Southern
West Virginia
Community and Technical College

Agenda Book
August 30, 2021

Members

Lisa Haddox-Heston, Chair
Samuel A. Stewart
Eddie J. Canterbury, Secretary
Robert "Bud" Baldwin
David H. Gresham
Dianna Toler

Janice Olive
Shawn Cline-Riggins
Jeremy Thompson
William "Bill" Alderman
Hallie Thompson

Pamela L. Alderman,
President

Southern West Virginia Community and Technical College
Board of Governors
Special Meeting of August 30, 2021
2900 Dempsey Branch Road, Building C, Room 428
Mt. Gay, West Virginia and by Zoom

Zoom Meeting:
https://zoom.us/j/95711296277?pwd=aVAxMUdPZkdTOGEvcEQvS2tzVGVCZz09

Meeting ID: 957 1129 6277
Passcode: 550870
Dial In 1 646 876 9923

Join by SIP
95711296277@zoomcrc.com

Join by Skype for Business
https://zoom.us/skype/95711296277

AGENDA

*Denotes an item requiring action/approval.
**Upon return to Open Meeting from any Executive Session, the Board of Governors may take action on items discussed.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF AUGUST 17, 2021

ITEM: Approval of the Allied Health Business and Leadership
                                   Certificate Post Audit Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia
                                   Community and Technical College Board of Governors
                                   approve the continuation of the Allied Health Business
                                   and Leadership Certificate Program at the current level
                                   of activity without corrective action in accordance with
                                   the provisions of the West Virginia Council for
                                   Community and Technical College Education, Title
                                   135, Procedural Rule, Series 10, *Policy Regarding
                                   Program Review.*

STAFF MEMBER: Dr. Pamela L. Alderman, President

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding
Program Review*, the Division of Allied Health and Nursing conducted Post Audit Review
of the Allied Health Business and Leadership Certificate during the 2020 / 2021 academic
year.

Based upon the Post Audit Review, it is recommended that the Allied Health Business
and Leadership Certificate Program continue at the current level of activity without
corrective action.

The Post Audit Review was presented to the Management Council for Academic Affairs
and Student Services, Executive Council, and President's Cabinet and they concur with
this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the
staff recommends for the Southern West Virginia Community and Technical College
Board of Governors to approve the continuation of the Allied Health Business and
Leadership Certificate Program at the current level of activity without corrective action in
accordance with the provisions of the West Virginia Council for Community and
Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding
Program Review.*

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College

Institution: Southern West Virginia Community and Technical College
Program: Allied Health Business and Leadership, Certificate

I.   Introduction

The Allied Health Business and Leadership Certificate Program prepares individuals to develop, plan, and manage healthcare services within healthcare systems. The program includes instruction and leadership in planning, strategy, business and financial management, public relations, human resources management, law and regulations which prepares graduates for employment as mid-level managers in the healthcare sector.

The Allied Health Business and Leadership Program requires 30 credit hours. The program is available as a 100% online program. Additionally, many of the certificate courses are delivered via the interactive classroom, enhancing availability and accessibility for all of Southern's locations.

The Allied Health Business and Leadership Certificate Program is one pathway option within the Healthcare Professional Associate in Applied Science (AAS) Degree that is structured to prepare individuals to work in a multitude of healthcare backgrounds.

II.   Goals and Objectives of Program

The program goals were developed to be congruent with the goals of the institution while individualizing the needs of the specific program requirements. The Health Care Professional AAS Degree student must choose individual skill set(s) or certificate pathway(s) relevant to their desired health care professional field. The objective of the Allied Health Business and Leadership pathway is to prepare students for entry level management positions in local healthcare facilities.

III.   Assessment

A.   The Allied Health Business and Leadership Certificate Program has a variety of assessment measures. In addition to traditional course examinations, and web-based assignments, students and faculty participate in Southern's comprehensive assessment program at the course level.

B.   The Allied Health and Leadership Certificate Program has the following goals:

1.   Ability to communicate and use interpersonal skills that effectively demonstrates business ethical principles, professional behavior, safety, and employable skills as a health care professional.

2. Demonstrate a preliminary knowledge overview of healthcare and other organizations, the field of management, language, and related roles and responsibilities of managers.

3. Capable to apply core concepts of the functional areas of business (economics, management, and leadership) in evaluating business issues.

4. Identify skills for systematic problem solving, promoting interaction, and decision-making through ethical conduct in leadership roles.

Instructors evaluate student success through various methods that include tests, quizzes, discussion boards, and various assignments related to course material. The purpose of evaluation methods allows faculty to measure levels of competency weekly and throughout the length of the courses and program. Weekly assignments and quizzes allow for the faculty to measure progress pertaining to course objectives. Evaluation results assists in determining areas of proficiency and/or deficiency so that faculty can plan more effectively to target areas of success or areas that need to be strengthened.

C. The program has produced two (2) graduates. No follow-up surveys are available in this report.

D. Program effectiveness and continuous quality improvement plan. After discussion with the faculty the program will be discontinued due to lack of graduates.

IV. Curriculum

A. The curriculum for the Allied Health Business and Leadership Certificate Program consists of 30 credit hours. The current program includes 6 credit hours in the general education core and 24 credit hours of specialized allied health, business, law, and leadership courses. Both general education courses and program courses are delivered in a variety of methods, including interactive video and online formats. The full program is available on all campus locations via the interactive classrooms and online.

B. See Appendix I for full curriculum details. Note, the certificate program has several courses that are required in other Business Departmental programs: Business Accounting and Business Administration.

C. During this review period, a majority of the courses within this program curriculum were offered via Zoom, interactive classrooms on each campus or through our learning management system Blackboard.

V. Faculty

The Allied Health Business and Leadership Certificate Program shares both full-time and qualified adjunct faculty within each discipline to teach both general education and major courses. Program faculty members are in the School of Career and Technical Studies and the School of Arts and Sciences. Their names and qualifications are listed on the faculty data sheets in Appendix II.

VI.   Enrollment and Graduates

A.   Recent enrollment (major) trends in the Allied Health Business and Leadership Certificate Program are non-existent. However, it is important to note that this program is one of several pathways contained within the Healthcare Professional AAS Degree. See Appendix III.

Enrollment

Major Allied Health Business and Leadership Certificate	Program Enrollment* (AH285)
Fall 2019	25
Spring 2020	31
Fall 2020	22
Spring 2021	44

*Enrollment is based on headcount in AH285

Graduates

Major Allied Health Business and Leadership Certificate	Certificates Awarded
2019-2020	0
2020-2021	2

Major - AAS Healthcare Professional	Enrollment
Fall 2019	370
Spring 2020	335
Fall 2020	429
Spring 2021	340

B.   This program has produced two graduates during the past two years. Information regarding places of employment, starting salary ranges, and number employed in the field of specialization is not available.

VII.   Financial

A.   The Business and Leadership certificate program does not receive an annual budget dedicated to the program's needs. However, this program is authorized to utilize funding set aside for business and healthcare professional programs. The financial support has been appropriate and suitable to cover any necessary needs for the program. This program does not require any dedicated labs or facilities. The program utilizes existing classrooms and computer labs for delivery of curriculum.

VIII.   Advisory Committee

Advisory Committee is not required.

IX.   Accreditation

No accreditation requirement.

Appendix I
Curriculum

Allied Health Business and Leadership
Certificate

First Semester	Title	Credit Hours
AH 220	Trends in Healthcare	3
BU 115	Business Mathematical Applications	3
BU 207	Business Law	3
EN 101	~English Composition I	3
MG 260	Principles of Management	3
	TOTAL HOURS	15
Second Semester	**Title**	**Credit Hours**
AH 285	Healthcare Leadership and Management	3
BU 100	Introduction to Business	3
BU 230	Business Statistics	3
EC 241	~Principles of Economics I	3
MG 269	Effective Leadership	3
	TOTAL HOURS	15

Appendix II
Faculty Data Sheets

FACULTY DATA SHEET
*(No more than **TWO** pages per faculty member)*

Name   Bill Alderman   Rank   Professor

Check one: Full-time X   Part-time   Adjunct

Highest Degree Earned: Masters
Date Degree Received: 05.09.99
Conferred by: Regent University Graduate School of Business
Area of Specialization: Management

Professional registration/licensure: NA
Years of employment at present institution: 20
Years of employment in higher education: 21
Years of related experience outside higher education: 25
Non-teaching experience: 25

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2019	BU 100 Introduction to Business	25
Fall 2019	BU 115 Business Math	50
Fall 2019	EC 241 Principles of Economics I	50
Fall 2019	MG 260 Principles of Management	25
Spring 2020	BU 115 Business Math	50
Spring 2020	EC 242 Principles of Economics II	50
Spring 2020	MG 260 Principles of Management	25
Spring 2020	MG 269 Effective Leadership	50
Summer 2020	BU 100 Introduction to Business	10
Summer 2020	BU 115 Business Math	15
Summer 2020	EC 241 Principles of Economics I	15
Fall 2021	BU 100 Introduction to Business	30
Fall 2021	BU 115 Business Math	60
Fall 2021	BU 207 Business Law	30
Fall 2021	EC 241 Principles of Economics I	50
Fall 2021	MG 260 Principles of Management	25
Spring 2021	BU 100 Introduction to Business	35
Spring 2021	BU 115 Business Math	60

Year/Semester	Course Number & Title	Enrollment
Spring 2021	BU 207 Business Law	35
Spring 2021	MG 269 Effective Leadership	60

(b).   If degree is not in area of current assignment, explain.

