SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2016

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Associate in Arts A.A. and Associate in Science A.S. programs with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Melinda Saunders

BACKGROUND:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of University Transfer Programs conducted a program review of the Associate in Arts A.A. and Associate in Science A.S. programs during the 2015 / 2016 academic year.

Based upon the program review, it is recommended that the Associate in Arts A.A. and Associate in Science A.S. programs continue with the following corrective action:

- develop a comprehensive assessment plan for the programs that include a review of program goals and an identification of appropriate skills assessments for the programs
- develop an advisory committee for the programs
- automate the graduate survey process to promote better response rates
- revise the program requirements for the A.S. program to provide additional pathways to promote an increase in the number of graduates

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

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

☐ Program with Special Accreditation ☑ Program without Specialized Accreditation

Program: University Transfer A.A. or A.S. (Degree and Title) 01/10/2016 (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:

The University Transfer Program meets or exceeds all standards for adequacy, viability, necessity, and consistency with the mission of the institution as set forth by the WVCTC. It is recommended that the University Transfer Program Associate in Arts and Associate in Science at Southern WVCTC be continued with corrective actions. Those corrective actions include developing a comprehensive assessment plan for the program that includes a review of program goals and an identification of appropriate skills assessments for the program; developing an advisory committee for the program; automating the graduate survey process to promote better response rates; and revising the program requirements for the Associate in Science to provide additional pathways to promote an increase in the number of graduates.

Signature of person preparing report if other than Division Head	Date
Melinda Sandlin	1-10-2016
Signature of Division Head	Date
Debi Fink	4/3/16
Signature of Vice President for Academic Affairs and Student Services	Date
Robert E. Hunter	4/19/16
Signature of President	Date
Thomas A. Heywood	4/19/16
Signature of Chair, Board of Governors	Date

Southern West Virginia Community and Technical College
Division of University Transfer Programs
Associate in Arts and Associate in Science

Program Review Summary

A. Adequacy

- The Associate in Arts is available at all campuses and sites.
- The majority of requirements for the Associate in Science is available at all campuses and sites. Advanced-level courses are available on the Logan Campus.
- The faculty is highly credentialed.
- Student feedback for faculty is very positive.
- The program enjoys very strong enrollment numbers.
- Most disciplines have common assessment instruments for specific courses.
- The program lacks a comprehensive programmatic assessment plan.
- There is a poor response rate for the graduate survey.
- The program lacks transfer data.
- There is no Advisory Committee.
- The ratio of degree completers to identified majors is low.
- The science laboratory facilities at the Williamson Campus are limited.
- Required courses are highly transferrable to institutions statewide.
- Co-curricular delivery of developmental and gateway mathematics and English courses is accelerating time to degree.

Conclusion: The program meets the minimum adequacy requirement.

B. Viability

- The program maintains articulation agreements with four-year institutions and an extensive list of courses on the Core Coursework Transfer Agreement.
- The program has a large number of identified majors, an adequate number of graduates, and positively trending enrollment.
- Required coursework in the program is integral to the delivery of support coursework for other programs.

Conclusion: The program meets minimum requirements for viability as a major.

C. Necessity

- The program meets the educational need in the service area.

Conclusion: The program is a necessary program.

D. Consistency with Mission

- The program supports the mission and vision of the institution.

Conclusion: The program is consistent with Southern's mission.

Program Review
Southern West Virginia Community and Technical College
Programs without Specialized Accreditation
2015-2016

Program Title: University Transfer Program in Associate in Arts or Associate in Science

I. PROGRAM DESCRIPTION:

The Associate in Arts and Associate in Science have been part of Southern West Virginia Community and Technical College's degree inventory since the establishment of Southern as an independently accredited, comprehensive community college on July 1, 1971. Per Southern's mission statement, as a comprehensive community and technical college, Southern is committed to providing 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. Since the inception of the Associate in Arts and Associate of Science, Southern has produced over 2600 (2609) and 2700 (2761) graduates, respectively. From fall 2010 through fall 2015, Southern has awarded 224 Associate in Arts degrees and 22 Associate in Science degrees.

Students who aspire to complete a baccalaureate degree at a four-year college or university may transfer the credits earned during the completion of their University Transfer Program Associate in Arts or Associate in Science. The degrees serve as a milestone of the educational plans of those students whose ultimate educational goals include B.A., B.S., M.S., M.A., and other advanced degrees.

The University Transfer Program Associate in Arts and Associate in Science each require 60 credit hours for completion. Degree requirements include courses representing each of the components of Southern's general education goals—oral and written communications; mathematical skills/competencies; information and communication technology; scientific inquiry and research skills; a cultural, artistic, and global perspective; and, infused throughout the curriculum, critical thinking skills. The degrees are available at all campus locations, with some required courses delivered in hybrid or fully-online formats. At some locations, some required courses are delivered via the interactive classroom to maximize availability of the program.

In accordance with West Virginia Code § 18B-1-1A; 18B-2B-6; 18B-3C-2; Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 23, Basic Guidelines and Standards for Admissions at Community and Technical Colleges, and policy, SCP-4000, Southern is an open admissions institution. The University Transfer Program Associate in Arts and Associate in Science degrees adhere to the open admissions policy providing admission to those age eighteen and older and able to benefit from study at the

community college level and have no additional admission requirements nor any additional standards of student progress required in order for students to remain in the program.

The University Transfer Program Associate in Arts and Associate in Science was last reviewed during the 2010 – 2011 academic year. The self-study of the program at that time resulted in a recommendation of continuance of the program with corrective action. The corrective action recommended prescribed a review of the math requirements, a restructuring of the transitional math and English courses, the hiring of additional full-time faculty for the most burdened areas, and the continued seeking of graduate data from the HEPC.

Since that last self-study, Southern has undergone an administrative reorganization. In 2010-2011, the University Transfer Program, including the Associate in Arts and Associate in Science, was guided by the Dean of University Transfer and five Department Chairs—Humanities, Math, Natural Sciences, Social Sciences, and Transitional Studies. Changes in personnel—Dr. Cindy McCoy, the Dean of University Transfer left the institution in 2012; Dr. Charles Wood, the Department Chair of Social Sciences, retired at the end of the Spring 2012 semester; and Mr. George Morrison, Department Chair of Humanities, retired at the end of the Spring 2013 semester. Reorganization of the governance structure implemented in July 2014 resulted in the assignment of Ms. Melinda Saunders to the position of Division Head of University Transfer Programs with primary responsibility of administering the University Transfer Program. Due to the encompassing nature of the degree, administrative responsibility for some of the degree's component courses is born by Mr. Steven Lacek as Division Head of Social Sciences, Education, and Non-Traditional Programs; Mr. Guy Lowes as Division Head of Applied and Industrial Technology Programs; and Mr. Steven Hall as Division Head of Healthcare and Business Programs. During all of these changes, the up-line administrators were also in flux. Since the time of the last program review, Southern has had four different Chief Academic Officers. Despite these numerous changes, the program has carried itself well.

In the past several years, a national movement emerged pushing institutions to carefully examine the correlation of success in developmental education courses and subsequent success in college-level gateway courses in math and English along with the impact of an extensive slate of stand-alone developmental education course sequences on degree completion rates. High attrition rates; low degree completion rates; revisions in federal, state, and agency financial aid regulations; declining budgets; and a downturn in the federal, state and local economies presented challenges to the status quo in curriculum implementation. According to the West Virginia Report Card published by the West Virginia Higher Education Policy Commission and the Community and Technical College System of West Virginia (WVCTCS), the percentage of first-time freshmen enrolled in developmental education courses at Southern passing subsequent college-level coursework within two years for English/Writing was 41.5% (2011) and 38.4%

(2012). Correspondingly, the same measure for math revealed rates of 12.8% (2011) and 10.6% (2012). An initiative by Complete College America embraced by the WVCTCS and Southern provided the impetus for change. Key college personnel from student services, academics, administration and faculty participated in several WVCTCS and Complete College America workshops. In response to the changing landscape of developmental education delivery and the review of the math requirements and the restructuring of the transitional math and English courses recommended in the last self-study, an extensive program of changes was initiated. Data related to success rates resulting from this change are provided in (Appendix IV).

Mr. Steven Lacek, then Department Chair of Transitional Studies, led the investigation and initial implementation of change in the delivery of developmental education program at the institution. Under his leadership, Southern's delivery of developmental English moved through various models of delivery—from two stand-alone courses, EN 090 Reading Comprehension (2 credit hours) and EN 099 Beginning Composition (3 credit hours), to one stand-alone course, EN 095 Essential Skills of the Written Language (5 credit hours), to piloted co-requisite EN 075 Supplement to English Comp I (2 credit hours) and EN 101 English Composition I (3 credit hours). The delivery of developmental mathematics underwent changes as well. In partnership with the Department of Mathematics, led by Chair Ms. Melinda Saunders, changes ranged from eight-week accelerated offerings of the consecutive courses of MT 090 Basic Mathematics (3 credit hours), MT 095 Introductory Algebra I (3 credit hours), MT 096 Introductory Algebra II (3 credit hours), and MT 123 Intermediate Algebra (3 credit hours), providing students with the opportunity to complete their developmental and college-level mathematics courses during their first year of enrollment, to pilot co-requisite pairings of MT 024 Technical Mathematics Supplement and MT 124 Technical Mathematics. Upon the reorganization of the governance structure, the faculty of the Departments of Transitional Studies, Mathematics, and Humanities merged. Under the guidance of Ms. Melinda Saunders, Division Head of University Transfer, Southern implemented full-scale delivery of co-curricular developmental and college-level mathematics in fall 2014. Full-scale implementation of the co-curricular model of delivery for developmental reading/writing and English Composition I began in fall 2015. As of fall 2015, Southern offers no stand-alone developmental coursework. All prescribed developmental instruction is delivered in conjunction with college-level gateway courses in mathematics and English.

The 2010-2011 self-study recommended hiring additional full-time faculty for the most burdened areas. From fall 2011 through fall 2015, Southern's headcount has declined from 2457 to 1669. During the same time period, full-time equivalency (FTE) experienced a similar corresponding downturn with 2013-2014 average FTE of 1450 and a fall 2015 FTE of 1246. At the time of the last program review, academic year 2011-2012, Southern employed 74 full-time faculty. Among that number were faculty representing the following University Transfer program disciplines: English, seven; history and political science, three;

mathematics, four; psychology and social science, two; transitional studies, six; social science, five; natural science, seven; speech, two; and art, one. During 2011-2012, Southern's full-time faculty also included faculty housed in other divisions teaching courses in the following University Transfer program identified disciplines: economics, two, and computer information systems and information technology, five. For the academic year 2015-2016, Southern's faculty roster included 71 faculty. Among that number were faculty representing the following University Transfer program disciplines: English (including transitional studies), seven; mathematics (including transitional studies), nine; natural science, six; and speech, two. Southern's full-time faculty also included faculty housed in other divisions teaching courses in the following University Transfer program identified disciplines: computer information systems and information technology, four; economics, two; history and political science, two; and psychology and social science, two.

The institution continues to seek graduate data from the Higher Education Policy Commission (HEPC). With the implementation of the reverse transfer initiative by WVCTCS and through the commitment of the HEPC, the development of a clearinghouse correlating the data of WVCTCS and the four-year public colleges and universities is planned.

Finally, at its meeting of October 20, 2011, the WVCTCS received information regarding program review recommendations. At that time Council requested a follow-up report on the Associate in Arts and Associate in Science degree programs addressing the issue of credit-hours exceeding the standards established in Title 135 Procedural Rule, Series 11, *Degree Designation, General Education Requirements, NewProgram Approval, and Discontinuance of Existing Programs*. The Council cited the institution for having 63 credit hours in the A.S. Associate in Science Degree Program. Series 11, effective July 24, 2011, states ". . . the commonly accepted program length is 60 semester credits for associate's degrees . . ." The concerns cited in the follow-up report request were addressed at the December 2, 2011, Curriculum and Instruction Committee meeting where a revised curriculum for the A.S. Associate in Science Degree Program was approved effective fall 2012. The A.A. Associate in Arts Degree Program was in compliance with the credit hour mandate of Series 11 at the time of the comprehensive program review. Beginning fall 2012 all the University Transfer Associate in Arts and Associate in Science degrees were in compliance with the 60 credit-hour mandate.

During 2013-2014, the curricula for the Associate in Arts and Associate in Science degrees were revised to offer students more flexibility in coordinating their coursework at Southern to correspond more closely with the requirements for their planned baccalaureate degrees. Additionally, the curricula was reorganized into categories corresponding to the general education goals of the institution. The resulting changes to the curricula were approved at all levels of the governance structure for implementation in fall 2014.

II. Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

A. Adequacy

1. Curriculum: (See Appendix I)

The University Transfer Program Associate in Arts and Associate in Science degrees each require 60 credit hours for completion. Degree requirements include courses representing each of the components of Southern's general education goals—oral and written communications; mathematical skills/competencies; information and communication technology; scientific inquiry and research skills; a cultural, artistic, and global perspective; and, infused throughout the curriculum, critical thinking skills.

A summary of the number of hours required for each general education goal is given by

General Education Goal	Associate in Arts Hours Required	Associate in Science Hours Required
Oral and Written Communications	13	10
Quantitative and Qualitative Reasoning	11	21-24
Cultural, Artistic, and Global Perspective	15	12
Information and Communication Technology	1-3	1-3
Electives*	18-20	11-16

*The student is to choose courses based upon the planned baccalaureate major in consultation with an academic advisor and the catalog/transfer agreement for the intended transfer institution.

All required courses for the Associate in Arts are available at all campus locations, with some required courses delivered in hybrid or fully-online formats. At some locations, some required courses are delivered via the interactive classroom to maximize availability of the program. Most required courses for the Associate in Science are available at all campus locations, with some required courses delivered in hybrid or fully-online formats. At some locations, some required Associate in Science courses are delivered via the interactive classroom to maximize availability of the program. Due to low enrollments and limited availability of personnel, advanced-level math and science courses corresponding to 11-13 credit hours are available

only on the Logan Campus.

During the period of this review, the credit hours required for degree completion have fluctuated from 63 (in the 2011-2012 catalog only) to 60 hours (from fall 2012 through the present). For current program requirements for the Associate in Arts and Associate in Science degrees and complete course descriptions, see Appendix I.

2. Faculty: (See Appendix II)

At the time of the last program review, academic year 2011-2012, Southern employed 74 full-time faculty. Among that number were faculty representing the following University Transfer program disciplines: English, seven; history and political science, three; mathematics, four; psychology and social science, two; transitional studies, six; social science, five; natural science, seven; speech, two; and art, one. During 2011-2012, Southern's full-time faculty also included faculty housed in other divisions teaching courses in the following University Transfer program identified disciplines: economics, two, and computer information systems and information technology, five. For the academic year 2015-2016, Southern's faculty roster included 71 faculty. Among that number were faculty representing the following University Transfer program disciplines: English (including transitional studies), seven; mathematics (including transitional studies), nine; natural science, six; and speech, two. Southern's full-time faculty also included faculty housed in other divisions teaching courses in the following University Transfer program identified disciplines: computer information systems and information technology, four; economics, two; history and political science, two; and psychology and social science, two. While headcount has experienced a decline of 28%, the roster of full-time faculty has experienced a 4% decline. The institution has been able to staff a wide variety of course offerings by maintaining a diverse and highly qualified faculty. Through reassignment, more efficient scheduling that offered fewer, more heavily populated sections, and use of the interactive classroom for lower enrollment courses on less heavily populated campuses and sites, the institution has been able to continue to serve the needs of students enrolled in the University Transfer Program.

Southern relies on a cadre of highly qualified, dedicated part-time faculty to meet program delivery needs. The median number of part-time faculty teaching three to nine credit hours between spring 2011 and fall 2015 (ten semesters) in a University Transfer program discipline in number as given by

Discipline	Median Number of Part-Time Faculty
Appreciation (Art, Music, Theater)	3
Computer Information Systems and Information Technology	0.5
English (including transitional studies)	5
Economics	1
History and Political Science	2
Mathematics (including transitional studies)	8
Natural Sciences	6
Psychology, Social Science, and Religion	15
Speech	1

Please refer to Appendix II: Faculty for a summary of faculty rank, employment status, academic preparation, any professional development activities, and any other pertinent information.

3. Students: (See Appendix III)

A. Entrance abilities: The University Transfer Program Associate in Arts and Associate in Science currently does not have any entrance requirements. Southern is an open-door admission institution. Southern has a robust developmental education program offered through a supplementary instruction co-curricular model as paired with gateway mathematics and freshman composition courses to assist students who fall below placement test cut scores set forth by Title 135, Series 21, Freshman Assessment and Placement Standards.

B. Exit abilities: Upon completion of the Associate in Arts or Associate in Science degree requirements, students will have accumulated coursework needed for transfer to a baccalaureate institution. Program graduates will be able to

- effectively use written and oral communication skills
- think mathematically by using problem-solving skills and mathematical competencies
- use technology to retrieve, process, and communicate information
- use scientific inquiry and reasoning skills
- demonstrate awareness of a cultural, artistic, and global perspective
- think critically by analyzing and synthesizing material

C. Graduate follow-up data: Of 147 graduate surveys distributed via email, ten surveys were collected. A copy of the survey, the aggregate of responses, and the individual responses are found in Appendix IV.

4. Resources: (Appendix III)

A. Financial

The University Transfer Program Associate in Arts and Associate in Science receives an annual budget dedicated to meeting the program's needs. From academic year 2010-2011 through 2013-2014, the University Transfer Program, including the Associate in Arts and Associate in Science, was guided by the Dean of University Transfer and five Department Chairs—Humanities, Math, Natural Sciences, Social Sciences, and Transitional Studies. Funds were allocated to individual departments as well as to the office of the Dean of University Transfer. The budget for part-time faculty was administered by the offices of the Vice President of Academics and Student Services and the Chief Financial Officer. Reorganization of the governance structure implemented in July 2014 resulted in the merger of departmental budgets. The Division Head of University Transfer Programs administers budgets allocated to the disciplines of English, fine arts, mathematics, science, and speech. The Division Head of Social Science, Education, and Nontraditional Programs administers budgets dedicated to the disciplines of social sciences, history, and political science. The Division Head of Healthcare and Business Programs administers the budget allocated to economics. The Division Head of Applied and Industrial Technology administers the budget dedicated to computer informational systems and informational technology. The budget for part-time faculty is administered by the office of the Vice President for Academics and Student Services. Information regarding financial resources allocated for the University Transfer Program may be found in Appendix III. Although limited, the financial support has been adequate to meet the needs of the program.

B. Facilities

This program does not require any dedicated labs or facilities. The program utilizes existing classrooms, computer labs, and generalized science labs for delivery of curriculum. Adequately-equipped labs are available at all campus and site locations for the course offerings as currently scheduled except at the

Williamson Campus. Renovation of the labs for chemistry, physics and biology at the Logan Campus was completed in 2012. Plans for the renovation of the multi-purpose lab at the Williamson Campus are in progress. There is limited availability of lab space on the campus. Science courses offered on the campus currently make use of modified classroom space for physical science labs and a small ill-designed lab for anatomy and physiology and biology labs. Most science lab and lecture courses on the Williamson Campus will be scheduled in the modern multi-purpose lab upon its completion as funding becomes available.

5. Graduate and Employer Satisfaction: (Appendix IV)

One hundred forty-seven graduate surveys were distributed by email on November 16, 2015. Of these 147, ten completed surveys were returned. A copy of the survey, the aggregate of the responses, and the individual responses are found in Appendix IV. The survey needs to be distributed annually for a three year period to each graduate to obtain a more complete picture of transfer success and baccalaureate degree completion. Six of the ten respondents indicated that they completed between 60 and 90 credit hours in achieving degree completion. Eight of ten respondents indicated that they planned to transfer to a four-year institution to complete a baccalaureate degree with Marshall University as the most popular choice institution of transfer (three respondents) and elementary education as the most popular degree (five respondents) sought by respondents. Most respondents felt that Southern helped them achieve their educational goals and prepared them for success at their transfer institution (six respondents). The highest positive response (six respondents) concerning student perception of Southern's ability to impart general education goals yielded a strong agreement that Southern improved the students' mathematical skills and competencies and ability to use oral, written and listening skills to communicate. Four statements yielded a negative response. A single respondent strongly disagreed that Southern prepared the student for success at the student's transfer institution, provided skills that the student has used since graduating from the program, improved the student's ability to use scientific inquiry and scientific principles, and helped the student advance at the student's job. Three respondents indicated that all of their transferred credits were able to be used to meet the requirements for their baccalaureate degrees. The four other respondents to the question indicated that they were able to apply between 30 and 60 of their transferred credits to meet the requirements of their baccalaureate degrees. Sixty-two percent (62%) of respondents would recommend the program to a friend or co-worker. In general, respondents were very satisfied with program advisement (seven respondents), availability of faculty (six respondents), cost (six respondents), and times of classes (six respondents).

Contradictorily, two respondents were somewhat or very dissatisfied with the cost of the program.

6. Assessment Information: (Appendix V)

The University Transfer Program Associate in Arts and Associate in Science has used a variety of assessment instruments throughout the history of the program. In addition to formal and informal assessments within program courses which include oral and written presentations, class examinations, web-based assignments, and peer interaction, students participate in Southern's assessment program.

During 2010-2011 and 2011-2012, Southern administered the ETS Proficiency Profile. This instrument measures general education proficiencies. Results of the assessment, including applicable portions of the 2011 Assessment Report are found in Appendix V. From 2013 through the present, assessment of exit abilities has been accomplished through discipline-specific common assessment instruments developed by faculty.

Beginning with the implementation of the co-curricular model of delivery for EN 101 and developmental writing and reading during fall 2015, English faculty began administering a common essay prompt to all students. Student writing is assessed by this prompt at the start and conclusion of each semester. Additionally, writing samples collected across all disciplines are submitted to the Writing Scoring Committee chaired by a member of the Assessment Committee. The committee's reports from 2011 through 2014 and success data regarding the first semester of implementation of the co-curricular model of delivery for Freshman Composition I are provided in Appendix V.

Common final exams are utilized by the mathematics faculty. Results of these assessments are discussed at the start of each semester and used to modify the schedule and lesson construction within the courses. Additionally, samples of the use of mathematical skills and competencies within courses across all disciplines are submitted to the Math Rubric Assessment Team chaired by a member of the Assessment Committee. The team's reports from 2013 and 2104, along with recommendations concerning the future direction of this team are provided in Appendix V.

During the spring 2015 semester, the team of Speech faculty piloted a common assessment within the discipline. The culminating speech given by students as a required component of the course, the persuasive speech, is recorded and assessed by the speech faculty team by rubric. The team's report, along with a copy of the rubric used, is provided in Appendix V.

During academic year 2014-2015, full-scale implementation of the co-curricular model of delivery for developmental and gateway mathematics courses was initiated. Success rates are provided in Appendix V.

A priority for the new Division Head is to work with the faculty to assimilate and report the results of the common course assessments as well as applicable individual course assessments to the Assessment Committee.

7. Advisory Committee:

The 2010-2011 Program Review makes no mention of an advisory committee. No evidence of the existence of an advisor committee from 2011 to the present exists. A priority for the new Division Head of University Transfer is to form an advisory committee for the program. The committee should contain representatives from within the college, peer institutions in the region, and four-year colleges and universities to which Southern students typically transfer. Representation should include a variety of discipline experts, transfer specialists or registrars, and administrators.

8. Strengths/Weaknesses:

Strengths:

- The program has highly-credentialed, dedicated faculty.
- The program contains a large number and variety of highly-transferrable courses.
- The program utilizes alternate course delivery methods through online and distance learning for many core courses.
- The program is available in its entirety at all campuses and locations for the A.A. and with the exception of a few upper-level courses for the A.S.
- Student feedback for program faculty is very positive
- The implementation of the co-curricular model of delivery for developmental level coursework and gateway entry level coursework in math and English is accelerating the time to degree completion and increasing enrollment in subsequent coursework.
- Many courses within the program have established common assessment instruments.

Weaknesses:

- The program lacks an Advisory Committee.
- The laboratory facility at Williamson is limited and currently inadequate.
- The program lacks a systematic and automated plan for the collection of graduate follow-up data.
- The program lacks a comprehensive programmatic assessment plan.

- The number of graduates in the University Transfer Program Associate in Science is low.
- The ratio of graduates to identified majors is low.

These weaknesses will be addressed as such:

1. Potential members of an advisory committee will be identified. These individuals will be invited to a formal meeting in conjunction with the advisory committees for programs in other divisions. This meeting will include break-out sessions to discuss recent curricular changes, assess the need for additional curricular changes, and discuss the development and implementation of future memoranda of understanding, transfer articulation agreements, and 2+2 agreements.
2. Upon the availability of funding, the renovation of the multi-purpose lab at the Williamson Campus will be completed.
3. The newly produced electronic graduate survey will be sent to students within six months of graduation. A follow-up electronic survey will be sent to graduates two years after graduation to gather data concerning subsequent attainment of baccalaureate or other advanced degrees at transfer colleges and universities.
4. Faculty discipline teams, the advisory committee, and the Assessment Committee will work to establish a comprehensive programmatic assessment plan.
5. The graduation requirements for the Associate in Science will be reviewed. The current degree requirements could be expanded and modified to allow for additional pathways correlating with baccalaureate degrees in business and computer science.
6. The Division Head of University Transfer will continue to track completion rates to monitor the impact of the implementation of the co-curricular model of delivery pairing developmental education courses and gateway entry-level mathematics and English courses. In coordination with program faculty and governance committees, program curricula will be reviewed and changes deemed necessary to improve completion rates will be recommended.

B. Viability

1. Program Enrollment and Graduates:

By way of self-study of, it is determined that the University Transfer Program Associate in Arts and Associate in Science is a viable program. All faculty participate in the delivery of required and elective coursework. Most of the courses required to fulfill the general education goals for the University Transfer Program are required in one or more A.A.S. programs to support the general education goals of those programs and to provide preparation for program specific coursework. One specific example is EN 101 English Composition I. Every degree and certificate offered by the institution

requires that students successfully complete EN 101. All A.A.S. programs require students to complete a minimum of fifteen hours of general studies coursework which incorporates the general education goals. During the fall 2015 semester, the University Transfer Program Associate in Arts and Associate in Science included 435 identified majors, representing 26.1% of Southern's student body (435 of 1669 students). More than one quarter of the institution's student population was enrolled in University Transfer Program Associate in Arts or Associate in Science.

Enrollment Trend for Previous Five Years:

The number of majors for the University Transfer Program Associate in Arts and Associate in Science by semester is given by

Semester	Associate in Arts	Associate in Science
Fall 2010	160	26
Spring 2011	138	12
Fall 2011	230	27
Spring 2012	203	35
Fall 2012	300	52
Spring 2013	324	52
Fall 2013	521	69
Spring 2014	457	64
Fall 2014	499	93
Spring 2015	399	77
Fall 2015	353	82

From fall 2010 through fall 2011, the University Transfer Program Associate in Arts and Associate in Science degrees enjoyed an average of 325.8 and 53.5 majors, respectively, per semester.

Number of Graduates for Previous Five Years:

The number of graduates for the University Transfer Program Associate in Arts and Associate in Science by semester is given by

Semester	Associate in Arts	Associate in Science
Fall 2010	15	2
Spring 2011	18	1
Fall 2011	8	2
Spring 2012	38	2
Fall 2012	8	3
Spring 2013	22	4
Fall 2013	19	2
Spring 2014	38	1
Fall 2014	18	1
Spring 2015	28	2
Fall 2015	12	2

From fall 2010 through spring 2015, an average of 42.4 and 4.0 degrees were awarded to students annually in the University Transfer Program Associate in Arts and Associate in Science, respectively.

The ratio of the average number of graduates to average number of identified majors is 42.4 to 325.8 (1 to 7.7) for the Associate in Arts and 4.0 to 53.5 (1 to 13.4) for the Associate in Science.

Enrollment Projections:

From fall 2011 through fall 2015, Southern's headcount has declined from 2457 to 1669. During the same time period, full-time equivalency (FTE) experienced a similar corresponding downturn with 2013-2014 average FTE of 1450 and a fall 2015 FTE of 1246. While overall enrollment has declined, the number of majors in the University Transfer Program Associate in Arts and Associate in Science has climbed from 160 (fall 2010) to 353(fall 2015) for the Associate in Arts and from 26 (fall 2010) to 82 (fall 2015) for the Associate in Science. These numbers represent a gain in identified majors of 121% for the Associate in Arts and 215% for the Associate in Science during a time period (fall 2010 through fall 2015) which saw the headcount drop by 47%. During the fall 2015 semester, the University Transfer Program Associate in Arts and Associate in Science included 435 identified majors, representing 26.1% of Southern's student body (435 of 1669 students).

2. Program Course Enrollment:

   The University Transfer Program has experienced major growth in the number of declared majors over the review period, rising from 160 to 353 students in the Associate in Arts and from 26 to 82 in the Associate in Science. It is expected that program enrollment will remain at the current level for the foreseeable future.

3. Service Courses

   Most of the program courses are required in one or more A.A.S. programs to support the general education goals of those programs and to provide preparation for program specific coursework. One specific example is EN 101 English Composition I. Every degree and certificate offered by the institution requires that students successfully complete EN 101. All A.A.S. programs require students to complete a minimum of fifteen hours of general studies coursework which incorporates the general education goals. The University Transfer Program has a symbiotic relationship with all other programs offered by the institution. Program requirements form the support structure for the general education requirements of A.A.S. programs while A.A.S. programs provide the electives for the Associate in Arts and Associate in Science, offering students the opportunities to tailor their degrees for seamless transition into the baccalaureate and advanced degree programs they seek.

4. Off-Campus/Distance Delivery Courses

   The University Transfer Program Associate in Arts and Associate in Science utilizes distance learning through interactive classrooms (ICR), on-line, and hybrid delivery of program requirements pervasively. EN 101, EN 102, OR 110, SP 103, BS 115, MT 128, MT 225, PS 201, SO 200, SO 201, CS 102, CS 103, and many elective courses are all available in the online and hybrid format. EN 101, SP 103, MT 121, MT 130, EC 241, EC 242, TH 112, HS 104, HS 105, HS 115, HS 120, HS 230, HS 231, PS 201, PS 202, and many elective courses are delivered using the ICR system. Off-campus opportunities have been provided sporadically throughout the review period. Most recently, during 2014-2015, SP 103 and HS 230 have been available as evening off-campus offerings at a local high school.

5. Articulation Agreements (2+2, etc.)

   Southern maintains many active articulation agreements. Under the Core Coursework Transfer Agreement, forty-eight active courses are identified as acceptable for transfer statewide, with 35 hours designated to fulfill general studies requirements in the fields of English composition, communication and literature, fine arts appreciation, mathematics, natural

science, and social science. (Appendix VI)

Southern maintains many 2+2 agreements containing coursework which allows students to fulfill the degree requirements for the University Transfer Program Associate in Arts or Associate in Science as they pursue the coursework specified by the partnering four-year college or university as required for the baccalaureate degree they seek. These agreements are reviewed periodically as curriculum updates are made by partnering institutions. Curricular maps for two specific examples of active 2+2 agreements, the 2+2 in Elementary Education with Marshall University and the 2+2 agreement in Counseling with Lindsey Wilson, are provided in Appendix VI.

C. Necessity:

There is a documented need for the University Transfer Program Associate in Arts and Associate in Science. Courses required by the program are widely transferable, the program is the program of choice by more than one-fourth of Southern's students, and courses within the program fulfill a variety of requirements for other programs within the institution.

D. Consistency with Mission:

Southern's mission is provide accessible, affordable, quality education and training that promotes success for those we serve. By employing highly qualified instructors, both full-time and part-time, utilizing technology to keep delivery costs low, and by requiring one of the lowest tuitions in the state, the University Transfer Program Associate in Arts and Associate in Science degrees at Southern are consistent with the mission of the college. The University Transfer Program not only provides individuals with an entry-level education, but also provides them with the opportunity to parlay their time at Southern into a Bachelor's degree at a four-year college or university.

III. Recommendation

It is recommended that the University Transfer Program Associate in Arts and Associate in Science at Southern West Virginia Community and Technical College be continued with corrective actions. Those corrective actions are to

- Develop a comprehensive assessment plan for the program that includes a review of program goals and an identification of appropriate skills assessments for the program
- Develop an advisory committee for the program
- Automate the graduate survey process to promote better response rates
- Complete the renovation of the multi-purpose lab at the Williamson Campus

- Revise the program requirements for the Associate in Science to provide additional pathways to promote an increase in the number of graduates

Appendix I

Curriculum for Associate in Arts and Associate in Science with Program Course Descriptions

University Transfer Programs

Associate in Arts

Students planning to earn a baccalaureate degree at a four-year college may complete the first two years at Southern West Virginia Community and Technical College by earning the Associate in Arts degree.

A student may attend full-time (12 hours or more per academic term) or part-time (less than 12 hours per academic term) to complete the Associate in Arts degree. Classes are offered day and evening. After meeting all the prerequisites, a full time student can complete the degree in four or five academic terms, and a part time student can complete in six or seven academic terms. The program is delivered in various formats. Students may take traditional, online or blended courses.

Associate in Science

Students planning to earn a baccalaureate degree at a four-year college may complete the first two years at Southern West Virginia Community and Technical College by earning the Associate in Science degree.

A student may attend full-time (12 hours or more per academic term) or part-time (less than 12 hours per academic term) to complete the Associate in Science degree. Classes are offered day and evening. After meeting all the prerequisites, a fulltime student can complete the degree in four or five academic terms and a part time student can complete in six or seven academic terms. The program is delivered in various formats. Students may take traditional, online or blended courses.

Associate in Arts

60 Credit Hours

Students planning to earn a baccalaureate degree at a four-year institution may complete the first two years at Southern West Virginia Community and Technical College by earning the Associate in Arts degree.

A student may attend full-time (12 hours or more per academic term) or part-time (less than 12 hours per academic term) to complete the Associate in Arts degree. Classes are offered day and evening. After meeting all the prerequisites, a full-time student can complete the degree in four or five academic terms and a part time student can complete in six or seven academic terms. The program is delivered in various formats. Students may take traditional, online, or blended courses.

Component	Dept/No.	Credit Hours
Oral and Written Communications	EN 101 or EN 101A	3
	EN 102	3
	EN 200 or EN 201 or EN 202 or EN 204	3
	OR 110	1
	SP 103 or SP 202 or SP 207	3
Quantitative and Qualitative Reasoning	MT 100 or higher	3
	Any course with the designation BS, CH, GL, IS, SC, or PH	8
Cultural, Artistic, and Global Perspective	AR 112 or MU 175 or TH 112	3
	Any four of the following: EC 241, EC 242, HS 104, HS 105, HS 115, HS 120, HS 230, HS 231, PS 201, PS 202, PY 201, PY 218, RL 115, SO 200 or SO 201, SO 202	12
Information and Communication Technology	Any course with the designation CS or IT	1 – 3
Electives	Choose courses based upon your planned baccalaureate major in consultation with your academic advisor and the catalog / transfer agreement for your intended transfer institution	18 – 20

A program course sequence is available at http://www.southernwv.edu/programs/associate-in-arts

Associate in Science

60 Credit Hours

Students planning to earn a baccalaureate degree at a four-year institution may complete the first two years at Southern West Virginia Community and Technical College by earning the Associate in Science degree.

A student may attend full-time (12 hours or more per academic term) or part-time (less than 12 hours per academic term) to complete the Associate in Science degree. Classes are offered day and evening. After meeting all the prerequisites, a full-time student can complete the degree in four or five academic terms and a part time student can complete in six or seven academic terms. The program is delivered in various formats. Students may take traditional, online or blended courses.

Component	Dept/No.	Credit Hours
Oral and Written Communications	EN 101 or EN 101A	3
	EN 102 or EN 115 or BU 205	3
	Any one of the following: EN 200, EN 201, EN 202, EN 204, SP 103, SP 202	3
	OR 110	1
Quantitative and Qualitative Reasoning	MT 125 and MT 130 or MT 229	5 - 6
	Any four of the following: BS 101, BS 102, BS 199, BS 216, CH 213, CH 214, CH 223 and CH 224, CH 225 and CH 226, IS 200, IS 210, GL 110, PH 210 or PH 220, PH 212 or PH 222	16 – 18
Cultural, Artistic, and Global Perspective	Any four of the following: AR 112 or MU 175 or TH 112, EC 241, EC 242, HS 104, HS 105, HS 115, HS 120, HS 230, HS 231, RL 115, PS 201, PS 202, PY 201, PY 218, SO 200 or SO 201 or SO 202	12
Information and Communication Technology	Any course with the designation CS or IT	1 – 3
Electives	Choose courses based upon your planned baccalaureate major in consultation with your academic advisor and the catalog / transfer agreement for your intended transfer institution.	11 – 16

A program course sequence is available at http://www.southernwv.edu/programs/associate-in-science

Career and Technical Programs

Associate in Applied Science

These programs are non-transfer programs for career oriented students who desire to enter the job market after completion of the program. It is also possible to transfer to a baccalaureate degree granting institution and apply many of the hours earned in the associate degree program toward the bachelor's degree.

Some courses required by career and technical programs will not fulfill baccalaureate degree requirements. Students planning to transfer to programs at other institutions are advised to see the catalog or counselor of the institution to which they are planning to transfer to obtain specific program requirements.

It should be noted that due to the nature of Southern, no listing of course descriptions, such as the one found here, can remain complete for many weeks after being compiled. Southern attempts to offer courses in nearly any subject a reasonable number of people want to study provided a qualified instructor can be found. This list of courses is up-to-date as of the start of the Fall 2015 academic term. A schedule of the courses to be offered during any particular academic term, along with the times and day they will meet, will be distributed in advance of each academic term on Southern's website. This course listing is provided for information purposes only and is not to be considered binding. Southern reserves the right to make changes in course content, course offerings and/or other areas concerning curriculum.

Some courses have specifically designated prerequisite and/or co-requisite courses. If a course has a prerequisite, which means the work in that course requires the knowledge or skill gained in another course, and, therefore, students are not allowed to enroll in the advanced course until they have completed a prerequisite course or courses. If a course has a co-requisite, which means successful work in that course requires the skill and knowledge to be attained at the same time in another course, and, therefore, students are not allowed to enroll in certain courses unless they also enroll in co-requisites during the same academic term.

Courses numbered 275 are reserved for special topics to be offered in a particular area, e.g., AC 275, EN 275, etc. A 275 course may be repeated for additional credit providing the topic is not repeated.

Accounting

AC 111 Principles of Accounting I

3 Credit Hours

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.

AC 112 Principles of Accounting II

3 Credit Hours

Prerequisite: AC 111.

This course is an introduction to principles and procedures in accounting for a corporation and manufacturing-type businesses. Topics include preparation of the statement of cash flows, financial statement analysis, introduction to managerial accounting and methods used to report and analyze financial performance to decision makers internal to the firms, cost accounting, budgeting, standard cost systems, break even analysis, and ratio analysis.

AC 211 Intermediate Accounting I

3 Credit Hours

Prerequisite: AC 112.

A study of generally accepted accounting principles (GAAP) dealing with the application of accounting theory, standards, and procedures to accounting problems. Topics include conceptual framework, statements of: income, retained earnings, financial position and cash flow, time value of money, and current/fixed assets.

AC 212 Intermediate Accounting II

3 Credit Hours

Prerequisite: AC 112.

Continued application of accounting theory, standards, and procedures for accounting problems. Topics include current/long-term liabilities, stockholder's equity, investments, revenue recognition, income taxes, post-retirement benefits, leases, changes and error analysis, and full disclosure in financial reporting. This course is the capstone course for the Business Accounting Program.

AC 248 Income Tax Accounting

3 Credit Hours

A study of individual income tax law as outlined on the 1040. Topics include all sources of income, adjustments to income, standard and itemized deductions, exemptions, tax and credits, other taxes, and payments.

AC 249 Managerial Accounting

3 Credit Hours

Prerequisite: AC 111.

This course is a study of how accounting data can be interpreted and used by management in planning and controlling business activities of the firm. The uses of accounting data by investors, quantitative methods, and organizational behavior are also considered. Detailed emphasis is placed on budgeting, break even analysis, capital investment decisions, job order and process cost systems, and inventory valuation.

AC 250 Computerized Accounting

3 Credit Hours

Prerequisite: AC 111 or OA 101 and any CS course.

This course presents hands-on training using Peachtree Complete Accounting. Topics covered include: vendor transactions, customer transactions, inventory, internal control, payroll, account reconciliation, job cost, financial statements, and the closing process. Students will complete projects involving various businesses.

AC 255 Governmental Accounting

3 Credit Hours

Applications of fund accounting principles are applied to governmental and non-profit entries. Students learn skills necessary to understand the organization, accounting function, auditing, and financial reporting practices of governmental and non-profit organizations. Governmental Accounting Standards Board (GASB) and Financial Accounting Standards Board (FASB) requirements are taught.

AC 260 Accounting Capstone/Internship

4 Credit Hours

Prerequisite: All courses pertinent to the Business Accounting Degree Program. Student must also be an Associate in Applied Science Business Accounting program candidate for graduation.

The capstone guides the student in dealing with ethics, internal control, fraud and financial statement analysis in the accounting environment which will require the student to confront and resolve accounting problems by integrating and applying skills and techniques acquired from previous courses. It will prepare students in developing a personal code of ethics by exploring ethical dilemmas and pressures they will face as accountants. The course will help the student understand financial statement analysis and the relation to fraud and fraud detection. It will prepare students for the ACAT Comprehensive Examination for Accreditation in Accountancy. The internship presents an opportunity for on-the-job training and instruction in an accounting oriented work site. Student assignments are made consistent with vocational objectives.

AC 265 Payroll Accounting

3 Credit Hours

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages, calculating social security income and unemployment taxes, preparing appropriate payroll tax forms; and journalizing/posting transactions including posting transactions including payroll registers. Acquired knowledge will be applied to practical payroll situations. A comprehensive software and practice set requires students to perform payroll functions for a small business. After completing this course, a student will be qualified to take the Payroll Certification (FPC), which is given by the American Payroll Association.

AC 275 Special Topics in Accounting I

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

This course presents classes in Accounting which the College expects to offer once or occasionally in response to specific community needs. It may consist of seminars, specialized or individual instruction, and/or research in an area related to Accounting.

Allied Health

AH 100 Patient Care Technology

3 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English.

The student will be introduced to concepts related to patient care in a variety of settings. The focus will be on health promotion, maintenance, and restoration of the client. Basic physical assessment, communication, and technical skills will be discussed in relation to the basic human and developmental needs.

AH 103 Principles of Phlebotomy

3 Credit Hours

Prerequisites: EN 090, EN 099, MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and math.

Co-requisite: AH 100.

This course is intended to prepare the student with the theoretical knowledge required in an entry level position as a phlebotomist. Phlebotomy procedures and techniques will be reviewed in addition to the equipment and principles related to each. Students will perform various phlebotomy techniques in the student lab in preparation for their phlebotomy practicum. The student will further be introduced to various related information such as interpersonal communications skills and medical legal issues.

AH 108 Medical Terminology

2 Credit Hours

Medical Terminology is designed to provide the student with basic knowledge of medical language. The approach to understanding medical language will be one of systems approach. Prefixes, suffixes, words roots, combining forms, special ending, plural forms, abbreviation, and symbols will be utilized. Emphasis is placed on spelling, definition, usage, and pronunciation.

AH 111 Basic Electrocardiography

5 Credit Hours

Prerequisite: EN 090, EN 099, MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and math.

This course of study will focus on normal cardiovascular anatomy and physiology as well as the fundamentals of electrocardiography, normal pacer activation, sequences, electrical pathways, pattern assessment, measurement intervals, changes seen in pathological states, an overview of acquired and congenital cardiac pathology, and interpretation of EKG tracings of clients receiving continuous cardiac monitoring. The concepts will be introduced for procedures such as Holter monitoring, cardiac ultrasound, and performing 12 lead EKG and interpretation.

AH 112 Basic Medical Laboratory Procedures

3 Credit Hours

Prerequisite: AH 103.

Co-requisite: AH 113.

This course is intended to prepare students with the theoretical and practical knowledge required to perform basic laboratory tests in a physician's office, clinic, or hospital setting. Tests such as a urinalysis by dipstick, glucose by home-use glucose monitoring device, fecal occult blood, and urine pregnancy test by visual color methods, as well as others will be reviewed.

AH 113 Phlebotomy Clinical Practicum

2 Credit Hours

Prerequisite: AH 103.

Co-requisite: AH 112.

Student will work alongside area phlebotomists to enhance the skills and techniques learned in the "Principles of Phlebotomy" course. Student will gain a better understanding of the daily routine, technical procedures, and use of equipment related to phlebotomy. Under supervision. students perform daily tasks in venipuncture, capillary sticks, and other phlebotomy procedures.

AH 115 Drug Dosage Calculation

2 Credit Hours

Prerequisite: MT 096 or minimum acceptable test scores for placement in college-level math.

This course is designed to assist the Allied Health student with drug calculation. Calculation incorporates household, apothecary, and metric measurements and various routes of administration including IV therapy and titration.

AH 122 First Aid

2 Credit Hours

Trains by practical demonstration, discussion and lecture for first aid, safety and survival in the home, the school, and on the playground, and deals with phases of injury related accidents and their treatment.

AH 124 CPR

1 Credit Hour

The Basic Life Support Healthcare Provider course is designed to teach cardiopulmonary resuscitation (CPR) skills to police, firefighters, and healthcare professionals in a wide variety of settings in and out of the hospital. This course includes adult, child, pediatric CPR, and foreign-body airway obstruction. Barrier devices of various types will be taught. Early recognition and emergency actions in the event of a stroke, angina and/or heart attack along with the proper operation of an automated external defibrillation (AED) is essential. This class consists of actual hands-on practice with adult and child size mannequins so please dress appropriately for floor practice. Successful completion of the written and practical exams is required to obtain a two-year certification from the American Heart Association.

AH 126 Health Sciences for Professional Cosmetology

2 Credit Hours

Upon completion of this course students will become certified in CPR. Students will learn the basic fundamentals of general first aid practices. An overview of general infection control and sanitation specific to the profession of cosmetology will be presented. Upon completion of the course the student will have an in-depth understanding of the following areas related to the nail: structure; growth; diseases; and disorders. Students will take this course within the first 100 clock hours of the program.

AH 127 Health Sciences for Aesthetics

1 Credit Hour

An overview of skin sciences, which includes physiology and histology of the skin, diseases and disorders, skin analysis, and potential skin reactions to products which may be applied, will be presented. Students will learn infection control specifically for aestheticians and the basics of nutrition as it relates to the skin.

AH 130 Introduction to Sterile Processing

2 Credit Hours

This course is designed to introduce the primary responsibilities of a sterile processing technician including practical application of learned concepts and procedures. Topics include sterile practices related to the principles of asepsis, identifying the principles and procedures related to disinfection and sterilization, and the application of the principles of asepsis to the surgical environment.

AH 135 Surgical Instrumentation

3 Credit Hours

Co-requisite: AH 130.

This course is designed to prepare the student to identify basic instruments by type, function and name, and to demonstrate proper care, handling, and assembly of instruments.

AH 150 Introduction to Health Care

3 Credit Hours

This course provides an introduction for students with little or no health care experience. In this course, the student will explore a broad range of topics in public health and governmental policy related to health care. Specific terminology, which includes finance and reimbursement, managed care, quality and patient safety, governmental regulations, legal issues, and accreditation, will be presented.

AH 152 Contemporary History of Health Care

3 Credit Hours

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 154 Community and Behavioral Health

3 Credit Hours

This course provides an introduction to behavioral health disorders. The course details the latest methodologies for studying the occurrence of mental disorders in populations, including estimates of burden, cultural differences, natural history, and disparities between population subgroups. It includes reviews of genes as risk sources, the occurrence of stresses and their timing over the life-span, and crises and disasters as sources of risk.

AH 160 Sterile Processing II

2 Credit Hours

Prerequisite: AH 130.

Co-requisite: AH 165.

This course of study focuses on preparation, storage and distribution of instruments, supplies and equipment, quality assurance and inventory management.

AH 165 Sterile Processing Practicum I

4 Credit Hours

Prerequisite: AH 130 and AH 135.

Co-requisite: AH 160.

This course provides clinical experience at an assigned affiliated facility. The students will obtain experience in cleaning, disinfecting, wrapping and sterilization of instruments and linen packs. They will become familiar with the equipment in the department and safety issues.

AH 167 Sterile Processing Practicum II

4 Credit Hours

Prerequisite: AH 130, AH 135, and AH 165.

Co-requisite: AH 160.

This course provides clinical experience at an assigned affiliated facility. The students will obtain experience in the distribution, storage, and tracking systems of the sterilized items. The student will also be introduced to the case cart system and the quality assurance program.

AH 200 Health Care Ethics and Law

1 Credit Hour

This course will cover the medico-legal aspects of the health care industry. Attention will be paid to safety, employment, ethics, tort law, patient needs and rights, communication, and documentation. The student will also be required to analyze a special medical/legal issue.

AH 203 Communication Skills for the Health Care Professional

1 Credit Hour

This course will focus on professional communications related to the allied health and nursing professional addressing the connections between oral and written communication practice and quality patient care outcomes. The course will also detail various models of communication including multicultural issues and communicating across the lifespan.

AH 210 Nutrition

3 Credit Hours

Prerequisite: EN 090, EN 099, MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and math.

This course examines the principles of human nutrition and their application in planning and evaluating dietary needs for individuals and families. Emphasis is placed on basic nutrients and processes by which the living organism utilizes them for function, growth, and renewal.

AH 215 Basic Pharmacology

3 Credit Hours

Prerequisites: EN 090, EN 099, and MT 090, or minimum acceptable test scores for placement in college-level English and math.

This course is designed to teach basic pharmacological aspects to Allied Health students and potential Allied Health students. The course is designed to introduce the study of medications: mechanisms and actions, therapeutic effects and side effects, and the role played in treating disease.

AH 220 Trends in Health Care

3 Credit Hours

Prerequisite: Admission to one of the Allied Health Programs or permission of the Division Head of Healthcare and Business Programs.

This course will explore current issues and trends in a variety of health care settings. Students will explore legal, ethical, and professional topics and their impact on the care of patients. This course is not intended for one specific discipline, but will encompass a variety of health care professions, their roles, responsibilities, and issues in caring for all clients.

AH 222/PY 222 Processes of Dying and Grief

3 Credit Hours

This course is provided to those individuals who are interested in the nursing or medical field. The course will survey the human-psycho-social development of death and dying as it relates to the life-span. It will include an in-depth look at the various ages along the life-span and the needs of the dying patient, the needs of the patient's family, as well as the needs of the Health Professional. It will provide insight to the different cultural views, practices, and understandings of the processes of death and dying.

AH 226 Health Sciences for Hair Stylists

2 Credit Hours

This course will begin with a review of general anatomy and physiology as it relates to hair styling, as well as the fundamental properties of the hair and scalp. Within this course the students will learn infection control practices specifically for cosmetology.

AH 240 Pathophysiology

3 Credit Hours

Prerequisite: BS 124 and BS 125.

This course is designed to introduce the altered physiologic states as the biologic basis for diseases affecting individuals. A focus on specific body systems and common disorders is covered.

AH 241 Pharmacology for Allied Health

3 Credit Hours

Prerequisite: Enrollment restricted to Allied Health or nursing students in their second year of the Program or permission of Division Head.

Pharmacology for Allied Health students or professionals is a course designed to help the student or health professional develop an understanding of basic pharmacological concepts, drug action, and clinical application. As drug therapy is an integral part of health care, allied health students/professionals have a vital role in drug therapy, and observation of drug effects.

AH 250/NU 250/SO 250 Multi-cultural and International Studies

1-3 Credit Hours

Prerequisite: Permission of the Division Head of Healthcare and Business Programs.

This course is designed to bring a variety of students from various disciplines throughout the College together in order to provide health care and humanitarian aid to individuals throughout the world. The course will be a fourteen day, intensive visit to another country or culture. Students are expected to utilize knowledge and skills learned in previous courses or life experiences. Requirements to complete the course include written papers, journals, and presentations. This course WILL NOT be offered every year.

AH 253 Chemical Dependency

3 Credit Hours

This course will examine the use and misuse of drugs and alcohol. The course will cover the biological and psychological effects of drug and alcohol use, the social and legal impact of substance abuse, and the challenges and issues faced by family members. Personal values and beliefs in regard to substance use and misuse, current trends, and methods of prevention, intervention, and recovery will also be examined in this course.

AH 254 Community and Behavioral Health Rotation

6 Credit Hours

Prerequisite: AH 150 and AH 154.

This course offers a series of placement hours within a clinical or service facility where the student can participate in the community and behavioral health care process. Hands-on learning experience as well as community involvement will be emphasized as each student is offered a tailored rotation based upon their own interest and availability in relation to the course objectives.

AH 275 Special Topics in Allied Health

1-3 Credit Hours

Present courses in Allied Health which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Allied Health.

AH 280 Folk Health Care Practices

3 Credit Hours

The beliefs, customs, and traditions of people have a profound effect on the health of the community. This course will explore the impact of folk health practices on the people and communities in Appalachia. Upon completion of this course students will have a better understanding of the role of culture, traditions, and customs that shape the individuals knowledge toward illness, health, and healing.

AH 285 Health Care Leadership and Management

3 Credit Hours

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.

Art

AR 103 Two Dimensional Design

3 Credit Hours

A course in design which includes the elements of form, color, line, texture, and space.

AR 104 Three Dimensional Design

3 Credit Hours

Prerequisite: AR 218 and AR 103 or permission of instructor.

A studio art course concerned with the basic principles, tools, and materials involved in three dimensional design.

AR 112 Art Appreciation

3 Credit Hours

Demonstrates the significance of art in everyday life through study of the works of various artists.

AR 113 Drawing and Painting for Elementary Education Majors

3 Credit Hours

Explores the materials and techniques for drawing, painting, block painting, collage and general design, emphasizing their use in the elementary classroom.

AR 200 Painting with Oils and Acrylics I

3 Credit Hours

Presents instruction and practice in the preparation of painting surfaces, exploration of compositional problems and painting techniques, and the framing of the painting. Includes the opportunity for exhibitions and critiques.

AR 201 Painting with Oils and Acrylics II

3 Credit Hours

This course explores basic painting concepts with emphasis on personal development and individualized style through advanced composition problems. The course includes the opportunity for exhibitions and critiques.

AR 204 Watercolors

3 Credit Hours

Prerequisite: AR 217 or permission of instructor.

A studio course introducing basic tools, materials, and techniques used in watercolor painting.

AR 217 Drawing I

3 Credit Hours

Introductory course in the imaginative use of tools and materials common to graphic expression--charcoal, conte crayon, pencil, pen and ink, and brush--with emphasis on the development of fundamental knowledge and skills in creative drawing.

AR 218 Drawing II

3 Credit Hours

The course explores the structure of natural forms and is a study of the nature and use of drawing materials and tools with emphasis on the complexities of architectonic forms and perspective.

AR 275 Special Topics in Art

1-3 Credit Hours

Prerequisite: Permission of Division Head.

Presents courses in Art which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in the area related to Art.

Biological Science

BS 101 General Biology I

4 Credit Hours

Prerequisite: EN 090, EN 099, MT 090, and MT 095 or minimum acceptable test scores for placement in college-level English and math.

A Laboratory Course: 3 hours lecture and 2 hours laboratory work each week.

This course will introduce concepts of cell structure, function, and reproduction. Common biochemical phenomena, particularly the metabolic processes of photosynthesis and cellular respiration, will be surveyed by the course. A description of the form and the function of DNA will be related to mechanisms of inheritance. The highlights of Darwin's theory of natural selection and other aspects of evolutionary theory will be explored.

BS 102 General Biology II

4 Credit Hours

Prerequisite: EN 090, EN 099 and MT 090 and MT 095 or minimum acceptable test scores for placement in college-level English and math.

A Laboratory Course: 3 hours lecture and 2 hours laboratory work each week.

This course will introduce and explore the basic principles of ecology. An overview and comparison of vertebrate organ systems will be presented. The course will also survey the taxonomy and organization of the plant and animal kingdoms.

BS 115 Human Biology

3 Credit Hours

Prerequisite: EN 090, EN 099 or minimum acceptable test scores for placement in college-level English.

An introductory course in anatomy and physiology that covers all systems of the human body. This course deals with the complexities of human structure and function in a simple way, without losing the essence and meaning of the material. This course is intended for non-science majors and is not for students in science or allied health fields.

BS 118 Essentials of Human Systems for Allied Health (formerly AH 145)

4 Credit Hours

Prerequisite: EN 090, EN 099, MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and math.

A Laboratory Course: 3 hours lecture and 2 hours laboratory work each week.

This course will provide a general overview of each human system. Emphasis will be placed on pathophysiology with clinical applications. It will enable the student to develop problem solving skills, form a foundation with basic concepts, enhance critical thinking to master terminology and principles important to understanding the human body.

BS 124 Human Anatomy and Physiology I

4 Credit Hours

Prerequisite: EN 090, EN 099 or minimum acceptable test scores for placement in college-level English.

A Laboratory Course: 3 hours lecture, 2 hours laboratory work each week.

An anatomy-physiology course that examines the general plan of body cells, tissues, and five major systems. Includes the function of integumentary, skeletal, muscular, nervous systems and somatic and special senses. A laboratory course designed to unify basic concepts of inorganic and organic chemistry to bring about a better understanding of the structure and function of the human body as relevant to health care.

BS 125 Human Anatomy and Physiology II

4 Credit Hours

Prerequisite: BS 124.

A Laboratory Course: 3 hours lecture, 2 hours laboratory work each week.

A continuation of BS 124, Human Anatomy and Physiology I, that examines seven major systems including human growth and development, and genetics. Includes the structure and function of the endocrine, circulatory, lymphatic, digestive, respiratory, urinary, and reproductive systems. The course is designed to emphasize the complementary nature of structure and function, homeostasis and homeostatic mechanisms, the interaction of humans and their environment, metabolic processes, responses to stress, and pathological disorders, so that students will have a better understanding of the human body relevant to health.

BS 127 Microbiology for Allied Health

3 Credit Hours

Prerequisite: BS 124 and BS 125 or BS 118 or AH 145 and formal admission to the Nursing, Respiratory Care Technology, Central Sterile Supply Technician, or Surgical Technology Programs. Please refer to appropriate program curriculum.

This course provides people desiring to work in the healthcare professions with basic knowledge and principles of microbiology and epidemiology. The course will take a portal-of-entry approach to understanding epidemiology. Diseases are categorized by portal-of-entry used to invade the human body and are subcategorized by the type of infectious agent.

