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INTRODUCTION

This program guide is for students in the Health Information Technology (HIT) program at Central Carolina Community College. This guide contains information about the administrative and academic policies of this program. It is essential for all students to become familiar with this guide to successfully complete this program. All students will be required to read this guide, and sign and submit the last page to the program director upon admission to the HIT program.

Note: This program guide does not replace the Central Carolina Community College Student Handbook.

Health Information Technology Mission

The mission of the Health Information Technology program at Central Carolina Community College is to prepare students for an exciting and rewarding career in the healthcare field. The faculty and staff are committed to providing a dynamic learning environment with an innovative curriculum that utilizes the latest technology in the healthcare industry. Focus will be placed on developing ethical standards and professional behavior as students complete hands-on training at local healthcare facilities as part of this program.
Welcome to the Health Information Technology program at Central Carolina Community College. The Health Information Technology field is one of the fastest growing occupations in the workplace today, creating exciting opportunities for trained HIT professionals. As healthcare technology is rapidly evolving and more healthcare facilities are utilizing electronic health records, the need for trained HIT professionals will continue to increase. This program will prepare students to work in many different areas within the HIT industry, and create a pathway for continuing education and advanced industry credentials, leading to promotions within healthcare organizations and greater income earning potential.
What Is Health Information?

**Health information** is the data related to a person’s medical history, including symptoms, diagnoses, procedures, and outcomes. Health information records include patient histories, lab results, x-rays, clinical information, and notes. A patient’s health information can be viewed individually, to see how a patient’s health has changed; it can also be viewed as a part of a larger data set to understand how a population’s health has changed, and how medical interventions can change health outcomes.

**Health information management** (HIM) is the practice of acquiring, analyzing, and protecting digital and traditional medical information vital to providing quality patient care. It is a combination of business, science, and information technology.

HIM professionals are highly trained in the latest information management technology applications and understand the workflow in any healthcare provider organization from large hospital systems to the private physician practice. They are vital to the daily operations management of health information and electronic health records (EHRs). They ensure a patient’s health information and records are complete, accurate, and protected.

Health information management (HIM) professionals work in a variety of different settings and job titles. They often serve in bridge roles, connecting clinical, operational, and administrative functions. These professionals affect the quality of patient information and patient care at every touchpoint in the healthcare delivery cycle. HIM professionals work on the classification of diseases and treatments to ensure they are standardized for clinical, financial, and legal uses in healthcare. Health information professionals care for patients by caring for their medical data.

HIM professionals are responsible for the quality, integrity, and protection of patient’s health information, which can include any or all of the following:

- A history and physical exam
- Lab results—blood tests, urine tests, etc.
- Clinical information (nursing notes, physical therapy notes, and many others)
- X-rays and other radiology procedures
- And so much more

Having skilled HIM professionals on staff ensures an organization has the right information on hand when and where it is needed while maintaining the highest standards of data integrity, confidentiality, and security. As technology advances, the role of the HIM professional expands. The HIM professional’s duty is to adapt to new methods of capturing healthcare information, storing that information, and easily accessing it electronically. Their role is important in order to maintain organized and accurate electronic data that allows daily healthcare routines to carry on smoothly with the new technological advancements.

**Health information technology** (HIT) refers to the framework used to manage health information, and the exchange of health information in a digital format. Professionals who work in
HIT are focused on the technical side of managing health information, working with software and hardware used to manage and store patient data. HIT professionals are usually from information technology backgrounds, and provide support for EHRs and other systems HIM professionals use to secure health information. As technology advances, HIT professionals are necessary to ensure the electronic data HIM professionals manage is maintained and exchanged accurately and efficiently.

Health Informatics (HI) is a science that defines how health information is technically captured, transmitted, and utilized. Health informatics focuses on information systems, informatics principles, and information technology as it is applied to the continuum of healthcare delivery. It is an integrated discipline with specialty domains that include management science, management engineering principles, healthcare delivery and public health, patient safety, information science and computer technology. Health informatics programs demonstrate uniqueness by offering varied options for practice or research focus.

There are four major focus research areas in informatics education reflecting various disciplines:

1. Medical/Bio Informatics—physician- and research-based; attracts medical students
2. Nursing Informatics—clinical- and research-based; attracts nursing students
3. Public Health Informatics—public health- and biosurveillance-based; attracts public health students
4. Applied Informatics—addresses the flow of medical information in an electronic environment and covers process, policy and technological solutions; attracts HIM students


Central Carolina Community College’s HIT program covers all three areas, Health Information Management, Health Information Technology, and Health Informatics, but the focus of the program is on the technology aspect. Students who wish to pursue a specialization in Health Information Management or Health Informatics can transfer to a four-year program to continue their education and obtain advanced education and credentials in these areas.
What Do Health Information Technicians Do?

Health information technicians organize and manage health information data by ensuring its quality, accuracy, accessibility, and security in both paper and electronic systems. They use various classification systems to code and categorize patient information for insurance reimbursement purposes, for databases and registries, and to maintain patients’ medical and treatment histories.

Duties

Health information technicians typically do the following:

- Review patient records for timeliness, completeness, accuracy, and appropriateness of data
- Organize and maintain data for clinical databases and registries
- Track patient outcomes for quality assessment
- Use classification software to assign clinical codes for reimbursement and data analysis
- Electronically record data for collection, storage, analysis, retrieval, and reporting
- Protect patients’ health information for confidentiality, authorized access for treatment, and data security

All health information technicians document patients’ health information, including their medical history, symptoms, examination and test results, treatments, and other information about healthcare services that are provided to patients. Their duties vary with the size of the facility in which they work.

Although health information technicians do not provide direct patient care, they work regularly with registered nurses and other healthcare professionals. They meet with these workers to clarify diagnoses or to get additional information to make sure that records are complete and accurate.

The increasing use of electronic health records (EHRs) will continue to change the job responsibilities of health information technicians. Federal legislation provides incentives for physicians’ offices and hospitals to implement EHR systems into their practice. This will lead to continued adoption of this software in these facilities. Technicians will need to be familiar with, or be able to learn, EHR computer software, follow EHR security and privacy practices, and analyze electronic data to improve healthcare information as more healthcare providers and hospitals adopt EHR systems.

Health information technicians can specialize in many aspects of health information. Some work as medical coders, sometimes called coding specialists, or as cancer registrars.

Medical coders typically do the following:
- Review patient information for preexisting conditions such as diabetes
- Assign appropriate diagnoses and procedure codes for patient care, population health statistics, and billing purposes
- Work as a liaison between the health clinician and billing offices

Cancer registrars typically do the following:

- Review patient records and pathology reports for completeness and accuracy
- Assign classification codes to represent the diagnosis and treatment of cancers and benign tumors
- Conduct annual follow-ups to track treatment, survival, and recovery
- Analyze and compile cancer patient information for research purposes
- Maintain facility, regional, and national databases of cancer patients.

**Work Environment**

Health information technicians held about 206,300 jobs in 2016. Most health information technicians work in hospitals or physicians’ offices. Others work in nursing care facilities or for government entities. Technicians typically work at desks or in offices and may spend many hours in front of computer monitors. Some technicians may work from home.

