Health Information Technology

Program Handbook

2025-2026

CENTRAL CAROLINA
COMMUNITY COLLEGE
HEALTH SCIENCES

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INTRODUCTION

This handbook 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. All students need to become familiar with this handbook to successfully complete this program. All students will be required to read this information and electronically sign the acknowledgment statement upon admission to the HIT program.

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

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. Upon successful completion of this program, students will be equipped to obtain certification as a Registered Health Information Technician and begin their healthcare careers.

Vision

The vision of the Health Information Technology program at Central Carolina Community College is to be a leader in preparing knowledgeable, adaptable, and ethical health information professionals who thrive in a dynamic and evolving healthcare industry. Through relevant, technology-driven instruction and real-world experience, we aim to empower graduates to advance healthcare through data integrity, compliance, and innovation, shaping the future of health information management locally and beyond. (proposed: pending advisory board approval tentative Fall 2025).

WELCOME

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 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 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.

AHIMA Career Map: https://my.ahima.org/career-mapping/career-map/

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 patient's 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 can work in a variety of roles in healthcare. In 2021, Health Information Technologists and Medical Registrars held 39,900 jobs. In the same year, Medical Records Specialists held 186,400 jobs. 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 2021 were as follows:

Hospitals; state, local, and private	46%
Offices of physicians	11%
Professional, scientific, and technical services	7%
Administrative and support services	6%
Management of companies and enterprises	6%

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.

Retrieved from: https://collegegrad.com/careers/medical-records-and-health-information-technicians
https://collegegrad.com/careers/health-information-technologists-and-medical-registrars

Many health information technicians have an opportunity to work from home. Employers look for applicants who hold the RHIT credential to hire in remote positions because they understand the technology involved in the safety and security of medical records. Telecommuting and remote work is a growing trend, not just for coders, but for all HIT professionals, as most of their job is done from a computer. To effectively work from home, remote employees should be prepared to:

- Have reliable high-speed internet access.
- Work the hours set and established by your employer.
- Have a secure and private workstation.

Why Choose a Career in Health Information?

Versatile Education

By studying health information, students acquire a versatile yet focused skillset 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 and Opportunities for Advancement

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, and the US Bureau of Labor Statistics (BLS) cites medical registrars and health information technicians as one of the fastest growing occupations in the US (much faster than average), with an anticipated growth of 16 percent between 2023-2033.

On top of strong job prospects, competitive salaries also await graduates. The median annual salary for medical records and health information technicians was $67,310 in May 2024. In addition, salaries rise for health information administrators. In 2024, the median salary was $117,960 per year for healthcare administrators and the 2033 outlook anticipates a 29 percent increase in jobs for these individuals possessing a baccalaureate or master's in health information management.

Industries with an increased demand for health information professionals include healthcare organizations, 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.
- Want to work in healthcare, but not directly with patients.
- Have an aptitude for science and also like management, law, and computers.
- Enjoy working with physicians, nurses, lawyers, administrators and executives.
- Want a career where you can choose to work on your own, with others, or some of both.

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

Meet Health Information Management Project Manager: Sandy (Cleveland Clinic)
Meet Document Integrity Specialist (DIS): Bruna (Cleveland Clinic)
Meet Electronic Health Records (EHR) Analyst: Marquita (Cleveland Clinic)

Retrieved from:
http://www.ahima.org/careers/healthinfo?tabid=what
https://www.bls.gov/ooh/healthcare/health-information-technologists-and-medical-registrars.htm
https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm

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 degree. Many employers also require professional certification.

Education

Postsecondary certificate and associate 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 certifications 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

Accreditation

The Associate in Applied Science (A.A.S) degree in Health Information Technology at Central Carolina Community College is accredited through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). Graduates of the program are eligible to sit for the national certification exam, Registered Health Information Technician (RHIT).

For information on CAHIIM accreditation, visit CAHIIM.org.

Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM)
233 N. Michigan Ave, 21st Floor
Chicago, IL 60601-5800
(312) 233-1100
Email: info@cahiim.org

North Carolina Earnings

Average Annual Wage	$53,230
Entry Annual Wage	$30,270
Experienced Annual Wage	$86,310
Average Hourly Wage	$25.59
Entry Hourly Wage	$14.55
Experienced Hourly Wage	$41.49

National Earnings

Average Annual Wage	$67,310
Average Hourly Wage	$32.36
Average Annual Range	$39,120 to $112,130

National Employment and Outlook

Outlook	Much Faster than average; The employment change from 2023 to 2033 is estimated to be **+16%.** (The National average for all occupations is +4%)
Job Openings	About 6,400 openings for health information technology specialists and medical registrars are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.
Employment	This was a medium-sized occupation in the United States, employing 39,100 workers in 2023.
Growth	Much faster than average growth; Job prospects should be very good because of rapid growth in the number of medical tests, treatments, and 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 the offices of physicians as a result of the 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 healthcare industries, many new jobs will 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. In addition, an aging

	population will require more medical services, and medical records and health information specialists will be needed to organize and manage the older generations' health information data. This will mean more claims for reimbursement from insurance companies. Additional records, coupled with the widespread use of electronic health records (EHRs) by all types of healthcare providers, will lead to an increased need for specialists to organize and manage the associated information in all areas of the healthcare industry. Cancer registrars are expected to continue to be in high demand. With an increase in the older population, there will likely be more types of special purpose registries because many illnesses are detected and treated later in life. Furthermore, the volume of electronic health information generated by healthcare providers and patients continues to grow. As a result, more health information technologists will be needed to analyze these vast quantities of data and offer insight to help make informed decisions. Similarly, the increasing availability of medical data will contribute to more demand for medical registrars to update clinical registries, abstract relevant details, and convert data into meaningful information. Organizations continue to rely on these workers for insight into improving the quality of care, to control costs, and for other purposes.

Retrieved from https://nccareers.org/occupation-profile/299021/1284
https://nccareers.org/occupation-profile/292072/1284
https://www.bls.gov/ooh/healthcare/health-information-technologists-and-medical-registrars.htm

AHIMA US Salary Survey Report HIM Professionals in 2019:
https://www.ahima.org/media/d5ibycdp/salary-survey-report.pdf

Department Chair: Erika Parker, MHA, RHIA
Office Location: Harnett Health Sciences Center, Room #118
Office Phone: (910) 814-8820
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Education: MHA- Pfeiffer University
BS- East Carolina University
BS- East Carolina University

Industry Credentials: RHIA (Registered Health Information Administrator)
ICD-10-CM & PCS Train the Trainer (AHIMA)

Industry Experience:

Erika Parker has over fifteen years of experience working in the 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. As a result, she serves in various volunteer capacities within her community.

Erika is a member of the American Health Information Management Association (AHIMA) and the North Carolina Health Information Management Association (NCHIMA). She is a Past-President of the North Carolina Health Information Management Association (NCHIMA) and a past member of the AHIMA House of Delegates.

Erika lives in Dunn, NC, with her husband, son, and family dog.

Dean, Health Sciences & Professional Svcs: Denise Martin, Ed. D, RHIA, CPC
Office Location: Lee Main Campus, Keller Health Sciences Building
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Education:
EdD- Liberty University
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 Cameron, NC, with her husband, two daughters, and two cats.

Full-Time Faculty: Emily Barrick, RHIA, CPC
Office Location: Virtual (remote)
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Education:
MSHIM- American Military University (In Progress)
BS- Charter Oak State College
AS- Leeward Community College

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

Industry Experience:

Emily Barrick has accumulated a decade of experience in the Health Information Management (HIM) industry. She completed her Professional Practice Experience (PPE) at Wahiawa General Hospital in Wahiawa, Hawaii, where she was subsequently hired to work in the medical records department. Emily further advanced her career in the Health Information Management department at Cape Fear Valley Health System in Fayetteville, NC. In 2016, she transitioned to academia, joining the faculty at Central Carolina Community College.

Emily is a member of the following organizations: American Academy of Professional Coders (AAPC) and American Health Information Management Association (AHIMA).

Emily lives in North Carolina with her husband, daughter, son, and family dog.

Adjunct Faculty: Richard Daron Barefoot, RHIT
Office Location: Virtual (remote)
Office Phone: (919) 820-0836
Email: rdbarefoot@cccc.edu

Education:	AAS- Central Carolina Community College
Industry Credentials:	RHIT (Registered Health Information Technician)

Industry Experience:

Richard "Daron" Barefoot has nearly 15 years of experience in the Health Information Industry. He began his career at Professional Eye Care in Benson, North Carolina. At Professional Eye Care he served as the lead optometric tech and medical scribe.

