



*Southern*  
West Virginia  
Community and Technical College

***Board of Governors***

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**Agenda Book  
April 18, 2017**

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**Members**

Wilma J. Zigmond, Chair  
Glenn T. Yost, Vice Chair  
F. Raamie Barker  
Kevin Hill  
Jada C. Hunter  
Latisha Marcum

Howard E. Seufer, Jr.  
Mason E. White II  
Kevin G. Zachary  
Shane K. Blackburn  
Melissa J. Deskins  
Russell F. Saunders

Robert E. Gunter, Ed.D  
President

**Southern West Virginia Community and Technical College  
Board of Governors Meeting of April 18, 2017  
Building C, Room 428, 2900 Dempsey Branch Road  
Mount Gay, West Virginia and by Teleconference**

**AGENDA**

1. Call to Order ..... Ms. Wilma Zigmund  
Board Chair
2. Introduction of New Board Members ..... Chair Zigmund
3. Oath of Office ..... Mr. Samuel Litteral  
Vice President for Finance and Administration
4. Call for Public Comments to the Board of Governors ..... Chair Zigmund
5. President's Report ..... Dr. Robert Gunter  
President
6. Financial Report ..... Mr. Litteral
7. Action Items
  - 7.1 Appointment of Ad Hoc Nominating Committee for 2017-18 Officers ..... Chair Zigmund
  - 7.2 Request for Approval of February 21, 2017 Board Minutes ..... 9
  - 7.3 Request for Approval of 2017-2018 Board Meeting Schedule ..... 17
  - 7.4 Request for Approval of Academic Program Reviews
    - 7.4.1 Central Sterile Supply Technician, Certificate ..... 18
    - 7.4.2 Early Childhood Development, A.A.S. .... 24
    - 7.4.3 Electrical Engineering Technology, A.A.S. .... 30
    - 7.4.4 Electrical Engineering Technology, Certificate ..... 36
    - 7.4.5 Forensic Psychology and Investigation, A.A.S. and Certificate ..... 42
    - 7.4.6 Information Technology, A.A.S. .... 49
    - 7.4.7 Information Technology, Certificate ..... 55
    - 7.4.8 Respiratory Care Technology, A.A.S. .... 61
    - 7.4.9 Technical Studies, A.A.S. .... 67
    - 7.4.10 Technical Studies, Certificate ..... 72
  - 7.5 Request for Final Approval of Institutional Policies
    - 7.5.1 85SCP-2250, *Hiring Adjunct Faculty* ..... 77
    - 7.5.2 SC90P-4710, *Academic Integrity* ..... 80
  - 7.6 Request for Approval of Institutional Policies for 30-day Public Comment
    - 7.6.1 SCP-2748, *Request for Release Time for Full-time Faculty* ..... 85
    - 7.6.2 SCP-2843, *Sexual Harassment* ..... 90
    - 7.6.3 SCP-7000, *E-mail as an Official Form of Communication* ..... 104
  - 7.7 Request for Approval of Mission Statement and Institutional  
Commitments for 30-day Comment ..... 108
8. Adjournment ..... Chair Zigmund

**Southern West Virginia Community and Technical College**

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|-------------------------------|--|--|-------------------------|-----------------------|
| <b>Committee</b>              | <b>President's Activities Report</b>                 |  | <b>Date</b>             | <b>April 18, 2017</b> |
| <b>Facilitator</b>            | Dr. Bob Gunter                                       |  | <b>Time</b>             | 6:00 PM               |
| <b>Location</b>               | Southern West Virginia Community & Technical College |  |                         |                       |
| <b>President's Activities</b> |  |  |                         |                       |
| <b>Ck</b>                     | <b>Date</b>  | <b>Activities</b>                      | <b>How Participated</b> |                       |
|                               |  | <b>Staff Meetings</b>                  |                         |                       |
|                               | February 24, 2017                                    | Governance Day                         | Participated            |                       |
|                               | February 24, 2017                                    | Faculty Senate Quarterly Meeting       | Participated            |                       |
|                               | February 24, 2017                                    | President's Unit Meeting               | Presided                |                       |
|                               | March 1, 2017  | HLC Assurance Team Co-chair(s) meeting | Presided                |                       |
|                               | March 6, 2017  | Vice President Meetings                | Presided                |                       |
|                               | March 13, 2017                                       | Vice President Meetings                | Presided                |                       |
|                               | March 14, 2017                                       | President's Cabinet Meeting            | Presided                |                       |
|                               | April 10, 2017                                       | Vice Presidents Meetings               | Presided                |                       |
|                               | April 11, 2017                                       | President's Cabinet Meeting            | Presided                |                       |
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| Key Points Discussed and Action Items |                   |  |                  |
|---------------------------------------|-------------------|--|------------------|
| Ck                                    | Date              | Activities   | How Participated |
|                                       |                   | <b>Chamber of Commerce/Consortium/Association Meetings</b>   |                  |
|                                       | March 13, 2017    | Tug Valley Chamber of Commerce   | Attended         |
|                                       | March 14, 2017    | Logan County Chamber of Commerce   | Attended         |
|                                       | April 10, 2017    | Tug Valley Chamber of Commerce   | Attended         |
|                                       | April 11, 2016    | Logan County Chamber of Commerce   | Attended         |
|                                       | April 12, 2017    | West Virginia Community College Association Conference Call  | Participated     |
|                                       |                   | <b>Campus Visits</b>   |                  |
|                                       | February 22, 2017 | Boone Campus Visit   | Visit            |
|                                       | February 28, 2017 | Williamson Campus Visit  | Visit            |
|                                       | March 7, 2017     | Wyoming Campus Visit   | Visit            |
|                                       | March 28, 2017    | Williamson Campus Visit  | Visit            |
|                                       | April 6, 2017     | William Campus Visit   | Visit            |
|                                       |                   | <b>Individuals Meet/Greet</b>  |                  |
| x                                     | February 28, 2017 | Nursing Program Expansion Discussion w/ Joe Grossman, President & CEO of ARH System, Ellen Wright, Vice President & Chief Nursing Officer, Duanne Thompson, ARH Board of Trustees, Tim Hatfield, Community CEO at Williamson, and Paula Vaughan, Director of Nursing at Williamson | Attended         |
|                                       | April 5, 2017     | Ms. Rebecca Roth, Director, Office of Planning, Compliance, & Policy, WV DHHR- Conference Call   | Participated     |
|                                       |                   |  |                  |
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| Key Points Discussed and Action Items |                          |  |                  |
|---------------------------------------|--------------------------|--|------------------|
| Ck                                    | Date                     | Activities   | How Participated |
|                                       |                          | <b>Other</b>   |                  |
|                                       | February 22, 2017        | Scott High School Recruiting Visit   | Participated     |
|                                       | February 28, 2017        | Interview Committee – Instructor/Coordinator of Respiratory Care   | Participated     |
|                                       | March 2, 2017            | Tug Valley Chamber of Commerce Business Leaders Forum  | Participated     |
|                                       | March 7, 2017            | Interview Committee – Instructor/Coordinator of Respiratory Care; Chair for the School of Arts and Sciences.   | Participated     |
|                                       | March 8, 2017            | International Economic Development Council Technical Assistance Team – Workforce Development & Education; Arts and Culture; and, Recreation and Tourism. | Participated     |
|                                       | March 9, 2017            | Interview Committee – Chair for the School of Allied Health and Nursing; Chair for the School of Arts and Sciences.                                      | Participated     |
|                                       | March 14, 2017           | Interview Committee – Chair for the School of Career and Technical Studies   | Participated     |
| X                                     | March 15, 2017           | Higher Education Day at the Legislature  | Participated     |
|                                       | March 16, 2017           | Interview Committee – Chair for the School of Career and Technical Studies; Chair for the School of Arts and Sciences                                    | Participated     |
|                                       | March 16, 2017           | Projected Need and Utilization of RRW Facility   | Presided         |
| X                                     | March 17, 2017           | Roundtable to Address Critical Nursing Shortages in WV   | Attended         |
| X                                     | March 28, 2017           | Send-off Reception for SkillsUSA – Welding   | Attended         |
| X                                     | March 29, 2017           | Send-off Reception for SkillsUSA – Cosmetology   | Attended         |
|                                       | March 29, 2017           | Mingo Central Comprehensive High School Recruiting Visit   | Participated     |
| X                                     | March 31 – April 4, 2017 | Higher Learning Commission Conference – Chicago, IL  | Participated     |
|                                       | April 6, 2017            | HLC Discussion   | Participated     |

|  |                |   |              |
|--|----------------|---|--------------|
|  | April 10, 2017 | Welcome Address for the Nursing Advisory Committee Annual Meeting   | Presented    |
|  | April 10, 2017 | WV Board of Nursing New Student/Faculty Ratio   | Participated |
|  | April 11, 2017 | Students First Team Meeting – Southern Climate Survey   | Participated |
|  | April 12, 2017 | West Virginia Community College Association Board Meeting   | Participated |
|  |                | <b>Grants Activity</b>  |              |
|  | April 6, 2017  | ARC POWER Grant Meeting w/ RCBI for CNC Machinist Technology Program  | Participated |
|  |                | <b>Informational Items/Planned Activities</b>   |              |
|  |                | Plasma Cutter – Williamson Campus Welding Program   |              |
|  |                | New Chair – College of Allied Health and Nursing <ul style="list-style-type: none"> <li>• Russell Saunders</li> </ul> New Chair – College Arts and Sciences <ul style="list-style-type: none"> <li>• Mindy Saunders</li> </ul> New Chair – College of Career and Technical Studies <ul style="list-style-type: none"> <li>• Bill Alderman</li> </ul>  |              |
|  |                | Higher Learning Commission Update <ul style="list-style-type: none"> <li>• Assurances Argument/Evidence <ul style="list-style-type: none"> <li>○ Attended HLC Conference</li> <li>○ Met with Dr. Karen Solomon – requested extension</li> <li>○ Restructured Criterion Committees</li> <li>○ Set deadlines for writing Arguments</li> <li>○ Hired Charles “Chuck” Keeney to write Arguments into one voice and proof</li> <li>○ Emma Baisden to “link” Evidence</li> <li>○ Proof</li> <li>○ Load in Portal</li> </ul> </li> </ul> |              |

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|--|--|--|--|
|  |  | <p>SkillsUSA - Southern West Virginia Community and Technical College Students Win Gold and Silver Medals at SkillsUSA Competition Southern West Virginia Community and Technical College students in Aesthetics, Nail Care, and Prepared Speech won gold and silver medals in the 52nd Annual SkillsUSA West Virginia State Leadership and Skills Conference held March 31 - April 1, 2017.</p> <p><b>Shane Blackburn</b>, a Mechatronics student and Board of Governors student representative, brought home the gold medal for his skills in Prepared Speech.</p> <p><b>Helena Surber</b> won a gold medal for her skills in Nail Care. Fellow Cosmetology student, <b>Jadrian Saunders</b>, served as Ms. Suber's model for the competition.</p> <p><b>Chastidy Wiley</b>, brought home a silver medal for her Aesthetics skills. Fellow student, <b>Katelyn Thompson</b>, served as her model.</p> <p>Southern students also participated in the Welding and Welding Fabrication portions of the competition this year. Both the students and faculty involved agreed that the experience was invaluable to their education and skill development, and they are looking forward to future competitions.</p> |  |
|  |  | <p>Grants Update</p> <ul style="list-style-type: none"> <li>• Grants Management Protocol</li> <li>• Hatfield &amp; McCoy – Southern Coalfields Sustainable Tourism &amp; Entrepreneurship Program</li> <li>• NACCE - EntreEd</li> <li>• Drone Airspace Management – KY-WV Regional Drone Technology Workforce Project</li> <li>• Robert C. Byrd Institute – Applied Systems &amp; Technology Transfer (Machining)</li> <li>• PRIDE Community Service – BuildJob Initiative</li> </ul>  |  |

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|  |  | Students First! Assessment Surveys <ul style="list-style-type: none"><li>• April 11, 2017 - Survey Results Meeting</li></ul> |  |
|  |  | Graduation - May 13, 2017 <ul style="list-style-type: none"><li>• Medallion Tradition</li></ul>                              |  |

**Southern West Virginia Community and Technical College  
Board of Governors  
Meeting of February 21, 2017  
6:00 p.m.  
2900 Dempsey Branch Road, Building C, Room 428  
Mount Gay, West Virginia and by Teleconference**

**DRAFT MINUTES**

**Board Members Present:** Glenn Yost, Vice Chair; Raamie Barker, Secretary; Kevin Hill, Jada Hunter, Latisha Marcum, Howard Seufer, Shane Blackburn, Student Representative; Russell Saunders, Faculty Representative

**Board Members Absent:** Virginia Stepp, Staff Rep., Kevin Zachary, Wilma Zigmond, Chair

**College Staff Present:** Robert Gunter, President; Samuel Litteral, Allyn Sue Barker, Jack Dilbeck, Tahnee Bryant, Melinda Saunders, Carol Howerton, Chris Gray, Gary Holeman, Susan Baldwin, Will Alderman, Chuck Puckett, Tehseen Irfan, Martha Maynard, Emma Baisden (Recorder)

**Guest:** Kelly Shafer, CPA, Suttle & Stalnaker, PLLC

- 1. Verification of Quorum and Call to Order**  
Board of Governors Vice Chair, Glenn Yost, declared a quorum present and convened the meeting at 6:00 p.m.
- 2. Introduction of New Board**  
Chair Yost introduced new Board member Latisha Marcum of Williamson, West Virginia, who was appointed to the Board by Governor Jim Justice for a term ending June 30, 2018. She represents the Sixth Senatorial District and succeeds Kevin Fowler. Ms. Marcum is the Assistant Principal at Logan High School in Logan, WV.
- 3. Oath of Office**  
Mr. Samuel Litteral, Vice President for Finance and Administration and Public Notary, administered the *Oath of Office* to Latisha Marcum.
- 4. Call for Public Comments to the Board of Governors**  
Chair Yost asked for public sign-up for comments to the Board. No signatures were recorded.
- 5. Annual Faculty Senate Presentation**  
Faculty Senate Chair, Susan Baldwin, discussed matters affecting Southern's faculty with the group. She presented the Board with an overview of the Senate's composition, and informed the group that the Faculty Senate is designed to create an open channel between the faculty, administration, and the Board of Governors. Ms. Baldwin informed members of the Board that the Senate has established a positive working relationship with both President Gunter and Vice President Dilbeck. The Senate has had discussions with administration about increasing faculty professional development opportunities, establishing a faculty emeritus policy, and reinstating a tenure policy at Southern. Although this is not an exhaustive list, Ms. Baldwin highlighted the accomplishments of Southern's faculty as follows:
  - 5.1 Abigail Michileni, English Instructor, was invited to present her research at two

national conferences this Spring in Portland, Oregon. Several of her students have been featured in Orion Magazine's "Place Where You Live" segment. In April, one of Abby's poems will be published in the Anthology of Appalachian Writers. She and fellow colleague, Lillie Teeters (English Instructor), will launch the first edition of "Sticks," Southern's literary arts magazine in April 2017. "Sticks" is a compilation of poetry, short fiction, creative nonfiction, photography, and artwork submitted by Southern students, faculty, and staff.

- 5.2 Several faculty members were the first in the State of West Virginia to receive Quality Matters (QM) certification: Susan Baisden, Psychology; Vicky Evans, English; Stephanie Mounts, Management; and Lisa Redmiles, Math. The following faculty have courses which have received full QM approval: Matt Payne, IT; Dr. Sarma Pidiparthi, Math; and Beverly McDonald, Sociology. Additionally, the following faculty are nearing approval: Anna James, English; Erica Farley, Computer Literacy; Kim Hensley, Science; and Gordon Hensley, Business.
- 5.3 Carol Howerton and Matthew Payne presented at the 2016 League of Innovation Conference in Chicago, IL, and Ms. Howerton is scheduled to present at the 2017 QM Conference in New York in July 2017. She was also selected by the National Science Foundation to serve as a review panelist for the 2016 Advanced Technology Education Grant solicitation.
- 5.4 Under the guidance of Sheridan Taylor (Welding), John Evans (Mechatronics), and Irma Colegrove (Cosmetology), several of Southern's students will compete in the West Virginia State Leadership and Skills Conference in March 2017.
- 5.5 In November, Southern's Nursing faculty and students contributed more than 1,000 items to the STOP Coalition in Mingo County to provide food to needy children who are not enrolled in school. This program called "Backpacks for Blessings" is coordinated by the Crossroad Women's Shelter in Gilbert, West Virginia, where Southern's students perform Spring clinical rotations. Prior to Christmas break, these same students also provided items to Nursing home patients at Genesis Healthcare.
- 5.6 Under the leadership of Mindy Saunders, Division Head of University Transfer, the division faculty presented a successful co-requisite model in math and English which is mandated by Chancellor Tucker's office.
- 5.7 Southern's Radiological Technology students, along with faculty facilitators, Eva Hallis and Russell Saunders, placed seventh in the student academic bowl at the annual conference of the West Virginia Society of Radiologic Technologists at Lakeview Golf Resort in Morgantown, WV. The student competed against 18 other institutions in West Virginia and Ohio. For the past decade, Southern students have never finished lower than seventh place in the competition.
- 5.8 Assistant Professor of History/Sociology and author of "Blood in West Virginia: Brumfield vs. McCoy," Brandon Kirk, was featured in the May edition of the Herald Dispatch, and was recently featured in The New Yorker Magazine as an expert on regional history. Mr. Kirk was approached by West Virginia Public Broadcasting for

an interview for its “Inside Appalachia” series, and by the Bluegrass Unlimited magazine to write an article on the late fiddler Ed Haley of Lincoln County, West Virginia. He is currently conducting research to write a sequel to his book.