BS 199 Dendrology

4 Credit Hours

Prerequisite: EN 090, EN 099, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and math.

A laboratory Course: 3 hours lecture and 2 hours laboratory work each week.

Dendrology is the study of trees. More specifically, it deals with the classification (organization), morphology (form), phenology (annual cycle of events), ecology (interaction and living organisms and their environment), and geographic range of trees. This course is designed to provide the student with a basic understanding of the characteristics of trees, shrubs and woody vines of the eastern United States, with emphasis on the trees of West Virginia. The student should gain an understanding of tree identification, woodland biology and ecology, and silvics (the life history and biology of trees, characteristics and ecology of forests and how these are managed for various uses). In addition we will learn about forest soils and hydrology and how these affect woodland growth and development.

BS 216 Microbiology

4 Credit Hours

Prerequisite: BS 101 or BS 124 **and** CH 203 or CH 213.

A Laboratory Course: 3 hours lecture and 2 hours laboratory work each week.

This class is a general microbiology class which concentrates on the physiology, genetics and immunology of microorganisms, and on pathogenesis and the nature of microbial diseases. The student will be exposed to the reasons microbes are studied and why they are used in research by looking at aspects of microbiology including basic chemistry, metabolism, epidemiology, cell growth, morphology, and culture methods.

BS 275 Special Topics in Biological Science

1-4 Credit Hours

Prerequisite: Permission of Division Head.

Presents courses in Biological Science which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Biological Science.

Business

BU 100 Introduction to Business

3 Credit Hours

This course surveys the field of business, emphasizing the functions and structure of private business enterprise, and the roles of management, accounting, finance, and marketing in the enterprise. Duplicate credit for BU 101 is not permitted.

BU 106 Introduction to Customer Service

3 Credit Hours

Co-requisite: BU 100.

This course is designed to provide individuals interested in a technical customer support career with the knowledge and skills to be successful in that field. This course will introduce the business, technical, and interpersonal skills needed to provide customer support. Students will gain a better understanding of the various careers in the customer support industry and the knowledge and skill sets needed to enter and advance in those careers.

BU 107 Advanced Customer Service

3 Credit Hours

Prerequisite: BU 106.

This course, the second part, continues to provide individuals interested in a technical customer support career with the knowledge and skills needed to be successful in that field. This course will focus on building and maintaining customer relationships with an emphasis on the knowledge and skill sets needed to enter and advance in those career arenas.

BU 115 Business Mathematical Applications

3 Credit Hours

This course is designed for students planning a career in a business field and focuses specifically on applications in these fields. Students will develop problem-solving skills through the study and application of equations and formulas, including the concepts of ratio and proportion, financial statements, statistics of frequency distribution and graphs, all basics of depreciation, payroll, taxes and insurance, annuities, stocks and bonds, bank reconciliation, pricing, and inventory.

BU 120 Business Software Applications

3 Credit Hours

Prerequisite: Keyboarding proficiency.

This course covers the essential software applications that an end-user would use in a typical business environment. Students will learn how to apply the use of Word, PowerPoint, Excel, and Access within a business setting. Students will create business documents with Word, presentations with PowerPoint, prepare Excel worksheets using business scenarios, and construct databases using Access. Real-world projects will be presented which will enable the student to integrate what they have learned and use it in a meaningful way in the business world.

BU 205 Communications in Business

3 Credit Hours

Prerequisite: EN 101.

This course emphasizes the principles to be applied in composing effective business correspondence, writing business reports, making oral presentations, and conducting meetings.

BU 207 Business Law

3 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level reading.

This course is an introduction to common law and Uniform Commercial Code. Topics covered include contracts, sales, bailments, common carriers, personal and real property, insurance, agencies, employment, negotiable and other credit instruments, partnerships, corporations, and bankruptcy. Duplicate credit for BU 209 is not permitted.

BU 230 Business Statistics

3 Credit Hours

Prerequisite: EN 090, MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and math.

The course is designed to present statistical techniques and apply them to decisions, analysis, and forecasts. Stressed are the methods of collection, description, and summarization of the data as well as analysis and induction from the data.

BU 275 Special Topics in Business

1-3 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level reading and permission of Division Head.

This course presents classes in Business which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Business.

BU 280 The Business Professional (Capstone)

3 Credit Hours

Prerequisite: BU 100 and must be in the final academic term of the Strategic Business Integration program.

This course will provide a comprehensive survey of the areas of business and presents business processes that are common to most enterprises through a hands-on, interactive business experience. This experience simulates the management decision process, finance management and decision making, the cause and effect relationship between functional areas of a business, satisfying customer demands, and competitive analysis.

BU 291 Business Administration Internship

3 Credit Hours

Students will be assigned to a business entity according to their vocational objectives in order to gain practical hands-on experience. They will be under the direction of an academic and work-site manager/supervisor who will coordinate their activities.

Chemistry

CH 203 Fundamentals of General, Organic, and Biological Chemistry I

4 Credit Hours

Prerequisite: EN 090, EN 099, MT 090, and MT 096 or minimum acceptable test scores for placement in college-level English and math.

A Laboratory Course: 3 hours lecture and 2 hours lab work each week.

This course is intended primarily for those students pursuing careers in the professional health care fields. Calculations involving physical quantities will be presented followed by atomic structure, chemical bonding, and chemical reactions. The course will then cover gas laws, solution chemistry, and acidity. A brief introduction to structural organic chemistry will also be presented.

CH 204 Fundamentals of General, Organic, and Biological Chemistry II

4 Credit Hours

Prerequisite: CH 203.

A Laboratory Course: 3 hours lecture and 2 hours lab work each week.

Beginning with a review of organic nomenclature, this course focuses on classes of organic compounds and their reactions. Several biochemical topics will be introduced, including the chemistry of the major classes of biological molecules. The course will cover the structure and reactions of bodily fluids, as well as energy-acquiring and energy-releasing pathways.

CH 213 Principles of Chemistry I

4 Credit Hours

Prerequisite: EN 090, EN 099, or minimum acceptable test scores for placement in college-level English **and** MT 123 (MT 123 waived for ACT math score of 20 or higher)

A Laboratory Course: 3 hours lecture and 2 hours lab work each week.

Intended as a general chemistry course for college students, this course covers the properties of matter and their measurement, atomic theory, reaction stoichiometry and thermochemistry. Electron configurations, chemical bonding, and molecular geometry will also be introduced.

CH 214 Principles of Chemistry II

4 Credit Hours

Prerequisite: CH 213.

A Laboratory Course: 3 hours lecture and 2 hours lab work each week.

A continuation of CH 213, this course deals with intermolecular forces, solution properties, kinetics, and acid-base reactions. The course will also cover gas laws, chemical equilibrium, thermodynamics, and electrochemistry.

CH 223 Organic Chemistry I

3 Credit Hours

Prerequisite: CH 214.

This course presents the chemistry of aliphatic compounds with emphasis on the mechanisms and stereochemistry of their reactions. Modern nomenclature and descriptions of stereoscopic methods in organic chemistry are discussed throughout the course. The laboratory accompanying this course presents an introduction to the fundamental laboratory techniques used in organic chemistry.

CH 224 Organic Chemistry I Lab
2 Credit Hours
Co-requisite: CH 223.
This course is an accompanying lab course for students enrolled in CH 223. This course presents an introduction to the fundamental laboratory techniques used in organic chemistry.

CH 225 Organic Chemistry II
3 Credit Hours
Prerequisite: CH 223.
A continuation of Organic Chemistry I.
This course presents the chemistry of aromatic compounds and the major classes of biological chemical compounds, along with modern methods of chemical synthesis.

CH 226 Organic Chemistry II Lab
2 Credit Hours
Co-requisite: CH 225.
This is an accompanying lab for students enrolled in CH 225. This course continues to emphasize the basic methods and techniques used in paring organic compounds, while introducing qualitative organic synthesis.

CH 275 Special Topics in Chemistry
1-3 Credit Hours
Prerequisite: Permission of Division Head.
Presents courses in Chemistry which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Chemistry.

Communication Arts

CA 150 Introduction to Interpersonal Communication
3 Credit Hours
The student will examine the variables involved in the communication between individuals.

Computer Information Systems

CS 102 Computer Literacy
3 Credit Hours
Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English.
This course is an introductory course to computer literacy. Objectives are aligned with the IC3 certification. Students will learn how to identify computer hardware types and functions, purchasing considerations, basic maintenance and problem solving for hardware. They will also learn how software and hardware work together, identify types of software along with basic hands-on skills in Word Processing, Spreadsheets, and Presentation software. The course also includes email, internet, and the impact of computing and the internet on society.

CS 103 Introduction to Applications
1 Credit Hour
Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English.
This course is an introductory course to word processing, spreadsheets, and presentation software. Students will learn the basic editing and data manipulation concepts in each of the three software packages.

CS 116 Word Processing Concepts

2 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English.

This course is a comprehensive course in Word Processing. Students will be prepared for the MOUS objectives MS Work. Emphasis is placed on student ability to understand the command and operation of the software. This course is not recommended for students who have no computer experience.

CS 118 Spread Sheet Concepts

2 Credit Hours

Prerequisite: EN 090 and MT 090 or minimum acceptable test scores for placement in college-level English and math.

This course is a comprehensive course in spreadsheets. Students will be prepared for the MOUS objectives for MS Excel. Emphasis is placed on student ability to understand the commands and operations of the software. This course is not recommended for students who have no computer experience.

CS 120 Data Base Management Systems Concepts

2 Credit Hours

Prerequisite: EN 090 and MT 090 or minimum acceptable test scores for placement in college-level English and math.

This course is a comprehensive course in using database software. Students will be prepared for the MOUS objectives for MS Access. Emphasis is placed on student ability to understand the command and operations of the software. This course is not recommended for students who have no computer experience.

CS 123 E-mail/Internet

1 Credit Hour

This course is an introduction to e-mail and the Internet. An overview of various Internet resources for research and communication are covered. This course consists of lectures and hands-on experience.

CS 125 Electronic Presentations

2 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English.

This course is an introduction to the creation and delivery of electronic presentations using an electronic graphical presentation software package. Not recommended for students with no computer experience who are also enrolled in EN 090.

CS 275 Special Topics in Computer Information Systems

1-4 Credit Hours

Prerequisite: IT 112 or permission of Division Head.

This course presents classes in Computer Information Systems which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Computer Information Systems.

Computed Tomography

CT 260 Introduction to Computed Tomography

3 Credit Hours

Prerequisite: Admission to the program and ARRT or ARRT eligible or permission of the Program Coordinator.

This course will provide an overview of Computed Tomography (CT) and other CT course offerings. Included will be CT imaging, principles of operation, instrumentation, historical background, and viewing methods. This course will also contain topics such as the importance of equipment calibration, protocol and dosage regulations, and radiation safety for the patient and personnel. Another component will consist of brief research of CT utilization with other modalities or new advancements like Radiotheraphy, treatment planning, PET, angiography, or cardiac imaging.

CT 261 Patient Care and Management in Computed Tomography

3 Credit Hours

Prerequisite: Admission to the program and ARRT or ARRT eligible or permission of the Program Coordinator.

This course provides a review of the basic elements of patient management and care including effective communication, accurate and thorough patient history, patient education, and consent for treatment. Patient rights and responsibilities will also be examined for clarity. Contrast media reactions, type, quantity, and administration routes will also be examined and discussed. Venipuncture techniques will be taught along with patient reactions to contrast media and medical interventions necessary for treatment.

CT 262 Procedure Protocol in Computed Tomography

3 Credit Hours

Prerequisite: Admission to the program and ARRT or ARRT eligible or permission of the Program Coordinator.

This course provides thorough coverage of CT procedures for imaging structures located in the head, neck, and spine. CT protocols will be taught for differentiation of specific structures, patient symptoms and pathology. Patient history, education, preparation, patient positioning, orientation, scan parameters, and filming are covered. CT images from each procedure protocol studied will be reviewed for quality, anatomy, and pathology.

CT 263 Sectional Anatomy I

3 Credit Hours

Prerequisite: Student must be enrolled in the last academic term of the program, or hold a current ARRT certification or ARRT certification eligibility or permission of the Program Coordinator.

This course begins with a review of gross anatomy of the head, neck, and spine. Detailed study of these gross anatomical structures will be conducted systematically for location and relationship to other structures and function. Gross anatomical structures are located and identified in axial, sagittal, coronal, and oblique planes using cross-section photos and CT scans. This is an elective course.

CT 265 Clinical I

4 Credit Hours

Prerequisite: Admission to the program and ARRT or ARRT eligible or permission of the Program Coordinator.

This course is taught in the clinical setting and requires application, with moderate to close supervision. This is the first of two clinical practicums, each one corresponding to a didactic procedure protocol course and having specific focus areas. The clinical practicum is designed so that the student will observe, assist, and perform basic patient care and a wide variety of technological procedures. CT protocols and procedures of the head, neck, and spine are the areas of focus in this clinical education course. A required number of competency evaluations are required to demonstrate competency in these procedures.

CT 266 Computed Tomography Advanced Procedures

3 Credit Hours

Prerequisite: CT 262 and admission to the program and ARRT or ARRT eligible or permission of the Program Coordinator.

This course provides thorough coverage of CT procedures for imaging structures located in the thorax, abdomen, pelvis, and musculoskeletal system. CT protocols will be taught for differentiation of specific structures, patient symptoms and pathology. Patient history, education, preparation, patient positioning, orientation, scan parameters, and filming are covered. CT images from each procedure protocol studied will be reviewed for quality, anatomy, and pathology. Specialized procedures to be included are 3D studies, biopsies, radiation therapy planning, drainage, post-myelography, CT arthrography, and hybrid imaging.

CT 267 Computed Tomography Pathology

3 Credit Hours

Prerequisite: CT 261 and admission to the program and ARRT or ARRT eligible or permission of the Program Coordinator.

This course provides thorough coverage of common diseases and trauma associated with the body systems. Each disease or trauma process is examined from its description, etiology, symptoms, and diagnosis. Emphasis is placed on the characteristic manifestations of these pathologies on CT images.

CT 268 Computed Tomography Physics

3 Credit Hours

Prerequisite: CT 260 and admission to the program and ARRT or ARRT eligible or permission of the Program Coordinator.

This course provides a thorough understanding of the physical principles involved in computed tomography, as well as instrumentation. The historical development and evolution of computed tomography will be reviewed. Physics topics covered include the characteristics of x-radiation, CT beam attenuation, linear attenuation coefficients, tissue characteristics, and the Hounsfield number system. Computed Tomography systems and operations will be explored with full coverage of radiographic tube configuration, collimator design and function, detector type, characteristics and functions of the CT computer and array processor.

CT 269 Sectional Anatomy II

3 Credit Hours

Prerequisite: CT 263 and admission to the program and ARRT or ARRT eligible or permission of the Program Coordinator.

This course begins with a review of gross anatomy of the thorax, abdomen, pelvis, and musculoskeletal system. Detailed study of these gross anatomical structures will be conducted systematically for location and relationship to other structures and function. Gross anatomical structures are located and identified in axial, sagittal, coronal, and oblique planes using cross-section photos and CT scans.

CT 270 Clinical II

4 Credit Hours

Prerequisite: CT 265 and admission to the program and ARRT or ARRT eligible or permission of the Program Coordinator.

This course is taught in the clinical setting and requires application, with moderate to close supervision. This is the second of two clinical practicums, each one corresponding to a didactic procedure protocol course and having specific focus areas. The clinical practicum is designed so that the student will observe, assist, and perform basic patient care and a wide variety of technological procedures. CT protocols and procedures of the thorax, abdomen, pelvis, and musculoskeletal system are the areas of focus in this clinical education course. A required number of competency evaluations are required to demonstrate competency in these procedures.

Criminal Justice

CJ 101 Criminal Justice Systems

3 Credit Hours

Examines in detail the criminal justice system of the United States including the role of police, the judiciary, and correctional systems.Also involves an analysis of the agencies involved in the processes of administration of criminal justice. Examines the development of modern correctional concepts and standards dealing with correctional administration. The course will further examine the various correctional systems, with special emphasis on treatment and rehabilitation.

CJ 102 Introduction to Corrections

3 Credit Hours

The Constitutional aspects of arrest, search, and seizure are considered together with interrogation and confession, self-incrimination and right to counsel. Students will learn rules of evidence as these apply to law enforcement officers in the performance of their investigatory duties and testimony in court.

CJ 103 Introduction to Law Enforcement

3 Credit Hours

Surveys law enforcement today: the role, history, development, and constitutional aspects of law enforcement and public safety. Emphasis is placed upon police functions and the techniques, purposes, objectives, and theories of police science.

CJ 201 Criminal Procedure

3 Credit Hours

The Constitutional aspects of arrest, search and seizure are considered together with interrogation and confession, self-incrimination and right to counsel. Students will learn rules of evidence as these apply to law enforcement officers in the performance of their investigatory duties and testimony in court.

CJ 202 Criminal Law

3 Credit Hours

An examination of the element of statutory felonies and misdemeanors, both state and federal, emphasizing West Virginia criminal status and procedures.

CJ 203 Criminal Evidence

3 Credit Hours

This course is designed as an introductory course in criminal evidence. This course will help the student understand the requirements needed to admit evidence in a criminal court proceeding.

CJ 213 Criminal Investigation

3 Credit Hours

Explores the fundamental principles and concepts of investigation. Method of investigation, search of the crime scene, collection and preservation of evidence. Interviews and interrogations, sources of information, techniques of surveillance, stakeouts and raids.

CJ 216 Correctional Management

3 Credit Hours

Prerequisites: CJ 202.

The student will be exposed to a study of the principles of organization and administration as applied to correctional agencies. The student will also include an introduction to concepts or organizational behavior and TQM in the correctional setting.

CJ 217 Juvenile Delinquency

3 Credit Hours

Explores the historical context of delinquency; the changing legal environment, including major court decisions that have transformed the juvenile justice system, including descriptions and discussions of juvenile delinquency prevention and control programs.

CJ 218 Substance Abuse and the Criminal Justice System

3 Credit Hours

Prerequisites: CJ 101 and EN 102.

The student will be introduced to the history of the social, moral, cultural, and economic problems caused by substance abuse in our society.

CJ 221 Community Corrections

3 Credit Hours

Examination of community treatment in the correctional process; contemporary usage of pre-sentence investigation, selection, supervision and release of probationers and parolees. Study of the process as related to both adults and juveniles.

CJ 223 Criminology

3 Credit Hours

Prerequisite: SO 200.

Investigates the theories of crime, including a review of the various types, causes, consequences. and controls of human behavior.

CJ 226/PY 226 Abnormal Psychology

3 Credit Hours

This course will deal with the abnormal behavioral patterns found in individuals. This course will deal with the psychological and legal issues found in dealing with an individual who has abnormal behavior and/or an addictive behavior.

CJ 230 Pistol and Personal Protection

3 Credit Hours

This course is open to all people, but is of special interest to those considering a career in law enforcement, corrections, security, or private investigation. This course will teach the basic attitudes, knowledge, and skills necessary to own, store, and use a firearm safely. The primary focus is handgun safety and the legal provisions, moral aspects, physical, and legal issues inherent in the philosophy of the use of deadly force will be addressed.

CJ 240 Correctional Procedure I

3 Credit Hours

This course covers the procedures used to control and care for the correctional client at various security levels within a correctional institution. Topics include interior and exterior security, inmate and cell searches, contraband, cell extraction, and supervision of inmates.

CJ 241 Correctional Procedure II

3 Credit Hours

Prerequisite: CJ 240.

A continuation of CJ 240. Topics include inmate discipline, handling of aggressive inmates, hostage situations, health issues, inmate tricks, suicidal inmates, and transportation of inmates.

CJ 250 Ethics in Criminal Justice

3 Credit Hours

This course will discuss the philosophical and practical dilemmas surrounding the modern criminal justice system, including the police, courts, and correctional sub-systems.

CJ 275 Special Topics in Criminal Justice

1-3 Credit Hours

Prerequisite: Permission of Division Head.

Presents courses in Criminal Justice which the College expects to offer only once or occasionally in response to specific needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Criminal Justice.

CJ 280 Traffic Law and Enforcement

3 Credit Hours

A course designed to evaluate the varied and complex traffic law system, emphasizing the West Virginia Traffic Code.

CJ 290 Internship in Criminal Justice

3-12 Credit Hours

This course provides students an opportunity to work in a criminal justice agency and to observe the day-to-day operation of the agency. This internship will allow the student to relate formal classroom learning to an actual work experience.

Drafting

DR 204 Computer Aided Design and Drafting I

3 Credit Hours

Prerequisite: Students must be proficient in the use of computers. Course assumes knowledge of file management concepts.

This course is designed to provide a thorough coverage of two dimensional CADD concepts. Students will learn the basics of CAD geometry creation and manipulation using a variety of computer command inputs to convert data into descriptive pictures using the straight line form of computer graphic representation.

DR 206 Computer Aided Design and Drafting II

3 Credit Hours

Prerequisite: DR 204.

Using advanced features of CADD programs in the field of design and drafting. This is a continuation of CADD I course. Work involves using special subroutines exclusive to many of the sub-branches of engineering.

DR 275 Special Topics in Drafting and Design Technology

1-3 Credit Hours

Prerequisite: Permission of Division Head.

Presents courses in Drafting and Design Technology which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Drafting and Design Technology.

Economics

EC 241 Principles of Economics I

3 Credit Hours

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.

EC 242 Principles of Economics II

3 Credit Hours

This course presents and analyzes microeconomic principles as to their applicability to problems of public policy. Microeconomics is the study of the economic activities of individual consumers and producers or groups of consumers and groups of producers known as markets. The emphasis is placed on the roles played by consumers and producers in the society. Economics avoids value judgments while it tries to establish scientific statements about economic behavior. Effective economic theories are developed using scientific-based analysis and critical thinking. This course can stand alone or in conjunction with Principles of Economics I, Macroeconomics.

EC 270 World Economics and the Energy Sector

3 Credit Hours

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.

EC 275 Special Topics in Economics

1-3 Credit Hours

Prerequisite: Permission of Division Head.

This course presents classes in Economics which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Economics.

Education Foundations

ED 112 Principles and Theories (formerly ED 212)

3 Credit Hours

Theories and concepts of human development, learning, and motivation are presented and applied to interpreting and explaining human behavior as it relates to interaction in relation to teaching. Principles as it relates to purposes and functions of the preschool program. Organization, programs, equipment, needs of the preschool child, and teaching techniques. Fifteen hours of observation are required.

ED 114 Introduction to Education Foundations

3 Credit Hours

This introductory course in education will introduce students to teaching as a career, the role and responsibility of a teacher, contemporary issues in education, historical and philosophical foundations of education. The course will also consist of discussions regarding teacher organizations, teaching skills (or pedagogy) and curriculum. The organization and administration of schools will be discussed. At least twenty-five hours of public school observation are required.

ED 115 Early Childhood Health, Safety, and Nutrition

3 Credit Hours

This course provides an introduction to the health needs and concerns of the pre-school age child. This course covers the health issues and safety concerns as well as the proper nutrition for a growing and developing child. These three areas will be applied both to personality development, to the socially promoting of the child's self-esteem and well-being, and the physical developments that take place.

ED 116 Guiding the Behavior of Children (formerly ED 216)

3 Credit Hours

This class explores positive ways to build self-esteem in children. It also provides an exploration of guides to action designed to direct the routine activities of preschool children which lead to a positive self-concept and meaningful behavior. Fifteen hours of observation are required.

ED 120 Approaches to Discipline

3 Credit Hours

A study of the various methods of guiding behavior toward the development of self-discipline. It will consider the various problems which must be resolved from birth through the early years within the context of specific situations.

ED 122 Curriculum and Instruction in Early Childhood Development

2 Credit Hours

This course focuses on the study of the foundations of curriculum and instructional development from infancy to early primary years. Curriculum, instructional processes, learning environments, and the professional responsibilities of teachers for linking knowledge of subject fields in language arts, science, social studies, art, music, pedagogy, classroom management, and insights will be included in this course.

ED 124 Foundations of Language and Literacy in Early Childhood Development

3 Credit Hours

The purpose of this course is to assist educators in learning more about the foundations of language development and the impact language has on literacy learning. Learners will identify the various developmental levels exhibited by children and will identify diverse materials to enhance language and literacy development. In addition, the course focuses on analyzing and creating language-rich environments that is designed to foster listening, oral and written language, and pre-reading and reading skills at the appropriate developmental level.

ED 126 Literacy Teaching and Learning in Early Childhood Development

3 Credit Hours

Prerequisite: ED 124.

The purpose of this course is to provide students working in professional teaching settings opportunities to develop an understanding of literacy development in the early years. The course includes a study of research based principles and practices for providing young children a strong foundation in literacy using a developmentally appropriate approach.

ED 203 Children's Literature

3 Credit Hours

Prerequisite: EN 101.

A survey of the development of poetry and prose of children's literature, with emphasis on methods of presentation to enable children to become good readers. May not be used as a literature requirement in General Studies.

ED 213 Children and Families

3 Credit Hours

The nature and structure of the family are studied, along with an examination of major family issues. Provides an understanding of functions and dysfunctions within the family as it relates to the child in the family. Emphasizes the development of effective skills through an interpersonal/interactional approach to family intervention.

ED 214 Child Development

3 Credit Hours

This course covers development from birth through age eight. It demonstrates how to work with young children in ways that correspond with individual developmental levels, social and cultural environment to enhance physical, perceptual, social, emotional and cognitive competencies. Fifteen hours of observation are required.

ED 215 School Readiness

3 Credit Hours

Explores positive ways to build self-esteem and help to foster within the child a sense of self-control. Presents practical ideas for encouraging pro-social behavior in the child and emphasizes basic skills and techniques in classroom management.

ED 218 Human Development

3 Credit Hours

This course traces the social, emotional, physical and intellectual development of the child from birth through adolescence. Special emphasis will be placed on cognitive development and its implications for teaching. Thirty-five hours of public school observation are required.

ED 219 Adolescent Literature

3 Credit Hours

Prerequisite: EN 102.

This course emphasizes the reading and evaluation of literature written for and by young adults (middle, junior, and senior high school students). By analyzing reading resources, the reading interests, and developmental needs of adolescents and by classroom observations of reading/literature instruction, the student will develop the ability to help students to select literature for independent reading and guide them in analyzing group reading choices. Strategies to stimulate reading for information and for pleasure will include the reading of a wide variety of adolescent literature reflecting cultural, ethnic, social and sex role differences in a multicultural society.

ED 221 Administration of Early Childhood Education

3 Credit Hours

Instruction and observation in various phases of early childhood education administration including: incorporation, licensing, finance, personnel, curriculum, physical plant, health and social services, parent involvement, and resources. Field trips are appropriate.

ED 223 Computer Instructional Techniques in the Classroom

3 Credit Hours

Examine and develop skills using commercial, non-commercial, and computer generated media. Emphasis will be placed on its application to teaching and learning.

ED 224 The Exceptional Child

3 Credit Hours

Introduces and sensitizes the student to the exceptions that occur in the development of children. It offers material on the disturbed (emotional, social, and behavioral); the handicapped (physical, mental, and sensorial); those with specific learning difficulties; and the gifted. In addition, it presents referral sources for diagnosing, treating, and educating these exceptionalities. Fifteen hours of observation are required.

ED 225 Methods and Materials for Early Childhood Programs

3 Credit Hours

This course is designed to aid the teacher in material selection and in various methods of using books and materials with children. This course will study the various methods of teaching and applying the materials that were selected.

ED 230 Early Childhood Practicum

3 Credit Hours

Note: This course requires permission of the Division Head.

Actual participation in preschool teaching under supervision to develop practical skills. Preparation of learning units based on specific needs of children enrolled; observation and critical analysis of performances and developmental processes occurring in the school day. This course requires permission of instructor. Thirty-five hours of observation are required.

ED 235 Praxis I

1 Credit Hour

This course is designed for both elementary and secondary education teacher candidates and teachers preparing to take the PPST Praxis I Exam. This course focuses on skills necessary to pass the Praxis I: Pre-Professional Skills Test in reading, writing, and mathematics.

ED 275 Special Topics in Education

0-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in education which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to education.

ED 280 Observation Hours in Education

0 Credit Hours

This course provides documentation for observation hours in courses that require them.

Emergency Medical Services

EM 100 First Responder

3 Credit Hours

Pre-requisite: CPR Certified.

This course has been developed by the U.S. Department of Transportation and adopted by the West Virginia Bureau of Health and Human Resources Office of Emergency Medical Services. This course is designed for individuals wanting enhanced first aid skills or those seeking employment with law enforcement, fire department, or other entities in which arriving first on the scene of an emergency event may occur in the line of duty. Successful completion of the course will make the student eligible to sit for National Registry Certification.

EM 101 Airway Management

3 Credit Hours

This course teaches the student to recognize and effectively manage a patient with an airway emergency. Various adjuncts and techniques will be taught in order to maintain and successfully secure an airway for both medical and trauma patients.

EM 102 Introduction to EMS

3 Credit Hours

This course covers roles and responsibilities, well-being of the paramedic, illness and injury prevention, medical-legal issues, ethics, life-span and therapeutic communications in the pre-hospital environment. The student also has eight hours in which to observe interaction between the emergency call and the telecommunicator at a designated 911 communication center.

EM 103 Emergency Medical Technician-Basic

8 Credit Hours

This course is designed to instruct the student to the level of Emergency Medical Technician-Basic. This includes skills necessary for the individual to provide basic life support with fire, ambulance, or other specialized service. Students will learn the proper procedure of performing a detailed patient assessment by obtaining pertinent medical history and performing a hands-on physical assessment. The student will learn immobilization techniques to stabilize an unstable spine as well as other fractures determined by the mechanism of injury. The use of AED (Automated External Defibrillator) and Cardiopulmonary Resuscitation is also included. This course is in compliance with Ch. 16, Article 4C of the West Virginia code (EMS Act) and West Virginia Division of Health Legislative Rules, Title 64, Series 48, Emergency Medical Services. This course follows the 120-hour DOT approved curriculum.

EM 114 Pre-hospital Pharmacology

3 Credit Hours

A study of specific medications used in the pre-hospital setting will be the focus of this section. The student will be introduced to pharmacokinetics, pharmacodynamics, drug calculations and administration. Often used and prescribed medication(s)/OTC's will be researched and investigated.

EM 116 Cardiopulmonary

5 Credit Hours

This course teaches the student to assess and manage patients with pulmonary and cardiovascular emergencies in the pre-hospital setting. Current ACLS guidelines will be followed.

EM 117 Medical Emergencies

4 Credit Hours

This course reviews the assessment and management of medical patients with diseases related to endocrine, neurology, allergies, anaphylaxis, gastroenterology, urology, toxicology, and hematology. Topics also include infectious/communicable diseases, environmental, and behavioral emergencies.

EM 118 Patient Assessment

3 Credit Hours

Students will learn the proper techniques for patient assessment, history taking, communication, documentation, and clinical decision making while caring for the patient in the pre-hospital setting.

EM 119 Trauma/Shock/Management

3 Credit Hours

This course teaches the student about various trauma systems and the mechanism of injuries in preparation for the trauma patient. The student will learn how to properly assess and treat conditions such as; hemorrhage, shock, soft tissue injury, head/facial injuries, burns, spinal, thoracic, abdominal, and musculoskeletal trauma.

EM 120 Coordinated Clinical Internship I

3 Credit Hours

This course takes the student outside the classroom into a supervised clinical setting. The State Department of EMS has designated a minimum number of clinical hours but competencies must be met as well. Minimum hours may be extended to allow the student to meet all competencies required. Clinical rotations are scheduled with each student on an individual basis with the preceptor and EMS Coordinator.

EM 121 Pathophysiology for the EMS Provider

1 Credit Hour

This course will focus on the significant issues of pathophysiology as related to the pre-hospital care provided by the paramedic. Understanding how the body functions under normal conditions increases awareness of how and why various symptoms appear enhancing assessment skills and treatment.

EM 215 Emergency Services Seminar

3 Credit Hours

This capstone course is a group and individual comprehensive review of the program objectives and practical skills in preparation of the National Registry Exam. The student is expected to integrate the knowledge and critical thinking skills acquired in all previous required courses.

EM 216 Assessment Based Management

1 Credit Hour

This course is scenario based starting with the emergency call moving from the field to the ambulance and transport to the emergency room. Students will follow the guidelines of assessment based management for adult, pediatric, geriatric patients involved in trauma or medical emergency. Emphasis will placed on team leader skills, ability to control the scene, ability to use resources effectively, treatment and transport. The student must perform entry-level paramedic in this course to eligible to sit for the National Registry examination for

EMT-Paramedic.

EM 217 Special Considerations

4 Credit Hours

This course will focus on assessment and management of patients with special needs and considerations such as neonatal, pediatric, geriatric, challenged patients with physical or mental impairments, and invention for the chronic care patients.

EM 218 Rescue Operations

4 Credit Hours

Topics covered will be ambulance operations, medical incident command, rescue awareness/operations, hazardous materials incidents, and crime scene awareness.

EM 219 Coordinated Field Internship II

2 Credit Hours

This course takes the student outside the classroom into a supervised field setting. The State Department of EMS designated a minimum number of clinical hours for the ambulance, but various patient contact must be met. Team leader skills will be assessed by a designated field preceptor. Minimum hours may be extended to allow the student to meet all competencies required. Clinical rotations are scheduled with each student on an individual basis with the preceptor and EMS Coordinator.

EM 220 Coordinated Clinical Internship II

3 Credit Hours

This course takes the student outside the classroom into the supervised clinical setting. The State Department of EMS has designated a minimum number of clinical hours but competencies must be met as well. Minimum hours may be extended to allow the student to meet all competencies required. Clinical rotations are scheduled with each student on an individual basis with the preceptor and EMS Coordinator.

EM 230 Emergency Management Leadership Skills

4 Credit Hours

Topics covered in this online Emergency Management Leadership course include: effective communication, leadership influence, decision-making skills, problem solving, managing volunteers, and program development. Web-based URLs along with the National Incidence Management System (NIMS) will be utilized. No text is required for this course.

EM 240 West Virginia Critical Care Transport

5 Credit Hours

Prerequisite: RN or EMT-P with ACLS, BTLS or PHTLS, or TNCC and PALS or PEPP current certifications and three years of experience.
Co-requisite: EM 241.

This intense and challenging course has been designed for the experienced EMT-Paramedic and/or Registered Nurse with the desire to provide a higher level of care for the critical patient. The objective of the course is to present specialized skills designed to maintain or improve the patient's condition during inter-facility transfers. Interested individuals must have at least three years of experience with current certification in their respective fields along with ACLS, BTLS/PHTLS or TNCC, PALS, or PEPP certification. This course follows the guidelines set forth by the West Virginia Office of EMS.

EM 241 Critical Care Transport Clinical Internship

1 Credit Hour

Co-requisite: EM 240.

This course is the required clinical component of the West Virginia Critical Care Transport giving the student hands-on experience pertaining to clinical transport in specialized units such as Intensive Care, Pediatric Intensive Care, Neonatal Intensive Care, Critical Care Ambulances, and Labor and Delivery.

Engineering

EG 101 Engineering I

3 Credit Hours

This course is an orientation to engineering disciplines, academic success strategies, engineering design process and team projects, use of computers in problem-solving, technical report writing, presentation techniques, and internet applications.

EG 102 Engineering II

3 Credit Hours

Prerequisite: EG 101.

This course provides for the use of computers as a tool for analysis, design, and simulation of engineering applications through software packages such as MATLAB and high-level programming languages such as C.

EG 103 Electrical Calculations

3 Credit Hours

Prerequisite: MT 095 or higher or minimum acceptable test scores for placement in college-level math.

This course introduces the necessary mathematics for electricians including: fractions, percentages. mixed numbers, ratio and proportion, signed numbers, basic trig functions, metric units, basic conversions, complex numbers, octal, binary and hex number systems, solving equations, formula manipulations, exponents, scientific notation and other concepts essential to electrical computation.

EG 105 Industrial Safety

1 Credit Hour

This course is designed as an introduction to general safe workplace practices. Topics include ergonomics, lifting, handling tools and operating machines, safety apparel, and warning signs/symbols.

EG 107 Introduction to Circuits

4 Credit Hours

Prerequisite: EG 103 and MT 124 or MT 124A or a score of 23 or higher on the math component of the ACT.

This course is an introductory course to electricity. Students will be introduced to both AC and DC motors and concepts including voltage and power, measurement, inductors, capacitors, AC circuits, oscilloscopes, electron theory, meter reading. Ohm's law, series and parallel circuits, and Kirchoff's voltage law.

EG 123 Electrical Schematics (formerly DR 203)

3 Credit Hours

Introduction to electrical and electronic schematics. and other diagrammatic drawing using standard symbols, notations and other standard practices related to electrical and electronic industries.

EG 171 Circuit Analysis I

4 Credit Hours

Prerequisite: EG 107 and EG 103 or MT 123 or permission of the Division Head.

To provide the students with an in-depth study of DC and AC advance circuit and network analysis, troubleshooting techniques, malfunction analysis, magnetic electromagnetic and electrostatic devices, DC motors, generators, and control circuits.

EG 172 Circuit Analysis II

4 Credit Hours

Prerequisite: EG 171.

This course provides a study of the steady-state sinusoidal response of electrical circuits using the phaser method of network analysis. This course will consider advanced sinusoidal waveforms; phase relationships; reactance's; impedance; admittance and susceptance; methods of analyzing series: parallel and series/parallel AC circuits. Also covered are major circuit theorems; use of test equipment; malfunction analysis; troubleshooting techniques; real, apparent, and reactive power in both single and three phase systems in AC motors, AC generators and transformers.

EG 181 Analog Electronics I

4 Credit Hours

Prerequisite: EG 171.

This course is designed to provide the student with a review and enhancement of analog electronic circuits that include semi-conductor components, electron physics, diode circuits, power supplies, transistors and transistor circuits, amplifiers, regulation, filters, J.F.E.T.S. Mosfets, SCR and triac circuits, operational amplifiers, oscillators and linear integrated circuits.

EG 205 Hydraulic Systems

3 Credit Hours

This course is an introduction to hydraulic systems. Students will examine fundamental hydraulic functions along with reservoirs, lines, fittings, couplers, seals, fluids, filters, valves, pumps, cylinders, and motors. Other topics include hydraulic circuits, diagrams, symbols, diagnosis, and testing along with general maintenance, safety, and use of accessories.

EG 214 Electrical Control Systems

4 Credit Hours

Prerequisite: EG 107 or higher.

Co-requisite: MT 124 or higher.

Introduction to the principles of operation of motors, generators, transformers and motor controls.

EG 216 Mining Electricity

3 Credit Hours

This course is designed to prepare students for mineworker electrical certification. The course includes an introduction to National Electric Code, Mine Safety and Health Administration (MSHA) and state agency requirements for electrical systems employed in the mining industry. Basic electrical principles are examined and related to mining environments.

EG 217 Mining Electricity II

3 Credit Hours

This is the second course to prepare students for mineworker electrical certification. It further analyzes specific techniques required by the mining laws to protect workers and equipment involved in mining power applications. Principles of three-phase operation of motors, transformers, motor control, and power systems in mining applications are investigated.

EG 220 Machines and Power Systems

4 Credit Hours

Prerequisite: EG 172.

Co-requisite: MT 125.

An introduction to industrial and commercial power distribution and utilization practices. The course covers: (1) types of single phase and polyphase AC motors; (2) transformers, including sizing, testing, and connections; (3) short circuit calculations; (4) lighting design and practices; (5) breaker and fuse sizing applications; (6) conductor insulation; (7) review of National Electronic Code; (8) industrial motor control; (9) single phase and 3-phrase AC power.

EG 275 Special Topics in Engineering

1-10 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Engineering which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Engineering.

EG 290 Digital Electronics

4 Credit Hours

Prerequisite: EG 181.

This course includes an introduction to digital techniques, semiconductor devices for digital circuits, digital logic circuits, digital integrated circuits, Boolean Algebra, flip-flops and registers, sequential logic circuits, combinational logic circuits, semiconductor memories, data conversion, and digital troubleshooting.

EG 292 Communication Circuits/Devices
4 Credit Hours
Prerequisite: EG 181.
Co-requisite: MT 125 or higher.
Coupling networks, response analysis, noise; AM and FM transmission and reception and related circuits; introduction to transmission lines, antennas, and microwave circuits are covered.

EG 296 Program Logic Control (PLC)
4 Credit Hours
Prerequisites: EG 214 or EG 290 and MT 124 or higher.
This course provides the student with the fundamentals of process control, transducers, signal processing, feedback, loops, actuators, analog and digital controllers and the basic fundamentals of robotics, along with a review of the prerequisite courses. EG 290 is recommended but not required.

EG 297 National Electric Codes
1 Credit Hour
This course covers the National Electric Code. Articles of coverage include: definitions, general requirements, branch circuits, feeder, and service calculations, over current protection, grounding, conductors for general wiring, flexible cords, motors, motor controllers, motor circuits, hazardous locations, electric welders, interpretation of the tables, transformers, over 600 volts general and other articles necessary for the Journeyman's licensure exam.

EG 298 Capstone
1 Credit Hours
Prerequisite: EG 172 and student must be a candidate for graduation.
Co-requisite: EG 297.
This course is designed to pull all aspects of the program together. Students will complete a portfolio of all work throughout the program as outlined in the assessment plan for formal evaluation. They will complete a customized project and be required to pass a comprehensive exit exam.

EG 299 Internship Work Experience
2 Credit Hours
Prerequisite: Student must be a candidate for graduation.
Practical experience applying theory in an actual work environment.

English

(English placement test or ACT required for all English courses. Placement mandatory.) (Note: EN 090 and EN 099 are now listed under the heading of Transitional Studies in this catalog.)

EN 101 English Composition I
3 Credit Hours
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.

EN 101A English Composition I
3 Credit Hours
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. EN 101A is for students whose placement test scores do not allow direct entrance into EN 101.

EN 102 English Composition II

3 Credit Hours

Prerequisite: EN 101, Challenge Examination, or CLEP.

A continuation of EN 101. The student is exposed to additional forms of the composition and is expected to demonstrate a higher level of proficiency in writing. Major emphases are the research paper and literary forms.

EN 115 Technical Writing I

3 Credit Hours

This course is an intermediate composition and communication course which includes analytical and critical reading, elementary logic, persuasion, and a discipline-related research paper and presentation.

EN 121 Creative Writing

3 Credit Hours

Prerequisite: EN 102 or permission of instructor.

Offers students and members of the community an opportunity to practice writing poetry, fiction, and/or drama.

EN 200 English Literature Before 1800

3 Credit Hours

Prerequisite: EN 102.

Survey of English literature to the Romantic period.

EN 201 American Literature Before 1865

3 Credit Hours

Prerequisite: EN 102.

This course surveys the major writers and major periods of literary development in the United States from 1620 to 1865.

EN 202 English Literature Since 1800

3 Credit Hours

Prerequisite: EN 102.

Survey of English literature from the Romantic period.

EN 204 American Literature Since 1865

3 Credit Hours

Prerequisite: EN 102.

This course is a survey of the major writers and major periods of literary development in the United States from 1865.

EN 210 Appalachian Literature

3 Credit Hours

Prerequisite: EN 101.

A survey of selected fiction, poetry, and nonfiction prose about Appalachia and its people from Colonial times to the present, with emphasis on recent fiction which may involve students in projects of collecting folklore and folk history.

EN 275 Special Topics in English

1-3 Credit Hours

Prerequisite: EN 101.

Presents courses in English which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to English.

Entrepreneurship

EP 101 Introduction to Entrepreneurship

3 Credit Hours

This course will introduce the student to the exciting world of business ownership. Students will explore the many dimensions of new venture creation, growth, innovation, and the formation of new businesses. Opportunities, as well as challenges, associated with building a business, along with the steps to bring a vision to reality in the world of business. Real life experiences from local entrepreneurs and case studies will be presented.

EP 105 Social and Cultural Aspects of Entrepreneurship

3 Credit Hours

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.

Experiential Learning

EL 201 Portfolio Development

3 Credit Hours

Prerequisite: EN 101.

This course is designed to guide Board of Governors Adult Degree Completion students through the portfolio development process. Students will write a complete portfolio including credit petitions for at least two college-level courses.

Finance

FN 210 Finance for the Nonfinancial Manager

3 Credit Hours

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.

FN 225 Real Estate I

3 Credit Hours

Prerequisite: EN 090 or minimal acceptable test scores for placement in college-level reading.

This course introduces the student to the terminology, concepts, and practices in the area of real estate law, real estate finance, real estate appraisal, and West Virginia license law.

FN 226 Real Estate II

3 Credit Hours

This course is a continuation of Real Estate I with emphasis in real estate law, real estate finance, real estate appraisal, West Virginia license law, and environmental issues in the real estate transaction.

FN 231 Principles of Finance

3 Credit Hours

Prerequisite: AC 112 and EN 090 or minimum acceptable test scores for placement in college-level reading.

This course is an introduction to financial management. The topics discussed will include cash flow analysis, financial statement analysis, time value of money, budgeting and variance analysis, financial markets, long-term financing, capital budgeting, and short-term financial management. This course is the capstone course for the Business Administration Program.

FN 232 Personal Finance

3 Credit Hours

The main concern of this course is to educate and assist the student in the management of their personal finances. Topics include: Personal budgeting and tax planning, consumer credit, insuring your resources, fundamentals of personal investing, retirement, and estate planning.

Geography

GE 275 Special Topics in Geography

3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Geography which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Geography. The course may be repeated for additional credit.

Geology

GL 110 Geology

4 Credit Hours

A Laboratory Course: 3 hours lecture and 2 hours lab work each week.

Prerequisite: MT 096 or minimum acceptable test scores for placement in college-level math.

This course covers the basic concepts and vocabulary of physical, economic, historic, and environmental geology. The effects and causes of plate tectonics, glaciation, and other physical and chemical mechanisms will be examined. Students will learn to identify common rocks and minerals. Special topics to be examined shall include: reading and drawing topographic maps, paleontology and organic evolution, the formation of coal and related sciences, and environmental impacts and solutions.

Green Technologies

GT 100 Introduction to Green Technology

3 Credit Hours

This course is an overview of sustainability topics, covering basic green scientific principles, green job opportunities, and technical skills requirements for green careers.

History

HS 104 Western Civilization to 1450

3 Credit Hours

A survey of major developments in Western civilization beginning with Early Man and concluding with Late Middle Age Europe.

HS 105 Western Civilization since 1450

3 Credit Hours

A survey of major developments in Western civilization from 1450 to the present.

HS 115 World History to 1500

3 Credit Hours

Comparative global history of Africa, Asia, Mesoamerica, and Europe from earliest civilizations to 1500. This course will offer a critical analysis of political, economic, religious, and cultural developments of the early global civilizations.

HS 120 World History since 1500

3 Credit Hours

Comparative global history of Africa, Asia, Mesoamerica, and Europe from 1500 to the present. This course will offer a critical analysis of political, economic, religious, and cultural developments which have shaped the modern world.

HS 203 West Virginia History

3 Credit Hours

A study of the geography, history, and government of West Virginia from the time of Native American occupation to the present.

HS 230 American History to 1865

3 Credit Hours

A political, social, cultural, and economic survey of American history from the arrival of the First Americans to Reconstruction.

HS 231 American History since 1865

3 Credit Hours

A political, social, cultural, and economic survey of American history from Reconstruction to the present.

HS 240 War in Film

3 Credit Hours

Note: History 231 is recommended, but not required.

This course will focus on studying American 20th Century Warfare from a film perceptive with major emphasis placed on World War II and Vietnam.

HS 275 Special Topics in History

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in History which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to history.

HS 295 War in the 20th Century

3 Credit Hours

This course covers the major wars of the twentieth century: World War I, World War II, Korea, and Vietnam. Minor wars will be discussed at the appropriate periods during the course.

Homeland Security and Emergency Service

HM 101 Introduction to Homeland Security

3 Credit Hours

The events of September 11, 2001 made the term "Homeland Security" a household word. The threat of terrorism has brought immediate awareness of the need to secure our homeland. This course will give you a broad view of the challenges involved in emergency preparedness across multi-jurisdictional agencies and introduce you to the aspects of threats, our risk, and weaknesses, nationally and abroad.

HM 102 History of Terrorism

3 Credit Hours

This course will be an examination of terrorism as a political event with domestic and worldwide implications. Terrorism has become an international problem but do we really understand the definition, cause, or the cost. We will take a look at the history of terrorism. student the terminology, concepts and the symbolism of terrorism.

HM 103 Integrated Incident Command Systems

4 Credit Hours

This is a web-based course which covers basic topics in incident command structure, resources for supervisory personnel, the National Incident Management System which provides a reliable response for all personnel, the National Response Framework, and the Emergency Support Functions.

HM 104 Command Operations, Planning, and Logistics

4 Credit Hours

Prerequisite: HM 103.

This online course will have the student looking at the four phases of emergency management; how it networks together in all hazards. It will also take a look at continuity of operations in homes, government, and businesses.

HM 106 Techniques of Counterterrorism

3 Credit Hours

This course discusses the challenges faced today by our first responders, law enforcement, and others involved in the fight of counterterrorism. The most up-to-date information and tactics used will be presented along with case studies from past attacks. To be prepared we need to know who is involved, the kids of strategy and the possible weapons they will use.

HM 203 Introduction to Intelligence Research

3 Credit Hours

In this course the student will learn the various types of intelligence and how to read and compile the information in different data bases. Various types of intelligence research is also discussed.

HM 205 Public Health Issues

3 Credit Hours

This course presents an overview of the growing field of public health today with a variety of current topics including, but not limited to: pandemic flu, H1N1, contamination/poisoning of our food supply, and numerous regulatory actions of the FDA. General topics of child health, cell phone use while driving and the birth defect prevention will also be discussed.

Humanities

HU 105 Exploring Leadership I: Yourself, Your Organization, and Your Communities

3 Credit Hours

Prerequisite: Admission into the ALA Program.

This course is designed to introduce students to key concepts of leadership; the course focuses on the individual. Learning activities are designed to help students reflect on themselves.

HU 115 Exploring Leadership II: Yourself, Your Organization, and Your Communities

3 Credit Hours

This course continues where HU 105 leaves off, and is designed to introduce you to key concepts of leadership and to provide activities that will encourage you to learn leadership skills. After an introduction to leadership, the course focuses on you. Learning activities are designed to help you reflect on yourself and show you how to listen to and learn from others.

HU 203 Building Diversity: Leadership Management

3 Credit Hours

Prerequisite: Admission into the ALA Program.

This course continues where HU 105 left off and is designed to introduce the student to the key concepts of diversity management. The student will be engaged in hypothetical simulations and real life activities that will help the student understand and appreciate that diversity is not a black and white issue, but, as Dr. Thomas points out, "differences, similarities, and related tensions that exist in any mixture.

HU 205 Leadership: Building Communities from the Ground Up

3 Credit Hours

This course continues where HU 203 left off and will engage the leadership student in practical experiences both on and off campus, giving the student the opportunity to work with people from different backgrounds and experiences tackling tough community issues. The student will step out of his/her comfort zone to serve alongside local leaders, engaged in meaningful problem-solving activities. Students will practice the hard work of collaborating creatively and respectfully to develop long-term solutions to issues that are of importance in Mingo County and southern West Virginia.

HU 275 Special Topics in Humanities

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Humanities which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Humanities.

Information Technology

IT 102 Cyber Law, Ethics, and Culture

3 Credit Hours

Prerequisite: EN 099 or minimum acceptable test scores for placement in college-level English.

This course provides background in legal aspects surrounding computer use, including the USAPA, WV Code covering Digital Crime, computer fraud, identity theft, Digital Millennium Copyright Act (DMCA), search and seizure, case studies, and ethical practices. This course is lecture based with a significant emphasis on research and case analysis.

IT 104 Using Internet Technology for Research and Productivity (formerly CS 104)

3 Credit Hours

This is a course in using the internet and other resources for research, communication, safety and personal productivity. This course assumes students have some basic computer skills. Various email client setup and usage. along with various web browsers, will be covered with a focus on research and communication. The course will also cover topics in personal protection utilizing firewalls, anti-virus software, spyware/Malware, and copyright laws. Other topics on personal productivity include, but are not limited to, chat clients, digital photography, CD burning, scanning, blogging, MP3 players, and buying a PC.

IT 112 System Architecture

3 Credit Hours

Prerequisite: EN 090.

This course covers the hardware and software topics necessary to give a complete look at an overall system. Topics include hardware, software, data representation, processor architecture, data storage techniques, system integration. data and network communications, networks and distributed systems. application development, application support and control, and operating systems.

IT 145 Adobe Photoshop

3 Credit Hours

Prerequisite: CS 102 or IT 104 or permission of the instructor.

Students should be able to use a computer and have a firm understanding of file management concepts in windows. This course is designed to give the aspiring graphic artist a basic understanding of the workings of Adobe Photoshop. Students will learn in a hands-on setting various techniques in creating professional graphics. Course goals include: basic and advanced selection techniques. extraction, merging images, using healing tools to touch-up photographs. filters, plug-ins, transformation, warping, red eye reduction, slicing images, layers, blending techniques. brushes, photograph repair, and the basic uses of every tool in Photoshop.

IT 146 Adobe Flash

3 Credit Hours

Prerequisites: CS 102 or IT 104 or permission of the instructor.

This course will provide students with basic knowledge of Adobe Flash. Students will use Adobe Flash to create basic flash animations and movies. They will learn how to navigate the flash interface, create new flash files, set stage properties, import images, create and work with text, format drawing objects and create motion tweened animations.

IT 147 Digital Editing

3 Credit Hours

Prerequisite: CS 102 or IT 104 or permission of the instructor.

Students should be able to use a computer and have a firm understanding of file management concepts in windows. This course will provide students with basic knowledge of digital video/media editing. Students will learn in a hands-on environment various editing techniques for editing raw video into a finished work. The course will provide an understanding for the following: video camera basics, lighting techniques, editing software that can be used on home computers, green screen effects, storyboarding, creative commons licensing, use of background music to affect mood and using stock video footage.

IT 155 Web Page Design I

3 Credit Hours

Prerequisite: EN 090 or minimum acceptable test scores for placement in college-level English.

This course will provide the beginning web master with basic concepts and techniques using HTML. Students will learn in hands-on environment basic concepts in web design and maintenance. Students will learn the elements that go into a successful web site by examination of successes and failures of past marketing designs and what the future holds for design concepts. Course goals include: the creation and editing of a basic web page, creating tables, creating image maps, using frames, using style sheets, and creating popup windows, using efficient functional navigation and website organization.

IT 156 Web Page Design II

3 Credit Hours

Prerequisite: IT 155.

This course is designed for the intermediate to advanced web master. Students will learn in a hands-on environment more advanced techniques in the world of web design. This class puts more emphasis on thorough and efficient web design. Course goals include: using XHTML, utilizing cascading style sheets, adding interactivity using scripts, enhancing a web page visitor's experience using multimedia (sound, imagery. Java-based applets), and using Extensible Markup Language (XML) to deliver data content to a web page.

IT 159 Server Side Scripting and Fundamentals

3 Credit Hours

Prerequisite: IT 155.

This course builds on student's HTML skills to enhance Web pages via scripting code such as DHTML, Java Script. PHP, and VB Script. It also includes linking web pages to databases, and server wide coding such as CGI and Perl. Emphasis is placed on using scripting languages in conjunction with active web pages that access and update databases.

IT 160 Webserver Management

3 Credit Hours

Prerequisite: IT 155.

This course will provide students with an in-depth knowledge of web server administration. How to define your site: mission, vision, purpose and goals. The material will cover domain name selection and registration, initial system selection and configuration, administering the web server, automating account management, security issues, and troubleshooting. Hands-on experience through labs and projects will reinforce the reading, course work, and exams.

IT 170 Fundamentals of Information Systems Security

3 Credit Hours

This course is intended to introduce the concepts of systems security. The major areas of instruction include information security fundamentals; the seven domains of a typcial IT infrastructure: risks, threats, and vulnerabilities found in a typical IT infrastructure; and the security countermeasures employed to reduce or eliminate risks, threats, and vulnerabilities. Students will learn the essentials of the different components of information security.

IT 171 Managing Risk in Information Systems

3 Credit Hours

Prerequisite: IT 170.

Business managers depend on risk management to allow them to make appropriate decisions regarding the allocation of resources throughout their organization. As information systems continue to be a major investment and critical business components, risk management relating to information technology (IT) and information systems becomes increasingly important. This course explains ways in which IT professionals can identify risks, threats, and vulnerabilities to information systems. Furthermore, it offers ways to assess, mitigate, and manage risk effectively within an organization. Finally, the course explains effective planning approaches for business impact analysis (BIA), business continuity, and disaster recovery.

IT 172 Security Policies and Implementation Issues

3 Credit Hours

Prerequisite: IT 170.

This course provides students with the basic understanding of information security policy creation. Students will analyze how security policies help mitigate risks and support the business process within the seven domains of an IT infrastructure. They will learn to create a security policy process and use existing templates for implementation in an organization. Students will examine existing information security policies and frameworks and apply the correct one to an existing business risk or objective. They will also examine how incident response applies to security policies and why every incident has a security policy related to it. Finally, the students will gain exposure to IT policy compliance systems, and emerging technologies that are providing automation tools to implement, monitor, and report on information security policies organizationally.

IT 180 PC Maintenance

3 Credit Hours

Co-requisite: IT 104 and IT 182 or permission of the instructor.

This course is designed to prepare students to perform routine maintenance and repairs on the PC. Emphasis will be on installation, maintenance, troubleshooting, upgrading, and repairing of PC's. Includes coverage of networking and client/server issues. Prepares students for the A+ Certification. This course is not recommended for students with no computer experience.

IT 181 Advanced PC Maintenance

3 Credit Hours

Prerequisite: IT 180.

This course continues PC Hardware Maintenance I. Emphasis is on operating system installation and trouble shooting skills. Students will complete lab exercises to build a system from individual parts.

IT 182 A+ Lab

2 Credit Hours

Co-requisite: IT180.

This course provides students with hands-on labs to complement the A+ curriculum. Students will disassemble and reassemble computer equipment with an emphasis on troubleshooting.

IT 183 Network +

4 Credit Hours

Prerequisite: IT 180.

This course provides background in the fundamentals of networking through vendor-independent networking skills and concepts that affect

all aspects of networking. Topics covered include: basic networking concepts, protocols, network devices, TCP/IP architecture, Internet addressing, routing, servers, remote connectivity, user management, network security, encryption and firewalls, as well as troubleshooting and diagnostic tools. This course is not recommended for students with no computer experience.