The industries that employed the most health information technicians in 2016 were as follows:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals; state, local, and private</td>
<td>36%</td>
</tr>
<tr>
<td>Offices of physicians</td>
<td>19%</td>
</tr>
<tr>
<td>Nursing care facilities (skilled nursing facilities)</td>
<td>8%</td>
</tr>
<tr>
<td>Administrative and support services</td>
<td>7%</td>
</tr>
<tr>
<td>Professional, scientific, and technical services</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Work Schedules**

Most health information technicians work full time. In physician offices, technicians typically work during the day, Monday through Friday, with most holidays off. In healthcare facilities that are always open, such as hospitals, technicians may work day, evening, weekend, overnight, or holiday shifts.


Many health information technicians work from home as medical coders. Employers look for coders who hold the RHIT credential to hire in remote coding positions because they not only know how to code medical records, but they understand the technology involved in the safety and security of medical records. Telecommuting is a growing trend, not just for coders, but for all HIT professionals, as most of their job is done from a computer.
Why Choose a Career in Health Information?

**Versatile Education**

By studying health information, students will acquire a versatile yet focused skill set incorporating clinical, information technology, leadership, and management skills. Health information professionals use their knowledge of information technology and records management to form the link between clinicians, administrators, technology designers, and information technology professionals.

**Dynamic Career Opportunities**

Constantly evolving regulations and technologies allow for lifelong learning and continued professional development. As healthcare advances, health information provides the patient data needed to successfully navigate the changes. As a result, health information professionals can expect to be in high demand as the health sector continues to expand. Demand is on the rise at all levels of education and credentialing. There are approximately 12,000 to 50,000 new jobs anticipated by 2017, and the Bureau of Labor Statistics cites medical records and health information technicians as one of the 20 fastest growing occupations in the US.

On top of strong job prospects, competitive salaries also await graduates. More than half of new health information graduates with bachelor's degrees start with salaries in the $30,000 to $50,000 range. With only five years experience, one can earn upwards of $50,000 to $75,000 annually. Most new health information graduates with associate's degrees earn $20,000 to $30,000 annually, immediately upon graduation. These figures are just averages—many professionals report higher salaries.

Industries with an increased demand for health information professionals include academic institutions, consulting agencies, government agencies, and healthcare software companies. As health information technology (HIT) becomes more prevalent, health information practitioners will continue to be critical components of the electronic health record (EHR) workforce. According to the US Department of Labor, HIT will grow to encompass new support positions, including mobile support adoption positions, public health informatics, implementation support specialists, and information management redesign specialists.

A career in HIM is right for you if you:

- See yourself in a career that offers diverse opportunities.
- Would like to work in health care, but not directly with patients.
- Have an aptitude for science, but also like management, law, and computers.
• Enjoy working with professionals: Physicians, nurses, lawyers, administrators and executives.
• Want a career where you can choose to work on your own, with others, or some of both.

HIM programs incorporate the disciplines of medicine, management, finance, information technology, and law into one curriculum. Because of this unique mixture, HIM graduates can choose from a variety of work settings across an array of healthcare environments.

How Do I Become a Registered Health Information Technician?

Health information technicians typically need a postsecondary certificate to enter the occupation, although they may have an associate’s degree. Many employers also require professional certification.

**Education**

Postsecondary certificate and associate’s degree programs in health information technology typically include courses in medical terminology, anatomy and physiology, health data requirements and standards, classification and coding systems, healthcare reimbursement methods, healthcare statistics, and computer systems. Applicants to health information technology programs increase their chances of admission by taking high school courses in health, computer science, math, and biology.

**Important Qualities**

- **Analytical skills.** Health information technicians must be able to understand and follow medical records and diagnoses, and then decide how best to code them in a patient’s medical records.

- **Detail oriented.** Health information technicians must be accurate when recording and coding patient information.

- **Integrity.** Health information technicians work with patient data that are required, by law, to be kept confidential. They must exercise caution when working with this information in order to protect patient confidentiality.

- **Interpersonal skills.** Health information technicians need to be able to discuss patient information, discrepancies, and data requirements with other professionals such as physicians and finance personnel.

- **Technical skills.** Health information technicians must be able to use coding and classification software and the EHR system that their healthcare organization or physician practice has adopted.
Licenses, Certifications, and Registrations

Most employers prefer to hire health information technicians who have professional certification. A health information technician can earn certification from several organizations. Some organizations base certification on passing an exam. Others require graduation from an accredited program. Once certified, technicians must renew their certification regularly and take continuing education courses. Certifications include Registered Health Information Technician (RHIT) and Certified Tumor Registrar (CTR), among others. Many coding certifications require coding experience in a work setting.

Advancement

Health information technicians may advance to other health information positions by receiving additional education and certifications. Technicians can advance to a medical or health services manager after completing a bachelor’s or master’s degree program and taking the required certification courses. Requirements vary by facility.

(Retrieved from https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm)

The Associate in Applied Science (A.A.S) degree in Health Information Technology at Central Carolina Community College is seeking accreditation through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). Graduates of the program will be eligible to sit for the national certification exam once the accreditation has been approved.

For information on CAHIIM accreditation, visit CAHIIM.org.
Money and Outlook

**North Carolina Earnings**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Annual Wage</td>
<td>$35,620</td>
</tr>
<tr>
<td>Entry Annual Wage</td>
<td>$23,310</td>
</tr>
<tr>
<td>Experienced Annual Wage</td>
<td>$51,660</td>
</tr>
<tr>
<td>Average Hourly Wage</td>
<td>$17.13</td>
</tr>
<tr>
<td>Entry Hourly Wage</td>
<td>$11.21</td>
</tr>
<tr>
<td>Experienced Hourly Wage</td>
<td>$24.84</td>
</tr>
<tr>
<td>Median Hourly Wage</td>
<td>$16.02</td>
</tr>
</tbody>
</table>

**National Earnings**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Annual Wage</td>
<td>$41,460</td>
</tr>
<tr>
<td>Average Hourly Wage</td>
<td>$19.93</td>
</tr>
<tr>
<td>Average Annual Range</td>
<td>$25,070 to $62,840</td>
</tr>
</tbody>
</table>

**North Carolina’s Employment and Outlook (Statewide)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outlook</td>
<td>Stable, Annual growth rate is estimated to be 20%</td>
</tr>
<tr>
<td>Job Openings</td>
<td>2,171 estimated annual job openings</td>
</tr>
<tr>
<td>Employment</td>
<td>5,181 were employed in this occupation</td>
</tr>
</tbody>
</table>

**National Employment and Outlook**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outlook</td>
<td>Stable; The employment change from 2014 to 2024 is estimated to be +15%. (The National average for all occupations is +13%)</td>
</tr>
<tr>
<td>Job Openings</td>
<td>A total of 7120 average annual openings are expected for this occupation between 2014 and 2024. (The National Average for all occupations is 7,242 openings)</td>
</tr>
<tr>
<td>Employment</td>
<td>Medium occupation; This was a medium sized occupation in the United States, employing 188,600 workers in 2014. (The National average for all occupations is 191,847 workers)</td>
</tr>
<tr>
<td>Growth</td>
<td>Much faster than average growth; Job prospects should be very good because of rapid growth in the number of medical tests, treatments, and</td>
</tr>
</tbody>
</table>
procedures that will be increasingly scrutinized by health insurance companies, regulators, courts, and consumers. Also, technicians will be needed to enter patient information into computer databases to comply with Federal legislation mandating the use of electronic medical records. New jobs are expected in offices of physicians as a result of increasing demand for detailed records, especially in large group practices. New jobs also are expected in home health care services, outpatient care centers, and nursing and residential care facilities. Although employment growth in hospitals will not keep pace with growth in other health care industries, many new jobs will, nevertheless, be created. In addition to job growth, openings will result from the need to replace technicians who retire or leave the occupation permanently.

