



Southern
Southern West Virginia
Community and Technical College

Board of Governors

AGENDA

April 19, 2011

Members

Terry R. Sammons, Chair
Thomas A. Heywood, Vice Chair
Wilma J. Zigmond, Secretary
Linda Q. Akers
Kevin N. Fowler
Shelley T. Huffman

Jada C. Hunter
George Kostas
Glenn T. Yost
Debbie Dingess
Kimberly Irick-Reynolds
George Morrison

Joanne Jaeger Tomblin
President

**Southern West Virginia Community and Technical College
Board of Governors Meeting of April 19, 2011
Room 428, Building C, Mount Gay, WV**

AGENDA

1. Call to Order..... Mr. Terry Sammons
Board Chair
2. Classified Staff Council Presentation. Ms. Kimberly Maynard
Council Chair
3. BOG Tuition Committee Presentation to the WV Council
for Community and Technical College Education Report. Mr. Tom Heywood
Committee Chair
4. President's Report. Ms. Joanne Jaeger Tomblin
President
5. Financial Report. Mr. Samuel Litteral
Chief Financial Officer
6. Action Items.
 1. Appointment of Nominating Committee for Board Officers..... Chair Sammons
 2. Appointment of Board Ceremonial Representatives..... Chair Sammons
 1. Allied Health Pinning Ceremony – Greetings from the Board
 2. Commencement – Greetings from the Board
 3. GED Ceremony – Greetings from the Board
 3. Appointment of Board of Governors Presidential Review Committee..... Chair Sammons
 4. Approval of February 15, 2011 Board Meeting Minutes. pp. 6-15
 5. Approval of Fiscal Year 2011-2012 Salary Increases. p. 16
 6. Approval of Fiscal Year 2011-2012 Salary Increase for the President
of Southern West Virginia Community and Technical College..... p. 17
 7. Academic Program Review. pp. 18-141
 1. University Transfer, Associate in Arts and Associate in Science. pp. 18-115
 2. CTCS Three-year Post Audit Review
 1. Mine Management, Associate in Applied Science. pp. 116-141

8.	Final Approval of Proposed Policies.	pp. 142-183
1.	SCP-1750, Tobacco Usage.	pp. 142-144
2.	SCP-2125, College-wide Employee/Personnel Policy.	p. 145
3.	SCP-2810, Sabbatical Leave for Full-time Faculty.	pp. 146-154
4.	SCP-2843, Sexual Harassment Policy.	pp. 155-161
5.	SCP-3245, Faculty and Administrative Productivity.	pp. 162-165
6.	SCP-4233, The Dean's List of Students; Graduation with Honor Status. . .	pp. 166-168
7.	SCP-4770, Student Rights and Responsibilities.	pp. 169-180
8.	SCP-5525, Maintenance Work Order Request System.	pp. 181-183
9.	Approval of Policies for 30-day Public Comment Period.	pp. 184-215
1.	SCP-1001, Records Retention Policy (New).	pp. 184-188
2.	SCP-2226, Faculty Incentive Pay Plan.	pp. 189-200
3.	SCP-4274, Standards of Progress for Financial Aid Recipients.	pp. 201-205
4.	SCP-4356, Financial Aid Recipient Change in Enrollment Status.	pp. 206-209
5.	SCP-5050, Assessment, Payment and Refund of Fees.	pp. 210-215
7.	Adjournment.	Chair Sammons

Classified Staff Council

The Classified Staff Council submits recommendations to standing committees, administrative unit heads, or directly to the President.

Our Purpose

As prescribed in WV Code §18B-6-4b, effective April 1, 2003, there is established at each state institution of higher education an institutional classified employees advisory council to be known as the staff council.

Our Mandates

Board of Governors must meet with the Classified Staff Council at least annually per WV Code §18B-6-6(g).

The President of the institution must meet at least quarterly with the Classified Staff Council per WV Code §18B6-6(f).

The Council meets the first Wednesday of each month at 10:30 a.m. in the Interactive Classrooms at each campus location.

Per WV Code §18B-2A-1(c2), classified employees at each state institution of higher education elects a member of staff to their institutional Board of Governors.

WV State Code §18B-6-5 provides for a statewide Advisory Council for Classified Employees. Each institution elects a member of classified staff to represent the institution on the statewide Advisory Council.