IT 184 Security I

3 Credit Hours

Prerequisite: IT 183 or IT 210.

This course provides background in the fundamentals of networking security through vendor-independent security skill concepts that affect all aspects of networking. Topics include: basic networking concepts, protocols, networking devices, TCP/IP architecture, network security, encryption and firewall, IDS systems, social engineering, as well as implementation and diagnostic tools. This course may be used to help prepare for the Comp TIA Security + Certification.

IT 185 Security II

3 Credit Hours

Prerequisite: IT 184.

This course provides background in advanced networking security concepts. Topics include: security trends, security management practices, security models, access control, telecommunications, physical security, disaster recovery, application and system development, ethics, and operations management. This course covers the ten domains as specified as in the CISSP certification and may be used to help prepare for that exam.

IT 186 Linux+

3 Credit Hours

Prerequisite: IT 112 or higher or permission of the Division Head.

This course will introduce the student to various flavors of the Linux Operating System. Course focus will include installation, configuration, user administration, file permissions, storage devices, and network protocols. This course may also be used to prepare for the Comp TIA Linux + certification.

IT 188 Introduction to Programming Logic

3 Credit Hours

This course introduces the basic concepts of programming logic. Students will examine the basic constructs of selection, sequence, and repetition, abstract data structures of records, arrays, and linked lists, and file access methods.

IT 190 Introduction to Programming in Visual C++

3 Credit Hours

Prerequisite: IT 112 or higher and MT 096 or higher, or permission of the Division Head.

This course is an introduction to programming using Visual C++ software. The course begins with a language neutral coverage of programming theory and various program structures. The course continues with programming of theory concepts using Visual C++. Programming concepts covered include sequence, selection, repetition, files, arrays, and linked lists. Students will use concepts to create programs manipulating simple and complex data structures.

IT 192 Introduction to Programming in Visual Basic

3 Credit Hours

Prerequisite: IT 112 or higher and MT 096 or higher, or permission of the Division Head.

This course will introduce students to the concepts of programming using Visual Basic. Modular programs using the three basic constructs and files will be written and debugged.

IT 194 Introduction to Programming Java

3 Credit Hours

Prerequisite: IT 112 or permission of the Division Head.

This course is an introduction to programming in Java covering the use of prewritten Java classes and methods and the development of new classes and methods. The class emphasizes program structure and documentation along with algorithm development.

IT 210 Network Administration I

3 Credit Hours

Prerequisite: IT 181.

This course will provide students with a formal review of Microsoft Windows 2000Professional including installation and administration, domain structures, workgroups, disk configuration, Microsoft Management Console, Active Directory, network protocols, security, policies, and troubleshooting practices. This course will also help to prepare for the MCSE exam (70-210). This course is not recommended for students with no computer experience. A+ and/or Networks+ background is recommended.

IT 215 Network Administration II

3 Credit Hours

Prerequisite: IT 181.

This course will focus on installation, administration, and implementation of Windows 2000 Server. Focus objectives will also include configuring, optimizing, troubleshooting and monitoring reliability, services, protocols, hardware, security, performance and software. This class may also be used to prepare the student to pass the Microsoft Windows 2000Server test (70-215). This course is not recommended for students with no computer experience. A+ and/or Networks+ background is recommended.

IT 218 Managing a Networked Environment

3 Credit Hours

Prerequisite: IT 210 and IT 215.

The main goal of this course is to provide students with a comprehensive overview of the network management features and functions of Microsoft Windows 2000 Server. This includes the configuration, management, and networking functionality of Windows 2000. The course is comprised of a combination of theory, review questions, case studies, hands-on exercises, and additional homework assignments. By the end of the course, students should have the ability to configure and support network environments running Windows 2000 Server, as well as the requisite knowledge to pass the associated Windows 2000 certification exam.

IT 223 Computer Forensics

3 Credit Hours

Prerequisite: IT 112 or higher or permission of the Division Head.

This course provides background in computer forensic investigations. Topics include: understanding computer forensics, recovering files, understanding file structures, email investigations, forensic toolsets, digital evidence controls, and investigation reports. This course may also help to prepare the student for the International Association of Computer Investigative Specialists (IACIS) certification.

IT 260 Introduction to Oracle: SQL and PL/SQL

3 Credit Hours

Prerequisite: IT 112 or higher or permission of the Division Head.

This course introduces the SQL and PL/SQL functions. Students will create and maintain database objects, store, retrieve, and manipulate data. They will also create PL/SQL blocks of application code for shared forms, reports, and data management applications. This course prepares the student for certification toward OCP - Applications Developer.

IT 274 Capstone Project

1 Credit Hour

Prerequisite: Permission of the instructor.

This course is designed to pull all aspects of the program together. Students will be responsible for creating and designing a full system based on their program path. Students must present findings and pass a comprehensive program exam. Students will also complete a service learning work-based project.

IT 275 Special Topics in Information Technology

1-4 Credit Hours

Prerequisite: IT 112 or permission of the Division Head.

This course presents classes in Information Technology which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Information Technology.

Integrated Science

IS 200 Wetlands

4 Credit Hours

Prerequisite: MT 121, EN 090, EN 099 or minimum acceptable test scores for placement in college-level English. (Approved for Marshall University Integrated Science credit).

A Laboratory Course: 3 hours lecture and 2 hours lab work each week.

This course will survey the physical, chemical, and biological factors involved in definition, formation, and the dynamics of a wetland. Different types of wetlands and their role in the global economy and ecology will be discussed. Special attention will be paid to the flora and fauna of wetlands. Federal and state statutes and regulations will also be explored.

IS 210 Biotechnology

4 Credit Hours

Prerequisite: MT 121, EN 090, EN 099 or minimum acceptable test scores for placement in college-level English. (Marshall University accepted for Integrated Science credit).

A Laboratory Course: 3 hours lecture and 2 hours lab work each week.

Students will learn and discuss various biological techniques, such as DNA analysis, PCR, and molecular cloning. Various modern biological techniques will be performed in a laboratory setting. The impacts of these biotechnologies on the research, medical, economic, and legal realms will be explored. Emphasis will be made upon the ethical and legal issues surrounding certain techniques.

Management

MG 101 Introduction to Management

3 Credit Hours

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 240 Managing New and/or Growing Business Ventures

3 Credit Hours

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. 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. A combination of business case examples and text will be used to supplement lectures, student project work, and guest speakers.

MG 242 Personnel Strategy and Law

3 Credit Hours

In this course the student will l earn why employees behave in certain situations. The student will develop a strategic plan using staffing patterns, professional development, seminars, leadership development, and rewards systems designed to promote and encourage positive behavior of employees. Personnel laws and issues will be studied. These include the Civil Rights Act of 1964 and 1991, FLSA, ADA, FMLA, ERISA, immigration laws, affirmative action, gender and racial/ethnic equity, and sexual harassment.

MG 250 Financing and Venture Capital

3 Credit Hours

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

3 Credit Hours

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 254 Management of Health Care Facilities and Systems

3 Credit Hours

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 256 Effective Decision-Making for Managers

3 Credit Hours

The student will learn investigative analytical techniques used to assess key factors in the change process and how these relate to effective planning and problem solving.

MG 258 Ethical Issues in Management

3 Credit Hours

This course studies the nature of ethical leadership based on the principles and behaviors of great leaders. The leader's values, beliefs, and how both affect decision-making are explored. The student will learn how to apply social responsibility concepts as they assess institutions and organizations in the real world.

MG 260 Principles of Management

3 Credit Hours

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

3 Credit Hours

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 262 Entrepreneurial and Small Business Management

3 Credit Hours

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.

MG 264 Supervision

3 Credit Hours

This course provides skill-based information covering supervisory principles, theories, human relation techniques and decision-making skills that are required to manage a workforce to profitable results.

MG 266 Project Management

3 Credit Hours

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/Gannt 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 268 Collective Bargaining and Labor Relations

3 Credit Hours

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.

MG 269 Effective Leadership

3 Credit Hours

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 272 Industrial Leadership

3 Credit Hours

This course focuses on leadership, human resources management and ethical decision-making in an industrial setting. Leadership styles, organizational patterns, values, and skills for empowerment of individuals as they confront organizational challenges will be discussed. A primary focus will be on identifying emerging leaders, assuming responsibility within the organization, and empowerment to become

a leader in the workplace. Students will analyze current management theories and styles including, but not limited to, Six Sigma, Total Quality Management and Steven Covey's Seven Habits of Effective Leadership. Development of leadership skills related to an in-depth understanding of regulation in the industry, ethics at the individual and organizational level, setting objectives in the workplace, planning, influencing and motivating others, and managing for results is the expected outcome of the course.

MG 273 Organizational Behavior and Communication

3 Credit Hours

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.

MG 274 Project Evaluation

3 Credit Hours

This is a capstone course designed to assess the student's ability to identify, plan, implement, and evaluate projects. Students will be expected to demonstrate an understanding of methods, tools, and techniques used to plan, communicate, manage and control projects, resolve problems, and communicate results to upper level management. Assessment of the student's ability to work in teams to create and complete a major project for an actual industry is the major objective of the course.

MG 275 Special Topics in Management

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

This course presents classes in Management which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Management.

Marketing

MK 267 E-Commerce and Marketing for a Global Society

3 Credit Hours

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.

MK 270 Principles of Marketing

3 Credit Hours

This course examines the development of the institution, channels of distribution, functions, federal regulations and economics of marketing.

MK 271 Advertising and Sales Promotion

3 Credit Hours

This course presents the decision process and the variables necessary to fully implement a program for delivering information about the product offerings of the firm as well as methods of encouraging the sale of the firm's products through the channels of distribution and to the final customers.

MK 272 Retailing

3 Credit Hours

This course analyzes the principles of retailing from the marketing perspective. The topics discussed will include the different types of retail businesses (including the Internet), decision making (including store planning and location), personnel management, purchasing, merchandising, promotion, customer service, and more.

MK 273 Salesmanship

3 Credit Hours

Prerequisite: MK 270.

This course particularly involves the personal communications in the buyer-seller dyad. The course approach will closely examine the stages of the selling process: prospecting, approach, presentation, answer questions/objections, close, and follow-up.

MK 274 Services Marketing

3 Credit Hours

This course places special emphasis on understanding the customer from the services and nonprofit perspectives. The topics discussed will include the nature of services, with respect to pricing, distributing, promoting, and service quality.

MK 275 Special Topics in Marketing

3 Credit Hours

Prerequisite: Permission of the Division Head.

This course presents classes in Marketing which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Marketing.

MK 277 Hospitality Marketing

3 Credit Hours

Prerequisite: MK 274.

This course covers the theories and knowledge in marketing with a total emphasis on applications in hospitality management.

Mathematics

MT 111 Graphing Calculator Usage

1 Credit Hour

Prerequisite: EN 090, MT 090, and MT 095 or minimum acceptable test scores for placement in college-level English and math.

Learn how to use your TI graphing calculator as an essential tool for graphing and analyzing functions, solving equations, evaluating and graphing trigonometric functions, simplifying expressions, and more. A TI-83/84/89 calculator is a must for this course.

MT 121A College Mathematics for General Education, Enhanced

3 Credit Hours

A study of several topics in mathematics including probability and statistics, measurement systems, formula manipulation and equation solving, geometry, and consumer math with a focus on applications throughout the courses. MT 121A is for students whose placement test scores do not allow direct entrance into MT 121.

MT 121 College Math for General Education

3 Credit Hours

Prerequisite: MT 096 or minimum acceptable test scores for placement in college-level math.

A study of several topics in mathematics including probability and statistics, measurement systems, formula manipulation and equation solving, geometry, and consumer math with a focus on applications throughout the course.

MT 123A Intermediate Algebra, Enhanced

3 Credit Hours

A study of linear and absolute value equations and inequalities in one and two variables; polynomial operations and graphing; linear, quadratic, exponential, and logarithmic functions with application and graphing; and formula manipulation. This course is designed to prepare students for college algebra or career opportunities. MT 123A is for students whose placement test scores do not allow direct entrance into MT 123.

MT 123 Intermediate Algebra

3 Credit Hours

Prerequisite: MT 096 or minimum acceptable test scores for placement in college-level math.

A study of linear and absolute value equations and inequalities in one and two variables; polynomial operations and graphing; linear, quadratic, exponential, and logarithmic functions with application and graphing; and formula manipulation. This course is designed to prepare students for college algebra or career opportunities.

MT 124A Technical Math, Enhanced

3 Credit Hours

This course is designed for students planning a career in a technical field and focuses extensively on applications in those fields. Students will develop problem-solving skills through the study functions and graphs, trigonometric functions, linear equations in one variable, right triangle trigonometry, matrix algebra, and systems of linear equations. MT 124A is for student whose placement test scores do not allow direct entrance into MT 124.

MT 124 Technical Math

3 Credit Hours

Prerequisite: MT 096 or minimum acceptable test scores for placement in college-level math.

This course is designed for students planning a career in a technical field and focuses extensively on applications in those fields. Students will develop problem solving skills through the study functions and graphs, trigonometric functions, linear equations in one variable, right triangle trigonometry, matrix algebra, and systems of linear equations.

MT 125 Trigonometry

3 Credit Hours

Prerequisite: MT 123 or MT 123A or MT 124 or MT 124A or MT 128 or MT 128A or MT 130 or a score of 23 or above on the math component of the ACT.

A study of trigonometric functions and their applications including an exploration of right triangle trigonometry, circular functions, graphs of trigonometric functions, trigonometric identities, vectors, and polar coordinates.

MT 128A Algebra for Allied Health, Enhanced

3 Credit Hours

Students will study applications of algebra related to Allied Health. Topics covered will include: the metric system with focus on unit conversions by proportionalities and dimensional analysis; representations of linear functions verbally, graphically, numerically, and algebraically; exponential growth and decay; logarithmic functions; analysis of proportionality of quantities and formula manipulation. MT 128A is for students whose placement test scores do not allow direct entrance into MT 128.

MT 128 Algebra for Allied Health

3 Credit Hours

Prerequisite: MT 096 or minimum acceptable test scores for placement in college-level math.

Students will study applications of algebra related to allied health. Topics covered will include: the metric system with focus on unit conversions by proportionalities and dimensional analysis; representations of linear functions verbally, graphically, numerically, and algebraically; exponential growth and decay; logarithmic functions; analysis of proportionality of quantities and formula manipulation.

MT 130 College Algebra

3 Credit Hours

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

This course is designed to prepare students for calculus and other higher-level math courses. Topics covered will include: theory and applications of linear, quadratic, polynomial, rational, exponential, and logarithmic functions; equations and inequalities systems of linear and nonlinear equations; matrices and determinants; and conic sections.

MT 137 Precalculus

5 Credit Hours

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

A study of algebraic and trigonometric functions and their applications including: an exploration of polynomial, exponential, logarithmic, and circular functions and their graphs; right triangle trigonometry; trigonometric identities; vectors; polar equations; systems of linear and nonlinear equations; an introduction to sequences and series; matrix algebra; the binomial theorem and mathematical induction.

MT 205 Calculus Applications

3 Credit Hours

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

A study of calculus applications including exploration of polynomial, exponential, and logarithmic functions as well as their limits, derivatives, and integrals.

MT 220 Technical Calculus

4 Credit Hours

Prerequisite: MT 125 and MT 130 or MT 137 or a score of 26 or above on the math component of the ACT.

A study of applications of calculus as it pertains to technical fields, including derivatives and integrals of algebraic and transcendental functions, graphical applications, integration methods, differential equations, and infinite series.

MT 225 Elementary Statistics

3 Credit Hours

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.

MT 229 Calculus I

5 Credit Hours

Prerequisite: MT 125 and MT 130, or MT 137 or a score of 26 or above on the math component of the ACT.

A study of the properties and applications of limits, techniques and applications of differentiation and the fundamental theorem of calculus as limits, derivatives, and integrals relate to polynomial, exponential, logarithmic, and trigonometric functions.

MT 230 Calculus II

4 Credit Hours

Prerequisite: MT 229.

A study of integration methods, modeling with differential equations, infinite sequences and series, and partial derivatives with applications throughout. This course is recommended for math and/or science majors.

MT 231 Calculus III

4 Credit Hours

Prerequisites: MT 230.

A study of multiple integrals and vector calculus including vectors and vector functions with applications throughout. This course is recommended for math and/or science majors.

MT 235 Differential Equations

4 Credit Hours

Prerequisite: MT 231.

This course includes an in depth treatment of first and second order ordinary differential equations with a focus on applications throughout the course. Applications covered will include Laplace transforms, partial differential equations, Fourier series, harmonic motion, mechanical and electrical applications, and boundary value problems.

MT 245 Linear Algebra

3 Credit Hours

Prerequisite: MT 230.

A study of matrices, the algebra of matrices, determinants, vector spaces, linear transformations, inner products, eigen values, and eigen vectors with applications throughout the course. This course is appropriate for engineering, math. and/or science majors.

MT 275 Special Topics in Mathematics

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Mathematics which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Mathematics.

Mathematics Education

ME 101 Mathematics for Elementary Teachers I

3 Credit Hours

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.

This course is the first of two independent courses designed for prospective elementary school teachers. Course material and presentation will conform to NCTM Standards, focusing on mathematics in the context of modeling and problem solving. Students will study mathematical concepts and theories fundamental to the topics of set theory, functions and graphs, numeration, number theory, and the real number system. This course requires the student to successfully complete a competency exam in arithmetic.

ME 102 Mathematics for Elementary Teachers II

3 Credit Hours

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.

This course includes the study of basic probability and statistics and two and three dimensional Euclidean geometry.

ME 275 Special Topics in Mathematics Education

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Mathematics Education which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Mathematics Education.

Mechatronics

MX 110 Introduction to Mechatronics

2 Credit Hours

Introduction to Mechatronics is an overview course that introduces students to the field of Mechatronics. Students will rotate through modules that will give them insight into the skills, concepts, equipment, and challenges they will encounter as a mechatronics technician. Modules will include basic calculations, basic tool use, laboratory safety, precision measurement, systems analysis, mechanical power, fluid power, robotics, and programmable logic controllers. Included will be basic professional preparation topics such as resume writing, job readiness, and job interviewing and portfolio development.

MX 120 Mechanical Power I

2 Credit Hours

Mechanical Power I is a comprehensive introduction to fundamentals of industrial mechanical concepts, principles, and equipment. The course covers safety, lubrication, bearing installation and removal, proper installation and adjustment of belt and chain drives, as well as coupling and shaft alignment.

MX 130 Fluid Power I

2 Credit Hours

Fluid Power I is a comprehensive introduction to fundamentals of hydraulic and pneumatic systems. This course covers design, pneumatic/hydraulic control systems, component applications, and system overview of pneumatic and hydraulic systems.

MX 180 PLC Fundamentals

1 Credit Hour

Prerequisite: EG 103 and EG 107.

Co-requisite: MX 184 and MX 186.

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include: relay logic, PLC architectures, addressing, data types, ladder logic programming, seals, latches, counters, and timers. Concentration on industrial applications and standard programming practices.

MX 184 PLC Interfacing and HMIS

1 Credit Hour

Prerequisite: EG 103 and EG 107.

Co-requisite: MX 180 and MX 186.

An introduction to hardware interfacing, HMI design and HMI programming. Topics include: digital I/O, analog I/O, PLC system design and documentation, HMI design practices, HMI programming fundamentals, and fault reporting.

MX 186 PLC Applications

1 Credit Hour

Prerequisites: EG 103 and EG 107.

Co-requisite: MX 180 and MX 184.

Advanced topics in industrial automation. Topics include: state machine design, implementation and troubleshooting, distributed I/O systems, and automation system design and troubleshooting.

MX 190 Industrial Robotics

3 Credit Hours

Prerequisites: EG 103 and EG 107.

This course presents a comprehensive introduction to industrial robotics based on the FANUC Robotics CERT platform. Students learn the principles and practices of programming industrial manipulators, using an actual robot and a high fidelity simulation environment for demonstrations as well as hands-on assignments. Topics covered include system hardware components, coordinate systems, positional representation and control, teach pendant programming, and I/O interfacing.

Medical Assisting

MA 100 Introduction to Medical Assisting

3 Credit Hours

Prerequisite: EN090, EN099, MT090, MT095, and MT096 or minimum acceptable test scores for placement in college-level English and math.

This course is designed to furnish the student with the theories and techniques of the clinical aspects of the medical assistant profession. Students are introduced to the areas of medical asepsis, vital signs, physical examinations, and charting. A comprehensive medical assisting provides coverage of the practical, real world administrative skills to success in the healthcare field. Provides the groundwork for understanding the role and responsibility of the medical assistant. Topics include the medical assistant setting, history of medicine and the profession, charting, facility environment, and physical examinations.

MA 101 Medical Assisting I

4 Credit Hours

Prerequisites: MA 100 and MA 105.

This course introduces the student to the theory and techniques of electrocardiography, medical laboratory procedures, urinalysis, capillary punctures, blood typing, phlebotomy, hematology, and blood chemistry. Administrative competency skills including: medical records management and patient charting, documentation of medical information, medical transcription, communication skills, coping skills, and legal and ethical considerations.

MA 105 Medical Office Billing and Coding I

3 Credit Hours

Prerequisite: EN090, EN099, MT090, MT095, and MT096 or minimum acceptable test scores for placement in college-level English and math.

This course is designed to teach the student health insurance processing, medical coding, medical billing, and financial recordkeeping. Additionally, students are introduced to a variety of office tasks which support these functions such as appointment scheduling, recordkeeping, and filing.

MA 106 Medical Office Billing and Coding II

3 Credit Hours

Prerequisites: MA 100 and MA 105.

This course will focus on the coding rules used for CPT, ICD-9-CM. ICD-10, and HCPCS coding systems and then apply the rules to code patient services and diagnosis. The topics of Medicare fraud and abuse, HMO, and PRO will be reviewed.

MA 201 Medical Assisting II

7 Credit Hours

Prerequisites: MA 101 and MA 106.

This course is designed to expand the knowledge of the student to the theory and techniques of electrocardiography, medical laboratory procedures, urinalysis, capillary punctures, blood typing, phlebotomy, hematology, and blood chemistry. Advanced administrative competency skills such as: medical records management and patient charting, documentation of medical information, medical transcription, communication skills, coping skills, and legal and ethical considerations will be included in this course.

MA 210 Medical Assisting III

9 Credit Hours

Prerequisite: MA 201.

This course will further expand the knowledge of the student to theories and techniques that require an increase in responsibility: the administration of medications, a basic knowledge of laboratory testing, urinalysis, hematology, blood chemistry, and patient preparation for exams. Electrocardiograms and medical office emergencies will be included. The student will begin clinical rotations at various physician offices and hospitals.

MA 225 Medical Assisting Capstone

3 Credit Hours

Prerequisite: MA 201.

This course is designed to prepare individuals to perform the pre-specified tasks of an occupation under real-world conditions at a level of accuracy and speed required at the entry-level position. Students will take assessment pretests and evaluations for the Certification exam.

Medical Laboratory Technology

Note: Medical Laboratory Technology courses may be taken by laboratory personnel who desire a review or have a professional interest in a particular course with the permission of the MLT Program Coordinator.

ML 101 Clinical Hematology

5 Credit Hours

Prerequisite: Admission to the medical laboratory technology career program.

A Laboratory Course: 4 hours in the classroom and 2 hours in the lab each week.

Beginning with an overview of medical and allied health organizations, careers, and philosophy, this course teaches students to perform complete blood counts, phlebotomy, hematology and coagulation procedures, and to interpret results of these tests as they relate to anemia, leukemia, or hemostatic disorders in the human body.

ML 102 Clinical Chemistry

5 Credit Hours

Prerequisite: ML 101.

Co-requisite: ML 103.

A Laboratory Course: 4 hours lecture and 2 hours in the lab each week.

This course emphasizes testing of body fluids, beginning with a discussion of the equipment and techniques of quantitative analysis as applied in the medical laboratory. Water, minerals, electrolytes, acid-base balance and gases in body fluids will be studied, as well as non-protein nitrogen, proteins, globulins, immunoglobulin, and enzymes in abnormal and normal states. Carbohydrates, fats, lipids, hormones of the endocrine system toxicology, and basic molecular techniques are also included.

ML 103 Immunohematology and Serology

5 Credit Hours

Prerequisite: ML 101.

Co-requisite: ML 102.

A Laboratory Course: 4 hours lecture and 2 hours in the lab each week.

This course begins with an overview of immunology and genetics, and teaches the student the technical and theoretical skills necessary for performing blood banking operations, including information related to blood group antigens and antibodies. An introduction to the field of serology is included.

ML 200 Phlebotomy Practicum

1 Credit Hour

Prerequisite: ML 102 and ML 103.

A Laboratory Course: 40 hours in the hospital lab each week for a 2 week period during the summer session.

MLT students work alongside laboratory phlebotomists in hospital laboratories, learning the daily routine, technical procedures and use of equipment related to phlebotomy. Under supervision, students perform daily tasks in venipuncture, capillary sticks and other phlebotomy procedures.

ML 201 Urinalysis and Body Fluids

2 Credit Hours

Prerequisite: ML 200.

Co-requisite: ML 202.

A Laboratory Course: 2 hours lecture/lab each week.

This course concentrates on the theoretical and procedural aspects concerning the analysis of non-blood body fluids, such as urine, gastric fluid, cerebrospinal fluid, feces and various other body fluids. Laboratory findings related to these fluids are correlated to disease states as well.

ML 202 Clinical Microbiology

5 Credit Hours

Prerequisite: ML 200.

Co-requisite: ML 201.

A Laboratory Course: 4 hours lecture and 2 hours in the lab each week.

This is a course in theoretical and practical medical microbiology. The student learns to obtain specimens for bacterial, fungal, and viral cultures, to isolate in pure culture, to identify various pathogenic and commensual organisms, and to identify human parasites of the blood, tissue, and intestinal tract. Various pathogenic organisms are correlated to disease states as well.

ML 205 MLT Seminar

2 Credit Hours

Prerequisite: ML 201 and ML 202.

Co-requisite: ML 210.

A Laboratory Course: 2 hours lecture each week.

This capstone course is an individual and directed review of MLT program courses in preparation to taking MLT/CLT certification examinations. This course may have guest speakers and include discussions on current, special, and work related topics. Case studies will be utilized to help students better understand and think critically concerning various medical laboratory science topics. Additionally, there will be a review of the process related to procuring a job in the field of Medical Laboratory Technology as well as role transition from student to professional.

ML 210 MLT Clinical Practicum

12 Credit Hours

Prerequisite: ML 201 and 202.

Co-requisite: ML 205.

A Laboratory Course: 32 hours in the hospital lab each week.

MLT students work along with laboratory personnel in hospital laboratories, learning daily routines, technical procedures and proper use of various types of laboratory equipment. Under supervision, students perform daily tasks in chemistry, hematology, coagulation, urinalysis, blood bank, serology and microbiology departments of the laboratory. Students will be in clinical rotations for a 15-week period consisting of four 8-hour days each week.

ML 275 Special Topics in Medical Laboratory Technology

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Medical Laboratory Technology which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to medical laboratory technology.

Mining

MN 101 Basic Mining I

1 - 2 Credit Hours

This course is an introduction to the mining industry and provides the students with the 40 hours or the 80 hours of training required for surface or underground mine work. Forty-hour training will receive 1 credit hour; 80-hour training will receive 2 credit hours. Both trainings may be completed in separate courses for a total of 2 credit hours maximum. Students must sit for and pass the certification exam to receive credit for the course.

MN 103 Energy Permit Processing

4 Credit Hours

This course will provide students with basic knowledge and steps used for permit processing. Topics will include coverage of various types of permits, processing steps, and general laws involving permits. Emphasis will be on mine permits but may include other permit types such as water and air.

MN 109 Mine Law, Safety, and Health

3 Credit Hours

This course deals with the federal and state safety laws pertaining to supervisory employees. Penalty procedures used by both federal and state agencies will be studied. Governmental agency roles and responsibilities will be presented along with a review of research programs that seek new solutions to the problems presented by occupational safety and health. Students will gain a broad understanding of OSHA standards and safety regulations. Emphasis is placed on managing and inspecting a safety and health program in the mining industry.

MN 112 Cultural Issues and Contemporary History of the Mining Industry

3 Credit Hours

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 Sates, 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 115 Introduction to Mine Management

3 Credit Hours

This course provides an understanding of management principles and perspectives vital to a manager's successful running of a mining enterprise. Focus of this course will be on the fundamentals of mine management, organizational structure and responsibilities within the work environment. Students will begin to recognize the importance of training and orientation of employees, effective communication, formal evaluation, and management skills vital to effective organization Concepts of time management, quality, safety, accident prevention, risk management, occupational health, legislation related to mining, disasters, mitigation and response, and emergency preparedness will be incorporated into the course.

MN 120 Mine Power Systems I

3 Credit Hours

A study of DC generators; DC motors and controllers; fundamentals of three phase power systems; transformers; AC motors and controllers; circuit protective apparatus; mine power distribution systems; electrical system of mining machinery.

MN 136 Mine Management and Labor Relations

3 Credit Hours

Discussion of the principles of mine management and labor relations to include grievance procedure and arbitration. Studies management and labor job categories and descriptions, role of the local union in management and labor contract administration, and fundamentals of grievance handling, mediation, and the use of arbitration as a means of reducing mining industrial conflicts.

MN 150 Mine Foreman Certification I

6 Credit Hours

Prerequisite: Two (2) years mining experience.

This course is designed to familiarize students with general mining concepts and methods of operation to the extent necessary to promote an efficient process of mining and a reliable method of decision making. It will also, inherently, partially prepare the student for the West Virginia Mine Foreman Examination.

MN 200 Cultural Aspects of Mining

3 Credit Hours

Prerequisite: MN 112.

This course will explore the cultural and sociological dynamics associated with mining. Students will identify the nature of the communities which depend on mining industries, the material culture objects, geographical, and political influences with which they are associated. The focus of the course will be on community as the group of people who obtained their livelihoods directly from mining, including the employees of the mine, their dependents, extended family, mine operators, and mine owners. Mining and mining communities will be explored through analysis of various cultural perspectives and differences throughout the world. Emphasis will be placed on identification of the characteristics of "typical" mining communities, cultural traits, personal influences, as well as the overall impact on society. The student will compare and contrast mining cultures in Australia, South Africa, the United States, and Wales.

MN 201 Preparation of Coal

3 Credit Hours

Deals with preparations and steps in analysis of coal.

MN 210 Hydraulic Systems

3 Credit Hours

Stresses an understanding and application of hydraulic systems principles to the mining equipment used. The first part of the course presents the principles and the last part of the course deals with practical application.

MN 212 Geology of Mining

3 Credit Hours

This course will give students a broad overview of the origins of minerals, especially coal. Included in the course are the elements of the geology of minerals, the geologic time table, specific geological time periods when coal was formed, how peat deposits were formed, and the physical and chemical alterations to peat deposits that resulted in the formation of minerals, especially coal. Additionally, students will continue to add to their knowledge of minerals and coal by learning about coal-bearing rocks such as shale, sandstone, and limestone, the classification and ranks of coal, and the location of coal deposits in West Virginia, Kentucky, the United States, and the world.

MN 215 Environmental Aspects of Mining

3 Credit Hours

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.

MN 220 Mine Management and Planning

3 Credit Hours

This is a capstone course that focuses on the application of concepts and techniques learned in the program. Students will be provided with the tools necessary to meet the challenges of working as mine managers in a global setting. An overview of mining processes, leadership and management styles, laws and regulations, political context of mining in an international setting, environmental consideration, principles of sustainable development, stakeholder issues, social/community impacts of the global impact of mining coal, cross-cultural management strategies, and project evaluation will be presented. Students will focus on assessment of types and quality of coal, customer specification, coal preparation, blending, productivity and efficiency of the cleaning process, market competition, and selling of coal and coal futures. At the completion of this course students will take a nationally recognized certification/licensure exam.

MN 275 Special Topics in Mining

1-6 Credit Hours

Prerequisite: Permission of the Division Head.

This course presents classes in Mining which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Mining.

Music

MU 103 Preschool Music, Movement, and Art

3 Credit Hours

This class will provide experiences in developing the content, methods, and materials for directing children in art, music, and movement activities.

MU 175 Music Appreciation

3 Credit Hours (Approved for Marshall University International Studies credit).

Introduces selected masterpieces of music and considers them in relation to cultural and historical development.

MU 203 Music Skills for Classroom Teachers

3 Credit Hours

Develops the fundamental music skills used in reading and teaching music at the elementary school level.

Nursing

NU 132 Drug and Dose Calculations I

1 Credit Hour

Prerequisite: Admission to the Nursing Program.

Co-requisite: NU 133 and NU 134.

This course is designed to enhance the nursing student's ability to read, interpret, and solve dosage calculation problems. Critical thinking skills are applied to medication situations to emphasize the importance of accuracy and the avoidance of medication errors.

NU 133 Health Assessment and Diagnostics I

2 Credit Hours

Prerequisite: Admission to the Nursing Program.

Co-requisite: NU 132 and NU 134.

This course is designed to introduce the nursing student to the knowledge and skills required to perform a health assessment across the lifespan and to document appropriate findings. The nursing student will be introduced to normal lab values and basic diagnostic procedures.

NU 134 Introduction to Nursing Concepts

8 Credit Hours

Pre-requisite: Admission to the Nursing Program.

Co-requisite: NU 132 and NU 133.

This foundational course is designed to introduce concepts to the beginning nursing student that will focus on maintaining health and

promoting wellness throughout the lifespan. Concepts and core values basic to the foundation of nursing practice are presented. Classroom, laboratory, and clinical experiences provide opportunity for understanding of the nursing process, clinical judgment, and decision-making.

NU 142 Drug and Dose Calculations II

1 Credit Hour

Prerequisites: BS 124, NU 132, NU 133, and NU 134.

Co-requisites: NU 143 and NU 144.

This course is designed to enhance the nursing student's ability to read, interpret, and solve dosage calculation problems. This course emphasizes clinical judgment skills and techniques needed to accurately and safely calculate medication dosages for selected patient populations.

NU 143 Health Assessment and Diagnostics II

1 Credit Hour

Prerequisites: BS 124, NU 132, NU 133, and NU 134.

Co-requisites: NU 142 and NU 144.

This course is designed to focus on abnormal assessment and diagnostic findings. Modifications of assessment for select populations will be addressed.

NU 144 Nursing Concepts of Health and Illness I

9 Credit Hours

Prerequisites: NU 134.

Co-requisites: NU 142 and NU 143.

This course builds upon foundational concepts across the lifespan while introducing the concepts of the wellness-illness continuum and the individual and family response. Classroom, laboratory, and clinical experiences provide opportunity for application of the nursing process and development of clinical judgment and decision-making.

NU 234 Nursing Concepts of Health and Illness II

9 Credit Hours

Prerequisites: NU 144.

This course expands the concepts of the wellness-illness continuum, with emphasis on the expanding family and tertiary care within the community. Classroom and laboratory experiences provide opportunity for analysis within the nursing process and application of clinical judgment and decision-making.

NU 244 Synthesis of Nursing Concepts

9 Credit Hours

Prerequisites: NU 234.

Co-requisites: NU 245.

This course focuses on the integration of interrelated concepts across the wellness-illness continuum. Classroom, laboratory, and clinical experiences provide opportunity for synthesis of the nursing process and integration of clinical judgment and decision-making.

NU 245 Professional Nursing and Health Systems Concepts

3 Credit Hours

Prerequisites: NU 234.

Co-requisites: NU 244.

This capstone course will focus on current issues in health care and the nursing profession and is designed to facilitate the transition from student to professional registered nurse. Topics of discussion will include national health policy and politics, ethical and bioethical issues, career development, application for state licensure, and preparation for the NCLEX-RN examination.

NU 250/SO 250/AH 250 Multi-cultural and International Studies

1-3 Credit Hours

Prerequisite: Permission of the Division Head of Healthcare and Business Programs.

This course is designed to bring a variety of students from various disciplines throughout the College together in order to provide health care and humanitarian aid to individuals throughout the world. The course will be a fourteen day, intensive visit to another country or culture. Students are expected to utilize knowledge and skills learned in previous courses or life experiences. Requirements to complete the course include written papers, journals, and presentations. This course MAY NOT be offered every year.

NU 275 Special Topics in Nursing

1-5 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in nursing which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to nursing.

Office Administration

OA 101 Office Accounting I

3 Credit Hours

This course introduces the procedures used for double-entry bookkeeping, primary statements, and payroll records for a single proprietorship.

OA 103 Basic Document Processing I

3 Credit Hours

Emphasis is placed on learning the keyboard and developing proper keyboarding techniques. The student is introduced to various business forms and adaptation of keyboarding skills to personal use.

OA 104 Document Processing II

3 Credit Hours

Prerequisite: OA 103 or previous academic keyboarding experience.

During this course, students will continue developing basic typing skills and building keyboarding speed and accuracy. Students will have a hand-on approach to practical applications of Microsoft Word. Students will apply functions to business correspondence, tables, reports, and administrative and employment documents. Graphics and design enhancement functions are also included, giving students the skills that they need to produce professional and appealing documents and business communications. Upon successful completion of the course, students should be typing a minimum speed of 40 w.p.m. with 95% accuracy. This course may be offered in a variety of different modes of delivery.

OA 129 Medical Terminology and Transcription

3 Credit Hours

Prerequisite: OA 103 or ability to type and experience with MS Word.

This course provides hands-on training in formatting medical reports. An office simulation using the computer and transcribing machines is used to teach preparation of medical reports such as case history, physical examinations, radiology reports, operative records, pathology reports, requests for consultations, discharge summaries, and autopsy reports. In addition, medical terminology, spelling, grammar, and punctuation specifically designed for the medical secretary will be emphasized.

OA 130 Administrative Machine Transcription

3 Credit Hours

Prerequisite: OA 103 or ability to type and experience with MS Word.

This course is designed to provide students with skills needed to transcribe a variety of documents and helps them strengthen their grammar and punctuation skills. This course uses realistic documents from various fields of employment. Students increase their business vocabulary by learning the spelling and definition of words used in these fields.

OA 131 Records Management

3 Credit Hours

This course presents the basic alphabetic indexing rules and the proper procedure for coding records for filing as recommended by the Association of Records Managers and Administrators (ARMA). Emphasis on the records management cycle in manual and automated office environment.

OA 133 Legal Terminology and Transcription

3 Credit Hours

Prerequisite: OA 103 or ability to type and experience with MS Word.

This course is designed to help students learn the activities performed by a transcriptionist in a law firm or other legal settings where documents are to be converted from the spoken word to printed form. Upon completion of this course, students will have a greater knowledge of the terminology, guidelines, and formatting skills needed to prepare authentic. accurate legal documents.

OA 135 Document Processing Simulation

3 Credit Hours

Prerequisite: OA 104.

This course includes project-based activities, which enhances proficiency in document processing by integrating the full range of Microsoft Word features. Project-based applications expose students to a wide variety of documents in an array of business environments such as designing publicity pieces, planning grand opening activities, preparing a newsletter, preparing incorporation documents, preparing contracts and agreements, and designing brochures with graphics. Knowledge and proficiency in keyboarding and document formatting is essential. Speed and accuracy of straight-copy and statistical material will be emphasized throughout the course. Upon successful completion of this course, students should be typing a minimum speed of 50 wpm with 95% accuracy. This course may be offered in a variety of delivery modes.

OA 140 Office Administration Procedures

3 Credit Hours

Prerequisite: OA 103 or ability to type.

This course presents the fundamental principles and practices that will enable the student to expedite office work, including office organization and management; office location, layout and equipment; and design and control of office procedures. Office skills are integrated through problem-solving assignments and office simulations and/or internship experiences.

OA 143 Legal Office Procedures

3 Credit Hours

Prerequisite: OA 103 or ability to type.

Introduces skills and abilities necessary to work in the 21st century office environment. During this course, students will learn proper etiquette of communicating electronically as well as the unique procedures and logistics for conducting business in the virtual office. Upon completion, students will know the vocabulary of the virtual office and will have a basic understanding of modern technical communication tools specific to the legal environment.

OA 145 Medical Administrative Procedures I

3 Credit Hours

Prerequisite: OA 103 or ability to type.

This course presents the knowledge and skills needed to work successfully in the front office of a medical facility. Emphasis is placed upon latest communication technology, customer service skills, interpersonal work relationships, administrative assistant's responsibilities, financial management concepts, legal responsibilities, compliance with HIPAA, safety and security, and the various kinds of office equipment found in a medical office to prepare medical administrative assistants for the 21st century job market.

OA 150 Transcription Skills

3 Credit Hours

Prerequisite: OA 103.

This course provides hands-on training in formatting correspondence and/or documents as to the area of emphasis - Legal, or Medical.

An office simulation using the computer and transcribing machine is used to teach preparation of correspondence and/or documents, which are found in an office environment.

OA 155 Advanced Medical Transcription

3 Credit Hours

Prerequisite: OA 150.

This course is an advanced level of medical transcription and will provide hands-on training in formatting medical reports as well as include critical thinking challenges that will enhance the skills and professionalism of the advanced student. Realistic on-the-job dilemmas will be used to teach a variety of medical reports for many different medical specialties. In addition, relevant abbreviations, anatomic illustrations, important terminology and pronunciations, transcription tips, and useful web links will augment the student's learning process.

OA 220 Administrative Management

3 Credit Hours

Students will learn organizational and management skills necessary to manage an office that meets today's global, information based, and technology-driven business environment. Problem solving, ergonomics, and project management will be addressed in this course. Emphasis will be placed on the communication process, conflict resolution, human resources, supervising and motivating office employees, and emerging elements that impact administrative management practices.

OA 225 Professional Image for Majors

1 Credit Hour

Topics to be discussed: professional image, telephone etiquette, ethics, and other topics needed by the student in order to possess the appropriate professional image. Students will apply skills and techniques previously acquired. Note: At the end of this course, Office Administration Associate in Applied Science degree completers will be administered the Office Proficiency Assessment and Certification (OPAC) exam. This is the capstone course for the Office Administration Program.

OA 230 Medical Billing and Coding

3 Credit Hours

This course presents the basics of procedure coding with the CPT and HCPCS coding systems. Emphasis is on providing students with the basic coding concepts, practical applications, Medicare rules, billing tips, and coding issues by specialty.

OA 235 Legal Research

3 Credit Hours

This course emphasizes the basic legal research sources and methods. Presents techniques of legal analysis, with emphasis on specific cases or issues, research, and an introduction to legal writing.

OA 240 Professional Image

1 Credit Hour

Topics to be discussed: professional image, telephone etiquette, business and dining etiquette, ethics, and other topics need by the student in order to possess the appropriate professional image. Students will apply skills and techniques previously acquired.

OA 275 Special Topics in Office Administration Skills

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

This course presents different classes in Office Administration Skills which the College expects to offer only once or occasionally in response to specific community needs. It may consist of seminars, specialized or individualized instruction, and/or research in an area related to Office Administration Skills.

Orientation Courses

OR 099 Introduction to College and Critical Thinking

3 Credit Hours

Introduction to College increases student success in college by developing skills and imparting information necessary to reach educational objectives. Critical thinking skills will be introduced and students will learn how to assess the quality of their thinking and the thinking

of others. Additionally, students will apply the tools of critical thinking to improve the way they study and learn. This course is required for any student who tests into Transitional Studies math or English. Students satisfy their OR 110 requirement when they complete this course.

OR 105 Orientation to Technical Programs

1 Credit Hour

This course is designed to build skills for success in college and introduce the student to the job opportunities and various fields involved in the world of technology. Critical thinking skills will be introduced along with writing and speaking skills to prepare thoughts, ideas, insights, and discoveries in oral and written form. Students will prepare an educational plan along with a Life Vision Portfolio.

OR 110 Introduction to College

1 Credit Hour

Introduction to College increases student success in college by developing skills and imparting information necessary to reach educational objectives. Topics include college policies and procedures, college resources, career and academic planning, and student success skills. Note: Board of Governors Adult Degree Completion students and incoming students with more than thirty credit hours from a regionally accredited institution may not be required to take this course.

OR 115 Veterans New Student Seminar

3 Credit Hours

This is a three-hour credit/no credit class. The goal is to help students make a successful transition to college and equip the student with the skills necessary to face the academic challenges in college and the social and cultural adjustments of adult life. This course is required for any military personnel or veteran who needs Introduction to College to graduate or who tests into Transitional Studies math or English. Students satisfy their OR 110 requirement when they complete this course.

Philosophy

PL 201 Introduction to Philosophy

3 Credit Hours

Considers some of the major questions about the nature of existence and human values, the problem of how such questions can be answered, and some of the proposed answers to these questions.

PL 275 Special Topics in Philosophy

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Philosophy which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Philosophy.

Physical and Health Education

PE 117 Slimnastics

1 Credit Hour

Slimnastics is an activity course intended to help the student produce better flexibility, muscle endurance, and muscle strength. The course is designed as a circuit program of various exercise stations to provide a wide range of specific exercises for a total body workout. Physiological material is presented and reinforces the concept of changing lifestyle to decrease disease incidence.

PE 186 Weight Training

1 Credit Hour

Weight Training is an activity course that allows the student the opportunity to improve muscular strength and change body composition by using resistance exercise machines at a local facility. The workouts will be on an independent basis but general seminars are mandatory for gaining the physiological material that accompanies course requirements.

PE 187 Physical Fitness

1 Credit Hour

Physical fitness is a course intended to provide the student an opportunity to improve cardio-respiratory fitness. The student must be physically able to participate in aerobic activities, such as walking. Physiological material is incorporated into the class structure to provide the student a better understanding of the need for lifestyle improvements to decrease disease incidence.

PE 188 Conditioning

1 Credit Hour

Conditioning is recommended to improve cardio-respiratory fitness. The activity required is performed on an independent basis at a local facility. Physiological material, intended to help the student gain the knowledge necessary to make lifestyle changes to improve the quality of life, is presented in several seminars.

PE 223 Lifestyle Intervention

2 Credit Hours

Lifestyle intervention is an activity course combined with some classroom discussion. The course is designed to allow the student an opportunity to design and participate in a personal fitness program to improve flexibility, muscle endurance, muscle strength, and cardio-respiratory endurance. Participation in this personal program will allow the student an opportunity to improve body composition and their personal level of overall fitness.

PE 275 Special Topics in Physical and Health Education

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Physical and Health Education which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individualized instruction, and/or research in an area related to Physical and Health Education.

Physical Science

SC 109 General Physical Science I

4 Credit Hours

Prerequisite: EN 090, EN 099, MT 090, and MT 096 or minimum acceptable test scores for placement in college-level English and math.
Laboratory Course: 3 hours in the classroom and 2 hours lab work each week.

An introductory and conceptual study of basic physics and astronomy designed to increase one's awareness of the physical universe. The **physics** component focuses on mechanics, thermodynamics, waves, electricity, and magnetism. The **astronomy** component concerns the solar system and Milky Way galaxy, as well as the formation of the universe. This course is not designed for science majors. Note: This course is not a prerequisite for SC 110.

SC 110 General Physical Science II

4 Credit Hours

Prerequisite: EN 090, EN 099, MT 090, and MT 096 or minimum acceptable test scores for placement in college-level English and math.
Laboratory Course: 3 hours in the classroom and 2 hours lab work each week.

An introductory and conceptual study of basic chemistry and geology designed to increase one's awareness of the physical universe. The **chemistry** component focuses on atomic structure, the periodic table, chemical reactions, and inorganic and organic compounds. The **geology** component concerns rocks and minerals, geologic time, plate tectonics and the structure of the earth, with a special emphasis on local strata. This course is not designed for science majors. Note: This course is not a prerequisite for SC 109.

SC 275 Special Topics in Physical Science

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Physical Science which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Physical Science.

Physics

PH 200 Introductory Physics

4 Credit Hours

Prerequisite: EN 090, EN 099, MT 090, and MT 096 or minimum acceptable test scores for placement in college-level English and math. One year of high school algebra.

Laboratory Course: 3 hours in the classroom and 2 hours lab work each week.

An introductory and conceptual study of basic physics designed to increase one's awareness of the physical universe. Topics to be discussed include mechanics, wave properties, thermodynamics, and electricity and magnetism. The course is not designed for science majors.

PH 210 College Physics I

4 Credit Hours

Prerequisite: MT 125 and MT 130 or a score of 26 or higher on the math component of the ACT.

This course covers basic topics associated with classical mechanics, including kinematics and dynamics, the laws of conservation of momentum and energy, and thermodynamics.

PH 212 College Physics II

4 Credit Hours

Prerequisites: PH 210.

Continuation of College Physics I. Electricity and magnetism, basic electronics, properties of light, lenses and mirrors, optical phenomena, introduction to modern physics are emphasized.

PH 220 Physics for Scientists and Engineers I

4 Credit Hours

Co-requisite: MT 229.

Designed to meet the needs of students planning on a career in science, math, or engineering. This course covers topics associated with classical mechanics and thermodynamics. The focus will be on kinematics and dynamics; the laws of conservation of energy and momentum; and the laws of thermodynamics. The course requires the use of calculus concepts including limits, derivatives, and integrals.

PH 222 Physics for Scientists and Engineers II

4 Credit Hours

Prerequisite: PH 220.

Co-requisite: MT 230.

Designed to meet the needs of students planning careers in science, math, or engineering, this course is a continuation of Physics for Scientists and Engineers I. Topics covered will include: wave mechanics; electricity and magnetism; DC and AC circuits; properties of light; lenses and mirrors; optical phenomena; and an introduction to modern physics. The course emphasizes the application of calculus concepts, including limits, derivatives, and integration techniques, as problem solving tools.

PH 275 Special Topics in Physics

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Physics which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Physics.

Political Science

PS 201 American Government and Politics

3 Credit Hours

Examines the United States federal government system, with emphasis on the constitution, governmental structure, and the political process.

PS 202 State and Local Government

3 Credit Hours

Examines the institutions, processes and significance of state and local government.

PS 205 National Security Decision Making (NSDM)

3 Credit Hours

Prerequisites: PS 201 or HS 231. EN 101 is highly recommended but not required.

This course is an introduction into National Security Decision Making (NSDM) and the international relations context in which those decisions play out. The course presents the major factors, issues, and players found in the literature, emphasizing the role of explanatory theories and the level of analysis as techniques to understand national security decisions. The goal is to assist students to analyze better national security decisions through the use of the levels of analysis approach, critical, and logical thinking, and the application of selected international relations theories and explanatory frameworks.

PS 275 Special Topics in Political Science

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Political Science which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Political Science.

Psychology

PY 201 General Psychology

3 Credit Hours

Introduces the principles and methods of the scientific study of human behavior.

PY 203 Forensic Psychology

3 Credit Hours

This course examines the production and application of psychological knowledge to the civil/criminal justice system. Topics include the psychology of police investigations, deceptions, eyewitness testimony, child victims and witnesses, the role of mental illness in the court system, and risk assessment.

PY 204 Psychology of Addiction

3 Credit Hours

This course is a comprehensive introduction to the study of addiction. Topics include the different types and substances of addiction, as well as the physical, social, emotional, and cognitive components.

PY 209 Psychology of the Brain

3 Credit Hours

This course will focus on brain anatomy and function. The role of neurochemicals and their effects on emotions and behavior will be explored.

PY 210 Pharmacology of Addiction

3 Credit Hours

The course is designed to help the student gain an understanding of the basic pharmacological concepts, drug actions, and clinical applications. This will allow the student to have knowledge about the various drugs that they will be introduced to in the work environment.

PY 217 Counseling Skills

3 Credit Hours

The students will become aware of the various techniques and methods of counseling. The student will study a variety of counseling techniques and practice them in the classroom setting.

PY 218 Life-Span Developmental Psychology

3 Credit Hours

EN 101 and PY 201 are highly recommended but not required.

Life-Span Psychology is designed for students entering the health professions. The purpose of this course is to explain how human beings and their needs change over the complete life cycle. It compares the differences in other cultures as to child rearing, adult relationships, death/dying rituals, and other cultural/artistic variations in a global realm. The course, therefore, is especially planned to follow Erik Erikson's concept of eight life crisis and Piaget's four stages of cognitive development. This course will not substitute for ED 218 at Southern.

PY 220 Death and Dying

3 Credit Hours

This course uses a multidisciplinary approach to enhance the awareness of the concept of death in both the cultural and personal experience. Existential issues are explored. Practical considerations in dealing with death, dying and grief include care of the dying person, rituals and cultural expectations, personal choices and practices, and identifying medical and legal issues.

PY 222/AH 222 Processes of Dying and Grief

3 Credit Hours

This course is provided to those individuals who are interested in the Nursing or Medical field. The course will survey the human-psycho-social development of death and dying as it relates to the lifespan. It will include an in-depth look at the various ages along the lifespan and the needs of the dying patient, the needs of the patient's family, as well as the needs of the Health Professional. It will provide insight into and examine the different cultural views, practices, and understandings of the processes of death and dying.

PY 224 Human Sexuality

3 Credit Hours

Prerequisite: PY 201.

This course uses an interdisciplinary approach to provide information, explore past and contemporary issues and enhance the student's understanding of the subject matter. Topics include development of attitudes and values, gender roles, methods of birth control, physical and psychological disorders, variations and deviancies, ethical and legal issues.

PY 226/CJ 226 Abnormal Psychology

3 Credit Hours

This course will deal with the abnormal behavioral patterns found in individuals. This course will deal with the psychological and legal issues found in dealing with an individual who has abnormal behavior and/or an addictive behavior.

PY 230 Group Counseling I

3 Credit Hours

The students in Group Counseling I will learn and experience the various group counseling techniques. The student will be shown the different types of group counseling and the various theories behind group counseling.

PY 231 Group Counseling II

3 Credit Hours

The student in Group Counseling II will do group counseling both in the classroom and in other settings.

PY 233 Psychology of Assessment and Interviewing

3 Credit Hours

The student will be introduced to the various techniques and methods of assessment. The students will also be exposed to the different types of interviewing. The students will have an opportunity to practice on these skills during class time.

PY 234 Case Management

3 Credit Hours

The students will be experiencing the legal and ethical standards of case management. The students will have several cases to manage over the course of this trimester. The students will be assigned to a program and will have a pseudo case to manage.

PY 235 Addiction Counseling Field Practicum I

5 Credit Hours

The student will have the opportunity to work in a professional setting and gain experience by observing and participation in the counseling process.

PY 236 Addiction Counseling Field Practicum II

5 Credit Hours

The student will have the opportunity to work in a professional setting and gain additional experience by participating in the counseling process. The student will apply techniques learned in the classroom. They will be observed and feedback will be provided by the supervisor.

PY 237 Addiction Counseling Practicum

3 Credit Hours

This experience is designed to allow the student to apply what he or she has learned in the classroom. The students will be exposed to a wide variety of patients. The student will be supervised by the program they are working for as well as the instructor.

PY 275 Special Topics in Psychology

1-3 Credit Hours

Prerequisite: Permission of the Division Head Chair and EN 090 and EN 099 or minimum acceptable test scores for placement in college-level English. EN 101 is highly recommended but not required.

Presents courses in Psychology which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Psychology.

Radiologic Technology

RA 100 Introduction to Radiologic Technology

3 Credit Hours

This course will introduce the student to the medical imaging profession. It will identify other health professions, operations of imaging and health care systems, certification and career opportunities. In addition, medical terminology, patient care, and basic radiation protection will be emphasized.

RA 101 Imaging Procedures I and Image Analysis

3 Credit Hours

Prerequisite: Admission to the program.

Radiologic positioning is designed to acquaint the student with the basic positions used in radiography. This includes anatomy, positioning nomenclature, and anatomical landmarks. There will be a lab component in this course. Introduction to radiation protection will be included. Both the didactic and lab components must be successfully completed to advance to the next course.

RA 103 Imaging Procedures II and Image Analysis

3 Credit Hours

Prerequisites: RA 101.

A detailed instruction necessary for the radiography of the skull and spinal column will be presented. The student will explore fluoroscopic and contrasted procedures. Image analysis for contrast, density, detail, and positioning is included. There is a lab component. Both the didactic and lab portions must be successfully completed to progress in the program.

RA 104 Principles of Radiographic Exposure

2 Credit Hours

Prerequisite: Admission to the program.

Co-requisite: RA 103 and RA 125.

This course discusses the construction and operation of radiographic tubes, production and properties of x-rays, and factors affecting the image quality. Interactions with the target and tissue are included.

RA 110 Clinical Practice I

1 Credit Hour

Co-requisite: RA 101.

Clinical experience at an assigned affiliate hospital meeting two days a week, both day and evening hours. A certain number of competency requirements must be satisfied in order to be successful in this course. See the radiology student handbook for a list of required skills. Emphasis is on communication and application of basic equipment operation, and chest and abdomen positioning.

RA 125 Clinical Practice II

2 Credit Hours

Prerequisite: RA 110.

Clinical experience at assigned affiliate hospitals, two days a week, both day and evening hours. A certain number of competency requirements must be satisfied to be successful in this course. See the radiology student handbook for a list of required skills. Emphasis is on positioning of extremities and spines.

RA 150 Clinical Practice III

4 Credit Hours

Prerequisite: RA 125.

This course is a clinical practicum and provides the student with an in-depth experience of the overall functioning of several radiology departments. The course is scheduled for 40 hours per week, both day and evening hours. A certain number of competency requirements must be satisfied to be successful in this course. See the radiology student handbook for a list of required skills. Emphasis is on fluoroscopic, head, surgical, and trauma radiography.

RA 200 Clinical Practice IV

3 Credit Hours

Prerequisite: RA 150.

Clinical experience at an assigned affiliate hospital meeting three days a week, both day and evening hours. A certain number of competency requirements must be satisfied to be successful in this course. See the radiology student handbook for a list of required skills. Emphasis is on surgical radiography.

RA 201 Radiation Biology and Advanced Radiation Protection

2 Credit Hours

Prerequisites: RA 104.

Focus on understanding the effects of ionizing radiation in the biologic systems with the public's right to minimal radiation exposure. Discussions on genetic syndromes and somatic radiation oncology will be stressed.

RA 202 Pathology

2 Credit Hours

A study of the various diseases and recognition between bacterial and viral organisms will be covered. The student will also recognize conditions of illness involving the different systems of the body including trauma, and how to adjust technical factors accordingly.

RA 203 Imaging Procedures III and Modalities

3 Credit Hours

Prerequisites: RA 103.

Advanced positioning of the patient including discussions of special procedures, contrast media, and radiographic equipment. Venipuncture is included in this course. The student will be introduced to CT, mammography, and other imaging modalities.

RA 204 Imaging Equipment

2 Credit Hours

Prerequisites: RA 103 and RA 104.