Technicians with a strong background in medical coding will be in particularly high demand.

<table>
<thead>
<tr>
<th>Non Traditional Occupation</th>
<th>This is a non-traditional occupation for men in 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industries</td>
<td>Large concentrations of this occupation are found in these industries</td>
</tr>
<tr>
<td></td>
<td>• Health care and social assistance (NAICS620000) (77.2%)</td>
</tr>
<tr>
<td></td>
<td>• Hospitals, private (NAICS622000) (38.3%)</td>
</tr>
<tr>
<td></td>
<td>• General Medical and Surgical Hospitals (NAICS622100) (35.7%)</td>
</tr>
<tr>
<td></td>
<td>• Ambulatory health care services (NAICS621000) (30%)</td>
</tr>
<tr>
<td></td>
<td>• Offices of physicians (NAICS621100) (20.8%)</td>
</tr>
<tr>
<td></td>
<td>• Nursing and residential care facilities (NAICS623000) (8.3%)</td>
</tr>
<tr>
<td></td>
<td>• Administrative and support services (NAICS561000) (5.9%)</td>
</tr>
<tr>
<td></td>
<td>• Professional, scientific, and technical services (NAICS540000) (5%)</td>
</tr>
<tr>
<td></td>
<td>• Government (NAICS900000) (5%)</td>
</tr>
</tbody>
</table>

(Retrieved from: https://www1.cfnc.org/Plan/For_A_Career/Career_Profile/Career_Profile.aspx?id=2XAP2FPAXfXFc4WWeWrAI96XAP2BPAXFoyEAXAP3DPAXAXAP3DPAX&screen=5)
HEALTH INFORMATION TECHNOLOGY PROGRAM AT CCCC

Health Information Technology Faculty

Program Director: Erika Parker
Office Location: Harnett Health Sciences Center, Room #118
Office Phone: (910) 814-8820
Email: epark388@cccc.edu

Education:  
MHA- Pfeiffer University  
BS- East Carolina University  
BS- East Carolina University

Industry Credentials: RHIA (Registered Health Information Administrator)

Industry Experience:

Erika Parker has over 8 years’ experience working in health information management industry. Outside of her role at CCCC, her career has been based in the acute care setting. She began her career as an inpatient coding specialist as a direct hire from her internship experience. In this role she coded both inpatient and outpatient records and served as the core team member for the Meditech (EHR system) upgrade for the HIM department. After serving in that role for about a year and a half, she was promoted to the Supervisor of the Health Information Management Department, which became a multi-facility organization in 2013. In this role she oversaw all HIM functions including: Release of Information, Coding, Transcription, Birth Registry, Chart Processing/Scanning, and Tumor Registry. After serving in that role for about three years she was promoted to the Manager of the Health Information Management Department and Privacy Officer. In this role, a few of her favorite endeavors included: implementing a patient portal, a successful ICD-10 conversion, and overseeing the departmental HCIS testing and upgrades for the electronic health record.

Erika is very passionate about all aspects of the HIM industry. However, she holds a special interest in Privacy/Compliance and Health Informatics.

Erika is a “homegrown.” She was born and raised in Harnett County and cares very much about her community. Erika serves as the Chair of the Advisory Board for the Harnett County TAP program, which is a grant funded program that is a collaboration between the Harnett County Health Department, Cooperative Extension, and Harnett Health System.

Erika is a member of the American Health Information Management Association (AHIMA) and the North Carolina Health Information Management Association (NCHIMA).

Erika lives in Dunn, NC, with her husband and dog.
**Associate Dean of Health Sciences**: Denise Martin  
**Office Location**: Lee Main Campus, Keller Health Sciences Building  
**Office Phone**: (919) 718-7564  
**Email**: dmartin@cccc.edu  

**Education**:  
- EdD- Liberty University (In Progress)  
- MBA- Keller Graduate School of Management  
- BS- DeVry University  
- AAS- Rasmussen College  

**Industry Credentials**:  
- RHIA (Registered Health Information Administrator)  
- RHIT (Registered Health Information Technician)  
- CEDC (Certified Emergency Department Coder)  
- CPC (Certified Professional Coder)  

**Industry Experience**:  

Denise Martin has over 20 years’ experience working in the healthcare field. She has worked in hospitals, doctor’s offices, and medical billing offices. She has worked in various administrative positions, including: Front desk, billing office, medical records, surgical scheduling, coding, auditing, physician training, coder training, and as a clinical trial coordinator.  

Denise has worked in the following medical specialty areas: Anesthesiology, Neurosurgery, Optometry/Ophthalmology, OB/GYN, Podiatry, Oncology/Hematology, Cardiothoracic and Vascular surgery, and Emergency Medicine.  

Denise is a member of the following organizations: American Academy of Professional Coders (AAPC), American Health Information Management Association (AHIMA), The National Society of Leadership and Success (NSLS), and The Project Management Institute (PMI).  

Denise lives in Whispering Pines, NC, with her husband, two daughters, and two cats.
Full-Time Faculty: Emily Barrick  
Office Location: Harnett Health Sciences Center, Room # 120  
Office Phone: (910) 814-8996  
Email: ebarrick@cccc.edu

Education:  
BS- Charter Oak State College  
AAS- Leeward Community College

Industry Credentials:  
RHIA (Registered Health Information Administrator)  
CPC (Certified Professional Coder)

Industry Experience:

Emily Barrick completed her Professional Practice Experience at Wahiawa General Hospital in Wahiawa, HI. She was hired on to the hospital immediately after her PPE and worked in the medical records department. She was also employed in the medical records department at Cape Fear Valley Health System in Fayetteville, NC before joining the faculty at Central Carolina Community College.

Emily lives in Cameron, NC with her husband, daughter, and two dogs.
Adjunct Faculty: Amy Pope
Office Location: Adjunct instructor, no office on campus (remote)
Office Phone: (910) 670-2995
Email: apope@cccc.edu

Education: BS- East Carolina University

Industry Credentials: RHIA (Registered Health Information Administrator)

Industry Experience:

Amy Pope brings over 12 years’ experience in Health Information Management in an acute care setting. She started her career as a coder and worked her way up in the department serving in various leadership positions. Her past positions include: Supervisor, Health Information Management; Manager of Health Information Management and Privacy Officer; Director of Patient Access and Health Information Management; and Director of Health Information Management.