Following the presentation, Chair Yost thanked Ms. Baldwin and the Senate for its service to Southern and its students.

**6. President’s Report**

- 6.1 Dr. Casey Sacks, the new Vice Chancellor for the Community and Technical College System, visited Southern on January 12, 2017. Dr. Sacks met with President Gunter and his Cabinet to gain first-hand knowledge of Southern’s academic and workforce development programs.
- 6.2 On December 15, 2015, Chancellor Tucker along with the Community and Technical College Presidents, participated in then Governor-elect Justice’s Transition Policy Committee team meeting on higher education.
- 6.3 Officials of Southern and the University of Pikeville’s College of Optometry signed a Memorandum of Understanding allowing qualifying students the opportunity for direct entry into the program. The University of Pikeville guarantees annual admission of three Southern students into the Optometry program.
- 6.4 President Gunter participated in the Workforce Development Institute Conference sponsored by the American Association of Community Colleges (AACC) January 24 - 29, 2017 in Newport Beach, CA. Much of the expenses for the conference was funded by the Community Colleges of Appalachia and focused on strengthening public and private sector partnerships, providing structure to the career pathways process, and strengthening the talent pipeline.
- 6.5 Ms. Carol Howerton assumed the position of Associate Vice President for Academic Affairs on February 20, 2017.
- 6.6 Southern will participate in an ARC Power Grant initiative being coordinated by the National Association for Entrepreneurship Education (EntreEd) and the National Association for Community College Entrepreneurship (NACCE) regarding the incorporation of entrepreneurship in a K-12 district. President Gunter, Carol Howerton, Bill Alderman, Stephanie Mounts, Jackie Whitley, and Guy Lowes participated in the kickoff meeting held February 17, 2017, at BridgeValley Community and Technical College in South Charleston, WV.
- 6.7 Ms. Ruth Lemmon, President of the West Virginia Automobile and Truck Dealers Association, will be the guest speaker for Southern’s Commencement Ceremony scheduled for Saturday, May 13, 2017 beginning at 10:00 a.m. at the Coalfield Jamboree Theater in downtown Logan, WV.
- 6.8 The Higher Learning Commission (HLC) approved Southern’s request to open two additional locations: Running Right Leadership Academy at Julian, West Virginia, and Unilin Flooring at Holden, West Virginia. It is anticipated that the Commission will

conduct additional location confirmation visits at these locations in April 2017.

6.9 President Gunter participated in the 21<sup>st</sup> annual Black History Month/Harmony 365 Candlelight Vigil held at the Logan Street First Baptist Church in Williamson, West Virginia on Sunday, February 19<sup>th</sup>. President Gunter accepted a plaque on behalf of the College presented by Ms. Willene Moore. She expressed her gratitude for the partnership initiated in 1996 between the local NAACP, local county schools boards, and Southern West Virginia Community and Technical College. Dr. Travis Kirkland was President of Southern at that time.

**7. Financial Report**

Vice President for Finance and Administration, Samuel Litteral, provided the financial report dated January 31, 2017 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures for the period. Over the next two months Vice President Litteral will work closely with college officials to develop scenarios for anticipated budget cuts of \$500,000, \$1,000,000, and \$1,500,000. Mr. Litteral informed the group that Southern has lost approximately \$1.6 million due to mandated budget cuts over the last three years.

**8. Financial Audit**

The accounting firm of Suttle and Stalnaker, PLLC, conducted the financial audit for Southern West Virginia Community and Technical College for the fiscal year ended June 30, 2016. Suttle and Stalnaker audit and consulting senior manager, Kelly Shafer, discussed details of the accounting firm's findings with respect to financial reporting. The accounting firm provided copies of the audited financial statements to the Board for review prior to this meeting. The report is intended solely for the information and use of the College's Governing Board, managements of the College and the West Virginia Council for Community and Technical College Education, and is not intended to be and should not be used by anyone other than these specified parties. Ms. Shafer stated that no internal issues or compliance issues were found during the audit, and the firm found no difficulties in dealing with management in performing and completing their audit. They recommended the conversion to a computerized asset system and the implementation of Banner capital assets which would eliminate a significant amount of manual record-keeping duties. Ms. Shafer expressed her appreciation to Vice President Litteral and his staff for the excellent assistance they provided during the audit.

**9. Board of Governors Tuition Ad Hoc Committee Proposal**

Vice President and Chief Financial Officer, Sam Litteral, presented the Committee's tuition proposal to Board members. They recommended that the Board of Governors approve a resolution for a 5% tuition increase for the 2017-2018 academic year to reflect an \$84.00 per semester per FTE increase for resident students effective July 1, 2017. This reflects an increase of \$7.00 per credit hour which will increase tuition from \$139.00 per credit hour to \$146.00 per credit hour. This increase will bring the full-time tuition to \$1,752.00 per semester, and the annual tuition rate to \$3,504.00 for resident students. If approved, the Committee recommends this request be submitted to the West Virginia Council for Community and Technical College Education for action at its next meeting. The staff further recommended that the tuition and fee rates for nonresident students be placed at a level to insure that nonresident students pay the lower of the most recent reported System average

or the calculated institutional full cost of instruction as required by West Virginia Code §18B-1D-3(a)(2)(B).

**10. Action Items:**

**10.1 Request for Approval of Audited Financial Report**

**MOTION:** Russell Saunders moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the filing of the audited financial report for the fiscal year ended June 30, 2016.

**ACTION:** Jada Hunter seconded the motion. The motion carried unanimously. Chair Yost declared the report received and the motion approved.

**10.2 Request for Approval of 2017-2018 Tuition Proposal**

**MOTION:** Howard Seufer moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed resident tuition increase of \$84.00 per semester per FTE for the 2017-2018 academic year effective July 01, 2017, AND

*BE IT FURTHER RESOLVED*, that the tuition and fees be placed at a level to insure that out-of-state students pay the lower of the most recent reported System average or the calculated institutional full cost of instruction as required by West Virginia Code §18B-1D-3(a)(2)(B).

**ACTION:** Russell seconded the motion. The motion carried unanimously. Chair Yost declared the motion adopted and the tuition increase approved effective July 1, 2017.

**10.3 Request for Approval of December 13, 2016 Board Meeting Minutes**

**MOTION:** Howard Seufer moved to accept the meeting minutes as presented.

**ACTION:** Jada Hunter seconded the motion. The motion carried unanimously. Chair Yost declared the motion adopted and the minutes approved. To assist the Board with their upcoming presidential evaluation process, Chair Yost requested for President Gunter to provide a written progress report toward the accomplishment of his 2016-2017 goals at each meeting.

**10.4 Request for Approval of Transcript Fee**

**MOTION:** Kevin Hill moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed transcript fee of \$5.00 per transcript to use the National Student Clearinghouse service for electronic record exchanges

effective upon approval.

**ACTION:** Russell Saunders seconded the motion. The motion carried unanimously. Chair Yost declared the motion adopted and the transcript fee approved effective immediately.

**10.5 Request for Final Approval of Proposed Institutional Policies**

**10.5.1 SCP-1735, *Solicitation Policy***

**MOTION:** Jada Hunter moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-1735, *Solicitation Policy*, for submission to the Chancellor for Community and Technical College Education following the required 30-day public comment period.

**ACTION:** Howard Seufer seconded the motion. The motion carried unanimously. Chair Yost declared the motion adopted and the policy approved.

**10.5.2 SCP-2375, *Home Campus Assignment and Campus Requirements for Faculty***

**MOTION:** Jada Hunter moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-2375, *Home Campus Assignment and Campus Requirements for Faculty*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

**ACTION:** Howard Seufer seconded the motion. The motion carried unanimously. Chair Yost declared the motion adopted and the policy approved.

**10.5.3 SCP-2875, *Workload Requirements for Full-time Faculty***

**MOTION:** Russell Saunders moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-2875, *Workload Requirements for Full-time Faculty*, for submission to the Chancellor for Community and Technical College Education following an additional 30-day public comment period.

**ACTION:** Kevin Hill seconded the motion. The motion carried unanimously. Chair Yost declared the motion adopted and the policy approved.

**10.6 Request for Approval to Release for 30-day Public Comment Period**

**10.6.1 SCP-2250, *Hiring Adjunct Faculty***

**MOTION:** Russell Saunders moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the SCP- 2250, *Hiring Adjunct Faculty*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

**ACTION:** Howard Seufer seconded the motion. The motion carried unanimously and Chair Yost declared the motion adopted.

**10.6.1.1 SCP-4710, *Academic Integrity***

**MOTION:** Jada Hunter moved the adoption of the following resolution:

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-4710, *Academic Integrity*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

**ACTION:** Howard Seufer seconded the motion. The motion carried unanimously and Chair Yost declared the motion adopted.

**11. Executive Session under Authority of West Virginia Code §6-9a-(b) to discuss Personnel and Management Issues**

Jada Hunter moved that the Board of Governors enter an Executive Session pursuant to West Virginia Code §6-9A-4-2b to discuss personnel and management issues. Kevin Hill seconded the motion that carried unanimously. Chair Yost declared the motion adopted and Board then met in an Executive Session at 7:18 p.m. At the conclusion of discussions, Chair Yost declared the Board of Governors rise from Executive Session and convene in Open Session at 7:55 p.m. No action was taken as a result of the Executive Session.

**12. Adjournment**

There being no further business, Chair Yost declared the meeting adjourned at 8:00 p.m. The next Board meeting is scheduled for 6:00 p.m. on April 18, 2017 and will be held in Building C, Room 428, at Southern's Logan Campus.

**ADDENDUM:** At the beginning of the meeting Vice Chair Yost announced that Virginia Stepp had tendered her resignation from the Board via e-mail effective today, February 21, 2017. He commended Ms. Stepp for her service to the Board of Governors. Mr. Chris Gray, Classified Staff Council Chair, confirmed that the Council would conduct a special election to elect a representative to fulfill Ms. Stepp's term through June 30, 2017.

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Wilma J. Zigmond, Chair

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Emma L. Baisden  
Executive Assistant to the President  
and Board of Governors

*DRAFT*

**Southern West Virginia Community and Technical College  
Board of Governors**

**Meeting Schedule**

**July 1, 2017 — June 30, 2018**

| <b>Agenda Items Due Date</b> | <b>Board of Governors Agenda Committee Meeting Date</b> | <b>Board of Governors Business Meeting Date</b> | <b>Business Meeting Location</b>            |
|------------------------------|---|---|---|
| July 25, 2017                | August 1, 2017<br>9:00 a.m.                             | August 15, 2017<br>6:00 p.m.                    | Building C, Room 428<br>Logan Campus        |
| September 26, 2017           | October 3, 2017<br>9:00 a.m.                            | October 19, 2017<br>6:00 p.m.                   | Chief Logan Conference<br>Center, Logan, WV |
|                              |   | October 20, 2017<br>8:00 a.m. - 12:00 p.m.      | Chief Logan Conference<br>Center, Logan, WV |
| November 21, 2017            | November 28, 2017<br>9:00 a.m.                          | December 12, 2017<br>6:00 p.m.                  | Building C, Room 428<br>Logan Campus        |
| January 30, 2018             | February 6, 2018<br>9:00 a.m.                           | February 20, 2018<br>6:00 p.m.                  | Building C, Room 428<br>Logan Campus        |
| March 27, 2018               | April 3, 2018<br>9:00 a.m.                              | April 17, 2018<br>6:00 p.m.                     | Building C, Room 428<br>Logan Campus        |
| May 29, 2018                 | June 5, 2018<br>9:00 a.m.                               | June 19, 2018<br>6:00 p.m.                      | Building C, Room 428<br>Logan Campus        |

\*Additional meetings may be necessary for emergency or time-sensitive issues.

Unless otherwise indicated, the Board of Governors Agenda Committee meetings are held in Room 428, Building C, Logan Campus and by Teleconference beginning at 9:00 a.m.

Unless otherwise indicated, the Board of Governors business meetings are held in Room 428, Building C, Logan Campus beginning at 6:00 p.m.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Central Sterile Supply Technician, 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:** Judith Curry

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Healthcare and Business Programs conducted a program review of the Central Sterile Supply Technician Certificate program during the 2016 / 2017 academic year.

Based upon the program review, it is recommended that the Central Sterile Supply Technician Certificate program continue at the current level of activity without corrective action.

The program 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.



## **PROGRAM REVIEW**

### **For Occupational Programs Implemented Under the Provisions of Series 37 of the West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Central Sterile Supply Technician, Certificate

March 2017

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Programs Without Specialized Accreditation**

**Summary of Findings**  
**2016-2017**

**Program Name:** Central Sterile Supply Technician, Certificate  
**Hours Required for Graduation:** 30

**I. Synopses of significant findings, including findings of external reviewer(s)**

**A. Adequacy**

1. The program is adequately staffed with qualified faculty.
2. The curriculum adequately meets the requirements for the student to take the national certification.
3. Supplies and equipment are available in the lab.
4. Advisory Committee is actively involved in the program.
5. Students completing the program were employed.
6. Students that did not obtain the certificate from Southern and completed the program major courses were able to find employment.
7. Employees working in the central sterile department of a hospital were able to take four credit hours online, and be able to test for the national certification.
8. Employers voiced satisfaction of the graduates they hired.
9. The assessment system ensures that the student has attained the proper learning and competency abilities.

Conclusion: The program meets minimum adequacy requirements.

**B. Viability**

1. Low cost program, employing only one full-time faculty that also teaches other classes.
2. Low operational budget.
3. A grant provides funds for salary and benefits.
4. All the supplies and equipment are shared with the Surgical Technology Program.
5. The program maintains clinical contracts with facilities in Logan, Charleston and Williamson WV, South Williamson and Pikeville KY.

Conclusion: The program meets minimum viability requirements.

**C. Necessity**

1. The program meets both an educational and employment need.
2. The program meets employed technicians ability to take the national certification.
3. The program has input from an advisory committee.

Conclusion: The program meets minimum necessity requirements.

**D. Consistency with Mission**

1. Program supports the mission and vision of the institution.

Conclusion: The program is consistent with the mission of the college.

**II. Plans for Program Improvement, Including Timeline**

Program advertising and marketing materials for the program to be developed. This should begin fall 2017 and continue into spring 2018.

**III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished**

The program underwent an initial post audit review in 2011. Enrollment was the main concern and still remains a current concern. The West Virginia Council for Community and Technical College Education (CTCS), requested a follow-up report to address the specific assessment measures and how the results were utilized for program improvement. The follow-up report was submitted and accepted with continuation of the program and no corrective actions. Additionally, the Allied Health and Business Advisory Committee is actively involved with the program and provides direction and guidance for program improvement.

**IV. Five Year Trend Data on Graduates and Majors Enrolled**

No specific trends can be identified based on program enrollment or graduates. The last cohort enrolled two, and both obtained certification. However, the cohort in the previous year enrolled eight and only six received certification.

**V. Summary of Assessment Model and How Results Are Used for Program Improvement**

The assessment model contains a variety of measurements for classroom performance. Students are assessed by written, oral and performance of skills. Clinical facilities complete a daily evaluation of the student performance in the department. The student must complete 400 clinical hours in a hospital facility. If skills standards are not met, the student is returned to the lab for remediation.

## **VI. Data on Student Placement**

Since fall 2012, fourteen students received certification and nine students were employed. Three students enrolled in the Surgical Technology Program to further their education.

## **VII. Final Recommendation Approved by the Governing Board**

See the attached resolution for Board of Governors final recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Early Childhood Development, A.A.S. 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:** Melinda Saunders

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Social Sciences, Education, and Non-Traditional Programs conducted a program review of the Early Childhood Development A.A.S. program during the 2016 / 2017 academic year.