Factors affecting quality of a radiograph and how controlled with film, screens, grids, processing, and image intensification. Students will mathematically calculate and formulate x-ray techniques used in radiology.

RA 206 Pharmacology in Radiology

1 Credit Hour

This course will discuss classifications, uses, adverse effects, contraindications and administration of drugs and Radiologic contrast media. Medico legal issues, charting, and documentation will be included. Web delivery.

RA 207 Digital Imaging Acquisition and Display

1 Credit Hour

Prerequisite: RA 104.

This course is designed to provide an understanding and application of computed and digital imaging systems. Components, principles, applications and operations will be discussed.

RA 210 Quality Management in Imaging Systems

2 Credit Hours

Prerequisites: RA 201 and 204.

A comprehensive study of equipment used in establishing a quality assurance program in diagnostic radiology departments. Patient quality assurance tools will also be covered. Laboratory session with assigned quality checks will be scheduled for the student. At the conclusion of this course, the student should be able to develop an overall quality assurance program for radiology.

RA 225 Seminar in Radiologic Technology

3 Credit Hours

This course prepares the student for eligibility to certification and/or licensure in radiologic technology. This capstone course also includes self-assessment and employment preparation.

RA 250 Clinical Practice V

3 Credit Hours

Prerequisite: RA 200.

Clinical experience at assigned affiliate hospitals, three days a week, both day and evening hours. Clinical competencies for this program must be completed prior to graduation. All final competency exams must be completed as well prior to graduation. For the list of competencies and the final category requirements, see the radiology student handbook. If all competency areas are not successfully completed, this clinical assignment may be extended into the summer session and the graduation of the individual may be delayed. Emphasis on CT, Cath-Lab, and minor special procedures.

RA 275 Special Topics in Radiologic Technology

1-3 Credit Hours

Prerequisite: Permission of the Division Head or Coordinator.

Courses in Radiologic Technology which are offered as the need arises for clinical experiences, didactic opportunities, or specific community needs. This course is designed for the individual student's needs and may include seminars, individual instruction and/or research in an area related to Radiologic Technology.

Respiratory Care Technology

RC 101 Assessment of the Cardiopulmonary Patient

4 Credit Hours

Prerequisite: Admission to the Respiratory Care Technology Program.

This course is designed to introduce the student to the basic terminology, principles, and techniques used by respiratory therapists. The student will learn basic knowledge of assessment and treatment of the cardiopulmonary impaired patient. The course will also include the basic concepts of cardiopulmonary anatomy and physiology.

RC 102 Respiratory Skills I

4 Credit Hours

Prerequisite: Admission to the Respiratory Care Technology Program.

Skills required to be a Respiratory Care Professional are detailed in this course. Modalities and therapeutic procedures are covered in detail to prepare the student for entry in to the clinical setting. The lab portion of this class will require the student to demonstrate adequate knowledge of the procedures covered before entering the healthcare setting.

RC 103 Respiratory Sciences

3 Credit Hours

Prerequisite: Admission to the Respiratory Care Technology Program.

This course will introduce the student to the basic concepts of math, physics, chemistry and microbiology used by Respiratory Care Professionals in their daily practice.

RC 104 Respiratory Skills II

4 Credit Hours

Prerequisite: RC 102 and all previous required courses with a grade of "C" or better.

This course will detail the advanced skills required to practice as in advanced Respiratory Care Professional. Modalities and therapeutic procedures are covered in this course to prepare the student to build on the knowledge obtained in RC 102. The lab portion of this course will require the student to demonstrate adequate knowledge of advance therapeutic procedures before returning to the clinical setting.

RC 106 Cardiopulmonary Pathology

2 Credit Hours

Prerequisite: RC 101 and all previous required courses with a grade of "C" or better.

This course details the different disease types involved in the practice of Respiratory Therapy. The course will detail the etiology, diagnoses, and treatment of such disease states. The student will prepare to make informed decisions on patient care based on the current status of the disease state.

RC 110 Cardiopulmonary Pharmacology

3 Credit Hours

The course will cover the pharmacological agents used Respiratory Therapy including the pharmacokinetic, and pharmacodynamic phases of therapy. The student will learn the detailed application and use of medication in-the Respiratory Care setting. Current and detailed calculations of medications used are stressed in detail in this course to ensure adequate and proper dosage of all medications to all types of acute and chronically ill patients.

RC 120 Clinical Rotation I

1 Credit Hour

Prerequisite: Admission to the Respiratory Care Technology Program.

This healthcare setting course will allow the student, working alongside a licensed healthcare professional, to observe daily routines of the Respiratory Care Professional and work to become proficient with current assigned therapeutic procedures covered in the laboratory setting. The student will be required to maintain physician contact and skills check offs of all therapeutic procedures covered in RC 110.

RC 121 Clinical Rotation II

1 Credit Hour

This healthcare setting course will allow the student, working alongside a licensed healthcare professional, to become proficient with the skills covered to this point in the Respiratory Care Program. The student will be required to maintain physician contact and skills check offs of all therapeutic procedures covered in RC 110 and RC 121.

RC 122 Clinical Rotation III

1 Credit Hour

This healthcare setting course will allow the student, working alongside a licensed health care professional, to become proficient with the skills covered to this point in the Respiratory Care Program. The student will be required to maintain physician contact and skills check offs of all therapeutic procedures covered in RC 110 and RC 121. This section will introduce the student to the alternate types of Respiratory Therapy including Homecare, Sleep Clinics, and Outpatient testing labs.

RC 201 Cardiopulmonary Diagnostics I

3 Credit Hours

Prerequisite: RC 106 and all previous required courses in the Program with a grade of "C" or better.

This course will provide advanced theory of diagnostic studies relating to respiratory care.

RC 210 Mechanical Ventilation I

4 Credit Hours

Prerequisite: RC 104 and all previous required courses with a grade of "C" or better.

This course is designed to introduce the student to the theory and practice of mechanical ventilation to the acute or chronic pulmonary impaired patient. The theory of operation, classifying the need for mechanical ventilation and managing the care of the pulmonary impaired patient are introduced in this course. The laboratory portion of this class will allow the student to practice and demonstrate proficiency before performing these procedures in the healthcare setting.

RC 211 Mechanical Ventilation II

4 Credit Hours

Prerequisite: RC 210 and all previous required courses with a grade of "C" or better.

This course will allow the student to build on the theory of mechanical ventilation taught in RC 210. The student will learn advanced theory of practice and care of the mechanically ventilated patient. Ventilation protocols will be covered in this course to allow the student to practice critical thinking skills involved in the practice of a Respiratory Therapist. The lab portion of this class will enable to student to become proficient with all types of ventilation skills while treating all ages and types of impaired patients before performing these procedures in the healthcare setting.

RC 220 Clinical Rotation IV

2 Credit Hours

Prerequisite: RC 122 and all previous required courses with a grade of "C" or better.

This healthcare setting course will allow the student, working alongside a licensed healthcare professional, to become proficient with the skills covered to this point in the Respiratory Care Program. The student will be required to maintain physician contact and skills check offs of all therapeutic procedures covered in RC 110, RC 121, and RC 122. During this rotation the student will be encouraged to work and participate in a critical care environment and become proficient with the skills learned in the laboratory setting of mechanical ventilation.

RC 221 Clinical Rotation V

1 Credit Hour

Prerequisite: RC 220 and all previous required courses with a grade of "C" or better.

This healthcare setting course will allow the student, working alongside a licensed health care professional, to become proficient with the skills covered to this point in the Respiratory Care Program. The student will be required to maintain physician contact and skills check offs of all therapeutic procedure covered in RC 110, RC 121, RC 122, and RC 220. The student will finalize all clinical responsibilities involved with the Respiratory Care Technology program, and prepare for entry into the professional healthcare environment.

RC 230 Neonatal and Pediatric Therapy

3 Credit Hours

Prerequisite: RC 210 and all previous required courses with a grade of "C" or better.

This course takes an in-depth study of the treatment on the neonatal and pediatric patient. Development of the cardiopulmonary state of the fetus to changes at birth is detailed. Ventilation techniques of this special population are also addressed, as well as, testing critical thinking skills for emergency intervention on the neonatal and pediatric patient. Disease states common to these patients are also addressed in this course.

RC 232 Respiratory Care Profession

3 Credit Hours

Prerequisite: RC 104 and all previous required courses with a grade of "C" or better.

This capstone course will detail the different types of settings involved with respiratory care and professional organizations encountered by the respiratory professional. This course will also prepare the student for eligibility to certification and/or licensure in respiratory therapy.

Religion

RL 110 Understanding the Old Testament

3 Credit Hours

Prerequisites: EN 090, EN 099 or minimum acceptable test scores for placement in college-level English.

An elementary study of the Old Testament. Covers the date of writing, authorship, historical context, and the content of each book. Special emphasis will be placed on the fundamental chapters of Genesis (1 - 11), creation, science and the Pentateuch.

RL 111 Understanding the New Testament

3 Credit Hours

Prerequisites: EN 090, EN 099 or minimum acceptable test scores for placement in college-level English.

A basic study of the New Testament. Covers its formation, date of writing, authorship, historical background and the general content of each New Testament book. This course includes the life and teachings of Jesus, and the relationship of the New Testament to the Old Testament and to modern society.

RL 115 Religions of the World

3 Credit Hours

A global survey of religious beliefs and practices. The course seeks to compare and contrast various religions, explore the origins of various religious practices, and religion's impact on government and society. Attention is also given to gender roles in the various faiths that are discussed.

RL 207 History of Christianity

3 Credit Hours

This course is an introduction to the history of Christianity as seen through the view of the emerging church against the background of events in human history. As such, this course attempts to place Christianity in its setting and to point out the particular events that have influenced the Christian movement and which events Christianity has influenced. This course will begin with the death of Christ and end with Pope John XXIII.

RL 275 Special Topics in Religion

3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Religion which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to religion.

Safety Technology

ST 101 Introduction to Occupational Safety and Health

3 Credit Hours

This course will introduce students to regulations, safety principles, and established practices in Safety Management.

ST 107 OSHA

3 Credit Hours

This course will introduce students to regulations, safety principles, and established practices in safety management. Emphasis is placed on the review of OSHA standards pertaining to the areas of: Part 1902 State Plans for the Development and Enforcement of State Standards, Part 1903 Inspections, Citations, and Proposed Penalties, Part 1904 Recording and Reporting Occupational Injuries and Illness, and Part 1910 Occupational Safety and Health Standards.

ST 110 Industrial Safety and Risk Management

3 Credit Hours

This course will introduce students to the concepts, principles, and methods of risk analysis, as used in a systematic approach to risk and assessment for workers in business, industry, and the public sector. Emphasis is placed on the review of OSHA 29CFR 1910 General Industry Standards, Hazard Avoidance, NIOSH, Hazard Communication, Process Safety, Toxic Substances, Personal Protection Equipment, Material Handling, Environmental Control, and Noise and Fire Protection.

ST 120 Industrial Hygiene

3 Credit Hours

This course will introduce students to industrial hygiene as it relates to the anticipation, recognition, evaluation, and control of hazards in the workplace. Emphasis is placed on the review of OSHA 3143 Standards pertaining to the analysis, identification, and measurement of workplace hazards or stresses that can cause sickness, impaired health, or significant discomfort in workers through chemical, physical, ergonomic, or biological exposures.

ST 130 Industrial Ergonomics

3 Credit Hours

This course will introduce students to human capabilities, limitations, and requirements necessary to design workplaces, work methods, and jobs for optimal safety, efficiency, productivity, and comfort. Emphasis is placed on the review of OSHA 29 CFR Part 1910.900 Standards pertaining to: how to design a job rotation, mental workload assessment techniques, designing work-rest ratios, human error-designing jobs to minimize human computer interface-designing user friendly devices, validity and reliability of job observation as a tool for assessing problems.

ST 275 Special Topics in Safety Technology

1-3 Credit Hours

Presents courses in Safety Technology which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Safety Technology.

Salon Management/Cosmetology

SM 100 Concepts of Professional Cosmetology I

3 Credit Hours

This course will begin with a review of general anatomy and physiology as it relates to hair styling, as well as the fundamental properties of the hair and scalp. Within this course the students will learn infection control practices specifically for cosmetology.

SM 102 Art and Science of Nail Technology

2 Credit Hours

The student will gain knowledge in infection control practices specifically for nail technicians, nail product chemistry, as well as the structure and growth of the skin and nails. Students will become proficient in the pre and post-service procedures, handling, and exposure incidents, hand, arm, foot, and leg massage, and disinfection techniques.

SM 105 Nail Technology Clinical Practicum

2 Credit Hours

Students will apply theoretical knowledge learned in the classroom. The student will progress from basic manicures and pedicures to advanced services which includes electric filing, nail tips and wraps, monomer liquids and polymer powder enhancements, and UV gels. In the laboratory and clinical practicum the students will perfect the art and creative design of nail technology.

SM 106 General Sciences for Professional Cosmetology

3 Credit Hours

In this theory course the student will learn the following general scientific concepts as they relate to the profession of cosmetology: principle and practices of infection control; general anatomy and physiology; basics of chemistry; basics of electricity; basics of nutrition; physiology and histology of the skin; disorders and diseases of the skin; skin analysis; and skin care products which includes chemical compounds, ingredients, and selection.

SM 108 Art and Science of Aesthetics

2 Credit Hours

This theory course will focus on introductory topics in aesthetics which includes: history, anatomy and physiology related to the skin, treatments, facial massage, hair removal, make-up application and composition, equipment, and business opportunities.

SM 110 Aesthetics Clinical Practicum

3 Credit Hours

Students will apply theoretical knowledge learned in the classroom. In the clinical setting students will perfect their skills related to aesthetics. Students will perform skin treatment, facials and facial massages, application of make-up, and hair removal.

SM 202 Art and Science of Hair Styling I

4 Credit Hours

In this theory course, students will learn the principles of hair design, shampooing and conditioning, haircutting, hairstyles, braiding, wigs, chemical texture, and hair coloring techniques.

SM 205 Hair Styling Clinical Practicum I

3 Credit Hours

Students will apply the principles learned in the theory course in the clinical laboratory setting as it relates to hair styling.

SM 208 Art and Science of Hair Styling II

4 Credit Hours

This theory course is a continuation of SM 202. Students will learn creative designs in hair and hair styling.

SM 210 Hair Styling Clinical Practicum II

3 Credit Hours

In this clinical/laboratory course, students will perfect the art of hair styling. This course is a continuation of SM 205.

SM 212 Role Transitions to Professional Cosmetology

2 Credit Hours

This capstone course is required of all students who will be graduating as Hair Stylists and Professional Cosmetologists. The student will learn the roles of the profession, as well as the laws of the West Virginia Board of Examiners for Barbers and Cosmetologists as it relates to the licensed hair stylists and professional cosmetologists.

Sociology

SO 200 Introduction to Sociology

3 Credit Hours

(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.

SO 201 Social Problems I

3 Credit Hours

This course deals with an analysis of major American social problems utilizing the theories, concepts and results of research of sociology. Will also emphasize the problems of minority groups.

SO 202 Social Problems II

3 Credit Hours

This course deals with an analysis of the major political, economic and social problems of American society. There will also be emphasis on the fact of global interdependence and the concept of the world as a "global village".

SO 208 Marriage and Family Relations

3 Credit Hours

This course encourages students to explore their attitudes concerning dating, marriage and family relations and to examine the results of sociological analysis of these topics.

SO 210 Appalachian Studies

3 Credit Hours

Prerequisite: SO 200.

Examines the history and cultural heritage of the people of the Appalachian region.

SO 215 Human Relations

3 Credit Hours

Develops the ability to get along with people in everyday business and social contacts.

SO 220 Race, Gender, and Human Identity

3 Credit Hours

This course studies selected minorities, including race, ethnic, age, sex, and religious groups in America. It investigates the place of these minorities and their identities in current social institutions and the historical basis for current practice of racism, sexism, and ageism by social institutions. It provides an insight into the development of human identity and the elements that compose our identity.

SO 250/AH 250/NU 250 Multi-cultural and International Studies

1-3 Credit Hours

Prerequisite: Permission of the Division Head of Social Sciences, Education, and Non-Traditional Programs.

This course is designed to bring a variety of students from various disciplines throughout the College together in order to provide health care and humanitarian aid to individuals throughout the world. The course will be a fourteen day, intensive visit to another country or culture. Students are expected to utilize knowledge and skills learned in previous courses or life experiences. Requirements to complete the course include written papers, journals, and presentations. This course MAY NOT be offered every year.

Speech

SP 103 Speech Fundamentals

3 Credit Hours

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

SP 202 Introduction to Public Speaking

3 Credit Hours

Presents the basics of analyzing audiences, maintaining interest, reasoning, supporting an argument, and using psychological appeal. Provides practice in the application of these elements in various styles and forms of public address.

SP 207 Business and Professional Speaking

3 Credit Hours

Provides instruction and practice in oral communication for business and professional situations such as informal conversation, interviews, small group discussions, conference speeches, and multi-media presentations. Includes study of parliamentary rules of order.

SP 275 Special Topics in Speech

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Speech which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Speech.

Surgical Technology

SG 100 Introductory Surgical Technology

3 Credit Hours

Co-requisite: SG 101.

This course is designed to introduce students to the surgical environment, the history of surgery, and the legal, ethical, moral, and psychological responsibility of the surgical technologist. The three roles of the surgical technologist will be explored. Operating room safety, equipment and introductory skills will be discussed.

SG 101 Surgical Technology Skills

3 Credit Hours

Prerequisite: Admission to the Surgical Technology Program.

Co-requisite: SG 100.

This course will introduce surgical technology skills in the laboratory setting focusing on the role of the surgical scrub technologist. The student will have an opportunity to practice skills and demonstrate proficiency prior to clinical experience in subsequent surgical technology courses.

SG 105 Surgical Technology Biomedical

2 Credit Hours

Prerequisite: Admission to the Surgical Technology Program or permission of the instructor.

This course will introduce students to the technological sciences for the operating room, including basic computer knowledge, electricity, physics, and robotics.

SG 120 Surgical Technology I

7 Credit Hours

Prerequisite: SG 100, SG 101, and SG 105, with a grade of "C" or better.

This course is a theory/practicum course that will focus on the three roles of the surgical technologist. Emphasis is placed on asepsis, safety, and the importance of teamwork with demonstration of the skills of the three roles. Common surgical and diagnostic procedures are introduced.

SG 210 Anesthetics, Drugs, and Solutions

2 Credit Hours

Co-requisite: SG 220 with a grade of "C" or better.

This course is designed to introduce students to various types of anesthetic agents used in surgical and related procedures. The use, effects, and adverse reactions of drugs will be discussed. Calculation of drugs and solutions using the metric system, and the pouring and measuring of solutions will be taught so the students can effectively assist the surgeon, anesthesiologist, nurse anesthetist, or circulating nurse in the operating room.

SG 220 Surgical Technology II

7 Credit Hours

Prerequisite: SG 120 with a grade of "C" or better.

Co-requisite: SG 210.

This course is a theory/practicum course that builds on the knowledge and skills acquired in SG 120 Surgical Technology I. Advanced surgical and diagnostic techniques are taught. The student is expected to progress in the role of scrub technician and second assistant in more surgical procedures. The role of circulator is practiced.

SG 230 Surgical Technology III

11 Credit Hours

Prerequisite: SG 220 with a grade of "C" or better.

This is a theory/practicum course which prepares the student to function in all three roles of the surgical technician with little or no assistance. This capstone course also prepares the student to be eligible to take the surgical technology certification exam.

SG 275 Special Topics in Allied Health

1-3 Credit Hours

Prerequisite: Permission of the Division Head of Healthcare and Business Programs.

Presents courses in Allied Health which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Allied Health.

Survey Technology

SU 105 Introduction to Surveying and Surveying Equipment

4 Credit Hours

Note: This course assumes basic computer knowledge.

This course will introduce the student to the concepts, procedures, and equipment used in land surveying, construction surveying, mapping and computer-aided software utilized in surveying. Topics include, but are not limited to: a history of surveying and the path to the methods/electronics used today, what the possibilities look like for the future surveyor, and a look at the wide variety of fields that surveying is used in and the diversity that a surveyor can apply his/her skills. Students will be introduced to the various types of equipment used in surveying and the basic operations and safety components of each. This course consists of lectures, hands-on exercises, and field labs.

SU 110 Surveying Equipment

4 Credit Hours

Co-requisite: SU 105.

This course will provide students with basic knowledge of various pieces of equipment used by surveyors. Students will receive hands-on experience on the equipment along with working knowledge and safety concepts for each.

SU 120 Surveying Measurements I

4 Credit Hours

Co-requisite: SU 105 or permission of the Division Head

Principles of field data acquisition, measurement of distance, angle, and elevation using tapes, transits, and levels, basic surveying computations of elevations, directions, traverse closures and areas, magnetic directions, preparation of topographic maps from radial measurements, basic measurement error theory. This course consists of lectures and field labs.

SU 155 Surveying Graphics

3 Credit Hours

Prerequisite: SU 105.

Applied computer aided drafting (CAD) utilizing lab generated survey field data. Data will be entered manually and imported/exported to and from data collectors. Includes a study of generating topographic, boundary, as-build maps, and construction site plans. Primary software used will be AutoCAD and SurvCADD.

SU 195 Land Boundaries

3 Credit Hours

Prerequisite: SU 120 or permission of the Division Head.

The historical development, description, and basic legal land boundary elements related to the land survey systems in the U.S. state plane coordinate survey systems, deed, plat, and other land boundary related recording systems, concept of the cadastre. Includes a lab component incorporating deed research and writing.

SU 196 Land Boundaries and Law

4 Credit Hours

Prerequisite: SU 120 or permission of the Division Head.

A study of methods of boundary line establishment by unwritten methods, registration of surveyors, professionalism, ethics, liability of surveyors, surveyors as expert witnesses, and other case and statue law related to property surveying. Includes a lab component incorporating deed research and writing. Includes the historical development, description, and basic legal land boundary elements related to the land survey system in the U.S. state plane coordinate survey systems, deed, plat, and other land boundary related recording systems, concept of the cadastre. Includes a lab component incorporating deed research and writing.

SU 212 Retracement

4 Credit Hours

Prerequisites: SU 120, SU 195, and SU 196.

An applied study of measurement and computational techniques and boundary law to the entrancement of property boundary lines.

SU 220 Surveying Measurements II

3 Credit Hours

Prerequisite: SU 120.

A continuation of SU 120. An advanced study, and incorporation of, applied mathematics used in surveying, techniques.

SU 230 Engineering and Construction Surveys

4 Credit Hours

Prerequisites: SU 120 and SU 155.

Route and construction surveying, instrument adjustment and calibration, use of optical and electronic measuring instruments, large-scale site surveying and mapping, mine surveying, and miscellaneous field surveys. Includes an applied study of survey measurements and computational techniques to the horizontal and vertical alignment of highways, earthwork calculations and construction layout.

SU 273 Surveying Project

3 Credit Hours

Prerequisite: SU 220 and SU 212, Candidate for Graduation.

This course provides students with an opportunity to complete a real world project. These projects will utilize principles learned in previous

courses, with emphasis on training as group leader and in team participation to analyze and solve surveying field problems arising in surveying practice, planning and execution of projects, data collection and analysis of identification of natural and manmade features.

SU 274 Capstone

1 Credit Hour

Prerequisite: SU 220, SU 212, Candidate for Graduation.

This course is designed to pull all aspects of the program together. Students will complete a portfolio of all work throughout the program as outlined in the assessment plan for formal evaluation and complete an exam prep component to prepare for the licensure exam.

SU 275 Special Topics in Surveying

1-4 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Surveying which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction and/or research in an area related to Surveying.

Technical Studies

TS 150 Vocational Block I

1-15 Credit Hours

This course provides students training in a vocational program utilizing the career/vocational school training programs. Topics may vary based on enrollment in the vocational program.

TS 151 Vocational Core I

4 Credit Hour

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the first core course in each of the technical programs as required by the Department of Education.

TS 152 Vocational Core II

4 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the second core course in each of the technical programs as required by the Department of Education.

TS 153 Vocational Core III

4 Credit Hours

This course provides students training in a vocational program utilizing the career/vocational school training programs. It is directly mapped to the third course in each of the technical programs as required by the Department of Education.

TS 154 Vocational Core IV

4 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the fourth core course in each of the technical programs as required by the Department of Education.

TS 155 Vocational Elective I

3 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the first elective course in each of the technical programs as required by the Department of Education.

TS 156 Vocational Elective II

3 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the second elective course in each of the technical programs as required by the Department of Education.

TS 157 Vocational Elective III

3 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the third elective course in each of the technical programs as required by the Department of Education.

TS 158 Vocational Elective IV

3 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the fourth elective course in each of the technical programs as required by the Department of Education.

TS 274 Applied Technology Capstone

1 Credit Hour

Prerequisite: Student must be a candidate for graduation.

This course is designed to pull all aspects of the program together. Students will complete a portfolio of work as outlined in the assessment plan for formal evaluation and complete an exam prep component to prepare for industry-based certification exams.

Theater

TH 112 Theater Appreciation

3 Credit Hours

Development of an appreciation and an understanding of theater as a fine art. This course is for non-theater majors.

TH 150 Introduction to Technical Theater

3 Credit Hours

A study of the technical elements in theatrical production such as construction, lighting, and sound. This course requires the student to have lab hours.

TH 209 Introduction to the Theater

3 Credit Hours

Surveys the fundamentals of theater arts including plays, theater history, design, makeup, and basic construction practices. Requires practical experience with a College theatrical production.

TH 210 Introduction to Acting

3 Credit Hours

Develops skill through study of theories of acting and practice of various acting techniques.

TH 239 Development and Appreciation of Film

3 Credit Hours

The historical development of motion pictures as an art form from its past to its present development. Analysis of the technical, social, economic, and cultural factors which have influenced the medium.

TH 255 Stage Makeup

3 Credit Hours

Prerequisite: TH 150.

Study and practice of makeup and techniques for the stage.

TH 260 Scene Design

3 Credit Hours

Prerequisite: TH 150.

The study of design theories with the creation and development of scene design projects and rendering techniques.

TH 265 Lighting Design

3 Credit Hours

Prerequisite: TH 150.

The mechanical and artistic approach to stage lighting; study of electrical theory and instrument utilization.

TH 275 Special Topics in Theater

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Theater which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Theater.

Transitional Studies

EN 090 Reading Comprehension

2 Credit Hours

Required for students with ACT reading score less than 17 or ACCUPLACER reading comprehension score less than 79.

Reading Comprehension introduces students to the following reading comprehension and critical thinking skills: vocabulary building, main ideas, supporting details, organizational patterns, fact and opinion, inferences, purpose and tone, and argument.

EN 095 Essential Skills of the Written Language

5 Credit Hours

Required for students with an ACT reading score greater than 13, but less than 17 and ACT English score less than 18 or ACCUPLACER reading comprehension score greater than 54, but less than 79 and ACCUPLACER sentence skills score less than 88.

Essential Skills of the Written Language develops students' reading comprehension and critical thinking skills, including vocabulary building, main ideas, supporting details, organizational patterns, fact and opinion, inferences, purpose and tone. and argument. At the same time, students develop entry-level college composition skills, including the writing of complete sentences, well-developed paragraphs, and well-organized essays. Emphasis is given to basic grammar, mechanics, and usage.

EN 099 Beginning Composition

4 Credit Hours

Required for students with ACT English score less than 18 or ACCUPLACER sentence skills score less than 88.

Beginning Composition allows students to develop entry-level college composition skills, including the writing of complete sentences, well-developed paragraphs, and well-organized essays. It emphasizes basic grammar, mechanics, and usage.

MT 121A College Mathematics for General Education, Enhanced

3 Credit Hours

A study of several topics in mathematics including probability and statistics, measurement systems, formula manipulation and equation solving, geometry, and consumer math with a focus on applications throughout the courses. MT 121A is for students whose placement test scores do not allow direct entrance into MT 121.

MT 123A Intermediate Algebra, Enhanced

3 Credit Hours

A study of linear and absolute value equations and inequalities in one and two variables; polynomial operations and graphing; linear, quadratic, exponential, and logarithmic functions with application and graphing; and formula manipulation. This course is designed to prepare students for college algebra or career opportunities. MT 123A is for students whose placement test scores do not allow direct entrance into MT 123.

MT 124A Technical Math, Enhanced

3 Credit Hours

This course is designed for students planning a career in a technical field and focuses extensively on applications in those fields. Students will develop problem-solving skills through the study functions and graphs, trigonometric functions, linear equations in one variable, right

triangle trigonometry, matrix algebra, and systems of linear equations. MT 124A is for student whose placement test scores do not allow direct entrance into MT 124.

MT 128A Algebra for Allied Health, Enhanced

3 Credit Hours

Students will study applications of algebra related to Allied Health. Topics covered will include: the metric system with focus on unit conversions by proportionalities and dimensional analysis; representations of linear functions verbally, graphically, numerically, and algebraically; exponential growth and decay; logarithmic functions; analysis of proportionality of quantities and formula manipulation. MT 128A is for students whose placement test scores do not allow direct entrance into MT 128.

Welding Technology

WL 100 Oxyacetylene Welding (OAW)

4 Credit Hours

This course will include cutting of ferrous and non-ferrous materials with manual, motor-driven, and oxy-fuel shape cutting equipment. Also included are plasma-arc cutting (PAC) and carbon-arc cutting (CAC-A). Safety, puddling, carrying the puddle, brazing, soldering, cutting equipment, and the basic fundamentals of cutting processes will be introduced. Students will be expected to produce acceptable oxy-fuel, PAC, and CAC-A cuts. This unit follows ANSI / AWS C4.2-90 an American National Standard.

WL 102 Fundamentals of Welding

4 Credit Hours

An introduction to the fundamentals of equipment used in oxyacetylene welding and shielded metal arc welding, including welding and cutting safety, basic oxyacetylene welding and cutting, basic arc welding processes and basic metallurgy. The student will demonstrate safety procedures associated with equipment and identify ferrous and nonferrous materials.

WL 103 Blueprint Reading and Metallurgy

3 Credit Hours

This course is designed to teach a basic understanding of welding symbols used on blueprints and the study of ferrous and nonferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry processes, and mechanical properties of metal, including hardness, machinability, and ductility.

WL 104 Shielded Metal Arc Welding (SMAW)

3 Credit Hours

Through classroom and/or lab/shop learning and assessment activities, students in this course will describe the shielded metal arc welding (SMAW) process, demonstrate the safe and correct set-up of the SMAW workstation, associate SMAW electrode classifications with base metals and joint criteria, demonstrate proper electrode selection and use based on metal types and thicknesses, build pads of weld beads with selected electrodes in the flat position, build pads of weld beads with selected electrodes in the horizontal position, perform basic SMAW welds on selected weld joints, and perform visual inspection of welds.

WL 162 Welding I

8 Credit Hours

This course will introduce students to level one concepts in welding. The course aligns with NCCER curriculum standards. The course includes an introduction to welding safety, oxyfuel cutting, plasma arc cutting, air carbon arc cutting, base metal preparation, welding quality, SMAW equipment preparation, shield metal arc welding, SMAW beads and fillet, joint fit-up and alignment, grove weld with backing, and SMAW open v-grove welding.

WL 163 Welding II

4 Credit Hours

Prerequisite: WL 162.

This course is a continuation of WL 162. Students will continue with the NCCER curriculum for welding through level two. The course includes welding symbols, reading welding drawings, physical characteristics and mechanical properties of metal, preheating and postheating of metals, GMAW and FCAW equipment and filler metals, GMAW and FCAW plate welding, GTAW equipment and filler

metals, and GTAW plate welding.

WL 164 Welding III

2 Credit Hours

Prerequisite: WL 163.

This course is a continuation of WL 163. Students will continue with the NCCER curriculum for welding through level three. The course includes SMAW open root pipe welds, GMAW pipe welds, FCAW pipe welds, GTAW carbon steel pipe welds, GTAW low-alloy stainless steel pipe welds, and SMAW stainless steel groove welds.

WL 165 Welding IV

3 Credit Hours

Prerequisite: WL 164.

This course is a continuation of WL 164. Students will continue with the NCCER curriculum for welding through level four. The course includes GMAW aluminum plate, GTAW aluminum plate, GTAW aluminum pipe, and GMAW aluminum pipe welding.

WL 201 Gas Metal Arc Welding (GMAW)

3 Credit Hours

Prerequisite: WL 104.

Through classroom and/or lab/shop learning and assessment activities, students in this course will explain gas metal arc welding (GMAW) process, demonstrate the safe and correct set-up of the GMAW workstation, correlate GMAW electrode classifications with base metals and joint criteria, demonstrate proper electrode selection and use based on metal types and thicknesses, building pads of weld beads with selected electrodes in the flat position, build pads of weld beads with selected electrodes in the horizontal position, produce basic GMAW welds on selected weld joints, and conduct visual inspection of GMAW welds.

WL 202 Gas Tungsten Arc Welding (GTAW)

3 Credit Hours

Prerequisite: WL 104.

Through classroom and/or lab/shop learning and assessment activities, students in this course will explain the gas tungsten arc welding (GTAW) process, demonstrate the safe and correct set-up of the GTAW workstation, relate GTAW electrode and filler metal classifications with base metals and joint build pads of weld beads with selected electrodes and filler material in the flat position, build pads of weld beads with selected electrodes and filler material in the horizontal position, perform basic GTAW welds on selected weld joints, and perform visual inspection of GTAW welds.

WL 203 Flux-Core Arc Welding (FCAW)

3 Credit Hours

Prerequisite: WL 104.

The Flux-Core Arc Welding Unit (FCAW) is designed to teach the student the correct techniques to weld in all positions. Safety is stressed in the shop. Practice and training in the welding shop will develop the basic skill level necessary to produce quality welds in all positions and in different joint configurations.

WL 210 Commercial and Industrial Welding Practices

3 Credit Hours

Prerequisite: WL 104.

Through classroom and/or lab/shop learning and assessment activities, students in this course will build skills through practices in simulated industrial processes and techniques including sketching, layout, and fabrication. Emphasizes maintenance, repair of worn or broken parts by special welding applications, field welding, and nondestructive testing.

WL 275 Special Topics in Welding

1-5 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Welding which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Welding.

Appendix II

Faculty

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Anna James _____ Rank: _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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
2015 Fall	EN 101/ English Comp. I	57
	EN 101A/ English Comp. I	34
2015 Spring	EN 095/ Essen. Skills of Written Lang.	29
	EN 101/ English Comp. I	45
2014 Fall	EN 095/ Essential Skills of Written Lang	56
	EN 101/ English Comp I	23
2014 Summer	EN 090/ Reading Comprehension	6
	EN 099/ Beginning Composition	5
2014 Spring	EN 075/ Sp. Topics	6
	EN 090/ Reading Comprehension	39
	EN 099/ Beginning Composition	35
	EN 101/ English Comp. I	8

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Anne Cline_____ Rank: __Professor_____

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

Highest Degree Earned: ____Ph.D._____

Date Degree Received: _1998_____

Conferred by: _____Columbia University_____

Area of Specialization: _Organic Chemistry _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____17___(1998-current)_____

Years of Employment in Higher Education: _____17_____

Years of Related Experience Outside Higher Education: _____

Non-Teaching Experience: _____research assistant 1994-98_____

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
2011 Fall	BS 101/ General Biology	20
	CH 213/ Princ. Of Chemistry I	14
	CH 223/ Organic Chemistry	6
	CH 224/ Organic Chemistry I Lab	6
	SC 109/ Gen. Physical Science	13
2012 Spring	BS 102/ Gen. Biology II	20
	CH 214/ Prin. Of Chemistry II	11
	CH 225/ Organic Chemistry II	5
	CH 226/ Organ. Chem. Lab II	5
	SC 110 Gen. Phys. Science II	13
2012 Fall	BS 101/ General Biology	20
	CH 213/ Princ. Of Chemistry I	22
	CH 223/ Organic Chemistry	9
	CH 224/ Organic Chemistry I Lab	9
	SC 109/ Gen. Physical Science	8
2013 Spring	BS 102/ Gen. Biology II	19
	BS 125/ Human Anant/Phys. II	9
	CH 214/ Prin. Of Chemistry II	16
	CH 225/ Organic Chemistry II	6
	CH 226/ Organ. Chem. Lab II	6
	SC 110 Gen. Phys. Science II	4

2013 Fall	BS 101/ General Biology	22
	CH 213/ Princ. Of Chemistry I	21
	CH 223/ Organic Chemistry	10
	CH 224/ Organic Chemistry I Lab	9
	SC 109/ Gen. Physical Science	12
2014 Spring	BS 102/ Gen. Biology II	18
	CH 214/ Prin. Of Chemistry II	7
	CH 225/ Organic Chemistry II	10
	CH 226/ Organ. Chem. Lab II	10
	SC 110 Gen. Phys. Science II	19
2014 Fall	BS 101/ Gen. Biology I	27
	CH 213/ Prin. Of Chemistry I	18
	SC/109 Gen. Physical Science	16
2015 Spring	BS 102/ General Biology II	22
	CH 214/ Prin. Of Chem. II	9
	SC 110/ Gen. Phys. Science. II	13
2015 Fall	BS101 /Gen. Biology I	41
	BS 275/ Sp. Topic. Gen. Bio. Lab I	1
	CH 213/ Prin. Of Chem. I	17
	SC 109/ Gen. Phys. Science I	13

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

I teach biology and physical science in addition to chemistry.

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

I have attended conferences, in-house workshops and participated in the college governance structure. I am also a member of The American Chemical Society.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Beverly Slone _____ Rank: _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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
2015 Fall	ME 101/ Math for Elem. Ed Teachers	20
	MT 121A/ College Math for Gen. Ed. Enhanced	63
	MT 124A/ Tech. Math Enhanced	11
2015 Summer	MT/ 121A College Math for Gen Ed Enhanced	11
2015 Spring	ME 101/ Math for Elem. Ed. Teachers I	5
	ME 102 Math for Elem Ed. Teachers II	11
	MT 121A/ College Math for Gen Ed Enhanced	38
	MT 123A/ Inter. Algebra Enhanced	10
2014 Fall	MT 121A/ College Math for Gen. Ed. Enhanced	43
	MT 123/ Intermediate Algebra	25
	MT 123 A/ Intermediate Algebra Enhanced	28
2014 Spring	MT 096/ Intro. Algebra II	44
	MT 021/ Support to College MT for Gen. Ed.	10
	MT09/ Basic Mathematics	20
	MT 095/Introd. Algebra	19

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Charles Puckett_____ Rank: _Assistant Professor__

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

Highest Degree Earned: ____Master of Arts, Biological Sciences_____

Date Degree Received: ___May, 1999_____

Conferred by: ___Marshall University_____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____16_____

Years of Employment in Higher Education: _____16_____

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
2015 Fall	BS 101/ General Biology	23
	BS 124. Human Anatomy & Physiology	72
2015 Spring	BS 102/ General Biology II	46
	BS 125/ Human Anatomy and Physiology II	14
2014 Fall	BS 101/ Gen. Biology I	33
	BS 124/ Human Anatomy and Physiology I	45
2014 Spring	BS 102/ Gen. Biology II	38
	BS 118/ Essentials of Hum. Sys. For AH	14
	BS 125/ Human Anatomy and Physiology II	48

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

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

I've taken an online pedagogy course and workshops in conjunction with our college's grants.

I've earned continuing education credits working as an AP Exam grader for the last three years

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Chase Hill_____ Rank: _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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**
2015 Fall	BS 124/ Human Anatomy & Phys.	24
2014 Fall	BS 118/ Essentials of Human Sys for AH	5

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Christopher Ward _____ Rank: ___Instructor_____

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

Highest Degree Earned: __Master's_____

Date Degree Received: ____August 2014_____

Conferred by: ____Washington State University_____

Area of Specialization: ___Mathematics_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: ___1_____

Years of Employment in Higher Education: ___1.5_____

Years of Related Experience Outside Higher Education: __6_____

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
2015 Fall	MT 121 College Math for Gen. Ed.	28
	MT 130 College Algebra	16
2015 Spring	MT 121 College Math for Gen. Ed	8
	MT 123 Intermediate Algebra	23
	MT 130 College Algebra	13

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Christopher Wood _____ Rank: _____

Check One: Full-time __X (temporary) _____ Part-time _____ Adjunct _____

Highest Degree Earned: ___M.F.A._____

Date Degree Received: _May 1992_____

Conferred by: __California Institute of the Arts _____

Area of Specialization: ___Directing for Film and Theater_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: ___4_____

Years of Employment in Higher Education: ____23_____

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**
2015 Fall	EN 101/ English Comp I	27
	EN 101A/ English Comp I	54
	EN 102 / English Comp II	14
2015 Summer	TH 112/ Theater Apprec.	11
2015 Spring	TH 112/ Theater Apprecation	47
	TH 239/ Film Appreciation	14
2014 Fall	EN 095/ Ess. Skills of the Written Lang.	20
	SP 103/ Speech Fundamentals	24
2014 Summer	SP 103 Speech Fundamentals	5
	TH 112/ Theater Apprec.	8
2014 Spring	SP 103/ Speech Fundamentals	44
	TH 112/ Theater Apprec.	18

(b). If degree is not in area of current assignment, explain. I have two master's degrees in humanities with thirty-six hours in English-related courses.

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Katherine Denise White _____ Rank: _____

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

Highest Degree Earned: __Masters Degree_____

Date Degree Received: ____May 2001_____

Conferred by: _____Marshall University _____

Area of Specialization: _____Adult and Technical Education_____

Professional Registration/Licensure: ____Adult License_____

Years of Employment at Present Institution: __15_____

Years of Employment in Higher Education: ____15_____

Years of Related Experience Outside Higher Education: ___N/A_____

Non-Teaching Experience: ___Social Work_____

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
2015 Fall	MT 121A Coll. Math for Gen. Ed. Enhanced	142
2015 Spring	MT 121 A Coll. Math for Gen. Ed Enhanced	42
	MT 123A Intermediate Algebra Enhanced	16
	MT124 A Technical Math Enhanced	14
	MT 128 A Algebra for Allied Health	12
2014 Fall	MT 121 A Coll. Math for Gen. Ed Enhanced	32
	MT 123 A Intermediate Algebra Enhanced	47
	MT 124 A Technical Math Enhanced	30
	MT 128 A Algebra for Allied Health	27
2014 Spring	MT 090 Basic Mathematics	20
	MT 095 Into. Algebra I	60
	MT 096 Intro. Algebra II	41

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

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

SCALES, Fundamentals of Student Engagement Workshop, In house professional development

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Dionne Bartley _____ Rank: _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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**
2015 Fall	EN 101A/ English Comp I	14

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Donald Saunders_____ Rank: _____

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

Highest Degree Earned: __MS + 45_____

Date Degree Received: __MS in 1982__+45 completed early 1990s_____

Conferred by: __MARSHALL UNIVERSITY_____

Area of Specialization: __PHYSICS & PHYSICAL SCIENCE_____

Professional Registration/Licensure: __WEST VIRGINIA DEPARTMENT OF EDUCATION/PERMANENT

Years of Employment at Present Institution: __39 YEARS_____

Years of Employment in Higher Education: ___33 YEARS PART-TIME_____

Years of Related Experience Outside Higher Education: __0_____

Non-Teaching Experience: _NONE_____

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
2015 Fall	CH 203/ Fund. Gen. Org. Bio. Chemistry	23
2015 Summer	CH 203/ Fund. Gen. Org. Biol. Chemistry	13
2014 Fall	CH 203/ Fund. Gen. Org. Biol. Chemistry	23
2014 Summer	CH 203/ Funs. Gen. Org. Biol. Chemistry	11

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

UNDERGRADUATE DEGREE IS CHEMISTRY & GENERAL SCIENCE

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

CONTINUING EDUCATION IN LOGAN COUNTY

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Geoffrey Saunders_____ Rank: _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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**
2015 Fall	BS 124/ Human Anatomy & Phys. I	24

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Guy Lowes_____ Rank: _Associate Professor_____

Check One: Full-time __X with Alternative Assignments Part-time ____ Adjunct __ _____

Highest Degree Earned: ___Master of Natural Science_____

Date Degree Received: May 1994_____

Conferred by: ___Southeast Missouri State University _____

Area of Specialization: ___Biology_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____21_____

Years of Employment in Higher Education: _____21_____

Years of Related Experience Outside Higher Education: _____4_____

Non-Teaching Experience: _____4_____

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**
2015 Fall	BS 115/ Human Biology	18
2015 Spring	BS 115/ Human Biology	21
2014 Fall	BS 115/ Human Biology	19
2014 Spring	BS 115/ Human Biology	23
	SC 109/ General Physical Science I	3
	SC 110/ Gen. Physical Science II	11

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

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

APPQMR training

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Holly Eldridge _____ Rank: _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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**
2015 Fall	BS 118/ Essentials of Human Systems	15

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ____Jamie Lyn Smith _____ Rank: _____

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

Highest Degree Earned: ____MFA, English _____

Date Degree Received: ____May, 2015_____

Conferred by: _____The Ohio State University_____

Area of Specialization: _____Creative Writing: Fiction and Creative NonFiction

Professional Registration/Licensure: _State of Ohio, State of New York, English Teacher, grades 7-12.____

Years of Employment at Present Institution: _____4_____

Years of Employment in Higher Education: _____4_____

Years of Related Experience Outside Higher Education: ___6_____

Non-Teaching Experience: ____2_____

To determine compatibility of credentials with assignment:

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

Year/Semester	**Course Number/Title**	**Enrollment**
2015 Fall	EN 101 English Comp. I	29
	EN 101A English Comp I	16
	EN 230 Western World Literature	9

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

n/a

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

From 2011-2013 I worked at Columbus State Community College, where I administered a GED Acquisition Program through the Transitional Workforce Department. This was a non-credit program that assisted students with skill-building to acquired GED certificate and prepare them for college-level coursework. During that time, I attended numerous conferences and trainings, took writing classes at CSCC, and managed a staff of four adjunct instructors, designing both curriculum and staff professional development activities.

From 2012-2015, I was enrolled full-time in the Graduate School of English, Creative Writing, at The Ohio State University. My coursework there consisted of literature survey, theatre, dance, creative writing, and music. I acquired my MFA from Ohio State in May, 2015.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Joseph Abraham _____ Rank: _____

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

Highest Degree Earned: ___B.S. + 32_____

Date Degree Received: __August 1973 _____

Conferred by: ___Lee University _____

Area of Specialization: ___Biology _____

Professional Registration/Licensure: ___State of WV Secondary Schools_____

Years of Employment at Present Institution: _25 years _____

Years of Employment in Higher Education: __25 years _____

Years of Related Experience Outside Higher Education: __40 years_____

Non-Teaching Experience: __5 years _____

To determine compatibility of credentials with assignment:

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

Year/Semester	**Course Number/Title**	**Enrollment**
2015 Fall	BS 101/ Gen. Biology I	20
2015 Spring	BS 102/ Gen. Biology II	17
2014 Fall	BS 101/ Gen. Biology I	18
2014 Summer	BS 102/ Gen. Biology II	6
2014 Spring	BS 102/ Gen. Biology II	20

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Joseph Huff_____ Rank: _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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**
2015 Fall	EN 101/ English Comp I	25
2015 Spring	EN 095/ Essen. Skills of the Written Lang.	14

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ____Kimberly Hensley _____ Rank: _Associate Professor_____

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

Highest Degree Earned: __Masters of Science + Additional Graduate Hours_____

Date Degree Received: _____May 1999_____

Conferred by: __Marshall University _____

Area of Specialization: __Environmental Sciences _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____14_____

Years of Employment in Higher Education: _____18_____

Years of Related Experience Outside Higher Education: _____2_____

Non-Teaching Experience: _Environmental Scientist_____

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
2015 Fall	BS 127/ Micro Biology for Allied Health	10
	BS 124/ Human Anatomy & Phys.	40
	BS 118/ Essentials of Human Systems for AH	19
2015 Summer	BS 118/ Essentials of Human Systems for AH	21
2015 Spring	BS 127/ Micro Biology for Allied Health	13
	BS 125/ Human Anatomy & Phys. II	34
2014 Fall	BS 124/ Human Anatomy & Phys II	55
	BS 127/ Microbiology for Allied Health	16
2014 Spring	BS 127/ Microbiology for Allied Health	14
	BS 199/ Dendrology	8
	BS 216/ Microbiology	5
	BS 125/ Human Anatomy & Phys. II	16

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

As an environmental scientist with an undergraduate degree in biology specializing in botany, I have a science background that gives me broad capabilities to teach courses in life sciences. I started teaching Anatomy and Physiology in the Summer of 1997 and have taught it every year since as either an adjunct or a full time faculty member, except for two years. I started teaching microbiology in 2001 and have taught it every year since then. I have studied both of these topics extensively and have tutored masters level anatomy and physiology.

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

I have attended many conferences that have conducted sessions on effectiveness in the classroom, including sessions or all day classes on flipping your classroom, Quality Matters, assessment, improving online classes, using technology in the classroom, round table microbiology and anatomy and physiology discussions, etc.

Some of the Conferences that I have attended include:

Higher Learning Conferences for 2012, 2013, 2014, 2015

Quality Matters Conference 2015

WVHEPC Assessment Conference

General Education Assessment Workshop

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: __Lawrence D'Angelo _____ Rank: _Assistant Professor_____

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

Highest Degree Earned: _____M.A._____

Date Degree Received: _June 1996_____

Conferred by: _____Eastern Michigan University _____

Area of Specialization: ___English_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _17_____

Years of Employment in Higher Education: __23_____

Years of Related Experience Outside Higher Education: _____

Non-Teaching Experience: _Tutor, Washtenaw Community College _____

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**
2015 Fall	EN 101/English Comp I	21
	EN 102/English Comp II	29
	EN 101A/ English Comp I	17
	EN 201/Am. Lit before 1865	14
2015 Summer	EN 101/ English Comp I	8
	EN 102/ EN Comp II	16
2015 Spring	EN 101/ English Comp I	42
	EN 102/ English Comp II	17
	EN 121/ Creative Writing	13
	EN 204/Am. Lit Since 1865	19
2014 Fall	EN 101/ English Comp I	32
	EN 102/ English Com II	41
	EN 121/ Creative Writing	6
	EN 202/ English Lit. Since 1800	13
2014 Summer	EN 101/ English Comp I	16
	EN 102/ English Comp II	21
2014 Spring	EN 101/ English Comp I	51
	EN 102/ English Comp II	45
	EN 201/ Am. Literature before 1865	12

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

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

Customer Service		SWVCTC
Blackboard/Vista		SWVCTC
Web Course Discussion		SWVCTC
Adult Learner Initiatives		SWVCTC
Challenges and Opportunities Facing Rural Community Colleges		SWVCTC
Driver Training		SWVCTC
Advising Training		SWVCTC
Blackboard QM Training		SWVCTC
CED 529	Internet for Educators	University of Phoenix
CED 531	Teaching with the Internet	University of Phoenix

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Laura Tracy Baisden _____ Rank: _____

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

Highest Degree Earned: ___BA_____

Date Degree Received: _____1990_____

Conferred by: ____Marshall University _____

Area of Specialization: _____Education – Specialization in Language Arts 5-12; General Science 5-12

Professional Registration/Licensure: _____Permanent _____

Years of Employment at Present Institution: _____26_____

Years of Employment in Higher Education: _____

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
2015 Fall	EN 101 A/ English Comp I	19
2014 Fall	EN 095/ Essen. Skills of Written Lang.	18

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

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

- Co-Director Marshall University Writing Project ; Director of Coalfield Writers Satellite
- Chair of Language Arts Department, Logan High School
- Advanced Placement Pre AP Language Arts 9
  July 2014, West Virginia Center for Professional Development
- New Teacher mentor 2007 – Present
- Co President Logan High School Leadership Team 2010 – 2014

  Conference Presentation: **Adapting the Resource Development Retreat for Site Continuity.** March 12, 2011. Site Workshop. Rural Sites Network Conference of National Writing Project. Little Rock, Arkansas.
- Chair of Logan County School's Writing Across the Curriculum County Development Team 2013 – 2015.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: __Lisa Redmiles _____ Rank: _____Instructor_____

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

Highest Degree Earned: _____Masters of Arts in Education_____

Date Degree Received: _____2010_____

Conferred by: _____Eastern Kentucky University_____

Area of Specialization: _____Secondary Education/21 credits in mathematics_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: 3.5 years _____

Years of Employment in Higher Education: ____3.5 years_____

Years of Related Experience Outside Higher Education: ____9 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
2015 Fall	MT 121/ College Math for Gen. Ed.	16
	MT 124/ Technical Math	8
	MT 124A/ Tech. Math Enhanced	16
	MT 128/ Algebra for Allied Health	20
2015 Summer	MT 121A/ College Math for Gen ED Enhanced	13
2015 Spring	MT 121/ College Math for Gen Ed.	33
	MT 123/ Intermediate Algebra	10
	MT 124/ Tech. Math	10
	MT 128/Algebra for allied Health	10
2014 Fall	MT 121/ College Math for Gen Ed	43
	MT 123/ Intermediate Algebra	42
2014 Summer	ME 101/ Math for Elem Teach I	4
	MT 121/ College Math for Gen Ed	4
	MT 123/ Intermediate Algebra	15
2014 Spring	ME 102/ Math for Elem Teach II	18

	MT 021/ Support to College MT for Gen Ed	6
	MT 121/ College Math for Gen Ed (w/co-cur)	6
	MT 121/ College Math for Gen Ed (w/co-cur)	28
	MT 123/ Intermediate Algebra	14
	MT 123/ Intermediate Algebra	17
2013 Fall	MT 096/Introductory Algebra II	11
	MT 121/ College Math for Gen Ed	10
	MT 121/ College Math for Gen Ed	11
	MT 123/ Intermediate Algebra	16
	MT 123/ Intermediate Algebra	23
2013 Summer	MT 121/ COLLEGE MATH FOR GEN ED	9
	MT 123/ INTERMEDIATE ALGEBRA	6

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

Received 21 Credits in mathematics courses at the graduate level.

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

SEW: Participated in SEW workshop 2013/2014 SCHOOL YEAR

SEW: Facilitated a SEW workshop at Southern SUMMER 2014

General Education Assessment Workshop 10/16/2015

Student Success Summit 7/28/2015

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Liza Adams _____ Rank: _____

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

Highest Degree Earned: ____Masters of Education_____

Date Degree Received: ____June 2012 _____

Conferred by: _____Ashford University _____

Area of Specialization: _____Teaching Secondary Mathematics _____

Professional Registration/Licensure: ___Certified Substitute Teacher _____

Years of Employment at Present Institution: _3_____

Years of Employment in Higher Education: ____3_____

Years of Related Experience Outside Higher Education: __10_____

Non-Teaching Experience: __10_____

To determine compatibility of credentials with assignment:

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

Year/Semester	**Course Number/Title**	**Enrollment**
2014 Spring	MT 090/ Basic Mathematics	12

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Martha Maynard_____ Rank: __Professor_____

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

Highest Degree Earned: __M.A._____

Date Degree Received: __July 1999_____

Conferred by: ___Morehead State University _____

Area of Specialization: _____Communication -Speech_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: ____15 full time 5 part time_____

Years of Employment in Higher Education: _____20_____

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**
2015 Fall	SP 103/ Speech Fundamentals	87
	TH 112/ Theater Appreciation	22
2015 Summer	SP 103/ Speech Fundamentals	17
2015 Spring	SP 103/ Speech Fundamentals	92
	TH 112/ Theater Appreciation	13
2014 Fall	SP 103/ Speech Fundamentals	114
2014 Summer	SP 103/ Speech Fundamentals	21
2014 Spring	SP 103/ Speech Fundamentals	113

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

(c). Identify your professional development activities during the past five years. Working on Ed D, Presented at the Florida Communication Association Conference, Submitted an article for publication

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Melinda Saunders _____ Rank: __Professor_____

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

Highest Degree Earned: __M.S._____

Date Degree Received: _August 1994_____

Conferred by: __Marshall University _____

Area of Specialization: __Physical Science and Mathematics_____

Professional Registration/Licensure: Permanent Professional Teaching License Chemistry 9-12; Physics 9-12; Mathematics 5-12, General Science 5-12 Teaching Specializations __

Years of Employment at Present Institution: __21_____

Years of Employment in Higher Education: ___21_____

Years of Related Experience Outside Higher Education: __6_____

Non-Teaching Experience: __0_____

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
2015 Spring	MT 125/ Trigonometry	1
	MT 128/ Algebra for AH	8
2014 Fall	MT 128/ Algebra for AH	15
	MT 225/ Elementary Statistics	1
2014 Summer	MT 125/ Trigonometry	1
	MT 130/ College Algebra	3
	MT 231/ Calculus III	7
2014 Spring	MT 125/ Trigonometry	20
	MT 128/ Algebra for AH	22
	MT 130/ College Algebra	20
	MT 230/ Calculus II	7

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

(c). Identify your professional development activities during the past five years. APPQMR training; Blackboard training; Quality Matters Conference; Student Success Summit; WVADE/WVCCA Conference; League for Innovations Conference—twice; IYOC training

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ____Melissa Lecik _____ Rank: _____

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

Highest Degree Earned: ___Bachelor of Science_____

Date Degree Received: _____12/31/14_____

Conferred by: ___Wheeling Jesuit University_____

Area of Specialization: __Healthcare Leadership_____

Professional Registration/Licensure: _____certified respiratory therapist_____

Years of Employment at Present Institution: _____1_____

Years of Employment in Higher Education: _____1_____

Years of Related Experience Outside Higher Education: _____15_____

Non-Teaching Experience: ____20_____

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**
2015 Fall	BS 118/ Essential Of Hum Sys. For AH	23

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

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

I am currently working on my M.Ed. in Counseling and Human Development. I have one year before I will have that in hand. As of right now, I work with developmentally and mentally disabled adults and children, coordinating needed services which combines my science background with my counseling education (case management). In the future, I hope to have a PhD in psychology or human services.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Melissa White_____ Rank: _____

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

Highest Degree Earned: __Bachelors of Regents _____

Date Degree Received: _____2003_____

Conferred by: __Marshall University _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____11 years_____

Years of Employment in Higher Education: _____11_____

Years of Related Experience Outside Higher Education: ___2_____

Non-Teaching Experience: _____4_____

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**
2015 Fall	BS 124 Human Anatomy & Phys. I	23
2015 Spring	BS 125 Human Anatomy & Phys. II	24
2014 Fall	BS 124 Human Anatomy & Phys. I	24
2014 Spring	BS 125 Human Anatomy & Phys. II	7

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

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

I am required to do 18 hours of continuing education annually to keep my chiropractic license current.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Michael Kitchen _____ Rank: _____

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

Highest Degree Earned: _____Masters Plus 15_____

Date Degree Received: _____June 2014_____

Conferred by: _____Concord University_____

Area of Specialization: _____Geography, Mathematics, and Social Studies_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____11 years_____

Years of Employment in Higher Education: _____11 years_____

Years of Related Experience Outside Higher Education: _____12 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**
2015 Fall	MT 121A/ College Math for Gen. Ed. Enhanced	11

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

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

Integrating technology in the classroom

Engrade

I have presented at the National Conference on Geographic Education for 3 years now. Once in Memphis, TN, Washington, D.C., and Portland, Oregon.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Michael Midkiff_____ Rank: _____

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

Highest Degree Earned: _MS (Master of Science)_____

Date Degree Received: ___1973_____

Conferred by: _____Marshall University_____

Area of Specialization: _____Biological Science_____

Professional Registration/Licensure: ___WV Board of Education_____

Years of Employment at Present Institution: ___8_____

Years of Employment in Higher Education: ____8_____

Years of Related Experience Outside Higher Education: ___35_____

Non-Teaching Experience: ___Insurance Agent_____

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**
2015 Fall	BS 101/ General Biology I	3
	BS 124/ Human Anatomy and Phys. II	11
2014 Fall	BS 102/ Gen. Biology II	3
2014 Spring	BS 124/ Human Anatomy & Phys. I	13
	BS 125/ Human Anatomy&Phys. II	9

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ____Pamela Bailey _____ Rank: _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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**
2015 Fall	MU 175/ Music Appreciation	22
2014 Fall	MU 175/ Music Appreciation	13
	MU 203/ Music Skills for Classroom Thcr	5
2014 Summer	MU 177 Music Appreciation	2
2014 Spring	MU 175/ Music Appreciation	9
	MU 203/ Music Skills for Classroom Thcr	11

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: __Paula Nelson _____ Rank: _____

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

Highest Degree Earned: MA + 45

Date Degree Received: 2005

Conferred by: West Virginia University

Area of Specialization: Communication Studies

Professional Registration/Licensure: Teaching Certificate WVDE

Years of Employment at Present Institution: Approximately 6_(sporadically, prior to 2007) Taught some dual credit speech and theatre courses

Years of Employment in Higher Education: See above

Years of Related Experience Outside Higher Education: 30 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**
2015 Fall	SP 103/ Speech Fundamentals	9
2015 Spring	SP 103/ Speech Fundamentals	10
2014 Fall	SP 103/ Speech Fundamentals	10

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

(c). Identify your professional development activities during the past five years. Prior to retiring I participated in professional development activities as required by Lincoln County Schools.