Amy is a member of the American Health Information Management Association (AHIMA) and the North Carolina Health Information Management Association (NCHIMA).

Amy lives in Dunn, NC with her husband, two sons, daughter, dog, and two cats.
Adjunct Faculty: Audrey Stevenson
Office Location: Adjunct instructor, no office on campus (remote)
Office Phone: (910) 270-4948
Email: astevenson@cccc.edu

Education:
BS - Appalachian State University
AAS - Pitt Community College

Industry Credentials: RHIT (Registered Health Information Technician)

Industry Experience:

Audrey Stevenson spent over 15 years working in the business and technology industry prior to entering the health information field. After becoming credentialed, she was hired by a large hospital system as an outpatient coder. After a few years, she transitioned and currently works as an inpatient hospital and inpatient rehabilitation coder. She is an adjunct faculty member in the Health Information Technology program at Central Carolina Community College.

Audrey is a member of the American Health Information Management Association (AHIMA) and the North Carolina Health Information Management Association (NCHIMA).

Audrey lives in Cary, NC, with her husband, two children, and dog.
Admissions Process

Central Carolina Community College has a competitive admissions process into its health sciences programs. What this means is that students earn points based on a number of different criteria, and the students with the highest number of points are admitted into the program.

The admission criteria is as follows:

A. General Admission Requirements
   a. CCCC Admissions Application within the last 12 months
   b. Official High School or High School Equivalency Transcript
   c. Official College Transcript(s) (From All Institutions Attended)
   d. Complete NC Residency Determination
   e. Take MAP Embark Assessment

B. Placement Testing
   a. Students must have a 2.8 unweighted high school GPA, have SAT or ACT scores, other placement test scores, have appropriate CCCC or transfer credit, or take a Transitions Course in English and Math in order to be prepared to take the gateway English and Math for their academic program.
      *Students who have graduated high school more than 10 years are eligible to take a placement assessment.

C. Health Science Requirements
   a. Minimum cumulative GPA of 2.5 or greater and last semester GPA of 2.0 or greater
   b. Complete an optional information session online
   c. Verification letter of good standing for students previously withdrawn and/or dismissed from any college-level health science/allied health program with explanation of withdraw or failing grades by Department Chair. Remediation plan required
   d. TOEFL: Required scores from all naturalized and non-US citizens (5 year limit)

D. Admissions Review
   a. Meet with an admissions counselor to develop an academic plan (AVIS0), review progress, address issues, and to confirm all minimum requirements are met

E. Curriculum Courses for Degree & Diploma
   a. Points given for college courses (BIO 165, BIO 166, BIO 168, BIO 169, MAT 110, MAT 143, MAT 171, CIS 110, ENG 111, ENG 112, ENG 114, ENG 115, MED 121, MED 122, ACA 115, ACA 122, PSY 150, and certain approved humanities electives)

F. Additional Optional Points
   a. Points given for GPA over 2.5
b. Points given for High School Medical Career/Health Occupations classes I & II
   OR Work Experience in Health Field

c. Points given for being a legal resident of Lee, Harnett, or Chatham counties

d. Points given for Entries into any Health Science Program

(See Appendix A for more information)

The Academic Advisors for the health science programs will work with each student to ensure that the maximum points are awarded. For the Fall 2019 cohort, 18 students with the highest points will be admitted into the program on a full-time basis. In addition, 18 students with the highest points will be admitted into the program on a part-time basis. Other qualified students will be kept on the alternate list in the event that a seat becomes available. Students who are not accepted into the Fall 2019 cohort will be encouraged to reapply for the Fall 2020 cohort, and while they are waiting, they can increase their points by taking more curriculum courses and raising their GPA.
Program Details

The Health Information Technology program will be challenging. The coursework involves extensive reading, research, writing papers, homework assignments, and tests. Students who are successful in this program will be able to manage their time effectively to allow enough time each week to read the required chapters, write the assigned papers, and complete other assignments such as quizzes, homework, and research. Some students who have previously worked in a healthcare setting will find some of the content familiar, but those students who have never worked in healthcare will be exposed to a completely new “language” of medical terminology as well as medical policies and procedures.

Students will study the following areas:

- Anatomy and Physiology
- Medical Terminology
- Principles of Disease and Pharmacology
- ICD-10, CPT, and HCPCS Coding
- Health Law and Ethics
- Electronic Medical Records Systems
- Leadership and Management Principles
- Healthcare Reimbursement
- Healthcare Statistics
- General Education Classes such as Computer, English, Math, Humanities, and Psychology

(See Appendix B for more information)

There may be times when students feel overwhelmed in this program, but there are many different resources available to assist students such as:

- Student Success Center
- Student Success Advocate
- Free tutoring-Academic Assistance Center, Upswing Online Tutoring
- Librarian assistance with research
- Paper writing assistance-Writing and Reading Center

The program director and faculty are always available for support and guidance as well.

CCCC’s goal is for every student who starts this program to successfully complete the program and pass their RHIT certification exam, and every effort will be made to assist students in this goal.
AHIMA Code of Ethics

The following ethical principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members and certificants.

A health information management professional shall:

1. Advocate, uphold, and defend the consumer’s right to privacy and the doctrine of confidentiality in the use and disclosure of information.
2. Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, their peers, and to the health information management profession.
3. Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.
4. Refuse to participate in or conceal unethical practices or procedures and report such practices.
5. Use technology, data, and information resources in the way they are intended to be used.
6. Advocate for appropriate uses of information resources across the healthcare ecosystem.
7. Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.
8. Represent the profession to the public in a positive manner.
9. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.
10. Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.
11. State truthfully and accurately one’s credentials, professional education, and experiences.
12. Facilitate interdisciplinary collaboration in situations supporting ethical health information principles.
13. Respect the inherent dignity and worth of every person.

Revised & adopted by AHIMA House of Delegates – (April 29, 2019)

(Retrieved from: http://bok ahima.org/doc?oid=105098#.XR0ZNOtKiUk)

AHIMA Student Membership

Each student will be required to become a student member of AHIMA in order to gain access to AHIMA’s Body of Knowledge, which is an online resource for research and to attend local meetings to begin networking with other HIT professionals in his or her area. The annual membership fee is $49. More information on this will be given in the first and fourth semester classes. Students who are already members of AHIMA will be eligible for the student rate while they are completing this program. https://my.ahima.org/pages/membership/membership.aspx
Background Check

All students admitted into the program must be able to pass a criminal background check and drug screen as part of this program involves hands-on experience in a real healthcare setting, and this both a federal and state regulation for people employed in a healthcare facility. A student who fails the background or drug test will not be barred from completing the program; however, they will need to sign a waiver that they understand that they will need to find a PPE site that will take them despite the findings on their background check. If they are unable to find a PPE site, they will be withdrawn from the program. Students will also need to sign a waiver that they understand that it will be highly unlikely to find employment in the healthcare field with a criminal record due to federal and state regulations.

