



**Agenda Book
June 20, 2017**

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 June 20, 2017
6:00 p.m.
Building C, Room 428 • 2900 Dempsey Branch Road
Mount Gay, West Virginia**

AGENDA

1. Call to Order Ms. Wilma J. Zigmond
Board Chair
2. Special Presentations Chair Zigmond
3. Introduction of New Board Member Chair Zigmond
4. Oath of Office Mr. Samuel Litteral
Vice President for Finance and Administration
5. Call for Public Comments to the Board of Governors Chair Zigmond
6. Classified Staff Council Annual Presentation Mr. Chris Gray
Chair, Classified Staff Council
7. Academic Affairs Update Dr. Jack Dilbeck
Vice President for Academic Affairs
8. HLC Assurance Argument Update Dr. Dilbeck
9. Technology Services Update Mr. Litteral
10. Student Success Data Report Ms. Carol Howerton
Associate Vice President for Academic Affairs
11. President’s Report Dr. Robert E. Gunter
President
12. Financial Report Mr. Litteral
13. Action Items
 - 13.1 Nominating Committee Report and Election of
2017-2018 Board Officers Pg. 9
 - 13.2 Appointment and Election of 2017-2018 Lay Members (2)
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 - 13.3 Request to Amend 2017-2018 Board Meeting Schedule Pg. 11
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13.8	Action on Institutional Policies for Final Approval	
13.8.1	SCP-2748, <i>Request for Release Time for Full-time Faculty</i>	Pg. 29
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13.10	Action on Post-Audit Reports Required by Community and Technical College System	
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13.10.4	Paraprofessional Education, Certificate	Pg. 132
14.	Informational Items	
14.1	Awarding of Undergraduate Tuition and Fee Waivers Report	Pg. 154
14.2	Faculty Promotion Decisions	Pg. 156
14.3	2017-2018 Holiday Calendar	Pg. 157
15.	Adjournment	Chair Zigmond

Key Points Discussed and Action Items			
Ck	Date	Activities	How Participated
		Chamber of Commerce/Consortium/Association Meetings	
	May 8, 2017	Tug Valley Chamber of Commerce	Attended
	May 9, 2017	Logan County Chamber of Commerce (Bd of Directors)	Attended
		Campus Visits	
	April 24, 2017	Boone Campus, Meet the Authors of Sticks Magazine Event	Participated
	April 28, 2017	Williamson Campus Visit	Visit
	May 2, 2017	Williamson Campus Visit/Armory Visit	Visit
	May 8, 2017	Williamson Campus Visit	Visit
		Individuals Meet/Greet	
	April 20, 2017	Senator Joe Manchin, met with Senator to discuss Running Right Way Leadership Academy property. He offered his assistance in exploring the acquisition of that property.	Participated
*	April 24, 2017	Mr. Keith Hainer, Chief Operating Officer, had conversation about the use of Running Right Way Leadership Academy facility.	Participated
*	April 24, 2017	HLC Additional Location Site Visit – Dr. Dilbeck and I met with Dr. Tom Mann, President Emeritus, Davis & Elkins College. We had a positive visit and the RRW site will be added to Southern's inventory of educational sites.	Participated
	April 26, 2017	Dave Buck, Ellucian – Continued contract conversation.	Participated
	April 26, 2017	Contemporary Galleries, continued conversation to finalize Student Services renovation, phone conversation about	Participated
*	May 3, 2017	Ms. Terri Giles, Vice President, Government Relations, Appalachian Headwaters – initial conversation about developing partnership to train displaced Southern West Virginia workers in the science of beekeeping.	Participated
	June 5, 2017	Ellucian Meeting – Dave Buck/Glenn Trammel	Participated

	June 15, 2017	EMSI – Sam Paul Conference Call	Participated
Key Points Discussed and Action Items			
Ck	Date	Activities	How Participated
		Other	
*	April 19, 2017	Senator Joe Manchin, Town hall Meeting, Southern	Attended
	April 20, 2017	WV Council for CTC Education, BridgeValley, South Charleston	Attended
	April 20, 2017	Opening Welcome for MLT Advisory Committee Meeting	Participated
*	April 24, 2017	Ms. Casey K. Sacks, Ph.D., Vice Chancellor, WV CCTCE, initial conversation about writing grant to ARC to develop a Water Quality Management program of study.	Participated
	April 25, 2017	Speaker for Leadership Logan Event – Broad perspective of Southern in the Community.	Presented
	April 27, 2017	Westside High School College Decision Day – Keynote Speaker	Speaker
	April 28, 2017	Mingo County Fire School, attended a “meet and greet” event	Participated
	May 2, 2017	Chief Information Officer Interview	Participated
	May 2, 2017	Tug Valley High School College Decision Day – Keynote Speaker	Speaker
	May 3, 2017	Mingo Central High School College Decision Day – Keynote Speaker	Speaker
	May 4, 2017	Universal Pre-K Center Discussion, Larry Joe Harless Community Center, Gilbert, WV	Attended
	May 8, 2017	Kiwanis Top of Class Banquet – Welcome Address	Speaker
	May 11, 2017	Allied Health Awards Ceremony	Speaker
	May 12, 2017	Nursing Pinning Ceremony – Opening Remarks	Speaker
	May 13, 2017	Commencement	Participated
	May 15, 2017	CEDAR Scholarship Banquet	Attended

*	May 15, 2017	Request from Jennifer Worth, Senior Vice President, Workforce and Economic Development, American Association of Community Colleges to showcase and involve SWVCTC in the AACC/ARC/CCA I ₃ Project (Industry-Informed Infrastructure). Spoke with John Dyer about logistics and affirmation.	Phone/email
	May 16, 2017	Allied Health New Student Orientation – Welcome Address	Speaker
	May 17, 2017	Presidents’ Administrative Retreat	Hosted
	May 18, 2017	New Program Development Next Steps Discussion	Hosted
	May 18, 2017	Tug Valley Mining Institute Awards Banquet	Speaker
	June 5, 2017	David Volpe, VPSS Interview	Presided
	June 5, 2017	Darrell Taylor, VPSS Interview	Presided
	June 5, 2017	Rita Roberson, VPSS Interview	Presided
	June 6, 2017	Board of Governors Agenda Committee	Participated
	June 7, 2017	TAACCCT 4 Grant Follow-up Orientation	Participated
	June 7, 2017	Community & Technical College Advisory Committee	Attended
*	June 7, 2017	Logistics Call with AACC/ARC/CCA for I ₃ Project	Participated
	June 8, 2017	WV Council for CTC Education, BridgeValley, South Charleston	Attended
	June 10, 2017	Carrie Anne Scott Memorial Scholarship 2 nd Annual Float Event	Attended
	June 11 – 13, 2017	Community Colleges of Appalachia Conference – Ashville, NC	Attended
	June 14, 2017	New Classification System Discussion	Attended
		Grants Activity	
	May 23, 2017	H&M – Jeff Lusk Conference Call – ARC Grant	Participated
		Informational Items/Planned Activities	
		Grants Update(s) <ul style="list-style-type: none"> • Grants Management Protocol • Hatfield & McCoy – Southern Coalfields Sustainable 	

		<p>Tourism & Entrepreneurship Program</p> <ul style="list-style-type: none"> • Drone Airspace Management – KY-WV Regional Drone Technology Workforce Project • Robert C. Byrd Institute – Applied Systems & Technology Transfer (Machining) • PRIDE Community Service – BuildJobs Initiative – Construction training/certification 	
		<p>Renovation Update(S):</p> <ul style="list-style-type: none"> • Logan Campus Student Services • Williamson Campus Armory 	
		<p>New Initiatives:</p> <ul style="list-style-type: none"> • AACC/ARC/CCA – Industry-Informed Infrastructure (I3) Project • West Virginia Education Consortium Roundtable: Addressing the Grand Challenges of Rural Education in West Virginia. 	

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Nomination Committee Report and Election of 2017-2018 Board Officers

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors elect the slate of Board Officers for fiscal year 2017-2018 as proposed by the Nomination Committee: Howard Seufer, Chair; Glenn Yost, Vice Chair; F. Raamie Barker, Secretary.

STAFF MEMBER: Glenn Yost, Chair
Board of Governors Ad Hoc Nomination Committee

BACKGROUND:

The Ad Hoc Nomination Committee of the Southern West Virginia Community and Technical College Board of Governors consisting of Glenn T. Yost, Chair, Jada Hunter, Russell Saunders, and Howard Seufer convened at 9:30 a.m. on June 6, 2017, to discuss and bring forth a recommendation for 2017-2018 officers to the full Board at its June 20, 2017 meeting.

Upon a motion duly made by Jada Hunter and seconded by Russell Saunders, the Nomination Committee unanimously concurred to recommend the following individuals for the Board of Governors Officers for fiscal year 2017-2018 effective July 1, 2017.

Chair: Howard E. Seufer
Vice Chair: Glenn T. Yost
Secretary: F. Raamie Barker

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Appointment and Election of Lay Members to the 2017-2018 Board of Governors Agenda Committee

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors elect two lay members to its 2017-2018 Board of Governors Agenda Committee.

STAFF MEMBER: Wilma J. Zigmond
Board Chair

BACKGROUND:

In accordance with SCP-8600.A, *Board of Governors Operational Guidelines*, 4.3.1: “The agenda for all regular meetings shall be established by an Agenda Committee consisting of the Chairperson, Vice Chairperson, Secretary of the Board of Governors, the College President, a Past Chairperson, and one lay Board member elected in June of each year at the Board’s annual organizational meeting. The Agenda Committee shall meet in person or by telephone conference at an established time prior to the commencement of each regular Board meeting for the purpose of establishing an agenda.”

The Board of Governors is to elect two lay members to serve on its Agenda Committee, one of which must be a past chairperson of the governing board.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Request to Revise the Southern West Virginia Community and Technical College Board of Governors Meeting Schedule for Academic Year 2017-2018

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed revised meeting schedule for Academic Year 2017-2018.

STAFF MEMBER: Wilma Zigmond

BACKGROUND:

The Southern West Virginia Community and Technical College Board of Governors approved the original 2017-2018 meeting schedule at its April 18, 2017 meeting. Since that time, Chancellor Sarah Tucker has scheduled a training session on Wednesday, August 16, 2017, for Presidents and Institutional Boards of Governors' members appointed by the Governor. The event will be held at the Stonewall Resort and Conference Center in Roanoke, West Virginia beginning at 8:30 a.m. Currently the first meeting of Southern's Board for the new academic year is Tuesday, August 15, 2017 at 6:00 p.m. Changing this meeting to Tuesday, August 22nd would allow members of Southern's Board of Governors to participate in the Chancellor's workshop on August 16. Therefore, it is recommended that the Board approve the revised meeting schedule as proposed.

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

Meeting Schedule

July 1, 2017 — June 30, 2018

Agenda Items Due Date	Board of Governors Agenda Committee Meeting Date	Board of Governors Business Meeting Date	Business Meeting Location
July 25, 2017	August 1, 2017 9:00 a.m.	August 22, 2017 6:00 p.m.	Building C, Room 428 Logan Campus
September 26, 2017	October 3, 2017 9:00 a.m.	October 19, 2017 6:00 p.m.	Chief Logan Conference Center, Logan, WV
		October 20, 2017 8:00 a.m. - 12:00 p.m.	Chief Logan Conference Center, Logan, WV
November 21, 2017	November 28, 2017 9:00 a.m.	December 12, 2017 6:00 p.m.	Building C, Room 428 Logan Campus
January 30, 2018	February 6, 2018 9:00 a.m.	February 20, 2018 6:00 p.m.	Building C, Room 428 Logan Campus
March 27, 2018	April 3, 2018 9:00 a.m.	April 17, 2018 6:00 p.m.	Building C, Room 428 Logan Campus
May 29, 2018	June 5, 2018 9:00 a.m.	June 19, 2018 6:00 p.m.	Building C, Room 428 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
6:00 p.m.
2900 Dempsey Branch Road, Room 428, Building C
Mount Gay, West Virginia and by Teleconference**

DRAFT MINUTES

- Board Members Present:** Wilma J. Zigmond, Chair; F. Raamie Barker, Secretary; Jada Hunter, Latisha Marcum, Howard Seufer, Shane Blackburn, Student Representative; Russell Saunders, Faculty Representative; Melissa Deskins, Classified Staff Representative
- Board Members Absent:** Kevin Hill, Mason White, Kevin Zachary, Glenn T. Yost, Vice Chair
- College Staff Present:** President Robert Gunter, Samuel Litteral, Allyn Sue Barker, Jack Dilbeck, Carol Howerton, Gary Holeman, Bill Alderman, Judith Curry, Stephanie Daniel, Guy Lowes, Melinda Saunders, Chris Gray, Emma Baisden (Recorder)

- 1. Call to Order**
Chair, Wilma Zigmond, declared a quorum present and convened the meeting at 6:00 p.m.
- 2. Introduction of New Board Member**
Chair Zigmond introduced new Board of Governors member, Melissa J. Deskins, who was elected by the Classified Staff in March 2017 to fulfill the unexpired term of Virginia Stepp. Ms. Deskins has been employed at Southern for more than five years and is a Human Resources Representative.
- 3. Oath of Office**
Mr. Samuel Litteral, Vice President for Finance and Administration and Public Notary, administered the *Oath of Office* to Melissa Deskins.
- 4. Call for Public Comments to the Board of Governors**
Chair Zigmond announced last call for public sign up for comments to the Board. No signatures were recorded.
- 5. President's Report:**
 - 5.1 Due to the continued and growing nursing shortage in the region, officials from the Appalachian Regional Healthcare (ARH) System requested a meeting with Southern officials to discuss the possibility of expanding Southern's Nursing Program to the Williamson Campus. On February 28, 2017, President Gunter, Sam Litteral, Sheliah Elkins, Jack Dilbeck, and Carol Howerton met with Joe Grossman, President and CEO of ARH System, Ellen Wright, VP and Chief Nursing Officer, Duanne Thompson, ARH Board of Trustees, Tim Hatfield, Community CEO, and Paula Vaughan, Community Chief Nursing Officer, to discuss the possibility of expanding the program.
 - 5.2 President Gunter participated in a roundtable to discuss the critical nursing shortages

Southern West Virginia Community and Technical College
Board of Governors Minutes
Meeting of April 18, 2017
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in West Virginia hosted by Chancellor Tucker at the Advanced Technology Center in South Charleston, WV on March 17.

- 5.3 Southern's new academic leadership introduced by President Gunter includes: Bill Alderman, Chair, School of Career and Technical Studies; Mindy Saunders, Chair, School of Arts and Science; Russell Saunders, Chair, School of Allied Health and Nursing; and Stephanie Daniel, Coordinator for Respiratory Care Technology. The academic reorganization for the Schools will become effective May 15, 2017.
- 5.4 President Gunter, Jack Dilbeck, Anne Cline, Carol Howerton, and Emma Baisden participated in the Higher Learning Commission 2017 Annual Conference held March 31 - April 4, 2017 in Chicago, IL. During the conference, President Gunter and Emma Baisden met with Southern's HLC liaison, Dr. Karen Solomon, to discuss submission of the College's Year 4 Open Pathway Assurance Argument which is due to the Higher Learning Commission (HLC) by June 19, 2017. Due to substantive leadership changes which have occurred at Southern during the last 12 months, Dr. Solomon suggested that a formal request be submitted to the HLC for a delayed submission date. Since that time a formal request has been made to Dr. Solomon requesting an extension date of September 28, 2017.
- 5.5 Send-off receptions were held at the Logan and Williamson Campuses for Mechatronics, Welding, and Cosmetology students participating in the annual SkillsUSA West Virginia State Leadership and Skills Conference held March 31 - April 1, 2017 at Fairmont State College. Mechatronics student and Board of Governors student representative, Shane Blackburn, won a gold medal for his skills in Prepared Speech, and Helena Surber won a gold medal for her skills in Nail Care. Fellow Cosmetology student, Chastidy Wiley, won a silver medal for her Aesthetics skills. Both the students and faculty involved agreed that the experience was invaluable to their education and skill development. The gold medal winners are eligible to advance to the National Leadership and Skills Conference which will take place in Louisville, KY, June 19-24, 2017.
- 5.6 President Gunter received the results of the Students First Assessment Survey. Dr. Carl Hadsell held a Students First Team meeting on April 11 to review and discuss the survey results. Chair Zigmond requested a copy of the survey and stated that she would like to participate in future meetings of the group.
- 5.7 Southern's Commencement Ceremony is scheduled for Saturday, May 13, 2017, beginning at 10:00 a.m. at the Coalfield Jamboree Theater, 308 Main Street, Logan, WV. Ms. Ruth Lemmon, President of the West Virginia Automobile and Truck Dealers Association, will address the class of 2017. Chair Zigmond will bring Greetings from the Board. President Gunter extended an invitation to attend the ceremony to the full Board of Governors.

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6. Financial Report

Mr. Sam Litteral, Vice President for Finance and Administration, informed Board members that he would present the 2017-2018 budget at the June 20 Board meeting due to the fact that the West Virginia Legislature has not approved the budget for the 2017-2018 fiscal year. Mr. Litteral provided the financial report dated March 31, 2017 to the group. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. Mr. Litteral stated that he plans to cutoff expenditures in the next few weeks so he will be able to get the College through to the end of this fiscal year.

7. Action Items

7.1 Appointment of Ad Hoc Nominating Committee for 2017-18 Officers

Chair Zigmond appointed the following individuals to serve on the Board's Nominating Committee for the election of officers: Glenn Yost, Chair; Jada Hunter, Russell Saunders, and Howard Seufer. The Committee will provide a report to the full Board with a recommendation for the 2017-2018 Board officers at its June meeting.

7.2 Request for Approval of February 17, 2017 Board Minutes

MOTION: Howard Seufer moved to accept the February 17, 2017 meeting minutes as presented.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously and Chair Zigmond declared the minutes approved.

7.3 Request for Approval of 2017-2018 Board Meeting Schedule

MOTION: Jada Hunter moved the adoption of the following resolution with the understanding that additional meetings may be necessary for emergency or time-sensitive issues:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors adopt the recommended schedule of meetings for fiscal year 2017-2018 as presented.

