Health Information Management Program Student Handbook

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Health Information Management Student Handbook

1. Introduction and Program Overview

1.1 Message from the Program Director

Dear Student:

Congratulations on your admission to the Health Information Management (HIM) Program. According to the Bureau of Labor Statistics, the demand for health information professionals is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations. Upon successful completion of the program, you will be eligible to sit for the Registered Health Information Technician (RHIT) certification exam offered by the American Health Information Management Association (AHIMA). This credential is a stepping stone to entering a diverse healthcare workforce.

Courses in this Program will introduce science, technology, finance, and organizational leadership. The well-rounded curriculum will prepare you for the workforce and lead you toward a successful new career path. By becoming familiar with the handbook's content, you will understand your responsibilities as an HIM student. Keep the handbook readily available so that you can refer to it often throughout the Program. If you have any questions, do not hesitate to speak with the HIM Program Coordinator or HIM faculty for clarification and/or assistance. We are here to help you succeed and fully support your efforts in continuing your academic endeavors.

Welcome to the field of Health Information Management!

Matt Patterson, RHIA, CPC, CIC

HIM Program Coordinator

1.2 Purpose of the Handbook

The Health Information Management Student Handbook is to be used throughout the program as a resource for guiding principles and expectations. The Handbook is designed to work in tandem with the College's Student Code of Conduct. The requirements given in this handbook apply to all students enrolled in the HIM Program. Students are required to read, understand and comply with these requirements while in the program.

1.3 Program Accreditation Information

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) is the accrediting organization for degree-granting programs in health informatics (HI) and information management (HIM). The mission of CAHIIM is to serve the public interest by advancing the value of HI and HIM through quality education. By establishing and enforcing accreditation Standards, recognizing programs that meet the Standards, assessing student achievement, respecting educational innovation and diversity, recognizing the academic institution's autonomy, emphasizing the principle of volunteerism and peer-review. CAHIIM fosters a culture of continuous quality improvement.

The American Health Information Management Association (AHIMA) is a health information professional organization. As a student, you are encouraged to become a student member of AHIMA. As a student, you are granted access to valuable information developed by subject-matter experts using the Body of Knowledge. You will also receive the Journal of AHIMA, which keeps you informed of changes in health information management. As a student member, you have the opportunity to network and exchange ideas with other student members and HIM Professionals. Visit the AHIMA website (www.ahima.org) to learn more about the Association and the profession you are about to enter.

1.4 Description of the Program and Areas of Study

The purpose of the Health Information Management Program is to:

- Provide a learning environment that will lead to the successful completion of individual course objectives
- Prepare the graduate to communicate effectively, collaborate appropriately, value personal and professional growth, and be an agent of change with effective leadership skills and techniques
- Prepare a responsible and accountable health information management professional who can use critical thinking skills in the workforce
- Prepare the graduate to successfully pass the AHIMA Registered Health Information Technician (RHIT) credential examination
- Become a leader in their professional employment setting

1.5 Program Learning Outcomes

Domain I – Data Content, Structure and Information Governance

1. Describe healthcare organizations from the perspective of key stakeholders
2. Apply policies, regulations, and standards to the management of information
3. Identify policies and strategies to achieve data integrity
4. Determine compliance of health record content within the health organization
5. Explain the use of classification systems, clinical vocabularies, and nomenclatures

Domain II – Information Protection: Access, Use, Disclosure, Privacy, and Security

1. Apply privacy strategies to health information
2. Apply security strategies to health information
3. Identify compliance requirements throughout the health information life cycle

Domain III – Informatics, Analytics, and Data Use

1. Apply health informatics concepts to the management of health information
2. Utilize technologies for health information management
3. Calculate statistics for healthcare operations
4. Report health care data through graphical representations
5. Describe research methodologies used in healthcare
6. Describe the concepts of managing data
7. Summarize standards for the exchange of health information

Domain IV – Revenue Cycle Management

1. Validate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines
2. Describe components of revenue cycle management and clinical documentation Improvement
3. Summarize regulatory requirements and reimbursement methodologies

Revenue Cycle Management Tract

1. Determine diagnosis and procedure codes according to official guidelines
2. Evaluate the revenue cycle process
3. Evaluate compliance with regulatory requirements and reimbursement methodologies

Domain V – Health Law and Compliance

1. Apply legal processes impacting health information
2. Demonstrated compliance with external forces
3. Identify the components of risk management related to health information management
4. Identify the impact of policy on health care

Domain VI – Organizational Management and Leadership

1. Demonstrate fundamental leadership skills
2. Identify the impact of organizational change
3. Identify human resource strategies for organizational best practices
4. Utilize data-driven performance improvement techniques for decision making
5. Utilize financial management processes
6. Examine behaviors that embrace cultural diversity
7. Assess ethical standards of practice
8. Describe consumer engagement activities
9. Identify processes of workforce training for healthcare organizations

1.6 Career Pathways

Earning the Registered Health Information Technician (RHIT) credential through AHIMA opens the door to a wide range of professional opportunities in the healthcare industry. RHIT-certified individuals are trained in the collection, organization, and management of health data, making them valuable assets in hospitals, physician practices, nursing homes, outpatient clinics, and other healthcare facilities. Their expertise ensures that health information is accurate, accessible, and secure, which directly supports quality patient care and efficient healthcare operations.

Graduates who pass the RHIT exam often pursue careers in health information management departments, where they may oversee medical records, ensure compliance with healthcare regulations, and maintain electronic health record (EHR) systems. Many RHITs also specialize in data quality and integrity, ensuring that patient records are complete and accurate, which is critical for both patient safety and organizational success. Employers value RHITs for their ability to combine technical knowledge with a strong understanding of healthcare regulations and ethical practices.

Beyond traditional health information management roles, RHITs are increasingly sought after for positions in medical coding and reimbursement, data analysis, and compliance. With their training, they can analyze patient data for clinical, financial, and research purposes, contributing to performance improvement and population health initiatives. Some may also work in auditing roles to prevent fraud and abuse in healthcare billing, or in privacy and security positions to safeguard sensitive health information. These career tracks offer flexibility and growth in diverse healthcare settings.

The RHIT credential also serves as a stepping stone for advancement into leadership and higher-level certifications. Many RHITs choose to pursue the Registered Health Information Administrator (RHIA) credential or branch into specialized fields such as clinical documentation improvement, informatics, or healthcare data analytics. Whether students choose to remain in entry- to mid-level health information roles or continue their education and certification

journey, the RHIT designation establishes a strong professional foundation with opportunities for long-term career development.