Southern West Virginia Community and Technical College

Classified Staff Council



www.southernwv.edu

Classified Staff Members and Contacts

Kimberly Maynard, Chair

kimm@southern.wvnet.edu
(304) 896-7345

Christopher Gray, Vice-Chair

Administrative/Managerial Representative
chriscg@southern.wvnet.edu
(304) 236-7614

Virginia Stepp, Secretary

Technical/Paraprofessional Representative
virginias@southern.wvnet.edu
(304) 236-7649

Debbie Dingess

Board of Governors Representative
debbied@southern.wvnet.edu
(304) 896-7416

Teri Wells

ACCE Representative
teriw@southern.wvnet.edu
(304) 896-7443

Patricia Miller

Administrative/Managerial Representative
patm@southern.wvnet.edu
(304) 896-7351

Linda Workman

Professional/Non-faculty Representative
lindaw@southern.wvnet.edu
(304) 896-7388

Juanita Topping

Professional/Non-faculty Representative
juanitat@southern.wvnet.edu
(304) 896-7492

Lee Stroud

Technical/Paraprofessional Representative
lees@southern.wvnet.edu
(304) 896-7470

Ireda Pruitt

Office Support/Secretarial Representative
ritap@southern.wvnet.edu
(304) 236-7647

Ruby Runyon

Office Support/Secretarial Representative
rubyr@southern.wvnet.edu
(304) 236-7650

Garnet Bolen

Service/Skilled Crafts/Maintenance Representative
garnetb@southern.wvnet.edu
(304) 236-7659

Scott Pritchard

Service/Skilled Crafts/Maintenance Representative
scottp@southern.wvnet.edu
(304) 896-7352

Charles (Pete) Parsons

Boone/Lincoln Campus Representative
petep@southern.wvnet.edu
(304) 307-0709

Timothy Ooten

Logan Campus Representative
timo@southern.wvnet.edu
(304) 896-7354

Rhonda Collins

Williamson Campus Representative
rhondac@southern.wvnet.edu
(304) 236-7609

Rhonda Lester

Wyoming/McDowell Campus Representative
rhondal@southern.wvnet.edu
(304) 294-2009

Total Classified Employees

Southern currently has a total of **85** classified employees!

Classified Employees are... Cashiers



Classified Employees are ... Secretaries



Classified employees are... Managers and Professionals



Classified employees are... Student Service Specialists



All Classified Employees are ... Customer Service Representatives

We are critically involved with:

- Recruitment
- Retention
- Graduation
- Enrollment
- Advising
- Counseling
- Motivation
- Teaching
- Instructional Delivery
- Facilities



Salary Schedule Funding

- The average salary for classified employees at Southern is **\$27,910**
- As of October 2010, the cost to fully fund the salary schedule is **\$298,554**
- The October 2010 percentage of full funding of Salary Schedule is **89.07%**
- Compared to average percentage of all CTCS institutions of **96.82%**
- 2011 Federal Poverty Level **\$22,350**
- Number of staff below FPL **10**
- Average Salary of those below FPL **\$20,809**

Our Involvement

- Enrollment Management Plan Task Force (14 are Chairs)
- High School Visits
- Library Orientations
- Financial Aid Workshops
- President's Future Leaders Academy

- Strategic Planning
- Technology Services
- Human Resources
- Governance
- Recruitment
- Workforce Development

- Enrollment
- Retention
- Financial Operations
- Student Support
 - Advising
 - Financial Aid
 - Records
 - Counseling

- Instruction
- Graduation
- Facilities Management
- Foundation
- Vision 20/20
- Job / Career Fairs



Southern West Virginia Community and Technical College Board of Governors
Board of Governors Meeting of February 15, 2011
West Virginia Governor's Mansion
1716 Kanawha Boulevard, East, Charleston, WV

DRAFT

Board Members Present: Terry Sammons, Tom Heywood, George Kostas, Jada Hunter, Glenn Yost, Wilma Zigmond, George Morrison

Board Members Absent: Linda Akers, Shelley Huffman, Debbie Dingess, Kimberly Irick, Kevin Fowler

Administrative Staff: President Joanne Jaeger Tomblin, Samuel Litteral, Ron Lemon, Allyn Sue Barker, Cindy Crigger, Pam Alderman, Cindy McCoy, Darrell Taylor, George Beshears, Emma Baisden

Faculty Senate: Martha Maynard, Charles Puckett, Mary Hamilton, Kathy Deskins

Guests: Chris Deweese, Kelley Shafer, Suttle and Stalnaker Representatives

1. Call to Order:

Chair, Terry Sammons, declared a quorum present and convened the meeting at 6:05 p.m.

2. Board of Governors and Administration Self-Evaluation

Ms. Elizabeth Walker, Board Counsel, led the Board of Governors and administrators through the results of the annual self-evaluation conducted on an aggregated and anonymous basis. Several concerns were expressed in the administrator evaluation results section pertaining to "meetings of administrators." The Board of Governors opened the floor for discussion of the concerns expressed and decided that a process to determine how to address these concerns needed to be established. As a result, President Tomblin will hold small discussion groups to discuss the issues expressed by the administration.