ACTION: Howard Seufer seconded the motion. The motion carried unanimously and Chair Zigmond declared the schedule approved.

7.4 Request for Approval of Academic Program Reviews

7.4.1 Central Sterile Supply Technician, Certificate

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 continuation of the Central Sterile Supply Technician, Certificate program at the current level of activity without corrective

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action in accordance with the provisions the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

ACTION: Howard Seufer seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.4.2 Early Childhood Development, A.A.S.

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 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*.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.4.3 Electrical Engineering Technology, A.A.S.

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 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*.

ACTION: Latisha Marcum seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.4.4 Electrical Engineering Technology, Certificate

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 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*.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.4.5 Forensic Psychology and Investigation, A.A.S. and Certificate

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

ACTION: Howard Seufer seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.4.6 Information Technology, A.A.S.

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 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*.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.4.7 Information Technology, Certificate

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 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*.

ACTION: Latisha seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.4.8 Respiratory Care Technology, A.A.S.

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 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*.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.4.9 Technical Studies, A.A.S.

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 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*.

ACTION: Latisha Marcum seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.4.10 Technical Studies, Certificate

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

ACTION: Howard Seufer seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.5 Request for Final Approval of Institutional Policies

7.5.1 SCP-2250, *Hiring Adjunct 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-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.

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

7.5.2 SCP-4710, *Academic Integrity*

MOTION: Raamie Barker moved the adoption of the following 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.

ACTION: Latisha Marcum seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted and policy approved.

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*

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 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.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.6.2 SCP-2843, *Sexual Harassment*

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-2843, *Sexual Harassment*, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day comment period.

ACTION: Howard Seufer seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.6.3 SCP-7000, E-mail as an Official Form of Communication

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 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.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously. Chair Zigmond declared the motion adopted.

7.7 Request for Approval of Mission Statement and Institutional Commitments for 30-day Public Comment

MOTION: Raamie Barker 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 Mission Statement and Institutional Commitments to Southern’s constituents for a 30-day comment period.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously and Chair Zigmond declared the motion adopted.

8. Other

On behalf of the Board of Governors, Chair Zigmond congratulated the three new School Chairpersons and the Coordinator for Respiratory Care Technology on their new leadership roles. She also congratulated Shane Blackburn on his achievement at the SkillsUSA state competition and best wishes for continued success at the national competition in Louisville, KY.

9. Adjournment

There being no further business, Chair Zigmond declared the meeting adjourned at 7:55 p.m. The next Board of Governors business meeting is scheduled for Tuesday, June 20, 2017 beginning at 6:00 p.m. in Room 428, Building C, Logan Campus.

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Board of Governors Minutes
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Wilma J. Zigmond, Chair

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

DRAFT

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Request for Approval of Fiscal Year 2017-2018 Institutional Budget

RECOMMENDED RESOLUTION: *RESOLVED*, that the Southern West Virginia Community and Technical College Board of Governors approve a final institutional operating budget for Southern West Virginia Community and Technical College the fiscal year 2017-2018.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

This request seeks the Board of Governors' approval of the proposed operating budget for Southern West Virginia Community and Technical College for fiscal year 2017-2018 as presented to the Board.

Southern West Virginia Community and Technical College
Proposed Budget for 2017-18

	<u>2016-17</u>	<u>2017-18</u>	<u>Difference</u>
Revenue Sources			
General Revenue (State Funds)	\$ 7,991,778	\$ 7,831,942	\$ (159,836)
Required funds for zero step	-	-	-
General Revenue (Special)	-	-	-
Stimulus Funding (Backfill)	-	-	-
Stimulus Funding (ARRA Projects)	-	-	-
General Revenue (Mining)	558,000	558,000	-
Tuition	3,985,250	4,193,750	208,500
Fees	562,400	562,400	-
Major gifts campaigns	95,000	95,000	-
Miscellaneous revenue	425,000	475,000	50,000
Auxiliary enterprises	100,000	100,000	-
State grants and contracts	1,491,234	2,071,156	579,922
Private gifts, grants, and contracts	-	-	-
Federal programs	3,997,995	3,685,538	(312,457)
State scholarship program	-	-	-
Total Revenue	<u>19,206,657</u>	<u>19,572,787</u>	<u>366,129</u>
Carryover from prior years	68,851	543,400	474,549
Total Revenue and Carryover	<u>\$ 19,275,508</u>	<u>\$ 20,116,187</u>	<u>\$ 840,678</u>
Salaries and benefits			
Personal services	8,248,721	8,615,231	366,509
Employee benefits	<u>2,448,593</u>	<u>2,624,570</u>	<u>175,977</u>
	10,697,315	11,239,801	542,486
Operating expenses			
Current expenses	7,477,841	7,077,161	(400,680)
Utilities	781,680	886,330	104,650
Auxiliary non-personnel costs	40,000	20,000	(20,000)
Repairs and alterations	62,725	135,075	72,350
Equipment and Building Improvements	<u>213,019</u>	<u>458,019</u>	<u>245,000</u>
Total Operating Expenses	<u>8,575,265</u>	<u>8,576,585</u>	<u>1,320</u>
Total expenditures	19,272,579	19,816,385	543,806
Total revenues over expenditures	<u><u>\$ 2,929</u></u>	<u><u>\$ 299,801</u></u>	<u><u>\$ 296,872</u></u>

Southern West Virginia Community and Technical College
Proposed Budget for 2017-2018

	<u>Unrestricted</u>	<u>Restricted</u>	<u>Total</u>
Revenue Sources			
General Revenue (State Funds)	\$ 7,831,942		\$ 7,831,942
General Revenue (Special)			-
General Revenue (Mining)	-	558,000	558,000
Tuition	4,075,000	118,750	4,193,750
Fees	562,400	-	562,400
Major gifts campaigns	95,000	-	95,000
Miscellaneous revenue	475,000	-	475,000
Auxiliary enterprises	100,000	-	100,000
State grants and contracts	-	2,071,156	2,071,156
Private gifts, grants, and contracts	-		-
Federal programs	-	\$3,685,538	3,685,538
Total Revenue	13,139,342	6,433,445	19,572,787
Carryover from prior years	-	\$543,400	543,400
Total Revenue and Carryover	\$ 13,139,342	\$ 6,976,845	\$ 20,116,187
Salaries and benefits			
Personal services	7,228,969	1,386,262	8,615,231
Employee benefits	2,272,265	352,305	2,624,570
	9,501,234	1,738,567	11,239,801
Operating expenses			
Current expenses	2,405,383	4,671,778	7,077,161
Utilities	824,830	61,500	886,330
Auxiliary non-personnel costs	20,000	-	20,000
Repairs and alterations	25,075	110,000	135,075
Equipment and Building Improvements	63,019	\$395,000	458,019
Total Operating Expenses	3,338,307	5,238,278	8,576,585
Total expenditures	12,839,541	6,976,845	19,816,385
Total revenues over expenditures	<u>299,801</u>	<u>(0)</u>	<u>299,801</u>

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Request for Approval of Modification of Capital Project Priorities and Expenditures for FY 2018-2019

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the modification amounts and priorities of FY 2019 capital projects for Southern West Virginia Community and Technical College.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

Title 135 Procedural Rule, Series 12, *Capital Project Management* of the West Virginia Council for Community and Technical College Education, Section 3.2.2.1 states: “Annually, for the upcoming fiscal year, each institution through its Governing Board shall submit a capital budget plan to the Council on the date and in the format prescribed by the Chancellor. Submission of the annual capital budget plan will coincide with preparation of the annual budget request to the Department of Administration and the information submitted will be used for Council reports and priorities. Listing a project in the annual capital budget plan establishes an institution’s intent to actually initiate a particular project from its five-year capital implementation plan during the upcoming fiscal year.”

In compliance with the aforementioned procedural rule, the staff recommends the Board of Governors approve the modification amounts and priorities of FY 2019 capital projects for Southern West Virginia Community and Technical College as presented.

The modification of capital projects for FY 2019 spreadsheet will be distributed at the Board meeting.

Southern West Virginia Community and Technical College
Potential Projects for Bond Funding for FY 2019

Annual Capital Budget

Project Name	<u>Currently Submitted</u>		<u>FY 2019</u>	
	Priority	Amount	Priority	Amount
Logan Campus/District Office Renovation	1	\$ 8,594,628	1	\$ 8,612,908
Williamson Campus Renovations	2	\$ 7,908,150	2	\$ 8,058,720
Williamson Armory Purchase and Renovation	3	\$ 3,263,275	3	\$ 3,028,275
Wyoming/McDowell Campus Renovation	4	\$ 1,081,400	4	\$ 1,081,400
Boone Campus New Academic Building	5	\$ 8,650,000	5	\$ 8,650,000
Boone Campus Renovation	5	<u>\$ 2,476,000</u>	6	<u>\$ 2,476,000</u>
Total		\$ 31,973,453		\$ 31,907,303

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Request for Approval of Modification of Capital Project Priorities and Expenditures for FY 2019-2023

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the modification amounts and priorities of FY 2019 - FY 2023 capital projects for Southern West Virginia Community and Technical College.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

The West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 12, *Capital Project Management*, Section 3.2.1.1 states: "Each institution through its Governing Board shall submit to the Council for approval its five year capital implementation plan identifying the projects it intends to undertake during this five year period. This plan shall be based on the long term development objectives and recommendations in its approved campus development plan. The Chancellor shall establish a process and a format to be followed when submitting five year capital implementation plans to the Council for approval."

In compliance with the aforementioned procedural rule, the staff recommends the Board of Governors approve the modification amounts and priorities of FY 2019 - FY 2023 capital projects for Southern West Virginia Community and Technical College as presented.

The five-year modification of capital projects spreadsheet will be distributed at the Board meeting.

Southern West Virginia Community and Technical College
Potential Projects for Bond Funding for FY 2019 - FY 2023

5 Year Capital Budget

Project Name	<u>Currently Submitted</u>		<u>FY 2019 - FY 2023</u>	
	Priority	Amount	Priority	Amount
Logan Campus/District Office Renovation	1	\$ 9,621,000	1	\$ 8,612,908
Williamson Campus Renovations	2	\$ 8,657,150	2	\$ 8,058,720
Williamson Armory Purchase and Renovation	3	\$ 3,263,275	3	\$ 3,028,275
Wyoming/McDowell Campus Renovation	4	\$ 1,081,400	4	\$ 1,081,400
Boone Campus New Academic Building	5	\$ 8,650,000	5	\$ 8,650,000
Boone Campus Renovation	6	<u>\$ 2,476,000</u>	6	<u>\$ 2,476,000</u>
Total		\$ 33,748,825		\$ 31,907,303

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Request for Approval of 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 of SCP-2748, *Request for Release Time for Full-time 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: Samuel 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 the granting and processing of requests for release time for full-time faculty members.

This policy was reviewed by the Executive Council on March 1, 2017, and by 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.

At its April 18, 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 May 20, 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-2748, *Request for Release Time for Full-time 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-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: July 20, 2017

REVIEWED: March 1, 2017

SECTION 1. PURPOSE

1.1 To establish the policies and procedures governing the 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 full-time faculty course load for a semester is 15 credit hours or its equivalent, and that a full-time instructional specialist course load is 18 credit hours or its equivalent per fall and spring semesters and six (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 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 100 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 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 Chair will evaluate the request and, if warranted, will recommend approval to the Chief Academic Officer. If release time is denied, the Chair will respond in writing to the faculty member with their rationale.
- 7.2 Request by the Chair.
- 7.2.1 The 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 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 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-2478.A), including the signature of the Chair.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Request for Approval of SCP-2843, *Discrimination, Harassment, Sexual Harassment, Sexual and Domestic Misconduct, Stalking, and Retaliation Policy*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-2843, *Discrimination, Harassment, Sexual Harassment, Sexual and Domestic Misconduct, Stalking, and Retaliation Policy*, for submission to the Chancellor for Community and Technical College Education following a 30-day comment period.

STAFF MEMBER: Samuel 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*.

At its April 18, 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 May 20, 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-2843, *Discrimination, Harassment, Sexual Harassment, Sexual and Domestic Misconduct, Stalking, and Retaliation Policy*, 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-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, 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-1400, *Guest Speakers, Lecturers, Performers, and Organized Groups*; SCP-4770, *Students Rights and Responsibilities*, SAM - 2000.1, *Employee Handbook*.

ORIGINATION: June 1, 1984

EFFECTIVE: July 20, 2017

REVIEWED: September 15, 2015

SECTION 1. PURPOSE

1.1 This policy 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”).

SECTION 2. SCOPE AND APPLICABILITY

2.1 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 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 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.
- 3.3 Respondent means an individual accused of conduct prohibited by Section 4 of this policy.
- 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 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 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 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 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 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 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

- 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 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.
- 6.4 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.

- 6.5 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 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 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 Any investigation resulting from a complaint will be separate from and in addition to any criminal investigation that may result.
- 6.6 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 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.

- 7.2 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 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.
- 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 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

	Board of Governors Chair		Date
	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 JUNE 20, 2017**

ITEM: Request for Approval 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 of SCP-7000, *E-mail Established as an Official Form of Communication*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

STAFF MEMBER: Samuel 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 1, 2017, and the President's Cabinet on March 14, 2017. After these reviews there were no changes recommended.

At its April 18, 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 May 20, 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-7000, *E-mail Established as an Official Form of Communication*, 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-7000**

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

REFERENCE: None

ORIGINATION: February 3, 2012

EFFECTIVE: July 20, 2017

REVIEWED: 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

- 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

Board of Governors Chair **Date**

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 JUNE 20, 2017**

ITEM: Request for Approval of the Mission Statement and Institutional Commitments

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval the institutional Mission Statement and Institutional Commitments following 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.

At its April 18, 2017 meeting, Southern's Board of Governors approved issuance of the Mission Statement and Institutional Commitments for a 30-day public comment period which expired on May 24, 2017. No comments were received at the end of the comment period. Therefore, it is recommended that the Board of Governors reaffirm the institution's Mission Statement and Institutional Commitments as prescribed below:

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.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Post-Audit Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Industrial 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 37, *Increased Flexibility for Community and Technical Colleges*.

STAFF MEMBER: Guy Lowes

BACKGROUND:

In accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*, programs started under the provisions of the rule must undergo a post-audit review three years after the initial offering of the course of study. The Division of Applied and Industrial Technology Programs conducted a post-audit review of the Industrial Technology Certificate program during the 2016 / 2017 academic year.

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

The post-audit review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College
Board of Governors

 Program with Special Accreditation

 Program without Specialized Accreditation

Program: Industrial Technology Certificate
04/26/2017

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.

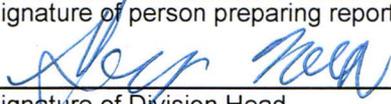
- 1. Continuation of the program at the current level of activity without corrective action;
- 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);
- 3. Identification of the program for further development;
- 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 provides a path to both the Associate in Applied Science in Mechatronics and to the Associate in Applied Science in Welding degrees. It is offered at no extra cost to the institution. It provides a credential of choice for some welding students.

Signature of person preparing report if other than Division Head

Date


 Signature of Division Head

01/11/17
 Date


 Signature of Vice President for Academic Affairs and Student Services

5/3/17
 Date


 Signature of President

05/09/2017
 Date

Signature of Chair, Board of Governors

Date

POST-AUDIT 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: Industrial Technology, Certificate

April 2017

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College

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

I. Introduction

The Industrial Technology Certificate Program is designed to provide basic skills in a variety of applied industrial careers which can lead to entry-level positions and provides a smooth transition into an associate degree program or high technology field.

Southern West Virginia Community and Technical College (Southern) currently offers two options under the Industrial Technology umbrella, Mechatronics and Welding. Southern previously had a welding program, but it was run through a career and technical center and enrollment had declined. This post-audit review addresses the revitalization of the welding program and the introduction of the mechatronics program. Both the welding program revitalization and mechatronics program introduction were jumpstarted by grants.

Grants, WV Advance-Welding Technology and WV Advance Mechatronics Technology, were received in 2014. These grants provided equipment which was purchased and installed at the Williamson Campus, creating a dedicated welding lab and a dedicated mechatronics lab.

Welding (WL) classes began to be offered in spring of 2015. Mechatronics students began taking electrical engineering technology classes in the fall of 2014 and mechatronics (MX) classes in the spring of 2015. The complete program for both options is available at Southern's Williamson Campus. The general education component for each program can be taken at any of Southern's campuses.

II. Goals and Objectives

The Industrial Technology program serves a definite need at Southern. It allows Southern to be responsive to changing needs in its service area by quickly introducing a new option to meet the new demand. The current options were identified as needed by displaced workers and supported by the TAACCCT 3 grant. The goal of the grant is to provide displaced workers an opportunity to learn new skills and be employable in in-demand fields. The mechatronics and welding options support this overarching goal by providing a steppingstone along a path to an associate degree. The welding option also provides a credential for those who have shown a certain level of achievement across the breadth of welding and wish to obtain employment with the certifications they possess.

III. Assessment

- A. Assessment of the mechatronics option occurs primarily at the course level. In addition, mechatronics is incorporated into the college's assessment program. Regular assessment of program goals is made. Curricular changes have been made in response to identified needs.

Assessment of the welding program begins at the course level. Students progress to earning certifications in specific processes and positions. Students who pass particular courses earn skill set certificates. These steps lead to the Industrial Technology Certificate – Welding Option. In addition, students participate in Southern's assessment program. Weldments have been displayed during Southern's Assessment Showcase to illustrate the kinds of work done in the program. Curricular changes have been made as a result of identified needs.

- B. The primary goal of the welding program is to prepare students to enter the field of welding. The graduate will be able to select the correct equipment and filler metals. The graduate will also be able to perform proper pre-, intermediate-, and post-heat treatment of welded metals as well as perform proper weld techniques.

The student performance is measured by visual inspection of welds, non-destructive testing and destructive testing. Sample coupons are bend tested to industry standards, evaluated for failures, and stored securely for future reference.

