (C)
- ^ BLAS 140A History of the U.S., Black Perspectives (C,M,MMR)
- ^ BLAS 140B History of the U.S., Black Perspectives (C,M,MMR)
- ^ BLAS 145A Introduction to African History (C,M)
- ^ BLAS 145B Introduction to African History (C)
- ^ BLAS 150 Black Women in Literature, Film and the Media (C,M)
- ^ BLAS 155 African American Literature (C,M)
- ^ CHIC 110A Introduction to Chicano Studies (C,M)
- ^ CHIC 110B Introduction to Chicano Studies (C,M)
- ^ CHIC 135 Chicana/o Literature (C,M)
- ^ CHIC 141A United States History from a Chicano Perspective (C,M)
- ^ CHIC 141B United States History from a Chicano Perspective (C,M)
- ^ CHIC 190 Chicano Images in Film (C,M)
- ^ CHIC 210 Chicano Culture (C,M)
- ^ CHIL 141 The Child, Family and Community (C,M,MMR)
- ^ COMS 180 Intercultural Communication (C,M,MMR)
- ^ DRAM 109 Theatre and Social Issues (C)
- ^ ENGL 202 Introduction to Linguistics (C,M)
- ^ ENGL 230 Asian American Literature (M,MMR)
- ^ FILI 100 Filipino American Experience (MMR)
- ^ GEND 101 Introduction to Gender Studies (C)
- ^ GEOG 102 Cultural Geography (C,M,MMR)
- ^ HIST 115A History of the Americas I (C,M,MMR)
- ^ HIST 115B History of the Americas II (C,M,MMR)
- ^ HIST 120 Introduction to Asian Civilizations (C,M,MMR)
- ^ HIST 121 Asian Civilizations in Modern Times (C,M,MMR)
- ^ HIST 123 U.S. History from the Asian Pacific American Perspective (C,M)
- ^ HIST 130 The Modern Middle East (M)
- ^ HIST 150 Native Americans in United States History (M)
- ^ HIST 151 Native Americans in United States History (M)
- ^ INTE 125 History of Furniture and Interiors (M)
- ^ MUSI 109 World Music (C,M,MMR)
- ^ NUTR 153 Cultural Foods (M)
- ^ PHIL 125 Philosophy of Women (C,M)
- ^ POLI 103 Comparative Politics (C,M,MMR)
- ^ POLI 140 Contemporary International Politics (C,M,MMR)
- ^ SOCO 101 Principles of Sociology (C,M,MMR)
- ^ SOCO 110 Contemporary Social Problems (C,M,MMR)
- ^ SOCO 125 Sociology of the Family (C,M)
- ^ SOCO 150 Sociology of Latinos/Latinas (C)
- ^ SOCO 223 Globalization and Social Change (C,M,MMR)

General Education Defined

General Education courses should contribute to the broad education of career technical and transfer students in the areas of critical thinking, writing, and oral communication skills, understanding of and the ability to use quantitative analysis, and awareness of the arts and humanities; and of the physical, social and behavioral sciences as they affect one's interaction with the diverse local and global communities. General Education Requirements Title 5: Section 55063:

- a. Natural Sciences.** Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical

anthropology, physics and other scientific disciplines.

- b. Social and Behavioral Sciences.** Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

- c. Humanities.** Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves, help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

- d. Language and Rationality.** Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral

communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

Ethnic Studies will be offered in at least one of the required areas.

General Education Requirements (Option 4)

- () Colleges in parenthesis indicate where the course is approved for General Education Requirements.
 C—City College
 M—Mesa College
 MMR—Miramar College
- ^ Courses with carets fulfill District multicultural studies graduation requirement.
- * Courses with asterisks may satisfy more than one area and/or general education requirement but may not be counted more than once for this.

Only one course in a student's major discipline may be used to meet the San Diego Community College District General Education Requirements. Liberal Arts and Sciences, and AA-T and AS-T degrees allow for double counting of courses in the major discipline.

The following information is based on 2014-2015 course offerings and is subject to change. Please contact the Counseling Department for updates.

The State of California requires the completion of a minimum of 18 units of general education with at least a 2.0 grade point average. One course must be selected from each of the following areas: English Composition; Communication/Analytical Thinking; the Sciences (Life or Physical, not both); Humanities; Social Sciences; and a sixth course chosen from any area.