(c).   Identify your professional development activities during the past five years.

       Numerous McGraw-Hill and Cengage Teaching Webinars

FACULTY DATA SHEET
*(No more than **TWO** pages per faculty member)*

Name   Stephanie Mounts   Rank   ASSISTANT PROF.

Check one: Full-time   X   Part-time   Adjunct

Highest Degree Earned: Master's degree (MBA)
Date Degree Received: 03/2013
Conferred by: Western Governor's University
Area of Specialization: Management, Financial Planning

Professional registration/licensure: N/A
Years of employment at present institution: 6
Years of employment in higher education: 9
Years of related experience outside higher education: 14
Non-teaching experience: 8

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2019	BU 100 Introduction to Business	21
Fall 2019	EC 241 Principles of Economics I	10
Fall 2020	BU 100 Introduction to Business	23
Fall 2020	EC 241 Principles of Economics I	30

(b).   If degree is not in area of current assignment, explain.   N/A

(c).   Identify your professional development activities during the past five years.

Graduate Certificate – Personal Financial Planning, University of Missouri (2018)
IUPUI Assessment Institute - 2019, 2020
Online Learning Consortium Accelerate – 2018
Teaching Professor Conference - 2017
Various Blackboard, Softchalk, Nearpod, and Hawkes Learning PD sessions (2018-2021)

FACULTY DATA SHEET
*(No more than **TWO** pages per faculty member)*

Name   Cynthia Lowes   Rank   Associate Professor

Check one: Full-time   X   Part-time _____   Adjunct _____

Highest Degree Earned: Bachelor's Degree
Date Degree Received: August 2008
Conferred by: West Virginia University
Area of Specialization: Nursing

Professional registration/licensure: West Virginia RN Board
Years of employment at present institution: 19
Years of employment in higher education: 19
Years of related experience outside higher education: 3 years hospital med/surg floor
Non-teaching experience: 3 years hospital med/surg floor

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2019	AH 150 Introduction to Health Care	17
Fall 2019	AH 220 Trends in Health Care	24
Spring 2020	AH 150 Introduction to Health Care	21
Fall 2020	AH 220 Trends in Health Care	32
Spring 2021	AH 200 Health Care Ethics and Law	25
Spring 2021	AH 220 Trends in Health Care	33

(b).   If degree is not in area of current assignment, explain. N/A

(c).   Identify your professional development activities during the past five years.

10 hrs CE Nutritional Updates for Nurses
1 hr CE Preventing Drug Diversion for WV Nurses
2 hr CE Screening for Mental Health Issues in Veterans
4 hr CE Heroin Use in America
2 hr CE Health Care Reform: What Every Nurse Needs to Know
6 hr CE Health Information Technology for Nurses
1 hr CE Prescribing Controlled Substances and Preventing Drug Diversion for West Virginia Nurses
8 hr CE Infection Control: Standards for Nursing Practice
1 hr CE Pain and Symptom Management
7 hr CE Good Nutrition: An Every Day Challenge
2 hr CE End-of-Life Issues: Concepts, Care, and Compassion
4 hr CE Psychiatric Special Topics: Mood Disorders
3 he CE Hooked: Drug Abuse In America
1 hr CE West Virginia Nurses: Controlled Substances and Drug Diversion

3 hr CE Psychiatric Special Topics: Anxiety Disorders
3 hr CE Drug Abuse Crisis for West Virginia Nurses
5 hr CE Postcombat-Related Disorders: Counseling Veterans and Military Personnel, 2nd Edition
6 hr CE Prevention, Assessment, and Treatment of Substance Use Disorders
2 hr CE Special Populations at Risk for Substance Use
3 hr CE Understanding Posttraumatic Stress Disorder: From Assessment to Treatment, 2nd Edition
4 hr CE Human Trafficking: An Overview for Nurses
1 hr CE Complementary and Alternative Medicine vs. Traditional Medicine
3 hr CE Dietary Supplements: An Overview
3 hr CE Anxiety and Panic
6 hr CE Horizontal Violence in the Workplace 6 hr
Webinar – "How to Build a Student Friendly Blackboard Course"
Various Professional Development "Quality Matters" Training
Various Professional Development "Assessment" Training

FACULTY DATA SHEET
*(No more than **TWO** pages per faculty member)*

Name   Judith Runyon   Rank   N/A

Check one: Full-time   Part-time   Adjunct   x

Highest Degree Earned: MA
Date Degree Received: 2016
Conferred by: Marshall University
Area of Specialization: Leadership

Professional registration/licensure:
Years of employment at present institution: 5
Years of employment in higher education: 5
Years of related experience outside higher education: 20 years
Non-teaching experience: 20 years

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2019	AH 285 Health Care Leadership & Mgmt.	21
Spring 2020	AH 285 Health Care Leadership & Mgmt.	31
Fall 2020	AH 285 Health Care Leadership & Mgmt.	22
Spring 2021	AH 285 Health Care Leadership & Mgmt.	44

(b).   If degree is not in area of current assignment, explain.

(c).   Identify your professional development activities during the past five years.

Blackboard Quality Matters Training for Online Course Instruction
Leadership in the Healthcare Sector during Covid 19 Seminar HRSA

Appendix III
Enrollment and Graduates

Enrollment

Major **Allied Health Business and Leadership Certificate**	Program Enrollment* (AH285)
Fall 2019	21
Spring 2020	31
Fall 2020	22
Spring 2021	44

*Enrollment is based on headcount in AH 285

Graduates

Major **Allied Health Business and Leadership Certificate**	Certificates Awarded
2019-2020	0
2020-2021	2

Major - AAS Healthcare Professional	**Enrollment**
Spring 2019	340
Fall 2019	370
Spring 2020	335
Fall 2020	429
Spring 2021	340

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF AUGUST 17, 2021

ITEM: Approval of the Behavior Health, Certificate Program
                                   Post Audit Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia
                                   Community and Technical College Board of Governors
                                   approve the continuation of the Behavioral Health
                                   Certificate Program at the current level of activity
                                   without corrective action in accordance with the
                                   provisions of the West Virginia Council for Community
                                   and Technical College Education, Title 135, Procedural
                                   Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Dr. Pamela L. Alderman, President

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Allied Health and Nursing conducted Post Audit Review of the Behavioral Health Certificate program during the 2020 / 2021 academic year.

Based upon the Post Audit Review, it is recommended that the Behavioral Health Certificate Program continue at the current level of activity without corrective action.

The Post Audit Review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Behavioral Health Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College

Institution: Southern West Virginia Community and Technical College
Program: Behavioral Health, Certificate

I.   Introduction

The Behavioral Health Certificate Program prepares individuals for the introductory professional practice of social work, in collaboration with other health care professionals, in hospitals and other health care facilities and organizations. This program includes instruction in social work, psychiatric casework, clinical interviewing techniques, therapeutic intervention strategies and evaluation, patient and family counseling, social rehabilitation, patient care planning, and support services.

The Behavioral Health Program requires 30 total hours. The program is available at all campus locations, with many of the program's required courses delivered as online courses.   Additionally, several program courses are delivered via the Interactive Classroom, enhancing availability and accessibility for all of Southern's locations.

The Behavioral Health Certificate Program is one pathway option within the Healthcare Professional Associate in Applied Science (AAS) Degree that is structured to prepare individuals to work in a multitude of healthcare backgrounds.

II.   Goals and Objectives of Program

The program goals were developed to be congruent with the goals of the institution while individualizing the needs of the specific program requirements. The Health Care Professional AAS Degree student must choose individual skill set(s) or certificate pathway(s) relevant to their desired health care professional field. The objective of the behavioral health pathway is to prepare students for entry level behavioral health positions in local behavioral health facilities.

III.   Assessment

A.   The Behavioral Health Certificate Program has a variety of assessment measures.   In addition to traditional course examinations, web-based assignments, and clinical evaluations, students and faculty participate in Southern's comprehensive assessment program at the course level.

B.   The Behavioral Health Certificate Program has the following goals:
1.   Ability to communicate and use interpersonal skills that effectively demonstrates ethical principles, professional behavior, safety, and employable skills as a health care professional.

2.   Assist treatment and rehabilitation personnel in carrying out prescribed functions in specialized rehabilitation programs centered on personal and social adjustment, self-help, personal hygiene, and daily living on individuals with behavioral health and/or substance abuse disorders.

3.   Observe for behavior changes in group therapy sessions with qualified professionals as well as awareness and sensitivity for cultural diversity and chemical dependency.