Based upon the program review, it is recommended that the Early Childhood Development A.A.S. program continue at the current level of activity without corrective action.

The program 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.



## **PROGRAM REVIEW**

### **For Occupational Programs Implemented Under the Provisional of Series 37 of the West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Early Childhood Development, Associate in Applied Science

March 1, 2017

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Programs Without Specialized Accreditation**

**Summary of Findings**  
**2016-2017**

**Program Name:** Early Childhood Development, Associate in Applied Science  
**Hours Required for Graduation:** 60

**I. Synopses of significant findings, including findings of external reviewer(s)**

**A. Adequacy**

1. The program has established goals and objectives.
2. The program adequately evaluates the preparation and performance of majors and graduates.
3. The program curriculum meets the needs of the industry.
4. The program curriculum has sufficient and appropriate required hours of general education.
5. The program has a sufficient number of appropriately credentialed faculty.
6. The program prepares graduates for a variety of skilled jobs.
7. Entrance abilities for students are within community college standards.
8. The program maintains appropriate assessment tools.
9. The facilities are adequate to meet the needs of the program.

Conclusion: The program meets minimum adequacy requirements.

**B. Viability**

1. The program has a sufficient and stable number of identified majors to sufficiently fill course sections offered.
2. The program has a sufficient and stable number of graduates to meet industry needs.
3. While the percentage of completion is within the current expectations for the program, legislative mandates requiring more rigorous credentials for current and future personnel in the field may lead to an increase in the percentage of completion.

Conclusion: The program meets minimum viability requirements.

**C. Necessity**

1. The program meets a validated industry demand as indicated by current employment opportunities and evidence of future needs.

2. The graduates find successful gainful employment.
3. The program has input from an advisory committee with representative from various industry and educational partners.
4. The program is not duplicated in the service region.

Conclusion: The program meets minimum necessity requirements.

**D. Consistency with Mission**

1. The program supports the mission and vision of the institution.
2. The program draws upon support from other programs.
3. The program complements other programs offered.
4. Discontinuance of the program might have negative effects upon the institution's ability to accomplish its mission.

Conclusion: The program is consistent with the mission of the college.

**II. Plans for Program Improvement, Including Timeline.**

The suggested program sequence for completion of the required curriculum will be placed on Southern's website and shared with all student advisors prior to the start of the fall 2017 semester.

Program faculty will communicate information concerning graduation through advising. Program faculty will review the academic progress of identified majors and communicate that progress toward degree completion directly through electronic means with each student at the start of each semester beginning with the fall 2017 semester and continuing through the next program review.

Faculty and the advisory committee will review the curriculum annually and recommend appropriated changes in curriculum as warranted following the institution's required governance processes for implementing curricular changes.

**III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished**

The Early Childhood Development Program Associate in Applied Science was last reviewed during the 2011-2012 academic year. The self-study of the program at that time resulted in a recommendation of continuance of the program with corrective action. The corrective action recommended was that a greater emphasis be placed on graduation rates and on identifying majors within the program. The 2011-2012 program review cited that students who stated they want to major in "education" had been placed in University Transfer without a distinction being made between early childhood and elementary education. A serious and ongoing effort to rectify this situation occurred through questioning and advising of students. Additionally, the organization of the college catalog now communicates the curriculum for the Associate in Applied Science in Early Childhood

Development to current and prospective students in a clear manner. To further reduce possible conflation of the programs, changes to the curriculum in the University Transfer Program in the Associate in Arts effective fall 2017 provide a well-defined pathway, the Pathway in Elementary Education, for students interested in pursuing a baccalaureate degree in elementary education. Clear communication of the program's purpose, requirements, and autonomy from the elementary education career pathway has been established.

#### **IV. Five year Trend Data on Graduates and Majors Enrolled**

Program enrollment by major count and the number of program graduates have remained stable. From fall 2012 to spring 2016, the program boasts an annual average of 69 identified majors and 9.25 graduates. The number of graduates produced annually from fall 2012 to spring 2016 ranges from eight to ten. The stability in enrollment and number of graduates is expected to continue.

#### **V. Summary of Assessment Model and How Results Are Used for Program Improvement**

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by academic leadership in regular consultation with the program faculty. Outcomes are discussed at team meetings and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction revision.

#### **VI. Data on student placement**

Graduates responding to requests for information have obtained high quality industry-related jobs that pay wages and have reasonable benefits commiserate with industry norms.

#### **VII. Final Recommendation Approved by the Governing Board**

See the attached resolution for Board of Governors final recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Electrical Engineering Technology, A.A.S. 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:** Guy Lowes

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Applied and Industrial Technology Programs conducted a program review of the Electrical Engineering Technology A.A.S. program during the 2016 / 2017 academic year.

Based upon the program review, it is recommended that the Electrical Engineering Technology A.A.S. program continue at the current level of activity without corrective action.

The program 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.

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Board of Governors**

Program with Special Accreditation       Program without Specialized Accreditation

**Program:** Electrical Engineering Technology AAS      02/28/2017  
Degree and Title      Date

**INSTITUTIONAL RECOMMENDATION**

The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

**Rationale for Recommendation:**

This program should be continued at the current level of activity without corrective action because it meets minimum requirements for adequacy, viability, and necessity. The program is consistent with Southern's mission and satisfies a need for Electrical Engineering Technicians in the state and surrounding regions.

\_\_\_\_\_  
 Signature of person preparing report if other than Division Head      Date

*Dong Moon*      2/28/17  
 Signature of Division Head      Date

*Joseph Della*      3/2/17  
 Signature of Vice President for Academic Affairs and Student Services      Date

*Robert J. ...*      3/29/17  
 Signature of President      Date

\_\_\_\_\_  
 Signature of Chair, Board of Governors      Date

## **PROGRAM REVIEW**

### **For Occupational Programs Implemented Under the Provisions of Series 37 of the West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Electrical Engineering Technology, Associated in Applied Science

March 2017

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Programs Without Specialized Accreditation**

**Summary of Findings**  
**2016-2017**

**Program Name:** Electrical Engineering Technology, Associate in Applied Science  
**Hours Required for Graduation:** 60

**I. Synopses of significant findings, including findings of external reviewer(s)**

**A. Adequacy**

1. The curriculum has adequate requirements that meet the needs of business and industry.
2. The program has established goals and objectives.
3. The program provides a variety of skilled job pathways.
4. Entrance abilities for the students are within community college standards.
5. The program has appropriately trained faculty.
6. The program maintains appropriate assessment tools.

Conclusion: Program meets minimum adequacy requirements

**B. Viability**

1. The program is near capacity for enrollment.
2. Graduates are within expectations for the program.
3. Previous history of the program indicates number of future students seeking the degree will remain steady or increase.
4. The program provides a smooth transition to bachelor degrees.

Conclusion: Program meets minimum viability requirements

**C. Necessity**

1. The program meets a validated industry demand.
2. The graduates find successful gainful employment.

Conclusion: Program meets minimum requirements for necessity.

**D. Consistency with Mission**

1. The program supports the mission and vision of the institution.
2. The program and core courses support the compact.
3. There is limited impact on other programs.

Conclusion: Program is consistent with the mission of the college.

## **II. Plans for Program Improvement, Including Timeline**

The math department has worked with program faculty to develop strategies to improve student math competencies through the introduction of a co-curricular model for delivery of remediation. The gateway math course also underwent a specific review to restructure class activities to better align with the technology students learning styles. Early indications are that this is increasing the number of individuals who successfully complete the program math requirements. Results of these changes will continue to be reviewed and improved as necessary.

Budget for the program is spent each year on upgrades for software and purchasing of additional simulators. Increased efforts on tracking and advising students to assist with completion of courses in sequence will continue to be monitored and improved as necessary. Additional efforts are being made to track students beyond graduation. All activities are ongoing.

## **III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished**

The last program review was conducted in 2012. The weaknesses noted were a lack of lab space and weak student math skills leading to increased time to graduate. The lack of lab space is still a constraint on the program, but has been ameliorated in part by creation of the mechatronics lab at the Williamson Campus and creative scheduling of the Logan lab. The lack of math skills has been addressed by introduction of the co-curricular model. This strategy has increased the number of individuals successfully completing the math sequence on time.

## **IV. Five Year Trend Data on Graduates and Majors Enrolled**

Program enrollment has been at capacity during the review period. This trend is expected to continue. The number of graduates has increased during the last five years.

## **V. Summary of Assessment Model and How Results Are Used for Program Improvement**

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by the division head along with regular consultation with the program faculty. Outcomes are discussed at department meetings and changes in delivery and content are made accordingly. Formal curriculum changes are presented in

accordance with the established Institutional policy and procedures for curriculum and instruction.

**VI. Data on Student Placement**

Approximately half of the graduates who responded to requests for information are working in the electrical field. The other half of respondents were continuing their education.

**VII. Final Recommendation Approved by the Governing Board**

See the attached resolution for Board of Governors final recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Electrical Engineering Technology 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:** Guy Lowes

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Applied and Industrial Technology Programs conducted a program review of the Electrical Engineering Technology Certificate program during the 2016 / 2017 academic year.

Based upon the program review, it is recommended that the Electrical Engineering Technology Certificate program continue at the current level of activity without corrective action.

The program 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.

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Board of Governors**

Program with Special Accreditation       Program without Specialized Accreditation

**Program:** Electrical Engineering Tech. Certificate      02/28/2017  
Degree and Title      Date

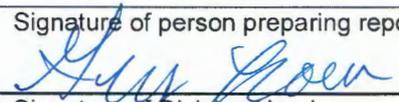
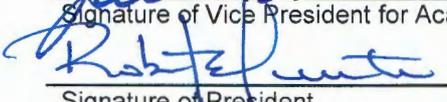
**INSTITUTIONAL RECOMMENDATION**

The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

**Rationale for Recommendation:**

This program should be continued at the current level of activity without corrective action because it meets minimum requirements for adequacy, viability, and necessity. The program is consistent with Southern's mission and satisfies a need for Electrical Engineering Technicians in the state and surrounding regions.

|   |         |
|---|---------|
| Signature of person preparing report if other than Division Head                    | Date    |
|  | 2/28/17 |
| Signature of Division Head  | Date    |
|  | 3/6/17  |
| Signature of Vice President for Academic Affairs and Student Services               | Date    |
|  | 3/29/17 |
| Signature of President  | Date    |
| Signature of Chair, Board of Governors  | Date    |

## **PROGRAM REVIEW**

### **For Occupational Programs Implemented Under the Provisions of Series 37 of the West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Electrical Engineering Technology, Certificate

March 2017

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Programs Without Specialized Accreditation**  
**Summary of Findings**  
**2016-2017**

**Program Name:** Electrical Engineering Technology, Certificate

**Hours Required for Graduation:** 30

**I. Synopses of significant findings, including findings of external reviewer(s)**

**A. Adequacy**

1. The curriculum has adequate requirements that meet the needs of business and industry.
2. The program has established goals and objectives.
3. Provides a variety of skilled job pathways.
4. Entrance abilities for the students are within community college standards.
5. The program has appropriately trained faculty.
6. The program maintains appropriate assessment tools.

Conclusion: Program meets and exceeds minimum adequacy requirements.

**B. Viability**

1. The program is near capacity for enrollment.
2. Graduates are within expectations for the program.
3. Previous history of the program indicates number of future students seeking the degree will increase.
4. The program is the first year of the associate degree program.

Conclusion: Program meets and exceeds minimum viability requirements.

**C. Necessity:**

1. The program meets a validated industry demand.
2. The graduates find successful gainful employment.

Conclusion: The program meets minimum requirements for necessity.

**D. Consistency with Mission:**

1. The program does support the mission and vision of the institution.
2. The program and core courses support the compact.
3. There is limited impact on other programs.

Conclusion: The program is consistent with the mission of the college.

## **II. Plans for Program Improvement, Including Timeline**

The math department has worked with program faculty to develop strategies to improve student math competencies through the introduction of a co-curricular model for delivery of remediation. The gateway math course also underwent a specific review to restructure class activities to better align with the technology students learning styles. Early indications are that this is increasing the number of individuals who successfully complete the program math requirements. Results of these changes will continue to be reviewed and improved as necessary.

Budget for the program is spent each year on upgrades for software and purchasing of additional simulators. Increased efforts on tracking and advising students to assist with completion of courses in sequence will continue to be monitored and improved as necessary. Additional efforts are being made to track students beyond graduation. All activities are ongoing.

## **III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished**

The last program review was conducted in 2012. The weaknesses noted were a lack of lab space and weak student math skills leading to increased time to graduate. The lack of lab space is still a constraint on the program, but has been ameliorated in part by creation of the mechatronics lab at the Williamson Campus and creative scheduling of the Logan lab. The lack of math skills has been addressed by introduction of the co-curricular model. This strategy has increased the number of individuals successfully completing the math sequence on time.

## **IV. Five Year Trend Data on Graduates and Majors Enrolled**

The majority of students do not list the certificate as their intended major. Program enrollment has been at capacity during the review period. This trend is expected to continue. The number of graduates has increased during the last five years.

## **V. Summary of Assessment Model and How Results Are Used for Program Improvement**

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by the division head along with regular consultation with the program faculty. Outcomes are discussed at each department meeting and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

**VI. Data on Student Placement**

Approximately half of the graduates who responded to requests for information are working in the electrical field. The other half of respondents were continuing their education. A majority of graduates also obtained the associate degree.

**VII. Final Recommendation Approved by the Governing Board**

See the attached resolution for Board of Governors Final Recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval to Discontinue Academic Programs

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the discontinuance of the Forensic Psychology and Investigation, A.A.S. and Certificate programs in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

**STAFF MEMBER:** Melinda Saunders

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Social Sciences, Education, and Non-Traditional Programs conducted a program review of the Forensic Psychology and Investigation A.A.S. and Certificate programs during the 2016 / 2017 academic year.

Based upon the program review, it is recommended that the Forensic Psychology and Investigation A.A.S. and Certificate programs be discontinued in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

The programs do not meet the minimum standards for adequacy, viability, or necessity, and do not support the mission of the College. The programs have produced only two graduates since inception and the programs do not lead to entry-level employment.

The program 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.



## **PROGRAM REVIEW**

**For Occupational Programs  
Implemented Under the Provisions of Series 37 of the  
West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Forensic Psychology and Investigation, AAS and Certificate

March 6, 2017

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Programs Without Specialized Accreditation**

**Summary of Findings**  
**2016-2017**

**Program Name:** Forensic Psychology and Investigation, AAS and Certificate  
**Hours Required for Graduation:** 60 (AAS) 30 (Certificate)

**I. Synopses of significant findings, including findings of external reviewer(s)**

**A. Adequacy**

1. The program curriculum does not meet the needs of the industry.
2. The program has no specialized accreditation.
3. The program does not sufficiently prepare graduates for any skilled, entry-level job in the field of forensic psychology.
4. The program does not maintain appropriate assessment tools.

Conclusion: The program does not meet minimum adequacy requirements.

**B. Viability**

1. The program does not have a sufficient or stable number of identified majors. As of spring 2017, there are no identified majors in the either the AAS or Certificate degree Forensic Psychology and Investigation program.
2. The AAS and the Certificate in Forensic Psychology and Investigation were inactivated internally within the institution's Banner system as possible major codes for students at the start of the spring 2016 semester.
3. From 2012 to date, the program produced only two graduates. Both graduates were granted an AAS and a Certificate in Forensic Psychology and Investigation in the 2013-2014 academic year.

Conclusion: The program does not meet minimum viability requirements.

**C. Necessity**

1. The program does not meet a validated industry demand.
2. No information is known concerning the employment of the two students produced by the program since the last program review in 2012.

Conclusion: The program does not meet minimum necessity requirements.

**D. Consistency with Mission**

1. The program does not support the mission and vision of the institution.
2. The program does not support the compact of the institution.

Conclusion: The program does not support the mission of the institution.

**II. Plans for Program Improvement, Including Timeline**

No plan for program improvement has been developed as the recommendation is to discontinue the program at this time.

**III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished**

The Forensic Psychology and Investigation Program AAS and Certificate were last reviewed through a post-audit review during the 2011-2012 academic year. The self-study of the program at that time resulted in a recommendation of continuance of the program with corrective action. The corrective action recommended included a revision in curriculum to reduce the required credit hours to 60 for the AAS and to 30 for the Certificate and to seek partnership with a four-year institution to develop a 2+2 articulation agreement for transfer of the AAS in Forensic Psychology and Investigation into a baccalaureate program in forensic psychology. No such agreement materialized. The curriculum was revised to reflect 60 and 30 total credit hours required for program completion for the AAS and Certificate, respectively.