My BA is in Comprehensive Language Arts 7-12 . I have 30 years of experience in teaching speech as well as coaching a competitive speech and debate team for 5 years at Hamlin High and 5 years at Lincoln County High School. Coached these teams to national competition and state recognition numerous times. Was a Lincoln County Teacher of the Year in 2003 and received recognition from Marshall University as a forensic coach/educator- The John Marshall Coaching Quality Award in 2011 and the John Marshall Bill Denman Quality Coach Award in 2012 for 30 years of teaching and coaching forensics combined. Taught theatre and directed plays, musicals and shows at Hamlin High School and Lincoln County High School for a total of 30 years.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Paula White _____ Rank: _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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**
2015 Fall	AR 112 Art Appreciation	40

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Rankiri Karunasiri_____ Rank: _____

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

Highest Degree Earned: _____Ph.D._____

Date Degree Received: _____March 22, 1991_____

Conferred by: ____University of California at Los Angeles_

Area of Specialization: __Theoretical Condensed Matter Physics____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: ___01 year 03 Months_____

Years of Employment in Higher Education: ___15 yrs_____

Years of Related Experience Outside Higher Education: _____

Non-Teaching Experience: ____Post Doctoral Research 01 year_____

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
2015 Fall	PH 200/ Intro. To Physics	17
	PH 210/ College Physics	1
	SC 109/ Gen. Physical Science	19
2015 Spring	PH 200/ Intro. To Physics	25
	SC 109/ General Physical Science	18
	SC 110/ Gen. Phy. Science II	9
2014 Fall	PH 200/ Intro to Physics	18
	SC 109 / Gen. Physical Science	32
	SC 110 / Gen. Phy. Science II	14

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

PTO

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

a) *Participated the General Education Assessment Workshop on October 16, 2015*
b) *Completed Retirement Preparation PDA on September 12, 2014.*
c) *Completed Emergency Preparedness PDA on September 14, 2014.*

d) *Completed Stress Management PDA on December 05, 2014.*
e) *Completed Outlook Calendar Training PDA on December 05, 2014.*
f) *Completed Emergency Preparedness Update PDA on December 05, 2014.*
g) *Completed Big Blue Button PDA on February 27, 2015.*
h) *Completed Adobe Photoshop and Adobe Voice PDA on February 27, 2015.*
j) *Completed Introduction to Blackboard PDA on February 27, 2015.*
k) *Completed Introduction to Windows 8.1 and MS Skype PDA on April 24, 2015.*
l) *Participated the Assessment Workshop on April 10, 2015.*

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Roger Stollings _____ Rank: _____

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

Highest Degree Earned: _____M.S._____

Date Degree Received: ___1978_____

Conferred by: __University of Kentucky _____

Area of Specialization: ___Biology _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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
2015 Spring	BS 102/ Gen. Biology II	21
	BS 125/ Hum. Anatomy & Phys.	29
	SC 110/ Gen. Physical Science II	8
2014 Fall	BS 118 Ess. Of Human Sys. For AH	12
	BS 124/ Human Anatomy and Phys.	43
	BS 125/ Hum Anatomy & Phys II	21
2014 Spring	BS 118/ Essen. Of Hum. Sys. For AH	5
	BS 124 Hum. Anatomy & Phys.	24
	BS 125 Hum. Anatomy & Phys. II	24

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Salina Lyter _____ Rank: _____

Check One: Full-time _X (temp)_____ Part-time _____ Adjunct __ _____

Highest Degree Earned: MS + 15_____

Date Degree Received: __M.S. Exercise Science + 15 hours _____

Conferred by: __Marshall University _____

Area of Specialization: __Cardiac Rehabilitation _____

Professional Registration/Licensure: _RCEP & RYT_____

Years of Employment at Present Institution: _2_____

Years of Employment in Higher Education: _____2_____

Years of Related Experience Outside Higher Education: ___3_____

Non-Teaching Experience: ___Exercise Physiology_____

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**
2015 Fall	BS 101/ General Biology I	16
	BS 124/ Human Anatomy I	39
	SC 109/ Gen. Physical Science I	13
2015 Spring	BS 125/ Human Anatomy & Phys. II	6
	PE 186/ Weight Training	11
	PE 188/ Conditioning	9

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

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

I continue my education by enrolling in graduate courses (DPT & MAT @ Marshall University) and by attending seminars and various courses to expand my scope of Professional practice.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Sarah Kincaid_____ Rank: _____

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

Highest Degree Earned: _Masters in Biology + 51 hours _____

Date Degree Received: ____December 2011_____

Conferred by: _Morehead State University _____

Area of Specialization: __Biology_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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**
2015 Fall	BS 124/ Human Anatomy and Phys. I	18

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Sarah McVaney _____ Rank: _____

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

Highest Degree Earned: _____Masters_____

Date Degree Received: __June 2013_____

Conferred by: ___Kent State University _____

Area of Specialization: __Music Education _____

Professional Registration/Licensure: __WV Teaching Certification, Bachelors in Music PK-Adult__

Years of Employment at Present Institution: _1_____

Years of Employment in Higher Education: ____1_____

Years of Related Experience Outside Higher Education: ___7_____

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**
2015 Fall	MU 175/ Music Appreciation	26
	MU 203/ Music Skills for Classrm. Teachrs.	19
2015 Spring	MU 175/ Music Appreciation	24
	MU 203/ Music Skills for Classrm Teachers	12

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Sarma A, Pidaparthi_ Rank: Professor of Mathematics

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

Highest Degree Earned: ___Ph.D._____

Date Degree Received: __1995_____

Conferred by: _____Indian Institute of Technology, Kharagpur, India_____

Area of Specialization: ___Numerical Analysis_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: ___12 years_____

Years of Employment in Higher Education: ___25_____

Years of Related Experience Outside Higher Education: ___5_____

Non-Teaching Experience: _5_____

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
2015 Fall	MT 124/ Technical Math	8
	MT 124A/ Tech. Math Enhanced	15
	MT 125/ Trigonometry	10
	MT 128/Algebra for Allied Health	10
	MT 130/College Algebra	11
2015 Spring	MT 125/ Trigonometry	20
	MT 130/ College Algebra	17
	MT 225/ Elementary Statistics	13
2014 Fall	MT 121/ College Math for Gen. Ed.	8
	MT 123/ Intermediate Algebra	13
	MT 124/ Technical Math	2
	MT 125/ Trigonometry	17
	MT 128/ Algebra for Allied Health	12
	MT 130/ College Algebra	24
2014 Spring	MT 024/ Support to Tech. Math	9
	MT 121/ College Math for Gen Ed.	19
	MT 123/ Intermediate Algebra	23
	MT 124/ Technical Math	15

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

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

Referred Journal Publications :

1. Sarma, P.A.; Pidaparti, Ramana M.; Meiss, Richard A, "Effect of off-axis cell orientation on mechanical properties in smooth muscle tissue", Journal of Biomedical Science and Engineering (JBiSE), 2011.
2. I have evaluated a Ph D thesis entitled "**Effect of Slip on Stenotic Region Flow of Non-Newtonian Fluids" .**

Professional Activities :

1. I have attended all workshops conducted by West Virginia Department of Education and WVU.
2. I have completed the Math IV unit for WVU K12 partnership project under West Virginia Department of Education and West Virginia University.
3. I have actively participated in Tech Prep conducted at Chapmanville Middle school.
4. I have volunteered " Dislocated Coal Miner Resource Fair " hosted by Southern both in fall 2014 and spring 20 15.
5. 2010 Joint Conference for the West Virginia Community College Association, at Martinsburg, West Virginia in November 2010.
6. Participated in College Transition Math Profession Development with West Virginia Department of Education at Charleston in November 2009.
7. Attended summer workshop ACTIVATE (Advancing computing and Technology Interest and innovation trough Teacher Education) Computing with Alice, July 6-9, 2009, Computational Thinking, July 10-13, 2009, JAVA Programming, July 14-17, 2009 at School of Computer Science, Carnegie Mellon University.
8. Attended Transportation Academy in Clarksburg, West Virginia in June, 2009.
9. Attended T^3 (Teachers Teaching with Technology) conference at Flatwoods, West Virginia in March 2009.

Committee's Served : As a math department representative served on

- **Promotion Committee (2012 – till date)**
- **Math Scoring Team (2003 – till date)**
- **Curriculum and Instruction Committee (2009 - 2012)**
- **Assessment Committee (2007- 2009)**

Developed Units & Instructional Guides (W.V.D.E, 2009):

- **Exponential and Logarithmic Functions.**
- **Exponential and Logarithmic Equations.**

HONORS and AWARDS

- **Finalist** for **Savas-Kostas Award for Excellence at SWVCTC, in** 2012 & 2013

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: __Steven Lacek _____ Rank: _____

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

Highest Degree Earned: ___M.A._____

Date Degree Received: May 2009_____

Conferred by: ___Marshall University _____

Area of Specialization: _____Mathematics_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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
Fall 2015	MT 121 A/ College math for Gen Ed. Enhanced	2
2014 Spring	MT 021/ Support to Coll. MT for Gen. Ed.	12
	MT 095/ Introductory Algebra	11
	MT 096/ Introductory Algebra II	11
	MT 121/ College Math for Gen. Ed.	21

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

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

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: __Susan Baldwin _____ Rank: ___Instructor _____

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

Highest Degree Earned: ____MA Secondary Ed.- Math _____

Date Degree Received: _December 2009_____

Conferred by: ___Marshall University _____

Area of Specialization: ___Secondary Ed. Math _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: ____15_____

Years of Employment in Higher Education: _____15_____

Years of Related Experience Outside Higher Education: ____4_____

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
2015 Fall	ME 101/ Math for Elem. Tchrs	16
	MT 121A/ College Math for Gen. Ed.	78
	MT 130 A/ College Algebra Enhanced	8
2015 Spring	ME 101/ Math for Elem. Tchrs	11
	MT 121A/ College Math for Gen. Ed.	32
	MT 123A/ Inter. Algebra Enh.	26
2014 Fall	MT 121A/ College Math for Gen. Ed.	77
	MT 123 A/ Inter. Algebra Enhanced	26
2014 Spring	MT 021 / Supp. To College MT for Gen. Ed	2
	MT 090/ Basic Math	8
	MT 095/ Introductory Algebra I	21
	MT 096/ Introductory Algebra II	30

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

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

Normal, as prescribed by institution.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ____Tehseen Irfan _____ Rank: ___Associate Profession In English

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

Highest Degree Earned: __M.A.__English _M.A. In Psychology _____

Date Degree Received: __1981_____

Conferred by: ____University of Punjab_____

Area of Specialization: _____British Literature_____

Professional Registration/Licensure: ____N/A_____

Years of Employment at Present Institution: __13 years _____

Years of Employment in Higher Education: ____33 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
2015 Fall	EN 101/ English Comp I	31
	EN 101A/ English Comp I	25
	EN 102/ English Comp II	28
	EN 200/ English Lit. Before 1800	24
2015 Summer	EN 101/ English Comp I	5
2015 Spring	EN 101/ English Comp I	35
	EN 102/ English Comp II	31
	EN 200/ En. Lit. Before 1800	10
2014 Fall	EN 101/ English Comp I	70
	EN 200/ English Lit Before 1800	16
2014 Summer	EN 102/ English Comp II	10
	EN 200/ English Lit. Before 1800	7
2014 Spring	EN 101/ English Comp I	33
	EN 102/ English Comp II	26
	EN 202/ English Lit Since 1800	14

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

(c). Identify your professional development activities during the past five years.
Completed a Master's degree in Psychology. Attended the following conferences: In 2011 presented at Women's International Conference, 2013 Educause Conference in Technology, 2014 WV English Teachers Conference, and 2015 Assessment Conference.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Toni Redmiles _____ Rank: _____

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

Highest Degree Earned: Bachelors in Business Administration

Date Degree Received: December 2007

Conferred by: American Intercontinental University

Area of Specialization: Project management

Professional Registration/Licensure: _____

Years of Employment at Present Institution: 1.25_____

Years of Employment in Higher Education: 1.25_____

Years of Related Experience Outside Higher Education: ____0_____

Non-Teaching Experience: _____4_____

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**
2015 Fall	MT 124 A/ Tech Math Enhanced	16

(b). If degree is not in area of current assignment, explain. I have an associate's degree in Micro Systems Repair. I also worked as a board operator and engineer for various radio stations over the course of 5 years. During this time I used this math extensively

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

WVCCA/ WVADE Conference	November 2015
Assessment Training	October 2015
Student Success Summit	July 2015
BTG Conference	June 2015
Blackboard training	June 2015

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___Tracey Barker _____ Rank: _____

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

Highest Degree Earned: __MA+30 ENGLISH_____

Date Degree Received: ____MA: 2010_____

Conferred by: _____MUGC_____

Area of Specialization:_____English and Ed

Professional Registration/Licensure: RCBOE_____

Years of Employment at Present Institution: 11 years_____

Years of Employment in Higher Education: 5_____

Years of Related Experience Outside Higher Education: 11_____

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**
2015 Fall	EN 101A/ English Comp. I	15
2015 Spring	EN 095/ Ess. Skills of the Written Lang.	13
2014 Fall	EN 095/ Ess. Skills of the Written Lang.	12

****I have been with Southern since I was employed at Beckley Stratton Middle which was in 2011-2012.**

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

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

APL; Common Core; Textbook alignment to common core; Assessments

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _Verna Phillips _____ Rank: _____

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

Highest Degree Earned: _Masters Degree Secondary Education_____

Date Degree Received: __Summer 1991_____

Conferred by: _West Virginia University _____

Area of Specialization: __Secondary Education / Undergraduate Degree Math_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: ___27 1/2_____

Years of Employment in Higher Education: _____27 1/2_____

Years of Related Experience Outside Higher Education: _____

Non-Teaching Experience: _____5_____

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**
2015 Fall	MT 121/ College math for Gen. Ed.	16
	MT 124/ Technical Math	3
	MT 130/College Algebra	9
2015 Spring	MT 121/ College Math for Gen Ed	11
	MT 123/ Intermediate Algebra	8
	MT 124/ Technical Math	3
	MT 130/ College Algebra	18
2014 Fall	ME 101/ Math for Elem. Teach.	14
	ME 102/ Math for Elem. Teach II	5
	MT 121/ College Math for Gen Ed	20
2014 Spring	ME 101/ Math for Elem. Teach.	14
	MT 123/ Interm. Algebra	24
	MT 130/ College Algebra	6
	MT 121/ College math for Gen. Ed	12

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

(c). Identify your professional development activities during the past five years.
I completed training for developing courses online.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: _____Vicky Evans _____ Rank: __Instructor_____

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

Highest Degree Earned: _MA_____

Date Degree Received: __2007_____

Conferred by: ___Morehead State University _____

Area of Specialization: ____English_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: ____8_____

Years of Employment in Higher Education: _____8_____

Years of Related Experience Outside Higher Education: ___6_____

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
2015 Fall	EN 101/ English Comp I	41
	EN 102 / English Comp II	24
	EN 200/ English Lit. Before 1800	18
2015 Summer	EN 101/ English Comp I	23
	EN 102/ English Comp II	11
2015 Spring	EN 102/ English Comp II	70
	EN 202/ English Lit. Since 1800	10
	ED/ 203 Children's Lit.	25
2014 Fall	EN 101/ English Comp I	42
	EN 102/ English Comp II	31
	EN 200/ Eng. Lit. Before 1800	12
	ED 203/ Children's Lit.	30
2014 Spring	EN 101/ English Comp I	50
	EN 102/ English Comp II	25
	EN 200/ English Lit before 1800	22
	EN 202/ English Lit. Since 1800	20
	ED 203/ Children's Lit	31

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

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

I presented at the Appalachian conference.

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___William Clough_____ Rank: __Instructor_____

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

Highest Degree Earned: __Ph.D._____

Date Degree Received: May 2010_____

Conferred by: _Indiana University of Pennsylvania

_____

Area of Specialization: __Literature and Criticism_____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: 3_____

Years of Employment in Higher Education: _10_____

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**
2015 Fall	EN 101/ English Comp. I	25
	EN 101A/ English Comp I	32
	EN 230/ Western World Lit.	10
2015 Spring	EN 101/ English Comp I	26
	EN 102/ English Comp II	36
	EN 202/ English Lit. Since 1800	24
	EN 204/ AM Lit. Since 1865	12
2014 Fall	EN 101/ English Comp. I	57
	EN 102/ English Comp II	32
	EN 201/ Am. Lit Before 1865	15
	EN 202/ English Lit. Since 1800	16
2014 Spring	EN 101/ EN Comp I	50
	EN 102/ EN Comp II	47
	EN 204/Am. Lit Since 1865	20

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

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

Publication of an article on Muriel Rukeyser's "The Book of the Dead" with the *West Virginia Encyclopedia Online* through the WV Humanities Council.

Attended SCALES training through Patrick Henry Community College

Attended WVCCA/WVADE conference, November 2015

APPENDIX II – Faculty Data

*(No more than **TWO** pages per faculty member)*

Name: ___William McCould_____ Rank: _____

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

Highest Degree Earned: _____

Date Degree Received: _____

Conferred by: _____

Area of Specialization: _____

Professional Registration/Licensure: _____

Years of Employment at Present Institution: _____

Years of Employment in Higher Education: _____

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
2015 Fall	MT 121A/ College Math for Gen. Ed Enhanced	9
2015 Spring	MT 123 A/ Inter. Algebra Enhanced	7
2014 Spring	MT 090/ basic Mathematics	8
	MT 095/ Introductory Algebra	5

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

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

Appendix III

Program Budget Data

Southern WV Community & Technical College
Budget FY 2014-2015
Organization Summary Page

Organization Number	Organization Name	Approved Budget FY2014	Increase Use Plus Sign	(Decrease) Use Minus Sign	Requested Budget FY2015
	Dean of University Transfer				
3201	Natural Science	13,850	3,600	0	17,450
3202	Mathematics	5,260	1,200	0	6,460
3203	Social Science	2,450	400	(100)	2,750
3204	Humanities	5,500	0	0	5,500
3205	Criminal Justice	500	0	0	500
3206	Transitional Studies	4,400	650	(650)	4,400
3207	Board of Governor's AAS Program	1,700	400	(325)	1,775
312700	Dean University Transfer	0	0	0	0
	Total Dean of University Transfer	**$ 33,660**	**$ 6,250**	**$ (1,075)**	**$ 38,835**

Southern WV Community & Technical College
Budget FY 2015-2016
Organization Summary Page

Organization Number	Organization Name	Approved Budget FY2015	Increase Use Plus Sign	(Decrease) Use Minus Sign	Requested Budget FY2016
	Division Head - University Transfer				
3201	Natural Science	17,450	1,000	(2,450)	16,000
3202	Mathematics	6,460	0	(2,460)	4,000
3204	Humanities	5,500	450	(1,350)	4,600
3206	Transitional Studies	4,400	0	(1,900)	2,500
3304	Division Head - University Transfer	2,350	1,350	(100)	3,600
	Total Dean of Career and Technical Programs	**$ 36,160**	**$ 1,450**	**$ (8,160)**	**$ 30,700**

Appendix IV

Graduate Survey Results

Southern WVCTC
Program Completer Survey-A.A., A.S. and General Studies Certificate

Dear former student: Please take a few minutes to carefully respond to each of the following questions and return the completed survey to as an attachment to jennifer.dove@southernwv.edu or by mail to Jennifer Dove, Southern WVCTC, Williamson Campus, 1600 Armory Drive, Williamson, WV 25661 provided. All responses are confidential and are going to be used to help us review our program to continue to meet the needs of students. Responses must be received by

Replace the circle next to the answer that reflects your answer with an x.

Educational goals

What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

- O Transfer to 4 year college/university
- O Preparation to enter the job market
- O Improvement of "job skills" for job held while in program
- O Personal interest/development
- O Preparation to pursue an Associate of Applied Science degree
- O Other. Specify_____

Indicate your agreement with the following statements concerning the *A.A. program at Southern.*

Strongly Agree	Agree Somewhat	Neutral	Disagree Somewhat	Strongly Disagree	Not Applicable	**Completing the c A.A.**
O	O	O	O	O	O	Allowed me to meet my educational goals.
O	O	O	O	O	O	Prepared me for success at my transfer institution.
O	O	O	O	O	O	Provided skills that I have used since graduating from the program.
O	O	O	O	O	O	Helped me advance at my job.
O	O	O	O	O	O	Improved my abililty to use scientific inquiry and scientific principles.
O	O	O	O	O	O	Improved my mathematical skills and competencies.
O	O	O	O	O	O	Improved my ability use oral, written and listening skills to communicate.
O	O	O	O	O	O	Strengthened my ability to collaborate with others to accomplish common goals.
O	O	O	O	O	O	Developed my ability to assess my abilities, set goals and implement my plans.
O	O	O	O	O	O	Increased my ability to use and understand technology.
O	O	O	O	O	O	Developed my critical thinking skills.
O	O	O	O	O	O	Developed my cultural, artistic, and/or global awareness.

About your degree

In earning my degree, I completed

- O Exactly 60 credit hours
- O More than 60 credit hours but less than 91 credit hours
- O 91 or more credit hours
- O I earned more than one Associate degree at Southern.

Transfer

Did you transfer your credits from Southern to a four-year college or university?

- O Yes. Complete the remaining questions in this section.
- O No. Skip to the next section.
- O I transferred to another community college. Specify: _____

I transferred the credits I earned at Southern to

- O Marshall University
- O West Virginia University
- O Concord University
- O Bluefield State University
- O West Virginia State University
- O Fairmont State University
- O Other Specify:_____

At my four year college or university, my major is

- O elementary education
- O secondary education
- O pre-in a science field (chemistry, biology,
- O professional health, etc.
- O in a social science field (social work, psychology, etc.)
- O in a communication field (speech, English, etc.)
- O in an engineeriing field (electrical, civil, etc.)
- O other Specify _____

Of the credits I transferred,

- O All of my transferred credi
- O At least 60 of my transferr
- O Between 30 and 60 of my transferred credits were able to be used to meet the requirements
- O 30 or fewer of my transferred credits were able to be used to meet the requirements for my bachelor's degree

Satisfaction

Would you recommend the program to a friend or co-worker? (select one)

O I definitely would. O I probably would. O I would not.

How satisfied were you with the following components of your program of study at Southern?

Very Satisfied	Somewhat satisfied	Neutral	Somewhat Satisfied	Very Dissatisfied	not applicable	
O	O	O	O	O	O	course offerings
O	O	O	O	O	O	content of courses: curriculum
O	O	O	O	O	O	quality of instruction
O	O	O	O	O	O	times of classes
O	O	O	O	O	O	availability of faculty
O	O	O	O	O	O	texts and learning materials
O	O	O	O	O	O	labs
O	O	O	O	O	O	cost
O	O	O	O	O	O	program advisement
O	O	O	O	O	O	career counseling and job placement services

What suggestions would you make to improve the program?

_____

_____

_____

_____

_____

What did you like most about the program?

_____

_____

_____

_____

Background Questions

What degree or certificate did you earn from Southern? O Certificate O AA O AS

What year did you receive your award? 2011-12 2012-13 20113-14 2014-2015

O O O O

What is your gender? O Male O Female O Other

What is your ethnicity? O White,non hispanic O Asian

O Hispanic O American Indian

O Black O Other

Thank you for participating

Associate of Arts and/or Associate of Science Graduate Survey

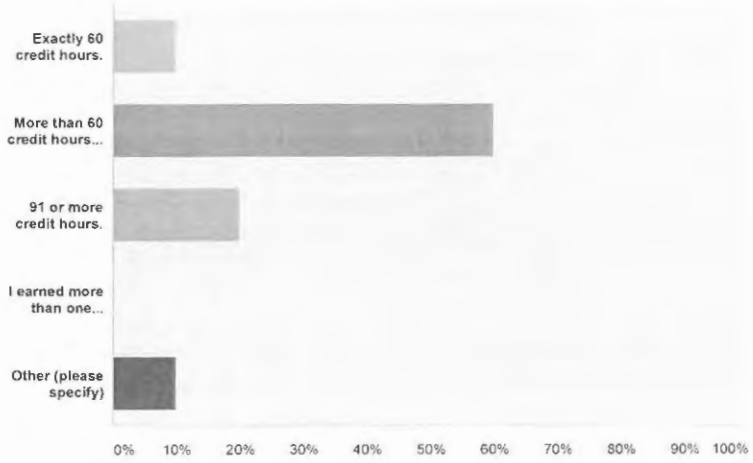
Question Summaries | Individual Responses

All Pages

Q1

In earning my degree, I completed

Answered: 10 Skipped: 0



Answer Choices	Responses	
Exactly 60 credit hours.	10.00%	1
More than 60 credit hours but less than 91 credit hours.	60.00%	6
91 or more credit hours.	20.00%	2
I earned more than one Associate degree at Southern.	0.00%	0
Other (please specify)	10.00%	1
Total		10

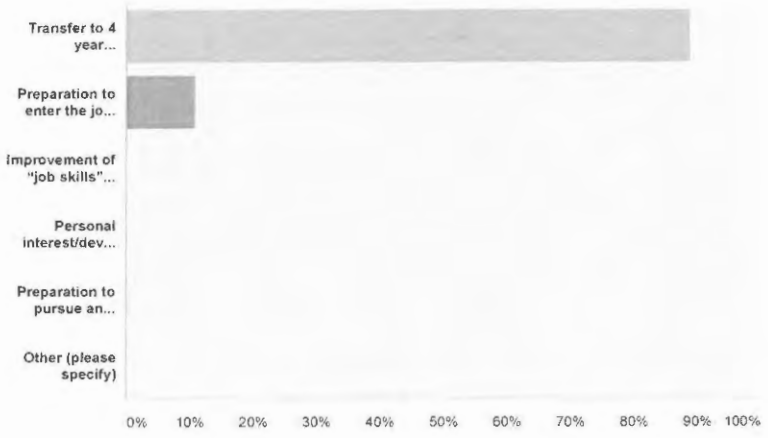
Other (please specify)	Responses
I have no clue 11/16/2015 2:48 PM	

Q2

What was your primary educational goal for obtaining an Associate of Arts degree,

Associate of Science degree, and/or a General Studies Certificate? (choose one)

Answered: 9 Skipped: 1

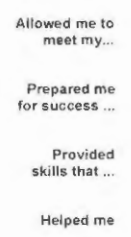


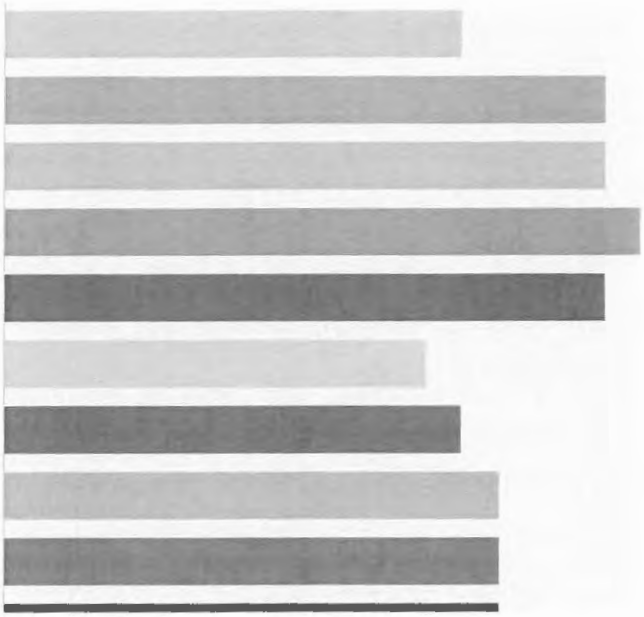
Answer Choices	Responses	
Transfer to 4 year college/university	88.89%	8
Preparation to enter the job market	11.11%	1
Improvement of "job skills" for job held while in program	0.00%	0
Personal interest/development	0.00%	0
Preparation to pursue an Associate of Applied Science degree	0.00%	0
Other (please specify) Responses	0.00%	0
Total		9

Q3

Indicate your agreement with the following statements concerning your program of study at Southern.

Answered: 9 Skipped: 1





	Strongly Agree	Agree Somewhat	Neutral	Disagree Somewhat	Strongly Disagree	N/A	Total	Weighted Average
Allowed me to meet my educational goals.	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.44
Prepared me for success at my transfer institution.	66.67% 6	0.00% 0	22.22% 2	0.00% 0	11.11% 1	0.00% 0	9	1.89
Provided skills that I have used since graduating from the program.	55.56% 5	22.22% 2	11.11% 1	0.00% 0	11.11% 1	0.00% 0	9	1.89
Helped me advance at my job.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	11.11% 1	0.00% 0	9	2.00
Improved my abililty to use scientific inquiry and scientific principles.	55.56% 5	22.22% 2	11.11% 1	0.00% 0	11.11% 1	0.00% 0	9	1.89
Improved my mathematical skills and competencies.	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9	1.33
Improved my ability use oral, written and listening skills to communicate.	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.44
Strengthened my ability to collaborate with others to accomplish common goals.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.56
Developed my ability to assess my abilities, set goals and implement my plans.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.56
Increased my ability to use and understand technology.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.56

Comments (0)

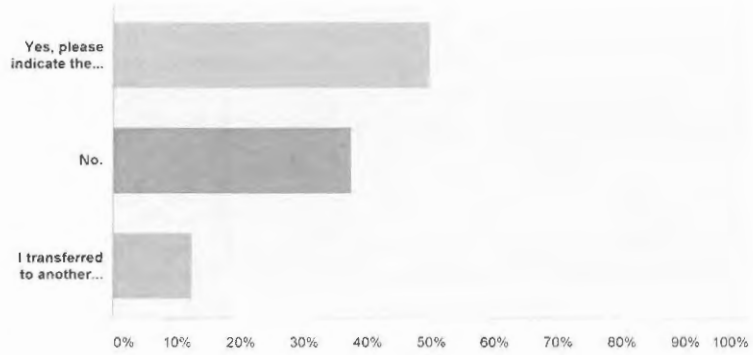
	Strongly Agree	Agree Somewhat	Neutral	Disagree Somewhat	Strongly Disagree	N/A	Total	Weighted Average
Developed my critical thinking skills.	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.44
Developed my cultural, artistic, and/or global awareness.	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.44

Comments (0)

Q4

Did you transfer your credits from Southern to a four-year college or university?

Answered: 8 Skipped: 2



Answer Choices	Responses	
Yes, please indicate the accepting institution in the box below.	50.00%	4
No.	37.50%	3
I transferred to another community college.	12.50%	1

Total Respondents: 8

Comments (4)

Marshall University
12/5/2015 9:39 PM

Haven't transfered my credits yet
11/16/2015 6:31 PM

Marshall University
11/16/2015 3:53 PM

Marshall University
11/16/2015 2:02 PM

Q5

At my four year college or university, my major is

Answered: 7 Skipped: 3

Answer Choices	Responses	
elementary education	71.43%	5
secondary education	14.29%	1
in a science field (chemistry, biology,pre-professional health, etc.)	0.00%	0
in a social science field (social work, psychology, etc.)	0.00%	0
in a communication field (speech, English, etc.)	0.00%	0
in an engineering field (electrical, civil, etc.)	0.00%	0
Other (please specify) Responses	14.29%	1

Geography
11/16/2015 3:53 PM

Total	7

Q6

Of the credits I transferred,

Answered: 7 Skipped: 3

All of my transferred...

At least 60 of my transferr...

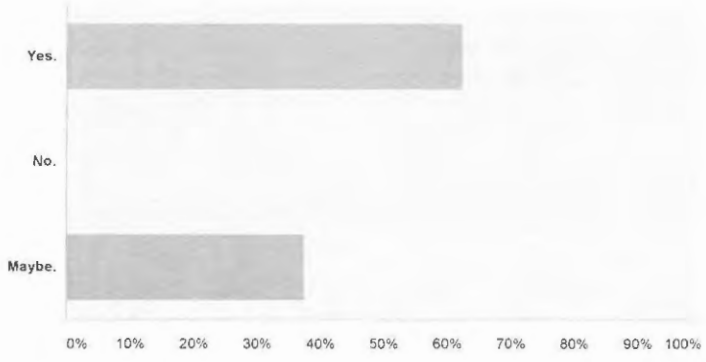
Between 30 and 60 of my...

Answer Choices	Responses	
All of my transferred credits were able to be used to meet the requirements for my bachelor's degree.	0.00%	0
At least 60 of my transferred credits were able to be used to meet the requirements for my bachelor's degree.	42.86%	3
Between 30 and 60 of my transferred credits were able to be used to meet the requirements.	57.14%	4
30 or fewer of my transferred credits were able to be used to meet the requirements for my bachelor's degree.	0.00%	0
Total		7

Q7

Would you recommend the program to a friend or co-worker? (select one)

Answered: 8 Skipped: 2

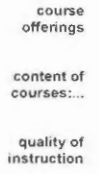


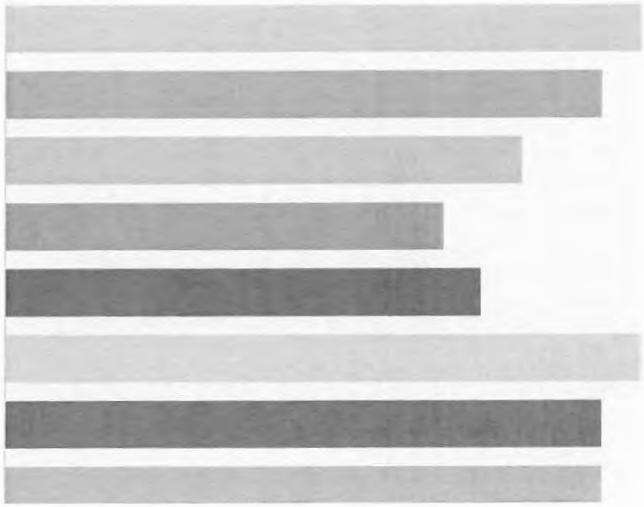
Answer Choices	Responses	
Yes.	62.50%	5
No.	0.00%	0
Maybe.	37.50%	3
Total		8

Q8

How satisfied were you with the following components of your program of study at Southern?

Answered: 8 Skipped: 2





	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Satisfied	Very Dissatisfied	N/A	Total	Weighted Average
course offerings	50.00% 4	25.00% 2	12.50% 1	0.00% 0	12.50% 1	0.00% 0	8	2.00
content of courses: curriculum	62.50% 5	12.50% 1	12.50% 1	0.00% 0	12.50% 1	0.00% 0	8	1.88
quality of instruction	62.50% 5	12.50% 1	25.00% 2	0.00% 0	0.00% 0	0.00% 0	8	1.63
times of classes	75.00% 6	12.50% 1	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	1.38
availability of faculty	75.00% 6	12.50% 1	0.00% 0	12.50% 1	0.00% 0	0.00% 0	8	1.50
texts and learning materials	62.50% 5	0.00% 0	25.00% 2	0.00% 0	12.50% 1	0.00% 0	8	2.00
labs	62.50% 5	12.50% 1	12.50% 1	0.00% 0	12.50% 1	0.00% 0	8	1.88
cost	75.00% 6	0.00% 0	0.00% 0	12.50% 1	12.50% 1	0.00% 0	8	1.88
program advisement	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	1.25
career counseling and job placement services	62.50% 5	12.50% 1	12.50% 1	0.00% 0	12.50% 1	0.00% 0	8	1.88

Q9

List any comments you would like to provide regarding the program.

Answered: 2 Skipped: 8

If you're gonna have a 2+2 with any other University, offer the basic classes we actually need instead of NOT
11/18/2015 9:03 AM

More evening offerings for working adults would be great!
11/16/2015 3:53 PM

Q10

Please enter the following demographic information.

Answered: 7 Skipped: 3

Answer Choices	Responses
What type of degree did you earn (ex. AA, AS, Certificate)? Responses	100.00% 7
AA 12/5/2015 9:39 PM	
AA 11/18/2015 9:03 AM	
AS 11/16/2015 10:47 PM	
AA 11/16/2015 6:32 PM	
AA 11/16/2015 3:53 PM	
AA 11/16/2015 2:21 PM	
Associates of Art 11/16/2015 2:03 PM	
What year did you receive your degree? Responses	100.00% 7
2010 12/5/2015 9:39 PM	
2015 11/18/2015 9:03 AM	
2014 11/16/2015 10:47 PM	
2015 11/16/2015 6:32 PM	
2015 11/16/2015 3:53 PM	
2015 11/16/2015 2:21 PM	
2014 11/16/2015 2:03 PM	
What is your gender? Responses	100.00% 7
female 12/5/2015 9:39 PM	
male 11/18/2015 9:03 AM	
F 11/16/2015 10:47 PM	
Female 11/16/2015 6:32 PM	
Female 11/16/2015 3:53 PM	
Female 11/16/2015 2:21 PM	
Female 11/16/2015 2:03 PM	
What is your ethnicity? Responses	100.00% 7
white 12/5/2015 9:39 PM	
white 11/18/2015 9:03 AM	
White 11/16/2015 10:47 PM	

Answer Choices	Responses
Caucasian	

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

Respondent #1 | All Pages

#1

INCOMPLETE
Started: Monday, November 16, 2015 1:58:02 PM
Last Modified: Monday, November 16, 2015 1:59:53 PM
Time Spent: 00:01:51
IP Address: 129.71.170.254

PAGE 2: About Your Degree

Q1: In earning my degree, I completed

Exactly 60 credit hours

PAGE 3: Educational Goals

Q2: What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Transfer to 4 year college/university

Q3: Indicate your agreement with the following statements concerning your program of study at Southern.

Allowed me to meet my educational goals.	Strongly Agree
Prepared me for success at my transfer institution.	Strongly Agree
Provided skills that I have used since graduating from the program.	Strongly Agree
Helped me advance at my job.	Strongly Agree
Improved my abililty to use scientific inquiry and scientific principles.	Strongly Agree
Improved my mathematical skills and competencies.	Strongly Agree
Improved my ability use oral, written and listening skills to communicate.	Strongly Agree
Strengthened my ability to collaborate with others to accomplish common goals.	Strongly Agree
Developed my ability to assess my abilities, set goals and implement my plans.	Strongly Agree
Increased my ability to use and understand technology.	Strongly Agree
Developed my critical thinking skills.	Strongly Agree
Developed my cultural, artistic, and/or global awareness.	Strongly Agree

PAGE 4: Transfer

Q4: Did you transfer your credits from Southern to a four-year college or university?

No

Q5: At my four year college or university, my major is

secondary education

Q6: Of the credits I transferred,

Between 30 and 60 of my transferred credits were able to be used to meet the requirements

Q7: Would you recommend the program to a friend or co-worker? (select one)

Maybe

Q8: How satisfied were you with the following components of your program of study at Southern?

course offerings	Very Satisfied
content of courses: curriculum	Very Satisfied
quality of instruction	Very Satisfied
times of classes	Very Satisfied
availability of faculty	Very Satisfied
texts and learning materials	Very Satisfied
labs	Very Satisfied
cost	Very Satisfied
program advisement	Very Satisfied
career counseling and job placement services	Very Satisfied

Q9: List any comments you would like to provide regarding the program.

Respondent skipped this question

PAGE 5

Q10: Please enter the following demographic information

Respondent skipped this question

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

Respondent #2 | All Pages

#2

COMPLETE
Started: Monday, November 16, 2015 2:00:48 PM
Last Modified: Monday, November 16, 2015 2:02:55 PM
Time Spent: 00:02:07
IP Address: 166.170.30.61

PAGE 2: About Your Degree

Q1: In earning my degree, I completed

More than 60 credit hours but less than 91 credit hours.

PAGE 3: Educational Goals

Q2: What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Transfer to 4 year college/university

Q3: Indicate your agreement with the following statements concerning your program of study at Southern.

Allowed me to meet my educational goals.	Strongly Agree
Prepared me for success at my transfer institution.	Strongly Agree
Provided skills that I have used since graduating from the program.	Strongly Agree
Helped me advance at my job.	Strongly Agree
Improved my abililty to use scientific inquiry and scientific principles.	Strongly Agree
Improved my mathematical skills and competencies.	Strongly Agree
Improved my ability use oral, written and listening skills to communicate.	Strongly Agree
Strengthened my ability to collaborate with others to accomplish common goals.	Strongly Agree
Developed my ability to assess my abilities, set goals and implement my plans.	Strongly Agree
Increased my ability to use and understand technology.	Strongly Agree
Developed my critical thinking skills.	Strongly Agree
Developed my cultural, artistic, and/or global awareness.	Strongly Agree

PAGE 4: Transfer

Q4: Did you transfer your credits from Southern to a four-year college or university?

Yes, please indicate the accepting institution in the box below.

List the transfer institution if applicable.	Marshall University

Q5. At my four year college or university, my major is

elementary education

Q6: Of the credits I transferred,

At least 60 of my transferred credits were able to be used to meet the requirements for my bachelor's degree.

Q7. Would you recommend the program to a friend or co-worker? (select one)

Yes

Q8: How satisfied were you with the following components of your program of study at Southern?

course offerings	Very Satisfied
content of courses: curriculum	Very Satisfied
quality of instruction	Very Satisfied
times of classes	Very Satisfied
availability of faculty	Very Satisfied
texts and learning materials	Very Satisfied
labs	Very Satisfied
cost	Very Satisfied
program advisement	Very Satisfied
career counseling and job placement services	Very Satisfied

Q9. List any comments you would like to provide regarding the program

Respondent skipped this question

PAGE 5

Q10: Please enter the following demographic information.

What type of degree did you earn (ex. AA, AS, Certificate)?	Associates of Art
What year did you receive your degree?	2014
What is your gender?	Female
What is your ethnicity?	White

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

Respondent #3 | All Pages

#3

COMPLETE
Started: Monday, November 16, 2015 2:17:54 PM
Last Modified: Monday, November 16, 2015 2:21:09 PM
Time Spent: 00:03:15
IP Address: 166.171.56.65

PAGE 2: About Your Degree

Q1: In earning my degree, I completed

More than 60 credit hours but less than 91 credit hours.

PAGE 3: Educational Goals

Q2: What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Transfer to 4 year college/university

Q3: Indicate your agreement with the following statements concerning your program of study at Southern.

Allowed me to meet my educational goals.	Strongly Agree
Prepared me for success at my transfer institution.	Strongly Agree
Provided skills that I have used since graduating from the program.	Agree Somewhat
Helped me advance at my job.	Agree Somewhat
Improved my abililty to use scientific inquiry and scientific principles.	Strongly Agree
Improved my mathematical skills and competencies.	Agree Somewhat
Improved my ability use oral, written and listening skills to communicate.	Agree Somewhat
Strengthened my ability to collaborate with others to accomplish common goals.	Agree Somewhat
Developed my ability to assess my abilities, set goals and implement my plans.	Agree Somewhat
Increased my ability to use and understand technology.	Agree Somewhat
Developed my critical thinking skills.	Agree Somewhat
Developed my cultural, artistic, and/or global awareness.	Agree Somewhat

PAGE 4: Transfer

Q4: Did you transfer your credits from Southern to a four-year college or university?

I transferred to another community college.

Q5: At my four year college or university, my major is

elementary education

Q6: Of the credits I transferred,

Between 30 and 60 of my transferred credits were able to be used to meet the requirements

Q7: Would you recommend the program to a friend or co-worker? (select one)

Yes

Q8: How satisfied were you with the following components of your program of study at Southern?

course offerings	Very Satisfied
content of courses: curriculum	Very Satisfied
quality of instruction	Very Satisfied
times of classes	Very Satisfied
availability of faculty	Very Satisfied
texts and learning materials	Very Satisfied
labs	Very Satisfied
cost	Very Satisfied
program advisement	Very Satisfied
career counseling and job placement services	Very Satisfied

Q9: List any comments you would like to provide regarding the program.

Respondent skipped this question

PAGE 5

Q10: Please enter the following demographic information.

What type of degree did you earn (ex. AA, AS, Certificate)?	AA
What year did you receive your degree?	2015
What is your gender?	Female
What is your ethnicity?	White

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

Respondent #4 | All Pages

#4

INCOMPLETE
Started: Monday, November 16, 2015 2:44:41 PM
Last Modified: Monday, November 16, 2015 2:48:14 PM
Time Spent: 00:03:33
IP Address: 70.198.206.122

PAGE 2: About Your Degree

Q1: In earning my degree, I completed

Other (please specify) I have no clue

PAGE 3: Educational Goals

Q2: What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Respondent skipped this question

Q3: Indicate your agreement with the following statements concerning your program of study at Southern.

Respondent skipped this question

PAGE 4: Transfer

Q4: Did you transfer your credits from Southern to a four-year college or university?

Respondent skipped this question

Q5: At my four year college or university, my major is

Respondent skipped this question

Q6: Of the credits I transferred,

Respondent skipped this question

Q7: Would you recommend the program to a friend or co-worker? (select one)

Respondent skipped this question

Q8: How satisfied were you with the following components of your program of study at Southern?

Respondent skipped this question

Q9: List any comments you would like to provide regarding the program.

Respondent skipped this question

PAGE 5

Q10: Please enter the following demographic information.

Respondent skipped this question

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

Respondent #5 | All Pages

#5

COMPLETE
Started: Monday, November 16, 2015 3:50:28 PM
Last Modified: Monday, November 16, 2015 3:52:57 PM
Time Spent: 00:02:28
IP Address: 166.170.34.110

PAGE 2: About Your Degree

Q1: In earning my degree, I completed

More than 60 credit hours but less than 91 credit hours

PAGE 3: Educational Goals

Q2: What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Transfer to 4 year college/university

Q3: Indicate your agreement with the following statements concerning your program of study at Southern.

Allowed me to meet my educational goals.	Strongly Agree
Prepared me for success at my transfer institution.	Strongly Agree
Provided skills that I have used since graduating from the program.	Strongly Agree
Helped me advance at my job.	Agree Somewhat
Improved my abililty to use scientific inquiry and scientific principles.	Agree Somewhat
Improved my mathematical skills and competencies.	Strongly Agree
Improved my ability use oral, written and listening skills to communicate.	Agree Somewhat
Strengthened my ability to collaborate with others to accomplish common goals.	Agree Somewhat
Developed my ability to assess my abilities, set goals and implement my plans.	Agree Somewhat
Increased my ability to use and understand technology.	Agree Somewhat
Developed my critical thinking skills.	Strongly Agree
Developed my cultural, artistic, and/or global awareness.	Agree Somewhat

PAGE 4: Transfer

Q4: Did you transfer your credits from Southern to a four-year college or university?

Yes, please indicate the accepting institution in the box below

List the transfer institution if applicable.	Marshall University

Q5. At my four year college or university, my major is

Other (please specify)	Geography

Q6: Of the credits I transferred,

At least 60 of my transferred credits were able to be used to meet the requirements for my bachelor's degree

Q7. Would you recommend the program to a friend or co-worker? (select one)

Yes

Q8: How satisfied were you with the following components of your program of study at Southern?

course offerings	Somewhat Satisfied
content of courses; curriculum	Somewhat Satisfied
quality of instruction	Very Satisfied
times of classes	Somewhat Satisfied
availability of faculty	Very Satisfied
texts and learning materials	Neutral
labs	Somewhat Satisfied
cost	Very Satisfied
program advisement	Very Satisfied
career counseling and job placement services	Somewhat Satisfied

Q9: List any comments you would like to provide regarding the program.

More evening offerings for working adults would be great!

PAGE 5

Q10: Please enter the following demographic information.

What type of degree did you earn (ex. AA, AS, Certificate)?	AA
What year did you receive your degree?	2015
What is your gender?	Female
What is your ethnicity?	White

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

Respondent #6 | All Pages

#6

COMPLETE

Started: Monday, November 16, 2015 6:25:35 PM
Last Modified: Monday, November 16, 2015 6:32:20 PM
Time Spent: 00:06:45
IP Address: 24.112.194.180

PAGE 2: About Your Degree

Q1: In earning my degree, I completed

More than 60 credit hours but less than 91 credit hours.

PAGE 3: Educational Goals

Q2: What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Transfer to 4 year college/university

Q3: Indicate your agreement with the following statements concerning your program of study at Southern.

Allowed me to meet my educational goals.	Strongly Agree
Prepared me for success at my transfer institution.	Strongly Agree
Provided skills that I have used since graduating from the program.	Strongly Agree
Helped me advance at my job.	Strongly Agree
Improved my abililty to use scientific inquiry and scientific principles.	Strongly Agree
Improved my mathematical skills and competencies.	Strongly Agree
Improved my ability use oral, written and listening skills to communicate.	Strongly Agree
Strengthened my ability to collaborate with others to accomplish common goals.	Strongly Agree
Developed my ability to assess my abilities, set goals and implement my plans.	Strongly Agree
Increased my ability to use and understand technology.	Strongly Agree
Developed my critical thinking skills.	Strongly Agree
Developed my cultural, artistic, and/or global awareness.	Strongly Agree

PAGE 4: Transfer

Q4: Did you transfer your credits from Southern to a four-year college or university?

No

List the transfer institution if applicable.	Haven't transfered my credits yet

Q5: At my four year college or university, my major is

elementary education

Q6: Of the credits I transferred,

Between 30 and 60 of my transferred credits were able to be used to meet the requirements

Q7: Would you recommend the program to a friend or co-worker? (select one)

Yes

Q8: How satisfied were you with the following components of your program of study at Southern?

course offerings	Somewhat Satisfied
content of courses: curriculum	Very Satisfied
quality of instruction	Very Satisfied
times of classes	Very Satisfied
availability of faculty	Very Satisfied
texts and learning materials	Very Satisfied
labs	Very Satisfied
cost	Very Satisfied
program advisement	Very Satisfied
career counseling and job placement services	Very Satisfied

Q9: List any comments you would like to provide regarding the program.

No response was skipped for this question

PAGE 5

Q10: Please enter the following demographic information.

What type of degree did you earn (ex. AA, AS, Certificate)?	AA
What year did you receive your degree?	2015
What is your gender?	Female
What is your ethnicity?	Caucasian

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

Respondent #7 | All Pages

#7

INCOMPLETE
Started: Monday, November 16, 2015 9:35:10 PM
Last Modified: Monday, November 16, 2015 9:40:26 PM
Time Spent: 00:05:15
IP Address: 184.14.51.117

PAGE 2: About Your Degree

Q1: In earning my degree, I completed

More than 60 credit hours but less than 91 credit hours

PAGE 3: Educational Goals

Q2: What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Transfer to 4 year college/university

Q3: Indicate your agreement with the following statements concerning your program of study at Southern.

Allowed me to meet my educational goals.	Agree Somewhat
Prepared me for success at my transfer institution.	Neutral
Provided skills that I have used since graduating from the program.	Agree Somewhat
Helped me advance at my job.	Agree Somewhat
Improved my abililty to use scientific inquiry and scientific principles.	Agree Somewhat
Improved my mathematical skills and competencies.	Strongly Agree
Improved my ability use oral, written and listening skills to communicate.	Strongly Agree
Strengthened my ability to collaborate with others to accomplish common goals.	Agree Somewhat
Developed my ability to assess my abilities, set goals and implement my plans.	Agree Somewhat
Increased my ability to use and understand technology.	Agree Somewhat
Developed my critical thinking skills.	Agree Somewhat
Developed my cultural, artistic, and/or global awareness.	Strongly Agree

PAGE 4: Transfer

Q4: Did you transfer your credits from Southern to a four-year college or university?

Respondent skipped this question

Q5. At my four year college or university, my major is

Respondent skipped this question

Q6. Of the credits I transferred,

Respondent skipped this question

Q7: Would you recommend the program to a friend or co-worker? (select one)

Respondent skipped this question

Q8: How satisfied were you with the following components of your program of study at Southern?

Respondent skipped this question

Q9: List any comments you would like to provide regarding the program.

Respondent skipped this question

PAGE 5

Q10: Please enter the following demographic information

Respondent skipped this question

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

Respondent #8 | All Pages

#8

COMPLETE
Started: Monday, November 16, 2015 10:43:35 PM
Last Modified: Monday, November 16, 2015 10:47:05 PM
Time Spent: 00:03:30
IP Address: 173.80.216.182

PAGE 2: About Your Degree

Q1: In earning my degree, I completed

More than 60 credit hours but less than 91 credit hours.

PAGE 3: Educational Goals

Q2: What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Preparation to enter the job market

Q3: Indicate your agreement with the following statements concerning your program of study at Southern.

Allowed me to meet my educational goals.	Neutral
Prepared me for success at my transfer institution.	Strongly Disagree
Provided skills that I have used since graduating from the program.	Strongly Disagree
Helped me advance at my job.	Strongly Disagree
Improved my abililty to use scientific inquiry and scientific principles.	Strongly Disagree
Improved my mathematical skills and competencies.	Agree Somewhat
Improved my ability use oral, written and listening skills to communicate.	Strongly Agree
Strengthened my ability to collaborate with others to accomplish common goals.	Strongly Agree
Developed my ability to assess my abilities, set goals and implement my plans.	Strongly Agree
Increased my ability to use and understand technology.	Strongly Agree
Developed my critical thinking skills.	Strongly Agree
Developed my cultural, artistic, and/or global awareness.	Strongly Agree

PAGE 4: Transfer

Q4: Did you transfer your credits from Southern to a four-year college or university?

No.

Q5: At my four year college or university, my major is

Respondent skipped this question

Q6: Of the credits I transferred,

Respondent skipped this question

Q7: Would you recommend the program to a friend or co-worker? (select one)

Maybe

Q8: How satisfied were you with the following components of your program of study at Southern?

course offerings	Neutral
content of courses: curriculum	Very Dissatisfied
quality of instruction	Neutral
times of classes	Very Satisfied
availability of faculty	Somewhat Satisfied
texts and learning materials	Very Dissatisfied
labs	Very Dissatisfied
cost	Very Dissatisfied
program advisement	Very Satisfied
career counseling and job placement services	Very Dissatisfied

Q9: List any comments you would like to provide regarding the program.

Respondent skipped this question

PAGE 5

Q10: Please enter the following demographic information.

What type of degree did you earn (ex. AA, AS, Certificate)?	AS
What year did you receive your degree?	2014
What is your gender?	F
What is your ethnicity?	White

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

Respondent #9 | All Pages

#9

COMPLETE
Started: Wednesday, November 18, 2015 8:57:17 AM
Last Modified: Wednesday, November 18, 2015 9:03:00 AM
Time Spent: 00:05:42
IP Address: 74.195.20.65

PAGE 2: About Your Degree

Q1: In earning my degree, I completed

91 or more credit hours.

PAGE 3: Educational Goals

Q2: What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Transfer to 4 year college/university

Q3: Indicate your agreement with the following statements concerning your program of study at Southern.

Allowed me to meet my educational goals.	Agree Somewhat
Prepared me for success at my transfer institution.	Neutral
Provided skills that I have used since graduating from the program.	Neutral
Helped me advance at my job.	Neutral
Improved my abililty to use scientific inquiry and scientific principles.	Neutral
Improved my mathematical skills and competencies.	Agree Somewhat
Improved my ability use oral, written and listening skills to communicate.	Neutral
Strengthened my ability to collaborate with others to accomplish common goals.	Neutral
Developed my ability to assess my abilities, set goals and implement my plans.	Neutral
Increased my ability to use and understand technology.	Neutral
Developed my critical thinking skills.	Neutral
Developed my cultural, artistic, and/or global awareness.	Neutral

PAGE 4: Transfer

Q4: Did you transfer your credits from Southern to a four-year college or university?

Yes, please indicate the accepting institution in the box below

Q5: At my four year college or university, my major is

elementary education

Q6: Of the credits I transferred,

At least 60 of my transferred credits were able to be used to meet the requirements for my bachelor's degree

Q7: Would you recommend the program to a friend or co-worker? (select one)

Maybe

Q8: How satisfied were you with the following components of your program of study at Southern?

course offerings	Very Dissatisfied
content of courses: curriculum	Neutral
quality of instruction	Neutral
times of classes	Neutral
availability of faculty	Somewhat Satisfied
texts and learning materials	Neutral
labs	Neutral
cost	Somewhat Satisfied
program advisement	Neutral
career counseling and job placement services	Neutral

Q9: List any comments you would like to provide regarding the program.