2. Admission and Enrollment

2.1 Program Eligibility Requirements

All applicants **must** have taken the ACT, COMPASS, or ACCUPLACER placement test within the **three years** of the application deadline. Based on scores, the applicant would need to take and pass the indicated courses before they would be eligible to apply to the program. The scores are as follows:

Math Placement

ACT Math Score	COMPASS Math Score	ACCUPLACER Math Score	ACCUPLACER (Next-Gen)	Required Course
1–16	17–49 (Pre-Algebra)	20–40	200–240	MATH 31
17–21	50–99 (Pre-Algebra)	41–90	241–300	MATH 95
22–24	66 (Algebra)	—	237	MATH 120
—	—	91 (Quantitative Reasoning, Algebra & Statistics)	—	Placement reviewed
—	—	—	Advanced Algebra & Functions	Placement reviewed

Math Notes: Some programs require higher math placement. Contact your academic advisor for program-specific requirements.

Writing Placement

ACT English Score	COMPASS Writing Score	ACCUPLACER Writing Score	ACCUPLACER (Next-Gen)	Required Course
17 or lower	1–34	20–54	200–231	ENGL 80
—	35–69	55–85	232–245	ENGL 90
18–36	70	86	256	ENGL 101

Writing Note: Students with an ACT English score of 17 or lower must take the ACCUPLACER test.

Reading Placement

ACT Reading Score	COMPASS Reading Score	ACCUPLACER Reading Score	ACCUPLACER (Next-Gen)	Required Course
17 or lower	19–52	20–45	213–229	READ 10

ACT Reading Score	COMPASS Reading Score	ACCUPLACER Reading Score	ACCUPLACER (Next-Gen)	Required Course
—	53–71	46–72	230–247	READ 11
—	72–84	73–84	248–255	READ 100
18–36	85	85	256	Not Required

Reading Note: “Not Required” indicates the student tested out of reading courses.

ESL Placement Test Scores

Skill Area	COMPASS Score	ACCUPLACER Score
Reading	92	110
Language	86	100
Listening	86	81

Important Testing Information

The COMPASS placement test was discontinued at MCC in 2016. COMPASS scores earned within the last three years are still accepted.

Note:

If you completed the required math, writing, and reading courses with at least a “C” letter grade, the courses do not need to be retaken even if you need to retake the ACCUPLACER test. Retaking ENGL 101 or MATH 120 to improve the previous letter grade is acceptable

If you are transferring to MCC and have completed ENGL101 and MATH120 with at least a “C” letter grade, you only need to take the reading section of the ACCUPPLACER test if you have no previous scores on record.

If you are a current or returning MCC student and have completed ENGL101 and MATH120 with at least a “C” letter grade, you only need to retake the reading section of the ACCUPPLACER test if your scores are over three years old or if you have no previous scores on record.

If you have completed or tested out of ESL, you are expected to take and complete READ100 with at least a “C” letter grade or score 110 on the ESL reading section of the ACCUPLACER test.

- 6.10013 DP Transfer Credit
- 6.10014 DP Academic Forgiveness
- 6.10015 DP Credit for Prior Learning

2.2 Program Application Process

1. Must complete HIM100 Medical Terminology and HLSC108 Anatomy and Physiology for Health Professions, **OR** BIOL 109 OR BIOL 110 AND BIOL 210, and ENG

101 Composition & Reading I.

2. If the student is not transferring in 12 or more college credits, it is recommended that they complete HLSC100 Introduction to Health Professions.
3. Science courses must have been taken within the last five years.
4. Minimum cumulative GPA of 2.5
5. Completed Program Application Packet and received by **April 30th**

Completed program application documents can be submitted in one of three ways:

1. Drop the completed packet off in the Allied Health Division located in the MCC-Penn Valley Health Science Institute, Suite 410
2. Mail the completed packet to:
   Matt Patterson, RHIA, CPC, CIC, Program Coordinator
   Health Information Management Program
   MCC-Penn Valley Health Science Institute
   3444 Broadway, KCMO 64111
3. Scan and email all required and completed documents to matthew.patterson@mcckc.edu

Students can expect to hear if they have been accepted into the program in May.

Student Selection Process:

1. Completed program application packet received by April 30th
2. Documented evidence of a grade of "C" or better in all prerequisite courses
3. Documented evidence of a cumulative GPA of 2.5 or greater
4. Essay completion

Due to limited clinical site availability, program enrollment is limited to 25 students. Therefore, if the number of qualified applicants exceeds 25, then the students with the highest cumulative GPA will be admitted.

Students interested in completing the program on a part-time basis will need to follow the steps listed above, and if accepted into the program, will work directly with the Program Coordinator to outline the appropriate course sequence required for the degree plan.

Metropolitan Community College does not discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to or treatment of employment in its programs and activities. MCC provides a range of services to allow people with disabilities to participate in the educational programs and activities. If you desire support services for the application process or coursework, contact Disability Support Services (DDS) Coordinator at 816-604-4293.

Health Information Management Program Application

Applicant Information

Date:

MCC Student ID Number:

Name (Last, First, Middle):

Previous Name (Names that appear on previous educational records if different from above):

Mailing Address:

City, State, Zip Code:

Phone (Home / Cell / Work):

Email Address:

Note: All correspondence from the program will be sent to this email address.

Emergency Contact

Name	Relationship	Phone	Email

Education

High School Name/GED	City and State	Date of Graduation
College(s)	City, State	Date of Attendance/Graduation

Work Experience (Last 6 Years)

Employer	Position	Dates of Employment

Certification

Applicant Signature: Date:

Please include the essay and a copy of your unofficial transcripts along with this application.

3. Faculty and Staff Directory and other Key Offices

3.1 Instructor Contact Information, Office Hours, and Availability

Below are the instructors and their associated emails. See course syllabi for additional contact information, office hours, and availability

- Matt Patterson – Program Coordinator: matthew.patterson@mcckc.edu
- Erin Walton – Clinical Coordinator: erin.walton@mcckc.edu
- Sheddrick Moss – Adjunct Faculty: sheddrick.moss@mcckc.edu
- Courtney Simmons – Adjunct Faculty: courtney.simmons@mcckc.edu
- Angela Torres – Adjunct Faculty: angela.torres@mcckc.edu
- Karen Reynolds – Adjunct Faculty: karen.reynolds@mcckc.edu

3.2 Staff Contact Information

N/A

3.3 Contact Information for Key Offices

Financial Aid

Phone: 816.604.1000

MCC-Blue River
Education Center, room 134
br.financialaid@mcckc.edu

MCC-Longview
Enrollment Center
lv.financialaid@mcckc.edu

MCC-Maple Woods
Administration Building, room 108
mw.financialaid@mcckc.edu

MCC-Online
on.financialaid@mcckc.edu

MCC-Penn Valley
Student Enrollment Center, SEC 001
pv.financialaid@mcckc.edu

4. Student Support Services

4.1 Advising

As part of our program's commitment to student success and in compliance with accrediting body requirements, the Program Coordinator meets individually with each student regularly. These meetings are designed to provide academic guidance, monitor progress, and ensure that students are supported throughout their educational journey. Students are encouraged to use these meetings to ask questions, discuss challenges, and explore professional goals.