Upon submission of the program review, a recommendation regarding the continuation of the AAS and Certificate in Forensic Psychology and Investigation was deferred pending receipt of a follow-up report on necessity. It was noted that an effective assessment had not been developed and an advisory committee had not been implemented. A post-audit review follow-up report was requested by the West Virginia Council for Community and Technical College Education (Council). The Council also requested that a plan be submitted for enhancing program viability. This report was submitted in 2013. In the follow-up report, the program reported the formation and first meeting of an advisory committee had occurred, specific assessment measures were identified concerning the general education goals met by the general education support courses within the program, a program specific assessment instrument was identified, and statistics related to necessity were cited from the Bureau of Labor Statistics.

Upon submission of the follow-up report to the post-audit review, the Council requested an additional follow-up report addressing the college's efforts to enhance program viability. The report, submitted in June 2015, concluded that viability for the program could not be established. The report concluded with a recommendation to discontinue the program. The report cited job market research indicating that local, state, and national demand in the field does not justify the existence of either

the Associate or Certificate level degree. The report cited evidence that the few positions anticipated require post-doctorate study. The additional follow-up report also reexamined the issue of adequacy and necessity and provided documentation that the program did not meet minimum standards for either of these areas. As a result of this additional follow-up report, the major codes for the AAS and Certificate in Forensic Psychology and Investigation were deactivated internally to await the completion of the regular program review scheduled for 2016-2017.

#### **IV. Five Year Trend Data on Graduates and Majors Enrolled**

For the AAS in the Forensic Psychology and Investigation Program, enrollment by major count has ranged from five during fall 2011 to maximum of ten during fall 2013 before falling off to one in spring 2016, one in fall 2016, and zero in spring 2017. Since 2011-2012, the program has produced only two graduates. Both graduates were granted the AAS and Certificate in Forensic Psychology and Investigation in 2014. The lone student with a recorded major of AAS in Forensic Psychology and Investigation as of fall 2016 had enrolled in courses appropriate to the major during fall 2014, completed zero credit hours successfully during fall 2014, and has not reenrolled in any courses at the institution in any subsequent semester. Fall 2015 was the last semester in which the Certificate in Forensic Psychology and Investigation identified any intended majors. At that time, there were two students in the major for the Certificate in Forensic Psychology and Investigation. Neither student completed the program. By fall 2016, students identified as pursuing the Certificate in Forensic Psychology and Investigation had completed the appropriate documentation to change their intended majors. With the internal system removal of the major code as an option for students and the deletion of the program from the printed catalog, no additional students are expected to enroll in or graduate from the program.

#### **V. Summary of Assessment Model and How Results Are Used for Program Improvement**

The assessment model identified by the program contained a variety of measurements for classroom performance. Student advising and progress toward graduation was monitored by academic leadership in regular consultation with the program faculty. Outcomes were discussed at team meetings and changes in delivery and content were made accordingly. Formal curriculum changes were presented in accordance with the established institutional policy and procedures for curriculum and instruction revision. No assessment data is planned for collection as the recommendation is to discontinue the program.

## **VI. Data on Student Placement**

No information is known concerning the two graduates produced by the program from 2012 through the present. Based on the additional follow-up report to the post-audit review, it is likely that the graduates were unable to find high quality industry-related jobs that pay wages and have reasonable benefits commiserate with industry norms as the available jobs in the field require attainment of a doctoral degree.

## **VII. Final Recommendation Approved by the Governing Board**

See the attached resolution for Board of Governors Final Recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Information Technology, A.A.S. 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:** Guy Lowes

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Applied and Industrial Technology Programs conducted a program review of the Information Technology A.A.S. program during the 2016 / 2017 academic year.

Based upon the program review, it is recommended that the Information Technology A.A.S. program continue at the current level of activity without corrective action.

The program 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.

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Board of Governors**

Program with Special Accreditation

Program without Specialized Accreditation

**Program:** Information Technology AAS  
 Degree and Title

02/28/2017  
 Date

**INSTITUTIONAL RECOMMENDATION**

The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs*.

**Rationale for Recommendation:**

This program should be continued at the current level of activity without corrective action because it meets minimum requirements for adequacy, viability, and necessity. The program is consistent with Southern's mission and satisfies a need for IT professionals in the state and surrounding regions.

\_\_\_\_\_  
 Signature of person preparing report if other than Division Head

\_\_\_\_\_  
 Date



2/28/17

\_\_\_\_\_  
 Signature of Division Head

\_\_\_\_\_  
 Date



3/6/17

\_\_\_\_\_  
 Signature of Vice President for Academic Affairs and Student Services

\_\_\_\_\_  
 Date



3/29/17

\_\_\_\_\_  
 Signature of President

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Chair, Board of Governors

\_\_\_\_\_  
 Date

## **PROGRAM REVIEW**

### **For Occupational Programs Implemented Under the Provisions of Series 37 of the West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Information Technology, Associate in Applied Science

March 2017

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Programs Without Specialized Accreditation**

**Summary of Findings**  
**2016-2017**

**Program Name:** Information Technology, Associate in Applied Science  
**Hours Required for Graduation:** 60

**I. Synopses of significant findings, including findings of external reviewer(s)**

**A. Adequacy**

1. The curriculum has adequate requirements that meet the needs of business and industry.
2. The program has established goals and objectives.
3. The program provides a variety of skilled job pathways.
4. Entrance abilities for the students are within community college standards.
5. The program has appropriately trained faculty.
6. The program maintains appropriate assessment tools.

Conclusion: The program meets minimum adequacy requirements.

**B. Viability**

1. The program has sufficient and increasing enrollment.
2. Graduates are within expectations for the program.
3. Number of students seeking the degree is likely to remain steady or increase.

Conclusion: The program meets minimum viability requirements.

**C. Necessity**

1. The program meets a validated industry demand.
2. The graduates find successful gainful employment.
3. The program has input from an advisory committee.

Conclusion: The program meets minimum necessity requirements.

#### **D. Consistency with Mission**

1. The program supports the mission and vision of the institution.
2. The program and core courses support the compact.
3. There is limited impact on other programs.

Conclusion: The program is consistent with the mission of the college.

### **II. Plans for Program Improvement, Including Timeline**

New skill sets and restricted elective courses are being developed to expand offerings and stay current with changing technology. More courses are being developed in hybrid and/or online formats to expand offerings beyond a local audience. Plans are being made to add an Unmanned Aerial Vehicle (UAV) component to the program. This UAV aspect will provide students an opportunity to learn additional skills with graphics and mapping as well as video editing. These skills can lead to emerging jobs. Additional efforts are being made to track and advise students to assist with completion of courses in sequence. Math requirements have been adjusted to better fit the needs of the program. Results are being monitored. Additional efforts are being made to track students beyond graduation. Activities are ongoing.

### **III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished**

The previous program review identified student math skills and lack of motivation and drive as weaknesses. The math department has introduced a co-curricular model for delivery of remediation. Early indications are that this is increasing the number of individuals who successfully complete the program math requirements. Additionally, a review of math skills needed by program students led the program to select a different math course to meet program needs.

Motivation and drive have been addressed by reviewing current course offerings and making sure they are as relevant to today's work needs as possible. New courses are being offered as well in areas such as unmanned aerial vehicle flight. These courses are so popular additional sections have been created to meet demand.

### **IV. Five Year Trend Data on Graduates and Majors Enrolled**

The program has grown requiring additional sections of many courses. The trend for number of graduates is up over the course of the review period. It is anticipated the number of majors enrolled will remain steady or even increase if additional capacity can be created.

**V. Summary of Assessment Model and How Results Are Used for Program Improvement**

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by the division head along with regular consultation with the program faculty. Outcomes are discussed at each department meeting and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

**VI. Data on Student Placement**

Graduates who actively seek computer industry jobs have obtained high quality jobs that pay good wages and have reasonable benefits. They range from computer repair to network assistants.

**VII. Final Recommendation Approved by the Governing Board**

See the attached resolution for Board of Governors final recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Information Technology, 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:** Guy Lowes

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Applied and Industrial Technology Programs conducted a program review of the Information Technology Certificate program during the 2016 / 2017 academic year.

Based upon the program review, it is recommended that the Information Technology Certificate program continue at the current level of activity without corrective action.

The program 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.



## **PROGRAM REVIEW**

### **For Occupational Programs Implemented Under the Provisions of Series 37 of the West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Information Technology, Certificate

March 2017

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Programs Without Specialized Accreditation**

**Summary of Findings**  
**2016-2017**

**Program Name:** Information Technology, Certificate  
**Hours Required for Graduation:** 30

**I. Synopses of significant findings, including findings of external reviewer(s)**

**A. Adequacy**

1. The curriculum has adequate requirements that meet the needs of business and industry.
2. The program has established goals and objectives.
3. Provides a variety of skilled job pathways.
4. Entrance abilities for the students are within community college standards.
5. The program has appropriately trained faculty.
6. The program maintains appropriate assessment tools.

Conclusion: Program meets minimum adequacy requirement standards.

**B. Viability**

1. The program has sufficient enrollment.
2. Graduates are within expectations for the program.
3. Previous history of the program indicates future students seeking the degree will remain steady.

Conclusion: Program meets minimum viability requirements.

**C. Necessity**

1. The program meets a validated industry demand.
2. The graduates find successful gainful employment.
3. The program has input from an advisory committee.

Conclusion: The program meets minimum requirements for necessity.

**D. Consistency with Mission**

1. The program supports the mission and vision of the institution.
2. The program and core courses support the compact.
3. There is limited impact on other programs

Conclusion: The program is consistent with the mission of the college.

## **II. Plans for Program Improvement, Including Timeline**

New skill sets and restricted elective courses are being developed to expand offerings and stay current with changing technology. More courses are being developed in hybrid and/or online formats to expand offerings beyond a local audience. Plans are being made to add an Unmanned Aerial Vehicle (UAV) component to the program. This UAV aspect will provide students an opportunity to learn additional skills with graphics and mapping as well as video editing. These skills can lead to emerging jobs.

Additional efforts are being made to track and advise students to assist with completion of courses in sequence. Major milestones in a student's academic career need to be celebrated. When students earn certifications, and certificate degrees, Southern needs to celebrate the achievement. This will lead to greater persistence on the part of students and increase the graduation rate. Math requirements have been adjusted to better fit the needs of the program. Results are being monitored. Additional efforts are being made to track students beyond graduation. Activities are on-going.

## **III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished**

The previous program review identified student math skills and lack of motivation and drive as weaknesses. The math department has introduced a co-curricular model for delivery of remediation. Early indications are that this is increasing the number of individuals who successfully complete the program math requirements. Additionally, a review of math skills needed by program students led the program to select a different math course to meet program needs.

Motivation and drive have been addressed by reviewing current course offerings and making sure they are as relevant to today's work needs as possible. New courses are being offered as well in areas such as unmanned aerial vehicle flight. These courses are so popular additional sections have been created to meet demand.

## **IV. Five Year Trend Data on Graduates and Majors Enrolled**

The IT program does not typically have students seeking only the certificate degree. Most students are enrolled in the full associate in applied science program and get the certificate as the first year of the program. This is expected to continue. The certificate does provide a fall back for students who for some reason or another cannot finish the program. Enrollment in the program is expected to remain steady or increase.

**V. Summary of Assessment Model and How Results Are Used for Program Improvement**

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by the division head along with regular consultation with the program faculty. Outcomes are discussed at each department meeting and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

**VI. Data on Student Placement**

Graduates who actively seek computer industry jobs have obtained high quality jobs that pay good wages and have reasonable benefits. They range from computer repair to network assistants.

**VII. Final Recommendation Approved by the Governing Board**

See the attached resolution for Board of Governors Final Recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Respiratory Care Technology, A.A.S. 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:** Stephanie Daniel

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Healthcare and Business Programs conducted a program review of the Respiratory Care Technology A.A.S. program during the 2016 / 2017 academic year.

Based upon the program review, it is recommended that the Respiratory Care Technology A.A.S. program continue at the current level of activity without corrective action.

The program 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.

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Board of Governors**

Program with Special Accreditation       Program without Specialized Accreditation

**Program:** Respiratory Care Technology, A.A.S.      02/17/2017  
Degree and Title      Date

**INSTITUTIONAL RECOMMENDATION**

The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

**Rationale for Recommendation:**

Continuation of program. The Respiratory Care Technology program continues to work with other programs throughout the college to provide a quality education to the students served. The demand for quality trained Respiratory Care technicians remains consistent in the region. The program has a very low attrition rate and has a job placement rate of 93% over the past four years.

|   |            |
|---|------------|
| Signature of person preparing report if other than Division Head      | Date       |
|   | 2/20/17    |
| Signature of Division Head  | Date       |
|   | 3/6/17     |
| Signature of Vice President for Academic Affairs and Student Services | Date       |
|   | 30/29/2017 |
| Signature of President  | Date       |
|   |            |
| Signature of Chair, Board of Governors                                | Date       |
|   |            |

## **PROGRAM REVIEW**

### **For Occupational Programs Implemented Under the Provisions of Series 37 of the West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Respiratory Care Technology, Associate in Applied Science

March 2017

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Programs With Specialized Accreditation**

**Summary of Findings**  
**2016-2017**

**Program Name:** Respiratory Care Technology, Associate in Applied Science  
**Hours Required for Graduation:** 60

**I. Synopses of significant findings, including findings of external reviewer(s)**

**A. Adequacy**

1. The program quality is continuously monitored using several methods of evaluation.
2. The program has highly qualified faculty.
3. The program has established goals and objectives.
4. The entrance abilities for the students are within community college standards.
5. Students rate program quality at or above the minimal acceptable standards set forth by the Committee on Accreditation for Respiratory Care program.
6. A positive outlook for employment possibilities for graduates.
7. Strong enrollment numbers within the program.
8. The program is accredited.

Conclusion: The program meets minimum adequacy requirements.

**B. Viability**

1. The program continues to attract students in the underserved area of Southern West Virginia and eastern Kentucky.
2. Enrollment trends remain strong and grow with each cycle.
3. Employment opportunities support the need for programs.

Conclusion: The program meets minimum viability requirements.

**C. Necessity**

1. The program meets a documented need for program graduates in the State and region.
2. The graduates find successful gainful employment.
3. The program has an advisory committee that meets annually.

Conclusion: The program meets minimum necessity requirements.

#### **D. Consistency with Mission**

1. The program supports the mission and vision of the institution.
2. The program and core courses support the compact.

Conclusion: The program is consistent with the mission of the college.

#### **II. Plans for Program Improvement, Including Timeline**

The program will expand admissions by expanding the program to the Wyoming Campus of Southern West Virginia Community and Technical College. The expansion will be implemented in the fall semester of 2017. This expansion meets the industry need for southern West Virginia and eastern Kentucky.

#### **III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished**

The program was reviewed in 2011-2012. The program has many strengths and identified weak areas for improvement. One weakness identified at that time was a lack of laboratory space within the program itself. Since then the college added a Respiratory Care Technology laboratory on the Williamson Campus. A strength of the Respiratory Care program is that program graduating classes continue to perform consistently above CoARC's threshold of accreditation standards and have never fallen into a category of unsatisfactory results.

#### **IV. Five Year Trend Data on Graduates and Majors Enrolled**

The program continues to attract students in the underserved areas of Southern West Virginia and Eastern Kentucky. The location of the Respiratory Care Technology program on the Williamson Campus of Southern helps to attract a wide array of student population that serves all the area's needs. Recent trends in enrollment for Allied Health programs remain strong and are encouraging for future opportunity in the health care setting. Respiratory Therapy is no exception to that opportunity. Upon initial evaluation for the RCT program the advisory council concluded that over 50% of the population of Respiratory Therapists in Southern's serving area would reach retirement age within the next ten years. That evaluation was conducted over five years ago and today has been surpassed. The turnover rate for Respiratory Therapists has reached all-time highs in the Southern West Virginia area due to illness and aging populations of the current health care providers. This need to replace aging staff has created vast opportunities of employment throughout the region and continues to show signs of opportunity over the next 10-15 years. Government statistics show that the field of Respiratory Care will increase in need by 19% over the next 10 years. Past studies have shown that increased occupational lung injuries and high incidence of smoking rates in the area have proven that Southern West Virginia and eastern Kentucky continue to be at high risk for pulmonary impaired patients, therefore require a higher amount of Respiratory trained staff among their healthcare provider list. This need for qualified

and trained staff support the continued need for the Respiratory Care Technology program at Southern. Geography has been a barrier for this industry for many years. Until the program's initiation in 2007 students would have to drive over 150 miles a day to obtain an education in Respiratory Care. Many would leave this area and choose to stay in the higher populated cities of Charleston and Huntington rather than staying close to home. For that reason many hospitals in the underserved rural areas of Logan and Williamson were not able to compete with bigger hospitals for staff and had trouble locating qualified Respiratory Therapists for their facilities. The Respiratory Care Technology program has been able to successfully meet the needs of the communities in the rural areas by training local students and allowing them to work close to home. Currently the program has seen a very low attrition rate which has been consistently maintained at an average of 23% over the past four years and has had a job placement rate of 93% over the past four years. Many students continue to work in their home areas after completion of this program. Students and employers are asked to survey the program after the graduates have been in their facility at least six months.