A. Language and Rationality

A minimum of three semester units, or four quarter units, must be completed. Choose one course from the following:

1. English Composition

ENGL 101	Reading and Composition (C,M,MMR)
ENGL 105	Composition and Literature (C,M,MMR)
ENGL 205	Critical Thinking and Intermediate Composition (C,M,MMR)

A minimum of three semester units, or four quarter units, must be completed. Choose one course from the following:

2. Communication and Analytical Thinking

BIOL 200	Biological Statistics (C,M)
BUSE 101	Business Mathematics (C,M,MMR)
BUSE 115	Statistics for Business (M)
CISC 150	Introduction to Computer and Information Sciences (C,M)
CISC 181	Principles of Information Systems (C,M,MMR)
COMS 99	Voice and Diction for Non-Native Speakers of English (C,MMR)
COMS 101	Voice and Articulation (C,M)
COMS 103	Oral Communication (C,M,MMR)
COMS 135	Interpersonal Communication (C,M,MMR)
COMS 160	Argumentation (C,M,MMR)
COMS 170	Small Group Communication (C,M)
^ COMS 180	Intercultural Communication (C,M,MMR)
GISG 104	Geographic Information Science and Spatial Reasoning (C,M)
MATH 84	Practical Geometry (M)
MATH 85	Practical Career Mathematics (C,M)
MATH 92	Applied Beginning and Intermediate Algebra (M)
MATH 96	Intermediate Algebra and Geometry (C,M,MMR)
MATH 98	Technical Intermediate Algebra and Geometry (C)
MATH 104	Trigonometry (C,M,MMR)
MATH 107	Introduction to Scientific Programming (C)
MATH 107L	Introduction to Scientific Programming Lab (C)
MATH 115	Gateway to Experimental Statistics (C,MMR)
MATH 116	College and Matrix Algebra (C,M,MMR)
MATH 118	A Survey of Modern Mathematics (C,M,MMR)
MATH 119	Elementary Statistics (C,M,MMR)
MATH 121	Basic Techniques of Applied Calculus I (C,M,MMR)
MATH 122	Basic Techniques of Calculus II (C,M,MMR)
MATH 141	Precalculus (C,M,MMR)

MATH 150	Calculus with Analytic Geometry I (C,M,MMR)
MATH 151	Calculus with Analytic Geometry II (C,M,MMR)
MATH 181	Mecomtronics College Algebra and Trigonometry I (C)
MATH 182	Mecomtronics College Algebra and Trigonometry II (C)
MATH 183	Mecomtronics Calculus I (C)
MATH 210A	Concepts of Elementary School Mathematics I (C,M,MMR)
MATH 210B	Concepts of Elementary School Mathematics II (C,M,MMR)
MATH 245	Discrete Mathematics (C,M,MMR)
MATH 252	Calculus with Analytic Geometry III (C,M,MMR)
MATH 254	Introduction to Linear Algebra (C,M,MMR)
MATH 255	Differential Equations (C,M,MMR)
PHIL 100	Logic and Critical Thinking (C,M,MMR)
PHIL 101	Symbolic Logic (C,M,MMR)
PHIL 205	Critical Thinking and Writing in Philosophy (C,M,MMR)
PSYC 258	Behavioral Science Statistics (C,M,MMR)

B. Natural Sciences

A minimum of three semester units, or four quarter units, must be completed. Choose one course from the following:

1. Life Sciences

ANTH 102	Introduction to Physical Anthropology (C,M,MMR)
ANTH 104	Laboratory in Physical Anthropology (C,M,MMR)
BIOL 100	Natural History - Environmental Biology - Lecture/Laboratory (M,MMR)
BIOL 101	Issues in Environmental Biology - Lecture/Laboratory (C)
BIOL 107	General Biology - Lecture/Laboratory (C,M,MMR)
BIOL 109	Introduction to Applied Biology (C)
BIOL 110	Introduction to Oceanography (C,M)
BIOL 111	Cancer Biology (C)
BIOL 115	Marine Biology (C,M,MMR)
BIOL 120	The Environment of Man (M)
BIOL 130	Human Heredity (C,M,MMR)
BIOL 131	Introduction to Biotechnology (MMR)
BIOL 135	Biology of Human Nutrition (C,MMR)