In addition to support from the Program Coordinator, each student is also assigned a Student Advisor through the school. The advisor serves as a resource to help students select appropriate courses, plan their academic schedules, and address any issues that may arise during their time in the program. Advisors work closely with the Program Coordinator to ensure that all students remain on track toward graduation and meet the necessary requirements for professional preparation.

Together, the Program Coordinator and the Student Advisor form a collaborative support system dedicated to helping students succeed both academically and personally. By working in partnerships, they provide guidance, mentorship, and problem-solving strategies that ensure students have access to the resources they need. This dual support structure not only helps students meet program and accreditation standards but also empowers them to stay focused on their long-term career goals.

Student Success Advising locations and contact information.

4.2 Career Services

Career Center - Resources

4.3 Counseling Services

MCC counselors are faculty members who hold a Master's or Ph.D. They are available to meet with you to discuss success strategies and personal concerns. Services are FREE for MCC students. Call 816.604.1000 to schedule an appointment or visit our counselor page for more information.

Metropolitan Community College has partnered with BetterMynd, an online therapy platform for eligible MCC students to have greater access to a wide range of mental health resources, including:

- individual counseling sessions, with options for evenings and weekends
- a 24/7 on-demand emotional support and crisis line at 1.844.BTR.MYND (1.844.287.6963)

- wellbeing workshops on a variety of topics, such as anxiety, relationship concerns, and stress management

With a large network of licensed mental health professionals, BetterMynd provides students with the flexibility to select counselors with specialties, demographics, identities, lived experiences or a language that matches their preferences. Eligibility for BetterMynd credits is contingent on continued MCC enrollment.

4.4 Tutoring and Academic Support

- 7.40020 DR Academic Intervention

4.5 Financial Aid and Scholarship Opportunities

- 7.25020 BP Satisfactory Academic Progress of Financial Aid Recipients
- 7.25020 DP Satisfactory Academic Progress of Financial Aid Recipients
- 7.25050 DP Satisfactory Academic Progress of Veterans Benefits Recipients
- 7.30000 BP Student Financial Aid

5. Academic Policies and Expectations

5.1 Academic Integrity and Code of Conduct

- 6.10010 BP Academic Standards
- 6.10011 DP Grading Standards, Coursework and Final Examination
- 6.10012 DP Grade Change
- 6.10014 DP Academic Forgiveness
- 7.20000 BP Student Rights and Responsibilities
- 7.35010 BP Code of Student Conduct
- 7.35010 DP Code of Student Conduct
- 7.40010 BP Freedom Due Process and Disciplinary Action

5.2 AI Usage

The use of AI tools, such as ChatGPT or other generative platforms, is permitted as a support tool to enhance your learning and understanding. For example, AI may be used to help brainstorm ideas, clarify concepts, summarize information, or provide guidance on formatting and organization.

However, students are strictly prohibited from using AI to fully complete or submit assigned work. This includes—but is not limited to—submitting AI-generated responses as your own for essays, discussion posts, coding assignments, case studies, or any other form of graded work.

Doing so constitutes academic dishonesty and will be addressed in accordance with the institution's academic integrity policy.

You are expected to produce original work that reflects your own effort, learning, and critical thinking. If you use AI to assist you, you must still understand, revise, and take full ownership of the final content you submit.

If you are ever unsure about the appropriate use of AI for an assignment, please ask your instructor for clarification before proceeding.

5.3 Student Attendance and Participation Expectations

- 6.10017 DP Withdrawal and Audit Enrollment Status
- 7.30050 DP Medical Discretionary Withdrawal
- 7.35020 DR Student Attendance

5.4 Student Complaint and Grievance Procedures

Questions or concerns about any aspect of this course should be directed to the instructor so the student and the instructor can work together to resolve any problems that may exist. In the unlikely event that the problem cannot be resolved, then the next step is for the student to contact Matt Patterson, Program Director at matthew.patterson@mcckc.edu. If the student still feels that further discussion is needed, contact the Director of Health Science and Simulation. If the student still feels the need to appeal to a higher authority, they may contact the Dean of the Health Science Institute. Appointments are required.

- 7.20300 DR Student Complaints
- 7.20300 OP Student Complaints
- 7.20400 DR Student Rights and Privacy
- 7.20400 OP Student Rights and Privacy
- 7.40030 BP Status of Suspended or Expelled Student

5.5 Grading Policies and Standards

The Health Information Management (HIM) program utilizes an 8-point grading scale to evaluate student performance. In addition, coursework is weighted within each class, meaning that assignments, exams, projects, and other graded activities may carry different levels of importance in determining the final grade. Students should carefully review the syllabus for each course, as it provides detailed information on the specific distribution of grade weights throughout the term.

- 6.10012 DP Grade Change

5.6 Non-Discrimination and Accessibility Policies

MCC, in keeping with the requirements of Title IX of the Education Amendments Act of 1972 and Section 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, age, ancestry, national origin, or disability. The district actively follows a policy of nondiscrimination in the aforementioned areas with regard to all employment and student retention.

Federal and State Law, as well as MCC's Board of Trustees policy, prohibit sexual harassment. If you feel you, as a student, have been subjected to sexual harassment or to any of the above-mentioned forms of discrimination, contact the Dean of Student Development at your campus for further information

- 7.30020 BP Non-Discrimination
- 7.30030 BP Non-Discrimination and Harassment Student
- 7.30030 DP Non-Discrimination and Harassment Student
- 7.30035 BP Sex Discrimination and Sexual Harassment Student
- 7.30035 DP Sex Discrimination and Sexual Harassment Student
- 7.20100 DR Disability Support Services
- 7.20100 OP Disability Support Services
- 7.20200 DR Service Animals and Emotional Support Animals
- 7.20200 OP Service Animals and Emotional Support Animals

6. Curriculum and Course Descriptions

6.1 Program and Course Requirements and Credit Hours

The Health Information Management program requires a total of 75.5 to 78.5 credit hours, including prerequisite courses. The variation in total credit hours is due to differences in credit values among certain prerequisite courses.

All courses must be completed with a grade of "C" or higher. In addition, students are required to complete 40 hours of clinical experience at their assigned clinical site. This clinical requirement is included in the total program credit hours.