Credit by Examination

Students with prior proficiency in a course due to previous educational or work experience may apply for credit by examination. This option is available for selected courses as determined by the program director. A proficiency demonstration may be a written exam, oral exam, shop exercise, or lab exercise. The following rules for the student apply:

- Show evidence of preparedness for a proficiency demonstration (i.e., high achievement in secondary school, military service, and/or work experience) that must be submitted to the department chairperson accompanied by a written request for a review.
- Obtain permission from the appropriate department chairperson or chief academic officer.
- Register and pay tuition for the regular course.
- Take the Proficiency Test during the first week of the term.
- Earn a grade of 85% or better.
- Drop the course using the Drop/Add form if an acceptable score is earned, and then add the course as Section "OP" (Proficiency) on the Drop/Add form.
- Credit granted through a proficiency exam will not be calculated in the grade point average.
- Proficiency demonstrations may be taken only one time for each course.
- Credit for proficiency demonstration may not be granted for a course being audited by the student.
- The instructor will complete a Student Termination Form and assign a grade of "CE" (Credit by Examination). Reason for termination will be "Passed by Proficiency."
Credit by Experience

Students who have held a coding credential from AAPC (CPC, CPC-A, COC, CIC, CRC, CPC-P, or any specialty) or AHIMA (CCA, CCS, CCS-P) for a minimum of two years, and who have a minimum of two years’ experience working as a full-time coder, can apply for credit by experience for HIT 211 and/or HIT 214.

Students may request credit for work experience or skills that directly correlate with competencies required in a specific course under the following rules:

- Requests for credit by experience must be properly made and acted upon prior to the 10% point of the class and must be made in writing on the Request for Credit by Experience Form.
- Credit by experience may not be granted for cooperative work experience courses.
- The department chairperson or lead instructor will guide the student in determining the appropriate documentation necessary to evaluate the request. Documentation required will vary depending upon the field of study.
- For guidance, the following are examples of the appropriate documentation: Official work history with job responsibilities and proficiency ratings verified by supervisors and human resource officers within the company; a completed thesis verified by an official transcript could serve as verification that a student should receive credit for a technical writing course; electronically recorded presentations (taped presentations could be evaluated to determine credit by experience for an oral communications class); and brochures announcing a pottery exhibit and displaying the creations of the student.
- Experiences, which may require a demonstration of one's ability, must be approved by the student's curriculum department chairperson or lead instructor, the subject area department chairperson, and the vice president/chief academic officer.
- Experiences must be officially documented per the college's request.
- Veterans may apply credit for training received under the armed forces college training programs and some specialized and technical training completed under the auspices of the armed forces. Appropriate documentation must be provided.
- The approved credit recommendation should be submitted to the Registrar's Office.
- The registrar will record a symbol of "EL" on the transcript with credit hours; however, no quality points will be assigned.
- Documentation shall be kept on file for five (5) years in the Registrar's Office.
- Credit granted for experience will not be calculated in the grade point average.
Computer Skills

Students beginning the Health Information Technology program will need the necessary computer skills to be effective in an online learning environment. As such, students will need to be familiar with Microsoft Word, Excel, and PowerPoint. Prior to beginning the program, a student should be able to:

- Send and receive email
- Attach a file to an email
- Download files from an email
- Create folders and folder data structures
- Move/copy files from one folder to another
- Zip/unzip files
- Navigate web browsers and perform online research

Students who are not familiar with the above-mentioned Microsoft products, or are unable to perform the above mentioned computer skills should discuss this with their academic advisors. Basic computer classes are available at CCCC.

Distance Program

This program is a distance program, which means that all of the required classes for this program can be taken online, with the exception of the Professional Practice Experience (PPE). The Professional Practice Experience (PPE) will have a virtual component, but each student will be required to complete a portion of the PPE in an actual medical environment. (Read below for more information about the PPE.) All of the general education classes are available in both seated and online options, and the student can choose whichever class type they prefer. All of the core classes for the program that have an HIT prefix are only available online, and are not offered as a seated class.

Program Technology Requirements

You will need to have access to a computer with high-speed or broad-band internet access and speakers. It is recommended that this computer be windows based as some programs/software used throughout the HIT program are not as easily accessible on MAC based computers. In addition, most courses will require the use of Microsoft Office (Microsoft: Word, Excel, PowerPoint), which can be downloaded for free at: https://products.office.com/en-us/student/office-in-education, and Adobe Acrobat Reader. It is also encouraged that you have access to a webcam and microphone as some courses require recorded content and/or utilize virtual sessions. Furthermore, various courses will require the download of multiple software applications (i.e. Respondus, VLAB, MS Access, etc..), therefore it is suggested that you have a minimum 320 GB 5400 rpm hard drive or 128GB solid state hard drive and 4 GB of RAM. Also,
please note that ChromeBooks are not supported/capable for the purposes of exam taking as they are not compatible with Respondus LockDown Browser.

**General Education Options for Math, English, and Humanities**

Students can choose from several different classes for both the math, second level english, and humanities requirements for this program. While each student is free to choose from any of the math, second level English, or humanities classes available on the HIT academic plan, the following courses are the recommended courses:

**MAT 171 Precalculus Algebra** - This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved for transfer under the CAA and ICAA as a universal general education transfer component (UGETC) course in Mathematics.

**ENG 112 Writing/Research in the Disciplines** - This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the CAA and ICAA as a universal general education transfer component (UGETC) course in English Composition.

**HUM 115 Critical Thinking** - This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts.

MAT 171, ENG 112, and HUM 115 are the recommended courses for the math, english, and humanities electives because they will help the student develop skills that will be extremely beneficial in other classes that will be taken in this program, as well as skills necessary for success in the healthcare field. In addition, these courses transfer to the bachelor’s level at the university for students that are interested in pursuing their bachelor’s degree.
Professional Practice Experience (PPE)

Also known as a Practicum, one of the most important elements of this program will be the opportunity for each student to practice what he or she has learned and gain experience in a real medical environment. All students will be required to complete a Professional Practice Experience (PPE). Each student will be required to find a site to complete his or her PPE, which can be any professional environment in which medical information is being managed electronically. If you are enrolled as a full-time student, you will complete these experiences in your second and third semesters. If you are enrolled as a part-time student, you will complete these experiences in your fifth and sixth semesters. If a student currently works in a medical facility, they can complete their PPE where they currently work; however, it must be separate from their current job duties. During the first week of HIT 124 and HIT 222, each student will meet with the instructor to discuss the details of the PPE. A total of 56 clinical hours of PPE experience must be completed, 40 hours in HIT 124 and 16 hours in HIT 222, for the student to pass the course and graduate. Students who currently work full time will need to make arrangements to complete his or her PPE outside of their normal working hours, such as using vacation time, taking an unpaid leave of absence, or using an alternate work schedule to complete their PPE. A portion of the PPE will be completed online, but each student will be required to complete at least 56 hours of hands-on experience.

Student Accessibility Services

Student Accessibility Services works to establish educational accommodations for student who qualify for services in compliance with The American with Disabilities Act and its Amendments as well as Section 504 of the 1973 Rehabilitation Act. The coordinator meets with the student to review their needs and, when deemed reasonable, creates an accommodation plan that is shared with faculty and staff as requested by the student.