If you're gonna have a 2+2 with any other University, offer the basic classes we actually need instead of NOT

PAGE 5

Q10: Please enter the following demographic information.

What type of degree did you earn (ex. AA, AS, Certificate)?	AA
What year did you receive your degree?	2015
What is your gender?	male
What is your ethnicity?	white

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

Respondent #10 | All Pages

#10

COMPLETE
Started: Saturday, December 05, 2015 9:36:41 PM
Last Modified: Saturday, December 05, 2015 9:39:19 PM
Time Spent: 00:02:37
IP Address: 50.110.46.69

PAGE 2: About Your Degree

Q1: In earning my degree, I completed

91 or more credit hours

PAGE 3: Educational Goals

Q2: What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Transfer to 4 year college/university

Q3: Indicate your agreement with the following statements concerning your program of study at Southern.

Allowed me to meet my educational goals.	Strongly Agree
Prepared me for success at my transfer institution.	Strongly Agree
Provided skills that I have used since graduating from the program.	Strongly Agree
Helped me advance at my job.	Strongly Agree
Improved my abililty to use scientific inquiry and scientific principles.	Strongly Agree
Improved my mathematical skills and competencies.	Strongly Agree
Improved my ability use oral, written and listening skills to communicate.	Strongly Agree
Strengthened my ability to collaborate with others to accomplish common goals.	Strongly Agree
Developed my ability to assess my abilities, set goals and implement my plans.	Strongly Agree
Increased my ability to use and understand technology.	Strongly Agree
Developed my critical thinking skills.	Strongly Agree
Developed my cultural, artistic, and/or global awareness.	Strongly Agree

PAGE 4: Transfer

Q4: Did you transfer your credits from Southern to a four-year college or university?

Yes, please indicate the accepting institution in the box below.

List the transfer institution if applicable.	Marshall University

Q5: At my four year college or university, my major is

elementary education

Q6: Of the credits I transferred,

Between 30 and 60 of my transferred credits were able to be used to meet the requirements.

Q7: Would you recommend the program to a friend or co-worker? (select one)

Yes.

Q8: How satisfied were you with the following components of your program of study at Southern?

course offerings	Very Satisfied
content of courses: curriculum	Very Satisfied
quality of instruction	Somewhat Satisfied
times of classes	Very Satisfied
availability of faculty	Very Satisfied
texts and learning materials	Very Satisfied
labs	Very Satisfied
cost	Very Satisfied
program advisement	Very Satisfied
career counseling and job placement services	Very Satisfied

Q9: List any comments you would like to provide regarding the program.

Respondent skipped this question

PAGE 5

Q10: Please enter the following demographic information.

What type of degree did you earn (ex. AA, AS, Certificate)?	AA
What year did you receive your degree?	2010
What is your gender?	female
What is your ethnicity?	white

Associate of Arts and/or Associate of Science Graduate Survey

Question Summaries | Individual Responses

All Pages

10 responses

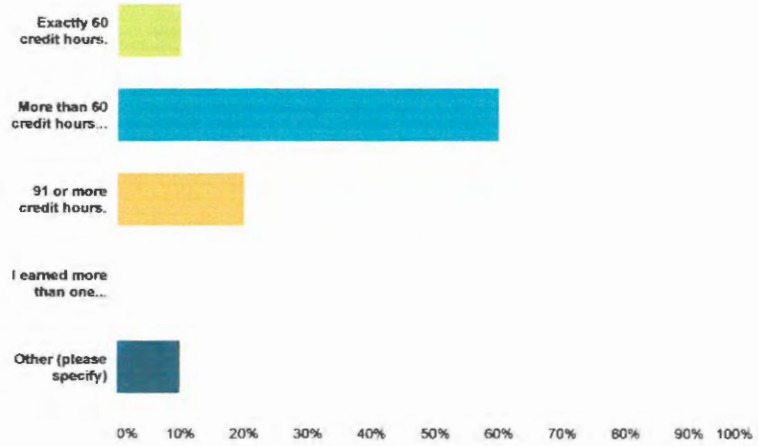
24 days (11/13/2015 - now)

1 view

Q1

In earning my degree, I completed

Answered: 10 Skipped: 0

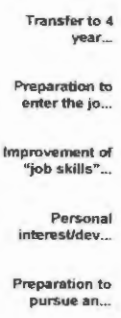


Answer Choices		Responses	
Exactly 60 credit hours.		10.00%	1
More than 60 credit hours but less than 91 credit hours.		60.00%	6
91 or more credit hours.		20.00%	2
I earned more than one Associate degree at Southern.		0.00%	0
Other (please specify)	Responses	10.00%	1
Total			10

Q2

What was your primary educational goal for obtaining an Associate of Arts degree, Associate of Science degree, and/or a General Studies Certificate? (choose one)

Answered: 9 Skipped: 1

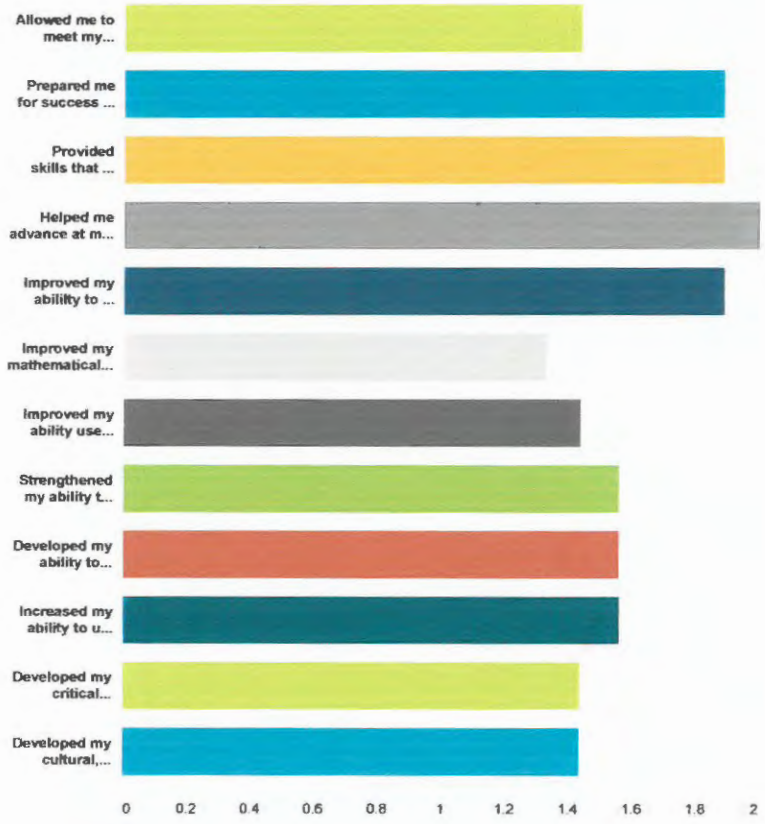


Answer Choices		Responses	
Transfer to 4 year college/university		88.89%	8
Preparation to enter the job market		11.11%	1
Improvement of "job skills" for job held while in program		0.00%	0
Personal interest/development		0.00%	0
Preparation to pursue an Associate of Applied Science degree		0.00%	0
Other (please specify)	Responses	0.00%	0
Total			9

Q3

Indicate your agreement with the following statements concerning your program of study at Southern.

Answered: 9 Skipped: 1



	Strongly Agree	Agree Somewhat	Neutral	Disagree Somewhat	Strongly Disagree	N/A	Total	Weighted Average
Allowed me to meet my educational goals.	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.44

Comments (0)

	Strongly Agree	Agree Somewhat	Neutral	Disagree Somewhat	Strongly Disagree	N/A	Total	Weighted Average
Prepared me for success at my transfer institution.	66.67% 6	0.00% 0	22.22% 2	0.00% 0	11.11% 1	0.00% 0	9	1.89
Provided skills that I have used since graduating from the program.	55.56% 5	22.22% 2	11.11% 1	0.00% 0	11.11% 1	0.00% 0	9	1.89
Helped me advance at my job.	44.44% 4	33.33% 3	11.11% 1	0.00% 0	11.11% 1	0.00% 0	9	2.00
Improved my ability to use scientific inquiry and scientific principles.	55.56% 5	22.22% 2	11.11% 1	0.00% 0	11.11% 1	0.00% 0	9	1.89
Improved my mathematical skills and competencies.	66.67% 6	33.33% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	9	1.33
Improved my ability use oral, written and listening skills to communicate.	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.44
Strengthened my ability to collaborate with others to accomplish common goals.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.56
Developed my ability to assess my abilities, set goals and implement my plans.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.56
Increased my ability to use and understand technology.	55.56% 5	33.33% 3	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.56
Developed my critical thinking skills.	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.44
Developed my cultural, artistic, and/or global awareness.	66.67% 6	22.22% 2	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9	1.44

Comments (0)

Q4

Did you transfer your credits from Southern to a four-year college or university?

Answered: 8 Skipped: 2

Yes, please indicate the...

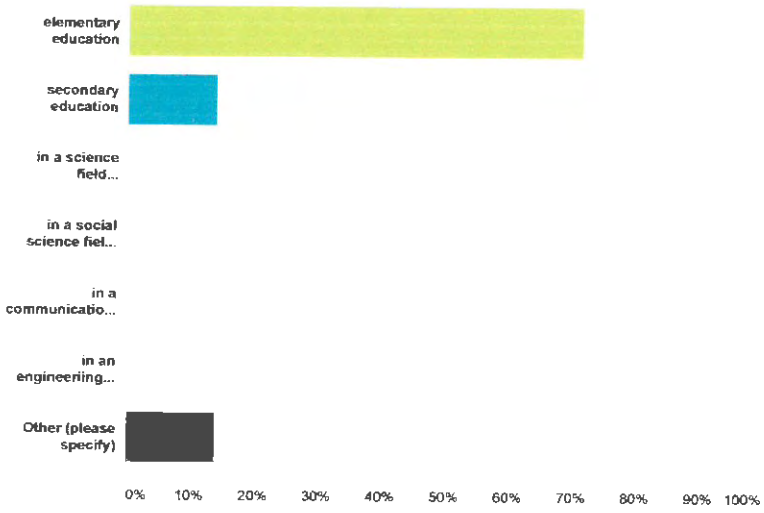
No.

I transferred to another...

Answer Choices	Responses
Yes, please indicate the accepting institution in the box below.	50.00%
No.	37.50%
I transferred to another community college.	12.50%

Comments

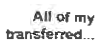
At my four year college or university, my major is



Answer Choices	Responses
elementary education	71.43%
secondary education	14.29%
in a science field (chemistry, biology,pre-professional health, etc.)	0.00%
in a social science field (social work, psychology, etc.)	0.00%
in a communication field (speech, English, etc.)	0.00%
in an engineering field (electrical, civil, etc.)	0.00%
Other (please specify)	14.29%

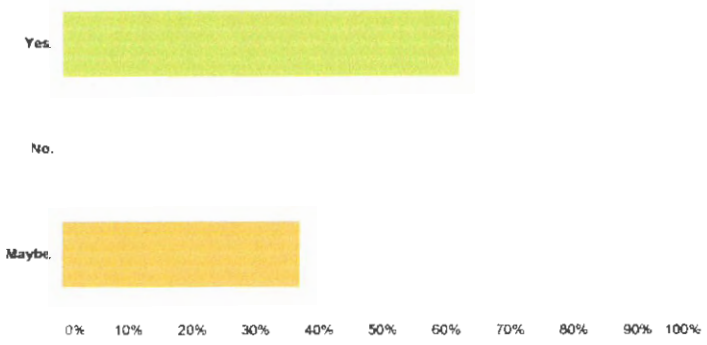
Responses

Of the credits I transferred,



Answer Choices	Responses
All of my transferred credits were able to be used to meet the requirements for my bachelor's degree.	0.00%
At least 60 of my transferred credits were able to be used to meet the requirements for my bachelor's degree.	42.86%
Between 30 and 60 of my transferred credits were able to be used to meet the requirements.	57.14%
30 or fewer of my transferred credits were able to be used to meet the requirements for my bachelor's degree.	0.00%

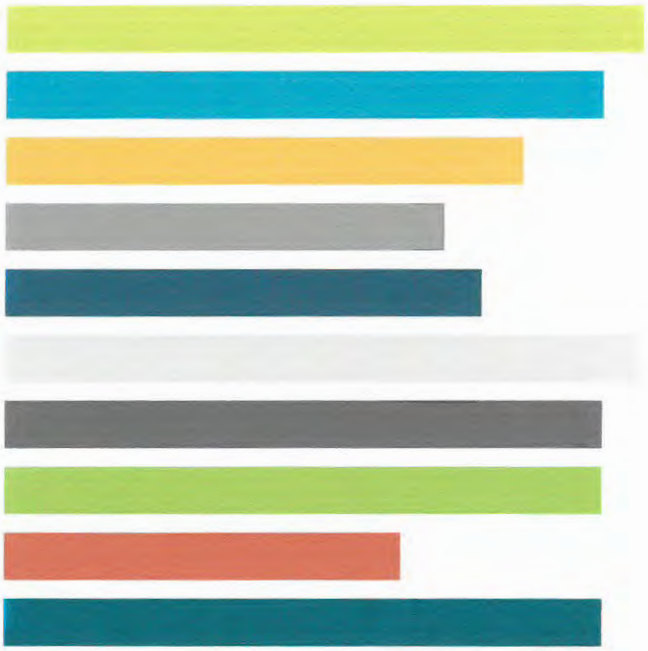
Would you recommend the program to a friend or co-worker? (select one)



Answer Choices	Responses
Yes.	62.50%
No.	0.00%
Maybe.	37.50%

How satisfied were you with the following components of your program of study at Southern?

course



	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Satisfied	Very Dissatisfied	N/A	Total	Weighted Average
course offerings	50.00% 4	25.00% 2	12.50% 1	0.00% 0	12.50% 1	0.00% 0	8	2.00
content of courses: curriculum	62.50% 5	12.50% 1	12.50% 1	0.00% 0	12.50% 1	0.00% 0	8	1.88
quality of instruction	62.50% 5	12.50% 1	25.00% 2	0.00% 0	0.00% 0	0.00% 0	8	1.63
times of classes	75.00% 6	12.50% 1	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	1.38
availability of faculty	75.00% 6	12.50% 1	0.00% 0	12.50% 1	0.00% 0	0.00% 0	8	1.50
texts and learning materials	62.50% 5	0.00% 0	25.00% 2	0.00% 0	12.50% 1	0.00% 0	8	2.00
labs	62.50% 5	12.50% 1	12.50% 1	0.00% 0	12.50% 1	0.00% 0	8	1.88
cost	75.00% 6	0.00% 0	0.00% 0	12.50% 1	12.50% 1	0.00% 0	8	1.88
program advisement	87.50% 7	0.00% 0	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8	1.25
career counseling and job placement services	62.50% 5	12.50% 1	12.50% 1	0.00% 0	12.50% 1	0.00% 0	8	1.88

Q9

List any comments you would like to provide regarding the program.

Answered: 2 Skipped: 8

If you're gonna have a 2+2 with any other University, offer the basic classes we actually need instead of NOT.
11/18/2015 9:03 AM

More evening offerings for working adults would be great!
11/16/2015 3:53 PM

Please enter the following demographic information.

Answer Choices		Responses
What type of degree did you earn (ex. AA, AS, Certificate)?	Responses	100.00%
What year did you receive your degree?	Responses	100.00%
What is your gender?	Responses	100.00%
What is your ethnicity?	Responses	100.00%

Appendix V

Assessment Information

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE ASSESSMENT REPORT 2011

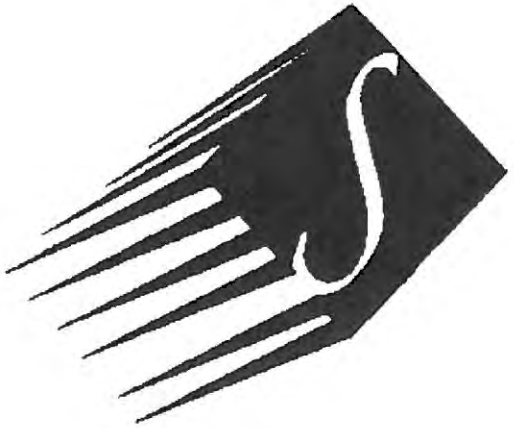


Table of Contents

Assessment Summary 2011

Southern West Virginia Community and Technical College is committed to programmatic excellence and student success. In an effort to determine the effectiveness of both the general education curriculum and the programmatic curriculum, students are asked to participate in a variety of assessment activities. Course assessments are conducted by the faculty at the department and division level. Programmatic assessments are conducted through required institutional program review and examination of licensor passage rates. Institutional assessments include examination of student work through rubrics and performance on the Proficiency Profile. Students take the assessment test after completion of 45 hours of college level work and completion of at least one college level math and one college level English class. The results from all these assessment measures are included in this report. These results are included in the aggregate data and individually by program.

According to the data from the Proficiency Profile, Southern students are failing to keep up with students around the country in math and critical thinking skills. Although the percentage differences are small, Southern's students are scoring lower than the national average in the comparison data. Southern's faculty members have evaluated the scores from each program and have determined that course content and program requirements must be changed to improve student success.

Passage rates on national exams have always been high, and last year was no exception. Six programs received 100% passage rates, and the remaining programs ranked 70% or above.

The Writing Rubric Scoring Team reported a decrease in this year's number of papers that scored three or above. The 2009-2010 assessment report stated that 60% of the total papers submitted scored three or above. This year the rubric team chose to report the percentage based on only the samples that could be scored, and of these only 54% scored three or above. The team noted that there is an alarming increase in the number of essays earning an N score (not capable of being scored), due to blatant plagiarism resulting either from academic dishonesty or from a lack of knowledge in documentation techniques. Another important point to consider with the writing rubric is the lack of interdisciplinary submissions. About 98% of the samples came from English 101 and English102 research papers. The analysis of these papers tells us very little about the level of writing of Southern's entire student

body. Although every degree program requires English 101, the rubric team feels the heavy reliance on research papers does not give us a true indicator of general writing ability across the College. The rubric team, therefore, has decided to make an appeal to the faculty for different types of writing assignments from different disciplines. This will give a more accurate assessment of Southern's students' success.

The Math Rubric Scoring Team scored a total 391 problems, which was down from last year's 741 total papers scored. However, the percentage of problems that were scored by a third person was down this year from last year's 4.8% to this year's 2.35%. Each problem was given an integer score between zero and four by two of the team's members, according to the mathematics rubric which follows this report. The two grades worked independently. The scores recorded in this document is the average of the two scores unless the scores differed by more than one point. Problems with one point or more discrepancy were graded by a third person, and the average of the two closest grades was recorded. Approximately 2.3% of the problems were scored by a third person.

A comparison of last year's scores with this year's shows very little change. We did see a very small improvement in the Critical Thinking, Humanities and Natural Science scores, with a decrease in the Reading and Math, and no change in Social Science area.

The table below shows the comparison.

	Total Mean	Critical Thinking	Reading	Writing	Math	Humanities	Social Sciences	Natural Sciences
Last Year N= 301								
	131843	33254	35100	34286	33279	34212	33700	34430
	438	110	117	114	111	114	112	114
This Year N=152	13986	3542	3732	3626	3508	3649	3584	3668
	437.0625	110.6875	116.625	113.3125	109.625	114.0313	112	114.625

The Assessment Committee and the Southern faculty are committed to student excellence. These scores are a way for the faculty to see where changes need to be made and to find ways to strengthen academic programs. The goal of the assessment program at Southern is to develop the highest academic standards for our students and to ensure that they receive the best education possible. To that end the faculty will evaluate these scores and develop ways this year to improve our student success.

RAW DATA

Campus	Major	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Boone	**200**	**440**	110	120	115	109	119	115	110
Boone	**223**	**427**	112	118	105	109	113	114	115
Boone	**224**	**429**	107	116	112	108	111	112	110
Boone	**224**	**419**	110	111	108	101	109	114	110
Boone	**300**	**449**	112	118	116	117	113	114	115
Boone	**325**	**414**	106	111	107	103	113	106	107
Boone	**441**	**456**	115	122	118	116	119	115	120
Boone	**441**	**424**	106	115	110	107	105	112	112
Boone	**441**	**435**	107	111	113	114	107	106	114
Boone	**451**	**427**	103	115	114	108	109	108	109
Boone	**540**	**416**	104	107	110	104	103	106	110
Boone	**580**	**416**	104	109	105	110	107	108	107
Logan	**0**	**433**	107	116	118	105	109	110	114
Logan	**12**	**424**	103	115	111	108	109	110	107
Logan	**12**	**423**	107	103	112	110	105	108	106
Logan	**57**	**441**	107	115	118	114	107	110	114
Logan	**200**	**401**	103	103	103	103	107	103	104
Logan	**200**	**452**	113	125	115	114	117	117	121
Logan	**200**	**451**	114	119	116	116	115	112	120
Logan	**200**	**429**	107	113	111	111	109	108	112
Logan	**200**	**428**	103	115	114	109	111	108	107
Logan	**200**	**460**	120	125	121	111	122	122	121

Logan	**200**	**427**	102	121	111	107	111	112	110
Logan	**200**	**446**	110	116	115	117	111	**114**	114
Logan	**200**	**471**	124	127	120	114	125	128	122
Logan	**200**	**468**	117	124	123	120	122	119	120
Logan	**200**	**437**	102	116	113	117	109	105	112
Logan	**200**	**411**	102	106	106	109	105	108	103
Logan	**200**	**454**	113	124	116	115	117	115	121
Logan	**200**	**441**	109	111	116	115	105	114	112
Logan	**200**	**432**	106	113	118	108	115	106	107
Logan	**200**	**422**	103	107	113	108	109	105	106
Logan	**200**	**455**	115	126	119	111	123	120	117
Logan	**220**	**414**	103	109	108	104	111	110	101
Logan	**223**	**442**	114	121	**114**	108	117	115	118
Logan	**224**	**453**	114	123	118	114	122	110	121
Logan	**224**	**446**	110	118	**114**	117	122	105	**114**
Logan	**224**	**425**	106	109	112	109	109	105	110
Logan	**224**	**420**	104	111	112	**104**	103	108	112
Logan	**224**	**454**	119	122	116	113	120	119	120
Logan	**224**	**428**	107	115	111	109	115	105	112
Logan	**300**	**461**	116	124	120	116	123	115	120
Logan	**300**	**417**	107	111	108	103	111	108	109
Logan	**325**	**429**	100	111	115	113	105	102	112
Logan	**441**	**429**	110	109	112	109	107	108	115
Logan	**441**	**449**	115	119	118	113	115	122	112
Logan	**442**	**417**	107	109	107	107	107	112	107
Logan	**442**	**455**	116	123	118	114	123	115	118
Logan	**442**	**452**	108	121	121	116	117	114	112
Logan	**442**	**463**	117	121	121	120	122	114	120
Logan	**442**	**428**	102	107	114	114	103	105	109

Logan	**442**	**438**	107	111	115	115	105	108	114
Logan	**442**	**443**	114	121	110	113	120	114	117
Logan	**444**	**454**	116	119	119	115	122	106	121
Logan	**444**	**486**	127	127	121	124	128	126	122
Logan	**444**	**403**	102	111	100	103	111	100	110
Logan	**444**	**446**	113	123	116	109	117	112	122
Logan	**444**	**444**	107	119	118	114	109	115	112
Logan	**444**	**457**	108	121	123	121	119	110	114
Logan	**444**	**419**	106	111	108	107	107	103	115
Logan	**444**	**442**	113	119	116	109	117	114	115
Logan	**444**	**461**	119	128	123	109	123	122	122
Logan	**444**	**437**	115	120	112	104	115	119	117
Logan	**444**	**441**	113	118	115	110	117	105	121
Logan	**444**	**472**	124	127	119	116	126	126	122
Logan	**444**	**447**	115	120	116	111	120	115	115
Logan	**444**	**458**	114	121	120	119	111	122	117
Logan	**444**	**453**	117	123	123	107	122	115	121
Logan	**445**	**447**	113	118	118	114	111	110	121
Logan	**445**	**446**	109	113	120	116	115	108	110
Logan	**445**	**459**	115	122	116	121	123	112	118
Logan	**445**	**442**	112	118	119	109	109	115	117
Logan	**445**	**474**	116	127	123	122	125	120	118
Logan	**450**	**443**	114	121	113	110	115	117	118
Logan	**450**	**428**	110	115	109	108	115	112	110
Logan	**450**	**450**	116	116	119	114	120	115	112
Logan	**450**	**450**	115	118	114	117	107	115	122
Logan	**450**	**458**	117	126	116	114	123	119	121
Logan	**450**	**437**	108	119	111	113	111	115	112
Logan	**451**	**430**	113	116	109	107	117	114	112

Logan	**469**	**436**	110	118	108	114	119	114	109
Logan	**469**	**455**	115	118	119	119	119	114	115
Logan	**469**	**453**	115	118	123	114	120	119	109
Logan	**469**	**445**	109	118	116	115	115	110	114
Logan	**469**	**411**	102	109	107	104	115	100	106
Logan	**540**	**420**	100	107	111	111	103	106	106
Logan	**540**	**461**	117	128	120	112	125	120	121
Logan	**540**	**432**	102	113	114	114	107	105	110
Logan	**542**	**491**	126	128	124	127	125	128	130
Logan	**542**	**455**	117	126	116	111	125	117	121
Logan	**548**	**427**	106	116	112	107	113	110	109
Logan	**548**	**440**	113	118	114	110	113	112	118
Logan	**548**	**438**	108	115	115	113	109	106	117
Logan	**548**	**424**	104	115	107	112	109	108	110
Logan	**560**	**437**	108	118	114	111	109	114	114
Logan	**560**	**427**	108	113	113	105	111	112	109
Logan	**591**	**422**	110	109	107	108	115	103	114
Logan	**670**	**427**	107	109	109	113	103	108	114
Logan	**670**	**425**	109	113	106	111	113	106	114
Logan	**670**	**425**	106	113	112	107	107	112	109
Logan	**670**	**439**	110	119	111	113	115	110	117
Logan	**673**	**423**	107	107	108	111	107	108	109
Logan	**690**	**419**	103	111	107	110	115	106	103
Logan	**690**	**443**	113	120	111	114	117	114	117
Logan	**1002**	**433**	107	111	114	112	111	103	114
Logan	**1002**	**433**	113	115	111	108	113	114	114
Logan	**1002**	**432**	107	111	113	112	105	110	112
Williamson	**200**	**433**	109	111	113	111	107	115	109
Williamson	**200**	**456**	110	121	120	120	117	110	118

Williamson	**200**	**449**	112	121	118	114	115	115	117
Williamson	**200**	**444**	114	115	113	115	109	115	117
Williamson	**200**	**414**	107	106	107	105	105	103	114
Williamson	**200**	**450**	113	121	116	114	117	119	114
Williamson	**200**	**448**	117	128	109	109	123	119	124
Williamson	**200**	**414**	100	111	109	104	105	108	106
Williamson	**200**	**455**	121	122	116	112	122	119	121
Williamson	**200**	**412**	104	106	109	103	103	110	106
Williamson	**200**	**427**	107	113	111	109	107	108	114
Williamson	**223**	**414**	104	106	108	105	111	103	106
Williamson	**224**	**430**	112	119	109	105	115	112	117
Williamson	**224**	**449**	115	125	120	104	122	115	121
Williamson	**224**	**450**	117	125	114	109	123	119	120
Williamson	**300**	**423**	103	113	111	108	109	106	109
Williamson	**300**	**437**	108	113	116	112	105	108	117
Williamson	**300**	**427**	109	111	115	103	107	112	112
Williamson	**325**	**419**	106	106	111	107	107	105	109
Williamson	**446**	**443**	109	121	113	114	117	108	118
Williamson	**450**	**432**	104	115	110	114	107	110	110
Williamson	**450**	**439**	110	120	107	115	117	106	120
Williamson	**450**	**418**	103	107	108	110	107	105	107
Williamson	**450**	**436**	113	118	107	113	113	114	117
Williamson	**540**	**474**	119	128	116	125	127	115	124
Williamson	**540**	**432**	106	116	112	111	109	106	115
Williamson	**548**	**435**	106	113	111	116	111	103	114
Williamson	**560**	**474**	126	130	123	111	130	126	124
Williamson	**665**	**445**	112	120	119	110	119	112	115
Williamson	**752**	**415**	103	106	109	107	109	105	104
Williamson	**985**	**441**	112	116	118	110	120	110	110

Williamson	**985**	**443**	116	118	114	110	117	117	115
Wyoming	**200**	**416**	100	107	109	109	113	100	104
Wyoming	**200**	**425**	104	106	112	112	111	105	104
Wyoming	**200**	**458**	116	125	123	111	113	124	122
Wyoming	**223**	**466**	121	128	120	113	126	120	124
Wyoming	**223**	**432**	109	115	114	107	109	110	115
Wyoming	**224**	**430**	106	118	108	113	111	112	110
Wyoming	**450**	**428**	113	116	108	105	119	115	109
Wyoming	**548**	**434**	110	113	113	110	113	108	114
Wyoming	**560**	**454**	115	125	116	113	119	119	121
Wyoming	**591**	**430**	104	116	113	110	109	105	115
Wyoming	**591**	**435**	110	109	115	111	109	110	112
Wyoming	**591**	**429**	110	111	112	108	109	110	114
Wyoming	**665**	**456**	120	120	119	114	122	114	121
		66649	16763	17710	17298	16911	17296	16979	17343
	MEAN	438.5	110.3	116.5	113.8	111.3	113.8	111.7	114.1

Results by Major

Table 1—Scaled Scores

Table 2—Proficiency Classification

P—Proficient
M—Marginal
N—Not Proficient

Table 3—Percentages of Proficiency Classifications

University Transfer/Social Sciences/Criminal Justice Certificate - AS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	**Major**	**Total Score**	**Critical Thinking**	**Reading**	**Writing**	**Mathematics**	**Humanities**	**Social Sciences**	**Natural Sciences**
Logan	57	441	107	115	118	114	107	110	114
		441	107	115	118	114	107	110	114
	MEAN	441	107	115	118	114	107	110	114

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
57	P	N	N	P	M	M	P	M	N

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Marginal	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%	0.0%
Not Proficient	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%

University Transfer-AA

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Boone	200	440	110	120	115	109	119	115	110
Logan	200	401	103	103	103	103	107	103	104
Logan	200	452	113	125	115	114	117	117	121
Logan	200	451	114	119	116	116	115	112	120
Logan	200	429	107	113	111	111	109	108	112
Logan	200	428	103	115	114	109	111	108	107
Logan	200	460	120	125	121	111	122	122	121
Logan	200	427	102	121	111	107	111	112	110
Logan	200	446	110	116	115	117	111	114	114
Logan	200	471	124	127	120	114	125	128	122
Logan	200	468	117	124	123	120	122	119	120
Logan	200	437	102	116	113	117	109	105	112
Logan	200	411	102	106	106	109	105	108	103
Logan	200	454	113	124	116	115	117	115	121
Logan	200	441	109	111	116	115	105	114	112
Logan	200	432	106	113	118	108	115	106	107
Logan	200	422	103	107	113	108	109	105	106
Logan	200	455	115	126	119	111	123	120	117

Logan	200	433	107	111	114	112	111	103	114
Williamson	200	433	109	111	113	111	107	115	109
Williamson	200	456	110	121	120	120	117	110	118
Williamson	200	449	112	121	118	114	115	115	117
Williamson	200	444	114	115	113	115	109	115	117
Williamson	200	414	107	106	107	105	105	103	114
Williamson	200	450	113	121	116	114	117	119	114
Williamson	200	448	117	128	109	109	123	119	124
Williamson	200	414	100	111	109	104	105	108	106
Williamson	200	455	121	122	116	112	122	119	121
Williamson	200	412	104	106	109	103	103	110	106
Williamson	200	427	107	113	111	109	107	108	114
Wyoming	200	416	100	107	109	109	113	100	104
Wyoming	200	425	104	106	112	112	111	105	104
Wyoming	200	458	116	125	123	111	113	124	122
		14459	3614	3835	3764	3674	3730	3704	3743
	MEAN	438.2	109.5	116.2	114.1	111.3	113.0	112.2	113.4

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
200	N	N	N	M	N	N	N	N	N
200	N	N	N	M	N	N	M	N	N
200	M	N	N	P	N	N	M	N	N
200	P	P	N	P	P	P	M	M	N
200	N	N	N	N	N	N	N	N	N
200	P	M	N	P	P	M	P	P	M

200	P	M	N	P	M	M	P	N	N
200	P	P	N	P	M	N	P	M	N
200	M	N	N	M	M	N	P	M	N
200	P	M	N	P	M	N	P	P	N
200	M	N	N	M	N	N	M	N	N
200	P	M	N	P	M	N	M	N	N
200	N	N	N	N	N	N	N	N	N
200	M	N	N	P	M	N	M	N	N
200	P	M	N	P	M	N	P	M	N
200	P	P	M	P	P	M	M	N	N
200	P	M	N	M	N	N	N	N	N
200	P	N	N	P	M	N	P	P	N
200	M	N	N	P	M	N	M	N	N
200	P	P	M	M	N	N	M	N	N
200	P	P	P	P	P	M	P	M	N
200	P	P	M	P	P	P	P	P	M
200	M	N	N	M	N	N	N	N	N
200	P	P	M	P	M	N	M	N	N
200	P	N	N	P	N	N	P	P	N
200	N	N	N	N	N	N	M	N	N
200	N	N	N	M	N	N	N	N	N
200	P	P	N	P	M	N	P	M	N
200	M	N	N	P	M	N	P	M	N
200	M	N	N	M	N	N	M	N	N
200	M	N	N	P	M	M	N	N	N
200	N	N	N	M	N	N	N	N	N
200	P	P	N	P	M	M	M	N	N

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	51.5%	27.3%	3.0%	60.6%	15.2%	6.1%	36.4%	15.2%	0.0%
Marginal	27.3%	18.2%	12.1%	30.3%	42.4%	18.2%	39.4%	21.2%	6.1%
Not Proficient	21.2%	54.5%	84.8%	9.1%	42.4%	75.8%	24.2%	63.6%	93.9%

University Transfer-Criminal Justice - AA

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	**Major**	**Total Score**	**Critical Thinking**	**Reading**	**Writing**	**Mathematics**	**Humanities**	**Social Sciences**	**Natural Sciences**
Logan	220	414	103	109	108	104	111	110	101
		414	103	109	108	104	111	110	101
	MEAN	414	103	109	108	104	111	110	101

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
220	N	N	N	M	N	N	N	N	N

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Marginal	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Proficient	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%

University Transfer-Elementary Education - AA

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	**Major**	**Total Score**	**Critical Thinking**	**Reading**	**Writing**	**Mathematics**	**Humanities**	**Social Sciences**	**Natural Sciences**
Boone	223	427	112	118	105	109	113	114	115
Logan	223	442	114	121	114	108	117	115	118
Logan	223	433	113	115	111	108	113	114	114
Williamson	223	414	104	106	108	105	111	103	106
Wyoming	223	466	121	128	120	113	126	120	124
Wyoming	223	432	109	115	114	107	109	110	115
		2614	673	703	672	650	689	676	692
	MEAN	435.7	112.2	117.2	112.0	108.3	114.8	112.7	115.3

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
223	P	P	M	P	P	M	M	M	N
223	M	N	N	P	M	N	N	N	N
223	M	N	N	M	N	N	N	N	N
223	P	M	N	P	M	N	M	N	N
223	P	M	N	N	N	N	M	N	N
223	N	N	N	M	N	N	N	N	N

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	50.0%	16.7%	0.0%	50.0%	16.7%	0.0%	0.0%	0.0%	0.0%
Marginal	33.3%	33.3%	16.7%	33.3%	33.3%	16.7%	50.0%	16.7%	0.0%
Not Proficient	16.7%	50.0%	83.3%	16.7%	50.0%	83.3%	50.0%	83.3%	100.0%

University Transfer-General Studies - AA

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Boone	224	429	107	116	112	108	111	112	110
Boone	224	419	110	111	108	101	109	114	110
Logan	224	453	114	123	118	114	122	110	121
Logan	224	446	110	118	114	117	122	105	114
Logan	224	425	106	109	112	109	109	105	110
Logan	224	420	104	111	112	104	103	108	112
Logan	224	454	119	122	116	113	120	119	120
Logan	224	428	107	115	111	109	115	105	112
Logan	224	432	107	111	113	112	105	110	112
Williamson	224	430	112	119	109	105	115	112	117
Williamson	224	449	115	125	120	104	122	115	121
Williamson	224	450	117	125	114	109	123	119	120
Wyoming	224	430	106	118	108	113	111	112	110
		5665	1434	1523	1467	1418	1487	1446	1489
	MEAN	435.8	110.3	117.2	112.8	109.1	114.4	111.2	114.8

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
224	P	P	N	P	M	M	P	M	N
224	P	N	N	M	N	N	N	N	N
224	P	M	N	M	N	N	N	N	N
224	P	M	N	P	M	N	P	M	N
224	N	N	N	M	N	N	M	N	N
224	M	N	N	M	N	N	N	N	N
224	P	P	M	P	M	N	P	M	N
224	M	N	N	M	N	N	M	N	N
224	M	N	N	P	N	N	M	N	N
224	P	P	N	P	P	M	N	N	N
224	P	P	M	P	M	N	M	N	N
224	P	M	N	M	N	N	M	N	N
224	M	N	N	M	N	N	N	N	N

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	61.5%	30.8%	0.0%	46.2%	7.7%	0.0%	23.1%	0.0%	0.0%
Marginal	30.8%	23.1%	15.4%	53.8%	30.8%	15.4%	38.5%	23.1%	0.0%
Not Proficient	7.7%	46.2%	84.6%	0.0%	61.5%	84.6%	38.5%	76.9%	100.0%

University Transfer - AS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	**Major**	**Total Score**	**Critical Thinking**	**Reading**	**Writing**	**Mathematics**	**Humanities**	**Social Sciences**	**Natural Sciences**
Boone	300	449	112	118	116	117	113	114	115
Logan	300	461	116	124	120	116	123	115	120
Logan	300	417	107	111	108	103	111	108	109
Williamson	300	423	103	113	111	108	109	106	109
Williamson	300	437	108	113	116	112	105	108	117
Williamson	300	427	109	111	115	103	107	112	112
		2614	655	690	686	659	668	663	682
	MEAN	435.7	109.2	115.0	114.3	109.8	111.3	110.5	113.7

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
300	P	P	N	P	P	M	P	M	N
300	P	N	N	P	M	N	P	P	N
300	M	N	N	M	N	N	M	N	N
300	M	N	N	M	N	N	N	N	N
300	M	N	N	P	M	N	M	N	N
300	M	N	N	P	M	N	N	N	N

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	33.3%	16.7%	0.0%	66.7%	16.7%	0.0%	33.3%	16.7%	0.0%
Marginal	66.7%	0.0%	0.0%	33.3%	50.0%	16.7%	33.3%	16.7%	0.0%
Not Proficient	0.0%	83.3%	100.0%	0.0%	33.3%	83.3%	33.3%	66.7%	100.0%

Career and Technical-Pre-Allied Health - AS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	**Major**	**Total Score**	**Critical Thinking**	**Reading**	**Writing**	**Mathematics**	**Humanities**	**Social Sciences**	**Natural Sciences**
Boone	325	414	106	111	107	103	113	106	107
Logan	325	429	100	111	115	113	105	102	112
Williamson	325	419	106	106	111	107	107	105	109
		1262	312	328	333	323	325	313	328
	MEAN	420.7	104.0	109.3	111.0	107.7	108.3	104.3	109.3

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
325	N	N	N	M	N	N	N	N	N
325	N	N	N	N	N	N	N	N	N
325	M	N	N	P	M	N	P	N	N

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	33.3%	0.0%	0.0%
Marginal	33.3%	0.0%	0.0%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%
Not Proficient	66.7%	100.0%	100.0%	33.3%	66.7%	100.0%	66.7%	100.0%	100.0%

University Transfer - Undeclared

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	**Major**	**Total Score**	**Critical Thinking**	**Reading**	**Writing**	**Mathematics**	**Humanities**	**Social Sciences**	**Natural Sciences**
Logan	0	433	107	116	118	105	109	110	114
		433	107	116	118	105	109	110	114
	MEAN	433	107	116	118	105	109	110	114

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
0	P	N	N	P	M	M	N	N	N

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Marginal	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Not Proficient	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%

About MAPP—Proficiency Profile

The ETS Proficiency Profile measures:

- proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences
- academic skills developed, versus subject knowledge taught, in general education courses

Proficiency Measures
In addition to a total score, proficiency classifications (proficient, marginal or not proficient) measure how well your students have mastered each level of proficiency within three skill areas:

Reading/Critical Thinking
Writing
Mathematics

Reading/Critical Thinking

Level I

Students who are proficient can:

- recognize factual material explicitly presented in a reading passage
- understand the meaning of particular words or phrases in the context of a reading passage

Level II

Students who are proficient can:

- synthesize material from different sections of a passage
- recognize valid inferences derived from material in the passage
- identify accurate summaries of a passage or of significant sections of the passage

- understand and interpret figurative language
- discern the main idea, purpose or focus of a passage or a significant portion of the passage

Level III

Students who are proficient can:

- evaluate competing causal explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work
- recognize the salient features or themes in a work of art
- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods
- recognize flaws and inconsistencies in an argument

Writing Skills

Level I

Students who are proficient can:

- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- recognize appropriate transition words
- recognize incorrect word choice
- order sentences in a paragraph
- order elements in an outline

Level II

Students who are proficient can:

- incorporate new material into a passage
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- combine simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations

Level III

Students who are proficient can:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

Mathematics

Level I

Students who are proficient can:

- solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multi-step if the steps are repeated rather than embedded.
- solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25%)

- solve problems requiring a general understanding of square roots and the squares of numbers
- solve a simple equation or substitute numbers into an algebraic expression
- find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

Level II

Students who are proficient can:

- solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing, and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).
- simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers.
- interpret a trend represented in a graph, or choose a graph that reflects a trend
- solve problems involving sets; problems have numeric answer choices

Level III

Students who are proficient can:

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts such as exponents and roots other than squares and square roots and percent of increase or decrease
- generalize about numbers (e.g., identify the values of (x) for which an expression increases as (x) increases)
- solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- solve problems requiring insight or logical reasoning

Demographic Analysis Report by Age
SWVCTC
Number of students tested: 152
Number of students included in these statistics: 152
Number of students excluded [see roster]: 0

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Total Group	152	438.48 [16.65]	110.28 [5.77]	116.51 [6.26]	113.8 [4.83]	111.26 [4.73]	113.79 [6.49]	111.7 [5.88]	114.1 [5.50]
<20	13	437.31 [14.58]	109.85 [4.61]	115.92 [5.61]	113.85 [4.54]	111.23 [4.64]	113.38 [4.25]	111.31 [5.90]	113.54 [4.81]
20 – 29	97	438.73 [16.58]	109.8 [5.59]	116.08 [6.08]	114.2 [4.52]	111.84 [4.85]	113.05 [6.67]	111.18 [5.55]	114.01 [5.34]
30 – 39	24	435.42 [16.86]	110.54 [6.18]	116.5 [6.63]	112.04 [4.98]	109.79 [3.73]	114.17 [6.30]	112.08 [6.11]	113.79 [5.84]
40 – 49	15	443.27 [17.26]	113.33 [6.53]	119.4 [6.58]	114.27 [6.10]	110.47 [4.69]	117.67 [6.12]	114.53 [6.69]	115.93 [5.98]
50 – 59	2	427 [13.00]	108 [2.00]	115.5 [4.50]	111 [4.00]	106 [3.00]	116 [3.00]	110.5 [4.50]	108.5 [1.50]
60 – 69	1	454 [0.00]	115 [0.00]	125 [0.00]	116 [0.00]	113 [0.00]	119 [0.00]	119 [0.00]	121 [0.00]
>=70	0	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]

The mean score is presented on the top of each cell, with the standard deviation below in brackets.

Demographic Analysis Report by Gender
SWVCTC
Number of students tested: 152
Number of students included in these statistics: 152
Number of students excluded [see roster]: 0

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Total Group	152	438.48 [16.65]	110.28 [5.77]	116.51 [6.26]	113.8 [4.83]	111.26 [4.73]	113.79 [6.49]	111.7 [5.88]	114.1 [5.50]
Male	39	438.33 [15.21]	109.77 [5.75]	116.31 [5.69]	113.18 [4.21]	112.13 [4.15]	112.85 [6.50]	111 [5.72]	114.56 [5.44]
Female	113	438.53 [17.12]	110.46 [5.77]	116.58 [6.45]	114.02 [5.01]	110.96 [4.87]	114.12 [6.45]	111.95 [5.92]	113.94 [5.51]

The mean score is presented on the top of each cell, with the standard deviation below in brackets.
Because the "gender" field is optional, the sum total of the male and female counts may not sum to the total group.

Demographic Analysis Report

Major

SWVCTC

Number of students tested: 152

Number of students included in these statistics: 152

Number of students excluded (see roster): 0

	Number	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Total Group	152	438.48 (16.65)	110.28 (5.77)	116.51 (6.26)	113.80 (4.83)	111.26 (4.73)	113.79 (6.49)	111.70 (5.88)	114.10 (5.50)
Accounting	4	440.00 (20.35)	107.75 (7.50)	115.25 (7.76)	113.50 (1.80)	115.00 (5.96)	112.50 (9.10)	108.50 (3.91)	113.50 (6.69)
Chemistry	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Communications	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Computer & Information Sciences	3	443.67 (9.81)	113.33 (5.31)	117.00 (4.24)	114.33 (3.40)	113.33 (0.94)	114.67 (7.13)	112.67 (1.89)	116.67 (3.68)
Criminal Justice	9	430.89 (13.40)	108.00 (3.86)	113.22 (5.71)	112.89 (4.84)	109.11 (3.54)	109.67 (3.27)	110.78 (5.67)	112.22 (5.55)

Earth, Atmosphere & Marine Sciences	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Economics	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Education	25	436.00 (17.25)	109.92 (6.52)	115.56 (7.40)	112.84 (4.13)	110.72 (3.16)	113.68 (6.02)	111.16 (6.70)	113.40 (6.58)
Engineering & Engineering Technologies	4	429.00 (5.83)	108.00 (1.58)	113.50 (3.57)	109.50 (2.29)	111.00 (2.45)	109.50 (4.77)	109.00 (2.24)	113.50 (2.87)
English	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Environmental Sciences	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Agriculture	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Foreign Languages & Literature	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Geological Sciences	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Health & Medical Sciences	5	438.20 (17.77)	107.40 (5.57)	116.20 (5.27)	113.20 (4.96)	114.40 (6.09)	115.80 (6.01)	107.60 (5.57)	112.60 (4.80)
History	1	427.00 (0.00)	107.00 (0.00)	113.00 (0.00)	111.00 (0.00)	109.00 (0.00)	107.00 (0.00)	108.00 (0.00)	114.00 (0.00)
Liberal Studies	1	448.00 (0.00)	117.00 (0.00)	128.00 (0.00)	109.00 (0.00)	109.00 (0.00)	123.00 (0.00)	119.00 (0.00)	124.00 (0.00)
Marketing	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Mathematical Sciences	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Music	1	440.00 (0.00)	110.00 (0.00)	120.00 (0.00)	115.00 (0.00)	109.00 (0.00)	119.00 (0.00)	115.00 (0.00)	110.00 (0.00)
Philosophy	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Physics & Astronomy	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Allied Health	36	441.36 (19.17)	110.83 (6.33)	117.39 (6.07)	114.58 (5.14)	112.03 (5.26)	113.75 (6.66)	112.56 (6.69)	114.86 (5.63)
Political Science	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Psychology	2	423.00 (9.00)	106.50 (0.50)	109.50 (3.50)	112.50 (5.50)	106.50 (1.50)	110.00 (5.00)	104.50 (1.50)	110.50 (3.50)
Religion & Theology	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Social Work	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Sociology	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Undecided	2	445.50 (28.50)	116.50 (9.50)	120.50 (9.50)	115.50 (7.50)	107.00 (4.00)	120.50 (9.50)	117.00 (9.00)	116.50 (7.50)
Other A	5	446.00 (15.13)	113.60 (2.33)	120.20 (4.07)	114.60 (5.24)	112.40 (4.67)	118.00 (2.37)	116.60 (3.01)	115.40 (4.36)
Other B	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Other C	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Anthropology & Archeology	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Architecture & Environmental Design	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Art & Art History	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Banking & Finance	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Biological Sciences	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Business Administration	8	436.88 (10.46)	108.63 (4.00)	117.38 (4.30)	113.88 (3.79)	110.75 (3.23)	112.25 (5.09)	110.38 (4.85)	114.63 (3.74)

The mean score is presented on the top of each cell, with the standard deviation below in parentheses.

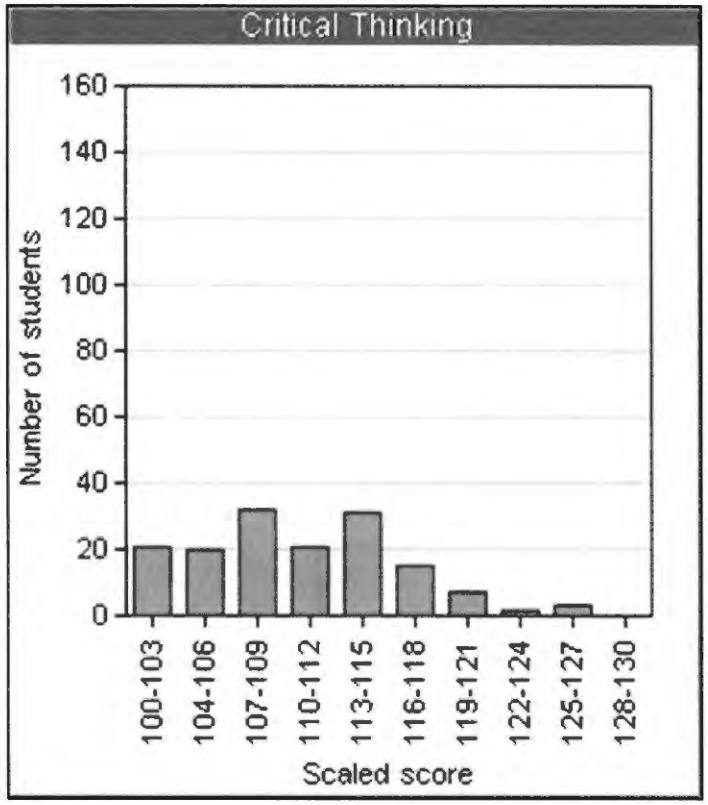
Summary of Proficiency Classifications
To show how many students are proficient at each level
SWVCTC
Number of students tested: 152
Number of students included in these statistics: 152
Number of students excluded (see roster): 0

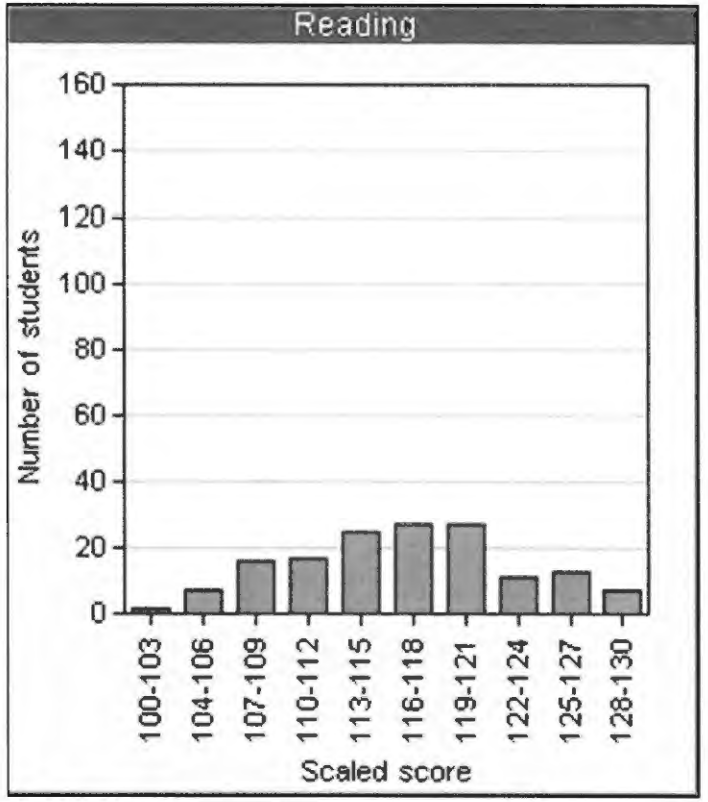
	Proficiency Classification		
Reading, Level 1	Proficient	Marginal	Not Proficient
Reading, Level 2	57%	26%	17%
Critical Thinking	20%	28%	52%
	3%	10%	87%
Writing, Level 1			
Writing, Level 2	56%	36%	9%
Writing, Level 3	14%	39%	47%
	5%	20%	74%
Mathematics, Level 1			
Mathematics, Level 2	39%	34%	27%
Mathematics, Level 3	13%	24%	63%
	1%	5%	93%

The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

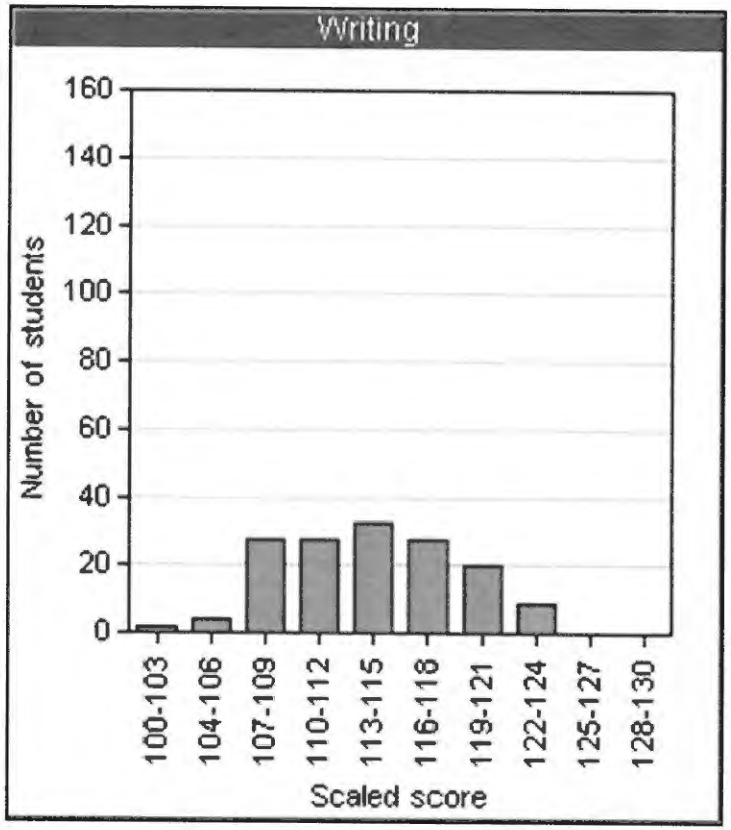
Scaled Score Distributions
Skills Sub-scores

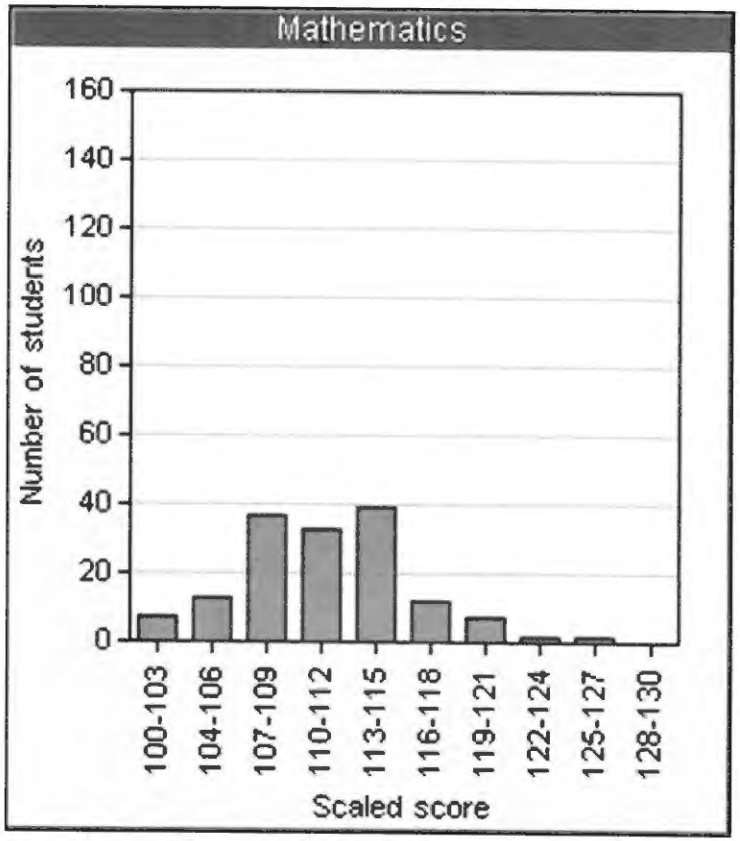
Number of students tested: 152
Number of students included in these statistics: 152
Number of students excluded (see roster): 0





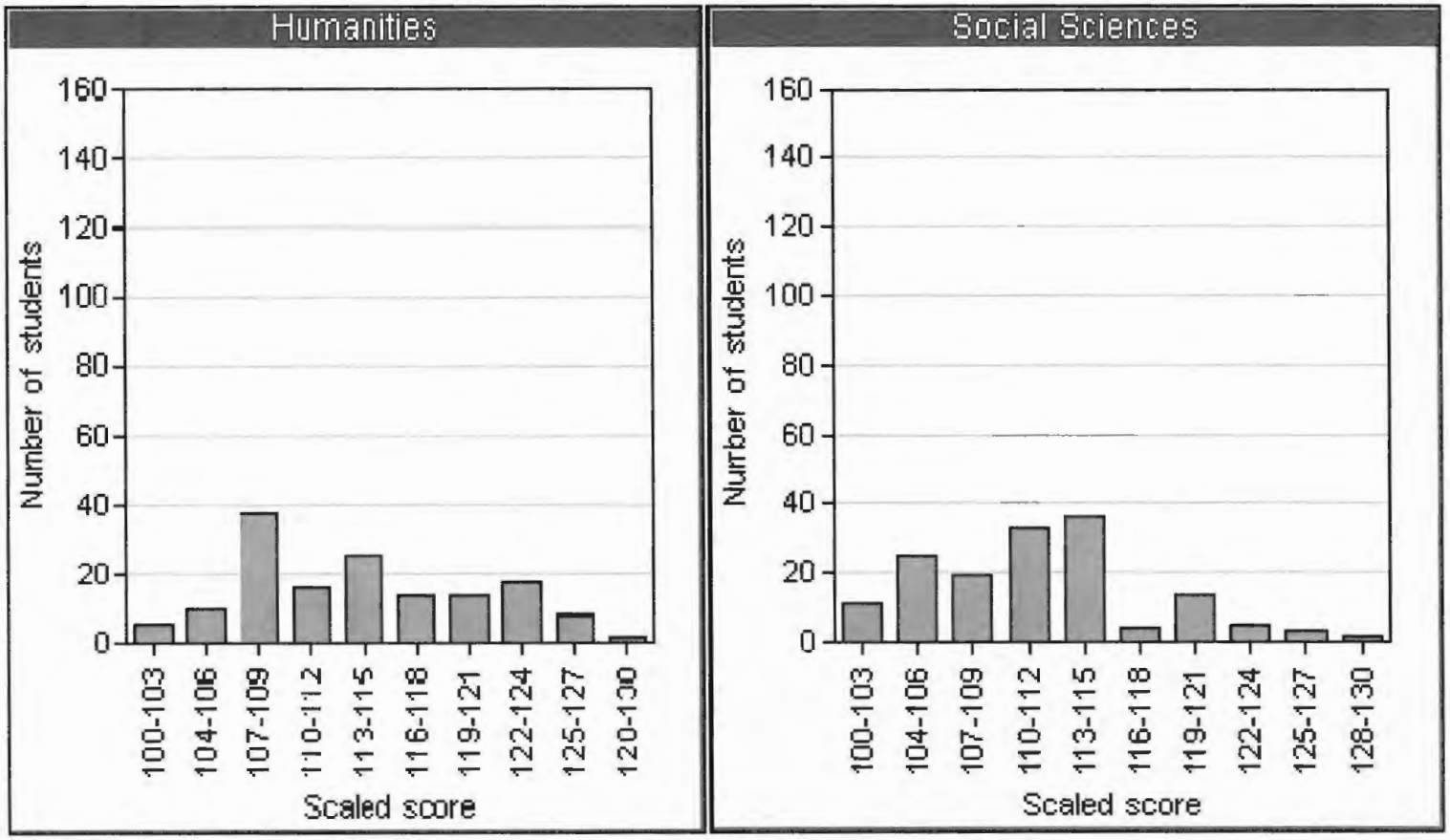
Skills Sub-scores, cont.