3. Faculty Senate Presentation

As prescribed in West Virginia Code §18B-6-3(g), the Faculty Senate held its annual meeting with the Board of Governors to discuss matters affecting the faculty. Ms. Martha Maynard, Faculty Senate Chair, introduced Senate members present to the group. Ms. Maynard presented the Board with an overview of the Senate's role, its composition, discussed policies the group has been working on, and outlined the Senate's plans for the academic year. Ms. Maynard informed Board members that the faculty salary scale was supposed to have been reviewed in 2010. This is an issue of great concern. She stated that Southern's full-time faculty pay scale is below the national average - Rank of Instructor base salary - \$31,000 vs. \$56,000. The Senate is concerned about hiring and retaining qualified faculty. On behalf of the faculty, Ms. Maynard requested that the Board of Governors review the full-time faculty salary scale.

4. Advisory Council of Faculty (ACF) Presentation

Mr. Charles 'Chuck' Puckett serves as Southern's faculty representative on West Virginia Advisory

Council of Faculty. Mr. Puckett presented the Board of Governors with a brief overview of the ACF and highlighted current issues the ACF endorses which include:

1. A systematic funding mechanism for capital projects, sustainable deferred maintenance, and higher education initiatives mandated by the Legislature.
2. Increasing the percentage of tenured faculty to maintain academic integrity, to recruit quality faculty, and to encourage a strong voice in governance issues.
3. Relief from rising PEIA premiums.
4. Support of higher education personnel legislation and initiatives which include:
 1. Revising the classification and compensation system.
 2. HEPC/CTCS tuition and fee approval above 3% increase.
 3. Standardizing academic program approvals across both systems.
 4. Flexibility for all institutions in various areas, such as purchasing.
 5. Faculty representation on the HEPC and CTC Council.
 6. The right for higher education employees to serve in the Legislature.

Following the presentation, the Board of Governors thanked Mr. Puckett for providing them with an overview of the ACF and its current concerns.

5. Board of Governors Committee on Tuition and Fees Report

Mr. Tom Heywood, Chair of the Committee on Tuition and Fees, informed Board members that the Tuition and Fees Committee met on January 20, 2011 to discuss strategies for this year's tuition and fee proposal to the WV Council for Community and Technical College Education. In 2008-2009, Southern's Board of Governors determined that the College would need a 9.5% tuition increase per year for the next five years to meet increasing operational costs, based on the assumption that Southern's state appropriations would remain flat during this period.

While Southern wants always to be affordable and accessible, it is clear that tuition and fees are at the bottom. Mr. Heywood informed the group that in April he and Chair Sammons, along with President Tomblin and Chief Financial Officer, Sam Litteral, would travel to Eastern West Community and Technical College to advocate directly to the Council to plead Southern's case to increase tuition for 2011-2012 by 9.5%. It was a tough fiscal year at the state level last year and no tuition increases were approved. It is the committee's belief that being able to demonstrate that students will not go unserved if a tuition increase is granted by the Council.

At its January 20, 2011 meeting, the Committee on Tuition and Fees recommended a minimum tuition increase of \$101.00 per semester per FTE for the 2011-2012 academic year. Therefore, Mr. Heywood called for a motion for the Board to approve the tuition increase. This increase would bring the full-time resident tuition to \$1,152.00 per semester. If approved, Mr. Heywood recommended the request be submitted to the West Virginia Council for Community and Technical College Education for action

at its next meeting.

MOTION: Glenn Yost moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed revision to the resident tuition increase of \$101.00 per semester per FTE for the 2011-2012 academic year effective July 1, 2011.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously.

Mr. Heywood informed Board members that at its January meeting, the Committee on Tuition and Fees recommended a technology fee increase of \$50 per semester for students enrolled in seven (7) or more credit hours beginning with the 2011-2012 fiscal year. If approved, this increase will bring the total technology fee to \$100.00 per semester for students enrolled in seven (7) or more credit hours.

MOTION: George Kostas moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed technology assessment fee increase of \$50 per semester for students enrolled in seven (7) or more credit hours effective July 1, 2011.

ACTION: Glenn Yost seconded the motion. The motion carried unanimously.

6. President's Report:

1. President/First Lady Tomblin has been traveling around the state to meet with the president of each community and technical college to present them with the College Completion Challenge. This is a call to action developed by the American Association of Community Colleges (AACC) and the Association of Community College Trustees (ACCT) that aims to increase the student college completion rate nationwide. As each institution commits to the challenge, it signifies a unified statewide effort to realize an additional 16,000 West Virginians with certifications or degrees by 2015. Each institution will receive a resolution developed by the Community and Technical College System of West Virginia that embraces the commitment of the AACC and ACCT. Council Chair, Bob Brown, and Chancellor Jim Skidmore join the presidents in signing the resolution.