6.2 Pre-requisite Courses

Before being admitted to the Health Information Management (HIM) program, students must successfully complete the following prerequisite courses with a grade of "C" or higher:

- ENGL 101 – Composition and Reading
- HLSC 108 – Anatomy and Physiology for Allied Health or BIOL 109 – Human Anatomy and Physiology

- COLL 100 – First Year Seminar or HLSC 100 – Introduction to Healthcare Careers
- HIM 100 – Medical Terminology

6.3 Required Core Courses

HIM 101 — Introduction to Health Information Management: This course introduces the health information management profession, covering its history, the structure of national, state, and regional associations, and professional ethical principles. The course explores the history of healthcare delivery systems and external factors that influence and shape the healthcare industry, including key accrediting bodies and state and federal regulatory agencies. Different types of data are defined and how the data affects the data and information governance for the key stakeholders. Introduction to health record content, structure, and the origin of clinical information across various healthcare settings and providers is addressed, as are compliance requirements identified throughout the health information life cycle.

HIM 108 — Legal Aspects of Health Information Management: This course addresses the legal processes, regulations, and federal and state laws as they impact health information. Students will understand how health information must be protected against unauthorized breaches and how the Health Insurance Portability and Accountability Act (HIPAA) Privacy and Security Rules apply to healthcare industry strategies. Recognize that the health record is a legal document that allows for access, use, and disclosure with appropriate authorization, subpoenas, and/or court orders, and how those disclosures are accounted for, and the importance of the continuum of care needs.

HIM 110 — Pharmacology: This course introduces pharmacology as the study of drugs by explaining their therapeutic and adverse effects and their effects on body systems.

HIM 112 — Database for Health Information: Students will become familiar with database concepts and the ability to store, retrieve, and process information. This course is designed to familiarize the student with entry-level database models commonly used in healthcare. The course will be presented on three levels: concepts, procedures, and activities.

HIM 115 — Healthcare Statistics: This course focuses on the computation, interpretation, and reporting of healthcare statistics using graphs within the organization. Students are expected to develop, interpret, and apply numeric information presented in tables, charts, and graph format(s).

HIM 120 — Quality Improvement in Healthcare: This course addresses a comprehensive introduction to the theory, practice and management of performance and quality improvement processes for quality patient care in healthcare organizations. Students will apply analytical and graphic tools used in performance and quality improvement.

HIM 130 — Health Data Systems: The role of health information management and the electronic health record that includes computer hardware, operating systems, networking concepts, and user interfaces. Emphasis is placed on the practical application of database management principles, data security, and information retrieval and reporting within electronic health record management.

HIM 135 — Organizational Management: Students will demonstrate fundamental leadership skills and identify the impact of organizational change. As part of organizational best practices, students will identify human resources strategies and examine behaviors that embrace cultural diversity. Utilizing budgets and financial management processes and identifying workforce-training processes.

HIM 202 — Clinical Classification Systems – Diagnostic: The course teaches the nomenclature and use of the International Classification of Diseases (ICD) Clinical Modification (CM) code sets, using ICD coding guidelines as they relate to diseases. Students develop an understanding of the need for high-quality information and ethical coding standards. Students gain an understanding of reimbursement systems, including the Inpatient Prospective Payment System (IPPS) and the Outpatient Prospective Payment System (OPPS).

HIM 207 — Clinical Classification Systems – PCS: Students are required to validate procedure code assignments and groupings in accordance with official guidelines. Coding compliance and ethical coding practices will be reinforced.

HIM 214 — Reimbursement Methodologies: Analyze the revenue cycle process as it relates to the payer, provider, patient and the needs of the healthcare organization. Emphasis on clinical documentation needed for coding, reimbursement and claims management for the revenue cycle process.

HIM 215 — Clinical Professional Practice: Students are placed in a supervised didactic learning environment related to the health information management field in both traditional and non-traditional healthcare settings. Students are expected to perform job responsibilities under the supervision of a credentialed HIM professional.

HIM 218 — Ambulatory Care Coding – CPT: Coding of medical services and procedures using the Current Procedural Terminology (CPT) classification system and use of the Healthcare Common Procedure Coding System (HCPCS) coding system applicable to ambulatory settings. Validate codes in compliance with regulatory requirements and reimbursement methodologies.

HIM 221 — Clinical Professional Practice: Accumulative review and application of code sets (ICD-CM, ICD-PCS, CPT and HCPCS) with the use of the electronic health record and encoder.

HIM 222 — Health Information Management Competency Review: This course offers a review of the AHIMA Domains on the national credentialing exam to prepare the student for said exam. Mock exams for each domain is offered along with a comprehensive final exam.

6.4 Elective Options

The following courses must also be successfully completed as part of the Health Information Management program requirements.

CSIS 115 – Computer Concepts and Applications: This course provides basic technology skills needed for success in college-level coursework and career preparation. Topics include file management on local, network and cloud-based storage media. Additional topics include word processing, spreadsheet, database, and presentation software as well as web-based information, data security and personal information assurance.

PSYC 140 – General Psychology: This course is designed to introduce students to the scientific study of behavior and mental processes. Using the foundation of the scientific method and critical thinking, students will explore topics ranging through the various domains of psychology: biological, cognitive, developmental, social and personality, as well as mental and physical health. This course will help students apply concepts to daily life, with an emphasis on the biopsychosocial model and key integrative themes. Through this course, students will also think critically about how psychological science informs contemporary issues.

BIOL 137 – Introduction to Pathophysiology: Causes, signs, symptoms, and pathological changes in the structure and function of the human body in common diseases. Selected diagnostic and treatment procedures. Some general public health aspects.

One of the following courses (HIST 120, HIST 121, POLS 136) must also be successfully completed:

> **HIST 120 – United States History to 1865:** Survey of American history and institutions from pre-Columbian times through the Civil War. Examines economic, social, cultural, intellectual, and political development. Federal and Missouri constitutions.
>
> **OR**
>
> **HIST 121 – United States History Since 1865:** Survey of American history and institutions from the Civil War to the present. Examines economic, social, cultural, intellectual, and political development. Federal and Missouri constitutions.
>
> **OR**
>
> **POLS 136 – Introduction to US National Politics:** Principles of political science. Examination of the development, organization, and function of the national government. Its

relationship to the cultural, economic, and social institutions of the United States, the Federal and the Missouri constitutions.

COMM 100 – Fundamentals of Speech: An introductory public speaking course including practical application of speaking and listening skills. The emphasis will be on the organization and delivery of subject matter.

SOCI 160 – Sociology: Introduction to sociological principles, practices, and concepts with emphasis on groups, culture, personality, society, communication, cities, and social institutions. Family, religion, government, social change, social control, and social progress.