- C. Assessment of student performance in welding has led to programmatic changes. Early results led to the evaluation of the math course selected for the program. It was determined the goals of the Technical Math course were not well-aligned with the needs of the welding program. Math faculty worked with welding faculty and others to identify the key math competencies needed by welders. A course was developed and textbook selected that will much better meet the needs of the welding program and related technical programs.

Another change was the sequencing of some of the supporting general education courses used in the program. Originally, the Welding AAS degree had Speech Fundamentals occurring in the second semester and Computer Literacy in the fourth semester. Assessment information indicated students needed the computer literacy skills much earlier in the program. In order to accommodate the sequencing change in the associate degree, the certificate curriculum was changed. Computer Literacy replaced Speech Fundamentals so that the certificate would remain wholly contained within the associate degree.

IV. Curriculum

- A. The curriculum for both the welding option and mechatronics options consists of a total of 30 credit hours. Each option includes ten hours of general education classes (Component I in Appendix I) with the remaining 20 being specialization courses specific to a particular option (Component II in the appendix). Seventeen of the 20 specialization hours in the welding option are required leaving three credit hours as a welding-specific elective. The mechatronics option has no electives. All 20 hours are specifically required.

Southern has an open-door admission policy. Any person with a high school diploma or GED may take classes at Southern. All entering students will use ACT scores or take a placement test to be placed in the proper math and English courses. Southern utilizes a co-curricular model for delivery of remedial math and English. Southern has had good success in helping students elevate their abilities to be a success in college-level math and English. Use of the co-curricular model helps students to complete the certificate program on time (two semesters).

Upon completing the degree requirements, students will have the necessary knowledge and skills to be successful in some entry-level positions in the industry that require some education and training beyond high school. Students will also have an understanding of the importance of life-long learning and the need to continually upgrade their skills. Since this program is contained wholly within the associate degree program, it allows students to seamlessly continue toward an associate degree.

Each option of the Industrial Technology Certificate program is aligned with its respective Associate in Applied Science degree so that it can serve as the first year of the associate degree program. The certificate program is contained wholly within the associate degree program.

Southern offers American Welding Society certifications in particular processes and positions. This program serves the needs of the area. These certifications are the primary goal of many welding students. Appendix III contains a table showing the certifications earned through the fall 2016 semester.

- B. The list of courses that make up each option can be found in Appendix I.
- C. While certain general education courses have the option to be taken online, all general education classes can be taken face-to-face. All specialization courses for both the welding and mechatronics options are taken face-to-face.

V. Faculty

All mechatronics classes have been taught by full-time faculty.

In the 201602 semester, 55% of Welding classes were taught by full-time faculty. This is the lowest percent taught by full-time faculty in any semester and was necessitated by medical leave on the part of a full-time faculty member. The percent of sections taught by full-time faculty in 201701 and 201702 was 88% and 70% respectively.

None of the faculty teaching mechatronics or welding classes are tenure-track. All faculty are well-qualified to teach their respective discipline through credentialing or being a recognized expert in the field.

VI. Enrollment and Graduates

A. Appendix III shows the program major headcount and associated mechatronics class FTE and welding class FTE. For the last three semesters, the headcount in the mechatronics option has been over 15. The FTE produced by mechatronics classes varies by sequencing of mechatronics classes within the program.

Welding student headcount has shown significant growth over the review period and stands at 38 for the current semester. FTE produced by welding classes has been at 17 or above for the last four semesters.

Both these programs show few graduates. The majority of mechatronics students are in the Mechatronics Associate in Applied Science program and do not apply for the certificate along the way. Many welding students take classes to achieve particular certifications and stop out when their educational goals have been met.

B. Three of the four graduates surveyed responded (2 from mechatronics, 2 from welding). It is known that the individual who did not respond to the formal graduate survey is continuing his education. All respondents stated they were satisfied with the education experience at Southern. The information is summarized in a table in Appendix III.

C. Neither the mechatronics nor welding option is designed to prepare students to enter a baccalaureate program. However, a spring 2017 mechatronics graduate plans to enter an engineering management program in the fall.

VII. Financial

- A. The Mechatronics and Welding options under the Industrial Technology Certificate are contained wholly within their respective associate degrees. As such, there is no cost to the institution to offer the certificate degree.
- B. Equipment has been purchased and installed to get both programs up and running. Welding has an ongoing need for supplies which is covered by course fees, currently \$50 per credit hour. The largest expense is faculty salary which will come from institutional funds.

VIII. Advisory Committee

The following people have participated in advisory committee meetings during the review period:

Levi Durfee - Bulldog Creative Services
Tadd Fortner - Bulldog Creative Services
Justin Kirk - Thornhill Automotive Group
Steve Williamson - Wright Concrete
Randy Curry - Southern Equipment

During the 2015 meeting, members reviewed the curricula for welding and mechatronics. They approved of what we presented. The relevant conversation in 2016 centered on how knowledge of mechatronics could help workers, especially at Wright Concrete. Those assembled encouraged us to continue to emphasize robotics in our curriculum.

IX. Accreditation

There is no special accreditation information for either of these two options under the Industrial Technology Certificate.

**Appendix I
Curriculum**

**Industrial Technology Program
Certificate Degree
Welding Option**

Component I – General Education: 10 credit hours

EN 101 or EN 101A	~English Composition I	3 credit hours
MT 121	~College Mathematics for General Education	3 credit hours
or		
MT 121A	~College Mathematics for General Education, Enhanced	
OR 105	Orientation to Technical Programs	1 credit hour
SP 103	~Speech Fundamentals	3 credit hours

Component II – Specialization: 20 credit hours

WL 100	Oxyacetylene Welding (OAW)	4 credit hours
WL 102	Fundamentals of Welding	4 credit hours
WL 103	Blueprint Reading and Metallurgy	3 credit hours
WL 104	Shielded Metal Arc Welding (SMAW)	3 credit hours
WL 210	Commercial and Industrial Welding Practices	3 credit hours
	¹ Welding Elective	3 credit hours

¹Choose from: WL 201, WL 202, or WL 203.

~ Designates courses on the statewide Core Coursework Transfer Agreement.

**Industrial Technology Program
Certificate Degree
Mechatronics Option**

Component I – General Education: 10 credit hours

EN 101 or EN 101A	~English Composition I	3 credit hours
MT 124	Technical Math	3 credit hours
or		
MT 124A	Technical Math, Enhanced	
OR 105	Orientation to Technical Programs	1 credit hour
SP 103	~Speech Fundamentals	3 credit hours

Component II - Specialization: 20 credit hours

EG 103	Electrical Calculations	3 credit hours
EG 105	Industrial Safety	1 credit hour
EG 107	Introduction to Circuits	4 credit hours
MX 110	Introduction to Mechatronics	2 credit hours
MX 120	Mechanical Power I	2 credit hours
MX 130	Fluid Power I	2 credit hours
MX 180	PLC Fundamentals	1 credit hour
MX 184	PLC Interfacing and HMIS	1 credit hour
MX 186	PLC Applications	1 credit hour
MX 190	Industrial Robotics	3 credit hours

~ Designates courses on the statewide Core Coursework Transfer Agreement.

**Appendix II
Faculty Data**

Faculty DataName Sheridan Taylor Rank Welding Instructional Specialist

Check one:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned _____

Date Degree Received _____

Conferred by _____

Area of Specialization Welding TechnologyProfessional registration/licensure AWS Certified Welding EducatorYrs of employment at present institution 3Yrs of employment in higher education 3Yrs of related experience outside higher education 37Non-teaching experience 33

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Spring 2015	WL 100-Oxyacetylene Welding	15
Spring 2015	WL 103-Blueprint Reading & Metallurgy	13
Spring 2015	WL 104-Shield Metal Arc Welding	16
Spring 2015	WL 201-Gas Metal Arc Welding	3
Summer 2015	WL 100-Oxyacetylene Welding	3
Summer 2015	WL 102-Fundamentals of Welding	3
Summer 2015	WL 201-Gas Metal Arc Welding	6
Summer 2015	WL 203-Flux-Core Arc Welding	6
Summer 2015	WL 262-Adv. Shielded Metal Arc Welding	5
Fall 2015	WL 100-Oxyacetylene Welding	15
Fall 2015	WL 102-Fundamentals of Welding	40
Fall 2015	WL 103-Blueprint Reading & Metallurgy	19
Fall 2015	WL 210-Commercial & Industrial Welding Practices	8
Fall 2015	WL 262-Adv. Shielded Metal Arc Welding	4
Fall 2015	WL 264-Adv. Gas Metal Arc Welding	4
Spring 2016	WL 100-Oxyacetylene Welding	7
Spring 2016	WL 102-Fundamentals of Welding	10
Spring 2016	WL 202-Gas Tungsten Arc Welding	10

Year/Semester	Course Number & Title	Enrollment
Spring 2016	WL 266-Adv. Gas Tungsten Arc Welding	6
Spring 2016	WL 272-Adv. Flux-Core Arc Welding	5
Spring 2016	WL 275-Special Topics in Welding Capstone Course	4
Summer 2016	WL 210-Commercial & Industrial Welding Practices	1
Summer 2016	WL 262-Adv. Shielded Metal Arc Welding	1
Summer 2016	WL 264-Adv. Gas Metal Arc Welding	1
Summer 2016	WL 272-Adv. Flux-Core Arc Welding	1
Fall 2016	WL 100-Oxyacetylene Welding	10
Fall 2016	WL 102-Fundamentals of Welding	12
Fall 2016	WL 201-Gas Metal Arc Welding	8
Fall 2016	WL 202-Gas Tungsten Arc Welding	3
Fall 2016	WL 203-Flux-Core Arc Welding	5
Fall 2016	WL 264-Adv. Gas Metal Arc Welding	8
Fall 2016	WL 266-Adv. Gas Tungsten Arc Welding	1
Fall 2016	WL 272-Adv. Flux-Core Arc Welding	9
Fall 2016	WL 275-Special Topics in Welding Capstone Course	2
Spring 2017	WL 102-Fundamentals of Welding	8
Spring 2017	WL 210-Commercial & Industrial Welding Practices	18
Spring 2017	WL 262-Adv. Shielded Metal Arc Welding	17
Spring 2017	WL 264-Adv. Gas Metal Arc Welding	4
Spring 2017	WL 266-Adv. Gas Tungsten Arc Welding	6
Spring 2017	WL 272-Adv. Flux-Core Arc Welding	2
Spring 2017	WL 275-Special Topics in Welding Capstone Course	4

- (b) If degree is not in area of current assignment, explain.
Mr. Taylor also taught 6 years at the county career and technical education center.
- (c) Identify your professional development activities during the past five years.

Faculty DataName James Brown Jr. Rank N/A

Check one:

Full-time Part-time Adjunct Graduate Asst. Highest Degree Earned: Associate of ScienceDate Degree Received: May, 1971Conferred by: Marshall UniversityArea of Specialization: Mining Technology

Professional registration/licensure: _____

Yrs of employment at present institution: 1.5Yrs of employment in higher education: 1Yrs of related experience outside higher education: 50Non-teaching experience: 50

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Spring 2016	WL 103-Blueprint Reading & Metallurgy	8
Spring 2016	WL 104-Shield Metal Arc Welding	8
Spring 2016	WL 201-Gas Metal Arc Welding	11
Spring 2016	WL 202-Gas Tungsten Arc Welding	10
Spring 2016	WL 203-Flux-Core Arc Welding	10
Spring 2016	WL 266-Adv. Gas Tungsten Arc Welding	6
Spring 2016	WL 275-Special Topics in Welding Capstone Course	4
Fall 2016	WL 103-Blueprint Reading & Metallurgy	10
Fall 2016	WL 104-Shield Metal Arc Welding	12
Spring 2017	WL 104-Shield Metal Arc Welding	7
Spring 2017	WL 201-Gas Metal Arc Welding	13

- (b) If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Faculty DataName Jamie Jones Rank N/A

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Asst. _____Highest Degree Earned: High School DiplomaDate Degree Received: May, 1990Conferred by: Buffalo Wayne High SchoolArea of Specialization Welding Technology

Professional registration/licensure _____

Yrs of employment at present institution 0.5Yrs of employment in higher education 0.5Yrs of related experience outside higher education 17Non-teaching experience 17

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Spring 2017	WL 104-Shield Metal Arc Welding	8

- (b) If degree is not in area of current assignment, explain
- (c) Identify your professional development activities during the past five years.

Faculty DataName Steven White Rank Instructor Specialist

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____Highest Degree Earned: Masters DegreeDate Degree Received: 5/2006Conferred by: University of Fayetteville ArkansasArea of Specialization: Operations Management Safety ManagementProfessional registration/licensure: YesYrs of employment at present institution: 5Yrs of employment in higher education: 11Yrs of related experience outside higher education: 33Non-teaching experience: 22

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Spring 2013	CS 102-Computer Literacy	19
Spring 2013	DR 204-Computer Aided Design and Drafting I	7
Spring 2013	EG 123-Electrical Schematics	14
Fall 2014	DR 204-Computer Aided Design and Drafting I	11
Fall 2014	EG 123-Electrical Schematics	5
Spring 2015	EG 105-Industrial Safety	5
Spring 2015	MX 110-Introduction to Mechatronics	5
Spring 2015	MX 120-Mechanical Power I	3
Spring 2015	MX 130-Fluid Power I	2
Spring 2015	MX 180-PLC Fundamentals	2
Spring 2015	MX 186-PLC Applications	2
Spring 2015	ST 110-Industrial Safety and Risk Management	5
Summer 2015	DR 204-Computer Aided Design and Drafting I	3

Year/Semester	Course Number & Title	Enrollment
Fall 2015	OR 105-Orientation to Technical Programs	8
Fall 2015	OR 105-Orientation to Technical Programs	27
Fall 2015	EG 103-Electrical Calculations	19
Fall 2015	EG 105-Industrial Safety	9
Fall 2015	EG 107-Introduction to Circuits	17
Fall 2015	MX 110-Introduction to Mechatronics	5
Fall 2015	MX 130-Fluid Power I	5
Fall 2015	MX 220-Mechanical Power II	2
Spring 2016	EG 105-Industrial Safety	13
Spring 2016	EG 107-Introduction to Circuits	13
Spring 2016	MX 110-Introduction to Mechatronics	19
Spring 2016	MX 130-Fluid Power I	36
Spring 2016	MX 190-Industrial Robotics	14
Spring 2016	MX 230-Fluid Power II	12
Spring 2016	TS 275-Special Topics, Mechatronics Capstone Course	2
Fall 2016	DR 204-Computer Aided Design and Drafting I	14
Fall 2016	EG 171-Circuit Analysis I	7
Fall 2016	EG 214-Electrical Control Systems	21
Fall 2016	MX 220-Mechanical Power II	8
Fall 2016	MX 298-System Design-Mechatronics Program Capstone Course	3

- (b) If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Faculty Data

Name: Aaron St.Clair Rank Instructor

Check One:

Full-time X Part-time _____ Adjunct

Highest Degree Earned: Bachelor of Science

Date Degree Received _____

Conferred by: West Virginia University Institute of Technology

Area of Specialization: Computer Science

Professional registration/licensure: none

Yrs of employment at present institution: one

Yrs of employment in higher education: one

Yrs of related experience outside higher education: five

Non-teaching Experience: programming, systems engineering, project management

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number/Title	Enrollment
Fall 2014	CS 102 Computer Literacy	53
Fall 2014	CS 103 Introduction to Applications	24
Spring 2015	CS 102 Computer Literacy	77
Spring 2015	EG 103 Electrical Calculations	3
Spring 2015	EG 107 Introduction to Circuits	4
Summer 2015	MX 190 Industrial Robotics	1

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Graduate course work at Marshall in Information Systems.
Quality Matters and Blackboard Training and certifications.
Siemens Training course for SIMATIC.

Faculty DataName John Evans Rank Instructional Specialist

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____Highest Degree Earned: Bachelor of ScienceDate Degree Received 8/1974Conferred by: West Virginia Institute of TechnologyArea of Specialization: Electrical EngineeringProfessional registration/licensure: Certified Electrical EngineerYrs of employment at present institution: 1.5Yrs of employment in higher education: 1.5Yrs of related experience outside higher education: 41Non-teaching experience: 41

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Fall 2015	EG 103-Electrical Calculations	1
Fall 2015	EG 107-Introduction to Circuits	1
Fall 2015	EG 105-Industrial Safety	1
Fall 2015	EG 123-Electrical Schematics	1
Fall 2015	MX 120-Mechanical Power I	1
Fall 2015	MX 250-Basic Instrumentation	1
Spring 2016	EG 103-Electrical Calculations	14
Spring 2016	MX 120-Mechanical Power I	16
Spring 2016	MX 130-Mechanical Power II	2
Spring 2016	MX 180-PLC Fundamentals	15
Spring 2016	MX 184-PLC Interfacing and HMIS	15
Spring 2016	MX 186-PLC Applications	15

Year/Semester	Course Number & Title	Enrollment
Spring 2016	MX 250-Basic Instrumentation and Control	8
Spring 2016	MX 254-Adv. Instrumentation and Control	7
Summer 2016	MX 140-Manufacturing Processes I	6
Summer 2016	TS 275-Special Topics, Control Loop Tuning & Instrumentation	1
Fall 2016	EG 103-Electrical Calculations	33
Fall 2016	EG 105-Industrial Safety	36
Fall 2016	EG 123-Electrical Schematics	6
Fall 2016	MX 120-Mechanical Power I	7
Fall 2016	MX 230-Fluid Power II	7
Fall 2016	MX 250-Basic Instrumentation & Control	12
Fall 2016	OR 105-Orientation to Technical Programs	8
Spring 2017	MX 110-Introduction to Mechatronics	6
Spring 2017	MX 120-Mechanical Power I	5
Spring 2017	MX 130-Fluid Power I	10
Spring 2017	MX 140-Manufacturing Processes I	5
Spring 2017	MX 190-Industrial Robotics	6
Spring 2017	MX 254-Advanced Instrumentation and Control	7
Spring 2017	MX 256-Control Loop Tuning & Wireless Communication	5
Spring 2017	MX 298-Mechatronics System Design Capstone Course	7

- (b) If degree is not in area of current assignment, explain.
- (c) Identify your professional development activities during the past five years.