BIOL 160	Elements of Human Anatomy & Physiology - Lecture/Laboratory (M,MMR)
BIOL 180	Plants and People (C,M,MMR)
BIOL 205	General Microbiology (C,M,MMR)
BIOL 210A	Introduction to the Biological Sciences I - Lecture/Laboratory (C,M,MMR)
BIOL 210B	Introduction to the Biological Sciences II - Lecture/Laboratory (C,M,MMR)
BIOL 215	Introduction to Zoology (C,M)
BIOL 230	Human Anatomy (C,M,MMR)
BIOL 235	Human Physiology (C,M,MMR)
BIOL 250	Introduction to Botany (M)
BIOL 285	Tropical Biology Field Experience (MMR)
MEDA 55	Fundamentals Human Anatomy and Physiology (M)
NUTR 150	Nutrition (M,MMR)
NUTR 155	Advanced Nutrition (M)
PSYC 260	Introduction to Physiological Psychology (C,M,MMR)

2. Physical Sciences

ASTR 101	Descriptive Astronomy (C,M,MMR)
ASTR 109	Practice in Observing - Laboratory (C,M)
ASTR 111	Astronomy Laboratory (C,M,MMR)
AVIA 115	Aviation Weather (MMR)
CHEM 100	Fundamentals of Chemistry (C,M,MMR)
CHEM 100L	Fundamentals of Chemistry - Laboratory (C,M,MMR)
CHEM 111	Chemistry in Society (C,M,MMR)
CHEM 111L	Chemistry and Society Laboratory (C,M,MMR)
CHEM 130	Introduction to Organic & Biological Chemistry (C,M,MMR)
CHEM 130L	Introduction to Organic & Biological Chemistry - Laboratory (C,M,MMR)
CHEM 152	Introduction to General Chemistry (C,M,MMR)
CHEM 152L	Introduction to General Chemistry Laboratory (C,M,MMR)
CHEM 200	General Chemistry I - Lecture (C,M,MMR)
CHEM 200L	General Chemistry I - Laboratory (C,M,MMR)
CHEM 201	General Chemistry II - Lecture (C,M,MMR)

CHEM 201L	General Chemistry II - Laboratory (C,M,MMR)
CHEM 231	Organic Chemistry I - Lecture (C,M,MMR)
CHEM 231L	Organic Chemistry I - Laboratory (C,M,MMR)
CHEM 233	Organic Chemistry II - Lecture (C,M,MMR)
CHEM 233L	Organic Chemistry II - Laboratory (C,M,MMR)
CHEM 251	Quantitative Analytical Chemistry (C,M,MMR)
ENGN 110	Science for Technical Applications (C)
GEOG 101	Physical Geography (C,M,MMR)
GEOG 101L	Physical Geography - Laboratory (C,M,MMR)
GEOL 100	Physical Geology (C,M,MMR)
GEOL 101	Physical Geology - Laboratory (C,M,MMR)
GEOL 104	Earth Science (C,M,MMR)
MCTR 120A	Basic Physics for Technical Applications I (C)
MCTR 120B	Basic Physics for Technical Applications II (C)
PHYN 100	Survey of Physical Science - Lecture (C,M,MMR)
PHYN 101	Survey of Physical Science - Laboratory (C,M,MMR)
PHYN 105	Physical Science for Elementary Education (M,MMR)
PHYN 120	Physical Oceanography (M,MMR)
PHYS 100	Introductory Physics Lecture/Laboratory (C,M)
PHYS 125	General Physics (C,M,MMR)
PHYS 126	General Physics II (C,M,MMR)
PHYS 180A	General Physics I (C,MMR)
PHYS 180B	General Physics II (C,MMR)
PHYS 181A	General Physics Lab I (C,MMR)
PHYS 181B	General Physics Lab II (C,MMR)
PHYS 195	Mechanics (C,M,MMR)
PHYS 196	Electricity and Magnetism (C,M,MMR)
PHYS 197	Waves, Optics and Modern Physics (C,M,MMR)

C. Humanities

A minimum of three semester units, or four quarter units, must be completed. Choose one course from the following:

AMSL 115	American Sign Language Level I (C,M)	DANC 181	History of Dance (C,M)
AMSL 116	American Sign Language Level II (C,M)	DFLM 101	Introduction to Film (MMR)
AMSL 215	American Sign Language Level III (C,M)	DFLM 102	The American Cinema (MMR)
AMSL 216	American Sign Language Level IV (C,M)	DRAM 105	Introduction to Dramatic Arts (C,M)
ARAB 101	First Course in Arabic (C)	DRAM 107	Study of Filmed Plays (C)
ARAB 102	Second Course in Arabic (C)	DRAM 108	Playwriting (C)
ARAB 201A	Third Course in Arabic (C)	^ DRAM 109	Theatre and Social Issues (C)
ARTF 100	Art Orientation (C,M,MMR)	DRAM 136	History of Canonized Theatre - Ancient Greece to the Restoration (C)
ARTF 107	Contemporary Art (M,MMR)	DRAM 137	History of Canonized Western Theatre - Restoration to the Present (C)
ARTF 109	History of Modern Art (C,M,MMR)	DRAM 150	Cinema as Art and Communication I (M)
ARTF 110	Art History: Prehistoric to Gothic (C,M,MMR)	DRAM 151	Cinema as Art and Communication II (M)
ARTF 111	Art History: Renaissance to Modern (C,M,MMR)	ENGL 207	The Art of the Sentence (M)
^ ARTF 113	Arts of Africa, Oceania, and the Americas (M,MMR)	ENGL 208	Introduction to Literature (C,M,MMR)
^ ARTF 115	African Art (C,M)	ENGL 209	Literary Approaches to Film (C,M,MMR)
^ ARTF 120	Native American Art (M)	ENGL 210	American Literature I (C,M,MMR)
ARTF 125	Art History: Arts of the Asian Continent (C,M,MMR)	ENGL 211	American Literature II (C,M,MMR)
ARTF 191	Cultural Influences on Photography (M)	ENGL 215	English Literature I: 800–1799 (C,M,MMR)
ARTF 194	Critical Photography (M)	ENGL 216	English Literature II: 1800–Present (C,M,MMR)
ARTG 118	Graphic Design History (C,MMR)	ENGL 220	Masterpieces of World Literature I: 1500 BCE–1600 CE (C,M,MMR)
^ BLAS 110	African American Art (C,M)	ENGL 221	Masterpieces of World Literature II: 1600–Present (C,M,MMR)
^ BLAS 111	Cultural Influences on African Art (M)	^ ENGL 230	Asian American Literature (M,MMR)
^ BLAS 120	Black Music (C,M)	ENGL 237	Women in Literature (C,MMR)
^ BLAS 150	Black Women in Literature, Film and the Media (C,M)	ENGL 238	Evaluating Children's Literature (C,M)
^ BLAS 155	African American Literature (C,M)	ENGL 240	Shakespeare (C,M)
CHIC 130	Mexican Literature in Translation (C,M)	FASH 120	Fashion History and Trends (M)
^ CHIC 135	Chicana/o Literature (C,M)	FREN 101	First Course in French (C,M)
CHIC 138	Literature of La Raza in Latin America in Translation (C,M)	FREN 102	Second Course in French (C,M)
^ CHIC 190	Chicano Images in Film (C,M)	FREN 201	Third Course in French (C,M)
^ CHIC 210	Chicano Culture (C,M)	FREN 202	Fourth Course in French (C,M)
CHIC 230	Chicano Art (C,M)	GERM 101	First Course in German (C,M)
CHIN 101	First Course in Mandarin Chinese (M)	GERM 102	Second Course in German (C,M)
CHIN 102	Second Course in Mandarin Chinese (M)	GERM 201	Third Course in German (C,M)
CHIN 201	Third Course in Mandarin Chinese (M)	* HIST 100	World History I (C,M,MMR)
CHIN 202	Fourth Course in Mandarin Chinese (M)	* HIST 101	World History II (C,M,MMR)
		* HIST 105	Introduction to Western Civilization I (C,M,MMR)
		* HIST 106	Introduction to Western Civilization II (C,M,MMR)