Daron is a recent graduate of CCCC's Health Information Technology associate degree. He completed his professional practicum experience at the VA Medical Center in Fayetteville, North Carolina. Upon graduating from CCCC in May 2023 (and obtaining his RHIT Certification), he was hired at the Fayetteville VA Medical Center as a Remote Medical Coder.

Daron currently resides in Godwin, NC where he is active in his church and community.

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

Adjunct Faculty: Liliane Joseph, MHCM, RHIA, CCS
Office Location: Virtual (remote)
Phone: (910) 813-4006
Email: ljoseph@cccc.edu

Education: MHCM – American InterContinental University
BS – East Carolina University
AAS – Central Piedmont Community College

Industry Credentials: RHIA (Registered Health Information Administrator)
RHIT (Registered Health Information Technician)
CCS (Certified Coding Specialist)

Industry Experience:
Liliane Joseph has over 25 years of experience in the Health Information Management (HIM) field. She has worked in several areas within the HIM field and is currently the HIM Operations Manager of Health Information Management at Cape Fear Valley Health: managing HIM operations at 5 campuses and Vital Statistics. Liliane is passionate about HIM and what is documented in the medical record. She advocates for patients to have healthcare wishes in writing and in their medical record so that family members do not need to make decisions at a difficult time. She has led several EHR implementations in the HIM departments to include the Epic electronic health record system. She has acquired her Epic Certifications in all HIM applications.

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

Liliane lives in Fayetteville, NC with her daughter and grand dog.

Adjunct Faculty: Audrey Stevenson
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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 completing her professional practicum experience at WakeMed in Raleigh and becoming credentialed, she was hired as an ED outpatient coder. For the past 10+ years, she has continued to work in additional areas of coding, including inpatient, inpatient rehab and most recently as a senior inpatient coder/auditor.

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 Colleges Health Information Technology program has admission criteria that you must meet before you can enter the program.

The admission criteria are 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. 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 2.6 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 (ENG 111) and Math (MAT 152) 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. Students must have a 2.0 Cumulative and semester CCCC GPA by the start date of courses in the program.
   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 an explanation of withdrawal or failing grades by the Department Chair. A remediation plan may be required.
   d. TOEFL: Required scores from all naturalized and non-US citizens (5-year limit)

D. Admissions Review
   a. Meet with an educational navigator to develop a first-semester academic plan, review admission progress, address issues, and confirm all minimum requirements are met.

The HIT program accepts students for entry each Fall and Spring Semester.
Students who are not eligible for admission in the semester they apply for can enter the GOT for the HIT program to get started on select classes while working to meet admission criteria.
See Appendix A for more information.

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
- Pathophysiology and Pharmacology
- ICD-10-CM & PCS, CPT, and HCPCS Coding
- Health Law and Ethics
- Electronic Medical Records Systems
- Leadership and Management Principles
- Healthcare Reimbursement
- Healthcare Quality and Data
- Healthcare Informatics
- 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:

- CC Cares
- Free tutoring-Academic Assistance Center, Upswing Online Tutoring
- Librarian assistance with research
- Paper writing assistance, via our Writing and Reading Center

The department chair 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.

Academic Honesty and Artificial Intelligence

Academic honesty is expected of all students. Cheating, plagiarism, and similar acts of dishonesty are prohibited throughout the program. Specific examples of academic honesty violations and consequences for dishonesty are outlined in the Student Planner and Handbook, the college website, and the CCCC Catalog. This program will adhere to the guidelines and penalties for academic dishonesty that are communicated in these college publications.

Writing-intensive courses aim to foster human creativity and originality and to focus on the steps of the writing process as a means to polish our finished products. The use of Artificial Intelligence (AI) (like ChatGPT and other large language models) takes away your opportunity to share your unique voices, thoughts, and perspectives – and to work through the writing process authentically. Because of that, you are not permitted to use artificial intelligence engines, software, or other programs to create content for this program unless your instructor has specifically permitted a particular assignment or part of an assignment. When/if you do have permission, you will receive more details on the appropriate ways in which these resources can be used in your work and how to cite them. Any use outside of explicit permission constitutes a violation of the college's academic integrity policy.

Additionally, we must all be aware of the ethical issues related to privacy and copyright laws anytime we consider AI use. For instance, you do not have permission to enter any course content created by your instructor, content from your textbook publisher, or work created by your classmates into an AI language model and/or AI software because you do not have their permission to share or distribute this content to another source.