#### **V. Summary of Assessment Model and How Results Are Used for Program Improvement**

Students enrolled in associate degree programs are expected to participate in institutional, program, course and/or services assessment activities. This participation will most often be in the form of tests to determine the degree of student academic achievement within the basic skills, the general education core curriculum, or the academic major. Minimum standard goals have been identified and the faculty work to ensure the goals of the Respiratory Care Program are achieved upon completion of the two year program. The goals include preparing students to function and interact as Respiratory Therapists, as well as gain successful employment in their chosen field. These programmatic goals cover the three learning domains encountered during the education of the Respiratory Therapy student. These domains include the cognitive, psychomotor, and affective learning domains.

#### **VI. Data on Student Placement**

Currently the program has seen a very low attrition rate which has been consistently maintained at an average of 22% over the past four years and has had a job placement rate of 93% over the past four years. Many students continue to work in their home areas after completion of this program. Students and employers are asked to survey the program after the graduates have been in their facility at least six months.

#### **VII. Final Recommendation Approved by the Governing Board**

See the attached resolution for Board of Governors final recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Technical Studies, A.A.S. 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:** Guy Lowes

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Applied and Industrial Technology Programs conducted a program review of the Technical Studies A.A.S. program during the 2016 / 2017 academic year.

Based upon the program review, it is recommended that the Technical Studies A.A.S. program continue at the current level of activity without corrective action.

The program 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.

## **PROGRAM REVIEW**

### **For Occupational Programs Implemented Under the Provisions of Series 37 of the West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Technical Studies, Associate in Applied Science

March 2017

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Board of Governors**

Program with Special Accreditation       Program without Specialized Accreditation

**Program:** Technical Studies, AAS      03/07/2017  
Degree and Title      Date

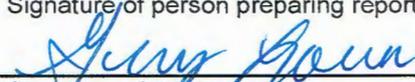
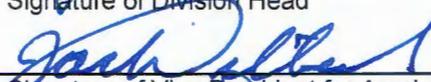
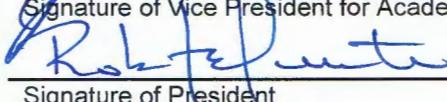
**INSTITUTIONAL RECOMMENDATION**

The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

**Rationale for Recommendation:**

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program meets a need in the community, is no cost to the institution, and should continue as is until the next scheduled review in 5 years.

|   |           |
|---|-----------|
| Signature of person preparing report if other than Division Head                    | Date      |
|  | 08 MAR 17 |
| Signature of Division Head  | Date      |
|  | 3/8/17    |
| Signature of Vice President for Academic Affairs and Student Services               | Date      |
|  | 3/29/17   |
| Signature of President  | Date      |
| Signature of Chair, Board of Governors  | Date      |

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Programs Without Specialized Accreditation**

**Summary of Findings**  
**2016-2017**

**Program Name:** Technical Studies, Associate in Applied Science  
**Hours Required for Graduation:** 60

**I. Synopses of significant findings, including findings of external reviewer(s)**

**A. Adequacy**

1. The curriculum has adequate requirements that meet the needs of business and industry.
2. Entrance abilities for the students are within community college standards.

Conclusion: The program meets minimum adequacy requirements.

**B. Viability**

1. Enrollment has remained relatively constant during last five years.
2. Enrollment has increased at end of the review period due to new arrangement with Coalfield Development Corporation.
3. Previous history of the program indicates future demand will remain.

Conclusion: The program meets minimum viability requirements.

**C. Necessity**

1. The program meets a validated industry demand.

Conclusion: The program meets minimum necessity requirements.

**D. Consistency with Mission**

1. The program supports the mission and vision of the institution.
2. The program and core courses support the compact.
3. There is limited impact on other programs.

Conclusion: The program is consistent with the mission of the college.

## **II. Plans for Program Improvement, Including Timeline**

Ongoing outreach efforts are made to ensure high school students are aware of the program and the opportunity to continue their education at Southern. Visits are made to each vocational center to discuss the program and advantages of completing a college level certificate and/or associate degree.

## **III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished**

The 2011-2012 review noted problems with control of curriculum and management of the program. The curriculum was revised. Management of the program has passed through a number of hands in the last five years.

## **IV. Five Year Trend Data on Graduates and Majors Enrolled**

Enrollment remained fairly steady during the last five years with a significant increase in the last year. There was one graduate in the AAS program, in the most recent year.

## **V. Summary of Assessment Model and How Results Are Used for Program Improvement**

Assessment of students in this program depends upon their occupational specialization. Each area of specialization assesses student outcomes in accordance with institutional practice.

## **VI. Data on Student Placement**

There is no data available on student placement.

## **VII. Final Recommendation Approved by the Governing Board**

See the attached resolution for Board of Governors final recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Technical Studies, 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:** Guy Lowes

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Applied and Industrial Technology Programs conducted a program review of the Technical Studies Certificate program during the 2016 / 2017 academic year.

Based upon the program review, it is recommended that the Technical Studies Certificate program continue at the current level of activity without corrective action.

The program 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.

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Board of Governors**

Program with Special Accreditation

Program without Specialized Accreditation

**Program:** Technical Studies, Certificate  
Degree and Title

03/07/2017  
Date

**INSTITUTIONAL RECOMMENDATION**

The institution is obligated to recommend continuance or discontinuance for each program reviewed and provide a brief rationale for its recommendation.

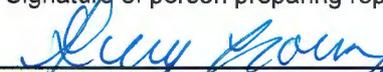
- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution or sharing of courses, facilities, and/or faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 11, *Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs.*

**Rationale for Recommendation:**

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program meets a need in the community, is no cost to the institution, and should continue as is until the next scheduled review in 5 years.

\_\_\_\_\_  
Signature of person preparing report if other than Division Head

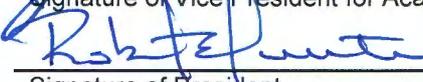
\_\_\_\_\_  
Date

  
Signature of Division Head

05 MAR 17  
Date

  
Signature of Vice President for Academic Affairs and Student Services

03/08/17  
Date

  
Signature of President

3/29/17  
Date

\_\_\_\_\_  
Signature of Chair, Board of Governors

\_\_\_\_\_  
Date

## **PROGRAM REVIEW**

### **For Occupational Programs Implemented Under the Provisions of Series 37 of the West Virginia Council for Community and Technical College Education**

**Institution:** Southern West Virginia Community and Technical College  
**Program:** Technical Studies, Certificate

March 2017

**PROGRAM REVIEW**  
**Southern West Virginia Community and Technical College**  
**Programs Without Specialized Accreditation**

**Summary of Findings**  
**2016-2017**

**Program Name:** Technical Studies, Certificate  
**Hours Required for Graduation:** 30

**I. Synopses of significant findings, including findings of external reviewer(s)**

**A. Adequacy**

1. The curriculum has adequate requirements that meet the needs of business and industry.
2. Entrance abilities for the students are within community college standards.

Conclusion: The program meets minimum adequacy requirements.

**B. Viability**

1. Enrollment has remained relatively constant during the last five years.
2. Previous history of the program indicates future demand will remain.

Conclusion: The program meets minimum viability requirements.

**C. Necessity**

1. The program meets a validated industry demand.

Conclusion: The program meets minimum necessity requirements.

**D. Consistency with Mission**

1. The program does support the mission and vision of the institution.
2. The program and core courses support the compact.
3. There is limited impact on other programs.

Conclusion: The program is consistent with the mission of the college.

## **II. Plans for Program Improvement, Including Timeline**

Ongoing outreach efforts are made to ensure high school students are aware of the program and the opportunity to continue their education at Southern. Visits are made to each vocational center to discuss the program and advantages of completing a college level certificate and/or associate degree.

## **III. Identification of Weaknesses or Deficiencies from the Previous Review and the Status of Improvements Implemented or Accomplished**

The 2011-2012 review noted problems with control of curriculum and management of the program. The curriculum was revised. Management of the program has passed through a number of hands in the last five years.

## **IV. Five Year Trend Data on Graduates and Majors Enrolled**

Enrollment has remained relatively constant over the past five years. The majority of students in this program subsequently enrolled in other programs and were not tracked. No other significant trend can be made on existing data.

There was one graduate from the Technical Studies Certificate Program during the review period. Other students starting in the TS program changed majors. A good methodology used to verify students changing majors who were originally TS majors did not exist during the review period.

## **V. Summary of Assessment Model and How Results Are Used for Program Improvement**

Assessment of students in this program depends upon their occupational specialization. Each area of specialization assesses student outcomes in accordance with institutional practice.

## **VI. Data on Student Placement**

There is no data available on student placement.

## **VII. Final Recommendation Approved by the Governing Board**

See the attached resolution for Board of Governors final recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** SCP-2250, *Hiring Adjunct Faculty*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-2250, *Hiring Adjunct Faculty* for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP-2250, *Hiring Adjunct Faculty*. The purpose of this policy is to establish rules for hiring part-time (adjunct) faculty.

This policy was reviewed by Executive Council on February 1, 2017 and the President's Cabinet on February 14, 2017. Revisions made include removing titles of personnel and payroll forms (as these forms change periodically), and also changing time frame when the adjunct faculty agreements are due to Human Resources in order to meet the personnel, payroll, and hiring deadlines as required by law.

At its February 21, 2017 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 29, 2017. No comments were received at the end of the comment period. Therefore, the staff recommends that the Board of Governors grant approval of SCP-2250, *Hiring Adjunct Faculty*, as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2250**

**SUBJECT:** Hiring Adjunct Faculty

**REFERENCE:** West Virginia Council for Community and Technical College Education, Title 135, Series 9, *Academic Freedom, Professional Responsibility, Promotion and Tenure*, West Virginia Code 18-7A-35b (e), SCP-2580, *Part-time Employees: Classified Staff and Adjunct Faculty*

**ORIGINATION:** November 1, 1984

**EFFECTIVE:** May 18, 2017

**REVIEWED:** December 7, 2016

**SECTION 1. PURPOSE**

1.1 To establish rules for hiring part-time (adjunct) faculty.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 This policy applies to all academic supervisory personnel in employing part-time (adjunct) faculty.

**SECTION 3. DEFINITIONS**

3.1 Adjunct faculty are defined in SCP-2580 as part-time, non-tenure track faculty who do not meet the definitions of a full-time, temporary, or term appointment faculty as defined in Title 135 Procedural Rule, West Virginia Council for Community and Technical College Education, Series 9, *Academic Freedom, Professional Responsibility, Promotion and Tenure*.

**SECTION 4. POLICY**

4.1 The assignment of adjunct faculty members shall be made by the academic chair/head subject to review and approval by the chief academic officer. All adjunct faculty shall be selected through a systematic process designed to employ the most qualified person while adhering to affirmative action and minimum qualification guidelines.

4.2 An adjunct faculty shall be used to supplement, not supplant, a full-time instructional staff.

**SECTION 5. BACKGROUND OR EXCLUSIONS**

5.1 None.

**SECTION 6. GENERAL PROVISIONS**

6.1 Adjunct faculty may teach a maximum of nine (9) credit hours per semester.

6.2 "Early Incentive Retirees" (retired between 4/1/88 and 6/30/89) from the West Virginia Consolidated Public

Retirement Board Programs may teach a maximum of twelve (12) credit hours per semester without temporary loss of retirement benefits. This provision is provided in West Virginia Code for only adjunct instructors at Southern West Virginia Community and Technical College and West Virginia Northern Community and Technical College. The statute does not apply to any other retirees.

## **SECTION 7. RESPONSIBILITIES**

- 7.1 The following steps are required for the selection and assignment of adjunct faculty:
- 7.1.1 The chief academic officer, working with the appropriate academic chair/head shall determine if full-time faculty and instructional staff are being fully utilized prior to hiring an adjunct faculty to teach any specific course(s).
  - 7.1.2 If the full-time faculty member is not available, then the chief academic officer, working with the academic chair/head, shall solicit applications, using prescribed guidelines as to affirmative action and preestablished minimum qualifications.
  - 7.1.3 Upon receiving the applications, the Human Resources Office shall forward these to the appropriate academic chair/head who shall confer with the chief academic officer to select the person(s) best qualified to instruct the course(s).
  - 7.1.4 An adjunct faculty agreement shall be developed and given to the adjunct faculty member by the academic chair/head. Conditions relative to the number of class meetings required, dates, remuneration and pay frequency shall be specified in the agreement. Signed copies shall be retained in the adjunct faculty member's file, located in the Human Resources Office.
  - 7.1.5 The academic chair/head shall be responsible for ensuring the instructor completes the appropriate personnel and payroll forms which shall become part of the adjunct faculty member's file. The academic chair/head is responsible for ensuring all forms and documents are completed in accordance with applicable rules, regulations, and laws.
  - 7.1.6 The standard rate of pay for adjunct faculty shall be consistent for all adjunct faculty.
  - 7.1.7 This rate shall be based on the assumption that the instructor will meet all sessions of the assigned class during the semester of employment.
  - 7.1.8 Exceptions to the standard rate of pay are:
    - 7.1.8.1 Reduction in salary for class sessions canceled because of instructors absence.
    - 7.1.8.2 Reduction in salary for courses that do not meet enrollment standards.
    - 7.1.8.3 Reduction in salary for not meeting the terms of the adjunct faculty agreement.
    - 7.1.8.4 Increase in salary if extenuating circumstance's warrant (e.g., excessive travel).
  - 7.1.9 The President's Cabinet shall adjudicate salary rates as recommended by the Office of Academic Affairs in consultation with the Human Resources.
  - 7.1.10 The adjunct faculty agreement, along with all personnel and payroll forms and documentation must be received no later than two (2) weeks prior to the first day of classes. The chief academic officer

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** SCP-4710, *Academic Integrity*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4710, *Academic Integrity*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**STAFF MEMBER:** Allyn Sue Barker

**BACKGROUND:**

SCP-4710, *Academic Integrity*, was reviewed by Student Services management personnel. Minor changes to the policy were made to provide clarity and to change position titles. The policy was forwarded to the Management Council for Academic and Student Services (MCAS) for their review. The policy was approved with changes by the Management Council for Academic Affairs and Student Services (MCAS) at their November 16, 2016, meeting. The amended policy was then reviewed and approved by Executive Council at their December 7, 2016 meeting and by the President's Cabinet at their December 13, 2016 meeting.

At its February 21, 2017 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 29, 2017. No comments were received at the end of the comment period. Therefore, the staff recommends that the Board of Governors grant approval of SCP-4710, *Academic Integrity*, as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-4710**

**SUBJECT:** Academic Integrity

**REFERENCE:** None

**ORIGINATION:** July 1, 1984

**EFFECTIVE:** May 18, 2017

**REVIEWED:** October 18, 2016

**SECTION 1. PURPOSE**

1.1 To establish a policy that outlines Southern's expectations for academic integrity and academic dishonesty.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 This policy applies to all students at Southern.

**SECTION 3. DEFINITIONS**

3.1 Academic Integrity - Academic integrity at Southern is a standard of ethics students are expected to maintain.

3.2 Academic Dishonesty - Academic dishonesty is any practice which gives a student an unfair advantage over another student in the same or similar course of study. It includes, but is not limited to, plagiarism, cheating, fraud, information technology misuse, or any misconduct with regards to academic integrity as defined.

3.3 Plagiarism - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e., music, media, or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

3.4 Cheating - The improper taking or tendering of any information or material, which shall be used to determine academic credit. Examples include but are not limited to the following:

3.4.1 Copying from another student's test or homework paper.

3.4.2 Allowing another student to copy from a test or homework assignment.

3.4.3 Using unauthorized materials during a test, such as the course textbook, notebook, formula lists, notes, or crib sheets, including those stored in a calculator or other electronic device.

3.4.4 Collaborating during an in-class or take-home test with any other person by giving or receiving information without authority.