Instructors evaluate student success through various methods that include tests, quizzes, discussion boards, and various assignments related to course material. The purpose of evaluation methods allows faculty to measure levels of competency weekly and throughout the length of the courses and program. Weekly assignments and quizzes allow for the faculty to measure progress pertaining to course objectives. Evaluation results assists in determining areas of proficiency and/or deficiency so that faculty can plan more effectively to target areas of success or that need to be strengthened.

C.   The program has two (2) graduates to date with a one hundred percent (100%) response rate. In summary, both graduates completed their AAS Healthcare Professional Degree, one graduate is employed full-time in healthcare and the other graduate is currently seeking employment. Please see Appendix IV for further details.

D.   Program effectiveness and continuous quality improvement plan. After discussion with faculty the certificate program will be discontinued for lack of graduates and specific local employment opportunities.

IV.   Curriculum

A.   The curriculum for the Behavioral Health Certificate Program consists of 30 credit hours. The current program includes 18 credit hours in the general education core and 12 credit hours of specialized behavioral health courses. Both general education courses and program courses are delivered in a variety of methods, including interactive video and online formats. The full program is available on all campus locations via the interactive classrooms and online.

B.   See Appendix I for full curriculum details.

C.   During this review period, a majority of the courses within this program curriculum were offered via Zoom, interactive classrooms on each campus or through our learning management system Blackboard.

V. Faculty

The Behavioral Health Certificate Program shares both full-time and qualified adjunct-faculty within each discipline to teach both general education and major courses. Program faculty members are in the School of Career and Technical Studies and the School of Arts and Sciences. Their names and qualifications are listed on the faculty data sheets in Appendix II.

VI. Enrollment and Graduates

A. Recent enrollment trends in the Behavioral Health Certificate Program are low but consistent. Furthermore, it is important to note that this program is only one pathway contained within the Healthcare Professional AAS Degree. See Appendix III.

Enrollment

Major Behavioral Health Certificate	Program Enrollment*
Fall 2019	3
Spring 2020	11
Fall 2020	8
Spring 2021	16

*Enrollment is based on program specific course offerings during the semester.

(AH 154 and AH 254)

Graduates

Major Behavioral Health Certificate	Certificates Awarded
2019-2020	2
2020-2021	0

Major - AAS Healthcare Professional	Enrollment
Spring 2019	340
Fall 2019	370
Spring 2020	335
Fall 2020	429
Spring 2021	340

B. The program has two (2) graduates to date. In summary, both graduates completed their AAS Healthcare Professional Degree, one graduate is employed full-time in healthcare with a salary of less than 20,000 per year

and the other graduate is currently seeking employment. Please see Appendix IV for further details.

VII.   Financial

A.   The Behavioral Health program does not receive an annual budget dedicated to meeting the program's needs but the program shares funding with other certificate pathways in the Healthcare Professional Associate in Applied Science (AAS) degree. The financial support has been suitable to cover any necessary needs for the program. This program does not require any dedicated labs or facilities. The program utilizes existing classrooms and computer labs for delivery of curriculum.

VIII.   Advisory Committee

Advisory Committee is not required.

IX.   Accreditation

No accreditation requirement.

**Appendix I
Curriculum**

Behavioral Health
Certificate

First Semester	Title	Credit Hours
AH 154	Community and Behavioral Health	3
EN 101	~English Composition I	3
MT 121	~College Mathematics for General Education	3
PY 201	~General Psychology	3
SO 200	~Introduction to Sociology	3
	TOTAL HOURS	15
Second Semester	**Title**	**Credit Hours**
AH 253	Chemical Dependency	3
AH 254	Community and Behavioral Health Rotation	3
AH 285	Healthcare Leadership and Management	3
PY 218	~Life-Span Development Psychology	3
SW 203	Introduction to Social Work	3
	TOTAL HOURS	15

Appendix II
Faculty Data Sheets

FACULTY DATA SHEET
*(No more than **TWO** pages per faculty member)*

Name   Cynthia Lowes   Rank   Associate Professor

Check one: Full-time X   Part-time _____   Adjunct _____

Highest Degree   Bachelor's Degree
Earned:
Date Degree   August 2008
Received:
Conferred by: West Virginia University
Area of Specialization: Nursing

Professional registration/licensure: West Virginia RN Board
Years of employment at present institution: 19
Years of employment in higher education: 19
Years of related experience outside higher education: 3 years hospital med/surg floor
Non-teaching experience: 3 years hospital med/surg floor

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2019	AH 154 Community & Behavioral Health	3
Spring 2020	AH 154 Community & Behavioral Health	10
Spring 2020	AH 254 Community & Behavioral Health Rotation	1
Spring 2021	AH 154 Community & Behavioral Health	16
Spring 2021	AH 254 Community & Behavioral Health Rotation	3

(b).   If degree is not in area of current assignment, explain. N/A

(c).   Identify your professional development activities during the past five years.

10 hrs CE Nutritional Updates for Nurses
1 hr CE Preventing Drug Diversion for WV Nurses
2 hr CE Screening for Mental Health Issues in Veterans
4 hr CE Heroin Use in America
2 hr CE Health Care Reform: What Every Nurse Needs to Know
6 hr CE Health Information Technology for Nurses

1 hr CE Prescribing Controlled Substances and Preventing Drug Diversion for West Virginia Nurses
8 hr CE Infection Control: Standards for Nursing Practice
1 hr CE Pain and Symptom Management
7 hr CE Good Nutrition: An Every Day Challenge
2 hr CE End-of-Life Issues: Concepts, Care, and Compassion
4 hr CE Psychiatric Special Topics: Mood Disorders
3 hr CE Hooked: Drug Abuse In America
1 hr CE West Virginia Nurses: Controlled Substances and Drug Diversion
3 hr CE Psychiatric Special Topics: Anxiety Disorders
3 hr CE Drug Abuse Crisis for West Virginia Nurses
5 hr CE Postcombat-Related Disorders: Counseling Veterans and Military Personnel, 2nd Edition
6 hr CE Prevention, Assessment, and Treatment of Substance Use Disorders
2 hr CE Special Populations at Risk for Substance Use
3 hr CE Understanding Posttraumatic Stress Disorder: From Assessment to Treatment, 2nd Edition
4 hr CE Human Trafficking: An Overview for Nurses
1 hr CE Complementary and Alternative Medicine vs. Traditional Medicine
3 hr CE Dietary Supplements: An Overview
3 hr CE Anxiety and Panic
6 hr CE Horizontal Violence in the Workplace 6 hr
Webinar – "How to Build a Student Friendly Blackboard Course"
Various Professional Development "Quality Matters" Training
Various Professional Development "Assessment" Training

(c). Identify your professional development activities during the past five years.

First Aid Instructor / Emergency Care & Safety Institute – Public Service Center 2017 Renewal 2020
CAE Simulation Training – Infant Simulator October 2020
Laerdal SimJr. Training – May 2019
CAE Human Patient Simulator Network Conference – March 2016
CAE Simulation Training – Istan October 2016
CAE Patient Simulator Essentials – April 2015

FACULTY DATA SHEET
*(No more than **TWO** pages per faculty member)*

Name   Judith Runyon   Rank   N/A

Check one: Full-time _____   Part-time _____   Adjunct x_____

Highest Degree Earned: MA

Date Degree Received: 2016

Conferred by: Marshall University

Area of Specialization: Leadership

Professional registration/licensure: _____

Years of employment at present institution: 5

Years of employment in higher education: 5

Years of related experience outside higher education: 20 years

Non-teaching experience: 20 years

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught).   For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2019	AH 285 Health Care Leadership & Mgmt.	21
Spring 2020	AH 285 Health Care Leadership & Mgmt.	31
Fall 2020	AH 285 Health Care Leadership & Mgmt.	22
Spring 2021	AH 285 Health Care Leadership & Mgmt.	44

(b).   If degree is not in area of current assignment, explain.

(c).   Identify your professional development activities during the past five years.

Blackboard Quality Matters Training for Online Course Instruction
Leadership in the Healthcare Sector during Covid 19 Seminar HRSA

FACULTY DATA SHEET
*(No more than **TWO** pages per faculty member)*

Name Melanie Amber Spaulding   Rank   N/A

Check one: Full-time _____   Part-time _____   Adjunct x_____

Highest Degree MEd in Human Services and
Earned: Mental Health Counseling
Date Degree 2008
Received: _____
Conferred by: Lindsey Wilson College
Area of Specialization: National Certified Counselor

Professional registration/licensure: NCC
Years of employment at present institution: 5
Years of employment in higher education: 5
Years of related experience outside higher education: 8 years
Non-teaching experience: 8 years

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2019	AH 253 Chemical Dependency	20
Spring 2020	AH 253 Chemical Dependency	52
Fall 2020	AH 253 Chemical Dependency	25
Spring 2021	AH 253 Chemical Dependency	42

(b).   If degree is not in area of current assignment, explain.

(c).   Identify your professional development activities during the past five years.

Appendix III
Enrollment and Graduates

Enrollment

Major Behavioral Health Certificate	Program Enrollment*
Fall 2019	3
Spring 2020	11
Fall 2020	8
Spring 2021	16

*Enrollment is based on program specific course offerings during the semester.