7. Work-Based Learning Requirements

7.1 Work-Based Learning (i.e., Internships, Clinical Experiences, Apprenticeships, Co-op Programs)

The Health Information Management (HIM) Program requires students to complete 40 contact hours of their Professional Practice Experience (PPE). These hours will be completed at a site (hospital, clinic, home health facility, long-term care facility, hospice center, etc.), through simulations hosted by an HIM professional, and a project that demonstrates professional practice competencies. PPE sites, simulations, and projects will be assigned by the Health Information Management Program's Clinical Coordinator

The purpose of your PPE is to allow you to gain practical work experience in the health information management profession. This experience will allow you to demonstrate the HIM competencies that you have learned throughout the Program. Your PPE will allow you to focus on skill-building and practical application of theory.

7.2 Eligibility and Application Process

You will be required to use Clinical Student at https://clinicalstudent.com/Account/Login. This site is a secure platform that allows the student to order background checks, drug screening tests and serves as a medical document manager. You are responsible for all costs for all screenings and immunizations.

Required Personal Information – In addition to entering your full name and date of birth, you will be asked for your social security number, current address, phone number and your student email address.

Medical Document Manager – Document trackers provide secure online storage for all your personal information. At the end of the ordering process, you will be prompted to upload specific documents required by Metropolitan Community College-Penn Valley for your clinical rotation.

Criminal Background Check – Clinical sites require that only students with an acceptable consumer report related to criminal background be allowed to participate in clinical rotations.

Drug Screening - Metropolitan Community College-Penn Valley is committed to maintaining high standards in all Programs, including its Allied Health and Nursing Education and Practice Programs. Safe practice requires efficient, reliable, and unimpaired student performance, including in the classroom and in clinical settings. Students are required to perform all education-related activities in an appropriate mental and physical condition. Being under the influence of illegal drugs or alcohol is not only in violation of Metropolitan Community College's Student Code of Conduct, but it also poses serious safety and health risks to the user and to all persons who encounter him/her. All students will be expected to complete a drug screen prior to their clinical placement.

Within 24-48 hours after the order has been placed, the electronic chain of custody form (e-chain) will be placed directly into the student's Clinical Student account. The e-chain will explain where you will go to complete the drug screening test.

Immunizations – The immunization/titer requirements listed below are recommended by the Centers for Disease Control and Prevention (CDC) for health care workers. In addition, Allied Health and Nursing Programs are required by clinical contract to submit documentation, including immunization/titer results, for all students upon request. It is the College's policy that all of the following immunization/titer requirements be complete before any student can participate in a clinical experience. NOTE: If you have received a titer for any of these immunizations, they do not expire and don't have to be repeated.

- Varicella
- Measles, Mumps, Rubella (MMR)
- Hepatitis B
- Tuberculosis Screening – must be in the current year
- Tetanus, Diphtheria and Pertussis (TDaP) – within 10 years
- Influenza – must be in the current year
- COVID (unless you have a religious exemption)

Basic Life Support (BLS) Certification – This is a CPR and life-saving course that many area facilities require for on-site employees.

CNE/KCANE Orientation Competency Exam – a 65-question test located in Clinical Student. This is an exam on standard hospital policies, including social media use, HIPAA guidelines, patient safety, and computer security. A PDF is available to study for this exam.

HIPAA Quiz/Certification – a twenty-question test located in Clinical Student is required to be taken to verify your HIPAA knowledge relating to compliance. NOTE: Some clinical sites have their own testing tool that you are required to complete, in addition to the test located in Clinical Student.

CNE/KCANE Confidentiality Statement – requires a signature confirming your understanding that, as part of your clinical workforce, as a student representing Metropolitan Community College-Penn Valley, you will maintain the confidentiality of all patient-protected health information.

Family Care Safety Registry (FCSR) – The Missouri Family Care Safety Registry (FCSR) (https://health.mo.gov/safety/fcsr/) was established by law to promote family and community safety. The registry helps to protect children, seniors and the disabled by providing background information. If already registered, the letter must be dated within 6 months of Program enrollment.

Health Science Institute Acknowledgment Form – indicates that you acknowledge the site of your clinical placement, medical clearance if required and health insurance waiver.

MCC Release of Information – you are granting permission for information, submitted to Castle Branch Document Manager, may disclose and/or all pertinent medical and criminal background and other personal information to the clinical site, which may be required as a condition of your assignment to the facility.

Family Education Rights and Privacy Act (FERPA) Release – you are granting permission for Metropolitan Community College-Penn Valley to release the results of the criminal background check to the clinical site as requested.

Payment Information – Go to: https://clinicalstudent.com/Account/Login to set up your Clinical Student account.

- Payment of $140.00 is required
- Family Care Safety Register (FCSR) background check $15.25
- NOTE: Immunizations are not included in this payment.

7.3 Expectations and Responsibilities of Students

It is understood that not all PPE sites can expose the student(s) to all department tasks/projects to successfully meet all the expected student outcomes. Still, it is appreciated that the students are assigned tasks/projects which will give them an understanding of HIM practices. These are examples of some of the potential student outcomes correlated to AHIMA Domains:

1. Create workflow diagrams outlining processes in the health information management department. (I.9, IV.1)
2. Conduct the master patient index reconciliation process for duplicate medical record numbers pertaining
3. to overlay and overlap records. (I.8, II.6)
4. Engage in qualitative and quantitative analysis to include both concurrent and retrospective review
5. of health records as part of a performance improvement activity. (I.4, I.5, III.5, V.1)

6. Assess the scanning process and perform qualitative analysis for record compliance. (I.3, V.1)
7. Execute data collection for a state-mandated reporting requirement (i.e., birth certificate, death certificate, cancer registry, trauma registry, etc.) (III.2, III.4)
8. Conduct release of information practices in accordance with organization policies, to include the maintenance of the accounting of disclosure tracking log/system. (II.1, II.2)
9. Take part in the development of privacy and confidentiality orientation training presentations. (II.3)
10. Take part in the investigation of breaches in privacy security relating to protected health information and recommend solutions. (I.3, II.5)
11. Perform an audit verifying compliance with organizational policies and procedures, federal regulations, licensing and accreditation standards. (I.1, V.4)
12. Develop a work portfolio summarizing clinical experience to include a cover letter and resume. (Completed as part of their coursework on campus)

7.4 Evaluation Process of Work-Based Learning Sites

Professional Performance Evaluation

Student Name: _____

PPE Site Manager's Name: _____

Please circle the option in each category that best describes the student's performance. The evaluator is encouraged to make comments as needed to support the evaluation scores.