3.4.5 Having another individual write or plan a paper, including those bought from research paper services.

3.4.6 Submitting the same paper or project in more than one class.

- 3.4.7 Obtaining any part of an examination or assignment before it has been given to the class.
- 3.4.8 Use of any electronic device in class without the expressed permission of the instructor.
- 3.5 Fraud - Fabrication, Forgery, and Obstruction
  - 3.5.1 Fabrication is the use of invented, counterfeited, altered, or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences.
  - 3.5.2 Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.
  - 3.5.3 Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to education resources.
  - 3.5.4 Fraud includes, but is not limited to, the following actions:
    - 3.5.4.1 Providing any signature other than one's own on any College document.
    - 3.5.4.2 Forging or altering the record of any grade in an educational record.
    - 3.5.4.3 Knowingly presenting false information or intentionally misrepresenting one's record.
    - 3.5.4.4 Knowingly providing false statements in any College proceedings.
- 3.6 Misconduct - Misconduct is the intentional violation of college policies by tampering with grades or taking part in obtaining or distributing any part of a test, quiz, or graded assignment. Examples include:
  - 3.6.1 Stealing, buying, downloading, or otherwise obtaining all or part of a test and/or test answers.
  - 3.6.2 Selling or giving away all or part of a test and/or test answers.
  - 3.6.3 Asking or bribing any other person to obtain a test or any information about a test.
  - 3.6.4 Misrepresenting the truth, including handing in computer programs or using computer programs generated by another as one's own work; lying to an instructor to increase a grade; and lying or misrepresenting facts when confronted with an allegation of academic dishonesty.
  - 3.6.5 Changing, altering, or being an accessory to changing and/or altering of a grade in a grade book, on a computer, on a test, on a "change of grade" form, or on other official academic records of the College, which relate to grades.
  - 3.6.6 Continuing to work on an examination or project after the specified time has elapsed.
  - 3.6.7 Information Technology Misuse - Misuse of information technology is disruptive, unethical, or illegal use of the college's computer resources. Misuse of computers also includes disruptive, unethical, or illegal use of the computers of another institution or agency in which students are performing part of their academic program.

#### **SECTION 4. POLICY**

- 4.1 Because academic integrity is a cornerstone of the college's commitment to the principles of free inquiry,

students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior are prohibited.

- 4.2 Upon discovering an act of academic dishonesty, the nature of the penalty shall be determined by the instructor. Such penalties may include, but are not limited to, a lowered grade on the assignment, no credit for the assignment, or an exclusion from further participation and a grade of “F” in the course.
- 4.3 Repeated acts of academic dishonesty will be handled by the Chief Academic Officer and will not be tolerated by the institution.

## **SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 None.

## **SECTION 6. GENERAL PROVISIONS**

- 6.1 None.

## **SECTION 7. RESPONSIBILITIES AND PROCEDURES**

- 7.1 Within fourteen days after an act of academic dishonesty is discovered, the instructor shall notify the student in writing and include a statement of the penalty imposed.
- 7.2 Within fourteen days (14) after an act of academic dishonesty is discovered, the instructor shall notify the appropriate Division Head in writing. The instructor shall include copies of any physical evidence and a written report stating the facts of the case and the action taken.
- 7.3 Any student considering himself unfairly treated may use the grievance procedure as stated in the Student Handbook. The grievance procedure must be initiated within fourteen calendar days of the instructor’s notification to the student.
- 7.4 For subsequent or multiple offenses by the student, in addition to being given a grade of “F” in the course in which the academic dishonesty occurred, the student may be expelled from the College by the President on recommendation of the Chief Academic Officer following a judicial hearing. The subsequent offense is not limited to the course in which the initial offense was reported.
- 7.5 The Office of the Vice President for Academic Affairs shall maintain a permanent record of academic dishonesty offenses. A notification shall be available within Banner for evidence in any future judicial hearings regarding academic dishonesty. A hearing board will only receive current evidence on student misconduct, unless prior evidence of misconduct is pertinent to the hearing.
- 7.6 A student who has been given a grade of “F” by an instructor under the College policy on academic dishonesty is not permitted to withdraw from the course with a grade of “W” after academic dishonesty procedures have been initiated by the instructor.
- 7.7 The deadlines set out in the student grievance procedure for grade appeals do not apply to grievances regarding action taken regarding academic dishonesty. The grievance therefore may not be filed in the

subsequent term unless that term falls within fourteen calendar days of the instructor's notification of the student that academic dishonesty procedures have been initiated.

7.8 Penalties assigned for academic dishonesty may not be used as the basis for a subsequent grade appeal.

**SECTION 8. CANCELLATION**

8.1 None.

**SECTION 9. REVIEW STATEMENT**

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed.

**SECTION 10. SIGNATURES**

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**Board of Governors Chair**                      **Date**

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**President**    **Date**

**Attachments:**        None.

**Distribution:**        Board of Governors (12 members)  
                              www.southernwv.edu

**Revision Notes:**    May 2006 – Revisions provide clarity and reflect changes in current practice. Definitions, responsibilities, and procedures were added to this policy.

November 2011 – Significant revisions to include aspect of integrity and technology advancements. Information referenced in policy from [www.spcollege.edu/academicdishonesty](http://www.spcollege.edu/academicdishonesty) and [www.centralmichiganuniversity.academicintegritypolicy](http://www.centralmichiganuniversity.academicintegritypolicy).

October 2016 – Revisions reflect changes to position titles and provide clarity.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Revisions to SCP- 2748,  
*Request for Release Time for Full-Time Faculty*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP- 2748, *Request for Release Time for Full-Time Faculty*, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP-2748 Request for Release Time for Full-Time Faculty. The purpose of this policy is to establish guidelines and procedures governing granting and processing of requests for release time for full-time faculty members.

This policy was reviewed by Executive Council on March 01, 2017 and the President's Cabinet on March 14, 2017. Revisions made reflect title changes and reference to SCP-2875, *Workload Requirements for Full-time Faculty*, and total credit hours for full-time faculty and instructional specialists. Following these reviews, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2748**

**SUBJECT:** Request for Release Time for Full-time Faculty

**REFERENCE:** SAA-3000, C# 4-9899 dated March 8, 1999, SCP-2875 Workload Requirements for Full-time Faculty

**ORIGINATION:** January 28, 1991

**EFFECTIVE:** ~~January 28, 1991~~

**REVIEWED:** ~~December 6, 2011~~ March 1, 2017

**SECTION 1. PURPOSE**

1.1 To establish the policies and procedures governing granting and processing of requests for release time.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 This issuance applies to all full-time faculty members of Southern West Virginia Community and Technical College.

**SECTION 3. DEFINITIONS**

3.1 Release Time — Time a faculty member is granted away from a specified portion of his/her required teaching load of 15 credit hours in order to perform a special or alternative assignment.

3.2 Special/Alternative Assignment — Includes any project or assignment given to a faculty member outside his/her traditional teaching load.

3.3 Full-time Faculty – An individual employed on a full-time year-to-year basis designated as faculty who holds rank and is assigned a full-time workload per institutional guidelines.

3.4 Instructional Specialist – A type of term appointment defined as those faculty members who have been appointed minimally on a nine-month basis and an hourly workload.

**SECTION 4. POLICY**

4.1 Full-time faculty members and full-time instructional specialists may be granted release time from all or a portion of their teaching workload for the purpose of performing special or alternative assignments.

4.2 “Workload Requirements for Full-time Faculty” (SCP-2875) maintains that a ~~100%~~ full-time faculty course load for a semester be 15 credit hours or its equivalent, and that a full-time instructional specialist course load be 18 credit hours or its equivalent per fall and spring semesters and 6 credit hours or its equivalent per summer semester. The “*Release Time Request Form*” (SCP-2748.A) is intended to document the “equivalent” portion of the faculty member’s workload. Any assignment to a full-time faculty member or full-time instructional specialist that involves a reduction in the number of credit hours taught for a semester

to less than ~~15~~ the required amount of credit hours, must be documented using the “*Release Time Request Form for Full-time Faculty*.”

- 4.3 Examples of assignments that require a *Release Time Request Form* (SCP-2748.A) be completed include, but are not limited to: Projects approved under the faculty incentive program; election to the faculty senate, faculty advisory council, or other committee membership requiring release from teaching responsibilities; course or curriculum development; and/or developing methods for alternative delivery of courses.
- 4.4 When released time is granted, the faculty member’s total salary for both the released time assignments and full-time teaching duties shall not exceed one hundred percent (100%) of the total remuneration for his/her full-time teaching workload. No release time will be approved without adequate documentation that the assignment, program, or project is in alignment with the institutional mission and needs.

## **SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 Release time shall be granted based on genuine institutional need and should not be used to meet faculty work loads due to cancelled classes.

## **SECTION 6. GENERAL PROVISIONS**

- 6.1 Release time may be requested by the faculty member or the college administration or as provided by policy.

## **SECTION 7. RESPONSIBILITIES AND PROCEDURES**

- 7.1 Request by a Faculty Member.
  - 7.1.1 A faculty member requesting release time from his/her teaching workload to perform a special assignment will complete and submit a *Release Time Request Form* (SCP-2748.A) to the ~~Department~~ Chair including a detailed description of the project to be completed as listed in special instructions. Note: Faculty Senate Chair is not required to submit the detailed description.
  - 7.1.2 The ~~Department~~ Chair will evaluate the request and, if warranted, will recommend approval to the Chief Academic Officer. If release time is denied, the ~~Department~~ Chair will respond in writing to the faculty member with their rationale.
- 7.2 Request by the ~~Department~~ Chair.
  - 7.2.1 The ~~Department~~ Chair will meet with the faculty member to outline the conditions of their release time and document the outcome of the meeting.
  - 7.2.2 The ~~Department~~ Chair will complete and submit the *Release Time Request Form* (SCP- 2478.A) to the Chief Academic Officer including the justification for the project.
- 7.3 Request by other Administrators.
  - 7.3.1 The individual requesting the release time will consult with the ~~Department~~ Chair to ensure coverage of courses can be accomplished.
  - 7.3.2 The individual requesting the release time will complete and submit the *Release Time Request Form* (SCP-2748.A), including the signature of the ~~Department~~ Chair.





**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Revisions to SCP-2843, *Sexual Harassment*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2843, *Sexual Harassment*, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The sexual harassment policy (SCP-2843) has been under revision since Spring 2015. Former President Joanne Jaeger Tomblin initiated its review and revision by the law firm of Bowles Rice LLP in light of amendments to the Clery Act resulting from the 2014 Campus Sexual Violence Elimination Act (SaVE) and the Violence Against Women Act (VAWA). Because of the issues involved in assessing and updating the policy required a battery of administrative, rather than legal, decisions. Mr. Howard Seufer advised the college to designate a person or team of persons to advise him or a colleague on those points and how the college handles or proposed to handle them. A small group was appointed to work with/advise Mr. Seufer or his designee as to the existing administrative processes of the institution regarding reporting, investigating, training, and resource responsibilities related to these legal requirements. Over the course of time, many modifications were made to July 14, 2014-version of SCP-2843 in order to develop a policy and the requisite procedures that would bring the institution into full compliance with all applicable laws and federal regulations pertaining to these issues.

The final version was reviewed and approved by the President's Cabinet at its April 11, 2017 meeting. The final draft of SCP-2843 shows numerous changes as indicated by strikeouts and underlines, along with a title change from *Sexual Harassment* to *Discrimination, Harassment, Sexual Harassment, Sexual and Domestic Misconduct, Stalking, and Retaliation Policy*. Therefore, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2843**

**SUBJECT:** Discrimination, Harassment, Sexual Harassment, Sexual and Domestic Misconduct, Stalking and Retaliation Policy

**REFERENCE:** West Virginia Code §18B-1-6; West Virginia Human Rights Act; Title VII of the Civil Rights Act of 1964, ~~as amended~~ 42 U.S.C. §§ 2000e to 2000e-17; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681; the West Virginia Human Rights Act, W. Va. Code §§ 5-11-1 to -20; the Campus Sexual Violence Elimination Act, 20 U.S.C. §1092; the Violence Against Women Act of 1994, 42 U.S.C. § 13925; West Virginia Council for Community and Technical College Education Title 135, Series 27, “Academic Freedom, Professional Responsibility, Promotion and Tenure,” SCP-14000, “Guest Speakers, Lecturers, Performers, and Organized Groups,” SCP-4770, *Students Rights and Responsibilities*, SAM - 2000.1, *Employee Handbook*.

**ORIGINATION:** June 1, 1984

**EFFECTIVE:** July 17, 2014

**REVIEWED:** ~~March 10, 2014~~ September 15, 2015

**SECTION 1. PURPOSE**

1.1 This policy ~~emphasizes Southern West Virginia Community and Technical College’s strong opposition to sexual harassment. The policy defines sets forth how discrimination, harassment, sexual harassment, sexual and domestic misconduct, certain consensual relationships, stalking and retaliation will be addressed by Southern West Virginia Community and Technical College (“Southern”).~~ provides guidelines for filing sexual harassment complaints, and explains what action will be taken against those found to have engaged in sexual harassment.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 This policy is without limitation in scope or application. ~~Southern will not tolerate, condone or allow sexual harassment whether engaged in by employees, students or visitors. All employees, students and visitors are expected to act in a professional manner and contribute to a productive work and academic environment that is free from sexual harassment. Southern West Virginia Community and Technical College is committed to fostering a diverse and inclusive culture by promoting diversity, inclusion, equality and intercultural and intercommunity outreach. Accordingly, the College does not discriminate on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity or gender expression in the administration of any of its educational programs, activities, or with respect to admission or employment.~~

2.2 This policy applies to all individuals engaged in any Southern activity or program, whether on or off campus, and all individuals on Southern property, including, but not limited to, all students, staff, faculty members, or other Southern officials and visitors.

2.3 This policy is not intended to substitute for or supersede criminal or civil law. Individuals should report

incidents of sexual offense (assault and sexual exploitation), domestic misconduct (domestic violence and dating violence), and stalking to law enforcement authorities. Criminal and civil remedies are available in addition to any remedies that Southern may provide under this policy.

### SECTION 3. DEFINITIONS

- 3.1 ~~State and federal laws define and prohibit sexual harassment. Complainant means either an individual who is the alleged victim of prohibited conduct that is reported to Southern or, where appropriate, Southern itself when proceeding on a complaint when the alleged victim is unavailable or unwilling to participate.~~
- 3.2 ~~For purposes of this policy, sexual harassment is defined as unwelcome and unwanted conduct (verbal or physical) either of a sexual nature, or based upon a person's sex when: Reporter means any party that makes or files a complaint about prohibited conduct under this policy. The reporter may be the complainant, any other person or Southern.~~
- 3.2.1 ~~Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's continuing employment or a student's ability to participate in or to receive benefits, services or opportunities in a course, program, or activity, or~~
- 3.2.2 ~~Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the employee or the basis for academic or other decisions affecting the student; or~~
- 3.2.3 ~~Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or a student's educational experience or of creating an intimidating, hostile or offensive work or academic environment.~~
- 3.3 ~~Some examples of sexual harassment include, but are not limited to, the following: Respondent means an individual accused of conduct prohibited by Section 4 of this policy.~~
- ~~3.3.1 Demanding sexual favors in exchange for favorable treatment, grades, reviews, assignments, promotions, continued employment or promises of the same;~~
- ~~3.3.2 Unwelcome leering, whistling, touching, patting, or pinching, purposely rubbing up against or brushing another's body, and insulting, abusive or obscene comments or gestures;~~
- ~~3.3.3 Verbal comments of a sexual or sex-based nature, including continued or repeated jokes, epithets, flirtations, advances or propositions;~~
- ~~3.3.4 Graphic or suggestive verbal commentary about an individual's dress, body, sexual prowess or sexual deficiencies;~~
- ~~3.3.5 Sexually degrading vulgar words to describe an individual;~~
- ~~3.3.6 Displays in the workplace, classroom or other Southern property of sexually suggestive objects, photographs, posters, cartoons or graffiti;~~
- ~~3.3.7 Name calling and relating stories, gossip, comments or jokes that have a sexual connotation;~~
- ~~3.3.8 Sexual or sex-based assault or coerced sexual acts; and~~

~~3.3.9 Retaliation against an employee or student for complaining about such behavior.~~

- 3.4 Member of the Southern Community means an individual engaged in any Southern activity or program, whether on or off campus, or any individual lawfully on Southern property, including, but not limited to, any person who is a student, staff, faculty member, other Southern official or visitor.
- 3.5 Student means an individual subject to SCP-4470, *Student Rights and Responsibilities*.
- 3.6 Consensual relationship means a mutually acceptable romantic, dating or sexual relationship between individuals.
- 3.7 Discrimination is conduct that is based upon an individual's race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression and excludes an individual from participation in, denies the individual the benefits of, treats the individual differently or otherwise adversely affects a term or condition of an individual's employment, education, or participation in a Southern program or activity. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities. It does not, however, include programs or activities specifically exempt by law. See, for example, 20 U.S.C. § 1681(a) (2015).
- 3.8 Harassment is a conduct that creates a hostile environment as defined below and is based upon an individual's race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression. Harassment may take various forms including, but not limited to, name-calling, graphic or written statements (including the use of social media, text messages, e-mail or other similar forms) or other conduct that may be physically threatening, harmful or humiliating. Harassment does not necessarily have to include intent to harm, be directed at a specific target or involve repeated incidents.
- 3.9 Hostile Environment is a situation where an individual is subjected to any conduct based on the reasons set forth in Section 3.8 and that conduct is sufficiently severe or pervasive, or so objectively offensive, so as to unreasonably interfere with an individual's educational experience, work or academic performance or deny or limit the individual's ability to participate in or benefit from Southern's programs, services, opportunities or activities. A hostile environment can be created by anyone involved in a Southern program or activity, including but not limited to, administrators, faculty members, students and even campus guests. Mere offensiveness is not enough to create a hostile environment. Although repeated incidents increase the likelihood that harassment has created a hostile environment, a serious incident, even if isolated, can be sufficient to create a hostile environment. In determining whether harassment has created a hostile environment, consideration will be given not only as to whether the conduct was unwelcome to the person who feels harassed, but also whether a reasonable person in a similar situation would have perceived the conduct as sufficiently severe or pervasive, or objectively offensive. Also, the following factors will be considered:
- 3.9.1 The degree to which the conduct affected the education or employment of one or more students or employees;
- 3.9.2 The nature, scope, frequency, duration and location of the incident or incidents;
- 3.9.3 The identity, number, age, sex and relationships of persons involved;

3.9.4 The location of the conduct and the context in which it occurred; and

3.9.5 Other incidents occurring at the location or at Southern, including incidents of sex-based, but non-sexual harassment;

3.10 In addition to hostile environment harassment, sex-based harassment includes sexual harassment and non-sexual harassment based on stereotypical notions of what is female/feminine versus male/masculine or a failure to conform to those gender stereotypes.