(AH 154 and AH 254)
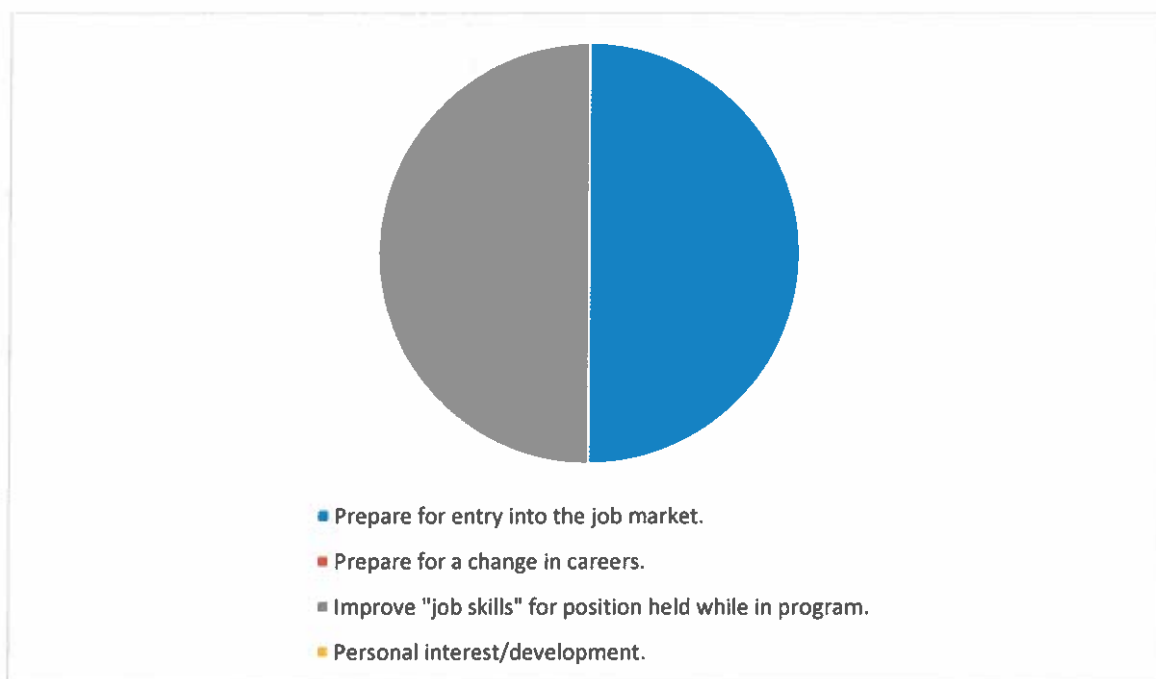
Graduates

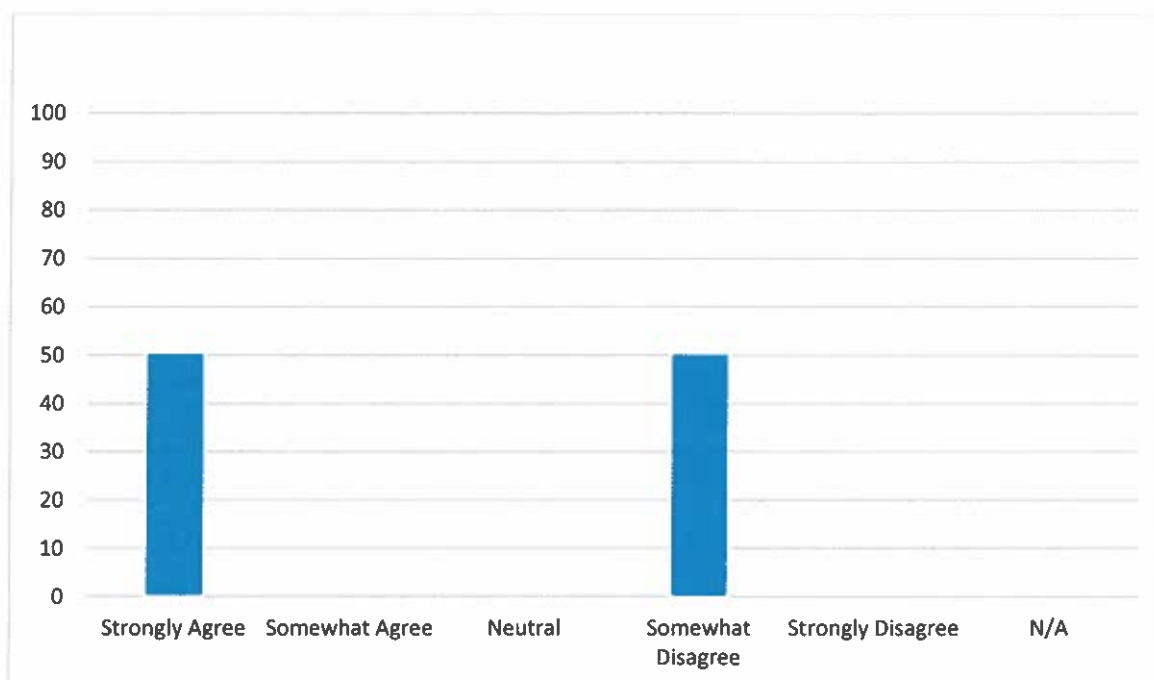| Major Behavioral Health Certificate	Certificates Awarded
2019-2020	2
2020-2021	0

| Major - AAS Healthcare Professional	Enrollment
Spring 2019	340
Fall 2019	370
Spring 2020	335
Fall 2020	429
Spring 2021	340

Appendix IV
Survey Results – Two Graduates

1) What was your primary goal when you enrolled in the Behavioral Health
   Certificate Program at Southern?

- Prepare for entry into the job market.
- Prepare for a change in careers.
- Improve "job skills" for position held while in program.
- Personal interest/development.

2) The Behavioral Health Certificate Program prepared me for employment in the health care field.
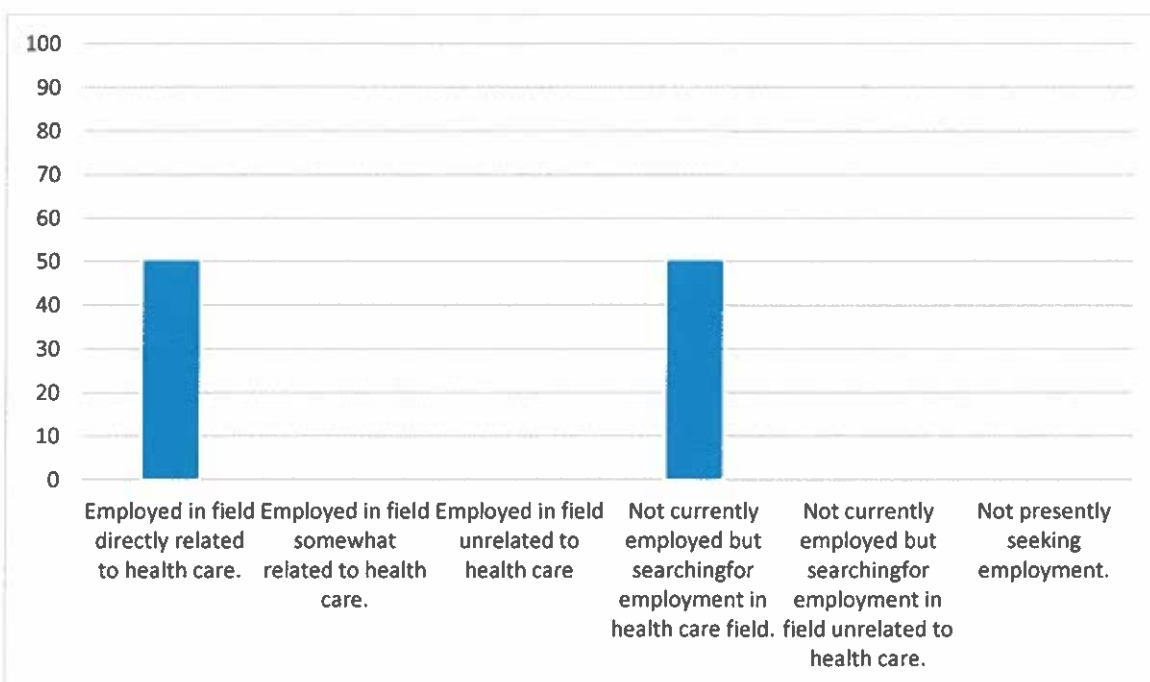