Category	Exceeds Expectations	Meets Expectations	Below Expectations
Quality of Work	Easily understands the tasks assigned and completes them without errors.	Understands the tasks assigned and completes them with minimal errors.	Requires additional instruction on tasks and/or has an excessive error rate.
Organization of Work	Appropriately prioritizes tasks to meet deadlines.	Appropriately prioritizes tasks, but requires extra guidance.	Is unable to appropriately prioritize tasks even with supervision.
Productivity	Completes tasks ahead of the given deadline.	Completes tasks by the given deadline.	Fails to complete tasks by the given deadline.
Initiative	Consistently asks for additional work when assigned tasks are completed.	Completes tasks as assigned.	Waits for their supervisor to notice that they have completed their assigned task.
Judgement	Impressive critical thinking skills; asks appropriate and thoughtful questions.	Solid critical thinking skills; sometimes requires guidance for more difficult situations.	Average judgement; sometimes becomes frustrated or uses poor judgement in stressful situations.
Interpersonal Relationships	Demonstrates a spirit of cooperation and excellent leadership qualities.	Is cooperative and interacts well with staff.	Demonstrates a negative attitude towards others.
Professional Ethics	Adheres to code of ethics and demonstrated professional behavior.	Adheres to code of ethics and demonstrated professional behavior.	Failed to adhere to code of ethics and/or demonstrated unprofessional behaviors.

8. Industry Specific Expectations

8.1 Rules and Ethics

AHIMA CODE OF ETHICS

The following principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members, non-members, CCHIIM certifications, and students.

1. Advocate, uphold and defend the individual'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 themselves in the practice of the profession so as to bring honor to themselves, 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 the 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.

AHIMA Code of Ethics at www.ahima.org

8.2 HIPAA Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) is one of the most important regulations in the healthcare industry, designed to protect the privacy and security of patients' health information. Understanding and following HIPAA requirements is essential for anyone working in healthcare, as it ensures that sensitive patient data is kept confidential, secure, and used appropriately. Compliance with HIPAA not only safeguards patients' rights but also helps maintain trust between healthcare professionals and the individuals they serve.

Because HIPAA rules are detailed and cover many aspects of health information privacy and security, students are strongly encouraged to review the complete regulations provided by the U.S. Department of Health and Human Services. The official HIPAA privacy rules and related guidance can be found at: https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

8.4 Legal Standards

The health information management (HIM) industry is shaped by a range of federal laws, regulations, and accreditation standards that ensure patient information is handled accurately, ethically, and securely. Below is an overview of the most important regulations governing the HIM field.

1. Health Insurance Portability and Accountability Act (HIPAA, 1996)

HIPAA is the cornerstone law governing health information. It establishes national standards for the privacy and security of protected health information (PHI).

- Privacy Rule: Defines patients' rights to access, review, and amend their health records, and restricts disclosures without consent.
- Security Rule: Sets standards for securing electronic PHI (ePHI), including administrative, physical, and technical safeguards.
- Breach Notification Rule: Requires healthcare organizations to notify affected individuals, HHS, and sometimes the media if unsecured PHI is breached.

2. Health Information Technology for Economic and Clinical Health (HITECH) Act, 2009

Part of the American Recovery and Reinvestment Act, HITECH was created to encourage the adoption of electronic health records (EHRs). It expanded HIPAA requirements and introduced:

- Stricter penalties for noncompliance with privacy and security rules.
- Mandatory breach notifications.
- Incentive programs for using certified EHR technology to improve care.

3. Affordable Care Act (ACA, 2010)

The ACA indirectly influences HIM by mandating quality reporting, care coordination, and data-driven performance measures. These requirements make accurate, accessible, and standardized health data essential.

4. 21st Century Cures Act, 2016

This act promotes interoperability and prohibits information blocking (withholding patient health information from authorized parties). It strengthens patients' rights to access and share their health records electronically, which directly affects HIM practices.

5. State Privacy Laws

While HIPAA is the federal baseline, many states have their own medical privacy laws that may be more restrictive. For example, some states have stricter rules about mental health, HIV/AIDS, or genetic information records. HIM professionals must ensure compliance with both federal and state requirements.

6. Other Relevant Regulations

- CMS (Centers for Medicare & Medicaid Services) regulations: Cover coding, billing, reimbursement, and reporting requirements.
- Joint Commission standards: Set expectations for healthcare documentation and information management in accredited organizations.
- FERPA (Family Educational Rights and Privacy Act): Applies when HIM intersects with student health records at educational institutions.

In summary, HIM professionals must navigate a complex legal environment led by HIPAA, reinforced by HITECH and the 21st Century Cures Act, while also ensuring compliance with CMS rules, Joint Commission standards, and state-specific laws.

8.5 Professional Standards

Appearance

Practice professionalism by presenting yourself in a professional manner and appearance. Your student identification name badge must be worn at **all** times. Dresses are suitable business attire as follows:

For women: Blouses and skirts, dress slacks, or dresses, appropriate shoes (no flip flops, sandals, or shoes with heels over 2 inches).

For men: Dress shirts and slacks, appropriate shoes with socks.

Jeans, shorts, T-shirts, and/or sneakers are never allowed. Even if the facility has allowed its staff to have a "jean day," HIM students are **not** allowed to wear jeans at any time while at the PPE site.

Jewelry must be appropriate and no outside body piercing is allowed except for pierced earrings. Tattoos must be covered at all times and the use of strong perfume or cologne should be avoided. Both makeup and hairstyles must be appropriate for the work setting.

Dress for success! You are at the PPE site not only to gain knowledge, but also as an opportunity for you to network. On days when you know you will be attending Committee meetings and interacting with other facility/organization department directors, managers, and/or physicians, it is recommended that you dress in a professional manner. Remember you are representing yourself and the HIM Program.

Conduct

Success in one's career depends on professional behavior, as well as academic knowledge and abilities. You are expected to always exhibit professional behavior. Professional behavior includes:

1. **Punctual** – Arrive on time, or inform the PPE Site Manager of unavoidable situations that may cause the student to be late or miss the scheduled workday.
2. **Dependable** – Meet all deadlines, follow assignments and responsibilities through to completion, and show evidence of learning via participation.
3. **Respectful** – Exhibit effective communication by not talking when others are speaking, listening carefully to others, following policies, turning off all electronic devices (e.g., cell phones), and communicating with the PPE Site Manager first regarding any concerns.
4. **Ethical** – Follow the AHIMA code of ethics, remain honest, show integrity, and maintain confidentiality of patient, provider, and facility information.
5. Exhibits effective interpersonal and team skills - Relates well to people, deals tactfully and effectively with others, influences rather than directs or demands, provides constructive criticism without alienating others, negotiates or mediates when appropriate, is open to new ideas, and demonstrates a positive attitude.

Attendance & Tardiness

It is your responsibility to meet with the PPE Site Manager to discuss your PPE schedule. Make sure that you document your scheduled hours, verifying your attendance, which needs to be verified by the PPE Site Manager.