Faculty Data

Name William Moseley Rank Instructor

Check one:

Full-time X Part-time _____ Adjunct Graduate Asst. _____

Highest Degree Earned: Bachelor of Science

Date Degree Received: 05/1973

Conferred by: West Virginia Institute of Technology

Area of Specialization: Electrical Engineering

Professional registration/licensure: _____

Yrs of employment at present institution: 8

Yrs of employment in higher education: 8

Yrs of related experience outside higher education: 33

Non-teaching experience: 30

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Fall 2012	EG 103-Electrical Calculations	18
Fall 2012	EG 105-Industrial Safety	17
Fall 2012	EG 107-Introduction to Circuits	18
Fall 2012	EG 171-Circuit Analysis I	16
Fall 2012	EG 181-Analog Electronics	10
Fall 2012	EG 214-Electrical Controlled Systems	10
Spring 2013	EG 172-Circuit Analysis II	13
Spring 2013	EG 214-Electrical Control Systems	13
Spring 2013	EG 220-Machines and Power Systems	8
Spring 2013	EG 296-Program Logic Control	6
Spring 2013	EG 297-National Electric Code	9
Fall 2013	EG 103-Electrical Calculations	15
Fall 2013	EG 105-Industrial Safety	15
Fall 2013	EG 107-Introduction to Circuits	16
Fall 2013	EG 181-Analog Electronics	9
Fall 2013	EG 220-Machines and Power Systems	9
Fall 2013	EG 296-Program Logic Control	10
Fall 2013	EG 297-National Electric Code	11
Spring 2014	EG 123-Electrical Schematics	14

Year/Semester	Course Number & Title	Enrollment
Spring 2014	EG 171-Circuit Analysis I	11
Spring 2014	EG 172-Circuit Analysis II	10
Fall 2014	EG 103-Electrical Calculations	27
Fall 2014	EG 105-Industrial Safety	24
Fall 2014	EG 107-Introduction to Circuits	22
Fall 2014	EG 214-Electrical Control Systems	10
Fall 2014	EG 296-Program Logic Control	10
Fall 2014	EG 297-National Electric Code	2
Spring 2015	EG 123-Electrical Schematics	22
Spring 2015	EG 171-Circuit Analysis I	20
Spring 2015	EG 220-Machines and Power Systems	8
Spring 2015	EG 275-Special Topics, Intro to Residential Wiring	3
Spring 2015	EG 275-Special Topics, Commercial Wiring	16
Spring 2015	EG 297-National Electric Code	16
Summer 2015	EG 275-Special Topics, Intro to Residential Wiring	3
Fall 2016	EG 107-Introduction to Circuits	11
Fall 2016	EG 172-Circuit Analysis II	8
Fall 2016	EG 298-Electrical Engineering Technology Capstone Course	4
Spring 2017	OR 105-Orientation to Technical Programs	13
Spring 2017	EG 171-Circuit Analysis I	13
Spring 2017	EG 172-Circuit Analysis II	9
Spring 2017	EG 220-Machines and Power Systems	4
Spring 2017	EG 290-Digital Electronics	3
Spring 2017	MX 180-PLC Fundamentals	7
Spring 2017	MX 184-PLC Interfacing and HMIS	7
Spring 2017	MX 186-PLC Applications	7

- (b) If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

**Appendix III
Enrollment and Graduates**

Industrial Technology Certificate Program**Mechatronics Option**

Semester	Certificate Degree Majors	MX Class FTE	Nonduplicate Student Headcount	Program Graduates
201501	0	NA	0	0
201502	1	1.73	5	0
201601	2	0.40	8	0
201602	3	12.6	33	2
201701	0	0.93	16	3
201702	0	6.40	19	TBD

Welding Option

Semester	Certificate Degree Majors	WL Class FTE	Nonduplicate Student Headcount	Program Graduates
201501	3	NA	0	0
201502	4	8.67	14	0
201601	4	17.33	26	0
201602	3	17.53	22	2
201701	7	17.47	31	0
201702	10	18.40	38	TBD

American Welding Society Certifications Earned

Welding Process	Test Description	Position	Earned Total
FCAW	Plate Test Down Hill		
FCAW	Plate Test Up Hill	2G, 3G, 4G	2
FCAW	Pipe Test Down Hill		
FCAW	Pipe Test Up Hill		
GMAW	Plate Test Down Hill		
GMAW	Plate Test Up Hill	2G, 3G, 4G	3
GMAW	Pipe Test Down Hill		
GMAW	Pipe Test Up Hill		
GTAW	Plate Test Down Hill		
GTAW	Plate Test Up Hill	2G, 3G, 4G	1
GTAW	Plate Test Up Hill	6G	1
GTAW	Pipe Test Down Hill		
GTAW	Pipe Test Up Hill	6G	1
SMAW	Plate Test Down Hill		
SMAW	Plate Test Up Hill	2G, 3G, 4G	6
SMAW	Pipe Test Down Hill	6G	1
SMAW	Pipe Test Up Hill	6G	4
Total			19

Graduate Data for Industrial Technology Certificate

Surveyed	Responded	Salary	Satisfied w/Edu. Exp.
Mech Cert Grad 1	No	\$0 Cont. Edu.	NA
Mech Cert Grad 2	Yes	NA	Yes
Welding Cert Grad 1	Yes	NA	Yes
Welding Cert Grad 2	Yes	\$0 Cont. Edu	Yes

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Post-Audit Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Management 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 37, *Increased Flexibility for Community and Technical Colleges*.

STAFF MEMBER: William Alderman

BACKGROUND:

In accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*, programs started under the provisions of the rule must undergo a post-audit review three years after the initial offering of the course of study. The Division of Healthcare and Business Programs conducted a post-audit review of the Management A.A.S. program during the 2016 / 2017 academic year.

Based upon the post-audit review, it is recommended that the Management A.A.S. program continue at the current level of activity without corrective action.

The post-audit review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College
Board of Governors

Program with Special Accreditation Program without Specialized Accreditation

Program: Associate in Applied Science - Management 04/28/2017
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:

It is recommended that the Management Associate of Applied Science at Southern WV Community and Technical College be continued, but reviewed at the next scheduled review date due to new institutional leadership and reorganization. This will allow new leadership and program faculty to re-evaluate and re-assess for the continuation and/or revision of the Management Program. Identified actions include a review of program goals and identification of appropriate skills assessment for the program and a possibility of combining this program with the Strategic Business Integration degree program.

Stephanie Mounts

Signature of person preparing report if other than Division Head

5-1-17

Date

James D. Bryant

Signature of Division Head

5/1/17

Date

[Signature]

Signature of Vice President for Academic Affairs and Student Services

5/3/17

Date

[Signature]

Signature of President

05/09/2017

Date

Signature of Chair, Board of Governors

Date

POST AUDIT REVIEW

**For Occupational Programs
Implemented Under the Provisions of Series 37
West Virginia Higher Education Policy Commission**

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

April 18, 2017

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College

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

I. Introduction

The Management Program Associate in Applied Science degree program prepares graduates for employment as mid-level managers in the energy and healthcare sectors. This program also prepares graduates with the entrepreneurial skills and abilities to effectively manage their own business. The Management program requires 60 total hours. The program is available at all campus locations, with many of the program's required courses having been developed and delivered as web-based courses. Additionally, many of the courses are delivered via the Interactive Classroom, enhancing availability and accessibility for all of Southern's locations.

II. Goals and Objectives of Program

The program goals were developed to be congruent with the goals of the institution while individualizing the needs of the specific program requirements. The objective of the program is to prepare students for entry level management positions in the local job market.

III. Assessment

A. The Management Program has a variety of assessment measures. In addition to traditional course examinations and web-based assignments, students participate in Southern's assessment program. The first two years of this review cycle, WORKKEYS was the test administered to Career and Technical Program enrollees. Southern has recently implemented using the NOTCI Pathway Assessment as the assessment tool of choice for the program. However, as the program is yet to graduate a student the NOCTI has yet to be administered. The General Management Industry-based credential is included in the NOCTI's Pathway assessment battery. Pathway assessments assess knowledge and skills at a broader level than the Job Ready assessments such as WORKKEYS and focus on the Pathways established as part of the national career cluster model. Pathway assessments are delivered entirely online which allows NOCTI to include engaging interactive items.

B. The Management Program has the following goals:

1. Students will demonstrate entry-level and mid-level managerial competencies and skills related to managerial positions within the industry.

2. Students will demonstrate mastery of theoretical principles and practical methodologies associated with management.
3. Students will demonstrate skills in critical thinking, financial evaluations of operations, and regulatory agencies as applicable.
4. Students will demonstrate knowledge and understanding of planning, organizing, direction, and leadership for business organizations.

Instructors will evaluate success of achieving goals through various methods including; tests, quizzes, discussion boards, and various assignments related to course material. The purpose of evaluation methods allow for faculty to measure levels of competency weekly and throughout the length of the courses and program. Weekly assignments and quizzes allow for the faculty to measure progress pertaining to course objectives. Results of evaluation helps to determine areas of proficiency and/or deficiency so that faculty can plan more effectively to target areas of success or that need to be strengthened.

- C. The program has not had any graduates to date, therefore there are no graduate follow-up surveys available. The feedback on employer satisfaction is limited. Furthermore, as the program has no graduates the NOTCI Pathway Battery has yet to be administered.

IV. Curriculum

- A. The curriculum for the Management Associate in Applied Science degree program currently consists of 60 credit hours. The current program includes 18 hours in a general education core, and 42 hours in program specific major courses. Both general education courses and major courses are delivered in a variety of methods, including interactive video and online formats. The full Management program is available on all campus locations. Curricular requirements are broken down over four semesters (a two-year period) with hours per semester ranging from 13 to 15 credit hours. The management Associate in Applied Science degree program has similar areas of emphasis and courses as the Strategic Business Integration Associate of Applied Science. Both degrees offer emphasis in Energy Management, Entrepreneurial and Small Business Management, and Healthcare Leadership.
- B. See Appendix I for full curriculum details. Note, the program has several courses that are also required in other Business Departmental programs: Business Accounting, Business Administration, Office Administration, and Strategic Business Integration. Also served are those students enrolled in University Transfer with the intent of pursuing degrees in Business Administration or Business Management.

- C. Interactive video, live instruction, and online formats. During this review period, a majority of the courses within this program curriculum were offered off-campus or by distance delivery.

V. Faculty

The Management program uses both full-time faculty members and qualified adjunct-faculty within each discipline to teach both general education and major courses. Program faculty member(s) are in the Division of Allied Health and Business. The program maintains two full-time faculty positions and adjuncts. Their names and qualifications are listed on the faculty data sheets in Appendix II.

VI. Enrollment and Graduates

- A. Recent enrollment trends in the program have been extremely low, yet generally stable. The program has not produced a graduate to date. With the exception of one student, the other students enrolled in the program have withdrawn from the college. However, one student who is still enrolled in the program is on target to graduate from the program in May 2018. A second student has recently re-enrolled in classes for the summer 2017 semester, but will be transferring colleges in the fall.

Year	Fall	Spring	Graduates
2014-2015	4	5	0
2015-2016	5	5	0
2016-2017	2	4	0

The Management program was not implemented as a degree option until the 2014-2015 academic year, as such, there is no data available for graduation rates prior to this date. Because enrollment trends have remained very low, yet relatively stable over the three year span since the program inception, it is projected that enrollment in the Management program will continue as established. As evidenced in the chart above, the program has experienced a minimal amount of graduates over the review period. Factors that may account for this low rate include a limited offering of required major courses.

The program offers a variety of specialized courses designed specifically for the program. Courses are open to all students (limited by stated prerequisites where applicable), however the majority are taken by majors only or are enrolled in another business degree program.

- B. This program does not have any graduates in which to provide information regarding places of employment, starting salary ranges, and number employed in the field of specialization. (See Appendix III)

- C. Unable to report on graduate success due to no graduates in the program.

VII. Financial

- A. The Management program does not receive an annual budget dedicated to meeting the program's needs. However, this program is authorized to utilize funding set aside for all Business programs. As such, resources have been minimal. Although limited, the financial support has been adequate to cover any necessary needs for the program. This program does not require any dedicated labs or facilities. The program utilizes existing classrooms and computer labs for delivery of curriculum. (See Appendix IV).
- B. Funding is available via the General Operating Fund for all the Business programs of Southern.

VIII. Advisory Committee

The academic Career and Technical Programs at Southern are tailored to meet the workforce needs of the community. The advisory committee serves as an ongoing partnership between Southern and the professional-technical community. The advisory committee for the business programs which includes the Management Program meets annually in the spring semester and as needed or warranted throughout the year. Advisory committee members and the faculty to discuss the program, curriculum, student learning outcomes, and needs. The dialogue between members of the advisory committee and the faculty within both departments is excellent. There is a shared responsibility for the program from all individuals involved. For a complete list of Advisory Committee membership see Appendix V.

IX. Accreditation

This program does not have any specialized accreditation.

**Appendix I
Curriculum**

Management

Associate in Applied Science

60 Credit Hours

Purpose

The Management Program prepares graduates for employment as mid-level managers in the energy and health care sectors. This program also provides graduates with the entrepreneurial skills and abilities to effectively manage their own business.

The full Management Program is available at all campus locations.

Dept/No.	Title	Credit Hours
Support Courses		
AC 111	Principles of Accounting I	3
EC 241	~Principles of Economics I	3
EN 101 or EN 101A	~English Composition I	3
FN 210	Finance for the Non-Financial Manager	3
MT 225	~Elementary Statistics	3
SO 200	~Introduction to Sociology	3
SP 103	~Speech Fundamentals	3
	¹ General Elective	3
	² Restricted Science Elective	3
Major Courses		
MG 101	Introduction to Management	3
MG 260	Principles of Management	3
MG 261	Human Resources Management	3
MG 266	Project Management	3
MG 269	Effective Leadership	3
MG 273	Organizational Behavior and Communications	3
MK 267	E-Commerce and Marketing for a Global Society	3
Students are required to choose one of the following options to complete the degree:		
Energy Option		
EC 270	World Economy and the Energy Sector	3
MG 268	Labor Relations and Collective Bargaining	3
MN 112	Cultural Issues and Contemporary History of the Mining Industry	3
MN 215	Environmental Aspects of Mining	3
Entrepreneurship Option		
EP 105	Social and Cultural Entrepreneurship	3
MG 250	Financing and Venture Capital	3
MG 252	Valuation of New Business Ventures	3
MG 262	Entrepreneurial and Small Business Management	3
Health Care Option		
AH 152	Contemporary History and Issues of Health Care	3
AH 285	Health Care Leadership	3
MG 254	Management of Health Care Systems and Facilities	3
MG 268	Labor Relations and Collective Bargaining	3

AC 111 Principles of Accounting I

This principles course covers the theory of debits and credits; accounting theory and methods will be used to record and report financial information for services and merchandising businesses. Topics include steps in the accounting cycle, preparation and use of basic financial statements, inventory methods and depreciation methods. Accounting for both single proprietorships and partnerships is introduced.

EC 241 ~Principles of Economics I

This course presents and analyzes macroeconomic principles as to their applicability to problems of public policy. Macroeconomics is concerned with aggregates or the economy as a whole. Two major divisions of the course are: the study of theories related to economic growth, income, employment and inflation and the study of monetary theory. Economics avoids value judgments while it tries to establish scientific statements about economic behavior. Effective economic policies are developed using scientific-based analysis and critical thinking. This course can stand alone or in conjunction with Principles of Economics II, Microeconomics.

EN 101 ~English Composition I

Prerequisite: EN 090, EN 099 or minimum acceptable test scores for placement in college-level English. This course is an introduction to basic composition and research. The emphasis is on writing clear, effective essays. In addition, students will write a research paper.

FN 210 Finance for the Nonfinancial Manager

This course is designed to provide students who aspire to be managers and executives, in non-financial positions, with a practical understanding of finance. Students will be empowered to effectively communicate with accounting and finance people and to better understand the financial aspects of business decisions. An understanding of budgeting and corporate financial planning, working capital management, growth, capital, and profitability considerations, discounted cash-flow and capital costs, principles of valuation and value creation, measures of performance including ROE, RONA, and EVA, cost consideration, financial ratio analysis, and key performance measures will be the focus of the course.

MT 225 ~Elementary Statistics

Prerequisite: MT 121 or MT 121A or MT 123 or MT 123A, or MT 124 or MT 124A or MT 128 or MT 128A or a score of 23 or higher on the math component of the ACT.

Students will solve problems applying concepts involving descriptive measures, elementary probability, and fundamental statistical inference procedures involving estimation and hypothesis testing to a variety of situations with wide applications. Students will learn about random sampling, confidence interval estimation, chi-square, regression analysis and correlation, and analysis of variance.

SO 200 ~Introduction to Sociology

(Approved for Marshall University Multi-Cultural Studies credit).

This course is an introduction to the scientific study of society in which emphasis is placed on examining groups and the impact of groups on individual behavior and attitudes.

SP 103 ~Speech Fundamentals

Approaches day-to-day oral communication from a practical point of view, with emphasis on a proficiency in the oral language presentations.

MG 101 Introduction to Management

This course surveys general management principles which provides an understanding of the basic knowledge and skill-set required for being an informed employee, an effective team members, and a successful manager in the contemporary work environment. Critical management skills involved in planning, structuring, controlling, and leading an organization will be presented. Students will be provided a framework for understanding issues involved in both managing and being managed. The course is taught using a "systems" approach related to organizations, examining organizations as part of a context, including, but not limited to, environment, strategy, structure, culture, tasks, people, and outputs, will be covered.

MG 260 Principles of Management

This course is structured around contributions of the classical, behavioral, and management science schools of management under the functions of planning, organizing, leading, and controlling. Emphasis is placed on the manager's role in creating and maintaining a work environment leading to effective and efficient operations.

MG 261 Human Resources Management

This course provides the introductions to the strategic planning and implementation of human resources management functions and roles in an effective business/organization enterprise. Topics include staffing, appraisal, awards, current events, and laws affecting the management of the human factor of production.