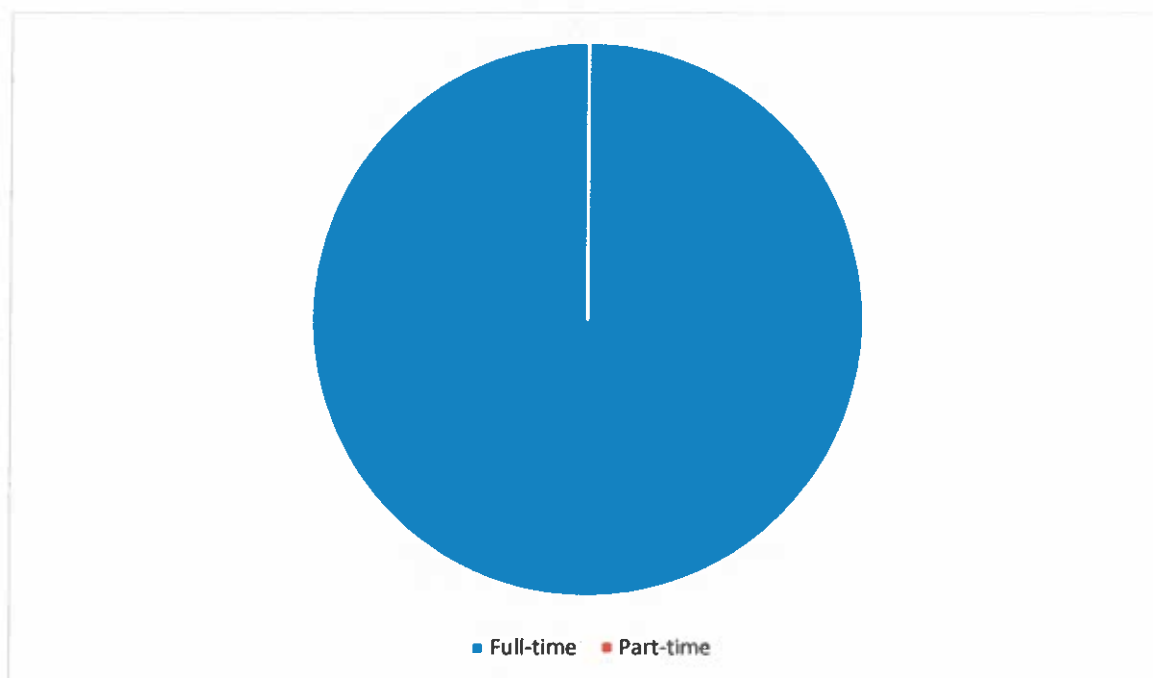3) The Behavioral Health Certificate Program helped me advance at my job.
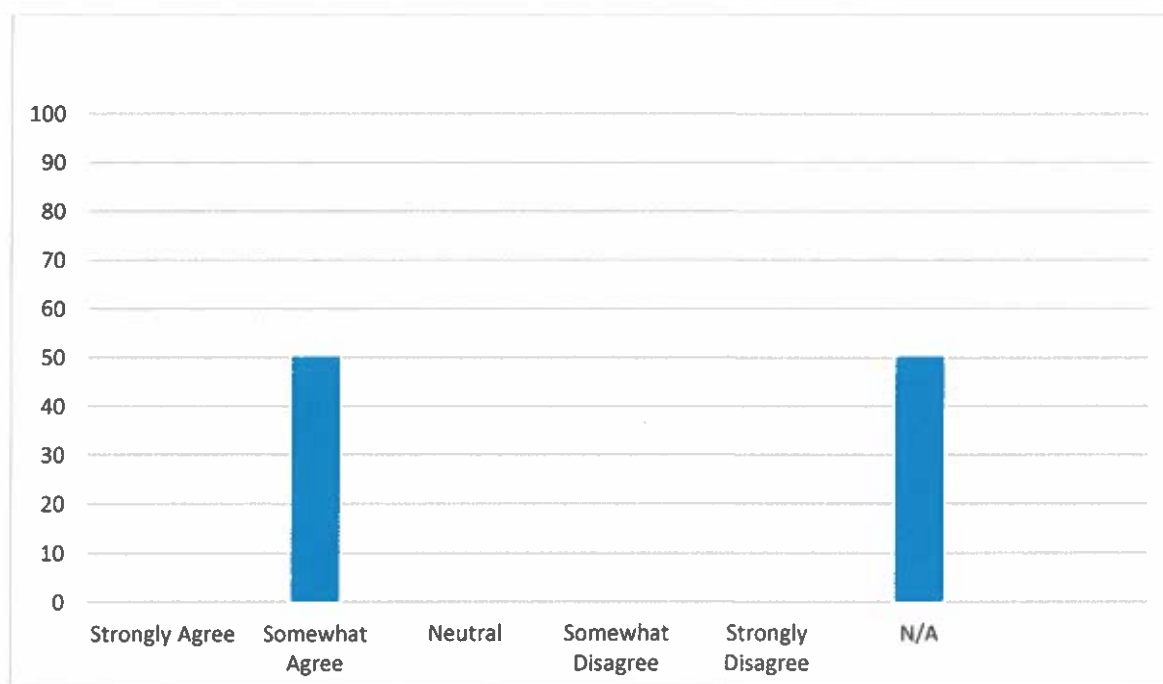
4) Did you obtain your AAS Degree in Healthcare Professional at Southern?
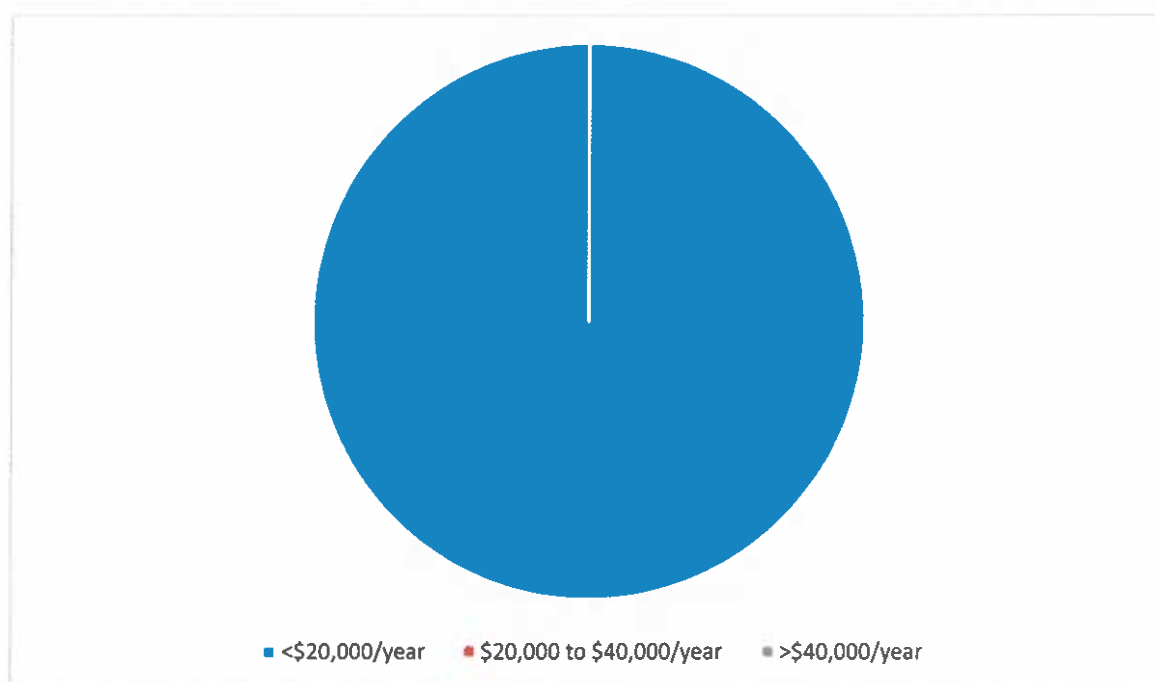

- Yes ■ No

5) What is your current employment status?

6) What is your employment status (n=1)?

Full-time   Part-time

7) What is your present annual salary range (n=1)?

<$20,000/year $20,000 to $40,000/year   >$40,000/year

8) What did you like most about the program?
- I enjoyed the program somewhat (sick), but it took me two years to get my certificate so it didn't really help.
- The instructors I got the chance to learn from.

9) What suggestions would you give to improve the program?
- I would suggest that you give people their certificates as soon as they earn them. That way, they can pursue a career in that field.
- Nothing.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF AUGUST 17, 2021

ITEM: Approval of the Medical Assisting, Certificate Program
                                  Post Audit Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia
                                  Community and Technical College Board of Governors
                                  approve the continuation of the Medical Assisting
                                  Certificate Program at the current level of activity
                                  without corrective action in accordance with the
                                  provisions of the West Virginia Council for Community
                                  and Technical College Education, Title 135, Procedural
                                  Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Dr. Pamela L. Alderman, President

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Allied Health and Nursing conducted Post Audit Review of the Medical Assisting Certificate Program during the 2020 / 2021 academic year.

Based upon the Post Audit Review, it is recommended that the Medical Assisting Certificate Program continue at the current level of activity without corrective action.

The Post Audit Review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Medical Assisting Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College

Institution: Southern West Virginia Community and Technical College
Program: Medical Assisting, Certificate

I.   Introduction

The Medical Assisting Certificate Program at Southern West Virginia Community and Technical College offers students a Certificate in Medical Assisting, along with five certifications during the program. These skills include: EKG, Insurance Billing and Coding, Pharmacy Tech, Phlebotomy, and Medical Assisting.