2. President/First Lady Tomblin and West Virginia University President, James Clements, are co-chair's of West Virginia's first College Completion Task Force. The 16-member Task Force, brought together by Chancellor Brian Noland (HEPC) and Chancellor Jim Skidmore (CTCS), will focus on the challenge of increasing college completion in West Virginia. The Task Force will outline goals for West Virginia and potential plans on how to obtain those goals. President/First Lady Tomblin informed Board members that Tom Heywood is also a

member of the Task Force.

3. April 7, 2011 is the tentative date for the groundbreaking ceremony for the construction of the new Applied Technology Center at the Williamson Campus.
 4. During All Governance Day on February 11, Dr. Randy Smith, President of the Rural Community College Alliance, presented Enrollment Management strategies to all college employees. The institution is undergoing the process of writing an Enrollment Management Plan to guide our recruitment and retention efforts for the next several years. All employees of the College have been assigned to a group that will study a particular topic and make recommendations based on their findings. President/First Lady Tomblin hopes to be able to review the information submitted by Fall 2011.
 5. President Tomblin participated in a strategic planning seminar for community and technical college decision makers entitled "Nine Shift: Higher Education in the 21st Century," held at Ft. Lauderdale, Florida in February. In the next ten years, our society will shift from the Industrial Age to the Internet Age. President Tomblin is purchasing the book, "Nine Shift: Work, Life and Education in the 21st Century" for all members of the Board of Governors, Executive Council, Academic Affairs Management Council, ACF Representative, Faculty Senate Chair, Classified Staff Council Chair, and Advisory Council of Classified Employees Representative. This will most likely shift our organizational structure.
 6. Boone County Joint Administrative Committee has been meeting regularly. Southern's last Nursing class at the Kanawha Valley facility will graduate in May 2011. Beginning with Fall 2011, the Nursing program will be moved to the Boone/Lincoln Campus. The Nursing program did not receive a favorable report from the National League for Nursing Accrediting Agency during its accreditation site visit. The Nursing Department compiled a 43-page response report and sent it to the NLNAC Review Panel. The Panel recommended the program for full accreditation of eight years to the NLNAC Commission.
 7. The Respiratory Care program completed its initial accreditation visit by The Commission on Accreditation for Respiratory Care (CoARC) on February 1. The site visitors plan to recommend full accreditation for the program. They listed several strengths and no weaknesses of the program.
 8. Contributions to the Major Gifts Campaign have exceeded expectation. The Southern Foundation has increased student scholarships by 357% since the campaign's inception.
7. **Office of Information Technology Update**
Mr. George Beshears, Chief Information Officer, informed the Board that Southern's first Technology

Governance Committee meeting was held during Governance Day on February 11. The IT Department is moving forward with technology for students and use of technology in the classroom by faculty. Obstacles are network assessment, bandwidth challenges and the e-mail system.

8. Financial Report

Chief Financial Officer, Sam Litteral, provided the financial report dated January 31, 2011 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. The figures discussed are strictly cash that can be carried forward. The 40/40/20 budget distribution plan prevents the departments from running out of funds.

9. Financial Audit

The accounting firm of Suttle and Stalnaker, PLLC, conducted the financial audit for Southern West Virginia Community and Technical College for the fiscal year ended June 30, 2010. Suttle and Stalnaker representative and Certified Public Accountant, Chris Deweese, discussed details of the accounting firm's findings with respect to financial reporting. The accounting firm provided copies of the audited financial statements to the Board for review prior to the meeting. The report is intended solely for the information and use of the College's Governing Board, managements of the College and the West Virginia Council for Community and Technical College Education, and is not intended to be and should not be used by anyone other than these specified parties. Mr. Deweese commended the Financial Department at Southern for performing an excellent job on the audit.

10. Action Items:

1. Approval of Audited Financial Report

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors accept the filing of the audited financial report for the fiscal year ended June 30, 2010.

ACTION: Tom Heywood seconded the motion. The motion carried unanimously.

2. Approval of Minutes

MOTION: Tom Heywood moved to accept the October 14, 2010 minutes as presented.

ACTION: Glenn Yost seconded the motion. The motion carried unanimously.

3. Institutional Policies for Final Approval

1. SCP-1500, Philosophy, Vision and Mission of Southern West Virginia Community and Technical College

MOTION: Glenn Yost moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-1500, Philosophy, Vision and Mission of Southern West Virginia Community and Technical College, following a 30-day public comment period.

ACTION: Debbie Dingess seconded the motion. The motion carried unanimously.

2. SCP-2593, Payment to Employees for Contracted Services (Other Than Regular Employment)

MOTION: Glenn Yost moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the aforementioned policy SCP-2593, following the 30-day public comment period.

ACTION: Tom Heywood seconded the motion. The motion carried unanimously.