MG 266 Project Management

This course centers on a specialized field of management that is useful for planning and managing complex work efforts. The project management process is a systematic approach that is comprised of four phases: concept, planning, implementation, and closedown. Students will be introduced to the classical foundations of project management and the world of real life project problems. Topics presented in this course includes work breakdown structure, earned value, PERT/CPM/Gantt charts, scheduling charts, scope control, cost control, change control, and resource planning. Upon completion of this course, students will understand the basic concepts and critical factors of initiating, planning, organizing, controlling, and running a project. Information will be provided to the student regarding the requirements to sit for the PMP Exam of the Project Management Institute in order to become Professional Project Managers.

MG 269 Effective Leadership

This course is designed to help prospective and practicing leaders improve their ability to establish and maintain positive interpersonal relationships with their constituents, as well as examine their own potential personal change.

MG 273 Organizational Behavior and Communication

In relation to the behavioral sciences, students will be expected to analyze business management problems in the areas of motivation, leadership, morale, communication, control, and ethics. The focus of this course will be on the effective use of human capital through understanding of motivation and behavior patterns, conflict management and resolution, group functioning and process, decision making, and the importance of recognizing and managing change. Consideration will be given to the interaction of individual values, attitudes, needs, abilities and traits, and motivation within teams and organizations.

MK 267 E-Commerce and Marketing for a Global Society

This course will explore e-commerce and marketing issues such as internet infrastructure, strategy formulation and implementation, technology concepts, public policy issues, and Capital infrastructure and the effects on business decisions. Students will be exposed to the objectives, challenges, and requirements for effective, results-oriented marketing activities and sales efforts for the entrepreneur/new venture. Key topics include the selection, design, and budgeting of entrepreneurial marketing and advertising programs, along with effective selling, customer acquisition, and service/retention efforts.

EC 270 World Economics and the Energy Sector

This course examines the global context in which the United States economy functions. Students will explore the economic growth, current domestic and international challenges resulting from a global marketplace, proliferation of information and technology, persistence of underdevelopment, different economic systems, and the interdependence of nations in energy production. This course provides an analysis of the impact on the energy sector related to demand/supply, pricing, competitive behavior, transportation, inter-fuel competition, international relations, technical change, and external factors in the coal, oil, natural gas, and nuclear power industry.

MG 268 Collective Bargaining and Labor Relations

This course surveys both historical and legal frameworks of the labor movement in the United States and West Virginia. An analysis of traditional labor laws, NLRB law, state laws, and the impact of court decisions related to management will be presented. The student will learn historical perspective of the origins which impact union organizing, causes, and goals of the labor movements, union structure and behavior, and the impact on production. An introduction to the principles, practice, and processes of negotiations as requisite management skill for front-line supervisors, subordinates, peers, clients, and customers will be presented. Discussions will be presented regarding the preparation and planning for negotiation, the strategies and tactics of negotiation, issues regarding both distributive and integrative bargaining, and ethics in negotiation. Upon completion of this course the students will have an in-depth understanding of collective bargaining concepts applicable in today's commercial enterprise. The role of the manager related to strikes, labor negotiations, administration and enforcement of labor contracts, the grievance process, and arbitration will be explored. Labor and management approaches to solving employment disputes, avoiding grievances, and applying collective bargaining contracts in the work setting, labor rules and regulations, and means to implement new standards in the workplace will be discussed. Effects of laws on individuals, employees, the industry, the community, and the nation will be presented.

MN 112 Cultural Issues and Contemporary History of the Mining Industry

This course will explore the cultural and sociological dynamics associated with the mining industry. A broad overview of the important historical events that have shaped the energy and mining industry for the past two hundred years will be presented. Focus of this course will be on the community as the group of people who obtained their livelihoods directly from the energy sector, particularly mining, including employees of the mine, their dependents, extended families, mine operators, managers, supervisors, and owners. Energy and mining communities will be explored through analysis of various cultural perspectives and differences, particularly in the United States. A comparative analysis of the history and evolution of the various types of energy extraction throughout the world will be presented. Students will compare and contrast energy/mining culture in Australia, South America, the United States, and Wales. Emphasis will be placed on identification of the characteristics of the "typical" mining communities, cultural traits, personal influences, as well as the overall impact on society.

MN 215 Environmental Aspects of Mining

This course provides a comprehensive and practical understanding of the environmental impacts, both positive and negative, that mining may have on society. Students will develop an understanding of legal and political context of mining, company based initiatives, environmental management of mine sites, Land Use Master Plans (LUMP) in conjunction with the permitting process, principles of sustainable development, state of the art techniques in environmental management of mine sites, and issues associated with the community as they relate to mining.

EP 105 Social and Cultural Aspects of Entrepreneurship

Entrepreneurship has become one of the fastest growing segments for business worldwide. Social entrepreneurship encompasses a wide range of activities which includes: individuals devoted to making a difference, business ventures with a social purpose dedicated to adding for-profit motivations to the nonprofit sector, philanthropists supporting venture capital 'investment' portfolios, and nonprofit organizations that are reinventing themselves by drawing on lessons learned from the business world. This course explores entrepreneurship as a mechanism for social change, economic development, and community wealth creation. The students will learn the concepts and practices of social entrepreneurship through reading and project assignments, class discussions, case studies, and guest speakers. An overview of issues and challenges in contemporary global, social, and cultural entrepreneurship will be presented. Social entrepreneurship, as well as business applications, will be explored within a global perspective.

MG 250 Financing and Venture Capital

In this course the student will examine the financing and valuation of new ventures from the perspective of entrepreneurs and venture capitalists. Aspects of financial thinking, tools, and techniques relevant for seeing new venture financing will be presented. Financing problems which impact new and/or established small businesses related to financial planning, valuing, and raising capital will be discussed. This course is designed for the new or experienced entrepreneur, or anyone interested in starting a business, a company, exploring venture capital, or a private equity firm.

MG 252 Valuation of New Business Ventures

In this course virtual company teams are formed to plan the design, assembly, marketing, and distribution of new innovative products. A business plan will be formed by each virtual company team. Company teams will develop business processes and procedures for launching the product which includes: product identification, product description, product design, market analysis, plan to launch the product, implementation of the business plan, and documentation of the evolution of the project

MG 262 Entrepreneurial and Small Business Management

Small and medium businesses are the backbone of the modern economy by creating wealth and jobs. In this course, students learn how to plan and manage the various activities essential for effectively running a small business and how to recognize and avoid the common mistakes made by small business managers. Students will learn the process of starting a new business venture and learn how to apply the concepts and skills to successfully maintain an existing business. This course offers an overview of running a small business including a discussion of leadership, strategy, marketing, finance, operations, human resources, supplier management, facilities, banking, legal, and regulatory considerations. These topics are integrated and presented in the context of a small business environment. Students will develop a business plan, bringing an idea to fruition as a successful entrepreneur. A combination of business case examples and text will be used to supplement lectures, student project work, and guest speakers.

AH 152 Contemporary History of Health Care

This course explores the origin of the contemporary health care system in the United States. Students will explore the historical roots of health care to the current debates of health care reform. The student will learn management skills and knowledge that will be applied in a diverse health care environment. Unique topics specific to health care, which includes health care leadership, organizational design, managing professionals, and diversity in the workplace, will be presented.

AH 285 Health Care Leadership and Management

Student will learn the basic knowledge skills, principles, and foundations necessary to be an effective leader/manager in a health care environment. Effective leadership styles will be explored in this course. Upon completion of the course the student will be able to communicate their personal leadership style. This will be a capstone course for the Health Care Professional Program.

MG 254 Management of Health Care Facilities and Systems

In this course the student will learn the organization structure, function, delivery, and financing of health care systems in the United States. Student will explore health care policies and the impact on the health care industry. Medical ethics, as well as ethical issues and dilemmas, will be presented.

MG 268 Collective Bargaining and Labor Relations

This course surveys both historical and legal frameworks of the labor movement in the United States and West Virginia. An analysis of traditional labor laws, NLRB law, state laws, and the impact of court decisions related to management will be presented. The student will learn historical perspective of the origins which impact union organizing, causes, and goals of the labor movements, union structure and behavior, and the impact on production. An introduction to the principles, practice, and processes of negotiations as requisite management skill for front-line supervisors, subordinates, peers, clients, and customers will be presented. Discussions will be presented regarding the preparation and planning for negotiation, the strategies and tactics of

negotiation, issues regarding both distributive and integrative bargaining, and ethics in negotiation. Upon completion of this course the students will have an in-depth understanding of collective bargaining concepts applicable in today's commercial enterprise. The role of the manager related to strikes, labor negotiations, administration and enforcement of labor contracts, the grievance process, and arbitration will be explored. Labor and management approaches to solving employment disputes, avoiding grievances, and applying collective bargaining contracts in the work setting, labor rules and regulations, and means to implement new standards in the workplace will be discussed. Effects of laws on individuals, employees, the industry, the community, and the nation will be presented.

**Appendix II
Faculty Data**

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name: William H. Alderman Rank: Assistant Professor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned: Master of Arts/Management

Date Degree Received: 05/09/1999

Conferred by: Regent University Graduate School of Business

Area of Specialization: Business/Management

Professional registration/licensure: Certified, Mine, Foreman, Certified, Blaster, Certified, OSHA inspector, SM 1978-82

Yrs of employment at present institution 16

Yrs of employment in higher education 15

Yrs of related experience outside higher
education 43

Non-teaching experience 43

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
(see attached)		

- (b) If degree is not in area of current assignment, explain.
- (c) Professional Development: Continuing education through Leadership Studies (Higher Education Administration) at Marshall University

William Alderman
Management Faculty

Term	Course Number/Title	Enrollment
Fall 2014	FN210 Finance for Non-Financial Manager	10
	MG264 Supervision	18
	MG268 Labor Relations and Collective Bargaining	10
	MG273 Organizational Behavior And Communication	10
	MK270 Principles of Marketing	99
Spring 2015	MG262 Entrepreneur & Small Business	25
	MG266 Project Management	10
	MG269 Effective Leadership	21
	MG272 Industrial Leadership	14
	MG274 Project Evaluation	5
	MN109 Mine Law, Safety, & Health	5
Fall 2015	MG260 Principles Management	30
	MG261 Human Resource Management	27
	MG262 Entrepreneur & Small Business	26
Spring 2016	EC241 Principles of Economics	72
	MG260 Principles of Management	36
	MG269 Effective Leadership	30
	BU115 Business Management	40
	BU205 Communication in Business	28
Fall 2016	BU115 Business Management	64
	BU205 Communication in Business	31
	MG260 Principles in Management	30
	MG261 Human Resource Management	27
	MG262 Entrepreneur & Small Business	33

APPENDIX II – Faculty Data*(No more than TWO pages per faculty member)*

Name: Stephanie Mounts Rank: Instructor
 Check One: Full-time X Part-time _____ Adjunct _____
 Highest Degree Earned: Masters of Business Administration (MBA)
 Date Degree Received: 2013
 Conferred by: Western Governor's University
 Area of Specialization: Management and Strategy

Professional Registration/Licensure: _____
 Years of Employment at Present Institution: 5
 Years of Employment in Higher Education: 5
 Years of Related Experience Outside Higher Education: 10
 Non-Teaching Experience: 3

To determine compatibility of credentials with assignment:

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

Year/Semester
SEE ATTACHED.

Course Number/Title

Enrollment

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

N/A

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

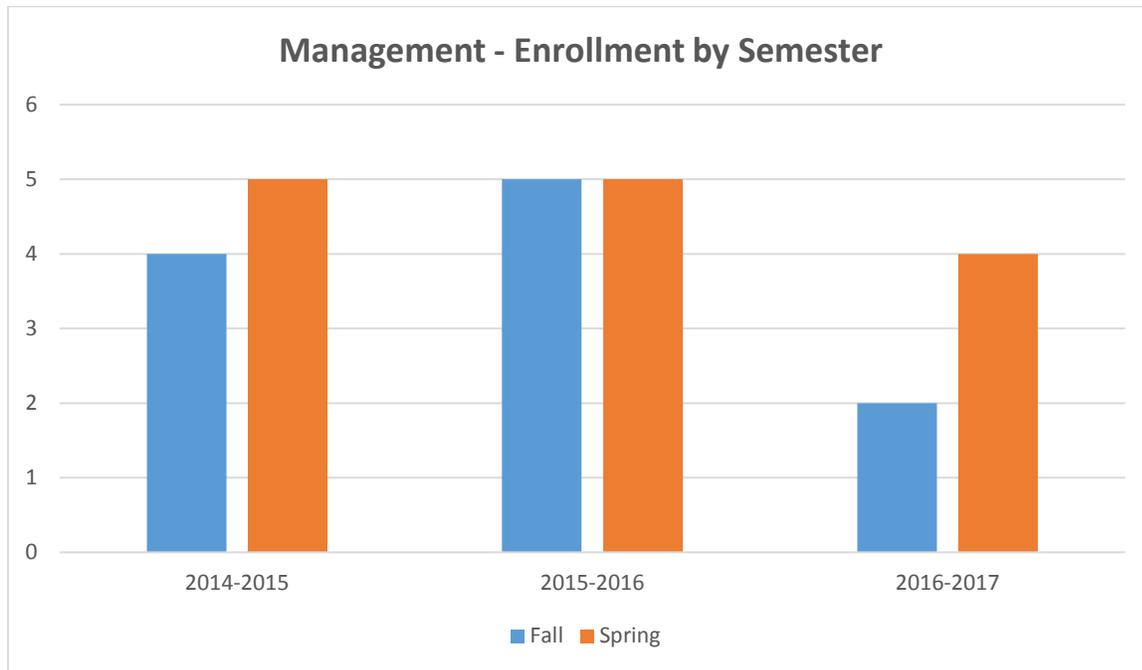
Quality Matters - Training Workshop

Quality Matters - Course Certification (MG261 - Human Resources Management)

Assessment Workshops (3) - Southern Sponsored

TERM	COURSE NUMBER/TITLE	ENROLLMENT
Fall 2015	BU100 - Introduction to Business	16
	BU230 - Business Statistics	17
	EC242 - Principles of Economics II	19
	FN231 - Principles of Finance	16
	MG266 - Project Management	5
Spring 2016	BU230 - Business Statistics	1
	EC242 - Principles of Economics II	21
	FN231 - Principles of Finance	7
	HU105 - Exploring Leadership	7
	HU203 - Building Diversity	5
	MK270 - Principles of Marketing	23
	MK272 - Retailing	28
Summer 2016	EC241 - Principles of Economics I	5
	EC242 - Principles of Economics II	4
Fall 2016	AC111 – Principles of Accounting I	7
	BU205 – Communications in Business	11
	BU230 – Business Statistics	9
	CS102 – Computer Literacy	24
	EC242 – Principles of Economics II	5
	FN231 – Principles of Finance	7
	HU115 – Exploring Leadership	6
	HU205 – Building Communities	5
	MG261 – Human Resources Management	8
	MG264 – Supervision	16
Spring 2017	AC112 – Principles of Accounting II	4
	BU205 – Communications in Business	9
	BU230 – Business Statistics	12
	CS102 – Computer Literacy	20
	EC242 – Principles of Economics II	12
	FN231 – Principles of Finance	3
	HU203 – Building Diversity	6
	MG260 – Principles of Management	11
	MG264 – Supervision	21
	MK272 – Retailing	16#

**Appendix III
Enrollment**



**Appendix IV
Budget**

		\$ 139.00								
		Tuition/ Credit Hour	Course Fee	Wellness Fee	Tech Fee	Textbook	Additional Cost			
A.S. in Management w/ Energy Option										
First Year - First Semester										
AC 111	Principles of Accounting I	3	\$ 417.00	\$ -		\$ 334.25				
EN 101	English Composition I	3	\$ 417.00	\$ -		\$ 123.30				
MG 101	Introduction to Management	3	\$ 417.00	\$ -		\$ 312.75				
SP 103	Speech Fundamentals	3	\$ 417.00	\$ -		\$ 152.25				
	General Elective	3	\$ 417.00	\$ -						
		15	\$ 1,668.00	\$ -	\$ 10.00	\$ 100.00	\$ 922.55	\$ -		
First Year - First Semester Total Cost									\$	2,700.55
First Year - Second Semester										
BS 115 OR MN 212	Human Biology OR Geology of Mining	3	\$ 417.00	\$ 30.00		\$ 198.50				
MG 260	Principles of Management	3	\$ 417.00	\$ -		\$ 312.75				
MG 225	Elementary Statistics	3	\$ 417.00	\$ -						
SO 200	Introduction to Sociology	3	\$ 417.00	\$ -		\$ 187.50				
MN 112	Cultural Issues and Contemporary History of the Mining Industry	3	\$ 417.00	\$ -		\$ -				
		15	\$ 1,668.00	\$ 30.00	\$ 10.00	\$ 100.00	\$ 698.75	\$ -		
First Year - Second Semester Total Cost									\$	2,506.75
Second Year - First Semester										
EC 241	Principles of Economics I	3	\$ 417.00	\$ -		\$ 521.75				
FN 210	Finance for the Non-Financial Manager	3	\$ 417.00	\$ -						
MG 261	Human Resources Management	3	\$ 417.00	\$ -		\$ 231.75				
MN 215	Environmental Aspects of Mining	3	\$ 417.00	\$ -		\$ 196.75				
EC 270	World Economy and the Energy Factor	3	\$ 417.00	\$ -		\$ 224.50				
		15	\$ 1,668.00	\$ -	\$ 10.00	\$ 100.00	\$ 1,174.75	\$ -		
Second Year - First Semester Total Cost									\$	2,952.75
Second Year - Second Semester										
MG 266	Project Management	3	\$ 417.00	\$ -		\$ 249.50				
MG 269	Effective Leadership	3	\$ 417.00	\$ -		\$ 17.00				
MG 273	Organization Behavior and Communication	3	\$ 417.00	\$ -		\$ 303.75				
MK 267	E-Commerce and Marketing for a Global Society	3	\$ 417.00	\$ -						
EC 268	Labor Relations and Collective Bargaining	3	\$ 417.00	\$ -						
		15	\$ 1,668.00	\$ -	\$ 10.00	\$ 100.00	\$ 570.25	\$ 50.00		
Additional Cost:										
Graduation Fee									\$	50.00
Second Year - Second Semester Total Cost									\$	2,398.25
Tota Cost of Management w/ Energy Option Program									\$	10,558.30