The Office of Student Accessibility Services is located in Hockaday Hall on Lee Main Campus. Students must contact the Program Coordinator in the Office of Student Accessibility Services to process the necessary documentation of special needs.

http://www.cccc.edu/studentservices/specialpopulations/

Syllabus

Each course will have a syllabus that describes in detail what is expected of the student in that course. It is important that students read the syllabus before starting each course to ensure that they understand what to expect in that course.

Within this program, each course will be different with regard to the types of assignments and activities, such as:
• Some courses will have virtual labs that must be completed
• Some assignments will require students to contact health information professionals
• Some assignments will require students to verbally present information
• Some assignments will require students to work together in groups
• Assignments will be in different formats such as Microsoft Word, Excel, Access, and PowerPoint
• Projects will have different grading rubrics
• Assignments will have different due dates

The syllabus also addresses issues such as attendance, plagiarism, and other CCCC policies.
Technical Standards

To be successful in the HIT program, students will need to demonstrate the following abilities:

<table>
<thead>
<tr>
<th>ABILITY</th>
<th>STANDARD</th>
<th>EXPECTED OUTCOME (Not limited to)</th>
</tr>
</thead>
</table>
| OBSERVATION | Ability to participate actively in all demonstrations, laboratory exercise, and clinical experiences in the professional program component. Such observation usually requires functional use of visual, auditory, and somatic sensations. | Visual (Corrected as necessary)  
  - Able to visually discriminate alphanumeric numbers for entering into database  
  - Able to visually discriminate different numbers  
  - Able to not transpose numbers  
  - Recognize and interpret diagnosis codes  
  - Recognize and differentiate between ICD and CPT codes  

  Auditory (Corrected as necessary)  
  - Recognize and respond to voices  
  - Distinguish between direct orders and instructions  

  Tactile  
  - Turn pages using thumbs and fingers on both hands |
| COMMUNICATION | Ability to communicate effectively in English using verbal, non-verbal and written formats with faculty, other students, clients, and all members of the healthcare team. |  
  - Able to elicit information  
  - Assess nonverbal communications  
  - Transmit information to fellow students, faculty and staff, and members of the health care team  
  - Receive, write, and interpret written communication in both academic and clinical settings  
  - Able to resolve conflict with professionalism, respect, and sensitivity with people from a variety of social, emotional, cultural, physical, medical and intellectual backgrounds  
  - Demonstrate active listening skills  
  - Assess nonverbal communications |
<table>
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<tr>
<th>MOTOR</th>
<th>Sufficient motor ability to execute the movement and skills required for safe and effective emergency exiting from building, corridors, file areas and tight spaces. Sufficient motor ability to perform basic filing, shifting.</th>
</tr>
</thead>
</table>
|       | • Demonstrate adequate coordination, balance, and speed when entering data into computer  
|       | • Move, adjust and position oneself to bending, stooping, sitting, and squatting for long periods of time without standing or moving around  
|       | • Able to quickly and safely exit from buildings, corridors, file areas, and tight spaces in an emergency  
|       | • Lift up to 30 pounds |
| CRITICAL THINKING | Ability to collect, interpret, integrate and synthesize information to make decisions. Ability to read and comprehend relevant information in textbooks and professional literature. |
|       | • Able to assimilate knowledge from lecture, laboratory and clinical arenas  
|       | • Able to utilize basic mathematical skills  
|       | • Able to identify cause and effect relationships  
|       | • Able to acquire information from written documents and computer information systems  
|       | • Able to determine an alternate plan of action when the situation deviates from the textbook or standard of care  
|       | • Apply knowledge to new situations and to problem solving scenarios  
|       | • Sit for long periods of time (6-8 hours)  
|       | • Possess finger and manual dexterity necessary to manipulate computer equipment and adding machine |
| INTELLECTUAL | Ability to collect, interpret and integrate information and make decisions. | • Read and comprehend relevant information in textbooks, medical records, and professional literature  
• Measure, calculate, reason, analyze and synthesize data  
• Utilize intellectual abilities, exercise good judgment, and complete tasks within required time limits  
• Retain information  
• Apply knowledge to new situations and to problem solving scenarios |
| BEHAVIORAL AND SOCIAL ATTRIBUTES | Possess the emotional health and stability required for full utilization of the student’s intellectual abilities, the exercise of good judgment, the prompt completion of all academic responsibilities, and the development of mature, sensitive, and effective relationships with members of the health care team.  
Possess the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical settings.  
Possess compassion, integrity, concern for others, and motivation.  
Posses the ability to demonstrate professional behaviors and a strong work ethic. | • Manage heavy academic schedules and deadlines  
Perform in fast-paced clinical situations  
• Display flexibility  
• Sustain professional activities for prolonged periods under conditions of physical and emotional stress  
• Demonstrate emotional health required for full utilization of intellectual abilities and exercise of good judgment  
• Demonstrate integrity, concern for others, interpersonal skills, interest, and motivation  
• Accept responsibility and accountability for one’s own actions  
• Develop mature, sensitive, and effective relationships with clinical team  
• Display a strong work ethic  
• Accept constructive criticism and respond by appropriate modification  
• Demonstrate the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in fast-paced clinical situations  
• Demonstrate emotional health |
| BEHAVIORAL AND SOCIAL ATTRIBUTES (CONTINUED) | and mental stability required for full utilization of intellectual abilities and exercise of good judgment  
• Develop mature, sensitive, and effective relationships with clinical team  
• Cope with psychosocial issues involving catastrophic illness, disability, and death; respond appropriately to emergencies  
• Comply with the professional standards of the American Health Information Management Association (AHIMA) |

Student Learning Outcomes

In accordance with CAHIIM accreditation standards, students successfully completing the Health Information Technology program will be able to:

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Student Learning Outcomes</th>
<th>Supporting Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN I. DATA CONTENT, STRUCTURE &amp; STANDARDS</strong></td>
<td></td>
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<tr>
<td>1. Explain the various classification systems needed for accurate application of diagnostic and procedural codes to medical records</td>
<td>1. Apply diagnosis/procedure codes according to current guidelines</td>
<td>HIT 110</td>
</tr>
<tr>
<td>2. Determine the content required for documentation in a health record</td>
<td>2. Evaluate the accuracy of diagnostic and procedural coding</td>
<td>HIT 112</td>
</tr>
<tr>
<td>3. Identify the resources necessary for data governance</td>
<td>3. Apply diagnostic/procedural groupings</td>
<td>HIT 114</td>
</tr>
<tr>
<td>4. Utilize available tools to manage data</td>
<td>4. Evaluate the accuracy of diagnostic/procedural groupings</td>
<td>HIT 211</td>
</tr>
<tr>
<td>5. Demonstrate the ability to employ secondary data sources</td>
<td>5. Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient’s progress, clinical findings, and discharge status</td>
<td>HIT 214</td>
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<td></td>
<td>6. Verify the documentation in the health record is timely, complete, and accurate</td>
<td>HIT 218</td>
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<td>7. Identify a complete health record according to organizational policies, external regulations, and standards</td>
<td>HIT 220</td>
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<td></td>
<td>8. Differentiate the roles and responsibilities of various providers and disciplines to support documentation requirements throughout the continuum of healthcare</td>
<td>HIT 221</td>
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<td></td>
<td>9. Apply policies and procedures to ensure the accuracy and integrity of health data</td>
<td>HIT 225</td>
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<td></td>
<td>10. Collect and maintain health data</td>
<td>MED 121</td>
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<td></td>
<td>11. Apply graphical tools for data presentations</td>
<td>MED 122</td>
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<td></td>
<td>12. Identify and use secondary data presentations</td>
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**Note:** The supporting courses listed are examples and may vary depending on the institution's curriculum.
13. Validate the reliability and use secondary data sources