This policy is subject to updates and revisions as the field of AI evolves and new ethical concerns emerge.

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/landing-pages/launch-membership-application/

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 is 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.

Books & Resources

Students can access a cumulative listing of required HIT textbooks at the link below. Many books in the HIT program are part of the Follett inclusive access program. This program allows students to have first-day-of-class access to the required textbooks as part of their tuition and fees for the course. IA offerings are typically provided as E-books to be the most cost-effective. However, students do have the option to opt out of IA if they choose to purchase physical books.

The HIT Textbooks listing can be accessed at:
https://docs.google.com/spreadsheets/d/1K_kpCEz6STCN1ymTd3Mjew0j6ytY45IE/edit?usp=sharing&ouid=101112118969976957710&rtpof=true&sd=true

Students may opt out of purchasing the Follett ACCESS digital course materials provided in select CCCC classes. Students must inform their instructor of their intent to opt-out and complete the Opt Out of Follett Access form by no later than 5 p.m. on the census (10%) date of the course. Students' cccc.edu email address must be used to access the form.

Competencies

During your time in the HIT program, you will engage in various case studies and simulated real-world assignments. These tasks serve to evaluate AHIMA Entry-Level competencies, which are required for our CAHIIM accreditation. These assignments are mandatory for HIT students. In your course syllabus, you'll find a clear indication of which assignments fall into this mandatory category. If a student fails to complete all mandatory assignments by the last day of class, it will result in an I (incomplete) on their final grade. The student will then have until the midterm point of the following semester to complete the class requirements, or the registrar will turn the I (incomplete) into an F (fail) for the course grade and it will be calculated into the student's cumulative GPA. Please refer to the CCCC College Catalog, Removal of Incomplete, for more information.

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 department chair. A proficiency demonstration may be a written exam, oral exam, shop exercise, or lab exercise. The following rules for the student apply:

- Student completes the challenge exam request Form before the start of the semester/session or within the first few days (fourth day of the 16-week session; third day of the 12-week session; second day of an 8-week session).
- 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 no later than the fourth day of the 16-week session; no later than the third day of the 12-week session; or no later than the second day of an 8-week session for the term in which the course should be transcripted. This allows the student to register for the subsequent class following in sequence.
- Earn a grade of 85% or better.
- Instructor records Challenge Exam score on Challenge Exam Request form and submits form to Records Office to award credit. The Records Office enters the student's proficiency exam score under 'Other Tests' in the Student Information System and assigns a grade of "CE" (Credit by Examination).
- Credit granted through a proficiency exam will not be calculated in the grade point average.
- Proficiency demonstrations may only be attempted once and can only be attempted for the initial enrollment in the course.
- Credit for proficiency demonstration may not be granted for a course being audited by the student.
- Credit for proficiency demonstration may not be transferred to other institutions. Credit for proficiency demonstration may not be attempted after the course has been attempted and graded.

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, may be eligible to apply for credit by experience for HIT 211, HIT 213, and/or HIT 214, depending on certification and domain of coding.

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 before the 10% point of the class and must be made in writing using the Request for Credit by Experience form.

- Credit by experience may not be granted for cooperative work experience or work-based learning 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 (recorded 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 for 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.
- Apprenticeships may qualify for credit by experience. Skills learned may require a demonstration of one's ability and must be approved by the student's curriculum department chairperson or lead instructor. Appropriate documentation must be provided.
- The approved credit recommendation should be submitted to the Student Records and Registrar's Office.
- The Student Records and Registrar's Office will record a symbol of "EL" on the transcript with non-course credit hours; however, no quality points will be assigned.
- Documentation shall be kept on file for five (5) years in the Student Records and Registrar's office.
- Credit by experience can only fulfill a maximum of 20% of any credential and it cannot be used to fulfill the required one-quarter of earned institutional credits with an earned grade required for all credentials.
- 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.
- Create screenshots of applications or websites

- 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 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 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 a HIT prefix are only available online and are not offered as a seated class.

Distance Education has an online tool that can help facilitate your decision if you are ready for online courses. The assessment can be found online at: https://www.cccc.edu/distanceeducation/getting-started/are-you-ready/.

General Education Options for Communication, Humanities, and Social Science Electives

Students can choose from several different classes for the second-level communication, humanities, and social science elective course requirements for this program. While each student is free to choose from any of the math or humanities classes available, following are the recommended courses:

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.