Sexual Harassment means harassment that creates a hostile environment based on sex, as defined above and also unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature on or off campus that is sufficiently severe or pervasive when (i) submission to such conduct is made either explicitly or implicitly a condition of an individual's employment or academic performance or participation in Southern programs or activities; or (ii) submission to or rejection of such conduct is used as the basis for employment decisions or for academic evaluation, grades or advancement. In determining whether alleged conduct constitutes sexual harassment, consideration shall be given to the record as a whole and to the totality of the circumstances, including the nature of sexual behavior and the context in which the alleged conduct occurred. Sexual harassment may occur between people of the same sex or people of different sexes.

Examples of sexual harassment may include, but are not limited to, unsolicited, deliberate or repeated touching, sexual flirtation, advances or propositions which are not welcomed and/or desired; unwelcome jokes, stories, comments, innuendos or other sexually oriented statements which are specifically designed to embarrass or humiliate through their sexual subject matter content; unwelcome sexual communication such as graphic or degrading comments about one's gender related to personal appearance; unwelcome display of sexually explicit materials, objects or pictures in an individual's place of work or study, such as viewing material on computers or other electronic devices where others can see. Importantly, these and any other examples in this policy are provided only for illustration purposes and all conduct must still meet the applicable definitions in the policy before rising to the level of prohibited conduct.

3.11 Sexual Offense means sexual assault or sexual exploitation, as defined below. It is a broad term used to encompass unwelcome behavior of a sexual nature that is prohibited by Title IX and Southern West Virginia Community and Technical College.

3.12 Sexual Assault means sexual intercourse or sexual contact that occurs without consent. Sexual Assault also means an offense that meets the definition of rape, fondling, incest or statutory rape as used in the FBI's Uniform Crime Reporting program.

3.13 Sexual Contact means any (1) intentional touching, either directly, through clothing or with an object, of the breasts, buttocks, anus or any part of the sex organs of another person, or (2) intentional touching of any part of another's body by the actor's sex organs.

3.14 Sexual Intercourse is defined as anal, oral or vaginal penetration, however slight, by an inanimate object or another's body part, including, but not limited to, a penis, tongue or finger.

3.15 Consent is defined as agreement, approval or permission as to some act or purpose that is given knowingly, willingly and voluntarily by a competent person. A person is not competent and therefore lacks the ability to consent where there is either forcible compulsion or incapacity to consent. A person is deemed incapable of consent when that person is either less than sixteen years old, mentally incapacitated or physically unable

to resist. It is important to remember that silence, by itself, cannot constitute consent. “Forcible compulsion” means (a) physical force that overcomes such earnest resistance as might reasonably be expected under the circumstances; or (b) threat or intimidation, expressed or implied, placing a person in fear of immediate death or bodily injury to himself or herself or another person or in fear that he or she or another person will be kidnapped; or (c) fear by person under sixteen years of age caused by intimidation, expressed or implied, by another person who is at least four years older than the victim. Consent to one sexual act does not constitute or imply consent to a different sexual act. Previous consent cannot imply consent to future sexual acts. Consent is required regardless of the parties’ relationship status or sexual history together. Intoxication from alcohol or drug use, alone, does not bar consent, but can when a party is so intoxicated as to be incapacitated; i.e., unable to knowingly and intentionally make decisions for him or herself. Incapacitation negates consent when the alleged perpetrator knows, or a reasonable person in his or her position, under the circumstances, should know, that the alleged victim is incapacitated.

3.16 Sexual Exploitation means taking sexual advantage of another person without his or her consent. Sexual advantage includes, without limitation, causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over such other person; causing the prostitution of another person; recording, photographing or transmitting identifiable images of private sexual activity and/or the intimate parts of another person; allowing third parties to observe private sexual acts; and engaging in voyeurism.

3.17 Domestic Violence means a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the alleged victim, by a person with whom the alleged victim shares a child in common, by a person who is cohabitating with or who has cohabitated with the alleged victim as a spouse, by a person similarly situated to a spouse of the alleged victim under the domestic or family laws of the State of West Virginia, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family laws of the State of West Virginia. “Domestic Violence,” which is also prohibited by this policy, means: (i) unlawfully and intentionally making physical contact of an insulting or provoking nature with one’s family or household member(s); (ii) unlawfully and intentionally causing physical harm to one’s family or household member(s); (iii) unlawfully attempting to commit a violent injury against one’s family or household member(s); or (iv) unlawfully committing an act which places one’s family or household member(s) in reasonable apprehension of immediately receiving a violent injury.

3.17.1 For purposes of this subsection, Family or Household Members means persons who (1) are or were married to each other; (2) are or were living together as spouses; (3) are or were sexual or intimate partners; (4) are or were dating; provided, that a casual acquaintance or ordinary fraternization between persons in a business or social context does not establish a dating relationship; (5) are or were residing together in the same household; (6) have a child in common regardless of whether they have ever married or lived together; or (7) have any of the relationships described in W.Va. Code § 48-27-204.

3.18 Dating Violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship. The view of the complainant shall generally be controlling in determining whether such a relationship existed. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence, for purposes of this policy, does not include emotional abuse.

3.19 Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (i) fear for his or her safety or the safety of others; or (ii) suffer substantial emotional distress. One engages in an impermissible course of conduct under this definition if one engages in two or more acts that

include, but are not limited to, acts in which the stalker directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens or communicates to or about a person in a way prohibited as described above or interferes with a person's property. A reasonable person, for purposes of this definition, means a reasonable person under similar circumstances and with similar identities to the victim. Substantial emotional distress, for purposes of this definition, means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

3.20 Responsible Employees are any person employed, full time, part-time, or temporarily, by Southern West Virginia Community and Technical College. Responsible Employees are required to forward all reports of violations of this policy, and any information they obtain or receive that this policy may have been violated, to the Title IX Coordinator.

3.21 Retaliate means to take an adverse action against an individual or subject an individual to conduct that has the purpose or effect of unreasonably interfering with that individual's educational experience, work or academic performance, or creates an educational experience or academic or work environment that a reasonable person would find intimidating or hostile because of something that individual did to further this policy, including but not limited to filing a complaint or being a witness in or supporter of or against a complaint. This includes interfering with the reporting of or the investigation of prohibited behavior, such as tampering with or destroying relevant evidence; and intimidating, threatening or attempting to influence, in any way, the testimony or information of a reporter, complainant or witness.

#### **SECTION 4. POLICY**

4.1 It is Southern's policy to provide a productive work and educational environment where faculty, staff, and students can work and study free from sexual harassment. Southern will take action to prevent and eliminate verbal or physical conduct by any employee or student that harasses, disrupts, or interferes with another's work or academic performance or that creates an intimidating, or offensive or hostile environment. Southern prohibits discrimination, harassment, sexual harassment, sexual offense, domestic misconduct, stalking and retaliation as defined in this policy (collectively referred to as prohibited conduct) by or against any member of the Southern community.

4.1.1 Jurisdiction: This prohibition applies to conduct that occurs on Southern premises or in connection with a Southern sponsored activity; off-campus conduct that unreasonably interferes with the educational or orderly operation of the Southern community, its mission or its objectives determined by a reasonable person; and any off-campus conduct that in light of all the facts and circumstances, would endanger the health and safety of the Southern community. As a result, any individual found to have committed these acts against another is subject to appropriate discipline.

4.1.2 Role of Supervisor: Those in supervisory positions have a special responsibility to discourage prohibited conduct as well as to implement and enforce this policy.

4.2 Conduct that constitutes sexual harassment is unacceptable and illegal. Southern will not tolerate any sexual harassment of its students or employees on Southern property, in other Southern-related settings or at Southern-related events. Violators of this policy are subject to appropriate disciplinary action that may include sanctions such as warning, suspension or expulsion of a student in accord with SCP-4770, Student Rights and Responsibilities, or other action depending on the particular circumstances. In addition, prohibited conduct that constitutes a criminal law violation will be referred to the appropriate authorities for prosecution.

4.2.1 Furthermore, although conduct may not violate this policy, it may still be prohibited by Southern under a different policy or standard of behavior. Accordingly, in such cases, Southern reserves the ability to take any necessary action.

4.3 If sexual harassment allegations are not substantiated, all reasonable steps shall be taken to protect the reputation of the accused. Moreover, if the complainant is found to have intentionally or maliciously been dishonest or frivolous in making the allegations, the complainant shall be subject to appropriate disciplinary action. Although consensual relationships are within the purview of individual privacy, those engaging in such relationships that occur between persons in inherently unequal and closely related positions at Southern, or between employees within the same reporting line, including those between supervisors and supervisees, must remain aware that such relationships could lead to circumstances that result in harassment or sexual or domestic misconduct.

4.3.1 In these specific cases of consensual relationships, the individuals shall notify their immediate supervisor or other appropriate administrator. The supervisor or administrator shall be responsible for arranging to eliminate or mitigate any conflict of interest or other legitimate occupational interest related to employment, the consequences of which might prove detrimental to Southern or to either party in the relationship. In some instances, if no suitable way to eliminate or mitigate the conflict is reasonably feasible, one or both individuals may be separated from Southern.

4.3.2 It is important to note that these types of consensual relationships also may result in a hostile or offensive environment affecting other employees or students. For example, others may perceive a person involved in the consensual relationship as receiving favorable treatment in employment or educational decisions and actions.

4.4 A faculty member or instructor is prohibited from engaging in a consensual relationship with a student whom the faculty member or instructor evaluates, supervises, instructs or advises.

4.4.1 Where there is pre-existing consensual relationship, the faculty member or instructor shall notify his or her immediate supervisor or other appropriate administrator. The supervisor or other appropriate administrator shall be responsible for arranging to eliminate or to mitigate any conflict, the consequences of which might prove detrimental to Southern or to either party in the relationship.

## **SECTION 5. BACKGROUND OR EXCLUSIONS**

5.1 None: Free expression and academic freedom at Southern West Virginia Community and Technical College (“Southern”) are necessary to enable the institution to reach its goals to engage students in a challenging academic environment; excel in research, creative activity and innovation in all disciplines; foster diversity and inclusion; advance international activity and global engagement; and enhance the well-being and quality of life of the people of West Virginia. Consequently, while this policy seeks to protect members of the Southern community from discrimination, harassment, sexual and domestic misconduct, certain consensual relationships, stalking and retaliation, it should be read in conjunction with policies that relate to free expression and academic freedom: SCP-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*, SCP-4770, *Student Rights and Responsibilities*; and West Virginia Council for Community and Technical College Education Title 135, Series 27, “Academic Freedom, Professional Responsibility, Promotion and Tenure.”

## **SECTION 6. GENERAL PROVISIONS**

6.1 While Southern encourages individuals who believe they are being harassed to notify the offender firmly and

~~promptly that his or her behavior is unwelcome, Southern also recognizes that power and status disparities between an alleged harasser and a target of harassment may make such a confrontation impossible. In the event that such informal, direct communication between individuals is either ineffective or impossible, then any such conduct should be reported **immediately** (preferably in writing) to one of the following persons: the respective campus Counselor, Director or Manager, Office of the Vice President for Finance and Administration or the Vice President for Academic Affairs and Student Services, Economic, Workforce and Community Development, Student Services, or Technology Information Services. Nothing in this policy shall be constructed to prohibit the filing of a complaint with the West Virginia Human Rights Commission or other agency charged with the responsibility to enforce laws that prohibit sexual harassment. The President or the President's designee shall appoint an administrator to act as Southern's Coordinator to handle all reports of prohibited conduct and complaints under this policy, including acting as Southern's Title IX Coordinator. The Coordinator will oversee all complaints filed under this policy generally and identify and address any patterns or systemic problems that arise during the review of such complaints. The Coordinator is further responsible for coordination of training, education, communications and administration of complaint procedures for faculty, staff, students and other members of the Southern community. The President or the President's designee may also appoint deputy Coordinators to assist Southern in furthering this policy.~~

- 6.2 ~~Any administrator, counselor or other employee who receives a report of sexual harassment or who is otherwise made aware of a situation, action or behavior that could be deemed as sexual harassment is responsible for reporting the suspected harassment to his or her unit vice president or to the Office of the Vice President for Finance and Administration unless prohibited from doing so by law. Failure to report promptly the suspected harassment will result in appropriate disciplinary action. Southern requires all of its employees to report suspected or known sexual harassment, sexual offense or any other violations of Section 4 of this policy to the Title IX Coordinator at:~~

Title IX Coordinator  
Southern West Virginia Community and Technical College  
2900 Dempsey Branch Road  
Post Office Box 2900  
Mount Gay, West Virginia 25637  
Phone: 304-792-7098  
Fax: 304-792-7028  
TTY: 304-792-7054  
Email: [titleix@southernwv.edu](mailto:titleix@southernwv.edu)

- 6.2.1 Students and any other members of the Southern community who believe they have been subject to any of the prohibited conduct as defined in Section 3 and set forth in Section 4 of this policy, or who have witnessed or are aware of such prohibited conduct, are encouraged to report this information to a Responsible Employee or to the Title IX Coordinator.
- 6.2.2 Responsible Employees are required to forward all reports of violations of this policy, and any information they obtain or receive that this policy may have been violated, to the Title IX Coordinator. All employees designated by Southern as Responsible Employees will be clearly identified and published to Southern students and employees.
- 6.2.3 Confidential resources are available for members of the Southern community who have been subject to prohibited conduct. The Title IX Coordinator shall compile, maintain and make available to Southern students and employees a list of these resources, including resources offered by off-campus organizations, to include contact information.

6.2.3.1 Pastors employed by Southern in any capacity are not confidential resources for purposes of this policy, unless they are counselors licensed by the State of West Virginia and employed by Southern as counselors.

6.2.3.2 By law, counselors licensed by the State of West Virginia under W. Va. Code §30-31-1 et seq. are not permitted to disclose information either communicated to or acquired by them while engaged in the practice of counseling except with the written consent of the client, when a communication reveals the contemplation of an act dangerous to the client or others, or when the client, or his or her personal representative, waives that privilege by bringing charges against the licensee.

6.3 Upon receipt of a report or complaint alleging sexual harassment, the Office of the Vice President for Finance and Administration shall immediately undertake or authorize an investigation. That investigation may be conducted by College personnel or by a third party designated by the College. The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the particular allegations. In determining whether the alleged conduct constitutes a violation of this policy, the College shall consider: Any member of the Southern community who believes he or she has been subject to, has witnessed, or is aware of any of the prohibited conduct as defined in Section 3 and set forth in Section 4 may file a complaint in any manner set for in the applicable procedure.