<table>
<thead>
<tr>
<th>DOMAIN II. INFORMATION PROTECTION: ACCESS, DISCLOSURE, ARCHIVAL, PRIVACY &amp; SECURITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of health law as it applies to HIT</td>
</tr>
<tr>
<td>2. Apply data privacy, confidentiality, and security concepts in a healthcare setting</td>
</tr>
<tr>
<td>3. Identify appropriate criteria for release of information with regard to HIPAA</td>
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<tr>
<td>4. Apply healthcare legal terminology</td>
</tr>
<tr>
<td>5. Identify the use of legal documents</td>
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<tr>
<td>6. Apply legal concepts and principles to the practice of HIM</td>
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<tr>
<td>7. Apply confidentiality, privacy and security measures and policies and procedures for internal and external use and exchange to protect electronic health information</td>
</tr>
<tr>
<td>8. Apply retention and destruction policies for health information</td>
</tr>
<tr>
<td>9. Apply system security policies according to departmental and organizational data/information standards</td>
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<tr>
<td>10. Apply policies and procedures surrounding issues of access and disclosure of protected health information</td>
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</tbody>
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<table>
<thead>
<tr>
<th>DOMAIN III. INFORMATICS, ANALYTICS AND DATA USAGE</th>
</tr>
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<tbody>
<tr>
<td>1. Show competency using health information technology software to perform analytics, decision support, and strategic planning</td>
</tr>
<tr>
<td>2. Demonstrate ability to extract and analyze statistically significant data from health records</td>
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<tr>
<td>3. Describe common healthcare research methods</td>
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<tr>
<td>4. Explain the role of consumer informatics in healthcare settings</td>
</tr>
<tr>
<td>5. Utilize software in the completion of HIM processes</td>
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<tr>
<td>6. Explain policies and procedures of networks, including intranet and Internet to facilitate clinical and administrative applications</td>
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<tr>
<td>7. Explain the process used in the selection and implementation of health information management systems</td>
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<tr>
<td>8. Utilize health information to support enterprise wide decision support for strategic planning</td>
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<tr>
<td>9. Explain analytics and decision support</td>
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<tr>
<td>10. Apply report generation technologies to facilitate decision-making</td>
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<td>11. Utilize basic descriptive, institutional, and healthcare statistics</td>
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<tr>
<td>12. Analyze data to identify trends</td>
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<tr>
<td>13. Explain common research methodologies and why they are used in healthcare</td>
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<p>| HIT 110 |
| HIT 112 |
| HIT 114 |
| HIT 225 |
| HIT 114 |
| HIT 210 |
| HIT 216 |
| HIT 218 |
| HIT 220 |
| HIT 225 |
| HIT 226 |
| HIT 227 |</p>
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<tr>
<td>5.</td>
<td>Recognize the importance of health information exchange between covered entities</td>
<td>10.</td>
<td>Explain usability and accessibility of health information by patients, including current trends and future challenges</td>
<td></td>
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<tr>
<td>6.</td>
<td>Identify the role of information integrity and data quality in healthcare organizations</td>
<td>11.</td>
<td>Explain current trends and future challenges in health information exchange</td>
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<td>12.</td>
<td>Apply policies and procedures to ensure the accuracy and integrity of health data both internal and external to the health system</td>
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<tr>
<td><strong>DOMAIN IV. REVENUE MANAGEMENT</strong></td>
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<td><strong>HIT 215</strong></td>
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<tr>
<td>1.</td>
<td>Summarize the complete revenue cycle in healthcare organizations</td>
<td>1.</td>
<td>Apply policies and procedures for the use of data required in healthcare reimbursement</td>
<td><strong>HIT 216</strong></td>
</tr>
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<td>2.</td>
<td>Evaluate the revenue cycle management process</td>
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<td><strong>DOMAIN V. COMPLIANCE</strong></td>
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<tr>
<td>1.</td>
<td>List the regulatory agencies and the processes and standards it controls in various healthcare settings</td>
<td>1.</td>
<td>Analyze policies and procedures to ensure organizational compliance with regulations and standards</td>
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<tr>
<td>2.</td>
<td>Summarize the process by which coding software complies with insurance claim submission requirements</td>
<td>2.</td>
<td>Collaborate with staff in preparing the organization for accreditation, licensure, and/or certification</td>
<td><strong>HIT 110</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Identify the governing agencies that mandate insurance fraud surveillance</td>
<td>3.</td>
<td>Adhere to the legal and regulatory requirements related to health information management</td>
<td><strong>HIT 112</strong></td>
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<td>4.</td>
<td>Propose a clinical documentation improvement policy for a given healthcare scenario</td>
<td>4.</td>
<td>Analyze current regulations and established guidelines in clinical classification systems</td>
<td><strong>HIT 114</strong></td>
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<td><strong>HIT 210</strong></td>
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<td><strong>HIT 221</strong></td>
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<td><strong>DOMAIN VI. LEADERSHIP</strong></td>
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<tr>
<td>1.</td>
<td>Identify the various leadership roles and</td>
<td>1.</td>
<td>Summarize health information related leadership roles</td>
<td><strong>HIT 110</strong></td>
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<td><strong>HIT 112</strong></td>
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<tr>
<td>2.</td>
<td>Apply the fundamentals of team leadership</td>
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<td>3.</td>
<td>Organize and facilitate meetings</td>
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<tr>
<td>Business Partnerships within a Healthcare Organization</td>
<td>4. Recognize the impact of change management on processes, people and systems</td>
<td>HIT 114</td>
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<tr>
<td>2. Describe the purpose of change management in a professional environment</td>
<td>5. Utilize tools and techniques to monitor, report, and improve processes</td>
<td>HIT 210</td>
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<td>3. Demonstrate the ability to apply work design and process improvement principles to a healthcare scenario</td>
<td>6. Identify cost-saving and efficient means of achieving work processes and goals</td>
<td>HIT 215</td>
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<td>4. Create human resources management policies and procedures to best support healthcare employees as well as the strategic mission of the organization</td>
<td>7. Utilize data for facility-wide outcomes reporting for quality management and performance</td>
<td>HIT 216</td>
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<td>5. Describe appropriate training and development methods for new and existing employees</td>
<td>8. Report staffing levels and productivity standards for health information functions</td>
<td>HIT 218</td>
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<td>6. List the various strategic and organizational management principles required in a healthcare environment</td>
<td>9. Interpret compliance with local, state, and federal labor regulations</td>
<td>HIT 220</td>
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<td>7. Utilize financial management procedures within a healthcare organization</td>
<td>10. Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions</td>
<td>HIT 225</td>
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<td>8. Propose a code of ethics for healthcare professionals</td>
<td>11. Explain the methodology of training and development</td>
<td>HIT 227</td>
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<td>9. Explain the concepts of project management</td>
<td>12. Explain return on investment for employee training/development</td>
<td>HIT 280</td>
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<td>10. Summarize the processes involved with vendor and contract management</td>
<td>13. Summarize a collection methodology for data to guide strategic and organizational management</td>
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<td>11. Categorize the various components of enterprise information management</td>
<td>14. Understand the importance of healthcare policy-making as it relates to the healthcare delivery system</td>
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<td>15. Describe the differing types of organizations, services, and personnel and their interrelationships across the healthcare delivery system</td>
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<td>16. Apply information and data strategies in support of information governance initiatives</td>
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<td>17. Utilize enterprise-wide information assets in support of organizational strategies and objectives</td>
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<td>18. Plan budgets</td>
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<td>19. Explain accounting methodologies</td>
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<td>20. Explain budget variances</td>
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<td>21. Comply with ethical standards of practice</td>
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<td>22. Evaluate the consequences of a breach of healthcare ethics</td>
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<td>23.</td>
<td>Assess how cultural issues affect health, healthcare quality, cost, and HIM</td>
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<td>24.</td>
<td>Create programs and policies that support a culture of diversity</td>
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<td>25.</td>
<td>Summarize project management methodologies</td>
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<td>26.</td>
<td>Explain Vendor/Contract Management</td>
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<td>27.</td>
<td>Apply knowledge of database architecture and design</td>
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</table>