3. SCP-3600, Faculty Office and Class Schedule and SCP-3600.A, Faculty Office and Class Schedule

MOTION: Glenn Yost moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval for the rescission of SCP-3600, Faculty Office and Class Schedule and SCP-3600.A, Faculty Office and Class Schedule, following a 30-day public comment period and their reconstruction as procedures with the Academic Affairs Unit.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously.

4. SCP-4151, Academic Standards and Expectations of Students

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4151, Academic Standards and Expectations of Students, following a 30-day public comment period.

ACTION: Glenn Yost seconded the motion. The motion carried unanimously.

5. SCP-5620, Traffic and Vehicle Speed, Flow and Parking Regulations Policy

MOTION: Tom Heywood moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-5620, Traffic and Vehicle Speed, Flow and Parking Regulations Policy following a 30-day public comment period.

ACTION: George Kostas seconded the motion. The motion carried unanimously.

4. Approval of Institutional Policies for 30-day Public Comment

1. SCP-1750, Tobacco Usage

MOTION: Glenn Yost moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-1750, Tobacco Usage, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously.

2. SCP-2810, Sabbatical Leave for Full-time Faculty

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2810, Sabbatical Leave for Full-time Faculty, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Glenn Yost seconded the motion. The motion carried unanimously.

3. SCP-3245, Faculty and Administrative Productivity

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-3245, Faculty and Administrative Productivity, to Southern's constituencies and the Chancellor for Community and Technical

College Education for a 30-day public comment period.

ACTION: Glenn Yost seconded the motion. The motion carried unanimously.

4. SCP-4233, The Dean's List of Students; Graduation with Honors Status

MOTION: Wilma Zigmond moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the aforementioned revised policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: George Kostas seconded the motion. The motion carried unanimously.

5. SCP-5525, Maintenance Work Order Request System

MOTION: Tom Heywood moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for distribution of SCP-5525, Maintenance Work Order Request System, to Southern's constituencies and the Chancellor for the West Virginia Council for Community and Technical College Education for a 30-day public comment period with the recommendation for rescission of the existing policy and conversion to unit procedures.

ACTION: George Kostas seconded the motion. The motion carried unanimously.

6. SCP-2125, College-wide Employee/Personnel Policy

MOTION: Tom Heywood moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for distribution of SCP-2125, College-wide Employee/Personnel Policy, to Southern's constituents and the Chancellor for the West Virginia Council for Community and Technical College Education for a 30-day public comment period with the recommendation for rescission of the existing policy.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously.

7. SCP-2226, Faculty Incentive Pay Plan

MOTION: George Morrison moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the revised policy SCP-2226, Faculty Incentive Pay Plan and the accompanying SCP-2226.A, Faculty Incentive Pay Plan Criteria and Application Guidelines, to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

ACTION: Wilma Zigmond seconded the motion. The motion carried unanimously.

8. SCP-2843, Sexual Harassment Policy

MOTION: Glenn Yost moved the adoption of the following resolution:

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

ACTION: Tom Heywood seconded the motion. The motion carried unanimously.

9. SCP-3650, Program Reduction or Elimination

MOTION: Tom Heywood moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-3650, Program Reduction or Elimination, to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Jada Hunter seconded the motion. The motion carried unanimously.

10. SCP-3670, Public School Service Program

MOTION: Tom Heywood moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-3670, Public School Service Program,

and SCP-3670.A, Public School Service Form, to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: George Kostas seconded the motion. The motion carried unanimously.

11. SCP-4770, Student Rights and Responsibilities

MOTION: George Kostas moved the adoption of the following resolution:

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-4770, Student Rights and Responsibilities, to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day public comment period.

ACTION: Glenn Yost seconded the motion. The motion carried unanimously.

11. Executive Session Pursuant to West Virginia Code §6-9A-4(2)(A) to discuss personnel and management issues

Tom Heywood moved that the Board of Governors enter an Executive Session pursuant to West Virginia Code §6-9A-4-2A to discuss personnel and management issues. Wilma Zigmond seconded the motion that carried unanimously, and the Board then met in an Executive Session. At the conclusion of discussions, Glenn Yost moved and Jada Hunter seconded the motion that the Board of Governors rise from Executive Session and convene in Open Session.

12. Adjournment:

There being no further business, Chair Sammons declared the meeting adjourned at 9:00 p.m.

Terry R. Sammons, Chair

Emma L. Baisden
Assistant to the Board of Governors

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: Approval of Fiscal Year 2011-2012 Salary Increases

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors authorize and direct the President of Southern West Virginia Community and Technical College, in conjunction with the Chief Financial Officer, to terminate the 2011 salary enhancements as of June 30, 2011, and

BE IT FURTHER RESOLVED, That the President, in conjunction with the Chief Financial Officer, is authorized to fund a 3% salary increase for all employees of Southern West Virginia Community and Technical College effective July 1, 2011, and

BE IT FURTHER RESOLVED, That beginning July 1, 2011, the Southern West Virginia Community and Technical College Board of Governors authorize the President, in conjunction with the Chief Financial Officer, to begin the implementation of full funding of the Classified Staff Salary Schedule as mandated by Senate Bill 330, and

BE IT FURTHER RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve and authorize the President of Southern West Virginia Community and Technical College to implement such salary increases exercising her prudence and judgement.