The program builds on the basic knowledge of patient care, and enhances the skills to the scope of practice, as designated by the Medical Assisting Education Review Board, and CAAHEP. Medical Assistants are cross-trained to perform Administrative, and Clinical duties, that may vary from office to office depending on location, and state law. These duties include, but not limited to, computer applications, answering phones, greeting patients, coding and filing, arranging for hospital admissions, taking medical histories, explaining treatment procedures to patients, assisting physicians, collection and preparing laboratory specimens, preparing and administering medications as directed by a physician, drawing blood, removing sutures, and changing dressing.

Many students, who enter the Medical Assisting Program, have chosen this program as their first step to a career path. Additionally, many students plan to continue to a nursing degree or medical school.

The National Health Career Association and the American Association for Medical Assistants requires a student to have graduated from a Medical Assistant program, and/or have experience in the medical office to obtain a Clinical Medical Assistant Certification. The Medical Assistant profession is one of the nation's fastest growing careers according to the United States Bureau of Labor Statistics. The attributing job growth is due to the increase in the number of physician's offices, outpatient care facilities, and technological advancements.

II.   Goals and Objectives

The Medical Assisting Certificate Program goals were established to meet the goals of the institution as well as specific program requirements. This program provides the student an opportunity to continue their education in the medical field.

Objectives:
1.   Communication abilities
2.   Facility System-Prepare their role in the healthcare environment
3.   Employment skills: Prepare students to practice employable skills to enhance their opportunities, and job satisfaction.

        4.   Safety Practice
        5.   Teamwork
        6.   Office Management

III.   Assessment

A.   The Medical Assisting Certificate Program utilizes a variety of assessment measures. Student achievement in general education and support courses are assessed in accordance with the institution's plan for assessment. Beginning in the Fall 2019, students who apply for the Medical Assisting Program and meet the requirements are accepted into the program. Once students complete the 30-credit hour program, with a grade (C), or higher in all courses, students will be eligible to take the Clinical Medical Assisting Certification exam. Students can also take support courses, to allow them to become eligible for the skills certifications. Beginning in 2019-2020, Medical Assisting students began taking these exams through the National Health Career Association with a 90% passage rate. Additionally, Medical Assisting students also participated in several Mock Trauma events on the Logan Campus. Furthermore, all students are required to complete a Medical Assisting notebook with each Clinical Lab Skill along with a detailed list of procedures, that include equipment/supplies, and steps to complete each task. All students are assigned a clinical procedure for completion of an instructional poster board.

B.   The Medical Assisting Certificate Program seeks to provide students with the opportunity to obtain knowledge and skills necessary to competently perform administrative and clinical procedures. The program offers quality education and training that promotes personnel growth and specific skills for success in the workplace.

Measures used to evaluate these goals include exams, quizzes, clinical lab skill performance evaluation sheets and poster boards.

For identification of program goals that are being successfully met and those that need attention, a student learning course-level report is completed. Additionally, exams and performance evaluations are used to report the data of the subject matter that needs attention.

C.   When a learning outcome is not met or needs improvement, a specific amount of class time is structured to allow for group or team activities. All students in the group will create flash cards, explain, demonstrate, or give an example of the subject matter.

D. Program effectiveness and continuous quality improvement plan. Interviews were conducted with graduates and clinical education centers/future employers that demonstrate the following:

1. One hundred percent (100%) of the graduates are employed with Charleston Area Medical Center, Thomas Health Systems, Boone Memorial Hospital, Lincoln Primary Care, and Logan Regional Medical Center.
2. Salaries range from $10.00 to $16.00 per hour dependent on the number of certifications.

Upon further discussion with faculty the following measures will be implemented to improve program enrollment on each campus.

1. AAS Healthcare Professional students not admitted to other allied health and nursing programs will be contacted and offered a position in the medical assisting program.
2. Further faculty involvement in future recruitment events is essential for the program to be sustainable.
3. In two years, a full program review will be completed to analyze data for certificate program improvement to determine necessity and viability of the certificate program on both campuses.

IV. Curriculum

A. During the development of the Medical Assisting Program, Southern decided to offer students the opportunity to take five certifications in addition to the Associate in Applied Science. These include certifications in Pharmacy Technician, EKG Technician, Phlebotomy Technician, Insurance Billing and Coding, and Medical Assisting.

Entrance Criteria
For a student to be considered for admission to the medical assisting program, the student must complete an application and be eligible to enter college level English and math. Additionally, applicants must have a physical exam and pass all drug screenings.

Entrance Abilities
Medical Assisting students will demonstrate critical thinking skills based on knowledge of the academic subject matter required for competence in the profession. Students will incorporate cognitive knowledge and demonstrate competency using psychomotor and affective domains in their practice. Medical assistants will communicate effectively both orally and in writing.

Examples of Essential Program Activities (not all inclusive)

1. Apply critical thinking skills in performing patient assessment, and care. Understanding of the clinical, diagnostic, and laboratory procedures needed in the medical clinic.
2. Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Use language/verbal skills that enable patients understanding. Demonstrate respect for diversity in approaching patients and families.
3. Communication abilities sufficient for interaction with others in verbal and written form. Differentiate between subjective and objective information. Develop and maintain a current list of community resources related to patient's healthcare needs.
4. Instruct patients in accordance to their needs to promote health maintenance and disease prevention as well as preparing patients for procedures and/or treatment.
5. Demonstrate psychomotor based skills to perform CLIA waived laboratory tests. Practice standard precautions, perform procedures, and diagnostic coding. Apply local, state, and federal healthcare legislation, and regulation appropriate to the medical assisting practice setting.
6. Cognitive based skills are developed to identify common pathology related to each body system. Identify the classification of medications, including desired effects, side effects, and adverse reactions. Discuss elements to an emergency plan for response to natural disaster, or another emergency.

Exit abilities
Students who successfully complete all clinical rotations and earn a passing grade of 70% or above are eligible for the National Health Career Association Certified Clinical Medical Assisting Certification exam.

B. See Appendix I for the Medical Assisting Certificate curriculum.

C. The Medical Assisting Certificate program is delivered in person and virtually for the 2019-2020 academic term on the Boone and Williamson campuses.

V. Faculty

The Medical Assisting Certificate Program maintains two qualified full-time faculty members. Their names and qualifications are listed on the faculty data sheets in Appendix II.

VI. Enrollment and Graduates

A. See Appendix III for the Medical Assisting Program headcount (MA courses) and the number of certificates awarded.

Enrollment

Major Medical Assisting Certificate	Program Enrollment*
Fall 2019	24
Spring 2020	19
Fall 2020	21
Spring 2021	17

Enrollment is based on program specific course offerings during the semester.

Graduates

Major Medical Assisting Certificate	Certificates Awarded
2019-2020	17
2020-2021	12

B. Graduates are employed with various facilities such as Charleston Area Medical Center, Thomas Health Systems, Boone Memorial Hospital, Lincoln Primary Care, and Logan Regional Medical Center. Salaries range from $10.00 to $16.00 per hour. In most recent interviews with supervisors who employ Medical Assisting graduates, most were impressed with the knowledge and professionalism of our students.

C. One graduate is continuing their education to pursue a baccalaureate degree in Human Services at Bluefield State College.

VII. Financial

A. A $220,000 Technical Program Development grant was awarded to fund the A.A.S. degree/certificate Medical Assisting program. This grant was used to purchase equipment, and supplies on the Boone, and Williamson campus. An annual budget of $3,825.00 is used to purchase class lab supplies and travel.

B. Perkins annual funding strategies are used for future program upgrades to the latest medical technologies available.

VIII. Advisory Committee

The Medical Assisting Program advisory committee members include: Lisa Skidmore (CAMC), Tammy Young (CAMC), Gina Moore (Boone Memorial), Latasha McCoy (Bali-Surgical), Cindy Fleming (Logan Regional), Courtney Scarberry (SWVHS), and Cori Pettry (SWVHS). The advisory board is utilized to provide input and help improve the Medical Assisting Program. Information from the advisors allows us to adjust the curriculum, or assignments within the courses that are needed to fulfill the needs of our employers.

IX.   Accreditation

An accreditation process is available through The Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Medical Assisting Self-Study report is currently in process with a projected submission date of 2021.