### How Do I Get Started?

Congratulations on making one of the biggest decisions of your life by deciding to pursue a career in health information.

**Step 1:** Complete your application to Central Carolina Community College. You can apply online, by mail, or in person. On page 3 of the application, in the Enrollment section, under Program of Study, select **Health Information Technology-enrollment begins Fall 2019** to ensure that you are assigned the appropriate academic advisor.

**Step 2:** Contact the HIT Program Director, Erika Parker, with any questions you have about the program or HIT career.

**Step 3:** Contact an Academic Advisor to discuss entry into the program. Your Academic Advisor will explain the competitive enrollment process, and evaluate your enrollment form to calculate your points for entry into the program.

The Academic Advisors are as follows:

- **Chatham County Campus:** 764 West Street, Pittsboro, NC 27312  
  Admissions: Rhonda Jones, Phone (919) 545-8025, Email rjone859@cccc.edu

- **Harnett County Campus:** 1075 East Cornelius Harnett Boulevard, Lillington, NC 27546  
  Admissions (Last Name A-M): Trinnette Nichols-Jones, Phone (910) 814-882, Email tnich497@cccc.edu  
  Admissions (Last Name N-Z): Shatea McNeill, Phone 910-814-8867, Email smcne310@cccc.edu

- **Lee County Campus:** 1105 Kelly Drive, Sanford, NC 27330  
  Admission: Daniel Berndt. Phone (919) 718-7234, Email dbern509@cccc.edu
What Can I Do While Waiting to Begin?

While you are waiting to begin this program, there are several things you can do to prepare you to be successful in this course, such as:

1. Buy a used medical terminology book and start studying. Medical terminology textbooks can be found used on Amazon.com for less than a dollar. Any book will do because terminology does not change. The more terminology a student knows before starting this program, the easier it will be when taking terminology classes as well as coding, principles of disease, and pharmacology.

2. Study APA formatting. All of the papers that are written in this course will be required to be submitted in APA format. There is a lot of information available online regarding APA formatting, and many videos on YouTube, or other sites. The more a student knows about APA formatting before they begin the program, the easier it will be to write their papers. Any local library will have books on APA formatting.

3. Start attending NCHIMA meetings. Visit http://www.nchima.org/regions/ to find out where meetings will be held locally*. Meetings are held several times a year and will give students a chance to gain industry knowledge as well as begin networking with HIM professionals, which will benefit students after they graduate and are looking for a job.

   *This is for North Carolina, if you live in another state, visit http://www.ahimafoundation.org/partners/csa.aspx to find the regional meetings in other states. (Students do not have to be a member of AHIMA to attend meetings)

4. Follow AHIMA on Facebook. Many of the resources on AHIMA’s website are only for members, but anyone can follow them on Facebook, and learn about upcoming events and read industry related articles. The more students learn about the healthcare industry, the better they will do in this program. (“Like” the page and be sure to change the notification settings so that all posts and local events can be seen)

5. Start taking general education classes online. Talk to an admissions counselor about taking one of the general education classes that are required for this program while waiting for enrollment. If a student has never taken an online class before, this is a great way to get used to being an online student. It will also increase points for the admissions process into this, or any other health science program.
Appendix A – Admissions for Health Science Programs


Appendix B - Program Planning Guide

Associate in Applied Science Full-Time Degree: http://www.cccc.edu/curriculum/guides/A45360.pdf


Health Information Technology Diploma: http://www.cccc.edu/curriculum/guides/D45360.pdf

Certificate in Data Analytics: http://www.cccc.edu/curriculum/guides/C45360DA.pdf


Program Guide Acknowledgment Form

It is the student’s responsibility to read, understand, and abide by all of the policies and requirements listed in this program guide for the Health Information Technology program at Central Carolina Community College.

I have read and understand the policies in the attached program guide and understand that it is my responsibility to know and follow these policies. I understand that my failure to abide by these policies will result in disciplinary action by the college, and could result in my dismissal from the program.

__________________________________________  ______________________________________
Student Signature                                  Date

__________________________________________  ______________________________________
Printed Name                                      Student ID Number

__________________________________________  ______________________________________
Program Director Signature                        Date

Please print, sign, and email this form to the program director upon admission to the HIT program.

A copy of this agreement will be returned to you and the original kept in your file held by the program director.
Technical Standards Acknowledgement Form

The attached list of Technical Standards has been prepared to assist you in understanding the essential physical and behavioral requirements for participating in and successfully completing the Health Information Technology program here at Central Carolina Community College. These standards must be satisfied by all students in all aspects of the program, with or without a reasonable accommodation, including in the classroom, laboratories, and clinical experiences.

Please note that you must carefully review these technical standards. Once reviewed, please complete all of the information below and submit it to Erika Parker no later than August 26th, 2019.

If you have any questions about performing any of the outcomes listed in this document, please contact the Health Information Technology Program Director at eparker@cccc.edu or 910-814-8820.

If you are an individual with a disability who seeks a reasonable accommodation, please contact the Coordinator of Student Accessibility Services at (919) 718-7416 for information concerning the College’s accommodation process.

Your signature below shall confirm and verify that you have reviewed the program’s technical standards and are capable of performing those standards, with or without a reasonable accommodation. Failure to perform the program’s essential technical standards shall result in a student’s removal from the program.

_____________________________________________________
Print your full name

_____________________________________________________
Sign your full name

_____________________________________________________
Student ID number

_____________________________________________________
Date of signature