Absenteeism and tardiness are considered unprofessional and undesirable traits. You are expected to arrive at (or prior to) the facility at the predetermined time set by yourself and the PPE Site Manager

The student(s) is expected to arrive at (or prior to) the facility at the predetermined time set by the student(s) and the PPE Site Manager. Arriving late to the facility is disrespectful to the PPE Site Manager and the staff you will be working with that day. If you are running late ornot able to come in on a particular day due to illness or other valid reason(s), you **MUST** contact the PPE Site Manager by phone no later than 60 minutes **prior** to your scheduled arrival time. Make all attempts to speak with the PPE Site Manager to ensure that they know that you will be absent/tardy that day. If you must leave a voicemail message, include a contact number in case the PPE Site Manager needs to reach you. Sending an email communication to the PPE site manager is **NOT** considered acceptable, nor is sending him/her a text message unless you have received prior approval by the PPE Site Manager to do so. **It is also your responsibility to notify the PPE Clinical Coordinator of any absences/tardiness that same day.** Should you need to leave early on any particular day, you must make sure you notify the PPE Site Manager and gain approval **PRIOR** to leaving the facility.

Attendance is mandatory. The PPE Site Manager must be notified **PRIOR** to the start of the day before an absence will be considered excused. The PPE Site Manager, along with the Program Coordinator, reserves the right to withdraw students for unofficial absences. Any absences and/or late arrivals **MUST** be madeup in order to receive full credit hours for your PPE rotation. It is your responsibility to work with the PPE Site Manager to make up any missed hours. Any change(s) in schedule must be approved by the PPE Site Manager. Remember that attendance is part of your PPE evaluation and excessive absenteeism and/or tardiness can adversely affect your grade. Document your attendance on Appendix F “Professional Practice Experience Attendance Record” and it is included in your work portfolio at the end of your PPE. If needed, make extra copies of the form to track your attendance.

Work Habits

It is important that you maintain professional behavior while at the PPE site. You can achieve this by:

- As a student, you are not to be substituted for paid staff; you may not take the responsibility of the place of “qualified” staff, and may not be compensated for your time while at the facility.
- Completing all assigned activities/projects as directed and in the assigned time frame.
- If you complete assignments/projects early, ask for additional work rather than waiting for someone to notice.
- If other staff are unavailable to work with you, during those times, use initiative to interview staff, review policy manuals, etc.
- Do **NOT** use your cell phone during work hours. This includes listening to music, texting, or playing games. Make personal calls only at break and lunch times. Additionally, the use of other electronic devices (personal digital assistant) is considered unprofessional in a work setting and are **NOT** to be used.
- Remain engaged. Surfing the Web during work hours (this includes checking emails and logging into a social networking website) is prohibited in accordance with the

organization's policy. All computers are intended for work purposes only, not for personal use.

- Demonstrate a professional attitude during any unexpected situation(s) that may occur. Assist if you can; otherwise, be a silent observer or remove yourself from the situation. You can learn from others how to handle difficult situations professionally.
- Be cognizant of the professional titles used in the healthcare setting. Medical professionals, patients, and coworkers should be addressed appropriately at all times (e.g., Doctor Smith, Mrs. Jones, or Mr. Roe).
- Keep your relationship on a professional level by avoiding personal discussions.
- As a professional, you are expected to handle minor difficulties that arise on your own. However, if attempts to solve the situation have been unsuccessful, these matters should be brought to the attention of the PPE Site Manager and the Program Coordinator.
- Avoid gossiping or complaining about your PPE with site staff or other students. If you have issues, you should discuss them directly with the Program Coordinator.
- Maintain a summary of your PPE project documenting the activities accomplished during your PPE. Information from the summary can be shared with the PPE Site Manager periodically so your accomplishments can be reviewed, to assess what needs to be completed, time project management, and which activities need to be added and/or deleted.
- You are encouraged to send a written thank-you note(s) to the PPE Site Manager and all team supervisors who assisted you during your rotation and contributed to your experience.

Social Media Policy

In your clinical experience, you are acting as a healthcare provider and are required to maintain patients' privacy and the confidentiality of health information. Therefore, you are not to mention any information or post images related to the clinical experience, clinical site, patient care, personal information or images of any patient on any Internet social media site (e.g. Facebook, Twitter, emails, etc.).

Be mindful that removing patients' names is insufficient to protect patient privacy. Inclusion of identifying factors such as race, age, diagnosis, dates of treatment and clinical sites may disclose patient identity. Inappropriate behaviors related to patient privacy and confidentiality is prohibited and can result in dismissal from the Program.

9. Facilities, Equipment, and Safety Guidelines

9.1 Lab and Classroom Expectations

NO Food/Drinks in the Classroom/Labs/Hallways:

- Food and beverages (other than water) are not allowed in classrooms/labs/hallways. Eating is restricted to any level of the atrium.
- All containers must be closed at all times when not drinking.

The MCC-Penn Valley Health Science Institute is a LEED-certified building that strives to be eco-friendly, including operating as paper-free as possible.

MCC-Penn Valley Health Science Institute is a Tobacco-Free Campus.

9.2 Equipment Usage and Maintenance

Insert the guidelines for proper handling, care, and reporting of equipment issues.

9.3 Safety Policies and Emergency Procedures

Inclement Weather

- Seek refuge inside the closest storm shelter until notified by campus officials that it is safe to leave.
- Proceed to the nearest inner room or stairwell if there is not enough time to get to a shelter.
- Stay away from windows & electrical lines & devices.

Active Shooter

- Call MCCPD or 911 when it is safe to do so.
- Provide location & description of the shooter(s)
- Keep hands raised, visible, & empty of all items.
- Remain calm & follow instructions.
- Officers' first priority is to eliminate the threat; emergency services will follow.
- Once in a safe location, remain there until permitted to leave by law enforcement.

Fire, smoke or explosion

- Activate the nearest fire alarm pull station.
- Evacuate immediately when a fire alarm is activated -- even if there are no signs of a fire!
- Close doors as you leave.
- DO NOT use elevators!

- Move to a safe location away from the building.
- Call MCCPD to report the location & cause of the fire, if known.
- Follow directions given by emergency personnel & do not re-enter the building until authorized.

Bomb Threat

- Keep the caller on the line as long as possible.
- Ask questions about the bomb's location, type, & time of explosion.
- Keep any voicemails from the caller.
- Call MCCPD.
- Police will decide whether to evacuate the area and will quickly communicate this to the college community.
- Check for, but do not disturb, unusual objects as you leave & report to MCCPD.
- During evacuation move at least 300 yards from the area.