~~6.3.1 the nature of the behavior;~~

~~6.3.2 how often the conduct occurred;~~

~~6.3.3 whether there were past incidents or past continuing patterns of behavior;~~

~~6.3.4 the relationship between the parties involved;~~

~~6.3.5 the sex and age of the victim;~~

~~6.3.6 the identity of the perpetrator, including whether the perpetrator was in a position of power over the employee, student, or visitor allegedly subjected to harassment;~~

~~6.3.7 the number of alleged harassers;~~

~~6.3.8 the age of the alleged harasser;~~

~~6.3.9 where the harassment occurred;~~

~~6.3.10 whether there have been other incidents in the College involving the same or other employees, students, or visitors;~~

~~6.3.11 whether the conduct adversely affected an employee's work environment or a student's education or educational environment;~~

~~6.3.12 the context in which the alleged incidents occurred; and~~

~~6.3.13 whether or not speech or expression that is alleged to constitute harassment is protected by the First~~

Amendment to the United States Constitution:

6.3.14 Whether a particular action or incident constitutes a violation of this policy, requires a determination based on all the facts and surrounding circumstances. The investigation shall be completed no later than 14 days from receipt of the report. The Office of the Vice President for Finance and Administration shall make a written report to the President or his or her designee upon completion of the investigation. If the complaint involves the President, the report may be filed directly with the Chair of the Board of Governors. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. The Office of the Vice President for Finance and Administration's obligation to conduct this investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegations is also ending or has been concluded.

6.4 The results of the investigations of each complaint filed under this policy will be reported in writing to the complainant and other parties by the College in accordance with the state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged harasser. Southern encourages the reporting of incidents that violate this policy. The use of alcohol or drugs should not be a deterrent to reporting an incident. When conducting an investigation, Southern's primary focus will be on addressing the alleged misconduct and not on alcohol and drug violations that may be discovered or disclosed. Southern does not condone underage drinking; however, Southern will extend limited amnesty from punitive sanctioning by Southern in the case of drug or alcohol use to complainants, witness and others who report incidents, provided that they are acting in good faith in such capacity. Southern may provide referrals to counseling and may require educational options, rather than disciplinary sanctions, in such cases.

6.4.1 ~~If the results of the investigation of a complaint of sexual harassment results in a conclusion that an individual has engaged in a sexual harassment violation of this policy, or that College personnel have failed to report suspected sexual harassment as required herein, appropriate remedial action will be pursued, including student and College personnel disciplinary action, when appropriate.~~

6.5 Following investigation, the following actions may be taken against an individual found to have engaged in sexual harassment: The President or the President's designee(s) shall formulate a complaint procedure to investigate and respond to all complaints regarding alleged misconduct in violation of this policy. In all cases, complaints will be handled in such a manner so as to achieve a prompt and equitable resolution in no less than 60 days. Further, Southern will take the appropriate steps to end the misconduct, prevent any further misconduct or retaliation, remedy the effects of misconduct and eliminate any hostile environment that has been created.

6.5.1 ~~If the individual is an employee, appropriate disciplinary action up to and including termination of employment; If a student is found through that procedure to have engaged in prohibited conduct that warrants the student's subsequent suspension or expulsion from Southern in resolution of the complaint, the matter will then be handled pursuant to the then-current version of SCP-4770, *Student Rights and Responsibilities*, which can be found in the "Policies" area of Southern's website.~~

6.5.2 ~~If the individual is a student, appropriate disciplinary action up to and including expulsion imposed consistent with the Policy on Student Rights and Responsibilities; If an employee is found through that procedure to have engaged in prohibited conduct that warrants the employee's subsequent suspension or termination from Southern in resolution of the complaint, the matter will then be handled pursuant to the "Disciplinary Action" provisions of Southern's then-current Employee Handbook.~~

~~6.5.3 If the individual is a visitor, appropriate action including, but not limited to, being forbidden from entering Southern property imposed consistent with the Policy on Use of Institutional Facilities; and Any investigation resulting from a complaint will be separate from and in addition to any criminal investigation that may result.~~

~~6.5.4 If the individual is a third party who engages in harassing conduct against a Southern employee or student away from Southern property, appropriate remedial action including, but not limited to, reporting such conduct to the third party's employer or school.~~

6.6 ~~It shall also be a violation of this policy to engage in retaliation or reprisal against any person who reports sexual harassment or intimidation or who testifies, assists or participates in an investigation or proceeding involving sexual harassment. Southern respects the privacy of those reporting prohibited conduct and will endeavor to respect requests for confidentiality to the extent permissible by law. However, Southern has certain legal obligations to address this conduct and to prevent its recurrence and, as a result, cannot guarantee confidentiality to a complainant in all cases. In determining whether to honor an individual's request for confidentiality that could preclude a meaningful investigation or potential discipline of the alleged perpetrator, Southern may consider a range of factors, including: whether there have been other sexual violence complaints about the same alleged perpetrator; whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence; whether the alleged perpetrator threatened further sexual violence or other violence against the complainant or others; whether the sexual violence was committed by multiple perpetrators; whether the complainant's report or allegation reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group; whether the sexual violence was perpetrated with a weapon; the age of the complainant subject to the sexual violence; and whether Southern possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence).~~

~~6.6.1 That said, as set forth in subsection 6.2.3, there are places where a victim can receive confidential services. The complaint procedure must identify clearly additional resources, if any, where a victim can go to receive such services without having to risk confidentiality. The complaint procedure identifies additional resources where a victim can go to receive such services without having to risk confidentiality.~~

~~6.7 If a party is found to have intentionally or maliciously been dishonest, reckless or frivolous in making allegations of a violation under this policy, that party shall be subject to appropriate disciplinary action.~~

~~6.8 No individual may retaliate against any reporter or complainant, any person that assists a complainant in the filing of a complaint of prohibited conduct, or a witness. Complaints of retaliation for such activities will be treated the same way as other complaints under this policy.~~

## SECTION 7. RESPONSIBILITIES

~~7.1 All Southern employees, students, and visitors are expected to: All members of the Southern community must avoid engaging in prohibited conduct as defined in Section 3 and described in Section 4 of this policy, namely discrimination, harassment, sexual harassment, sexual offense, domestic misconduct, stalking and retaliation by or against any member of the Southern community.~~

~~7.1.1 engage in conduct that meets professional standards;~~

- ~~7.1.2 remain sensitive to the effect of their actions and words on others;~~
- ~~7.1.3 take appropriate action to prevent sexual harassment;~~
- ~~7.1.4 avoid behavior that might be construed as sexual harassment;~~
- ~~7.1.5 familiarize themselves with the policy;~~
- ~~7.1.6 ask questions about procedure, and seek informal advice concerning sexual harassment; and~~
- ~~7.1.7 present complaints if alleged sexual harassment and/or sex or disability discrimination, or is suspected to his/her immediate supervisor and/or the AA/EEO office; and~~
- ~~7.1.8 the College will ensure a prompt and equitable resolution of student and employee complaints alleging any discrimination based on sex or disability.~~

7.2 ~~The Office of the Vice President for Finance and Administration and Office of the Dean for Student Services and Enrollment Management shall have the responsibility to oversee the implementation of this policy, to ensure that employees and students are aware of the policy, to ensure Southern's compliance with relevant state and federal laws, and to ensure that employees and students receive any necessary training with regard to sexual harassment issues. The Office of the Dean for Student Services and Enrollment Management is primarily responsible for student-related matters, and the Office of the Vice President for Finance and Administration is primarily responsible for all other matters, including employee-related matters. The President shall implement and ensure compliance with this policy in conjunction with the other Responsible Employees. The President or President's designee shall appoint Southern's Title IX Coordinator.~~

7.3 ~~Inquiries on anti-discrimination laws (Human Rights Act, Civil Rights Act, and/or Title IX Amendments) as they relate to this policy should be addressed to: As provided in subsection 6.5 of this policy, the President or the President's designee shall formulate a complaint procedure to be followed in investigating and responding to all complaints regarding prohibited conduct.~~

~~Affirmative Action Officer  
Southern West Virginia Community and Technical College  
P. O. Box 2900, Mount Gay, West Virginia 25637  
(304) 896-7408~~

~~Title IX Coordinator  
Southern West Virginia Community and Technical College  
P. O. Box 2900 Mount Gay, West Virginia 25637  
(304) 896-7432~~

7.4 As provided in subsection 6.1 of this policy, Southern's Title IX Coordinator shall oversee complaints; identify and address any patterns or systemic problems; and coordinate training, education, communications and administration of the complaint procedure.

7.5 All Responsible Employees must report incidents of conduct prohibited by this policy to Southern's Title IX Coordinator, as provided in subsection 6.2.2 of this policy.

## **SECTION 8. CANCELLATION**

8.1 ~~Any previous policy being superseded.~~ This policy amends and supersedes the version of SCP-2843 entitled *Sexual Harassment Policy* that took effect on July 17, 2014.

**SECTION 9. REVIEW STATEMENT**

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed.

**SECTION 10. SIGNATURES**

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**Board of Governors Chair**                      **Date**

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**President**    **Date**

**Attachments:**                      None

**Distribution:**                      Board of Governors (12 members)  
www.southernwv.edu

**Revision Notes:**                      January 2011 – Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities.

December 4, 2013 – Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity, are grammatical in nature, and reflect changes in job titles.

March 10, 2014 – Changes reflect recommended corrective actions made by the Civil Rights Office during the Civil Rights Audit conducted on March 12, 2013.

September 15, 2015 – Due to major changes in federal and state laws as a result of amendments to the Clery Act, a review of this policy began. Significant changes have been made to the policy to encompass and address not only sexual harassment, but also discrimination, harassment, sexual and domestic misconduct, stalking, and retaliation. The policy title was changed from *Sexual Harassment Policy* to *Discrimination, Harassment, Sexual Harassment, Sexual and Domestic Misconduct, Stalking and Retaliation Policy* to reflect the inclusion of these topics.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 18, 2017**

**ITEM:** Request for Approval of Distribution of SCP-7000, *E-mail Established as an Official Form of Communication*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-7000, *E-mail Established as an Official Form of Communication*, to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP-7000, *E-mail Established as an Official Form of Communication*. The purpose of this policy is to establish that Southern West Virginia Community and Technical College (Southern) campus e-mail is an official method of communication between, faculty, staff, and students are delivered and accessible to the intended recipient.

This policy was reviewed by Executive Council on March 01, 2017 and the President's Cabinet on March 14, 2017. Following these reviews, no changes were recommended. The staff recommends that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-7000**

**SUBJECT:** E-mail Established as an Official Form of Communication

**REFERENCE:** None

**ORIGINATION:** February 3, 2012

**EFFECTIVE:** ~~July 26, 2012~~

**REVIEWED:** ~~New Policy~~ March 1, 2017

**SECTION 1. PURPOSE**

- 1.1 To establish that Southern West Virginia Community and Technical College (Southern) campus e-mail is an official method of communication between, faculty, staff, and students and to ensure that e-mail messages from the College directed to faculty, staff, and students are delivered and accessible to the intended recipient.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This issuance applies to all constituents of Southern for whom a campus e-mail account is provisioned, including but not limited to students, staff, faculty, and external entities.

**SECTION 3. DEFINITIONS**

- 3.1 Campus E-mail Account – an e-mail account provided by the College (associated with a domain name owned and managed by the institution) and assigned for the exclusive use of one individual.
- 3.2 Campus Directory – the address book associated with the faculty/staff e-mail system.

**SECTION 4. POLICY**

- 4.1 Southern will utilize college-issued e-mail accounts to convey college-related, critical, and/or time sensitive information to faculty, staff, and students. In some instances, e-mail communication may be the only means by which particular information is conveyed. Examples include, but are not limited to:
- 4.1.1 Announcement of policy or regulatory changes.
  - 4.1.2 Human Resources or employment-related notifications/deadlines.
  - 4.1.3 Financial Aid or registration notifications/deadlines.
  - 4.1.4 Class or work schedule changes.
  - 4.1.5 Inclement weather advisories/instructions.
  - 4.1.6 Mandatory meeting notifications.
  - 4.1.7 Any other information deemed relevant and/or necessary to the Southern community members.

- 4.2 E-mail messages originating from the College or via automated campus or student information system processes will be sent exclusively to the campus e-mail address.
- 4.3 College e-mail distribution lists will ONLY be used to disseminate information directly related to the business of the College.
- 4.4 Students may configure their campus e-mail account to forward College e-mail to a preferred e-mail address. Faculty and staff are expected to use the College provided e-mail tools and are prohibited from forwarding e-mail indiscriminately to an external e-mail account. All messages contained within the College's e-mail system are the property of the institution.
- 4.5 All official faculty and staff campus accounts will be maintained in the campus directory.
- 4.6 E-mail communication from Southern faculty/staff to students must originate from an official campus account.

**SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 None.

**SECTION 6. GENERAL PROVISIONS**

- 6.1 None.

**SECTION 7. RESPONSIBILITIES AND PROCEDURES**

- 7.1 Technology Services is responsible for the maintenance of the campus directory and campus e-mail system, including the creation of accounts.
- 7.2 College business units must ensure that messages are appropriately addressed to campus e-mail addresses.
- 7.3 Faculty, staff, and students must maintain their campus and/or preferred e-mail address to ensure that they receive their mail.
- 7.4 Faculty, staff, and students are responsible for responding to e-mail notifications sent to their official e-mail account in a timely manner. Missed deadlines or other repercussions resulting from failed e-mail forwarding or poor mailbox maintenance will NOT be excused.

**SECTION 8. CANCELLATION**

- 8.1 None.

**SECTION 9. REVIEW STATEMENT**

- 9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed.

**SECTION 10. SIGNATURES**

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**Board of Governors Chair**                      **Date**

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**President**    **Date**

**Attachments:**        None.

**Distribution:**        Board of Governors (12 members)  
                              www.southernwv.edu

**Revision Notes:**    February 3, 2012 - Policy originated.

March 2017 - Policy reviewed with no recommended changes at this time.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL  
COLLEGE BOARD OF GOVERNORS  
MEETING OF FEBRUARY 18, 2017**

**ITEM:** Request for Approval to Distribute the Mission Statement and Institutional Commitments for 30-day Comment

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the Mission Statement and Institutional Commitments to Southern's constituents for a 30-day comment period.

**STAFF MEMBER:** Robert E. Gunter

**BACKGROUND:**

As part of the Higher Learning Commission's (HLC) new Open Pathways 10-year cycle, Southern has entered its Year 4 Assurance Review process. The HLC conducts an Assurance Review to determine whether an institution continues to meet the criteria for accreditation. An ongoing process of the Assurance Review is to reexamine the institution's Mission Statement and Institutional Commitments.

On February 23, 2017, a memo was issued to all Southern employees providing an opportunity to review the current mission statement and institutional commitments and provide suggestions for change to the Strategic Planning and Financial Review Committee Chair, Carol Howerton, via e-mail on or before Friday, March 10, 2017. The suggestions received were presented to the Strategic Planning and Financial Review Committee during a special meeting on April 6, 2017. Following review of the comments received from constituents, the Strategic Planning and Financial Review Committee concurred that the current Mission Statement and Institutional Commitments reflect the appropriate mission of the institution and should remain as is without modification. Therefore, the Committee forwarded its recommendation to retain the current Mission Statement and Institutional Commitments to the Executive Council for review and consideration for approval. On April 6, 2017, the Executive Council approved the Strategic Planning and Financial Review Committee's recommendation as submitted and advanced it to the President's Cabinet for further review and consideration for approval. At its April 11, 2017, the President's Cabinet reviewed and approved the Mission Statement and Institutional Commitments as presented.

Based on the deliberations and recommendations of the aforementioned governance bodies, the staff requests that the Mission Statement and Institutional Commitments be advanced to Southern's constituents for a 30-day public comment period.

**Current Mission Statement and Institutional Commitments as Approved by the Board of Governors on June 18, 2013:**

**Mission Statement**

Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promote success for those we serve.

## **Institutional Commitments**

As a comprehensive community and technical college, Southern is committed to providing:

1. Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.
2. Programs of study leading to the associate in arts and the associate in science degrees which can be effectively transferred and applied toward the baccalaureate degree.
3. Programs of study in career and technical fields leading to a skill-set certification, certificate degree and/or the associate in applied science degree for entry into the workforce.
4. Workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development.
5. Support services that assist students in achieving their education and training goals.
6. Community interest programs and activities that promote personal growth and cultural enrichment.

### **Comments Received Regarding Mission Statement:**

1. After pooling the faculty senate about the mission statement, we recommend the mission statement stay as is. (Susan Baldwin, Faculty Senate Chair, 03-09-2017)

### **Comments Received Regarding Institutional Commitments:**

1. The Student Services Unit recommends number one (1) under Institutional Commitments be modified

**from: Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.**

**to: Co-curricular education for those who lack the necessary academic background for direct entry into college-level courses. (Allyn Sue Barker, Interim Vice President for Student Services, 03-09-2017)**