

The Ohio Articulation and Transfer Network (OATN)
Statewide Health Information Management Faculty Panel Meeting
WebEx Virtual Meeting

Tuesday, October 27th, 2020

9:00 am to 12:00 p.m.

Present: Christina Manley, Janette Kelly, Christine Jerson, Joslyn Dalton, Karen Motley, Laurie Rinehart-Thompson, Nilgun Sezginis, Cathy Ford

ODHE/OATN Staff: Holly Hall, Candice Grant, Brendan Busse

I. Welcome and Introductions

Holly Hall and Dr. Candice Grant welcomed the panel co-leads, Christina Manley and Janette Kelly, and the meeting attendees.

II. Meeting Objectives

- Gain an understanding of the Ohio Guaranteed Transfer Pathways (OGTP) Initiative
- Gain an understanding of the process, essential elements, and your role in the development of clear pathways
- Begin development of the OGTP

III. Overview of OGTP

- Background
- Ohio Mathematics Initiative and its Pathway Work
- Transfer Assurance Guides (TAGs) and Career Technical Assurance Guides (CTAGs)

Dr. Grant provided an overview of the Section 3333.16(C) Ohio Revised Code, essential transfer practices to help students, and guiding principles of pathway development. Dr. Grant presented the HIM TAG and CTAG courses that are under the OGTP. The Ohio Mathematics Initiative and College Credit Plus were referenced as an example to show pathway development in the OGTP. The approach of clusters and majors, statewide implementation, and program alignment via course equivalencies were reviewed. Ms. Hall explained the processes for faculty driven development, endorsement, and implementation. Ms. Hall also showed what a completed pathway may look like for a student and within the OGTP, as well as how bilateral agreements play a role in this process.

IV. Discussion and Pathway Development

Ms. Hall opened the group up for discussion to develop a pathway. Janette Kelly suggested starting with the end in mind and then doing a gap assessment to see where the differences are. The group shared commonalities between 2-year programs, and discussed the bachelor's degree programs at Cincinnati and Toledo that are designed to be 2+2 programs. From their perspective as university representatives, Ms. Kelly and Nilgun Sezginis felt that alignment between associate degree programs across the state

has no areas where improvement can be made at the moment. It was standard to require transfer degree to be CAHIIM accredited.

Laurie Rinehart-Thompson raised a concern regarding CTAG course credit transferring from a high school for the Legal and Ethical Aspects of HIM (CTHIM002) CTAG course and the Introduction to HIM (CTHIM001) CTAG course. Karen Motley echoed these concerns that the minimum test scores required to award CTAG credit are not high enough to ensure the student is prepared for their certification examination and Chris Jerson shared a similar concern that poor certification exam performance in turn could reflect poorly on the program in regard to accreditation. Dr. Grant told the group that these concerns will be shared with OATN's Career Technical staff for further discussion and review.

Dr. Grant shared the initial draft of the HIM Associate of Applied Science pathway template and reviewed the statewide guidelines for program approval, technical hours, non-technical hours, and general education requirements. The group then began to confirm which courses to include in the pathway. It was agreed that all HIM TAG/CTAG courses would be included. Introductory Statistics (TMM010) was selected by the group as the most appropriate mathematics course for the pathway. The group agreed on requiring at 6-8 hours of Anatomy and Physiology I and II courses, as well as either Introduction to Psychology or Introduction to Sociology. Ms. Manley suggested the option of creating a TAG course for an information governance or clinical classification systems course, but some institutions do not have this course and include learning outcomes from this course in a mix of several other courses. It was common among 4-year institutions that coding courses were not required further than the level provided by an associate degree. The 2-year institutions taught varying credit hours of coding within different combinations of courses, so the group decided to include 8 credit hours of coding courses in the pathway. Public Speaking (OCM013) was also put into the pathway, however, Tri-C does not have this in their program but Joslyn Dalton said she would discuss with her colleagues and they would certainly be willing to consider it. The members also discussed including requirements of CAHIIM accreditation or RHIT eligibility in the pathway. At this point the community college representatives felt that they had identified as many commonalities as they could, and do not have room in their curriculum to add any additional courses.

While most institutions do not require courses to be completed within a certain time to be accepted for transfer credit, some concerns were raised about the length of time that credit can be accepted for specific medical and health science courses.

V. Reflection and Next Steps

Dr. Grant and Ms. Hall outlined the next steps of the pathway development process. Ms. Hall will clean up the draft pathway created today and will email it to the group to collect additional feedback and allow panel members to consult with their stakeholders prior to sending written feedback. If concerns are raised during the feedback phase, Ms. Hall will attempt to work those out on a case-by-case basis. If no major concerns are raised, the pathway will be moved to the endorsement phase. If

major concerns are raised, the panel may need to provide additional input via email or in a follow-up meeting.

VI. For the Good of the Order

With no points to discuss further, the meeting was adjourned.