Appendix I
Curriculum

Medical Assisting
Certificate

Fall - First Semester

EN 101	English Composition	3
MA 100	Introduction to Medical Assisting	3
MA 101	Medical Assisting, I	3
MA 105	Medical Office Billing and Coding I	3
MA 106	Medical Office Billing and Coding II	3
	Fall Semester Total	**15**

Spring - Second Semester

MA 201	Medical Assisting II	5
MA 210	Medical Assisting III ** (clinical rotation)	7
BU 115	Business Mathematical Applications	3
	Spring Semester Total	**15**

Appendix II
Faculty Data Sheets

FACULTY DATA SHEET

Name   Lora Foster

Rank   Coordinator/Assisting
Professor

Check one: Full-time X   Part-time   Adjunct

Highest Degree Earned:	Bachelor
Date Degree Received:	May 2004
Conferred by:	WVUIT
Area of Specialization:	Health Service Administration

Professional registration/licensure:	CCMA, CCS
Years of employment at present institution:	8
Years of employment in higher education:	8
Years of related experience outside higher education:	30
Non-teaching experience:	10

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2019 Fall	MA 100 Introduction to Medical Assisting	7
2019 Fall	MA 101 Medical Assisting I	7
2019 Fall	MA 105 Insurance Billing and Coding I	7
2019 Fall	MA 106 Insurance Billing and Coding II	7
2020 Spring	MA 201 Medical Assistant II	5
2020 Spring	MA 210 Medical Assistant III (Clinical)	5
2020 Spring	MA 225 Medical Assistant Capstone	5
2020 Fall	MA 100 Introduction to Medical Assisting	10
2020 Fall	MA 101 Medical Assisting I	10
2020 Fall	MA 105 Insurance Billing and Coding I	10
2020 Fall	MA 106 Insurance Billing and Coding II	10
2021 Spring	MA 201 Medical Assistant II	10
2021 Spring	MA 210 Medical Assistant III (Clinical)	10
2021 Spring	MA 225 Medical Assistant Capstone	10

(b).   If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

Associate member of the National Association for Health Care Professionals Recertification CEU's, National Health Career Association CCMA exam, Completion of the End of Life Nursing Consortium for Veterans 8 (1hour) modules (Palliative care, Pain Management, Symptom Management, Ethics, Communication, Grief and Loss and Final Hours, Medicare & Medicaid EHR Incentive Programs Webinar, ICD-10 For Small Clinical practice Webinar, CAAHEP Webinar Effective Interprofessional Faculty Development, Sexual Harassment Prevention and Awareness Training, CAAHEP Your Advisory Committee: Meeting Expectations and Beyond Webinar, HIM Certificate, CCS Certification.

FACULTY DATA SHEET

Name Ashley Starkey   Rank Assisting Professor

Check one: Full-time X   Part-time _____ Adjunct _____

Highest Degree   Bachelor
Earned:
Date Degree   May 2018
Received:
Conferred by: Bluefield State
Area of Specialization: Human Services

Professional registration/licensure: CCMA
Years of employment at present institution: 5
Years of employment in higher education: 5
Years of related experience outside higher   2
education:
Non-teaching experience: 2

To determine compatibility of credentials with assignment:
(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
2019 Fall	MA 100 Introduction to Medical Assisting	17
2019 Fall	MA 101 Medical Assisting I	17
2019 Fall	MA 105 Insurance Billing and Coding I	17
2019 Fall	MA 106 Insurance Billing and Coding II	17
2020 Spring	MA 201 Medical Assistant II	14
2020 Spring	MA 210 Medical Assistant III (Clinical)	14
2020 Spring	MA 225 Medical Assistant Capstone	14
2020 Fall	MA 100 Introduction to Medical Assisting	11
2020 Fall	MA 101 Medical Assisting I	11
2020 Fall	MA 105 Insurance Billing and Coding I	11
2020 Fall	MA 106 Insurance Billing and Coding II	11
2021 Spring	MA 201 Medical Assistant II	7
2021 Spring	MA 210 Medical Assistant III (Clinical)	7
2021 Spring	MA 225 Medical Assistant Capstone	7

(b).   If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

Associate member of the National Association for Health Care Professionals. Continued recertification CEU's, National Health Career Association CCMA exam, Completion of the End of Life Nursing Consortium for Veterans 8 (1hour) modules (Palliative care, Pain Management, Symptom Management, Ethics, Communication, Grief and Loss and Final hours.

Appendix III
Enrollment and Graduates

Enrollment

Major Medical Assisting Certificate	Program Enrollment*
Fall 2019	24
Spring 2020	19
Fall 2020	21
Spring 2021	17

*Enrollment is based on program specific course offerings during the semester.

Graduates

Major Medical Assisting Certificate	Certificates Awarded
2019-2020	17
2020-2021	12

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF AUGUST 17, 2021

ITEM: Approval of the Medical Coding Specialist, Certificate
                                   Program Post Audit Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia
                                   Community and Technical College Board of Governors
                                   approve the continuation of the Medical Coding
                                   Specialist Certificate Program at the current level of
                                   activity without corrective action in accordance with the
                                   provisions of the West Virginia Council for Community
                                   and Technical College Education, Title 135, Procedural
                                   Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Dr. Pamela L. Alderman, President

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Allied Health and Nursing conducted Post Audit Review of the Medical Coding Specialist Certificate Program during the 2020 / 2021 academic year.

Based upon the Post Audit Review, it is recommended that the Medical Coding Specialist Certificate Program continue at the current level of activity without corrective action.

The Post Audit Review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

Based upon the deliberations and recommendations of the aforementioned bodies, the staff recommends for the Southern West Virginia Community and Technical College Board of Governors to approve the continuation of the Medical Coding Specialist Certificate Program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College

Institution: Southern West Virginia Community and Technical College
Program: Medical Coding Specialist, Certificate

I. Introduction

The Medical Coding Specialist Certificate Program is designed to provide each student with the comprehensive knowledge and competencies required to become a successful medical coder in a hospital setting, physician office setting, or ambulatory setting. Graduates of the program meet the AHIMA (American Health Information Management Association) requirements to set for the CCS (Certified Coding Specialist) Exam. These requirements include completing courses in anatomy and physiology, pathophysiology, pharmacology, medical terminology, reimbursement methodology, intermediate/advanced ICD diagnostic coding, and procedural coding during a four (4) semester program curriculum of 30 total hours.

Medical Coding Skill Set is an additional option. Graduates of the program meet the AHIMA requirements to sit for the CCA (Certified Coding Associate) Exam.

II. Goals and Objectives

Medical Coding Specialist Certificate Program Goals:
1. Describe professional ethics required in the medical coding field.
2. Illustrate knowledge of medical terminology, anatomy and physiology and pathologies of all the body systems when assigning diagnosis and procedure codes.
3. Accurately assign ICD-10-CM/PCS, CPT and HCPCS codes for diagnoses and procedures across all patient care types.
4. Apply the Official Coding Guidelines and Conventions when assigning diagnosis and procedure codes to all patient care types.
5. Differentiate healthcare payment systems, their functions, and their impact on healthcare reimbursement.

The Medical Coding Specialist Certificate was implemented to meet the need of qualified and certified coding professionals in an array of healthcare related fields and settings.

III. Assessment

A. Assessment for the Medical Coding Specialist Certificate is completed within each Medical Coding course level; outpatient coding, inpatient coding and reimbursement. Each course is reviewed and updated to reflect the

most current Official Coding Guidelines that are published each fiscal year (October 1st).

B. The goal of the Medical Coding Specialist Certificate is for students to enter the workforce as a coding professional while meeting the requirements of the AHIMA Certified Coding Specialist exam qualifications. After completion of all courses each student has met the requirements by AHIMA for the Certified Coding Specialist exam.

(https://www.ahima.org/certification-careers/certification-exams/ccs/)

Student accomplishments are measured through:
  Assignments- SoftChalk Lessons, quizzes, discussion boards
  Chapter Exams
  Final Exam

Program achievement is the total of awarded certificates through completion of the program requirements and continued enrollment of students in the program.

A program weakness is students not completing the Certified Coding Specialist (CCS) certification through AHIMA. Unfortunately, this is not always the goal of the student to become certified through AHIMA. Students need to be aware of the importance of the AHIMA certification for better job placement and career advancement. This is being promoted within the Outpatient Coding II and Inpatient Coding II courses to students by providing information on the AHIMA certification and the current job market requirements for medical coders being certified through AHIMA as a CCS or CCA.

C. Individual course-level assessments are completed by student learning assessments. Individual assignments are assessed based on a course level outcome not being met. Data is collected within Blackboard to determine which assignment need adjusted for better student performance. Specific changes are made to improve performance and outcome of the assignment based on the interpretation of the data that was collected during a specific semester. Individual goals are set for each course-level assessment.

Improvements are made to the individual assignment to be reassessed again the following semester. As course-level assignments are reassessed additional adjustments are made as needed if assessment goals were still not met. Student learning assessments are on-going throughout each course.

D. Program effectiveness and continuous quality improvement plan. After discussion with faculty the following measures will be implemented due to

the low number of students sitting for their Certified Coding Specialist (CCS) certification through AHIMA.

1. Students will be advised early in the fall semester of the costs associated with the CCS certification and the importance of obtaining CCS/AHIMA certification for improved job placement and future career advancement.
2. In two years, a full program review will be completed to analyze improvement with the number of CCS/AHIMA certifications.

IV. Curriculum

A. Medical Coding Specialist Certificate degree requirements are the completion of all courses built into the curriculum (Appendix I). Medical Coding courses are currently developed as 8-week courses. The program is structured to complete in two semesters with completion of the skill set in one semester.

B. See Appendix I for the program curriculum.

C. The Medical Coding Specialist core courses (HI110, HI115, HI120, HI125, HI212, AH132, BS115, BS126, AH119) are all offered fully on-line. The General Education Courses (EN101, BU115, CS103) are offered fully on-line.