^*	HIST 120	Introduction to Asian Civilizations (C,M,MMR)	PHIL 102B	Introduction to Philosophy: Values (C,M,MMR)
^*	HIST 121	Asian Civilizations in Modern Times (C,M,MMR)	PHIL 103	Historical Introduction to Philosophy (M)
^*	HIST 123	U.S. History from the Asian Pacific American Perspective (C,M)	PHIL 104A	History of Western Philosophy (C,M)
*	HIST 131	Latin America Before Independence (M)	PHIL 104B	History of Western Philosophy (C,M)
*	HIST 132	Latin America Since Independence (M)	PHIL 105	Contemporary Philosophy (C)
	HUMA 101	Introduction to the Humanities I (C,M,MMR)	PHIL 106	Asian Philosophy (C,M)
	HUMA 102	Introduction to the Humanities II (C,M,MMR)	PHIL 107	Reflections on Human Nature (C,M,MMR)
	HUMA 103	Introduction to the New Testament (C,M)	* PHIL 108	Perspectives on Human Nature and Society (C,M)
	HUMA 104	Introduction to the Old Testament (M)	PHIL 110	Philosophy of Religion (M)
	HUMA 106	World Religions (C,M,MMR)	PHIL 111	Philosophy in Literature (C,M)
	HUMA 201	Mythology (C,M,MMR)	PHIL 112	Philosophy of Science (M)
	HUMA 202	Mythology: Hero's Journey (C)	^* PHIL 125	Philosophy of Women (C,M)
	HUMA 205	Exploring Human Values Through Film (M)	PHIL 130	Philosophy of Art and Music (C,M)
			* PHIL 205	Critical Thinking and Writing in Philosophy (C,M,MMR)
			PHOT 150	History of Photography (C)
			RTVF 160	Introduction to Cinema (C)
^	INTE 125	History of Furniture and Interiors (M)	RUSS 101	First Course in Russian (C,M)
	ITAL 101	First Course in Italian (C,M)	RUSS 102	Second Course in Russian (M)
	ITAL 102	Second Course in Italian (C,M)	RUSS 201	Third Course in Russian (M)
	ITAL 201	Third Course in Italian (C,M)	SPAN 101	First Course in Spanish (C,M,MMR)
	JAPN 101	First Course in Japanese (M)	SPAN 102	Second Course in Spanish (C,M,MMR)
	JAPN 102	Second Course in Japanese (M)	SPAN 201	Third Course in Spanish (C,M,MMR)
	JAPN 201	Third Course in Japanese (M)	SPAN 202	Fourth Course in Spanish (C,M,MMR)
	JAPN 202	Fourth Course in Japanese (M)	SPAN 215	Spanish for Spanish Speakers I (C,M)
	LATI 101	First Course in Latin (M)	SPAN 216	Spanish for Spanish Speakers II (C,M,MMR)
	LATI 102	Second Course in Latin (M)	SUST 102	Environmental Ethics (C)
	LATI 201	Third Course in Latin (M)	TAGA 101	First Course in Tagalog (M,MMR)
	MULT 116	Flash Game Development (M)	TAGA 102	Second Course in Tagalog (M,MMR)
	MUSI 100	Introduction to Music (C,M,MMR)	TAGA 201	Third Course in Tagalog (M,MMR)
	MUSI 101	Music History I: Middle Ages to Mid 18th Century (M)	VIET 101	First Course in Vietnamese (M)
	MUSI 102	Music History II: Mid 18th to Early 20th Century (M)	VIET 102	Second Course in Vietnamese (M)
	MUSI 103	History of Rock Music (M,MMR)	VIET 201	Third Course in Vietnamese (M)
	MUSI 105	Music of Our Time (M)		
^	MUSI 109	World Music (C,M,MMR)		
	MUSI 111	Jazz - History and Development (C,M,MMR)		
	MUSI 125	Music, the Arts and Humanity (M)		
	PHIL 102A	Introduction to Philosophy: Reality and Knowledge (C,M,MMR)		

D. Social and Behavioral Sciences

A minimum of three semester units, or four quarter units, must be completed. Choose one course from the following:

ADJU 101	Introduction to Administration of Justice (C,MMR)
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^	ADJU 106	Diversity and Community Relations (MMR)		CHIC 170	La Chicana (C,M)
	ADJU 193	Concepts of Criminal Law (MMR)		CHIC 201	The Indigenous Tradition of Mexico and Ancient Mesoamerica (C,M)
	ADJU 230	Constitutional Law I (MMR)		CHIL 101	Human Growth and Development (C,M,MMR)
	AGRI 100	Principles of Sustainable Agriculture (C)		CHIL 103	Lifespan Growth and Development (MMR)
^	AMSL 150	Introduction to Deaf Culture (M)			
^	ANTH 103	Introduction to Cultural Anthropology (C,M,MMR)	^	CHIL 141	The Child, Family and Community (C,M,MMR)
	ANTH 107	Introduction to Archaeology (C,M,MMR)		CRES 101	Conflict Resolution and Mediation (C)
	ANTH 110	Anthropology of Magic, Witchcraft, and Religion (M)		DJRN 100	Mass Media in the Digital Age (C)
				ECON 120	Principles of Macroeconomics (C,M,MMR)
^	ANTH 200	Introduction to North American Indians (M)		ECON 121	Principles of Microeconomics (C,M,MMR)
	ANTH 205	Introduction to Medical Anthropology (M)			
^	ANTH 210	Introduction to California Indians (C,M)	^	ENGL 202	Introduction to Linguistics (C,M)
			^	FILI 100	Filipino American Experience (MMR)
	ANTH 215	Cultures of Latin America (C,M)		FUTR 101	Introduction to Futures Studies (C)
	BLAS 100	Introduction to Black Studies (C,M)		FUTR 102	Creating Futures: Methods and Tools (C)
^	BLAS 104	Black Psychology (C,M)		FUTR 103	Emerging Technologies (C)
^	BLAS 115	Sociology from a Black Perspective (C)		GEND 101	Introduction to Gender Studies (C)
			^	GEOG 102	Cultural Geography (C,M,MMR)
^	BLAS 116	Contemporary Social Problems from a Black Perspective (C,M)		GEOG 104	World Regional Geography (C,M,MMR)
^	BLAS 125	Dynamics of the Black Community (M)		GEOG 154	Introduction to Urban Geography (C,M)
^	BLAS 130	The Black Family (C,M)			
^	BLAS 135	Introduction to Black Politics (C)	*	HIST 100	World History I (C,M,MMR)
^	BLAS 140A	History of the U.S., Black Perspectives (C,M,MMR)	*	HIST 101	World History II (C,M,MMR)
			*	HIST 105	Introduction to Western Civilization I (C,M,MMR)
^	BLAS 140B	History of the U.S., Black Perspectives (C,M,MMR)	*	HIST 106	Introduction to Western Civilization II (C,M,MMR)
^	BLAS 145A	Introduction to African History (C,M)		HIST 109	History of the United States I (C,M,MMR)
^	BLAS 145B	Introduction to African History (C)			
	BLAS 165	Sexuality and Black Culture (C,M)		HIST 110	History of the United States II (C,M,MMR)
	BLAS 175	Psycho-History of Racism and Sexism (M)			
			^	HIST 115A	History of the Americas I (C,M,MMR)
	BUSE 100	Introduction to Business (C,M,MMR)	^	HIST 115B	History of the Americas II (C,M,MMR)
	BUSE 140	Business Law and the Legal Environment (C,M,MMR)	^*	HIST 120	Introduction to Asian Civilization (C,M,MMR)
^	CHIC 110A	Introduction to Chicano Studies (C,M)	^*	HIST 121	Asian Civilizations in Modern Times (C,M,MMR)
^	CHIC 110B	Introduction to Chicano Studies (C,M)	^*	HIST 123	U.S. History from the Asian Pacific American Perspective (C,M)
^	CHIC 141A	United States History from a Chicano Perspective (C,M)	^	HIST 130	The Modern Middle East (M)
^	CHIC 141B	United States History from a Chicano Perspective (C,M)	*	HIST 131	Latin America Before Independence (M)
	CHIC 150	History of Mexico (C,M)	*	HIST 132	Latin America Since Independence (M)

	HIST 141	Women in United States History I (M,MMR)
	HIST 142	Women in United States History II (M,MMR)
^	HIST 150	Native Americans in United States History (M)
^	HIST 151	Native Americans in United States History (M)
	HIST 154	Ancient Egypt (M)
	HIST 175	California History (M)
	HUMS 101	Introduction to Human Aging (C)
	JOUR 202	Introduction to Mass Communication (C,M,MMR)
^	NUTR 153	Cultural Foods (M)
	PEAC 101	Introduction to Peace Studies (C)
	PEAC 102	Nonviolence and Conflict Resolution (C)
	PEAC 201	Environmental Sustainability, Justice and Ethics (C)
*	PHIL 108	Perspectives on Human Nature and Society (C,M)
	PHIL 109	Issues in Social Philosophy (M)
^*	PHIL 125	Philosophy of Women (C,M)
	PHIL 126	Introduction to Philosophy of Contemporary Gender Issues (C,M)
	POLI 101	Introduction to Political Science (C,M,MMR)
	POLI 102	The American Political System (C,M,MMR)
^	POLI 103	Comparative Politics (C,M,MMR)
^	POLI 140	Contemporary International Politics (C,M,MMR)
	PSYC 101	General Psychology (C,M,MMR)
	PSYC 111	Psychological /Social Aspects of Aging, Death and Dying (C,M)
	PSYC 121	Introduction to Child Psychology (M)
	PSYC 123	Adolescent Psychology (MMR)
	PSYC 133	Psychology of Women (M,MMR)
	PSYC 135	Marriage and Family Relations (C,M,MMR)
	PSYC 137	Human Sexual Behavior (C,M,MMR)
	PSYC 155	Introduction to Personality (C,M,MMR)
	PSYC 166	Introduction to Social Psychology (C,M,MMR)
	PSYC 211	Learning (C,M,MMR)
	PSYC 230	Psychology of Lifespan Development (C,M,MMR)
	PSYC 245	Abnormal Psychology (C,M,MMR)