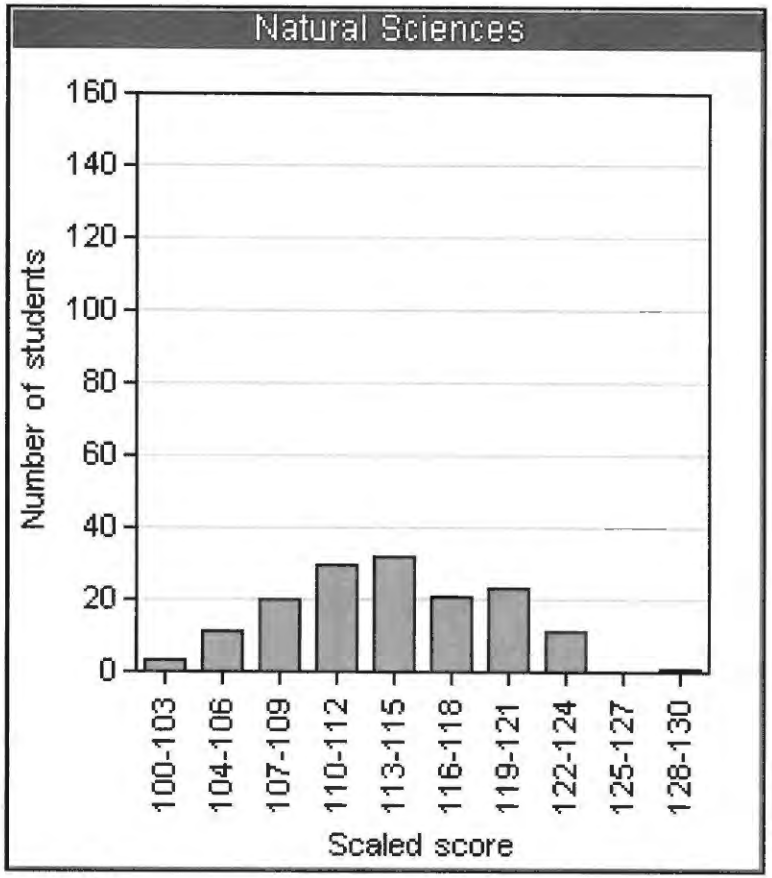


Important Notice: Statistics computed for small numbers of students (e.g., 25 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

Scaled Score Distributions
Academic Area Sub-scores
SWVCTC
Number of students tested: 152
Number of students included in these statistics: 152
Number of students excluded [see roster]: 0



Academic Area Sub-scores, cont.



Important Notice: Statistics computed for small numbers of students (e.g., 25 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

Scaled Score Distributions

Total

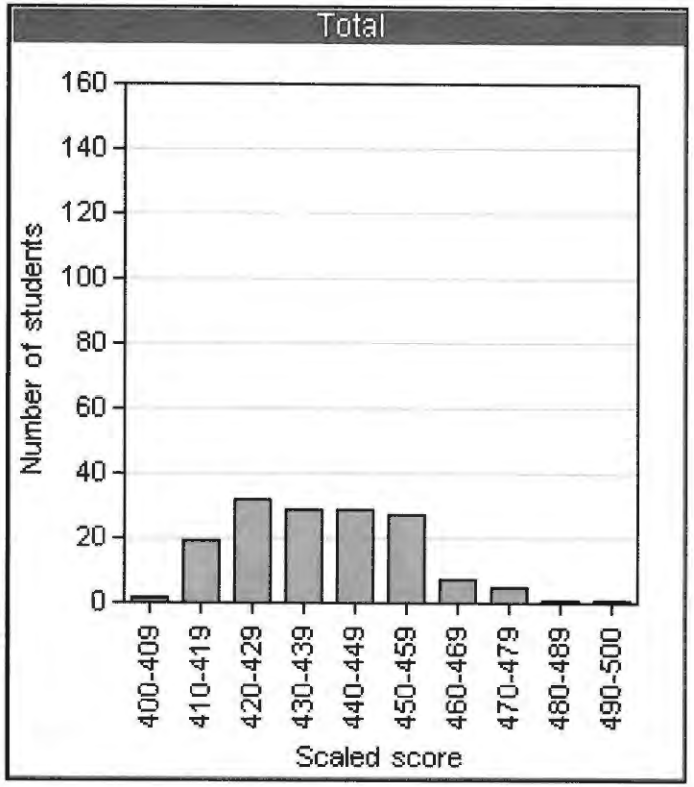
SWVCTC

Test Description: Combined

Number of students tested: 152

Number of students included in these statistics: 152

Number of students excluded (see roster): 0



Math Rubric Team Scoring Report

The Math Rubric Assessment Team met on March 29, 2011 from 10:00 AM to 2:00 PM. The team consisted of Regina Bias, Guy Lowes, Sarma Pidaparthi, Melinda Saunders, Rodney Scaggs, Shirley Spriggs, Verna Schwalb, and Rosemary Farrar.

A total of 391 problems were scored from Chemistry, Transitional Studies, Mathematics, and Physical Science Departments. Each problem was given an integer score between 0 and 4, by two team members according to the mathematics rubric which follows this report. The two graders worked independently. The score recorded in this document is the average of those two score unless the scores differed by more than one point. If such a discrepancy existed, the problem was graded by a third person, and the average of the two closest grades was recorded. Of the 391 problems scored, 9 (approximately 2.3%) were scored by a third person.

The results of this scoring are recorded in the tables below, indicating course, number of problems scored (per paper), and the number scored by third person. The first row in each table indicates the score and the second row specifies the number of problems receiving that score. Any comments below a table identify some of the skills required to complete the problem successfully.

Chemistry: CH213
Number of problems scored: 1
Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	1	1	3	0	3	0	0	2	11

Chemistry: CH213
Number of problems scored: 1
Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	1	2	2	1	1	3	2	1	14

Chemistry: CH213

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	1	0	2	0	1	0	4	6	15

Chemistry: CH213

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	0	0	0	1	0	1	1	7	11

Requires use of a formula.

Chemistry: CH213

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
5	0	1	1	0	0	2	0	6	15

Requires student to show process.

Requires students to reduce fractions.

Chemistry: CH214

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	0	0	0	1	3	2	2	8

Math 095

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
6	0	4	2	1	0	1	0	7	21

Requires students to translate words to math equations.

Math: MT121

Number of problems scored: 1

Number of Papers scored by 3rd person: 5

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
11	1	0	0	2	7	7	0	11	39

Requires students to translate words to linear equations.

Requires students to solve linear equations in one variable.

Math: MT123

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	1	2	0	1	1	11	1	27	45

Requires students to calculate correctly (computational skills).

Requires students to use the distributive property.

Math: MT128

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	0	1	1	1	0	1	0	8	13

Requires students to calculate the slope of a line given two points.

Requires students to use slope and one point, using point-slope formula.

Requires students to convert to slope-intercept form.

Math: MT128

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
13	2	0	2	0	2	1	1	1	22

Requires students to solve the equation for the exponential expression.

Requires students to convert to logarithm form.

Requires students to solve for x by subtracting 3.

Math: MT130

Number of problems scored: 3 (per each of 25 papers)

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
19	9	5	4	3	7	7	5	16	75

Requires students to solve and simplify the solution to a quadratic equation.

Requires students to combine logarithms; convert logarithms to exponential from; solve/simplify solution of resulting quadratic function; analyze the solution for veracity.

Requires students to use change of base formula; solve resulting linear equation in one variable.

Mathematics Education: ME 101

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
11	1	1	0	1	2	1	0	2	19

Requires students to know the formula A = LW; translate verbal information to symbols; multiply; subtract; use units appropriately.

Mathematics Education: ME 102

Number of problems scored: 1

Number of Papers scored by 3rd person: 1

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
5	0	2	0	0	0	0	0	1	8

Requires students to calculate Probability for multi-stage experiences.

Physical Science Part I: SC 109

Number of problems scored: 4 (per each of 11 papers)

Number of Problems scored by 3rd person: 3

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
12	3	4	1	2	1	1	5	15	44

Physical Science Part I: SC 109

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	1	2	0	2	0	2	0	0	9

Requires use of a formula.

Physical Science Part I: SC 109

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
3	1	3	0	0	0	3	0	12	22

Requires student to show process.

Requires students to reduce fractions.

Overall Breakdown

Number of problems scored: 22

Number of problems scored by 3rd person: 9

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
93	22	28	18	15	26	44	21	124	391

2011 Assessment Day Results for the Writing Scoring Committee

The Writing Scoring Team met on Tuesday, March 29, 2011, and scored 140 papers. With the exception of submissions of essays from BU 100 class and RA 101, all samples were EN 101 and 102 research papers from both regular and adjunct faculty. Every sample was scored twice with the second scoring done "blind" to preserve the integrity of the process. Essays with a combined score of less than three required the usage of "Analytics," identifying why the essay was below average. Only papers whose scores deviated by more than one point were third scored.

The results are as follows:

Score	# samples receiving score	% of papers scored	# 3rd scored	% of all papers 3rd scored
4	6	5.66%	2	1.89%
3.5	18	16.98%	0	0.00%
3	33	23.57%	1	0.94%
2.5	32	30.19%	0	0.00%
2	13	9.29%	0	0.00%
1.5	3	2.83%	0	0.00%
1	1	0.94%	0	0.00%
N	34		0	0.00%
Total Papers: 140	**Papers Scored:** 106			

Observations:

1. With just under two percent of the essays needing to be third-scored, the rubric still works remarkably well, as does the process.

Concerns:

1. There is a significant, alarming increase in the number of essays earning an N score (not capable of being scored), due to blatant plagiarism or excessive paraphrasing, with no original content whatsoever. Utilizing Turnitin.com, or some other similar plagiarism-detection software or service, would eradicate this problem.

Participants:

Larry D'Angelo (Chair), George Morrison, Cyndee Lowes, Melissa Kirk, Miranda Edwards, Tehseen Irfan, Vicky Evans, and Anna James.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE ASSESSMENT REPORT 2012

Ta ble of Contents

Administrative Assessment Summary 2012

Outcomes Assessment Report at Southern WV Community and Technical College

Introduction

According to the *New Leadership ALLIANCE for Student Learning and Accountability 2012*, by 2018 the United States will have several million fewer degree recipients than the economy needs and can support. Closing this gap requires that more college students gain the knowledge

and skills to become productive workers. The commitment that higher education made to college access must include a commitment to helping students succeed in attaining degrees.

Assessment improves planning and decision making and provides evidence about the quality of learning, teaching, service and engagement. At Southern WV Community and Technical College, assessment responsibilities are distributed among various programs and units across the College. This report emphasizes how the processes are all based on the same guiding principle that systematic decisions can be made from the evidence gathered.

Southern WV Community and Technical College is committed to assessment that is meaningful, manageable, efficient, and useful for making decisions at the departmental level, as well as the college level. Southern WV Community and Technical College has begun to develop processes to provide institutional assessment results for decision making and accountability purposes. Southern is focused on outcomes based assessment. The academic programs and the other programs that impact student learning establish measurable and observable learning outcomes and have both ongoing assessment and periodic assessment processes.

This report is broken down into six major sections:

1. **The Introduction**
2. **Ongoing Assessments**-are events/reports or documents compiled yearly providing the College with valuable information about organization.
3. **Periodic Assessments**-are events/reports or documents compiled any time that is not yearly but is of a cyclical nature.
4. **Closing the Loop**-are actions taken by the College based on information gathered in the ongoing or periodic assessment processes.
5. **The Conclusion**
6. **Academic Assessment Summary 2012**

Ongoing Assessments at Southern WV Community and Technical College

- Every spring the College stops all classes and conducts a college-wide assessment day. Students who have completed 45 or more college hours and who have had college level Math and English are selected to take the ETS Proficiency Profile. Also during the assessment day activities, the Rubric Teams in Math and Writing score student work contributed by the faculty and submitted for the College's assessment report.

- Allied Health and Nursing students take their required boards every summer.
- Each fall the College assessment report that synthesizes the issues and action items that are a result of the annual assessment activities of the College is published.
- Assessment of General Education Philosophy and Goals includes objectives for each general education requirement that relate to student learning outcomes in general education courses.
- The Academic Advisory Committee meets every year to aid the faculty with the professional perspective on our programs and curricula.
- The Student Affairs Unit conducts a continuous and ongoing assessment of each unit's objectives as reported in its End of the Year Report, documents, and through the use of the Campus Toolkit.
- Every spring Student Affairs has the Student Affairs Round Table discussion centered on the past academic year's activities.
- Ongoing assessment of distance education and online courses provides unique opportunities to assess student learning, as well as to evaluate the effectiveness of services that provide distance learning education.
- Every fall the Workforce unit assembles the data required in the Workforce Matrix Report, which is tied to the State Performance Indicator Report and in turn to Southern's Institutional Compact.
- The Annual Up-date for the Institutional Compact/Master Plan is submitted to the WV Council for Community and Technical Colleges every May.
- The Performance Indicator Report is submitted to the WV Council for Community and Technical Colleges every fall.
- Southern WV Community and Technical College BOG and Administrators Survey is conducted every July.

Periodic Assessments at Southern WV Community and Technical College

- Academic Program Review - Southern Community and Technical College has every academic program on a revolving review schedule. Unless otherwise required by an accrediting agency, all programs are on a five year review process. The program review process is

faculty owned and is the responsibility of the academic unit.

- The President's Enrollment Management Plan - provides President Tomblin and the administration valued insights concerning the solutions to ongoing problems at Southern.
- CCSSE Report – Community College Survey of Student Engagement provides Southern WV Community and Technical College information about effective educational practices and assists institutions in using that information to promote improvements in student learning and persistence.
- Self-Study - Southern WV Community and Technical College is currently conducting a comprehensive Self-Study for our upcoming accreditation visit.
- NCA Accreditation Review – The Higher Learning Commission (HLC) is an independent corporation and one of two commissions of the North Central Association of Colleges and Schools (NCA). Southern WV Community and Technical College's next NCA visit is in the spring of 2013.

Closing the Loop

- General education goals and objectives at Southern WV Community and Technical College state that students will demonstrate their ability to think critically by analyzing and synthesizing material. Every student will possess the skills defined in our General Education Philosophy and Goals. To that end, every year the faculty review the program curricula and evaluate student performance in each area of the General Education competencies based on the academic assessment data provided by the ETS Proficiency Profile and the college Rubric Scoring Teams in writing and math. Based on last year's data, the academic unit made the following changes in course and program curricula.

** Summary of the 2012 ETS and Math/English Rubric scoring and national exam results are attached. The 2012 ETS report is a live document and will require faculty research over the next year for a complete understanding of the results. Many of the reports will encourage future curricula changes.

- Southern's program review process is in place to ensure that curricular goals are aligned with intended learning outcomes. Last year the program review process landed every program on a chopping block. The departments' faculty and the academic unit went to work trimming the hours in every program over 60 hours and every certificate over 30 hours.

  Starting in the fall of 2012 all degree programs at Southern WV Community and Technical College were lowered to 60 hours for an associate's degree and 30 hours for a certificate. This extreme change was a direct result of national and state data indicating the need for students to graduate faster and enter the workforce.

  After considering the low scores in math and critical thinking, the faculty in the Natural Science Department voted to adopt a common final exam in all Chemistry courses college-wide. The faculty recognized this would help to assure continuity of instruction for all sections of Chemistry college- wide. The examinations are provided by the American Chemistry Society, Division of Chemistry Education Examination.

  CH 213 – 1st. Term General Chemistry Examination

  CH214 - 2nd Term General Chemistry Test

  CH 203 – Examination for General Chemistry, Organic Chemistry, Biochemistry

- The Transitional (Developmental) Education Department is overhauling its entire curriculum to better address the low math and critical thinking scores of Southern's students. These courses also address the national issue of students spending three and four semesters in developmental courses before they can begin college level classes – in some cases this is a waste of time and money (financial aid). New courses designed to hasten student learning have been developed in collaboration with the faculty in the Math and English departments.

  EN075/101 – English Composition I

  MT075/121 –College Math for General Education

  To address the critical thinking issues, the faculty teaching the Leadership courses changed the course design to include needed

critical thinking assignments.

HU105, HU115, HU203, HU205

- DegreeWorks was adopted in the summer of 2012 to address some of the advising and transcript issues plaguing the College. This recommendation was made by the Enrollment Management Committee who examined these issues in 2010-2011. President Tomblin acted on the committee recommendation and made a significant investment in DegreeWorks.

- Student Services created a new course its Orientation program designed to address critical thinking; this class is a requirement for any student who tests into any developmental class.

  OR 099 – College Orientation

  Changes in the College Orientation curriculum were made after a review of the Campus Toolkit survey indicated the students had a high level of stress and time management issues. This same survey also showed an alarming need for unplanned pregnancy training within our student body. As a result, Student Services applied for a grant to address this important issue.

  The Student Services Round Table Summit 2012 produced recommendations to improve ACCUPLACER administration, provide better freshman participation in New Student Orientations, and improve reporting at Executive Council and more activities advertised on the web/TV.

- On-line and distance education has been revamped. Learning and growing in a technology-rich environment is an academic initiative and a theme of Southern WV Community and Technical College's quality management plan.

  Starting in the fall of 2012 all on-line classes must use the approved college format and all on-line faculty must be trained on Blackboard 9.1 before teaching an on-line course.

  The ICR (Interactive Classrooms) experienced an upgrade in the fall of 2012. This upgrade enriches course delivery and student experience. The problem that was associated with the ICR's in the past has been addressed, and the new classrooms are being

used for meetings, as well as course distribution.

- Southern's program review process is in place to ensure that curricular goals are aligned with intended learning outcomes. Last year the program review process landed every program on a chopping block. The departments' faculty and the academic unit went to work trimming the hours in every program over 60 hours and every certificate over 30 hours.

  Starting in the fall of 2012 all degree programs at Southern WV Community and Technical College were lowered to 60 hours for an associate's degree and 30 for a certificate. This extreme change was a direct result of national and state data indicating the need for students to graduate faster and enter the workforce.

- The CSSEE Report helped Southern identify some areas that need to be addressed by Student Services and the academic unit.

Conclusion

The primary responsibility for assessing and improving student learning falls on colleges. Those granting educational credentials must ensure that students have developed the requisite knowledge, skills, values, and attitudes that prepare them for work, life, and responsible citizenship. Southern WV Community and Technical College will focus on both quantity and quality, increasing our graduation rates, and improving the learning represented in our degrees.

We are dedicated to a strong, well defined outcome assessment program, and our outcomes are clearly articulated as to what every student should be able to do, achieve, demonstrate, or know upon completion of a degree. At Southern assessment processes are ongoing, sustainable, and integrated into the work of faculty, staff, and administration. The results of the evidence-based changes in programs and practices are reported to appropriate internal and external constituencies via the institutional website.

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
PROGRAM REVIEW SCHEDULE
2012/2013 - 2016/2017

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Business Accounting (540) (AAS)	BOG Adult Completion (758) (AAS)	Cosmetology - Salon Mgmt. (451) (AAS)	AA (200)	Central Sterile Supply (014) (CP)
Business Admin. (548) (AAS)	Criminal Justice (057) (CP)	Health Care Professional (450) (AAS)	AS (300)	Early Childhood Development (985) (AAS)
Office Administration (052) (CP)	Criminal Justice (591 & 592) (AAS)	Medical Laboratory Technology (442) (AAS)	Mine Management (673) (AAS)	Electrical Engineering Technology (120) (CP)
Office Administration (560) (AAS)	Health Care Technology (011 & 012) (CP)	Nursing (444) (AAS)		Electrical Engineering Technology (670) (AAS)
Dental Hygiene (445) (AAS)	Occupational Dev. (752 & 756) (AAS)	Radiologic Technology (469) (AAS)		Forensic Psychology and Investigation (056) (CP)
Survey Technology (130) (CP)	Surgical Technology (441) (AAS)			Forensic Psychology and Investigation (751) (AAS)
Survey Technology (674) (AAS)				IT (125) (CP)
				IT (690) (AAS)
				Respiratory Care Technology (446) (AAS)
				Technical Studies (115) (CP)
				Technical Studies (755) (AAS)
Follow-up Report (CTCS) due May 12, 2012: Health Care Professional (450) (AAS) **Post-Audit Review for CTCS:** Addiction Counseling (058) (CP) Addiction Counseling (580) (AAS) Paramedic Science (443) (AAS) Homeland Security and Emergency Service (470) (AAS) **Follow-up Report (CTCS) due by August 15, 2013:** Central Sterile Supply (014) (CP) Forensic Psych. & Invest. (056) (CP) Forensic Psych. & Invest. (751) (AAS) Mine Management (673) (AAS)		**Post-Audit Review for CTCS:** Medical Assisting (447) (AAS)		

Academic Assessment Summary 2012

This year Southern's assessment program was riddled with complications. For the first time since Southern WV Community and Technical College started, our sample number for testing was under 200 students. The next issue was an act of God. Nine days after our college-wide assessment day, Southern's Logan Campus flooded, including the test administrator's car, along with all but two sets of the completed tests boxed for mailing. Fortunately, the flooded tests were dried and ETS kindly agreed to transcribe the damaged tests.

There was some good that came from the flooded texts. Through conversations with ETS it was discovered that Southern could purchase additional reports that could aid in our assessment program. President Tomblin agreed to the acquisition of the additional package of reports.

ETS Summary

The ETS Proficiency Profile is a general education outcomes assessment used to document performance for self-evaluation, strategic planning, measurement of student achievement and accreditation. The ETS Proficiency Profile assesses student learning while making the best use of the institution's resources by measuring all the skills one values—critical thinking, reading, writing and mathematics— in a single test.

The ETS Proficiency Profile test allows Southern WV Community and Technical College a full perspective of the effectiveness of the general education program. ETS allows Southern to take comparative data on more than 400 institutions and over 500,000 students nationwide and creating informed teaching and learning with reports we can use to pinpoint strength and areas of improvement.

Again this year Southern WV Community and Technical College students are below the national average in math and critical thinking and slightly above the national mean in writing and reading. Although the margin of difference in the math and critical thinking is below national norms, it is less of a difference than the preceding years.

The students who were selected to be tested this year were chosen from those who had completed 45 hours of college credit, had never taken the assessment test before, and had passed college level math and English. This criterion rendered a list of 154 eligible to take the ETS test; of that 154 only 119 tested on March 6th.

One of the greatest challenges facing the assessment committee is compelling students to take the test. Although we send the students a letter stating that the test is mandatory, to date we have no penalty imposed on the students who choose not to take the test (letter attached). Unfortunately, students talk and the word is out among the student body that nothing will happen if one misses the test. Last spring 35 students didn't take the test, and the college could not enforce any sanctions on those students. The assessment committee has made the recommendation that students who miss the test should be given a make-up test or be subject to a monetary fine. The committee additionally recommends academic holds on student transcripts until either the make-up exam is completed or the fine is paid.

The ETS assessment report is a live document and will provide essential information to the faculty regarding student outcomes in their specific programs and courses. The assessment committee will be working with the Dean for University Transfer Programs on the development of specific reports that isolate weakness within our curricula and ways to address that weakness.

National Exams

Once again the Allied Health and Nursing Passage rates are very high: 100% passage in Medical Laboratory Technology, Paramedic Science, Radiologic Technology, Respiratory Care Technology, Salon Management/Cosmetology and Certificate Programs – Central Sterile Supply, Electrocardiography, and Medical Laboratory Assistant; 92% passage in Respiratory Care Technology and 75% in Dental Hygiene and Surgical Technology.

Writing and Math Rubric Scoring Teams

The Writing Scoring Team met on March 6th and scored 140 papers. Random samples (submitted from all campuses and off-campus sites) were taken from English 101 and English 102. Papers were also scored from Speech 103 and Education 214. Every sample was scored twice with the second score being a "blind' score to preserve the integrity of the process; only papers whose scores diverted by more than one point were scored a third time.

Again this year the issue of blatant plagiarism came to the surface with 51 out of 140 papers having no original content whatsoever. The committee recommends utilizing detection software to reduce this problem.

The Math Scoring Team scored 395 problems from five different departments. Each problem was scored independently by two team members, and if there was a discrepancy in the scoring, the problem was scored a third time by a third team member. This year only three problems of 395 were scored by a third team member. The scores this year did not show any significant changes from the results of preceding years. In fact, the findings were curiously similar to last year's results.

Dear Student.

Congratulations! The Assessment Committee and I would like to extend our sincere admiration for your academic achievement. By the end of the spring semester you will have completed 40 or more college credits. This is an academic milestone and one worthy of praise. Because of your demonstrated commitment to your education you have been selected to participate in this year's Assessment Day. I would like to take a few minutes to explain what this means to you and to Southern.

Southern's Assessment Day is a very important day for our school. Each spring Southern takes one day out of our academic calendar and devotes it to college-wide assessment. There are no classes that day, so don't worry about missing class time. Although there are many assessment activities, the one for which you have been selected to participate is the ETS PROFICIENCY PROFILE test. Having you and other students take the ETS PROFICIENCY PROFILE this spring gives Southern a very accurate picture of how we are doing as a college. It also lets us see how we stand with other colleges and universities around the country. Southern wants to be the best college it can be, but to do this we need your help. The information we gather from the ETS PROFICIENCY PROFILE is used by the faculty to better our curriculum and our course objectives. Southern needs for you to do the best you can on this test. The results are confidential and cannot change your academic standing; however, they will change Southern's quality ranking among other schools.

As an incentive to do your best on the test, the two students who make the highest scores on this year's ETS PROFICIENCY PROFILE test will receive new IPads. However, everyone will have a chance to win an IPad. There will be a drawing among all the students taking the test college-wide for two other IPads.

This year's assessment day is Tuesday, March 6th. Enclosed are a testing schedule and directions for test registration. Please remember to bring a picture ID and a 4-function non-graphing calculator. You may use a calculator on the math portion of the ETS PROFICIENCY PROFILE if you so choose. However, graphing calculators are not permitted.

If you need any additional information concerning the ETS PROFICIENCY PROFILE or Southern's Assessment Day, please contact me, Dr. Cindy McCoy, Dean of University Transfer Programs, at 304-236-7637, or you may also call Kim Hensley, Chair of the Assessment Committee, at 304-236-7625.

Sincerely,

Dr. Cindy McCoy
Dean of University Transfer Programs

Enclosure

Sincerely,

Kim Hensley
Chair of the Assessment Committee

Campus: Williamson

Comparison*2010.2012

2010								
N=301	131843	33254	35100	34286	33279	34212	33700	34430
	438	110	117	114	111	114	112	114
2011								
N=152	13986	3542	3732	3626	3508	3649	3584	3668
	437.0625	110.6875	116.625	113.3125	109.625	114.0313	112	114.625

2012								
N=118	52689.95	13216.12	13956.4	13679.97	13426.86	13618.54	13350.29	13698.15
	442.9492	111.1186	117.3983	114.9746	112.8559	114.5424	112.2881	115.1525

RAW*DATA

Campus		*Major*	*Total Score*	Skills Dimension Subscores			Context-Based Subscores		
				Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Boone	0		456	113	123	118	117	115	120	117
Boone	200		430	107	113	115	108	107	108	114
Boone	200		445	114	111	110	122	105	117	115

Boone	200	437	107	115	113	114	113	110	109
Boone	200	478	121	127	120	124	126	120	122
Boone	200	429	107	106	115	111	113	105	106
Boone	200	427	106	116	111	108	111	110	110
Boone	450	455	115	123	118	114	122	114	120
Boone	450	438	109	109	112	117	113	105	112
Logan	0	435	108	119	112	110	113	112	114
Logan	11	441	109	116	118	112	113	110	114
Logan	11	471	119	127	119	121	126	119	121
Logan	11	433	108	109	116	110	107	110	110
Logan	12	427	113	111	109	107	111	110	115
Logan	12	444	114	113	113	116	111	110	118
Logan	12	420	104	111	110	107	113	106	106
Logan	12	448	109	122	120	112	115	115	115
Logan	57	426	108	104	112	111	105	103	114
Logan	200	429	104	116	113	109	109	105	115
Logan	200	459	117	125	116	115	120	119	122
Logan	200	435	112	111	110	114	113	106	115
Logan	200	468	114	123	121	127	119	115	120
Logan	200	470	123	129	119	114	125	126	130
Logan	200	456	116	122	118	115	120	115	120
Logan	200	449	114	120	116	114	117	114	118
Logan	200	430	107	109	113	112	109	112	106
Logan	200	468	122	125	120	116	122	124	122
Logan	200	448	107	119	121	115	115	112	110
Logan	224	425	106	104	112	112	107	103	109
Logan	224	440	112	119	111	113	109	114	120
Logan	300	434	107	113	114	112	105	112	112
Logan	300	454	115	123	115	115	119	120	117
Logan	300	443	112	115	113	116	113	108	117
Logan	300	447	112	123	114	113	120	114	117
Logan	441	430	106	111	114	111	103	110	112
Logan	441	427	104	109	111	113	103	103	115
Logan	441	439	110	119	114	110	117	106	118
Logan	441	444	112	116	118	113	109	119	112
Logan	441	427	103	113	113	110	109	106	109

Logan	442	437	113	118	111	110	117	108	118
Logan	442	434	106	120	112	110	111	110	115
Logan	442	451	113	121	123	111	113	115	120
Logan	442	433	109	119	111	108	115	110	115
Logan	442	436	112	113	118	107	113	114	110
Logan	442	441	112	118	113	113	111	114	117
Logan	442	455	117	123	116	114	123	119	117
Logan	442	434	112	121	110	105	111	115	120
Logan	442	443	112	118	116	112	109	117	115
Logan	444	476	123	128	121	117	123	126	130
Logan	444	426	107	113	113	105	111	110	109
Logan	444	455	117	120	118	115	115	119	120
Logan	444	452	115	121	119	113	119	115	118
Logan	444	462	117	128	116	115	125	124	118
Logan	444	447	114	119	115	114	111	119	117
Logan	444	466	122	122	118	120	122	117	124
Logan	444	443	114	118	111	114	115	112	118
Logan	444	450	115	119	119	113	120	114	115
Logan	444	446	112	119	114	115	113	106	122
Logan	444	448	112	121	118	113	117	115	115
Logan	444	442	108	121	116	111	117	108	117
Logan	444	457	114	123	118	117	119	114	121
Logan	444	458	120	126	115	113	125	119	122
Logan	444	449	113	124	116	111	122	115	117
Logan	444	487	123	127	130	125	125	124	124
Logan	444	452	114	121	120	113	115	119	117
Logan	444	435	107	115	119	108	113	105	114
Logan	444	488	130	130	120	122	130	128	130
Logan	444	476	126	129	119	116	127	126	130
Logan	444	458	112	128	118	115	120	119	120
Logan	450	436	104	106	115	119	105	103	110
Logan	450	423	102	113	108	112	109	106	107
Logan	450	430	106	107	115	112	111	105	107
Logan	450	425	104	115	109	110	109	110	109
Logan	450	424	109	107	111	107	113	110	106
Logan	469	455	113	122	121	114	119	117	115

Logan	469	458	115	124	118	116	119	119	120
Logan	548	432	100	113	113	115	107	105	109
Logan	560	429	106	115	112	110	105	108	115
Logan	592	470	121	126	120	117	122	126	121
Logan	670	439	108	115	114	114	113	106	114
Logan	670	439	108	109	114	117	105	112	110
Logan	673	432	108	113	112	111	107	108	115
Logan	690	419	104	109	108	109	107	105	110
Logan	985	448	113	118	113	119	117	112	115
Logan	985	408	102	107	107	103	111	103	104
Logan	985	439	106	118	120	110	119	108	107
Williamson	200	445	110	109	115	121	111	112	109
Williamson	200	450	115	121	114	114	122	110	120
Williamson	200	442	114	120	115	108	117	120	112
Williamson	200	438	109	119	115	109	113	112	115
Williamson	200	422	104	109	113	105	109	103	110
Williamson	200	448	108	116	120	117	109	110	115
Williamson	200	435	110	115	114	109	109	112	115
Williamson	200	441	107	120	120	109	109	114	115
Williamson	200	438	114	115	111	112	119	108	115
Williamson	200	424	100	109	114	110	103	103	110
Williamson	224	453	116	122	114	115	120	112	122
Williamson	300	418	107	109	107	107	115	106	106
Williamson	441	440	110	118	115	111	119	110	112
Williamson	441	424	108	106	111	109	107	110	107
Williamson	450	444	110	121	116	111	111	119	115
Williamson	450	424	109	113	103	112	115	106	112
Williamson	450	439	108	119	116	110	115	110	114
Williamson	450	447	108	120	118	115	119	106	115
Williamson	450	425	107	107	111	110	107	106	110
Williamson	540	449	108	120	120	115	113	110	117
Williamson	670	423	102	118	106	112	113	108	107
Williamson	690	444	113	121	118	108	117	114	118
Williamson	690	449	112	123	115	114	119	115	117
Williamson	690	441	106	120	114	114	113	108	115
Williamson	985	435	106	109	116	114	103	108	112

Wyoming	200	455	117	124	120	110	125	115	120
Wyoming	200	442	112	121	111	113	117	114	117
Wyoming	224	467	120	128	119	115	130	114	124
Wyoming	450	432	107	103	115	114	107	105	107
Wyoming	592	445	110	123	120	107	117	117	115
Wyoming	670	423	106	106	111	110	109	110	103
Wyoming	673	439	109	118	108	117	117	106	115
Wyoming	751	457	120	121	118	114	123	119	117
		52703	13218	13962	13683	13431	13619	13358	13700

Results by Major

Table 1—Scaled Scores

Table 2—Proficiency Classification
P—Proficient
M—Marginal
N—Not Proficient

Table 3—Percentages of Proficiency Classifications

Undeclared Major

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Boone	**0**	**456**	**113**	**123**	**118**	**117**	**115**	**120**	**117**
Logan	**0**	**435**	**108**	**119**	**112**	**110**	**113**	**112**	**114**
		891	221	242	230	227	228	232	231
	MEAN	445.5	110.5	121	115	113.5	114	116	115.5

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
0	**P**	**P**	**N**	**P**	**M**	**M**	**P**	**M**	**N**
0	**P**	**M**	**N**	**M**	**N**	**N**	**M**	**N**	**N**
Proficient	2	1	0	1	0	0	1	0	0
Marginal	0	1	0	1	1	1	1	1	0
Not Proficient	0	0	2	0	1	1	0	1	2
Total	2	2	2	2	2	2	2	2	2

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	100.00 %	50.00%	0.00%	50.00%	0.00%	0.00%	50.00%	0.00%	0.00%
Marginal	0.00%	50.00%	0.00%	50.00%	50.00%	50.00%	50.00%	50.00%	0.00%
Not Proficient	0.00%	0.00%	100.00%	0.00%	50.00%	50.00%	0.00%	50.00%	100.00 %

University Transfer – AA

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Boone	200	**430**	107	113	115	108	107	108	114
Boone	200	**445**	114	111	110	122	105	117	115
Boone	200	**437**	107	115	113	114	113	110	109
Boone	200	**478**	121	127	120	124	126	120	122
Boone	200	**429**	107	106	115	111	113	105	106
Boone	200	**427**	106	116	111	108	111	110	110
Logan	200	**429**	104	116	113	109	109	105	115
Logan	200	**459**	117	125	116	115	120	119	122
Logan	200	**435**	112	111	110	114	113	106	115

Logan	200	**468**	114	123	121	127	119	115	120
Logan	200	**470**	123	129	119	114	125	126	130
Logan	200	**456**	116	122	118	115	120	115	120
Logan	200	**449**	114	120	116	114	117	114	118
Logan	200	**430**	107	109	113	112	109	112	106
Logan	200	**468**	122	125	120	116	122	124	122
Logan	200	**448**	107	119	121	115	115	112	110
Williamson	200	**445**	110	109	115	121	111	112	109
Williamson	200	**450**	115	121	114	114	122	110	120
Williamson	200	**442**	114	120	115	108	117	120	112
Williamson	200	**438**	109	119	115	109	113	112	115
Williamson	200	**422**	104	109	113	105	109	103	110
Williamson	200	**448**	108	116	120	117	109	110	115
Williamson	200	**435**	110	115	114	109	109	112	115
Williamson	200	**441**	107	120	120	109	109	114	115
Williamson	200	**438**	114	115	111	112	119	108	115
Williamson	200	**424**	100	109	114	110	103	103	110
Wyoming	200	**455**	117	124	120	110	125	115	120
Wyoming	200	**442**	112	121	111	113	117	114	117
		12438	3118	3285	3233	3175	3207	3151	3227
	MEAN	444.2143	111.357	117.321	115.464	113.3928571	114.5357143	112.536	115.25

Table 2

Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
200	P	M	N	P	M	N	P	M	N
200	P	P	M	P	P	M	M	N	N
200	P	N	N	P	M	N	M	N	N
200	P	P	M	P	M	N	P	M	N
200	P	M	N	P	M	N	N	N	N
200	P	M	N	P	M	N	M	N	N
200	M	N	N	M	N	N	P	M	N
200	N	N	N	P	M	N	P	P	M
200	P	P	N	P	P	M	P	P	P

200	P	M	N	M	N	N	P	M	N
200	P	P	M	P	M	M	P	M	N
200	P	P	N	P	M	M	P	M	N
200	P	M	N	P	M	N	P	M	N
200	M	N	N	P	N	N	P	M	N
200	N	N	N	M	N	N	N	N	N
200	P	N	N	P	P	M	P	P	N
200	M	N	N	P	M	N	M	N	N
200	P	P	M	P	P	M	P	M	N
200	M	N	N	P	M	N	M	N	N
200	N	N	N	M	N	N	P	P	M
200	M	N	N	P	N	N	P	M	N
200	P	M	N	P	P	M	P	M	N
200	P	M	N	P	P	M	M	N	N
200	M	N	N	M	N	N	M	M	N
200	N	N	N	P	M	N	M	N	N
200	P	P	M	P	P	M	P	P	M
200	N	N	N	P	M	N	M	N	N
200	P	N	N	M	N	N	M	N	N
Proficient	17	7	0	22	7	0	16	5	1
Marginal	0	7	5	6	13	9	10	12	3
Not Proficient	5	14	23	0	8	19	2	11	24
Total	22	28	28	28	28	28	28	28	28

Table 3

	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	77.27%	25.00%	0.00%	78.57%	25.00%	0.00%	57.14%	17.86%	3.57%
Marginal	0.00%	25.00%	17.86%	21.43%	46.43%	32.14%	35.71%	42.86%	10.71%
Not Proficient	22.73%	50.00%	82.14%	0.00%	28.57%	67.86%	7.14%	39.29%	85.71%

University Transfer – General Studies – AA

Table 1

Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	224	**425**	106	104	112	112	107	103	109
Logan	224	**440**	112	119	111	113	109	114	120
Williamson	224	**453**	116	122	114	115	120	112	122
Wyoming	224	**467**	120	128	119	115	130	114	124
		1785	454	473	456	455	466	443	475
	MEAN	446.25	113.5	118.25	114	113.75	116.5	110.75	118.75

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
224	N	N	N	M	N	N	M	N	N
224	P	P	N	P	M	N	P	M	N
224	P	P	M	P	M	M	P	M	N
224	P	M	N	M	N	N	M	N	N
Proficient	3	2	0	2	0	0	2	0	0
Marginal	0	1	1	2	2	1	2	2	0
Not Proficient	1	1	3	0	2	3	0	2	4
Total	4	4	4	4	4	4	4	4	4

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**	**Level 1**	**Level 2**	**Level 3**
Proficient	75.00%	50.00%	0.00%	50.00%	0.00%	0.00%	50.00%	0.00%	0.00%
Marginal	0.00%	25.00%	25.00%	50.00%	50.00%	25.00%	50.00%	50.00%	0.00%
Not Proficient	25.00%	25.00%	75.00%	0.00%	50.00%	75.00%	0.00%	50.00%	100.00%

University Transfer – AS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Logan	300	**434**	107	113	114	112	105	112	112
Logan	300	**454**	115	123	115	115	119	120	117
Logan	300	**443**	112	115	113	116	113	108	117
Logan	300	**447**	112	123	**114**	113	120	114	117
Williamson	300	**418**	107	109	107	107	115	106	106
		2196	553	583	563	563	572	560	569
	MEAN	439.2	110.6	116.6	112.6	112.6	114.4	112	113.8

Table 2

	Reading		Critical Thinking	Writing			Mathematics		
Major	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
300	M	N	N	P	M	N	M	M	N
300	P	P	N	P	M	N	P	M	N
300	N	N	N	M	N	N	N	N	N
300	M	N	N	P	N	N	P	M	N
300	P	M	N	P	M	N	P	M	N
Proficient	2	1	0	4	0	0	3	0	0
Marginal	1	1	0	1	3	0	1	4	0
Not Proficient	1	3	5	0	2	5	1	1	5
Total	4	5	5	5	5	5	5	5	5

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	50.00%	20.00%	0.00%	80.00%	0.00%	0.00%	60.00%	0.00%	0.00%
Marginal	25.00%	20.00%	0.00%	20.00%	60.00%	0.00%	20.00%	80.00%	0.00%

Not Proficient	25.00%	60.00%	100.00 %	0.00%	40.00%	100.00%	20.00%	20.00%	100.00 %

Allied Health – Surgical Technician – AAS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences

Math Rubric Report March 2012

The Math Rubric Assessment Team met on March 6, 2012 from 10:00 AM to 2:00 PM. The team consisted of Regina Bias, Guy Lowes, Sarma Pidaparthi, Melinda Saunders, Rodney Scaggs, Verna Schwalb, and Rosemary Farrar.

A total of 395 problems were scored from Chemistry, Transitional Studies, Mathematics, and Physical Science Departments. Each problem was given an integer score between 0 and 4, by two team members according to the mathematics rubric which follows this report. The two graders worked independently. The score recorded in this document is the average of those two score unless the scores differed by more than one point. If such a discrepancy existed, the problem was graded by a third person, and the average of the two closest grades was recorded. Of the 395 problems scored, 3 (approximately 0.007%) were scored by a third person.

The results of this scoring are recorded in the tables below, indicating course, number of problems scored (per paper), and the number scored by third person. The first row in each table indicates the score and the second row specifies the number of problems receiving that score. Any comments below a table identify some of the skills required to complete the problem successfully.

Chemistry: CH213

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	1	2	1	0	2	3	1	2	12

Requires use of a formula. (In class graded question on an exam.)

Chemistry: CH213

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	0	0	2	1	1	1	0	5	12

Requires use of dimensional analysis and a formula. (In class graded question on an exam.)

Chemistry: CH213

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	2	3	3	0	1	1	1	11

Requires student to show process.
Requires students to balance an equation.

Chemistry: CH214

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	1	0	0	0	0	5	0	0	8

Requires an equation. Question on final exam in class (graded).

Chemistry: CH214

Number of problems scored: 1

Number of Papers scored by 3rd person: 1

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	1	0	1	1	3	1	4	11

Requires students to find molality. In class graded question.

Chemistry: CH214

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	1	2	1	0	0	0	5	9

Requires student to show process and subtract fractions with unlike denominator.

Math 095

Number of problems scored: 1

Number of Papers scored by 3rd person: 1

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	0	1	2	0	1	2	6	12

Requires students to evaluate expressions and use the order of operations.

Math: MT121

Number of problems scored: 1

Number of Papers scored by 3rd person: 1

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	2	4	4	3	5	2	0	15	36

Requires students to solve a linear equation in one variable. In class exam question was graded.

Math: MT121

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
6	3	0	0	1	0	0	1	7	18

Requires students to use formula.

Math: MT123

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Tot al
0	0	1	9	2	0	3	0	21	36

Requires students to solve a linear equation in one variable. Question on final exam (graded).

Math: MT123

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Tot al
1	2	0	2	0	1	0	0	0	6

Requires students to write the equation of a line. Question on an in class exam (graded).

Math: MT123

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Tot al
8	5	0	1	3	3	10	1	12	43

Requires students to solve a system of linear equations. Question on an in class exam (graded).

Math: MT124

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
6	3	8	6	7	1	2	2	2	37

Requires students to solve a proportion. Question was ungraded in class.

Math: MT125

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	0	0	0	0	0	0	6	6

Requires a formula. Question on final exam in class (graded).

Math: MT125

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	0	2	1	1	1	0	0	4	10

Requires a formula. Question on final exam in class (graded).

Math: MT125

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Tot al
0	1	1	0	1	1	0	0	6	10

Requires a trig formula. Question on final exam in class (graded).

Math: MT128

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
8	2	4	2	0	1	0	0	0	17

Requires students to use dimensional analysis.

Math: MT130

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
3	2	0	2	0	1	1	4	5	18

Requires students to solve a system of linear equations. Question on an in class exam (graded).

Math: MT130

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
4	0	0	0	0	4	3	3	1	15

Requires students to solve a quadratic equation. In class graded question.

Math: MT229

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	0	0	0	1	0	1	6	8

No technology used. Evaluate using the basic define integral. Question given in class (graded).

Math: MT230

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	0	0	0	0	0	2	0	3	5

Use partial fractions to evaluate integral. Question given in class (graded).

Mathematics Education: ME 101

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
10	1	3	2	2	1	1	1	1	22

Requires students to solve a word problem, showing Polya's 4 steps.

Mathematics Education: ME 102

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	1	3	0	0	1	0	1	1	9

Requires students to count number of outcomes for experiences.

Physical Science Part I: SC 109

Number of problems scored: 1

Number of Problems scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	1	3	1	1	0	0	1	0	8

Requires use of a formula. Question on an in class exam (graded).

Physical Science Part I: SC 109

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	1	0	0	0	1	0	1	2	6

Requires use of a formula. Question on an in class exam (graded).

Physical Science Part I: SC 109

Number of problems scored: 1

Number of Papers scored by 3rd person: 0

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
2	4	0	0	1	0	0	0	3	10

Requires student to show process and subtract fractions with unlike denominator.

Overall Breakdown

Number of problems scored: 26

Number of problems scored by 3rd person: 3

0	0.5	1	1.5	2	2.5	3	3.5	4	Total
58	30	35	39	30	26	38	21	118	395

2011 Assessment Day Results for the Writing Scoring Committee

The Writing Scoring Team met on Tuesday, March 29, 2011, and scored 140 papers. With the exception of submissions of essays from BU 100 class and RA 101, all samples were EN 101 and 102 research papers from both regular and adjunct faculty. Every sample was scored twice with the second scoring done "blind" to preserve the integrity of the process. Essays with a combined score of less than three required the usage of "Analytics," identifying why the essay was below average. Only papers whose scores deviated by more than one point were third scored.

The results are as follows:

Score	# samples receiving score	% of papers scored	# 3rd scored	% of all papers 3rd scored
4	6	5.66%	2	1.89%
3.5	18	16.98%	0	0.00%
3	33	23.57%	1	0.94%
2.5	32	30.19%	0	0.00%
2	13	9.29%	0	0.00%
1.5	3	2.83%	0	0.00%
1	1	0.94%	0	0.00%
N	34		0	0.00%

Total Papers:	Papers Scored:
140	106

Observations:

1. With just under two percent of the essays needing to be third-scored, the rubric still works remarkably well, as does the process.

Concerns:

1. There is a significant, alarming increase in the number of essays earning an N score (not capable of being scored), due to blatant plagiarism or excessive paraphrasing, with no original content whatsoever. Utilizing Turnitin.com, or some other similar plagiarism-detection software or service, would eradicate this problem.

Participants:

Larry D'Angelo (Chair), George Morrison, Cyndee Lowes, Melissa Kirk, Miranda Edwards, Tehseen Irfan, Vicky Evans, and Anna James.

2012 Assessment Day Results for the Writing Scoring Committee

The Writing Scoring Team met on Tuesday, March 6, 2012, and scored 140 papers. Random samples were taken from EN 101 and EN 102 (by both full-time and adjunct faculty and by both on-campus and off-campus sites), SP 103, and ED 214. Every sample was scored twice with the second scoring done "blind" to preserve the integrity of the process. Essays with either a first score or second score of less than three required the usage of "Analytics," identifying why the essay was below average. Only papers whose scores deviated by more than one point were third scored.

The results are as follows:

Score	# samples receiving score	% of papers scored	# 3rd scored	% of all papers 3rd scored
4	0	0.00%	0	0.00%
3.5	11	12.36%	0	0.00%
3	44	49.44%	0	0.00%
2.5	18	20.22%	0	0.00%
2	14	15.73%	2	1.43%
1.5	2	2.25%	0	0.00%
1	0	0.00%	0	0.00%
N	51	36.43%	0	0.00%

Total Papers:	Papers Scored
140	89

Observations:

1. The Scoring Team scored the exact same number of essays as 2011.
2. With only two papers needing to be third-scored, the rubric still works remarkably well, as does the process.
3. The number of papers scoring a 3 or above increased from last year from 53.77% in 2011 to 61.80% in 2012.

Concerns:

1. There is a significant, alarming increase in the number of essays earning an N score (not capable of being scored), due to blatant plagiarism or excessive paraphrasing, with little or no original content whatsoever. In 2011, 34/140 essays were incapable of being scored (24.29%), whereas this year, 51/140 were deemed incapable of being scored (36.43%). Utilizing Turnitin.com, or some other similar plagiarism-detection software or service, would significantly reduce the incidence of this problem.

2. Because of the increased difficulty for the team to distinguish between the writers' words and that which has been paraphrased/plagiarized, it is recommended that there be a call for samples from more personal or even in-class essays, as opposed to research papers, which would help ensure that the work being scored is original and truly representative of the quality of writing at Southern.

Participants:

Larry D'Angelo (Chair), Cyndee Lowes, Erica Farley, Melissa Kirk, Tehseen Irfan, Vicky Evans, and Anna James.

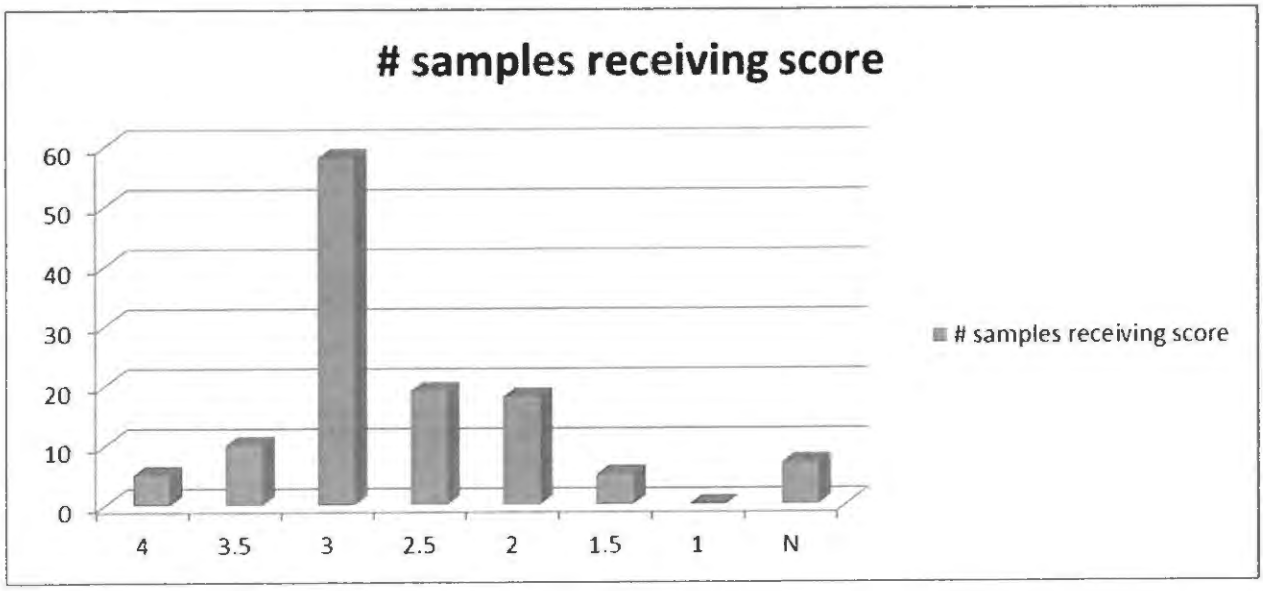
2013 Assessment Day Results for the Writing Scoring Committee

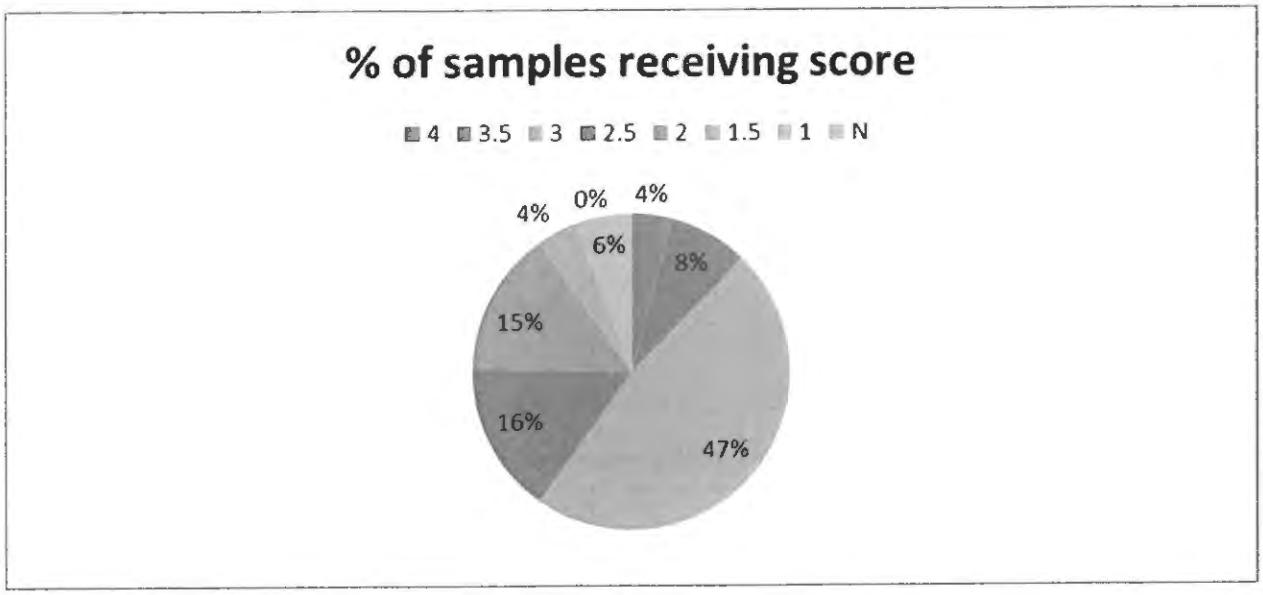
The Writing Scoring Team met on Tuesday, March 5, 2013, and reviewed 122 papers. Random samples were taken from EN 101 and EN 102 (by both full-time and adjunct faculty and by both on-campus and off-campus sites), SP 103, ED 216, SC 110, BS 101, BS 127, EN 200, and EN 202. Every sample was scored twice with the second scoring done "blind" to preserve the integrity of the process. Essays with either a first score or second score of less than "3" required the usage of "Analytics," identifying why the essay was below average. Only papers whose scores deviated by more than one point were third scored.

The results are as follows:

Score	# samples receiving score	% of papers scored	# 3rd scored	% of all papers requiring 3rd score
4	5	4.35%	0	0.00%
3.5	10	8.70%	0	0.00%
3	58	50.43%	0	0.00%
2.5	19	16.52%	0	0.00%
2	18	15.65%	0	0.00%
1.5	5	4.35%	0	0.00%
1	0	0.00%	0	0.00%
N	7	5.74%	0	0.00%

Total Papers:	Papers Scored:	Average Score:
122	115	2.8





Observations:

1. With no papers needing to be third-scored, the rubric still works remarkably well, as does the process.
2. The number of papers scoring a "3" or above increased from last year from 61.80% in 2012 to 63.48% in 2013.
3. The number of papers scoring a "4" increased from 0.00% in 2012 to 4.35% in 2013.
4. The number of papers deemed plagiarized decreased markedly, from 36.43% in 2012 to 0.00% in 2013. This is most likely because approximately three-fourths of this year's samples were either in-class essays or essays that did not permit the usage of any research.