V. Faculty

The program has one (1) full-time faculty member for the program major courses being taught each semester. The faculty data sheet can be found in Appendix II.

VI. Enrollment and Graduates

A. Labelled as Appendix III.

Enrollment

Major Medical Coding Certificate	Program Enrollment*
Fall 2019	15
Spring 2020	13
Fall 2020	25
Spring 2021	24

Enrollment is based on the students declared major during the semester.

Graduates

Major Medical Coding Certificate	Certificates Awarded
2019-2020	20
2020-2021	15

The awarded certificate value includes all students that completed a graduation application and met course requirements for the program. The total for *Completed Courses* is determined from manually counting students that have completed required courses within the program while not applying for graduation from the Medical Coding Specialist Certificate program. The Medical Coding Specialist Program is built into the Healthcare Professional Associate in Applied Science Degree as a certificate program. An accurate system generated count cannot be made as all students may not be enrolled specifically into the Medical Coding Specialist Certificate Program.

B. A follow-up survey was e-mailed to a total of nineteen (19) students that completed courses for the program. Ten (10) responses were received to the survey for a completion rate of 53%.

The passage rate for certification through AHIMA were as follows:

1. 2020 Passage Rate: 3 taken, 2 pass = 67% (CCS, CCA)
2. Six (6) of the ten (10) students are currently employed directly in a healthcare related field.
3. Salary ranged from $20,000 to $40,000 a year for those employed in a healthcare related field.

C. Present information on the success of graduates in achieving acceptance into baccalaureate programs. This does not apply to the Medical Coding Specialist Certificate Program.

VII. Financial

A. For the previous two years the Medical Coding Certificate program is authorized to utilize funding allocated for all Healthcare Professional AAS pathways. In 2021-2022, the program will have an individual program budget as well. The financial support for the previous two years has been suitable to cover any necessary needs for the program. This program does not require any dedicated labs or facilities. Current and future expenditures of the Medical Coding Specialist Certificate Program are faculty salaries needed for the core and general education courses built into the program

curriculum.

VIII.   Advisory Committee

Advisory Committee is not required.

IX.   Accreditation

No accreditation requirement.

Appendix I
Curriculum

Medical Coding Specialist
Certificate

First Semester	Title	Credit Hours
AH132	Advanced Medical Terminology	3
BS115 or BS124/BS125	Essentials of Human Systems for Healthcare Professionals or Human Anatomy and Physiology I/II	3
BU115 or MT121 or higher	Business Mathematical Applications or College Mathematics for General Education	3
HI110	Outpatient Coding I (1st 8 weeks)	3
HI115	Outpatient Coding II (2nd 8 weeks)	3
	TOTAL HOURS	15
Second Semester	**Title**	**Credit Hours**
AH119	Pharmacology for Healthcare Professionals	1
BS126	Pathophysiology (Pre-Requisite BS115 – Essentials of Human Systems for Healthcare Professionals)	2
CS 103 (E)	Introduction to Applications	1
EN101	English Composition I	3
HI120	Inpatient Coding I (1st 8 weeks)	3
HI125	Inpatient Coding II (2nd 8 Weeks)	3
HI212	Healthcare Reimbursement (8 weeks)	2
	TOTAL HOURS	15

Appendix II
Faculty Data Sheets

FACULTY DATA SHEET
*(No more than **TWO** pages per faculty member)*

Name   Tricia Lowe   Rank   Assistant Professor

Check one: Full-time   X   Part-time   Adjunct

Highest Degree Earned: Bachelors
Date Degree Received: December 2016
Conferred by: Marshall University
Area of Specialization: Regents Bachelor of Arts

Professional registration/licensure: AHIMA- Registered Health Information Management Technician (RHIT)

Years of employment at present institution: 5
Years of employment in higher education: 5
Years of related experience outside higher education: 25
Non-teaching experience: 25

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2019	HI110 Outpatient Coding I	35
Fall 2019	HI115 Outpatient Coding II	29
Fall 2019	HI120 Inpatient Coding I	22
Fall 2019	HI125 Inpatient Coding II	14
Fall 2019	HI212 Healthcare Reimbursement	23
Spring 2020	HI110 Outpatient Coding I	16
Spring 2020	HI115 Outpatient Coding II	15
Spring 2020	HI120 Inpatient Coding I	17
Spring 2020	HI120 Inpatient Coding II	17
Spring 2020	HI212 Healthcare Reimbursement	20
Spring 2020	AH132 Advanced Medical Terminology	51
Fall 2020	HI110 Outpatient Coding I	29
Fall 2020	HI115 Outpatient Coding II	23
Fall 2020	HI120 Inpatient Coding I	11
Fall 2020	HI125 Inpatient Coding II	10
Fall 2020	HI212 Healthcare Reimbursement	18
Fall 2020	AH132 Advanced Medical Terminology	51
Spring 2021	HI110 Outpatient Coding I	18
Spring 2021	HI115 Outpatient Coding II	18
Spring 2021	H120 Inpatient Coding I	13
Spring 2021	HI125 Inpatient Coding II	13

Year/Semester	Course Number & Title	Enrollment
Spring 2021	HI212 Healthcare Reimbursement	17
Spring 2021	AH132 Advanced Medical Terminology	24

(b). Certification of RHIT, Registered Health Information Technician, is in area of current position.

(c). Continuing education hours were earned through webinars and seminars. Continuing education is ongoing.

Quality Matters Training
- Independent Applying the QM Rubric - Certificate
- Independent Improving Your Online Course - Certificate
- Connecting Learning Objectives and Assessments – Certificate
- Learning is Not a Spectator Sport/Active Learning
- Creating Presence in Your Online Course – 03/28/2019
- Accessibility and Usability
- A Discussion about Discussions: Increasing Student Interaction in Discussion Boards 4/22/2020
- Are We There Yet? Pack Your Bags for a Design Trip Using the QM Rubric- 05/20/2020

Blackboard Training – in person and webinars
Soft chalk Training - webinars
Continuing education 20+ hours in Health Information Management subject matter through webinars.
At-risk for University and College Faculty – webinar
Veterans on campus course – webinar
Assembly of Education Conference– AHIMA – 2015
Assembly of Education Conference – AHIMA – 2016
Webinars completed for RHIT certification.
Rural Healthcare Staffing Stability: Effective Tools MOOC Granted: 06/30/2018
Coffee and Coding - Redo Ventriculostomy Granted: 04/25/2018
Data Dive - Explaining WitchCraft: Combining DG and Analytics to Create a Magic Potion Your C-Suite Will Love Granted: 04/24/2018
Post-Acute Diagnostic Coding IRF-PAI Introduction Granted: 04/11/2018
Diagnostic Coding: COPD Granted: 04/07/2018
Coffee and Coding - Percutaneous Cholecystotomy Tube Replacement Granted: 04/02/2018
HCC Coding for Beginners Granted: 04/02/2018
CPT Behavioral Health Care Management Services Granted: 03/22/2018
PEPPER - It'll Add Spice to Your Audits Granted: 03/22/2018
Data Dive-Building Effective Dashboards - Part Two: Hands on Granted: 03/15/2018
Data Dive - Discovering the Intricacies of the CERT Program Granted: 03/15/2018
The Pulse of IG in Healthcare and Beyond Granted: 03/05/2018
Using Computer Assisted Coding for E/M Granted 02/19/2018

Introduction to HCC Risk Adjustment Coding Granted: 02/21/2019
FY2020 ICD-10-CM Code Updates- Granted 09/302019
Special Deliver: ICD-10 OBGYN Coding Webinar – Granted: 09/06/2019
Data Evaluation Ideas for Coder/CDI Continuing Education – Granted 07/17/2019
Hot Topics in Coding: ECMO, Sepsis, Heart Device Report and More Granted 05/08/2019
Coding and Documentation Challenges w/ the expansion of code N18.3, Stage 3 CKD Granted: 01/26/2021
The New Horizon with FY2021 ICD-10-CM Updates Granted: 09/18/2020
2021 Updates ICD-10-CM Codes Granted: 09/11/2020
2021 Updates ICD-1O-CM Guidelines Granted: 09/11/2020
2021 Updates ICD-10-PCS Granted: 09/11/2020
3M Quality Webinar: Exploring Value-Based Purchasing Models Granted: 09/09/2020
The 21st Century Cures Act and its Impact of Disclosure Management Granted: 08/26/2020
INFUSE Bone Graft: Coding, Coverage and Support Granted: 05/31/2020
Learning from Common Coding Errors Granted: 05/12/2020
The "Skinny" on Coding for Skin Grafts and Related Musculoskeletal Procedures Granted: 01/29/2020

Appendix III
Enrollment and Graduates

Enrollment

Major Medical Coding Certificate	Program Enrollment*
Fall 2019	15
Spring 2020	13
Fall 2020	25
Spring 2021	24

Enrollment is based on the students declared major during the semester.

Graduates

Major Medical Coding Certificate	Certificates Awarded
2019-2020	20
2020-2021	15