		\$ 139.00						
		Tuition/ Credit Hour	Course Fee	Wellness Fee	Tech Fee	Textbook	Additional Cost	
A.S. in Management w/ Entrepreneurial Option								
First Year - First Semester								
AC 111	Principles of Accounting I	3	\$ 417.00	\$ -		\$ 334.25		
EN 101	English Composition I	3	\$ 417.00	\$ -		\$ 123.30		
MG 101	Introduction to Management	3	\$ 417.00	\$ -				
SP 103	Speech Fundamentals	3	\$ 417.00	\$ -		\$ 152.25		
	General Elective	3	\$ 417.00					
		15	\$ 1,668.00	\$ -	\$ 10.00	\$ 100.00	\$ 609.80	\$ -
First Year - First Semester Total Cost							\$	2,387.80
First Year - Second Semester								
BS 115 OR MN 212	Human Biology OR Geology of Mining	3	\$ 417.00	\$ 30.00		\$ 198.50		
MG 260	Principles of Management	3	\$ 417.00	\$ -		\$ 312.75		
MG 225	Elementary Statistics	3	\$ 417.00	\$ -				
SO 200	Introduction to Sociology	3	\$ 417.00	\$ -		\$ 187.50		
EP 105	Social and Cultural Entrepreneurship	3	\$ 417.00	\$ -				
		15	\$ 1,668.00	\$ 30.00	\$ 10.00	\$ 100.00	\$ 698.75	\$ -
First Year - Second Semester Total Cost							\$	2,506.75
Second Year - First Semester								
EC 241	Principles of Economics I	3	\$ 417.00	\$ -		\$ 512.75		
FN 210	Finance for the Non-Financial Manager	3	\$ 417.00	\$ -		\$ 327.75		
MG 261	Human Resources Management	3	\$ 417.00	\$ -		\$ 308.00		
MG 250	Financial and Venture Capital	3	\$ 417.00	\$ -				
MG 262	Entrepreneurial and Small Business Management	3	\$ 417.00	\$ -		\$ 212.75		
		15	\$ 1,668.00	\$ -	\$ 10.00	\$ 100.00	\$ 1,361.25	\$ -
Second Year - First Semester Total Cost							\$	3,139.25
Second Year - Second Semester								
MG 266	Project Management	3	\$ 417.00	\$ -		\$ 249.50		
MG 269	Effective Leadership	3	\$ 417.00	\$ -		\$ 17.00		
MG 273	Organization Behavior and Communication	3	\$ 417.00	\$ -		\$ 307.75		
MK 267	E-Commerce and Marketing for a Global Society	3	\$ 417.00	\$ -				
MG 252	Valuation of New Business Ventures	3	\$ 417.00	\$ -				
		15	\$ 1,668.00	\$ -	\$ 10.00	\$ 100.00	\$ 574.25	\$ 50.00
Additional Cost:								
Graduation Fee							\$	50.00
Second Year - Second Semester Total Cost							\$	2,402.25
Total Cost of Management w/ Entrepreneurial Option Program							\$	10,436.05

		\$ 139.00						
		Tuition/ Credit Hour	Course Fee	Wellness Fee	Tech Fee	Textbook	Additional Cost	
A.S. in Management w/ Health Care Option								
First Year - First Semester								
AC 111	Principles of Accounting I	3	\$ 417.00	\$ -		\$ 334.25		
EN 101	English Composition I	3	\$ 417.00	\$ -		\$ 123.30		
MG 101	Introduction to Management	3	\$ 417.00	\$ -		\$ 312.75		
SP 103	Speech Fundamentals	3	\$ 417.00	\$ -		\$ 152.25		
	General Elective	3	\$ 417.00					
		15	\$ 1,668.00	\$ -	\$ 10.00	\$ 100.00	\$ 922.55	\$ -
First Year - First Semester Total Cost							\$	2,700.55
First Year - Second Semester								
BS 115 OR MN 212	Human Biology OR Geology of Mining	3	\$ 417.00	\$ 30.00		\$ 198.50		
MG 260	Principles of Management	3	\$ 417.00	\$ -		\$ 312.75		
MG 225	Elementary Statistics	3	\$ 417.00	\$ -				
SO 200	Introduction to Sociology	3	\$ 417.00	\$ -		\$ 187.50		
AH 152	Contemporary History and Issues of Health Care	3	\$ 417.00	\$ -		\$ 198.50		
		15	\$ 1,668.00	\$ 30.00	\$ 10.00	\$ 100.00	\$ 897.25	\$ -
First Year - Second Semester Total Cost							\$	2,705.25
Second Year - First Semester								
EC 241	Principles of Economics I	3	\$ 417.00	\$ -		\$ 512.75		
FN 210	Finance for the Non-Financial Manager	3	\$ 417.00	\$ -		\$ 327.75		
MG 261	Human Resources Management	3	\$ 417.00	\$ -		\$ 308.00		
AH 285	Health Care Leadership	3	\$ 417.00	\$ -		\$ 89.75		
MG 254	Management of Health Care Systems and Facilities	3	\$ 417.00	\$ -		\$ 114.25		
		15	\$ 1,668.00	\$ -	\$ 10.00	\$ 100.00	\$ 1,352.50	\$ -
Second Year - First Semester Total Cost							\$	3,130.50
Second Year - Second Semester								
MG 266	Project Management	3	\$ 417.00	\$ -		\$ 249.50		
MG 269	Effective Leadership	3	\$ 417.00	\$ -		\$ 17.00		
MG 273	Organization Behavior and Communication	3	\$ 417.00	\$ -		\$ 307.75		
MK 267	E-Commerce and Marketing for a Global Society	3	\$ 417.00	\$ -				
MG 268	Labor Relations and Collective Bargaining	3	\$ 417.00	\$ -		\$ 300.75		
		15	\$ 1,668.00	\$ -	\$ 10.00	\$ 100.00	\$ 875.00	\$ 50.00
Additional Cost:								
Graduation Fee							\$	50.00
Second Year - Second Semester Total Cost							\$	2,703.00
Total Cost of Management w/ Health Care Option Program							\$	11,239.30

Appendix V
Advisory Committee

	A	B	C	D	E	F	G	H	I
2	Last Name	First Name	Title	Program, Division Head or Faculty	Facility Name	Street Address	City	State	Zip
3	Kinser	Beth		Bill Alderman		72 Fairview Drive	Foster	WV	25081
4	Lenox	Ashley		Bill Alderman		3706 Frankfort Ave., Apt. 106A	Chapmanville	WV	25508
5	Williamson	Tonya		Business Program	Woodforest National Bank	77 Norman Morgan Blvd.	Logan	WV	25601
6	Adkins	Rocky		Business Program		300 Stratton Street	Logan	WV	25601
7	Allen	Dave		Business Program		Box 1776	Logan	WV	25601
8	Ann	Mary		Business Program		Box 968	Kermit	WV	25674
9	Armstrong	Pat		Business Program		Box 906	Pineville	WV	24874
10	Atkins	Kenny		Business Program		125 Prosperity Lane	Logan	WV	25601
11	Barker	Alan		Business Program		Box 1440	Logan	WV	25601
12	Borowski	Tim		Business Program		28402 US Highway 119	South Williamson	KY	41503
13	Browning	Don		Business Program		305 Stratton Street	Logan	WV	25601
14	Browning	Michael		Business Program		Box 720	Logan	WV	25601
15	Carroll	Kathy		Business Program		300 Summers Street	Charleston	WV	25301
16	Collins	Helen		Business Program		Box 100	Williamson	WV	25661
17	Davis	Harold		Business Program		Box 457	Lenore	WV	25676
18	Davis	Keith		Business Program		118 Woodland Drive	Chapmanville	WV	25508
19	Ellison	Tim		Business Program		Box 330	Pineville	WV	24874

	A	B	C	D	E	F	G	H	I
20	Fortner	Diane		Business Program		Box 1359	Pineville	WV	24874
21	Frye	Francis		Business Program		Box 1517	Williamson	WV	25661
22	Garrett	Walter		Business Program		454 McDowell Street	Welch	WV	24801
23	Giordano	Terri		Business Program		214 Dingess Street	Logan	WV	25601
24	Hannah	Diann		Business Program		275 Mall Road, Suite 100	South Williamson	KY	41503
25	Lovejoy	Amanda		Business Program		One Preferred Place	Charleston	WV	25309
26	Lovejoy	Jane		Business Program		Box 1326	Chapmanville	WV	25508
27	McCormick	Darrin		Business Program		70 West Fourth Ave.	Williamson	WV	25661
28	McCormick	Judy		Business Program		Box 627	Logan	WV	25601
29	Mitchell	Kris	Dir. Boone County Commission	Business Program		One Ave., C Building, Suite 101	Madison	WV	25130
30	Mitchem	Cheryl		Business Program		202 Larry Joe Harless Center	Gilbert	WV	25621
31	Mullins	Cletta		Business Program		Box 1476	Gilbert	WV	25621
32	Neal	Dwight		Business Program		77 Norman Morgan Blvd.	Logan	WV	25601
33	Osbourne	Harold		Business Program		Box 830	Belfry	KY	41514
34	Poole	George		Business Program		Box 1598	Williamson	WV	25661
35	Ratz	Carol		Business Program		Box 867	Logan	WV	25601
36	Runyon-Stanley	Nicole		Business Program		Box 336	Pinsonfork	KY	41555
37	Salmons	Tim		Business Program		Box 1406	Williamson	WV	25661
38	Salyers	Larry		Business Program		662 Stratton Street	Logan	WV	25601
39	Schoolcraft	Terri		Business Program		Box 466	Man	WV	25635
40	Shoemaker	Chris		Business Program		Box 449	Pineville	WV	24874
41	Shreve	Susan		Business Program		Box 586	Madison	WV	25130

	A	B	C	D	E	F	G	H	I
42	Smith	Roger		Business Program		Box 1478	Pineville	WV	25874
43	Smith	Tanner		Business Program		Box 249	Pineville	WV	24874
44	Swain	George		Business Program		22 West Second Ave.	Williamson	WV	25661
45	Thacker	Johnny		Business Program		South Side Mall - Magic Mart	South Williamson	KY	41503
46	Thornton	Byron		Business Program		Box 365	Inez	KY	41224
47	Trader	Dennis		Business Program		South Omar Road	Logan	WV	25601
48	Vance	Donna		Business Program		Box 1339	Mount Gay	WV	25637
49	Whitt	Mark		Business Program		Mingo County Courthouse, Room 3	Williamson	WV	25661
50	Whitt	Tranquilla		Business Program		Box 950	Williamson	WV	25661
51	Young	Natalie		Business Program		Box 376	Williamson	WV	25661

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Post-Audit Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Mechatronics 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 37, *Increased Flexibility for Community and Technical Colleges*.

STAFF MEMBER: Guy Lowes

BACKGROUND:

In accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*, programs started under the provisions of the rule must undergo a post-audit review three years after the initial offering of the course of study. The Division of Applied and Industrial Technology Programs conducted a post-audit review of the Mechatronics A.A.S. program during the 2016 / 2017 academic year.

Based upon the post-audit review, it is recommended that the Mechatronics A.A.S. program continue at the current level of activity without corrective action.

The post-audit review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

POST-AUDIT 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: Mechatronics, Associate in Applied Science

April 2017

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College

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

I. Introduction

The Mechatronics Program prepares students for industrial automation in applications (engineering) positions, as well as service (maintenance) type positions by providing knowledge and hands-on experience in electricity, fluid power, sensors., control systems, robotics, and programmable controllers – components that are used in a wide variety of industrial automation systems, machines, and equipment.

The program is designed for people who are interested in product development, plant maintenance, machine set-up and installation, and troubleshooting of modern computer controlled machines. Mechatronics Engineering Technician jobs are found in the manufacturing, energy, medical, electronics, agriculture, biotechnology, and automotive industries.

The full Mechatronics Program is available on the Williamson Campus. The general education/program support courses may be taken at other Southern campuses.

II. Goals and Objectives

The current options were identified as needed by displaced workers. Southern received grants to develop the mechatronics program to meet the needs of these workers. The goal of the grants is to provide displaced workers an opportunity to learn new skills and be employable in in-demand fields. The mechatronics program supports this overarching goal.

The mechatronics program has the following main goals.

1. Prepare students to enter a baccalaureate program in mechatronics industrial automation (engineering).
2. Prepare students for entry-level service (maintenance) positions.
3. Provide skill set enhancement to persons presently performing electrical, mechanical, fluid power, and/or control systems tasks.

III. Assessment

- A. Assessment of the mechatronics option occurs primarily at the course level. In addition, mechatronics is incorporated into the college's assessment program. Regular assessment of program goals is made. Curricular changes have been made in response to identified needs.

- B. The program focuses training in the areas of electrical, mechanical, pneumatic/hydraulic, and robotics. Basic knowledge of the subsystems is learned and then the subsystems are integrated as the student moves through the mechatronics program.

Early assessment information indicates a greater emphasis needs to be placed on robotics, leading to changes within courses.

- C. Courses have been added, and sequences and prerequisites have been adjusted as a result of early assessment information.

IV. Curriculum

- A. The Mechatronics Associate in Applied Science degree consists of a total of 60 Credit hours. Twenty of those hours are general education/support classes. There is one elective (social science) with in the general education component of the curriculum. The 40 credit hours of major course consist of 22 hours of required coursework with the remaining 18 being restricted electives. These electives are structured around business and industry demand.

Southern has an open-door admission policy. Any person with a high school diploma or GED may take classes at Southern. All entering students will use ACT scores or take a placement test to be placed in the proper math and English courses. Southern utilizes a co-curricular model for delivery of remedial math and English. Southern has had good success in helping students elevate their abilities to be a success in college-level math and English. Use of the co-curricular model helps students to complete the certificate program on time (two semesters).

- B. Appendix I shows the program curriculum.
- C. All mechatronics classes are delivered face-to-face. All general education/support courses are available face-to-face. Some support courses are available online as well.

V. Faculty

The general education courses are taught by a mixture of full-time and part-time faculty. The college maintains appropriate standards for faculty teaching transfer courses for the general education courses. The major courses have been taught by a total of five full-time and four part-time faculty during the review period. Their faculty data sheets can be found in Appendix II. The majority of sections of major courses are taught by full-time faculty. General education courses are taught by a mixture of tenured and non-tenured faculty, while all major courses are taught by non-tenured faculty.

VI. Enrollment and Graduates

- A. The first students to graduate did so after the fourth semester of the program as expected. Two graduated that semester. Two more students graduated the following semester. It remains to be seen how many will graduate this semester, but it is anticipated 4-5 will graduate. The program has maintained an average of 11.6 FTE per year during the three years of the review period. After the first two semesters, the program has maintained approximately 20 majors registered each semester. Additional information can be found in Appendix III.

Southern partners with the U.S. Department of Labor, Robert C. Byrd Institute, and Unilin Corporation to offer a registered apprenticeship program in Occupational Development with an emphasis in mechatronics. Students registered in this program are included in the table in Appendix III.

In fall 2014, five students began their apprenticeship. The table in Appendix III shows four that semester with five registered the following semester. These numbers reflect the data in Southern's database. One of the students had previously attended Southern. His major of record did not get changed in the system until the spring semester.

After the second semester of the apprenticeship program, a second group of five students entered the apprenticeship. The table in Appendix three show the number of students that actually took classes in each semester. This is the reason the number rises from six to seven between fall 2016 and spring 2017. Of the five group I students who began the program, one withdrew from the program and a second changed jobs. One student in group II withdrew from the program. It is anticipated there will be seven apprenticeship program completers.

- B. Two students graduated last academic year. No graduate survey data is available from them. Graduate surveys will be sent to the two students who graduated last semester and those that will graduate this semester.
- C. This program is not intended to prepare students for a baccalaureate program, but rather to prepare them for a job. Future graduate surveys will provide insight into whether or not graduates are finding appropriate jobs.

VII. Financial

- A. Southern was awarded a West Virginia Advance grant and a Technical Program Development grant to support development and implementation of the mechatronics program. The Technical Program Development grant paid for a program coordinator to develop the curriculum and deliver it. The West Virginia Advance grant purchased startup equipment and supplies

needed to deliver the program. The amount awarded in each grant is shown in the table below.

Mechatronics Associate in Applied Science Program Expenses

Year	Departmental Resources	State Appropriated Funds (WV Advance)	Technical Program Development Grant	Total Program Expense
2015	\$0	\$286,031.63	\$5,240.89	\$291,272.52
2016	\$0	\$13,760.62	\$58,952.40	\$72,713.02
2017	\$0	TBD	TBD	TBD
Total		\$299,792.25	\$64,193.29	\$363,985.54

- B. Equipment has been purchased and installed to support the mechatronics program. The greatest future expense is anticipated to be the salary to support program faculty. Currently one full-time faculty is supplemented with adjuncts.

VIII. Advisory Committee

The following people have participated in advisory committee meetings during the review period:

Levi Durfee - Bulldog Creative Services
 Tadd Fortner-Bulldog Creative Services
 Justin Kirk-Thornhill Automotive Group
 Steve Williamson-Wright Concrete
 Randy Curry - Southern Equipment

During the 2015 meeting, members reviewed the curricula for mechatronics. They approved of what we presented. The relevant conversation in 2016 centered on how knowledge of mechatronics could help workers, especially at Wright Concrete. Those assembled encouraged us to continue to emphasize robotics in our curriculum.

IX. Accreditation

There is no special accreditation information for this program.