STAFF MEMBER: Joanne Jaeger Tomblin

BACKGROUND:

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: Approval of Fiscal Year 2011-2012 Salary Increase for the President of Southern West Virginia Community and Technical College

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the termination of the 2011 salary enhancement for the President of Southern West Virginia Community and Technical College as of June 30, 2011, and

BE IT FURTHER RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve a 3% salary increase for the President of Southern West Virginia Community and Technical College effective July 1, 2011.

STAFF MEMBER: Terry R. Sammons

BACKGROUND:

This salary increase is consistent to the salary increases requested for faculty, classified and non-classified employees of Southern West Virginia Community and Technical College effective July 1, 2011. If this resolution is approved, I recommend its submission to the West Virginia Council for Community and Technical College for action at its next meeting as required by Title 135, Legislative Rule, Series 5, *Employing and Evaluating Presidents*, of the West Virginia Council for Community and Technical College Education.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: Academic Program Review and Continuance of Existing Academic Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the University Transfer Associate in Arts and Associate in Science degree 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; and

BE IT FURTHER RESOLVED, that the Dean for University Transfer, the Department Chairs, and appropriate faculty review the weaknesses and recommendations identified in the review summary and, upon such review, provide the President and/or her designee with a plan to address such weaknesses and recommendations for improvement.

STAFF MEMBERS: Cindy McCoy

RATIONALE FOR THE RECOMMENDATION:

The University Transfer AA and AS degrees are consistent with Southern's mission to design a degree to transfer to four-year colleges and universities. These degrees have a solid general education core provided by 42% of the full time faculty that meets and exceeds all defined academic outcomes stated in Southern's Institutional Compact. Students with a UT degree should experience a seamless transfer of course credit: to date Southern has nineteen transfer agreements in and out of the state of West Virginia. Since 2006 the University Transfer degree has produced 446 graduates and 2201 declared majors.

After the review, a few weaknesses have been recognized. By addressing these (in most cases small) issues, an already strong program could be even more productive. There needs to be a review of the math requirements, a restructuring of the transitional Math and English courses, hire more full-time faculty for the most burdened areas and Southern must continue to seek graduate data from the HEPC. These changes will improve the UT program as well as other programs productivity.

PROGRAM REVIEW

2010 - 2011

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

University Transfer

PROGRAM: Associate in Arts and Associate in Science

DATE: 3/27/2011

INSTITUTIONAL RECOMMENDATION

The Board of Governors recommends:

- 1. Continuance of the program at the current level of activity without correction action;
- 2. Continuance of the program with correction action;
- 2. Identification of the program for further development;
- 3. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 4. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education policy on approval and discontinuance of programs.

Rationale for the recommendation:

After a review of the University Transfer Program, a few weaknesses have been recognized. However, by addressing these (in most cases small) issues, an already strong program could be even more productive. There needs to be a review of the math requirements, a restructuring of the transitional math and English courses, hire more full-time faculty for the most burdened areas and Southern must continue to seek graduate data from the HEPC. These changes will improve the UT Program, as well as other programs' productivity.

Approved Recommendation George H. Marison Signature of Department Chair 04-04-11 Date

Approved Recommendation Mark M. Wood Signature of Department Chair 4-6-11 Date

Recommendation _____ Signature of Department Chair _____ Date

Recommendation _____ Signature of Department Chair _____ Date

Approved Recommendation [Signature] Signature of Dean 3/27/2011 Date

Recommendation _____ Signature of President _____ Date

Recommendation _____ Signature of Chair, Board of Governors _____ Date

**Southern West Virginia Community and Technical College
University Transfer
Associate in Arts
Associate in Science**

Program Review Summary

A. Adequacy

- The curriculum has adequate requirements that meet the needs of the transfer student.
- The program is staffed with qualified faculty.
- Current resources are sufficient to sustain the program.
- The program maintains a valid assessment plan.

Conclusion: The program exceeds the minimum adequacy requirements.

B. Viability

- The number of students enrolled as majors is exceptional.
- Enrollment trends indicate future students seeking the A.A. and A.S. degrees will remain acceptable.
- The number of graduates is acceptable.

Conclusion: The program meets the requirements for viability.

C. Necessity

- The program is unique to our service area; no other institution exists in the service area that offers A.A. and A.S. degrees. The program meets the needs of students wishing to transfer to colleges and universities.

Conclusion: This is a necessary program.