^	SOCO 101	Principles of Sociology (C,M,MMR)
^	SOCO 110	Contemporary Social Problems (C,M,MMR)
^	SOCO 125	Sociology of the Family (C,M)
^	SOCO 150	Sociology of Latinos/Latinas (C)
	SOCO 201	Advanced Principles of Sociology (C,M,MMR)
	SOCO 220	Introduction to Research Methods in Sociology (C,M,MMR)
^	SOCO 223	Globalization and Social Change (C,M,MMR)
	SUST 101	Introduction to Sustainability (C)

Certificate of Achievement

On the recommendation of the faculty, the colleges of the San Diego Community College District award the Certificate of Achievement to students who complete the specified requirements. Programs in which a Certificate of Achievement may be awarded are described in the Degree Curricula and Certificate Programs section of this catalog. Certificate programs are designed for students with specific personal or occupational goals. To qualify for the Certificate of Achievement, students must satisfy the following requirements:

1. meet all standards for admission to the desired certificate program;
2. earn a grade of "C" or higher in each course;
3. complete a minimum of three courses in residence;
4. and a minimum of six semester units of the required courses for the major must be completed at City, Mesa or Miramar College.

Certificate of Performance

Programs in which a Certificate of Performance may be awarded are described in the Degree Curricula and Certificate Programs section of this catalog. A Certificate of Performance recognizes the attainment of knowledge and/or skill through the successful completion of two or more courses as specified by a department. Certificates of Performance are designed to prepare students for employment, job enhancement and/or job advancement. To qualify for the Certificate of Performance, students **must** satisfy the following requirements:

1. Achieve a grade of "C" or better in each of the required courses.

Attachment K

Upper-Division General Education Requirements

Substantive Change Proposal * New Baccalaureate Degree Program * San Diego Mesa College
submitted by: Tim McGrath, Vice President of Instruction

Upper-Division General Education Requirements for Health Information Management

1. Students receiving an associate degree shall complete with a grade point average of 2.0 (a "C" average) or better in the minimum of 18 semester (27 quarter) units of general education requirement, including a minimum of three semester (four quarter) units in each of the areas: English composition, communication and analytical thinking, natural sciences, humanities, and social and behavioral sciences.

- A. Courses fulfilling the English composition requirement shall include both expository and argumentative writing.

ENGL 401 Professional and Research Writing

- B. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, information competency and related disciplines.

COMS 401 Professional Oral communication Skills

CISC 401 Database Management and Design

- C. Courses fulfilling the natural sciences requirement are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

- D. Courses fulfilling the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have interacted with one another. These courses shall help students improve their aesthetic sensitivities and understanding of ethical behavior as it applies to the human condition and will promote the ability to make value judgments when appropriate. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy and religion.

Upper-Division General Education Requirements for Health Information Management

PHIL 401 Introduction to Bioethics

- E. Courses fulfilling the social and behavioral sciences are those which focus on people as members of a culturally diverse society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. Courses shall be designed to stimulate critical thinking about the ways in which people act and have acted in response to their societies and should promote critical thinking about the ways people become effective citizens who are willing to assume civic, political, social and environmental responsibility. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

PSYC 401 Organizational Psychology

- F. Ethnic studies courses shall be offered in at least one of the required areas.
- G. Only one course in a student's major discipline may be used to meet the San Diego Community College District general education requirements with the exception of liberal arts and sciences degrees or degrees designed for transfer students as specified in the college catalog.