**Appendix I
Curriculum**

Mechatronics - Associate in Applied Science**Component I-General Education Support Courses: 20 Credit Hours**

CS 102	Computer Literacy	3 Credit Hours
EN 101 or EN 101A	English Composition I	3 Credit Hours
MT 124 or MT 124A	Technical Math	3 Credit Hours
OR 105	Orientation to Technical Programs	1 Credit Hour
PH 200 or higher	Conceptual Physics	4 Credit Hours
SP 103	Speech Fundamentals	3 Credit Hours
	Social Science Elective	3 Credit Hours

Component II- Specialization Major Courses: 40 Credit Hours

EG 103	Electrical Calculations	3 Credit Hours
EG 105	Industrial Safety	1 Credit Hours
EG 107	Introduction to Circuits	4 Credit Hours
MX 110	Introduction to Mechatronics	2 Credit Hours
MX 120	Mechanical Power I	2 Credit Hours
MX 130	Fluid Power I	2 Credit Hours
MX 180	PLC Fundamentals	1 Credit Hour
MX 184	PLC Interfacing and HMIS	1 Credit Hour
MX 186	PLC Applications	1 Credit Hour
MX 190	Industrial Robotics	3 Credit Hours
MX 298	Capstone	2 Credit Hours
	Specialization Courses	18 Credit Hours

**Appendix II
Faculty Data**

Faculty DataName John Evans Rank Instructional Specialist

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____Highest Degree Earned: Bachelor of ScienceDate Degree Received: August, 1974Conferred by: West Virginia Institute of TechnologyArea of Specialization: Electrical EngineeringProfessional registration/licensure Professional EngineerYrs of employment at present institution 1.5Yrs of employment in higher education 1.5Yrs of related experience outside higher education 41Non-teaching experience 41

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Fall 2015	EG 103-Electrical Calculations	1
Fall 2015	EG 107-Introduction to Circuits	1
Fall 2015	EG 105-Industrial Safety	1
Fall 2015	EG 123-Electrical Schematics	1
Fall 2015	MX 120-Mechanical Power I	1
Fall 2015	MX 250-Basic Instrumentation	1
Spring 2016	EG 103-Electrical Calculations	14
Spring 2016	MX 120-Mechanical Power I	16
Spring 2016	MX 130-Mechanical Power II	2
Spring 2016	MX 180-PLC Fundamentals	15
Spring 2016	MX 184-PLC Interfacing and HMIS	15
Spring 2016	MX 186-PLC Applications	15

Year/Semester	Course Number & Title	Enrollment
Spring 2016	MX 250-Basic Instrumentation and Control	8
Spring 2016	MX 254-Adv. Instrumentation and Control	7
Summer 2016	MX 140-Manufacturing Processes I	6
Summer 2016	TS 275-Special Topics, Control Loop Tuning & Instrumentation	1
Fall 2016	EG 103-Electrical Calculations	33
Fall 2016	EG 105-Industrial Safety	36
Fall 2016	EG 123-Electrical Schematics	6
Fall 2016	MX 120-Mechanical Power I	7
Fall 2016	MX 230-Fluid Power II	7
Fall 2016	MX 250-Basic Instrumentation & Control	12
Fall 2016	OR 105-Orientation to Technical Programs	8
Spring 2017	MX 110-Introduction to Mechatronics	6
Spring 2017	MX 120-Mechanical Power I	5
Spring 2017	MX 130-Fluid Power I	10
Spring 2017	MX 140-Manufacturing Processes I	5
Spring 2017	MX 190-Industrial Robotics	6
Spring 2017	MX 254-Advanced Instrumentation and Control	7
Spring 2017	MX 256-Control Loop Tuning & Wireless Communication	5
Spring 2017	MX 298-Mechatronics System Design Capstone Course	7

- (b) If degree is not in area of current assignment, explain.
- (c) Identify your professional development activities during the past five years.

Faculty Data

Name Sivy Farhi Rank Instructor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned: Master of Science

Date Degree Received: 1969

Conferred by: University of Southern California

Area of Specialization: Electrical Engineering

Professional registration/licensure Professional Engineer

Yrs of employment at present institution 1

Yrs of employment in higher education 14

Yrs of related experience outside higher education 30+

Non-teaching experience 30+

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Fall 2015	EG 103-Electrical Calculations	19
Fall 2015	EG 107-Introduction to Circuits	15
Fall 2015	EG 214-Electrical Control Systems	16
Fall 2015	EG 181-Analog Electronics	15
Spring 2016	EG 123-Electrical Schematics	24
Spring 2016	EG 171-Circuit Analysis I	11
Spring 2016	EG 220-Machines and Power Systems	9
Spring 2016	EG 296-Program Logic Control	13
Spring 2016	EG 297-National Electric Code	18

- (b) If degree is not in area of current assignment, explain
Mr. Farhi has left Southern for medical reasons and will not return.
- (c) Identify your professional development activities during the past five years.

Faculty Data

Name William Moseley Rank Instructor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned: Bachelor of Science

Date Degree Received: May, 1973

Conferred by: West Virginia Institute of Technology

Area of Specialization: Electrical Engineering

Professional registration/licensure _____

Yrs of employment at present institution 8

Yrs of employment in higher education 8

Yrs of related experience outside higher education 33

Non-teaching experience 30

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Fall 2012	EG 103-Electrical Calculations	18
Fall 2012	EG 105-Industrial Safety	17
Fall 2012	EG 107-Introduction to Circuits	18
Fall 2012	EG 171-Circuit Analysis I	16
Fall 2012	EG 181-Analog Electronics	10
Fall 2012	EG 214-Electrical Controlled Systems	10
Spring 2013	EG 172-Circuit Analysis II	13
Spring 2013	EG 214-Electrical Control Systems	13
Spring 2013	EG 220-Machines and Power Systems	8
Spring 2013	EG 296-Program Logic Control	6
Spring 2013	EG 297-National Electric Code	9
Fall 2013	EG 103-Electrical Calculations	15
Fall 2013	EG 105-Industrial Safety	15
Fall 2013	EG 107-Introduction to Circuits	16
Fall 2013	EG 181-Analog Electronics	9
Fall 2013	EG 220-Machines and Power Systems	9
Year/Semester	Course Number & Title	Enrollment

Fall 2013	EG 296-Program Logic Control	10
Fall 2013	EG 297-National Electric Code	11
Spring 2014	EG 123-Electrical Schematics	14
Spring 2014	EG 171-Circuit Analysis I	11
Spring 2014	EG 172-Circuit Analysis II	10
Fall 2014	EG 103-Electrical Calculations	27
Fall 2014	EG 105-Industrial Safety	24
Fall 2014	EG 107-Introduction to Circuits	22
Fall 2014	EG 214-Electrical Control Systems	10
Fall 2014	EG 296-Program Logic Control	10
Fall 2014	EG 297-National Electric Code	2
Spring 2015	EG 123-Electrical Schematics	22
Spring 2015	EG 171-Circuit Analysis I	20
Spring 2015	EG 220-Machines and Power Systems	8
Spring 2015	EG 275-Special Topics, Intro to Residential Wiring	3
Spring 2015	EG 275-Special Topics, Commercial Wiring	16
Spring 2015	EG 297-National Electric Code	16
Summer 2015	EG 275-Special Topics, Intro to Residential Wiring	3
Fall 2016	EG 107-Introduction to Circuits	11
Fall 2016	EG 172-Circuit Analysis II	8
Fall 2016	EG 298-Electrical Engineering Technology Capstone Course	4
Spring 2017	OR 105-Orientation to Technical Programs	13
Spring 2017	EG 171-Circuit Analysis I	13
Spring 2017	EG 172-Circuit Analysis II	9
Spring 2017	EG 220-Machines and Power Systems	4
Spring 2017	EG 290-Digital Electronics	3
Spring 2017	MX 180-PLC Fundamentals	7
Spring 2017	MX 184-PLC Interfacing and HMIS	7
Spring 2017	MX 186-PLC Applications	7

- (b) If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Faculty Data

Name Steven White Rank Instructional Specialist

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned: Masters of Science

Date Degree Received: 5/2006

Conferred by: University of Fayetteville Arkansas

Area of Specialization: Operations Management Safety Management

Professional registration/licensure: Yes

Yrs of employment at present institution: 5

Yrs of employment in higher education: 11

Yrs of related experience outside higher education: 33

Non-teaching experience: 22

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Spring 2013	CS 102-Computer Literacy	19
Spring 2013	DR 204-Computer Aided Design and Drafting I	7
Spring 2013	EG 123-Electrical Schematics	14
Fall 2014	DR 204-Computer Aided Design and Drafting I	11
Fall 2014	EG 123-Electrical Schematics	5
Spring 2015	EG 105-Industrial Safety	5
Spring 2015	MX 110-Introduction to Mechatronics	5
Spring 2015	MX 120-Mechanical Power I	3
Spring 2015	MX 130-Fluid Power I	2
Spring 2015	MX 180-PLC Fundamentals	2
Spring 2015	MX 186-PLC Applications	2

Year/Semester	Course Number & Title	Enrollment
Spring 2015	ST 110-Industrial Safety and Risk Management	5
Summer 2015	DR 204-Computer Aided Design and Drafting I	3
Fall 2015	OR 105-Orientation to Technical Programs	8
Fall 2015	OR 105-Orientation to Technical Programs	27
Fall 2015	EG 103-Electrical Calculations	19
Fall 2015	EG 105-Industrial Safety	9
Fall 2015	EG 107-Introduction to Circuits	17
Fall 2015	MX 110-Introduction to Mechatronics	5
Fall 2015	MX 130-Fluid Power I	5
Fall 2015	MX 220-Mechanical Power II	2
Spring 2016	EG 105-Industrial Safety	13
Spring 2016	EG 107-Introduction to Circuits	13
Spring 2016	MX 110-Introduction to Mechatronics	19
Spring 2016	MX 130-Fluid Power I	36
Spring 2016	MX 190-Industrial Robotics	14
Spring 2016	MX 230-Fluid Power II	12
Spring 2016	TS 275-Special Topics, Mechatronics Capstone Course	2
Fall 2016	DR 204-Computer Aided Design and Drafting I	14
Fall 2016	EG 171-Circuit Analysis I	7
Fall 2016	EG 214-Electrical Control Systems	21
Fall 2016	MX 220-Mechanical Power II	8
Fall 2016	MX 298-System Design-Mechatronics Program Capstone Course	3

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

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

Faculty Data

Name: Aaron St.Clair Rank Instructor

Check One: Full-time Part-time Adjunct

Highest Degree Earned: Bachelor of Science

Date Degree Received: May 2006

Conferred by: West Virginia University Institute of Technology

Area of Specialization: Computer Science

Professional registration/licensure: none

Yrs of employment at present institution: 1

Yrs of employment in higher education: 1

Yrs of related experience outside higher education: 5

Non-teaching Experience: programming, systems engineering, project management

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number/Title	Enrollment
Fall 2014	CS 102 Computer Literacy	53
Fall 2014	CS 103 Introduction to Applications	24
Spring 2015	CS 102 Computer Literacy	77
Spring 2015	EG 103 Electrical Calculations	3
Spring 2015	EG 107 Introduction to Circuits	4
Summer 2015	MX 190 Industrial Robotics	1

- (b) If degree is not in area of current assignment, explain.
Mr. St. Clair has completed most of the coursework necessary for a B.S. E.E. He has also worked in systems engineering with an emphasis on design and worked as an installer.
- (c) Identify your professional development activities during the past five years.

Faculty DataName William Anderson Rank N/A

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Asst. _____Highest Degree Earned: Associate of Applied ScienceDate Degree Received December 2006Conferred by: Southern West Virginia Community and Technical CollegeArea of Specialization: Electrical EngineeringProfessional registration/licensure: Master ElectricianYrs of employment at present institution: 2Yrs of employment in higher education: 2

Yrs of related experience outside higher education: _____

Non-teaching experience: _____

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Fall 2015	EG 105-Industrial Safety	16
Fall 2015	EG 172-Circuit Analysis II	20
Spring 2016	EG 275-Residential Wiring	6
Fall 2016	EG 181-Analog Electronics	7
Fall 2016	EG 107-Introduction to Circuits	4
Spring 2017	EG 225-Commercial Wiring	9
Spring 2017	EG 297-National Electric Code	8

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

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

Faculty DataName Thomas Bane Rank N/A

Check one:

Full-time Part-time Adjunct Graduate Asst. Highest Degree Earned: Bachelor of ScienceDate Degree Received: December, 1988Conferred by: California University of PennsylvaniaArea of Specialization: Mathematics and Computer ScienceProfessional registration/licensure: Yrs of employment at present institution: 0.5Yrs of employment in higher education: 0.5Yrs of related experience outside higher education: 18Non-teaching experience: 10

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Fall 2016	CS 102-Computer Literacy	8
Spring 2017	CS 102-Computer Literacy	12
Spring 2017	DR 206-Computer Aided Design and Drafting II	4

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Faculty Data

Name Robert Bryant Rank N/A

Check one:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned: Associate

Date Degree Received: April 2000

Conferred by: Everest Institute

Area of Specialization: Electronics and Computer Engineering Technology

Professional registration/licensure: _____

Yrs of employment at present institution: 0.5

Yrs of employment in higher education: 0.5

Yrs of related experience outside higher education: _____

Non-teaching experience: _____

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Spring 2017	EG 123-Electrical Schematics	11

- (b) If degree is not in area of current assignment, explain.
Mr. Bryant has extensive training in electronics in a variety of applications; especially in controls. He is an expert in PLC's.
- (c) Identify your professional development activities during the past five years.

Faculty Data

Name Minness Justice Rank N/A

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Asst. _____

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional registration/licensure: _____

Yrs of employment at present institution: _____

Yrs of employment in higher education: _____

Yrs of related experience outside higher education: _____

Non-teaching experience: 25+

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
Fall 2016	EG 107-Introduction to Circuits	19
Spring 2017	EG 123-Electrical Schematics	9

- (b) If degree is not in area of current assignment, explain.
Mr. Justice has an extensive electrical background in the Airforce and over 25 years as an electrical inspector for MSHA. He is also frequently called as an expert witness in court cases involving electrical work.
- (c) Identify your professional development activities during the past five years.

Appendix III
Enrollment and Graduates

Semester	Program AAS Grads	Mechatronics Class FTE	Nonduplicate Student Headcount	AAS Degree Majors	Apprenticeship Students
201501	0	NA	NA	2	4
201502	0	1.73	5	14	5
201601	0	1.87	8	22	8
201602	2	16.40	33	29	6
201701	2	4.93	16	24	6
201702	TBD	9.73	19	19	7
Total	4	34.66			

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Post-Audit Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Paraprofessional Education 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 37, *Increased Flexibility for Community and Technical Colleges*.

STAFF MEMBER: Mary Hamilton

BACKGROUND:

In accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*, programs started under the provisions of the rule must undergo a post-audit review three years after the initial offering of the course of study. The Division of Social Sciences, Education, and Non-Traditional Programs conducted a post-audit review of the Paraprofessional Education Certificate program during the 2016 / 2017 academic year.

Based upon the post-audit review, it is recommended that the Paraprofessional Education Certificate program continue at the current level of activity without corrective action.

The post-audit review was presented to the Management Council for Academic Affairs and Student Services, Executive Council, and President's Cabinet and they concur with this recommendation.

POST-AUDIT 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: Paraprofessional Education Certificate

April 2017

POST-AUDIT REVIEW
Southern West Virginia Community and Technical College

Institution: Southern West Virginia Community and Technical College
Program: Paraprofessional Education Certificate

I. Introduction

The Paraprofessional Education Certificate Program meets the requirements for a Paraprofessional Certificate as provided by the West Virginia Board of Education. This certificate entitles the individual to serve in a support capacity including, but not limited to, facilitating instruction and direct or indirect supervision of pupils under the direction of an educator.

II. Goals and Objectives

The primary purpose for this program is to ensure high quality early childhood education is provided to West Virginia's children. This program provides students with the knowledge and skills that will allow them to be effective aides and assistant teachers in kindergarten and pre-K classrooms.

A driving force for the creation of this program was West Virginia Senate Bill 359, which stated that beginning July 1, 2014. Any person previously employed as an aid in a kindergarten program and whose employed in the same capacity on and after that date and any new person employed in that capacity in kindergarten program on or after that date shall hold the position of either Early Childhood Classroom Assistant Teacher-Temporary Authorization, Early Childhood Classroom Assistant Teacher-Permanent Authorization or Early Childhood Classroom Assistant Teacher-Paraprofessional Certificate. When this rule took effect, assistant teachers did not have to hold the credential by July 1, 2014, must be in pursuit of one of the options available for the Early Childhood Classroom Assistant Teacher credential. It went on to state that any person employed as an aid in a kindergarten program must, by July 1, 2014, be enrolled in a program to complete the requirements of the permanent authorization. Southern's Paraprofessional Certificate program meets the needs of individuals pursuing Permanent Authorization.

III. Assessment

A. 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.

- B. Elements of the assessment program
1. Primary education goals of the program
 - a. Identify and apply concepts of human growth and development.
 - b. Promote child development/learning with understanding of combined theories.
 - c. Develop ability to establish family and community partnerships.
 - d. Identify adaptations and accommodations for diverse learners in inclusive setting.
 - e. Explain professionalism including ethical behavior in early childhood environment.
 2. Measures of evaluating success in achieving goals
 - a. Student pre/post test scores
 - b. Evaluation and feedback from clinical observations
 - c. Evaluation of project portfolios
 - d. Evaluation and feedback from web-based discussion boards, assignments, and other interactions
 3. Identification of the goals which are being successfully met and those which need attention as determined by an analysis of available data is drawn by inference from evaluation of the Early Childhood Education Associate in Applied Science degree that the Paraprofessional Education Certificate feeds into. Since the certificate forms the first 36 credit hours of the 60 credit hour associate degree, if the goals are being met at the associate degree level, they must also be met at the foundational certificate level. The associate degree level assesses student performance with specific tests not used at the certificate level. That information, as well as assessment of general education is included here.
 - a. Successful:

Assessment of the general education goals is accomplished through the institution's assessment plan for the general education support courses required by the program. Specifically, all EN 101/101A English Composition I courses assess student writing through the use of a common writing prompt at the start and end of each semester. Student writing is assessed by a common rubric. For the SP 103 Speech Fundamentals course, the persuasive speeches are recorded for all students and assessed by a common rubric. For MT 121/121A College Mathematics for General Education and CS 102 Computer Literacy, all sections of each course are assessed using a common final exam scored through the use of a common rubric. Most laboratory science courses are assessed using a common final exam scored through the use

of a common rubric. Results are used to guide curricular changes within the courses. Student results are compiled and reported in an aggregate manner institution-wide. No disaggregated is available at this time.