PSY 150 General Psychology- This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

ENG 112, HUM 115, and PSY 150 are the recommended courses for the Communication, Humanities, and Social Science 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 or Clinical, PPE is one of the most important elements of this program. The PPE will provide the opportunity for each student to practice what he or she has learned and gain experience in a real medical environment. All students are 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 managed electronically. Students will traditionally complete these experiences in their final Fall and Spring Semesters. If a student works in a medical facility, they can complete their PPE where they currently work; however, it must be separate from their current job duties. In the semester PRIOR to HIT 124 and HIT 222, each student will work with the HIT Clinical Coordinator to discuss the details of the PPE. A total of 56 face-to-face 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(s) 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 must complete at least 56 hours of face-to-face hands-on experience.

Program Technology Requirements

You will need to have access to a computer with high-speed or broadband internet access, speakers, a webcam, and a microphone. 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 required that you have access to a webcam and microphone as some courses require recorded content, proctored exams, and/or virtual sessions. Furthermore, various courses will require the download of multiple software applications (i.e., respondus, VLAB, etc..), therefore it is suggested that you have a minimum of 320 GB 5400 rpm hard drive or 128GB solid state hard drive and 4 GB of RAM.

Office of Student Accessibility Services

Office of Student Accessibility Services works to establish educational accommodations for students who qualify for services in compliance with The Americans 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.

https://www.cccc.edu/studentservices/student-accessibility-services/

Syllabus

Each course will have a syllabus that describes in detail what is expected of the student for 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, 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.

Rounding Policy

The HIT program will round the final grade average of HIT courses if the tenth decimal place is a .5 or higher.

Examples:

- 79.617 (C) would round up to a B letter grade
- 79.497 (C) would remain a C

Expectations for Online Students

While the HIT program courses do not have set meeting dates and times assignments and engagement will be required every week. With that in mind,

- Be ready to start coursework from the first day of class each semester. This includes having your textbook ordered/on-hand and ready to start your coursework.
- Create a time management plan (or utilize ours) so that you can effectively manage your time each week so that you are able to pace the completion of assignments throughout the week, instead of on the day it is due.
- Finally, it is important to complete assigned readings and research to allow time to email the instructor with any questions for clarification prior to assignment/quiz/exam due date.
- Your instructors are here to support you, so reach out and communicate with them so they can help!

Technical Standards

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

ABILITY	STANDARD	EXPECTED OUTCOME (Not limited to)
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
MOTOR	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	• 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. Possess the ability to demonstrate professional behavior 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 with appropriate modification. ● Demonstrate the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments,

BEHAVIORAL AND SOCIAL ATTRIBUTES (CONTINUED)		display flexibility, and learn to function in the face of uncertainties inherent in fast-paced clinical situations. ● Demonstrate emotional health 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:

	Student Learning Outcomes	Supporting Courses
DOMAIN I. DATA CONTENT, STRUCTURE & STANDARDS	I.1. Describe health care organizations from the perspective of key stakeholders. I.2. Apply policies, regulations, and standards to the management of information. I.3. Identify policies and strategies to achieve data integrity. I.4. Determine compliance of health record content within the health organization. I.5. Explain the use of classification systems, clinical vocabularies, and nomenclatures. I.6. Describe components of data dictionaries and data sets. I.6-DM Evaluate data dictionaries and data sets for compliance with governance standards.	HIT 110 HIT 112 HIT 114 HIT 211 HIT 213 HIT 214 HIT 217 HIT 218 HIT 220 HIT 221 HIT 225
DOMAIN II. INFORMATION PROTECTION: ACCESS, USE DISCLOSURE, PRIVACY & SECURITY	II.1. Apply privacy strategies to health information. II.2. Apply security strategies to health information. II.3. Identify compliance requirements throughout the health information life cycle.	HIT 110 HIT 112 HIT 114 HIT 217 HIT 225