D. Consistency with Mission

- The program does support the institutional mission to provide transfer opportunities to the citizens of the service district.
- The program and/or core courses support all programs in the institution.
- Core courses impact other programs.

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

Recommendation

Continuation of the program at the current level of activity with corrective action.

A. Program Weaknesses

After a review of the University Transfer Program, a few weaknesses have been recognized. It should be noted that none of the weaknesses represent a major deficiency within the program. However, by addressing these (in some cases small) issues, an already strong program could be even more productive. In other words, the University Transfer Program could serve more students, more efficiently, with some adjustments.

It should also be noted that without a review process such as this one these problems may never have been identified so clearly.

- Many students are transferring before they complete their math requirement for the UT degree as evidenced by the high volume of reverse transfer student.
- There is a misconception about the Promise Scholarship and degree completion. It has been rumored that a student on a Promise Scholarship cannot complete an Associate Degree without losing 2 years of the 4 year scholarship.
- Numerous adjuncts are needed to provide University Transfer Program requirements. Over 75% of the faculty members delivering University Transfer courses are part-time faculty. The ratio of part-time to full-time faculty is about 5 to 1, with 26 full-time faculty and 133 adjuncts in the University transfer area.
- Transfer data needed for a comprehensive review of the University Transfer Program are not currently provided by individual transfer institutions or by the state.

B. Recommendations

- As evidenced in the full program review, the University Transfer Program is one of the most productive programs at Southern and should be continued. However, some changes could be made to improve the program's productivity.
- A review of the math requirements in the University Transfer Program needs to be conducted. Recommendations for student success and completion should be implemented.
- Restructuring of the transitional math and English courses need to be made to better address student need. Math "boot camps" and "stretch" courses will better ensure student success.
- Hire more full-time faculty in the most burdened academic areas and on the campuses where they are most needed.
- Continue to seek the necessary graduate data for a thorough program review.

**Southern West Virginia Community and
Technical College**

**University Transfer
Associate in Arts
and
Associate in Science
Degrees**

Program Review

March 24, 2011

The University Transfer Program

Consistency with Mission

Southern West Virginia Community and Technical College is a comprehensive community college. One principal commitment related to Southern's mission statement is that the College will make available to the members of the community programs that prepare students to transfer to four-year colleges and universities.

The University Transfer Program (UT) is designed to be that transfer program. Students planning to earn a baccalaureate degree at a four-year college or university may complete the first two years through the University Transfer Program. Students may earn an Associate in Arts or an Associate in Science degree, each requiring a minimum of 60-63 hours.

Adequacy and Necessity

A University Transfer A.A. degree has a solid general education core of 50 hours in communications, humanities, social sciences, natural sciences, math, physical sciences, and computer sciences. The remaining ten hours are taken from the student's area of elective concentration (see Appendix I).

A University Transfer A.S. degree has a solid general education core of 51 hours in communications, humanities, social sciences, natural sciences, math, physical sciences, and computer sciences. The remaining 12 hours are taken from the student's area of elective concentration (see Appendix I).

The UT Program has the potential of involving every academic department at Southern, depending on the student's degree concentration. However, the general education core curriculum is provided by just five departments: Humanities, Social Science, Natural Science, Math, and the three hour computer science credits from Technology and Engineering Department. The general education core comprises 51 hours of the 60-63 hours required for a University Transfer degree. The remaining 9-12 hours can be in any elective area and therefore can involve any of the academic departments at Southern. However, the majority of the University Transfer graduates are in concentrations provided by the Humanities, Social Science, Natural Science, and Math departments.

These four departments represent 42% of the full-time faculty at Southern. University Transfer faculty members are based on all four campuses, and a student can receive a University Transfer degree from any of the campuses at Southern West Virginia Community and Technical College. A UT faculty member must have an earned master's degree in the field in which he or she is teaching, or must have an earned master's in an outside discipline with an additional 18 graduate hours in the teaching area. The same educational requirements apply to the part-time faculty in the University Transfer Program (see Appendix II).

Consistency with Southern Compact

The University Transfer program is the only program at Southern West Virginia Community & Technical College with a general education core that meets and exceeds all the defined academic outcomes stated in Southern's Institutional Compact:

“... Prepare graduates to meet or exceed national and international standards for skill levels in reading, oral and written communications, mathematics, critical thinking, science and technology, research and human relations....”

Secondly, with the exception of the computer requirement in the University Transfer core, all the courses in the general education core are provided by the Humanities, Social Science, Natural Science, and Math departments. Also, all degree programs and certificate programs require a core of competencies involving the University Transfer academic unit.

Viability

To meet the needs of transferability, the University Transfer curriculum respects the 100 and 200 level community college degree components. By adhering to this accepted rule, students with a UT degree or courses from the UT departments should experience a seamless transfer of their Southern courses (see Appendix I & III).