Hazardous Materials Spill

- Evacuate from the area. Alert others in the vicinity of the spill.
- If possible, eliminate any fire hazards in the area. Turn off burners, electrical equipment, etc.
- Block off the area. Close doors & use lab carts, etc. to keep others away.
- Contact MCCPD. Police will work with Risk Management & Facilities to contain & remedy the issue

Utility Emergency

- Leave the building or area immediately if you smell gas. Move a safe distance away.
- While exiting the building, do not use telephones, electrical switches, or any device that might trigger an explosion.
- Call MCCPD. Police will notify and work with Facilities to contain & remedy the issue.

Medical Emergency

- Call MCCPD.
- Do not move the person unless it is necessary for safety reasons.
- Protect the person from unnecessary disturbance.
- Begin CPR / other first aid measures ONLY IF you are trained and certified. AEDs are located at various points around each campus.
- Stay with the person until professional medical assistance arrives.

10. Industry Certifications and Licensure

10.1 Available Certifications through the Program

Students who complete a two-year Health Information Management (HIM) program at a CAHIIM-accredited school are eligible to pursue professional certifications through both the American Health Information Management Association (AHIMA) and the American Academy of Professional Coders (AAPC). These credentials demonstrate competence, enhance employment opportunities, and support career advancement in the healthcare industry.

AHIMA (American Health Information Management Association)

The primary credential available through AHIMA for graduates of a two-year CAHIIM-accredited HIM program is the Registered Health Information Technician (RHIT).

- RHIT (Registered Health Information Technician): This credential requires graduation from a CAHIIM-accredited associate program. It validates knowledge in health data collection, coding, quality management, electronic health records (EHRs), privacy/security, and compliance. RHITs typically work in roles related to health records, coding, compliance, quality improvement, and data management.

In addition to RHIT, graduates may also consider other AHIMA certifications such as the CCA (Certified Coding Associate), CCS (Certified Coding Specialist), or CDIP (Clinical Documentation Improvement Practitioner), depending on their coding interests and professional experience.

AAPC (American Academy of Professional Coders)

While AHIMA credentials are directly tied to completion of an HIM program, many graduates also pursue certifications through AAPC to expand their career options in medical coding and reimbursement.

- CPC (Certified Professional Coder): AAPC's flagship credential for professional (physician-based) coding. Although no degree is required, HIM graduates are well-prepared for this exam. New graduates without two years of coding experience will earn the CPC-A (Apprentice) designation until they gain the required experience or complete practicum hours.
- Other AAPC certifications include:
- COC (Certified Outpatient Coder) for hospital outpatient/facility coding.
- CPC-P (Certified Professional Coder-Payer) for coding within insurance and payer settings.
- Specialty coding certifications (e.g., cardiology, pediatrics, general surgery) for those seeking specialized roles.

10.2 State and National Licensing Requirements

How to Achieve the RHIT Certification

1: Make sure you meet the eligibility requirements

- Currently, AHIMA only accepts HIM degree programs to sit for the RHIT. Health informatics is not currently supported for the RHIT exam.
- Candidates must meet one of the following eligibility requirements to sit for the RHIT examination:
- Successfully complete the academic requirements, at an associate degree level, of a Health Information Management (HIM) program accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM); or
- Graduate from an HIM program approved by a foreign association with which AHIMA has a reciprocity agreement

[1] Students interested in obtaining a Post-Baccalaureate Certificate, Certificate of Completion, or Transfer of Credits information must contact the CAHIIM-accredited program in which they wish to enroll regarding their institutional policies. Please visit the CAHIIM program directory for a list of CAHIIM-accredited programs.

[2] AHIMA and the Canadian Health Information Management Association (CHIMA); Korean Medical Record Association (KMRA); and Health Information Management Association of Australia (HIMAA) shall permit a graduate of a program in HIM at the baccalaureate degree level to apply to write the appropriate certification examination consistent with the academic level achieved and given independently by the aforementioned associations. The graduate must meet the educational competencies for certification as a technician or administrator established by the association to which the application is made.

2: Apply to take the RHIT exam

- Read the Candidate Guide
- Create a MyAHIMA account
- Submit your application online and pay all fees
- Submit your transcripts to CertificationTranscripts@ahima.org, or submit the early testing form to EarlyTest@ahima.org
- Schedule the exam with Pearson Vue within 120-days of eligibility.

3: Maintain your RHIT credential

- To maintain your RHIT credential you will need to complete all the recertification requirements over the 2-year certification period, which include submitting the required amount of continuing education units (CEUs) and paying the recertification fee. Check

out the Recertification Hub to learn more about CEU opportunities and familiarize yourself with the recertification process.

10.3 Certification Exam Preparation Resources

11. Graduation and Program Completion Requirements

11.1 Graduation Checklist

Degree and certificate graduation requirements

To graduate, students must complete the requirements with a 2.0 minimum MCC grade point average on a four-point grade scale to be eligible for the award of a degree or certificate. Some degrees may require a higher-grade point average.

Students must meet one or more of the following requirements

1. Complete 25% or more of the required credits at MCC and be enrolled anytime during the academic year of qualification for graduation.
2. Complete 56 or more credits at MCC.
3. Students pursuing occupational degree or certificate programs must complete a minimum of 25% of the required occupational credits at MCC.

Exceptions

Students participating in reverse transfer agreements, Active-duty military, their dependents, and Reservists and National Guard on active-duty are not required to be enrolled in the year of qualification for graduation.

Commencement requirements

You can participate in the MCC all-campus commencement if you have:

- Completed a degree/certificate in the fall semester of the previous year OR
- Applied for graduation and are on track to complete your required hours for a spring or summer degree/certificate

How to Apply for Graduation

You must apply to graduate so that your records will be reviewed and your degree awarded. Applying to graduate ensures you will receive important communications about your graduation status and the commencement ceremony.

When you apply to graduate, you will have the opportunity to update your name so that it is displayed correctly on your diploma.

When to apply

Students should apply for graduation during their final semester or when they are enrolled in their final courses.

Steps to apply

1. Log into myMCCKC
2. Click on Student Center Home
3. In the Academics section, use the dropdown box labeled "other academics" and select "Apply for Graduation"
4. Click on the word "Credit" in blue
5. Select the term in which you intend to graduate
6. Ensure your name is displayed the way you want it to appear on your diploma
7. Select your main campus
8. Select continue
9. Review the information displayed for accuracy
10. Select Submit Application

Application deadline

Students who apply prior to March 15th will be included in the MCC commencement program.

Students who apply after March 15th are still able to graduate and participate in the commencement ceremony but do not have a guaranteed spot in the program.

11.2 Capstone Projects or Final Assessments

See syllabi for all project and assessment information

12. Appendix & Additional Resources

12.1 Forms and Templates

Insert examples of course registration, internship applications, etc.

12.2 Academic Calendars

Please navigate to https://mcckc.edu/calendar/academic.aspx for the latest, up-to-date academic calendar

12.3 Frequently Asked Questions (FAQs)

N/A

12.4 Note Pages