DOMAIN III. INFORMATICS, ANALYTICS AND DATA USAGE	III.1. Apply health informatics concepts to the management of health information. III.2. Utilize technologies for health information management. III.3. Calculate statistics for health care operations. III.4. Report health care data through graphical representations. III.5. Describe research methodologies used in health care. III.6. Describe the concepts of managing data. III.7. Summarize standards for the exchange of health information. III.6-DM Manage data within a database system. III.7- DM Identify standards for exchange of health information.	HIT 110 HIT 114 HIT 217 HIT 218 HIT 220 HIT 221 HIT 225 HIT 226
DOMAIN IV. REVENUE CYCLE MANGEMENT	IV.1. Validate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines. IV.2. Describe components of revenue cycle management and clinical documentation improvement. IV.3. Summarize regulatory requirements and reimbursement methodologies. IV.1-RM Determine diagnosis and procedure codes and groupings according to official guidelines. IV.2-RM Evaluate revenue cycle processes.	HIT 211 HIT 213 HIT 214 HIT 215

	IV.3-RM Evaluate compliance with regulatory requirements and reimbursement methodologies.	
DOMAIN V. HEALTH LAW & COMPLIANCE	V.1. Apply legal processes impacting health information. V.2. Demonstrate compliance with external forces. V.3. Identify the components of risk management related to health information management. V.4. Identify the impact of policy on health care.	HIT 110 HIT 112 HIT 114 HIT 211 HIT 213 HIT 214 HIT 215 HIT 217 HIT 221 HIT 225
DOMAIN VI. ORGANIZATIONAL MANAGEMENT & LEADERSHIP	VI.1. Demonstrate fundamental leadership skills. VI.2. Identify the impact of organizational change. VI.3. Identify human resource strategies for organizational best practices. VI.4. Utilize data-driven performance improvement techniques for decision-making. VI.5. Utilize financial management processes. VI.6. Examine behaviors that embrace cultural diversity. VI.7. Assess ethical standards of practice. VI.8. Describe consumer engagement activities. VI.9. Identify processes of workforce training for health care organizations	HIT 110 HIT 112 HIT 114 HIT 215 HIT 217 HIT 218 HIT 220 HIT 221 HIT 225 HIT 280

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** to ensure that you are assigned the appropriate educational navigator.

Step 2: Contact the HIT Department Chair, Erika Parker, with any questions you have about the program or the career.

Step 3: Contact an Education Navigator in Admissions to discuss entry into the program. Your navigator will assist you with the enrollment process.

The Education Navigators for the HIT program, based on the CCCC Campus, are listed below:

Lee County Campus (Main Campus): 1105 Kelly Drive, Sanford, NC 27330

- Ashley Burch, Phone: (919) 718-7294, Email: aburch@cccc.edu

Chatham County Campus: 764 West Street, Pittsboro, NC 27312

- Kim Brzozowski, Phone: (919) 545-8040, Email: kbrzo244@cccc.edu

Harnett County Campus: 1075 East Cornelius Harnett Boulevard, Lillington, NC 27546

- J. Dewayne Garnett, Phone: (910) 814-8865, Email: jgarnett@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 program, such as:

1. Complete the online Distance Education Readiness Tool. Are you Ready? Located at: https://www.cccc.edu/distanceeducation/getting-started/are-you-ready/. If your learning style does not best suit the online classroom contact Distance Education and/or Mrs. Parker to discuss options.

2. Buy a used medical terminology book and start studying. Medical terminology textbooks can be found 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.

3. Study APA formatting. All papers written in this program 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.

4. Start attending NCHIMA meetings. Visit http://www.nchima.org/ 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 https://www.ahima.org/who-we-are/governance/component-associations/ to find the regional meetings in other states. (Students do not have to be a member of AHIMA to attend meetings)

5. Follow AHIMA on Facebook. Many of the resources on AHIMA's website are only for members, but anyone can follow them on Facebook, 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)

6. Start taking general education classes online. Talk to an Educational Navigator 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.

Appendix A - Admissions for Health Science Programs

https://www.cccc.edu/media/2078/download?inline=

Appendix B - Program Planning Guides: https://www.cccc.edu/all-programs/health-information-technology

- AAS Full-Time Degree
- AAS Part-Time Degree
- Medical Coding and Billing Diploma
- Certificate in Data Analytics
- Certificate in Electronic Health Records
- Certificate in Patient Access Specialist

ACKNOWLEDGMENTS

Program Handbook Acknowledgement

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

I have read and understand the policies in the attached program handbook 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.

Technical Standards Acknowledgement

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 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 in the designated e-form and submit it to Erika Parker no later than **September 5th, 2025.**

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 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.

Signatures of both of these acknowledgments will occur electronically in the HIT Organization in Blackboard during the orientation process. (e-form located in the orientation folder).