During 2015-2016, nine students enrolled in ED 230 Early Childhood Practicum sat for the Early Childhood Education Job Readiness Assessment Battery and Care-Basic Exam secured through the National Occupational Competency Testing Institute (NOCTI). The results of this assessment indicate group attainment of early childhood education goals at 90%+ as related to health and safety, community and family relationships, creativity, and diversity in the classroom.

Within the major courses required for the program, students are assessed concerning their understanding of the intellectual, physical, social, and emotional principles critical to human development from infancy through early childhood. Course assessments show high achievement in these areas as demonstrated by scores on the individual assessments. Additionally, student achievement is assessed in multiple courses through opportunities to combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

b. Needs Attention:

No significant issues have been identified by the assessment instruments administered to program participants. Of the thirteen standards assessed by the NOCTI exam, one standard yielded an average compliance score less than 70%. Questions related to the inclusion of children with special needs resulted in an overall score of 69.8% for those assessed. Faculty have identified that the activities and objectives in ED 224, The Exceptional Child, address this standard. As a result, faculty plan to focus on review and revision of course content, goals, objectives, and assessments of this course in an effort to achieve improved scoring on this standard.

- C. Course assessment data is reviewed on a regular basis for the program. Weak areas are identified from test data and observations from field experiences. Improvements are made within each course immediately. Additional changes are also made to subsequent courses to assist in quality instruction of students.

IV. Curriculum

- A. The program consists of 36 hours in order to meet the competencies mandated by the state. Eighteen of those credit hours are general education hours with the remaining 18 being education major courses. There is one elective course in the general education component of the program. There are no electives in the major course portion of the program. All classes are required.

The program is open admission. While the program has a recommended sequencing of courses, students may enter the program at the start of any semester. Program major courses have no required prerequisites; general education support courses may be taken out of sequence as well. As a result of program course sequencing, specific subsets of major courses are offered within each fall and spring semester. However, students who enter the program during spring or summer semesters may achieve program completion in the same number of semesters as those who enter the program during fall semester.

- B. Appendix I shows the courses required in the program along with the number of credit hours earned for each course.
- C. All education classes in the program are delivered online. General education courses can be taken face-to-face, but many are available online as well.

V. Faculty

This program has been delivered using two term full-time faculty who deliver the bulk of the instruction and two part-time faculty to deliver dual credit and EDGE credit offerings. All faculty are appropriately credentialed to teach education classes. The faculty data sheets are found in Appendix II.

Full-time faculty have taught education classes each semester of the post-audit review period while the two part-time faculty have taught classes 4 of the 5 semesters under review.

Percent of sections taught by Full-Time and Part-Time Faculty

Semester	Full-time Faculty	Part-Time Faculty
201501	67%	33%
201502	60%	40%
201601	75%	25%
201602	69%	31%
201701	100%	0%
201702	82%	18%

VI. Enrollment and Graduates

- A. Appendix III shows the number of students enrolled in program classes, the number of listed majors, and the FTE for education classes in the program by semester. While the number of declared majors and graduates remains low, the program has maintained an FTE of 15 or more for every semester in the review period.
- B. The program has had very few graduates. Therefore, there is little opportunity for graduate feedback. Many students in the program do not apply to graduate with the certificate and instead proceed directly into the Early Childhood Development Associate in Applied Science degree. Other student are currently employed and are taking classes in this program to remain eligible for continued employment.
- C. This program is intended primarily for people who wish to remain employed in their present jobs. It also provides a pathway to the associate degree. All those who complete the certificate program requirements are eligible for acceptance into the associate degree program. Therefore, there is 100% acceptance into the associate degree program.

VII. Financial

- A. This certificate program is contained wholly within the Early Childhood Development associate degree. Therefore, there is no additional cost to the institution to deliver this program.
- B. It is anticipated that this program will remain a part of the Early Childhood Development associate degree. It will therefore need no separate funding of its own.

VIII. Advisory Committee

The participants in the advisory committee are listed in Appendix IV. The advisory committee has met and provided input and guidance for curricular and programmatic issues. Members of the advisory committee play a key role in facilitating opportunities for Southern students to obtain required observations hours in school classrooms.

IX. Accreditation

This program does not have any specialized accreditation information.

**Appendix I
Curriculum**

**Paraprofessional Education
Certificate
36 Credit Hours**

Purpose:

The Paraprofessional Education Certificate Program meets the requirements for a Paraprofessional Certificate as provided by the West Virginia Board of Education. This certificate entitles the individual to serve in a support capacity including, but not limited to, facilitating instruction and direct or indirect supervision of pupils under the direction of an educator.

Support Courses:

CS 102	Computer Literacy	3 Credit Hours
EN 101 or EN 101A	English Composition I	3 Credit Hours
EN 102	English Composition II	3 Credit Hours
MT 121 or higher	College Mathematics for General Education	3 Credit Hours
SP 103	Speech Fundamentals	3 Credit Hours
	¹ Elective Course	3 Credit Hours

Major Courses:

ED 112	Principles and Theories	3 Credit Hours
ED 116	Guiding the Behavior of Children	3 Credit Hours
ED 124	Foundations of Language and Literacy in Early Childhood Development	3 Credit Hours
ED 126	Literacy Teaching and Learning in Early Childhood	3 Credit Hours
ED 218	Human Development	3 Credit Hours
ED 224	The Exceptional Child	3 Credit Hours

¹ Choose from: AR 112, BS 101, BS 102, BS 118, BS 124, BS 125, BS 199, BS 216, EN 200, EN 201, EN 202, EN 204, HS 230, HS, 231, SC 109, SC 110

**Appendix II
Faculty Data**

Faculty Data

Name: Mary Hamilton Rank: Associate Professor
 Check One: Full-time Part-time Adjunct
 Highest Degree Earned: Master of Science & Master of Education
 Date Degree Received: 2002 & 2013
 Conferred by: Marshall University & Northcentral University
 Area of Specialization: Education & Early Childhood Education

Professional Registration/Licensure: WV Teaching Certificate
 Years of Employment at Present Institution: 16
 Years of Employment in Higher Education: 16
 Years of Related Experience Outside Higher Education: 13
 Non-Teaching Experience: _____

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number/Titles	Enrollment
Spring 2015	ED 126 Lit, Teach & Learn Early Child hood Development	30
Spring 2015	ED 214 Child Development	22
Spring 2015	ED 218 Human Development & Learning	47
Spring 2015	ED 223 Comp. Inst. In the Classroom	25
Spring 2015	ED 230 Early Childhood Practicum	18
Spring 2015	ED 280 Observation Hours in Education	79
Spring 2015	MU 103 Preschool Music, Movement, Art	21
Fall 2015	ED 122 C&I in Early Childhood Development	24
Fall 2015	ED 124 Foundations, Language & Lit. Early Childhood Development	33
Fall 2015	ED 126 Lit, Teach & Learn Early Child hood Development	11
Fall 2015	ED 212 Principles and Theories	21
Fall 2015	ED 214 Child Development	19
Fall 2015	ED 223 Comp. Inst. In the Classroom	48
Fall 2015	ED 280 Observation Hours in Education	37
Spring 2016	ED 122 C&I in Early Childhood Development	1
Spring 2016	ED 126 Lit, Teach & Learn Early Child hood Development	21
Spring 2016	ED 218 Human Development & Learning	76
Spring 2016	ED 230 Early Childhood Practicum	11
Spring 2016	ED 280 Observation Hours in Education	121

Year/Semester	Course Number/Titles	Enrollment
Fall 2016	ED 112 Principles and Theories	23
Fall 2016	ED 122 C&I in Early Childhood Development	18
Fall 2016	ED 124 Foundations, Language & Lit. Early Childhood Development	22
Fall 2016	ED 218 Human Development & Learning	18
Fall 2016	ED 223 Comp. Inst. In the Classroom	51
Fall 2016	ED 280 Observation Hours in Education	41
Spring 2017	ED 112 Principles and Theories	24
Spring 2017	ED 126 Lit, Teach & Learn Early Childhood Development	15
Spring 2017	ED 218 Human Development & Learning	71
Spring 2017	ED 230 Early Childhood Practicum	17
Spring 2017	MU 103 Preschool Music, Movement, Art	16

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Blackboard Class

Blackboard 9.Essential Training

Certificates in Quality Matters (QM)

1. Independent Applying the QM Rubric
2. Peer Reviewer Course
3. Applying the QM Rubric-FY12
4. Improve Your Course Online
5. QM Rubric Update

Softchalk Trainings

Workshops

1. Student Engagement Learning Workshop
2. Counseling Workshop

Conferences & Meetings

1. Early Childhood Advisory Council of West Virginia Education Summit
2. Early Childhood Advisory Council of West Virginia Education Committee National

Association for the Education of Young Children Accreditation

3. Early Childhood Career Fair
4. Common Core Standards
5. Early Childhood AAS Workgroup meetings

Faculty Data

Name: Nicole Vineyard Rank: Instructor
 Check One: Full-time Part-time Adjunct
 Highest Degree Earned: M.A.T.
 Date Degree Received: 2008
 Conferred by: Marshall University
 Area of Specialization: English 5-Adult

Professional Registration/Licensure: _____
 Years of Employment at Present Institution: 5 Years
 Years of Employment in Higher Education: 7 Years
 Years of Related Experience Outside Higher Education: 4 Years
 Non-Teaching Experience: _____

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number/Title	Enrollment
Spring 2015	ED 213 Children and Families	24
Spring 2015	ED 115 Early Childhood Health, Safety, Nutrition	24
Spring 2015	ED 280 Observation Hours in Education	36
Spring 2015	ED 224 The Exceptional Child	24
Spring 2015	ED 225 Methods and Materials	18
Spring 2015	ED 221 Admin. of Early Childhood Education	27
Spring 2015	ED 216 Guiding the Behavior of Child	23
Fall 2015	ED 115 Early Childhood Health, Safety, Nutrition	35
Fall 2015	ED 203 Children's Literature	47
Fall 2015	ED 213 Children and Families	21
Fall 2015	ED 216 Guiding the Behavior of Child	1
Fall 2015	ED 225 Methods and Materials	1
Spring 2016	ED 116 Guiding the Behavior of Child.	25
Spring 2016	ED 221 Admin. of Early Childhood Education	25
Spring 2016	ED 224 The Exceptional Child	54
Spring 2016	ED 280 Observation Hours in Education	33
Spring 2016	ED 225 Methods and Materials	25
Fall 2016	ED 112 Principles and Theories	14
Fall 2016	ED 115 Early Childhood Health, Safety, Nutrition	35
Fall 2016	ED 203 Children's Literature	41
Fall 2016	ED 213 Children and Families	13
Fall 2016	ED 280 Observation Hours in Education	14
Spring 2017	ED 116 Guiding the Behavior of Child	41

Year/Semester	Course Number/Title	Enrollment
Spring 2017	ED 221 Admin. of Early Childhood Education	25
Spring 2017	ED 224 The Exceptional Child	35
Spring 2017	ED 225 Methods and Materials	25
Spring 2017	ED 280 Observation Hours in Education	0

- (b) If degree is not in area of current assignment, explain.
- (c) Identify your professional development activities during the past five years.

Faculty Data

Name: Deborah Butcher Rank: N/A (High School Dual Credit)

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

Highest Degree Earned: Masters + 45

Date Degree Received: 1994

Conferred by: Marshall University

Area of Specialization: Learning Disabilities,

Professional Registration/Licensure: West Virginia Teaching Certificate, Certificates in Mild Mentally Impairment, Behavior Disorders, and Autism

Years of Employment at Present Institution: 25

Years of Employment in Higher Education: 2

Years of Related Experience Outside Higher Education: _____

Non-Teaching Experience: _____

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number/Title	Enrollment
Spring 2015	ED 280 Observation Hours in Education	8
Spring 2015	ED 212 Principles and Theories	8
Spring 2015	ED 218 Human Development & Learning	3
Fall 2015	ED 114 Intro to Education Foundations	2
Fall 2015	ED 224 The Exceptional Child	5
Fall 2015	ED 280 Observation Hours in Education	5
Spring 2016	ED 280 Observation Hours in Education	2
Spring 2016	ED 212 Principles and Theories	2
Spring 2016	ED 218 Human Development & Learning	4
Fall 2016	ED 114 Intro to Education Foundations	5
Fall 2016	ED 280 Observation Hours in Education	5

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

Faculty Data

Name: Nancy Bradbury Rank: N/A
 Check One: Full-time _____ Part-time _____ Adjunct X
 Highest Degree Earned: Masters
 Date Degree Received: 1998
 Conferred by: Marshall University
 Area of Specialization: Adult & Technical Education

Professional Registration/Licensure: West Virginia Teaching Certificate
 Years of Employment at Present Institution: 18 years
 Years of Employment in Higher Education: 3 years
 Years of Related Experience Outside Higher Education: _____
 Non-Teaching Experience: _____

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number/Title	Enrollment
Spring 2015	ED 280 Observation Hours in Education	19
Spring 2015	ED 212 Principles and Theories	11
Spring 2015	ED 224 The Exceptional Child	8
Fall 2015	ED 114 Intro to Education Foundations	4
Fall 2015	ED 218 Human Development & Learning	4
Fall 2015	ED 280 Observation Hours in Education	8
Spring 2016	ED 112 Principles and Theories	4
Spring 2016	ED 224 The Exceptional Child	4
Spring 2016	ED 280 Observation Hours in Education	8
Fall 2016	ED 114 Intro to Education Foundations	1
Fall 2016	ED 280 Observation Hours in Education	1

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.

**Appendix III
Enrollment and Graduates**

Semester	Program Grads	FTE	Non-duplicate Student Headcount	Certificate Degree Majors
201501	0	24.8	98	0
201502	0	35.2	122	2
201601	0	16.8	62	1
201602	3	39	127	1
201701	2	15.4	54	2
201702	TBD	37.4	119	2
Total		168.60	582	8

Appendix IV
Advisory Committee Members

Participants in the April 2016 Advisory Committee Meeting:

1. Sabrina Runyon, Mingo County Board of Education
2. Verna Smith, Coalfield Community Action Partnership, Inc.
3. Karen Browning, Director, Coalfield Community Action Partnership, Inc.
4. Anna Ferrell, Pride Head Start
5. Marlene Crawford, Pride Head Start
6. Kristen Murphy, Pride Head Start
7. Darlene Adkins, Logan County Schools
8. Debbie Willis, Logan County Schools
9. Rebecca McNeely, Logan County Schools
9. Marlene Spaulding ABLE Families
10. Janet Peterworth, ABLE Families
11. Rhonda Preece, not identified

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Report on Awarding of Institutional Undergraduate Tuition and Fee Waivers

RECOMMENDED RESOLUTION: For Information Only

STAFF MEMBER: Samuel Litteral

BACKGROUND:

West Virginia Code §18B-10-5 stipulates that, “The awarding of undergraduate fee waivers shall be entered into the minutes of the meetings of the governing board.” Southern College Policy (SCP) 5065, *Awarding of Undergraduate Tuition and Fee Waivers*, 7.2 specifies that, “The Office of Student Financial Assistance shall submit a summary report to the Chief Financial Officer on or before May 15 of each academic/fiscal year. The Chief Financial Officer shall present the report to the Board of Governors at the Board’s June meeting each year. This report will include the required information for all waivers awarded from July 1 through June 30 of the reporting year and will cover fall semester, spring semester and summer session(s) as appropriate. Pursuant to statute, the report on the awarding of undergraduate tuition and fee waivers shall be entered in the minutes of the meeting of the Board.”

During the 2016-2017 fiscal year, Southern awarded a total of \$251,977.50 in undergraduate waivers to a total of 76 students. In compliance with West Virginia Code §18B-10-5(4) and the Southern West Virginia Community and Technical College Board of Governors policy, SCP-5065, *Report on the Awarding of Undergraduate Tuition and Fee Waivers*, this report for fiscal year 2016-2017 will be entered into the minutes of the Board of Governors meeting of June 20, 2017.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: Report on 2016-2017 Faculty Promotion Decisions

RECOMMENDED RESOLUTION: For Information Only

STAFF MEMBER: Robert E. Gunter

BACKGROUND:

The faculty promotion-in-rank and tenure review process at Southern West Virginia Community and Technical College runs from January 30 through April 30. The process involves faculty file preparation, reviews and recommendations by the Promotion Committee Chair, Division Head, Vice President for Academic Affairs, and approval by the President. The final step is notification of the Board of Governors of the decisions made as a result of the review process.

Promotions Awarded:

William 'Bill' Alderman	Associate Professor to Professor
William 'Will' Alderman II	Associate Professor to Professor
Irma Colegrove	Instructor to Assistant Professor
Sheliah Elkins	Associate Professor to Professor
Lora Foster	Instructor to Assistant Professor
Leslie Goldie, Jr.	Instructor to Assistant Professor
Meloney McRoberts	Instructor to Assistant Professor
Lisa Redmiles	Instructor to Assistant Professor
Rick Thompson	Associate Professor to Professor

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF JUNE 20, 2017**

ITEM: 2017-2018 Holiday Calendar

RECOMMENDED RESOLUTION: For Information Only

STAFF MEMBER: Robert E. Gunter

BACKGROUND:

As authorized by Board of Governors policy SCP-2360, *Holidays*, a holiday schedule for 2017-2018 has been established and approved for Southern West Virginia Community and Technical College, a copy of which is attached. The holiday schedule has been aligned with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 14, *Holidays*, Southern's 2017-2018 academic calendar and four-day work schedule, the State of West Virginia's Holiday Schedule, and the West Virginia Code. The 2017-2018 Holiday Calendar has been announced college-wide and submitted to the Chancellor for Community and Technical College Education.

