



# **Build vs. Buy Curriculum:** Which is Best for Your School?



AAPC Services Curriculum Licensing Experts



### Introduction

When it comes to offering a new program for your students, content is crucial. This begs the question every education leader must face, "Should we build or buy the curriculum?" While developing the program in-house can ensure the courses are written to meet your goals, the time it takes to create curriculum may keep educators from other important projects. For some schools, outsourcing is the best decision. There are several benefits to partnering with a trustworthy organization for curriculum development, such as higher pass rates, greater analytics, and improved access to content in the digital age.

### Goals

The first step in curriculum development is identifying goals. For AAPC, the goal of our Certified Professional Coder (CPC<sup>®</sup>) curriculum is to prepare the learner for a career in medical coding and success in obtaining the CPC<sup>®</sup> certification. Based on those goals, competencies for the curriculum are developed and an outline is created.

### The next step is to identify the components required. A complete curriculum typically includes:

- Textbook or other written material
- Formative assessment
- Summative assessment
- Lab or hands-on material
- Instructor resources (PowerPoints, questions banks, etc.)
- Online resources (Pre-recorded lectures, etc.)





#### **Turnkey Curriculum**

Most publishing companies claim it takes 1.5 to 2 years to complete an academic textbook. For educational institutions that adopt an already-completed textbook, creating the course still requires a significant time investment. According to a Chapman Alliance study, course creation takes, on average, 43 hours of development per hour of eLearning —depending on the complexity of the content (Chapman Alliance, 2010). To develop a course with interactive eLearning projects and liberal use of multi-media, the average time increases to 184 hours per hour of learning. And when courses require annual updates to stay current, like medical coding programs do, you must also consider the additional time annually to ensure the courses remain relevant.

The time saved in curriculum and course development allows instructors to focus on students. They can review attendance reports, analyze access logs, help learners complete assignments, provide individual check-ins, and if necessary, re-visit an area where students may need additional guidance. This more personalized experience results in better student progress and success.

The purchase of curriculum content from a respected certifying organization can also increase exam pass rates. AAPC curriculum is designed to provide learner success in understanding the competencies required to pass the correlating certification exams. In fact, statistics show that **learners who receive their education** from education institutions using AAPC curriculum are 25% more likely to pass the CPC<sup>®</sup> Certification Exam.



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### Conclusion

When education leaders purchase a course that already features all the required components, the time, cost, and effort associated with implementing a new learning program is significantly reduced. With AAPC's medical coding curriculum, your institution will be equipped with everything required to set students up for success. Our complete curriculum includes comprehensive learning material, interactive lessons, and hands-on practice of coding medical records. Plus, it's customized to meet your school's needs. And we offer additional components to ensure accessibility to learners with disabilities.

When determining whether to build or buy new curriculum for your students, review the time and expenses it will take for curriculum development and implementation. Understanding the commitment associated will creating and updating your own program versus purchasing a turnkey curriculum will help you make the best decision for your school.

To explore curriculums that best fit your needs, connect with an AAPC education consultant.





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