Concerns:

1. Plagiarism is the primary concern of the committee. Because of the increased difficulty for the team to distinguish between the writers' words and those that have been paraphrased/plagiarized, it is recommended that future samples be taken from essays written in class or those that are not research assignments; this would help ensure that the work being scored is original and truly representative of the quality of writing at Southern.

2. Another significant concern is the lack of submissions by faculty who utilize essays in their classes. Although there were submissions from more courses this year than ever before, out of ALL of the courses offered at Southern, only NINE submitted essays for assessment (and two of those nine, EN 101 and 102, are required to submit research papers for the writing scoring process). Because it is paramount to the success of accurately assessing the quality of writing at Southern, increasing faculty participation is strongly recommended.

Participants:

Larry D'Angelo (Chair), George Morrison, William Clough, Vicky Evans, Erica Farley, Tehseen Irfan, Anna James, Melissa Kirk, and Cyndee Lowes.

Respectfully Submitted,
Lawrence D'Angelo
Chair, Writing Scoring Committee

2014 Assessment Day Results for the Writing Scoring Committee

The Writing Scoring Team met on Tuesday, March 11, 2014, and reviewed 150 papers. Random samples were taken from EN 101 and EN 102 (by both full-time and adjunct faculty and by both on-campus and off-campus sites), SP 103, BS 199, BS 216, BS 124, BS 125, BS 127, MT 128, and AH 100. Every sample was scored twice with the second scoring done "blind" to preserve the integrity of the process. Essays with either a first score or second score of less than "3" required the usage of "Analytics," identifying why the essay was below average. Only papers whose scores deviated by more than one point were third scored.

The results are as follows:

Score	# samples receiving score	% of papers scored	# 3rd scored	% of all papers requiring 3rd score
4	9	6.16%	0	0.00%
3.5	11	7.53%	0	0.00%
3	65	44.52%	0	0.00%
2.5	20	13.70%	0	0.00%
2	32	21.92%	0	0.00%
1.5	3	2.05%	0	0.00%
1	6	4.11%	0	0.00%
N	4	2.67%	0	0.00%

Total Papers:	Papers Scored:	Average Score:
150	146	2.7

Observations:

1. With no papers needing to be third-scored, the rubric still works remarkably well, as does the process.
2. The number of papers scoring a "4" increased from 4.35% in 2013 to 6.16% in 2014.
3. The number of papers deemed plagiarized was zero. This is most likely because approximately three-fourths of this year's samples were either in-class essays or essays that did not permit the usage of any research.
4. All essays scored "N" were the result of not enough writing to provide an adequate sample.

Concerns:

1. The primary concern is the lack of a standardized essay. Although faculty's increased involvement in obtaining samples for assessment is appreciated by the committee, samples that are merely one paragraph or simply fragmented responses to a question are unusable. A standardized essay is needed, e.g. a typical five-paragraph essay. How this can be obtained will be up to the Assessment Committee; however, some suggestions are requiring students to write an essay on Assessment Day (as opposed to taking a test) or re-implement the placement essay, i.e. requiring students to write an essay for placement in English classes (this practice was done until 2000).

Participants:

Larry D`Angelo (Chair), George Morrison, William Clough, Vicky Evans, Erica Farley, Tehseen Irfan, Anna James, Melissa Kirk, and Cyndee Lowes.

Respectfully Submitted,
Lawrence D`Angelo
Chair, Writing Scoring Committee

The Math Rubric Assessment Team met on March 5, 2013 scored papers from Math, Chemistry, Physical Science and Transitional Studies.

Math 090-Transitional Studies: Basic Mathematics
Number of problems scored: 2
One sample was from a diagnostic exam given at the beginning that had no impact on the over-all grade and the second sample was given as a final exam.

Sample #	# 3rd scored	Graded sample	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	0	No	6				1				2	9
2	0	Yes	3	2			1				6	12
Total			9	2			2				8	21

Math 124-Technical Math
Number of problems scored: 1

3rd scored	Graded	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	Yes	1			2		2			10	15

Math 123 –Intermediate Algebra
Sample #1 was the first in-class exam and use of a calculator was allowed.
Sample #2 had four problems graded from a regular exam. On the first part, no use of calculator was allowed*. On the second part, one on solving exponential equations and one on logarithmic equations, use of a calculator was allowed.
Sample #3 was from a final exam using a graphing calculator.
Sample #4 was from an in-class exam.

Sample #	3rd scored	graded	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	0	Yes	5			1			1	1	1	9
2	0	Yes	2		1			1			1	5
2	0	Yes	3		2							5
2*	0	Yes	2			1					2	5
2*	0	Yes	2	1		1			1			5
3	0	Yes				2	2	1				5
4	0	Yes	1	1		1	1		1			5
Total	0		15	2	3	6	3	2	3	1	4	39

Math 125-Trigonometry
Number of problems scored: 1

3rd scored	graded	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	Yes	1	1		1	2	1	1		5	12

Math 121-College Math for General Education
Number of problems scored: 1
This was an in-class quiz

3rd scored	graded	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	Yes	1	2		1		1		1	6	12

Math 130 –College Algebra
Number of problems scored: 1
Sample #1was to find rate of change (slope) algebraically and use of a graphing calculator was allowed
Sample #2 was to write the equation of a line, given a graph with use of a calculator
Sample #3 was from an in-class exam, no use of calculator, in which they were asked to write the equation of a line through two points.

Sample #	3rd scored	graded	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	1	Yes	6	1			7	2	1		5	22
2	0	Yes	1		2		6	4		3	5	21
3	4	Yes	2	2		1			3	1	12	21
Total	5		9	3	2	1	13	6	4	4	22	64

Math 230-Calculus II
Number of problems scored: 1
This exam was given unlimited time, but no use of technology and tested integration techniques

3rd scored	graded	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	Yes						1	2		1	4

BU230/MT225-Business Statistics
Number of problems scored: 1

3rd scored	graded	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	Yes			1	2				6	2	11

CH213- Principles of Chemistry I
Number of problems scored: 1-All Samples are from Fall 2012
Sample #1was an out-of-class problem assigned for homework and involved manipulations of several equations to calculate volume and mass of a gas
Sample #2 was from an exam and involved calculation of molar mass of a gas using a variation of the ideal gas equation
Sample #3 is from the in-class mid-term and involves stoichiometry
Sample #4 is from the final and involves conversions and manipulations of density formula

Sample #	3rd scored	Graded	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	2	Yes				1	2		3	2	9	17
2	1	Yes	3		5	3	1		3	3		18
3	0	Yes	2	1	3	1	1			2	10	20
4	3	Yes	1	3	2			3	3	2	3	17
Total	6		6	4	10	5	4	3	9	9	22	72

CH 214- Principles of Chemistry II
Number of problems scored: 1
Sample #1 was from an in-class mid-term exam (Spring 2012) and involved calculation of pH of a weak acid using the appropriate equation.
Sample #2 was from the final for Spring 2012 and involved calculation of freezing point depression using the appropriate equations.
Sample #3 was from Spring 2013 and involved calculation of the mass percent of a solution using appropriate data in word form.

Sample #	3rd scored	Graded	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
1	0	Yes		1	1	1	1		3	4	1	12
2	2	Yes			3		4	2	1	2		12
3	2	Yes	1	2		3			4	2	3	15
Total	4		1	3	4	4	5	2	8	8	4	39

SC 110- Physical Science Part II
Number of problems scored: 1
Students were required to calculate molecular weight by adding and multiplying appropriately.

3rd scored	Graded	0	0.5	1	1.5	2	2.5	3	3.5	4	Total
0	yes	2	1	1				1		6	11

Math Diagnostic Exam
Number of problems scored: 4
This is a non-graded quiz given during the course (usually at the very beginning) of most Natural Sciences courses to assess math readiness. These samples assessed are from both Physical Science I & II (SC109 & SC110) and from General Chemistry I (CH213) from across several terms.

Class	Term	0	0.5	1	1.5	2	2.5	3	3.5	4	Total	3rd scored
SC109	Fall 2012	3		2		2	1				8	0
SC110	Spring 2012	8							1	1	10	0
SC110	Spring 2013	3						1			4	0
CH213	Fall 2012	1	1	2	4	1	2	2		2	15	0
TOTAL		15	1	4	4	3	3	3	1	3	37	0

The Math Rubric Assessment Team met on March 11, 2014 and scored papers from Math, Chemistry, and Nursing, along with a Math Diagnostic Exam given to all Natural Sciences classes in Fall 2013. Whenever recommendations are to be made from analyzing the data and the report, I have highlighted the words in RED. Questions are in BLUE. Green reference points are to a sample proposal to show how we could correlate skills with a set of priorities that we determine. These are listed at the end.

Math 121-College Math for General Education [Fall 2013, Final Exam, 5 sections]
This was an in-class final exam using a calculator and graded for the class grade
Number of problems scored: 2 (problem #9, a & b)

#9a-identify slope with units 2A or C?
#9b-solve linear equation after identifying quantity for unknown2A, 2Bi

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total scored
9a	0	0	0	0	0	1	0	0	0	0	12	13
	0	0	0	0	1	0	0	0	0	1	7	9
	0	0	1	0	1	1	2	0	0	0	1	6
	0	0	2	0	0	0	0	0	0	1	7	10
	0	0	0	0	0	1	0	0	0	0	6	7
9b	0	0	7	0	0	0	0	1	0	1	4	13
	0	0	7	0	0	0	2	0	0	0	0	9
	0	0	5	0	0	0	0	1	0	0	0	6
	0	0	7	0	0	0	2	0	0	0	1	10
	0	0	7	0	0	0	0	0	0	0	0	7
Total # each	0	0	36	0	2	3	6	2	0	3	38	90 (45 for 2 problems)

The four math faculty scored most of the math samples and had a great discussion about what to change and implement for the next term. The next term will also see an implementation of new math classes, removing transitional studies and integrating them into

regular math classes by a new category ie MT123 OR MT123A which indicates additional help is needed.
Do we have any ideas for evaluating this new distinction??
Math 123 –Intermediate Algebra [Fall 2013, Final Exam, 3 sections]
This was an in-class final exam using a calculator and graded for the class grade
Number of problems scored: 2 (problem #2 & 3) on three samples and 1 on another

#2-solve a linear compound inequality 2Bi
#3-solve a logarithmic equation 2Bii-3
?-use system of linear equations 2Bi

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total scored
2	0	0	1 0 2	2 0 3	0 0 1	1 0 0	2 0 1	0 1 1	2 0 3	0 0 1	2 1 0	10 2 12
3	0	0	1 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2 0 1	2 0 4	0 0 6	5 2 1	10 2 12
?	0	0	1	2	1	0	0	2	0	0	0	6
Total # each			5	7	2	1	3	7	11	7	11	(24 for 3 samples, 6 for one)

Math 128 –Algebra for allied Health [Fall 2013, 2 sections]
This was an in-class exam using a calculator and graded for the class grade
Number of problems scored: 2 (problem #4, b&c)
#4b-
#4c-

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total scored
4b	0 0	0 0	3 2	0 0	3 2	0 0	0 0	2 1	0 0	0 0	0 0	8 5
4c	0 0	0 0	4 3	0 0	0 0	0 1	0 0	0 0	0 0	4 0	0 1	8 5
Total # each	0	0	12	0	5	1	0	3	0	4	1	26(13 for 2 problems)

Math 130 –College Algebra [Fall 2013, 2 sections]
This was an in-class exam using a calculator and graded for the class grade
Number of problems scored: 2 (problem #4a & b)
#5a &b-solve for variables algebraically 2A

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total scored
5a	0	0	4 1	0 1	1 0	0 0	1 0	4 0	1 1	2 0	2 4	15 7
5b	0	0	6 0	1 0	1 3	0 0	3 1	1 0	0 1	0 0	3 2	15 7
Total # each	0	0	11	2	5	0	5	5	3	2	11	44(22 for 2 problems)

NS206-Math Competency Exam [Fall 2013]
In class without a calculator, not graded
Number of problems scored: 5 scored holistically as 1 score 1A,2A

3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
0	1	10	13	6	9	5	3	1	0	0	47

*One paper referred to scratch paper which was not copied so we could not evaluate the process or response
We need to modify the Scoring Rubric itself to create a category of Unscoreable and explain reasons why a paper would be unable to be evaluated ie no response or process
Do we need to define unscoreable as a category????? How do we distinguish between a zero (0) paper and one that is unscoreable?????

CH214- Principles of Chemistry II [Spring 2014, Exam #1, 1 section]
This was an in-class exam using a calculator and graded for the class grade
Number of problems scored: 1 with 5 sections, scored holistically as 1 sample. This sample involved calculating the concentration of a solution using various methods. 2A

3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
0	0	0	1	3	2	1	0	0	0	0	7

CH 214- Principles of Chemistry II [Spring 2014, Exam #2, 1 section]
This was an in-class exam using a calculator and graded for the class grade
Number of problems scored: 2
#1 involved a formula and conversion of given information to correctly use this formula, including significant figures and units.2A,2Da
#2 involved a formula, conversion of units and sign conventions 2A,1E

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
#1	0	0	2	1	2	1	0	1	0	0	0	7
#2	0	0	2	2	0	1	0	1	1	0	0	7
total			4	3	2	2	0	2	1	0	0	7 on 2 prob.

Math Diagnostic Exam
Number of problems scored: 4 [1 problem from each of 4 sections: A,B,C &D]
This is a non-graded quiz given during the course (usually at the very beginning) of most Natural Sciences courses to assess math readiness.
A-fractions (subtraction of mixed fractions) Category 1C
B-percentage 1C
C-dimensional analysis-conversion of units 2A,1A?
D-rearrangement of simple equations to solve for a variable 2A

Closing the loop Do samples need to be in class or are there specific types of assignments that might be applicable to take-home work????? Several of the samples from PH200 appear to have DUE DATES on them which means they might have been taken home and which de-values their use as an in class diagnostic sample. It is unclear whether this was only a few or all the samples. *We are revising the Rubric cover sheet to include additional information and clearer instructions.*
Need comments/input on Cover Sheet. Is it clear enough?

BS125-Spring 2014

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	1		1	2	0	0	0	0	3	0	3	8
B	1		1	0	1	0	0	0	5	1	0	8
C	0		1	0	0	0	2	0	3	0	2	8
D	1		0	0	0	0	0	1	2	4	1	8
total	3	8???	3	2	1	0	2	1	13	5	6	8(4 prob.)

*These samples were difficult to score and may be unscoreable because no scratch paper was available. If scratch paper was not copied, we could not evaluate the process or response so these samples may be invalid.
How do we include this in our rubric?

BS216-Spring 2014

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		0	2	0	0	1	0	1	0	0	4
B	0		2	0	0	0	0	0	1	0	1	4
C	0		2	0	0	0	0	0	1	1	0	4
D	0		1	0	0	0	0	0	2	0	1	4
total	0		5	2	0	0	1	0	5	1	2	

BS101-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	1		3	1	0	0	0	1	3	5	7	20
B	1		1	1	0	0	0	0	3	4	11	20
C	0		1	1	0	0	0	0	2	10	6	20
D	0		0	0	0	0	0	0	3	7	10	20
total	2		5	3	0	0	0	1	11	26	34	

CH213-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		6	1	0	0	3	1	3	3	3	20
B	0		4	0	0	0	1	1	5	5	4	20
C	0		5	0	0	1	2	1	3	3	5	20
D	0		1	0	0	0	3	2	7	0	7	20
total	0		16	1	0	1	9	5	18	11	19	

SC109-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		7	1	0	1	6	0	0	0	0	15
B	0		7	0	0	0	1	3	2	0	2	15
C	0		9	0	2	1	2	0	1	0	0	15
D	0		5	0	0	1	2	5	1	0	1	15
total	0		28	1	2	3	11	8	4	0	3	

SC109-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		0	0	0	0	0	0	3	0	2	5
B	0								3	1	1	5
C	0								3	1	1	5
D	0								4	0	1	5
total	0								13	2	5	

SC109-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		4	5	0	2	1	2	4	0	0	18
B	0		9	0	0	0	0	1	6	0	2	18
C	0		7	0	0	2	0	0	8	0	1	18
D	0		2	0	0	4	3	4	4	0	1	18
total	0		22	5	0	8	4	7	22	0	4	

SC110-Fall 2013???

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		4	0	0	0	0	1	1	2	6	14
B	2		3	1	0	0	1	2	2	3	2	14
C	0		4	1	1	0	0	1	1	1	5	14
D	2		2	0	0	0	0	0	1	2	9	14
total	4		13	2	1	0	1	4	5	8	22	

PH210/220-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		3	6	0	0	0	2	1	0	2	14
B	0		7	0	1	0	0	3	1	0	1	14
C	1		6	1	1	1	1	2	0	0	0	12?
D	2		6	2	1	0	1	1	2	0	1	14
total	3		22	9	3	1	2	8	4	0	4	

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		12 4	0 6	0 0	0 0	0 1	0 0	1 2	0 0	1 0	14 13
B	0		9 8	1 0	0	0	1	1	1 3	0	1 2	14 13
C	1		8 9	2	1	1 2	1	0	0	0	1 2	14 13
D	0		3 5	0	0	0	4 5	2	4 3	0	1	14 13
total	1		74	9	1	3	12	3	14	0	8	

The Math Rubric Assessment Team met on March 11, 2014 and scored papers from Math, Chemistry, and Nursing, along with a Math Diagnostic Exam given to all Natural Sciences classes in Fall 2013. Whenever recommendations are to be made from analyzing the data and the report, I have highlighted the words in RED. Questions are in BLUE. Green reference points are to a sample proposal to show how we could correlate skills with a set of priorities that we determine. These are listed at the end.

Math 121-College Math for General Education [Fall 2013, Final Exam, 5 sections]
This was an in-class final exam using a calculator and graded for the class grade
Number of problems scored: 2 (problem #9, a & b)

#9a-identify slope with units 2A or C?
#9b-solve linear equation after identifying quantity for unknown2A, 2Bi

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total scored
9a	0 0 0 0 0	0 0 0 0 0	0 0 1 2 0	0 0 0 0 0	0 1 1 0 0	1 0 1 0 1	0 0 2 0 0	0 0 0 0 0	0 0 0 0 0	0 1 0 1 0	12 7 1 7 6	13 9 6 10 7
9b	0 0 0 0 0	0 0 0 0 0	7 7 5 7 7	0 0 0 0 0	0 0 0 0 0	0 0 0 0 0	0 2 0 2 0	1 0 1 0 0	0 0 0 0 0	1 0 0 0 0	4 0 0 1 0	13 9 6 10 7
Total # each	0	0	36	0	2	3	6	2	0	3	38	90 (45 for 2 problems)

The four math faculty scored most of the math samples and had a great discussion about what to change and implement for the next term. The next term will also see an implementation of new math classes, removing transitional studies and integrating them into

Math 128 –Algebra for allied Health [Fall 2013, 2 sections]
This was an in-class exam using a calculator and graded for the class grade
Number of problems scored: 2 (problem #4, b&c)
#4b-
#4c-

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total scored
4b	0 0	0 0	3 2	0 0	3 2	0 0	0 0	2 1	0 0	0 0	0 0	8 5
4c	0 0	0 0	4 3	0 0	0 0	0 1	0 0	0 0	0 0	4 0	0 1	8 5
Total # each	0	0	12	0	5	1	0	3	0	4	1	26(13 for 2 problems)

Math 130 –College Algebra [Fall 2013, 2 sections]
This was an in-class exam using a calculator and graded for the class grade
Number of problems scored: 2 (problem #4a & b)
#5a &b-solve for variables algebraically 2A

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total scored
5a	0	0	4 1	0 1	1 0	0 0	1 0	4 0	1 1	2 0	2 4	15 7
5b	0	0	6 0	1 0	1 3	0 0	3 1	1 0	0 1	0 0	3 2	15 7
Total # each	0	0	11	2	5	0	5	5	3	2	11	44(22 for 2 problems)

NS206-Math Competency Exam [Fall 2013]
In class without a calculator, not graded
Number of problems scored: 5 scored holistically as 1 score 1A,2A

3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
0	1	10	13	6	9	5	3	1	0	0	47

*One paper referred to scratch paper which was not copied so we could not evaluate the process or response
We need to modify the Scoring Rubric itself to create a category of Unscoreable and explain reasons why a paper would be unable to be evaluated ie no response or process
Do we need to define unscoreable as a category????? How do we distinguish between a zero (0) paper and one that is unscoreable?????

CH214- Principles of Chemistry II [Spring 2014, Exam #1, 1 section]
This was an in-class exam using a calculator and graded for the class grade
Number of problems scored: 1 with 5 sections, scored holistically as 1 sample. This sample involved calculating the concentration of a solution using various methods. 2A

3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
0	0	0	1	3	2	1	0	0	0	0	7

CH 214- Principles of Chemistry II [Spring 2014, Exam #2, 1 section]
This was an in-class exam using a calculator and graded for the class grade
Number of problems scored: 2
#1 involved a formula and conversion of given information to correctly use this formula, including significant figures and units.2A,2Da
#2 involved a formula, conversion of units and sign conventions 2A,1E

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
#1	0	0	2	1	2	1	0	1	0	0	0	7
#2	0	0	2	2	0	1	0	1	1	0	0	7
total			4	3	2	2	0	2	1	0	0	7 on 2 prob.

Math Diagnostic Exam

Number of problems scored: 4 [1 problem from each of 4 sections: A,B,C &D]

This is a non-graded quiz given during the course (usually at the very beginning) of most Natural Sciences courses to assess math readiness.

A-fractions (subtraction of mixed fractions) Category 1C

B-percentage 1C

C-dimensional analysis-conversion of units 2A,1A?

D-rearrangement of simple equations to solve for a variable 2A

Closing the loop Do samples need to be in class or are there specific types of assignments that might be applicable to take-home work????? Several of the samples from PH200 appear to have DUE DATES on them which means they might have been taken home and which de-values their use as an in class diagnostic sample. It is unclear whether this was only a few or all the samples. *We are revising the Rubric cover sheet to include additional information and clearer instructions.*

Need comments/input on Cover Sheet. Is it clear enough?

BS125-Spring 2014

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	1		1	2	0	0	0	0	3	0	3	8
B	1		1	0	1	0	0	0	5	1	0	8
C	0		1	0	0	0	2	0	3	0	2	8
D	1		0	0	0	0	0	1	2	4	1	8
total	3	8???	3	2	1	0	2	1	13	5	6	8(4 prob.)

*These samples were difficult to score and may be unscoreable because no scratch paper was available. If scratch paper was not copied, we could not evaluate the process or response so these samples may be invalid.

How do we include this in our rubric?

BS216-Spring 2014

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		0	2	0	0	1	0	1	0	0	4
B	0		2	0	0	0	0	0	1	0	1	4
C	0		2	0	0	0	0	0	1	1	0	4
D	0		1	0	0	0	0	0	2	0	1	4
total	0		5	2	0	0	1	0	5	1	2	

BS101-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	1		3	1	0	0	0	1	3	5	7	20
B	1		1	1	0	0	0	0	3	4	11	20
C	0		1	1	0	0	0	0	2	10	6	20
D	0		0	0	0	0	0	0	3	7	10	20
total	2		5	3	0	0	0	1	11	26	34	

CH213-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		6	1	0	0	3	1	3	3	3	20
B	0		4	0	0	0	1	1	5	5	4	20
C	0		5	0	0	1	2	1	3	3	5	20
D	0		1	0	0	0	3	2	7	0	7	20
total	0		16	1	0	1	9	5	18	11	19	

SC109-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		7	1	0	1	6	0	0	0	0	15
B	0		7	0	0	0	1	3	2	0	2	15
C	0		9	0	2	1	2	0	1	0	0	15
D	0		5	0	0	1	2	5	1	0	1	15
total	0		28	1	2	3	11	8	4	0	3	

SC109-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		0	0	0	0	0	0	3	0	2	5
B	0								3	1	1	5
C	0								3	1	1	5
D	0								4	0	1	5
total	0								13	2	5	

SC109-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		4	5	0	2	1	2	4	0	0	18
B	0		9	0	0	0	0	1	6	0	2	18
C	0		7	0	0	2	0	0	8	0	1	18
D	0		2	0	0	4	3	4	4	0	1	18
total	0		22	5	0	8	4	7	22	0	4	

SC110-Fall 2013???

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		4	0	0	0	0	1	1	2	6	14
B	2		3	1	0	0	1	2	2	3	2	14
C	0		4	1	1	0	0	1	1	1	5	14
D	2		2	0	0	0	0	0	1	2	9	14
total	4		13	2	1	0	1	4	5	8	22	

PH210/220-Fall 2013

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		3	6	0	0	0	2	1	0	2	14
B	0		7	0	1	0	0	3	1	0	1	14
C	1		6	1	1	1	1	2	0	0	0	12?
D	2		6	2	1	0	1	1	2	0	1	14
total	3		22	9	3	1	2	8	4	0	4	

	3rd scored	Unscored*	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0	Total
A	0		12 4	0 6	0 0	0 0	0 1	0 0	1 2	0 0	1 0	14 13
B	0		9 8	1 0	0	0	1	1	1 3	0	1 2	14 13
C	1		8 9	2	1	1 2	1	0	0	0	1 2	14 13
D	0		3 5	0	0	0	4 5	2	4 3	0	1	14 13
total	1		74	9	1	3	12	3	14	0	8	

The PH200 results appear anomalous given that the current pre-requisite for PH200 is MT096 which is the same as SC109/110.

All pre-requisites for Natural Sciences classes are being up-dated with the elimination of transitional studies and the creation of new math sections including additional help ie MT123 OR MT123A which has an effective TS designation.

PROPOSAL of Priorities for Southern:
Two categories/levels of assessment:

1. These are not algebra-based
    - A. Simple computations and definitions
        - a. Arithmetic
        - b. Whole numbers
        - c. Fractions, decimals, percentages
        - d. Order of operations****
        - e. Attending to precision

2. These <u>are</u> algebra-based and connections need to be made to solve problems
    - A. Choose an appropriate formula with variables, manipulate it and solve it
    - B. Rate of change
        - i. Linear functions
        - ii. Non-linear functions including:
            1. Exponential growth
            2. Radioactive decay
            3. Logarithms (pH)
    - C. Graphs of all kinds and mathematical modeling

    - D. Higher level thinking and analysis (this addresses critical thinking skills)
        - a. Word problems: interpreting verbal information and translating to appropriate math skills and dimensional analysis

        - b. Construct viable arguments and critique the reasoning of others.

        - c. Look for and express regularity in repeated reasoning

Recommendations-2014

Decide which courses actually use math. See attached document on current pre-requisites for Natural Sciences, Nursing, Business as of 2013-14 calendar. These have all been proposed for changes based on the new Transitional Studies move away from MT000 to sub-sections of other courses such as MT121**A** with the A designating extra time/work

Input on which courses have math and what level of math are needed. This should include Nursing/AH and Business programs. TS are constantly revising their options to speed passage through math. Transitional studies has completely revised transitional math. We need to address these new courses and compare to the older versions. How do we collect data comparing MT123 with MT123A, for example?

How do we get more samples? We had one Nursing sample assessed in 2014. Need suggestions from Nursing members of math rubric. We had NO business samples. Do we have any Business members of math rubric? Why not?

Decide what we value at Southern. This should be a college wide process including all faculty whether they teach math or not

Decide what kind of math is used and adhere to any alignments to state or national guidelines. What are the current State agreements? I have made a sample proposal that I have attached at the end of the report to attempt to show how priorities could be assessed using some basic categories.

Revise cover sheet. See attached

Revise Rubric. See attached

Revise math diagnostic with clearer instructions. See attached

Important Questions:

NEW students:

What Math do they come in with? Pre-assessment is important. Live Text coming soon???

What do they leave with? This is program dependent. If they only need MT121, then the criteria for assessing them must be different than a student needing MT130 or higher. If they start in MT121 vs MT121A (transitional studies)

Where do they need to go and did we help them get there? Post-assessment including but not limited to common finals in all math and science courses and an exit exam like CAPPS or WorkKeys (what do we use now?)

How are they assessed at every level?

Should we try and embed assessments in courses?? Who are we sampling? How will we track these samples? When are we collecting samples?

Which components are we sampling? How often? Are they the same across the board or will they vary according to different outcomes expected? Assessment tools should directly measure student performance relative to one or more defined categories.

Spring 2015 Speech 103 Assessment Report

During the spring semester of 2015, the Speech Fundamentals Courses (SP 103) of Southern were asked to record their persuasive speeches for the purpose of analysis. The analysis was to be conducted by the full-time faculty. These would be assessed using the rubric that is also used in the class analysis.

A random sampling of speeches were viewed and assessed. A total of 18 speeches were scored. From the scores, it has been determined that the greatest emphasis of work must happen in the area of delivery. Students had a tendency to read too much of the their speeches. The students also needed to articulate their speeches better. Timing was another issue. Some students didn't manage their time allotment as well as they should have done.

It is recommended to continue the assessment of persuasive speeches for further review. It is recommended to notify the instructors teaching the Speech Fundamentals classes (SP 103) to review how they instruct delivery of the speeches, and to put a greater emphasis on this area of speech.

Persuasive Speech Evaluation Rubric

Speaker:_____

Topic:_____

Total Points Possible: 150

Introduction:

1 2 3 4 Attention Getter
1 2 3 4 Relate the Topic to the Audience (need to know)
1 2 3 4 Clear Topic Statement
1 2 3 4 Previews Main Points

Body:

1 2 3 4 5 **Clearly Persuasive**
1 2 3 4 5 Credible and Relevant Sources
1 2 3 4 5 Oral Footnotes
1 2 3 4 5 Emotional Appeal
1 2 3 4 5 **Coherent Structure**
1 2 3 4 5 Clear Main Points
1 2 3 4 5 **Effective Transitions**

Conclusion:

1 2 3 4 Forewarn the End
1 2 3 4 Recap Main Points
1 2 3 4 Call to Action
1 2 3 4 Final Appeal

Delivery:

1 2 3 4 5 Extemporaneous
1 2 3 4 5 Eye Contact
1 2 3 4 5 Facial Expression
1 2 3 4 5 Gestures/Movement
1 2 3 4 5 Articulation
1 2 3 4 5 Limited Vocalized Pauses
1 2 3 4 5 Language Style

Optional: visual Aids (10)

-0 10 25 50 Reading the speech (points are deducted based on amount of reading)

Total averaged points from the assessed speeches:

Total Points Possible: 150

Introduction:

1 2 3 4	3.3	Attention Getting Device
1 2 3 4	3.2	Clear Topic Statement
1 2 3 4	3.2	Previews Main Points

Body:

1 2 3 4 5	4.6	**Clearly Persuasive**
1 2 3 4 5	4.1	Credible and Relevant Sources
1 2 3 4 5	4.2	Oral Footnotes
1 2 3 4 5	4.5	Emotional Appeal
1 2 3 4 5	4.6	**Coherent Structure**
1 2 3 4 5	4.6	Clear Main Points
1 2 3 4 5	4.2	**Effective Transitions**

Conclusion:

1 2 3 4	3.3	Forewarn the End
1 2 3 4	3.2	Recap Main Points
1 2 3 4	3.5	Call to Action
1 2 3 4	3.7	Final Appeal

Delivery:

1 2 3 4 5	4.7	Extemporaneous
1 2 3 4 5	3.0	Eye Contact
1 2 3 4 5	4.0	Facial Expression
1 2 3 4 5	3.8	Gestures/Movement
1 2 3 4 5	4.4	Articulation
1 2 3 4 5	4.7	Limited Vocalized Pauses
1 2 3 4 5	4.4	Language Style

8	Optional: visual Aids (10)

-0 10 25 50	-40	Reading the speech (Points are deducted based on amount of reading)

MT 121: College Mathematics for General Education Results

Fall 2014

	MT 121A Enhanced	MT 121 Not Enhanced	Total
A/B/C/D	84 (40.8%)	45 (52.9%)	129
F	74 (35.9%)	22 (25.9%)	96
W	48 (23.3%)	18 (21.2%)	66
Total	206	85	291

Spring 2015

	MT 121A Enhanced	MT 121 Not Enhanced	Total
A/B/C/D	75 (45.2%)	35 (63.6%)	110
F	57 (34.3%)	14 (25.5%)	71
W	34 (20.5%)	6 (10.9%)	40
Total	166	55	221

College Math for General Education Results

Fall 2015

	MT 121A	MT 121	Total
A/B/C/D	115 (38.0%)	45 (54.8%)	160
F	126 (41.6%)	20 (26%)	146
W	62 (20.5%)	12 (15.6%)	74
Total	303	77	380

MT 123: Intermediate Algebra Results

Fall 2014

	MT 123A Enhanced	MT 123 Not Enhanced	Total
A/B/C/D	33 (29.2%)	59 (59%)	92
F	42 (37.2%)	22 (22%)	64
W	38 (33.6%)	19 (19%)	57
Total	113	100	213

Spring 2015

	MT 123A Enhanced	MT 123 Not Enhanced	Total
A/B/C/D	11 (15.1%)	15 (36.6%)	26
F	43 (58.9%)	20 (48.8%)	63
W	19 (26%)	6 (14.6%)	25
Total	73	41	114

MT 124: Technical Mathematics Results

Fall 2014

	MT 124A Enhanced	MT 124 Not Enhanced	Total
A/B/C/D	15 (50%)	6 (46.2%)	21
F	11 (36.7%)	7 (53.8%)	18
W	4 (13.3%)	0 (0%)	4
Total	30	13	43

Spring 2015

	MT 124A Enhanced	MT 124 Not Enhanced	Total
A/B/C/D	6 (22.2%)	4 (30.8 %)	10
F	14 (51.9%)	8 (61.5%)	22
W	7 (25.9%)	1 (7.7%)	8
Total	27	13	40

MT 124 Technical Mathematics Results

Fall 2015

	MT 124A	MT 124	Total
A/B/C/D	10 (23.8%)	10 (55.6%)	20
F	10 (23.8%)	3 (16.7%)	13
W	22 (52.4%)	5 (27.8%)	27
Total	42	18	60

MT 128: Algebra for Allied Health Results

Fall 2014

	MT 128A Enhanced	MT 128 Not Enhanced	Total
A/B/C/D	8 (28.6%)	13 (48.1%)	21
F	10 (35.7%)	10 (35.7%)	20
W	10 (35.7%)	4 (14.8%)	14
Total	28	27	55

Spring 2015

	MT 128A Enhanced	MT 128 Not Enhanced	Total
A/B/C/D	1 (8.3%)	6 (33.3%)	7
F	4 (33.3%)	6 (33.3%)	10
W	7 (58.3%)	6 (33.3%)	13
Total	12	18	30

EN 101/EN 101A Results

Fall 2015

	EN 101	EN 101A	Total
A	110 (41.0%)	36 (15.9%)	146
B	62 (23.1%)	75 (33.2%)	137
C	27 (10.1%)	34 (15.0%)	61
D	10 (3.7%)	11 (4.9%)	21
F	40 (14.9%)	54 (23.9%)	94
W	19 (7.1%)	16 (7.1%)	35
Total	268	226	494

Appendix VI

Transfer Agreements

CORE COURSEWORK TRANSFER AGREEMENT 2015-2016

Prepared by:
Academic Affairs Office
July 2015

CTCS
COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WV

West Virginia Higher Education Policy Commission

West Virginia Higher Education Policy Commission
and
West Virginia Council for Community and Technical College Education
CORE COURSEWORK TRANSFER AGREEMENT

EFFECTIVE: JANUARY 1, 1994
COURSE LIST REVISED: JULY 1, 2015

BACKGROUND

The Higher Education Policy Commission is charged by statute with ensuring that undergraduate core coursework completed at any of its institutions is transferable as general studies credit to all other state institutions of higher education in West Virginia for credit with the grade earned. Though system policy provides that undergraduate coursework is generally transferable among state institutions, there is no requirement that courses transferred will meet the general studies requirements at receiving institutions.

The purpose of this procedure is to establish a process and format which will enable students who transfer from one state college or university to another to transfer core coursework that will count toward fulfillment of general studies requirements at the receiving institutions. To facilitate the discharge of this statutory responsibility, the following agreement for transfer of core coursework at state higher education institutions in West Virginia and listing of institutional courses that are acceptable for transfer under this agreement has been developed.

CORE COURSEWORK TRANSFER AGREEMENT

To remedy the problem of transfer of core coursework and to meet the statutory mandate, this core coursework agreement will assure that students who transfer from one state college or university to another will receive credit for specified general studies courses at the receiving institutions. Under the terms of the agreement, a student may transfer up to thirty-five credit hours of undergraduate coursework in the areas of English composition, communications and literature, fine arts appreciation, mathematics, natural science, and social science as general studies credits. The agreement establishes hours of coursework acceptable for transfer that will count toward fulfillment of general studies requirements. Since coursework is generally transferable among institutions in the state colleges and universities, a student could conceivably transfer more than thirty-five hours of general studies credit from one institution to another that are provided for in this agreement. The agreement is not designed to limit the number of credits that are transferred. Its purpose is to assure that students will be able to transfer credits in accordance with the terms of the agreement. The hours of core coursework that are acceptable as counting toward fulfillment of general studies requirements are as follows:

- English Composition – 6 hours
- Communication and Literature – 6 hours
  - speech/oral communication – 3 hours
  - literature – 3 hours
- Fine Arts Appreciation – 3 hours
  - art, music, drama, or theater appreciation
- Mathematics – 3-5 hours
  - college math including general math, algebra, trigonometry or calculus
- Natural Science – 8-10 hours
  - lab science including biology, chemistry, geology, physics or physical science
- Social Science – 9 hours
  - history, political science, psychology, sociology or economics with no more than six hours from any one area.

IMPLEMENTATION

The Director of the Academic Affairs office of the Higher Education Policy Commission and the Council for Community and Technical College shall annually appoint a core coursework committee to advise on matters relating to the agreement and listing of courses. The committee may recommend modifications in the agreement or in the list of courses as it deems necessary. It shall also have the responsibility for publishing and disseminating a transfer guide which includes (1) the state coursework agreement and (2) the list of approved core courses at each of the institutions. This committee shall meet at least once a year and file a report annually to the chancellor.

INSTITUTIONAL RESPONSIBILITY

Each institution shall have the responsibility of implementing the agreement and distributing the transfer guide to faculty advisers and to students. The agreement and listing of courses acceptable for transfer as general studies credit should be included in the student handbook and other appropriate publications. It is imperative that each institution in disseminating information relating to the core coursework transfer agreement inform students that the agreement assures the transfer of courses for general studies credit for any of the courses listed in the agreement and does not limit the number of hours credit that a student may transfer in general studies. A student, in accordance with Series 17, *Policy Regarding the Transferability of Credits and Grades at the Undergraduate Level,* and the policies of the receiving institution, may transfer credit for general studies courses that are not included in the agreement and may also transfer more than thirty-five hours of general studies credit.

STUDENT RESPONSIBILITY

It is the responsibility of the student who is transferring from a state college or university to another state institution to be aware of the specific program requirements at the receiving institution. Occasionally, in an academic program, such as engineering or other professional field, there may be a requirement for completion of a particular general studies course(s). Though the core coursework transfer agreement provides for uniform acceptance of up to thirty-five hours of core coursework, the student must still complete all program requirements for his/her course of study.

COURSES FOR TRANSFER AS MEETING GENERAL STUDIES REQUIREMENTS

The courses from state colleges and universities that are acceptable as general studies credits under the agreement are:

BLUE RIDGE COMMUNITY AND TECHNICAL COLLEGE

Courses - Hours	Title	Credit
English Composition - 6 hours		
ENGL 101	Written English	3
ENGL 102	Written English II	3
ENGL 110	Technical Writing and Communication	3
Communication and Literature - 6 hours		
COMM 202	Fundamentals of Speech	3
COMM 205	Professional Communications	3
ENGL 204	Survey of American Literature	3
ENGL 208	Survey of World Literature	3
Fine Arts Appreciation - 3 hours		
ART 103	Introduction to Visual Art	3
ENG 150	Play Production	3
MUSIC 111	Introduction to Music	3

SHEPHERD UNIVERSITY (cont'd)

Courses - Hours	Title	Credit
Natural Science - 8-10 hours (cont'd)		
GSCI 102	Astronomy	4
GSCI 103	General Physical Science	4
GSCI 104	General Physical Science	4
Social Science - 9 hours		
HIST 100	History of Civilization: Asian Traditions or	3
HIST 101	History of Civilization I	3
HIST 102	History of Civilization II	3
HIST 103	History of Western Civilization	3
PSCI 100	Politics and Government	3
PSCI 101	American Federal Government	3
PSCI 102	State and Local Government	3
SOCI 203	General Sociology	3
ECON 123	Contemporary Economics	3
ECON 205	Principles of Macroeconomics	3

SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE

English Composition - 6 hours		
EN 101	English Composition I	3
EN 102	English Composition II	3
Communication and Literature - 6 hours		
SP 103	Speech Fundamentals	3
SP 202	Introduction to Public Speaking	3
SP 207	Business and Professional Speaking	3
EN 200	English Literature Before 1800	3
EN 201	American Literature Before 1865	3
EN 202	English Literature Since 1800	3
EN 204	American Literature Since 1865	3
EN 219	Adolescent Literature	3
EN 230	Western World Literature	3
EN 231	Non-Western World Literature	3
Fine Arts Appreciation - 3 hours		
AR 112	Art Appreciation	3
TH 112	Theater Appreciation	3
MU 175	Music Appreciation	3
Mathematics - 3-5 hours		
MT 121	College Math for Gen. Ed.	3
MT 121A	College Mathematics for General Education, Enhanced	3
MT 125	Trigonometry	3
MT 130	College Algebra	3
MT 137	Precalculus	5
MT 205	Calculus Applications	3
MT 225	Elementary Statistics	3
MT 229	Calculus I	5
Natural Science - 8 hours		
BS 101	General Biology I	4
BS 102	General Biology II	4
BS 124	Human Anatomy & Physiology I	4

SOUTHERN WV COMMUNITY AND TECHNICAL COLLEGE (cont'd)

Courses - Hours	Title	Credit
Natural Science - 8 hours (cont'd)		
BS 125	Human Anatomy & Physiology II	4
CH 203	Fundamentals of General, Organic, and Biological Chemistry I	4
CH 204	Fundamentals of General, Organic, and Biological Chemistry II	4
CH 213	Principles of Chemistry I	4
CH 214	Principles of Chemistry II	4
IS 200	Wetlands	4
IS 210	Biotechnology	4
PH 200	Introductory Physics	4
PH 210	College Physics I	4
PH 212	College Physics II	4
SC 109	General Physical Science I	4
SC 110	General Physical Science II	4
Social Science - 9 hours		
EC 241	Principles of Economics I	3
EC 242	Principles of Economics II	3
HS 104	Western Civilization I	3
HS 105	Western Civilization II	3
HS 230	American History 1492 - 1877	3
HS 231	American History since 1877	3
PS 201	American Government and Politics	3
PS 202	State and Local Government	3
PY 201	General Psychology	3
PY 218	Life Span Developmental Psychology	3
SO 200	Introduction to Sociology	3
SO 201	Social Problems I	3
SO 202	Social Problems II	3
SO 215	Human Relations	3

WEST LIBERTY UNIVERSITY

English Composition - 6 hours		
ENGLISH 101	Freshman English I	3
ENGLISH 102	Freshman English II	3
Communication and Literature - 6 hours		
COMMUNICATION 101	Fundamentals of Oral Communications	3
ENGLISH 202	Literature Appreciation for Non-Majors	3
ENGLISH 204	English Literature	3
ENGLISH 205	American Literature	3
ENGLISH 214	English Literature After the 18th Century	3
ENGLISH 215	American Literature After the Civil War	3
Mathematics 3-4 hours		
MATHEMATICS 102	Nature of Mathematics	3
MATHEMATICS 140	College Algebra	3
MATHEMATICS 145	Precalculus Algebra	3
MATHEMATICS 210	Introductory Analytic Geometry and Calculus	4
Natural Science - 8 hours		
BIOLOGY 105/106	Life Sciences for the Non-Major and Lab	4

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
AND
WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION
CORE COURSEWORK TRANSFER AGREEMENT

CREDIT HOURS OF CORE COURSEWORK ACCEPTABLE
FOR TRANSFER AS FULFILLING GENERAL STUDIES REQUIREMENTS

* English Composition – 6 hours

* Communication and Literature – 6 hours

  speech/oral communication – 3 hours
  literature – 3 hours

* Fine Arts Appreciation – 3 hours

  art, music, drama, or theater appreciation

* Mathematics – 3-5 hours

  college math including general math, algebra, trigonometry or calculus

* Natural Science – 8-10 hours

  lab science including biology, chemistry, geology, physics or physical science

* Social Science – 9 hours

  history, political science, psychology, sociology or economics with no more than six hours from any one area.

Articulation between SWVCTC and Marshall University
Elementary 2+2 Option
SWVCTC, Associate Degree in Elementary Education –
Marshall University, BA in Elementary Education

FIRST YEAR					
First Semester			***Second Semester***		
EN 101	English Composition I (ENG 101)	3	EN 102	English Composition II (ENG 201)	3
SP 103	Speech Fundamentals (CMM 103)	3	SC 109	General Physical Science I (PS 109/109L)	4
BS 102	General Biology II	4	HS 230	American History 1492-1877 (HST 230)	3
ART 112	Art Appreciation	3	CS 102	Computer Literacy	3
Or			MT 130	College Algebra (MTH 130)	3
MUS 175	Music Appreciation	3			
TOTAL CREDITS		13	**TOTAL CREDITS**		15
SECOND YEAR					
Third Semester			***Fourth Semester***		
ME 101	Math for Elem. Teachers I (CI 101)	3	ME 102	Math for Elem. Teachers II (CI 201)	3
ED 218	Human Develop. And Learning (EDF 218)	3	SO 201	Social Problems (SOS 207)	3
ED 280	Observation Hours in Ed (EDF 270)	0	MU 203	Music Skills for Classroom Teachers	3
ED 223	Computer Instructional Tech (CI 350)	3	ED-203	Children's Literature (CI 342)	3
HS 231	Amer. History since 1887 (HST 231)	3	Humanities	Choose one from PL 201, EN 200,	
SC 110	General Physical Science (PS 110/110L)	4		EN, 201, EN 202, EN 204 or EN 210.	3
TOTAL CREDITS		16	**TOTAL CREDITS**		15
Transfer to Marshall University College of Education after Completion of Associate Degree Requirements					
Fifth Semester			***Sixth Semester***		
CI 343	Developmental Reading (15 hr. clinical)	3	CISP 422	Differentiated Instruction (15 hr. clinical)	3
CI 446	Individual Assessment (15 hr. clinical)	3	CI 301	Math Methods for Elem. (15 hr. clinical)	3
CISP 421	Children with Exceptionalities	3	CI 321	Early Childhood Curr.(WI)(15 hr. clinical)	3
ESS 305	Health and PE in Early Childhood	3	CI 448	Science Methods: Elem (15 hr. clinical)	3
GEO 317	World Regional Geography (Online)	3	EDF 319	Applications of Learning Theory	3
			HST 103	The World Since 1850 (CT) (Online)	3
TOTAL CREDITS		15	**TOTAL CREDITS**		18
Seventh Semester			***Eighth Semester***		
CI 360	Social Studies Methods in Elem.	3	EDF 475	Schools in a Diverse Society	3
CI 442	Instructional & Classroom Mgmt. Elem.	3	CI 405	Student Teaching Capstone	12
CI 447	Integrated Read/Language Arts (ADMI 5)	3			
CI 471	Level II Clinical (ADMI 5 – 75 hours)	0			
EDF 435	Classroom Assessment	3			
ART 335	Art Education: 2D & 3D (WI)	3			
TOTAL CREDITS		15	**TOTAL CREDITS**		15

Admission requirements for ADMI 4: MUST meet requirements BEFORE beginning 6th semester

1. Complete application for ADMI 4 status in JH 225
2. EDF 218 (grade "C" or better) *and* EDF 270 (credit)
3. Passing scores on the PRAXIS CORE exam – all 3 areas (EXEMPT from PRAXIS CORE Exam with SAT 1170 or ACT composite 26 or higher)
4. Minimum 2.7 GPA (both MU and overall)
5. 21 ACT composite score
6. MU students: Completion of 26 credits hours
7. Transfer students: Completion of 12 Marshall University credit hours

Admission requirements for ADMI 5: MUST meet requirements BEFORE beginning 7th semester

1. Complete application for ADMI 5 status in JH 225
2. 12 hours of completed Professional Education Core courses
3. 2.7 GPA overall, at MU, in Teaching Specialization (T.S.) and in Professional Education Core (P.E.C.)

Admission requirements for Student Teaching:

1. At least 90% of Teaching Specialization courses completed
2. Minimum of 100 credit hours completed
3. 2.7 GPA overall, at MU, in Teaching Specialization (T.S.) and Professional Education Core (P.E.C.)
4. Completion of all Professional Education Core Courses (with the exception of EDF 475)

PRAXIS II: Subject Test and Principles of Learning (PLT) Test are required for teaching certification.
GRADUATION APPLICATION: Must be submitted by the Fall, Spring, or Summer deadline.

FILE COPY

MEMORANDUM OF AGREEMENT BETWEEN
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
AND
LINDSEY WILSON COLLEGE
FOR ON-SITE BACCALAUREATE AND MASTER'S DEGREE PROGRAMS
IN
LOGAN, WV
June 30, 2015

THIS AGREEMENT is made by and between Southern West Virginia Community and Technical College (**SWVCTC**), and Lindsey Wilson College (hereinafter referred to as **LWC** or **the Second Party**) on this 30th day of June, 2015.

Lindsey Wilson College, (**LWC**), as part of its mission to serve the educational needs of students, agrees to offer through the School of Professional Counseling, its baccalaureate degree in Human Services and Counseling (hereafter HSC) and Masters of Education in Counseling and Human Development (hereafter CHD) to qualified students at **SWVCTC**. The **LWC** School of Professional Counseling is designed to deliver an opportunity to earn a Bachelor of Arts degree in Human Services and Counseling in a curriculum designed for students who are completing Associate of Arts, Associate of Science, and Associate of Applied Science degrees at **SWVCTC** with an interest in Human/Behavioral Health Services careers. The **CHD** program is designed for qualified students with a Bachelor of Arts degree in Human Services and Counseling or Psychology. The content and management of both the Bachelor of Arts and M.Ed. programs are the sole responsibility of **LWC**.

SWVCTC, recognizing a need in its service area for students to begin their education in the behavioral health, human services and counseling services profession and continue it after acquiring associate degrees, seeks to provide opportunities for students to pursue baccalaureate degrees and master's degrees in its service area. **LWC** recognizes a need for increased numbers of trained and qualified persons to deliver human services/counseling services.

It is anticipated that this endeavor will enhance the missions of both educational institutions. **SWVCTC** will offer the lower division courses to satisfy the general education requirements and certain electives necessary for students to complete the requirements of the **LWC** degree. Courses offered by **SWVCTC** pursuant to this MOA shall be considered equivalent to courses offered by **LWC** for satisfaction of **LWC** residency requirements. **LWC** will offer only courses required as part of the HSC, and CHD programs and selective upper level electives as needed to satisfy degree requirements.

It is the intent of both institutions to market, advertise, and represent the programs as a partnership between **SWVCC** and Lindsey Wilson College to better meet the educational needs of students interested in Human Services and Counseling and to answer a call from the mental health community for more trained professionals in the field.

PERIOD OF CONTRACT: This Agreement is for 12 months extending from July 01, 2015 through June 30, 2016. This Agreement will be reviewed by April 1 by both parties. It will renew automatically unless either party requests otherwise.

SCOPE: New HSC cohorts will begin each fall semester and new CHD cohorts will begin each spring semester. This MOA may be extended to include subsequent cohorts to begin either the spring or fall semester by mutual written consent of the parties of this agreement.

LOCATION:
SWVCTC agrees to make specific areas of the **SWVCTC** Campus that are suitable for interactive group classes available to **LWC** for the purpose of the **Second Party's** conducting classes leading to a bachelor's degree in Human Services and Counseling and to a master's degree in Counseling and Human Development.

HSC AND CHD GROUP SIZE(S): LWC cohorts will be ten (10) to thirty-six (36) students although initial cohorts may be smaller.

RESPONSIBILITIES OF SWVCTC:

- Provide classroom facilities that are suitable for interactive group classes for **LWC** courses and clinical experience meetings
- Maintain a safe buildings and grounds environment
- Provide wireless internet access, TV/DVD and a computer and projector in classrooms during the specified class schedules, as these are available and when requested in advance
- Provide access to library facilities and services as specified in the library agreement between **SWVCTC and LWC**
- Assist with information to allow marketing activities
- Provide any **SWVCTC** required identification cards
- Provide office space for the Site Enrollment Coordinator
- Provide office space for the Graduate Assistant
- Provide custodial service for **LWC** office space
- Provide copier service
- Receive and forward initial students inquiries to the **LWC** Site Enrollment Coordinator.
- Utilize and honor the consortium agreement to process, defer, and bill student accounts
- Coordinate computer labs and other classroom support as required by students and requested by the Site Enrollment Coordinator
- Provide names and addresses of current and former **SWVCTC** students for contact purposes
- Provide **LWC** use of space from approximately 4 p.m. to 9 p.m. on Fridays, 9 a.m. to 4 p.m. on Saturdays, in the Fall, Spring, and Summer semesters

RESPONSIBILITIES OF LWC:

- Continue to meet criteria for reauthorization as required under Title 135 Procedural Rule, Series 20 of the West Virginia Council for Community and Technical College Education and Title 133 Procedural Rule, Series 20 of the West Virginia Higher Education Policy Commission.
- Design and delivery of the curriculum by qualified faculty
- Provide course materials and other learning resources not available in the **SWVCTC** library
- Specify and provide course textbooks
- Provide a certificate of $1,000,000.00 of liability insurance prior to the MOA signing
- Pay postage and copier costs on a quarterly basis
- Provide **SWVCTC** with information in order to utilize and honor the consortium agreement to process, defer, and bill student accounts
- Register students, maintain student records and provide course grades
- Provide **LWC** student identification cards
- Establish student financial accounts and collect student fees
- Provide **LWC** brochures and program information
- Direct advertising and promotion of the program
- Fund newspaper and radio advertisements
- Conduct information/orientation sessions for prospective students

- Confer the BA degree in Human Services and Counseling to qualified students
- Confer the M.Ed. degree in Counseling and Human Development to qualified students

FINANCIAL ASPECTS OF THE AGREEMENT: It is the intent of this Agreement that **LWC** will incur all direct costs associated with the **RESPONSIBILITIES OF LWC** listed previously including marketing and delivery of the program. It is anticipated that **SWVCTC** will incur those expenses associated with the **RESPONSIBILITIES OF SWVCTC** listed previously. This will include some demand on staff support time that falls within their normal range and times of responsibility, i.e., administrative, clerical, library and maintenance. It is not the intent of either party for **SWVCTC** to incur any major expense for support of the program. Should any unusual expenses not presently identified or anticipated occur, a written agreement between the two parties will be finalized for those expenses prior to the expenditure. **LWC** agrees to pay **SWVCTC** 6,000.00 annually for operation costs including: maintenance, office rental, usage of wireless routers, phones, and classroom utilizations, as well as .12 per copy in using **SWVCTC** copiers. **SWVCTC** will provide invoices for these charges annually to the **LWC** Site Enrollment Coordinator for processing.

STUDENT TUITION AND FEES: The tuition and fees charged to students will be in accordance with those approved by the **LWC** Board of Trustees. Students enrolled in the program will be subject to policies approved by **LWC**.

AMENDMENT
This Agreement may not be altered or amended unless in writing with the mutual consent of both parties.

CANCELLATION CLAUSE
Either party may terminate this Agreement by submitting written notification one academic year prior to the identified cancellation date in order to protect all students at both institutions involved in this partnership.

DISCRIMINATION PROHIBITED
Both parties agree not to discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or service delivery and program participation in conformity with the provisions of Title VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, as amended; Americans with Disabilities Act of 1990; Executive Order No. 11245 issued September 24, 1965, as amended; and all other applicable laws which prohibit discrimination as well as the implementing regulations, guidelines, and standards lawfully adopted and promulgated under the laws.

Approved: Merle Dempsey
Merle Dempsey, Ed. D., Interim President
Southern West Virginia Community and Technical College

Date: 8/4/2015

Approved: Dr. William T Luckey, Jr.
Dr. William T. Luckey Jr., President
Lindsey Wilson College

Date: July 24, 2015

LINDWIL-03 HHANSON

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 6/9/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
Van Meter Insurance Group 1240 Fairway Street Bowling Green, KY 42103	PHONE (A/C, No, Ext): (270) 781-2020	FAX (A/C, No): (270) 843-8808
	E-MAIL ADDRESS:	

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Hartford Fire Insurance Company	19682
INSURER B : Hartford Casualty Insurance Company	29424
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED

Lindsey Wilson College, Inc.
210 Lindsey Wilson Street
Columbia, KY 42728-1223

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS		
A	X COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$	1,000,000
	☐ CLAIMS-MADE ☒ OCCUR			33 UUN AS1127	11/19/2014	11/19/2015	DAMAGE TO RENTED PREMISES (Ea occurrence)	$	1,000,000
							MED EXP (Any one person)	$	10,000
							PERSONAL & ADV INJURY	$	1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$	2,000,000
	☐ POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$	2,000,000
	☐ OTHER:							$	
A	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$	1,000,000
	X ANY AUTO			33 UUN AS1127	11/19/2014	11/19/2015	BODILY INJURY (Per person)	$	
	☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$	
	☐ HIRED AUTOS ☐ NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$	
								$	
B	X UMBRELLA LIAB X OCCUR						EACH OCCURRENCE	$	7,000,000
	☐ EXCESS LIAB ☐ CLAIMS-MADE			33 HHU VG5841	11/19/2014	11/19/2015	AGGREGATE	$	7,000,000
	☐ DED X RETENTION $ 0							$	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N						☐ PER STATUTE ☐ OTH-ER		
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ (Mandatory in NH)	N/A					E.L. EACH ACCIDENT	$	
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$	
							E.L. DISEASE - POLICY LIMIT	$	
A	Blanket Building			33 UUN AS1127	11/19/2014	11/19/2015	$10,000 dedt		80,564,435
A	Blanket BPP			33 UUN AS1127	11/19/2014	11/19/2015	$10,000 dedt		8,797,544

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

Southern West Virginia Community & Technical College
PO Box 2900
Mount Gay, WV 25637

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Christ Vellon