To date Southern WV Community & Technical College has nine transfer agreements and ten 2+2 agreements, with two of those being out of state. These transfer and “two-plus-two” agreements help to provide a smooth transition for Southern graduates pursuing a baccalaureate degree by outlining a specific course by course transfer of Southern courses to accepting institutions. Southern has a complete list of the current transfer agreements with a direct link option on our web page for the transferring student (see Appendix VI).

The University Transfer Division has produced 446 graduates and 2201 declared majors since August 2006 (see Appendix V). This figure is somewhat misleading, when one considers the total number of UT majors far exceeds the number of graduates in a given year. This discrepancy in declared majors and graduates has more to do with registration practices than with the actual numbers of students who do not complete UT degrees. A large percentage of the “undecided” graduates start at Southern as UT majors. These “undecided” students retain a UT major code until they are accepted into a preferred program. It should also be noted that the very nature of this program means that it caters to the transient student; many of these students never intended to graduate from Southern and often take only a few courses before they transfer to another college or university.

Adequacy

The assessment data on the University Transfer graduate is based on multiple instruments. The research papers in English 101 and English 102 and a common final in Math 121, Math 123, Math 128, and Math 130 are collected college-wide for rubric scoring by a team of faculty. The UT faculty have included the general education goal expectation for all classes in the course

syllabi. The Collegiate Assessment of Academic Proficiency (CAAP) and the Measure of Academic Proficiency and Progress (MAPP) tests are also administered to all UT majors with 60 or more hours completed toward their degree. These data are collected and compared to community college students across the country.

Currently it is not possible for Southern to track the University Transfer graduate. Although this information is accessible at the state level and has been requested many times by the Southern administration, the state has yet to comply with these requests. Until Southern has these data, it is impossible to know the success rates of our UT graduates at the transfer institutions.

Program Weaknesses

After a review of the University Transfer Program, a few weaknesses have been recognized. It should be noted that none of the weaknesses is a major deficiency within the program. However, by addressing these issues, an already strong program could be even more productive. In other words, the University Transfer Program could serve more students, more efficiently, with some adjustments.

Identified Weaknesses

- Many students are transferring before they complete their math requirement for the UT degree, as indicated by the high volume of reverse transfer students.
- There is a misconception about the Promise Scholarship and degree completion. It has been rumored that a student on a Promise Scholarship cannot complete an Associate Degree without losing 2 years of the 4 year scholarship.
- Numerous adjuncts are needed to provide University Transfer Program requirements. Over 75% of the faculty members delivering University Transfer courses are part-time faculty. The ratio of part-time to full-time faculty is about 5 to 1, with 26 full-time faculty and 133 adjuncts in the University Transfer area. Without question these numbers show a serious need for additional full-time faculty in the University Transfer area.
- Transfer data needed for a comprehensive review of the University Transfer Program are not currently provided by individual transfer institutions or by the state. This specific information on our transfer students will help Southern ensure that the University Transfer Program is a true transfer degree.

Recommendations

As evidenced by the preceding report, the University Transfer Program is one of the most productive programs at Southern and should be continued. However, some changes could be made to improve the program's productivity.

- A review of the math requirements in the University Transfer Program needs to be conducted. Recommendations for student success and completion should be implemented.
- Restructuring of the transitional math and English courses needs to be made to better address student need. Math “boot camps” and “stretch” courses will better ensure student success.
- Hire more full-time faculty in the most burdened academic areas and on the campuses where they are most needed.
- Continue to seek the necessary graduate data for a thorough program review.

APPENDIX I – Catalog Curriculum

NAME OF PROGRAM: University Transfer Programs – Associate in Arts			
Catalog Number	Course Title	Credit Hours	Contact Hours
Humanities			
EN 101	English Composition I	3	37.5
EN 102	English Composition II	3	37.5
SP 103 or SP 202	Speech Fundamentals	3	37.5
Choose 6 hours from: EN 200, EN 201, EN 202, or EN 204 Literature Elective		6	
OR 110	Introduction to College	1	
Any Art, Music, or Theatre		3	37.5
Social Sciences			
PY 201	General Psychology	3	37.5
SO 200	Introduction to Sociology	3	37.5
Choose 3 hours from: HS 230 or HS 231 American History Elective		3	37.5
Choose 6 hours from: EC, HS, PL, PS, PY, RL, or SO		6	
Natural Science and Math			
Choose 8 hours from: BS, CH, GL, IS, PH, or SC		8	
Choose 3 hours from MT 121, MT 123, MT 125, or MT 130 Math Elective		3	37.5
Physical Education/Health			
PE 223	Lifestyle Intervention	3	37.5
Computer Literacy			
CS 102	Computer Literacy	3	37.5
*Degree Specific Electives (required)		10	
*Students must see their academic advisor for a list of electives specific to their areas of interest.			
Credit Hours Required:			
General Education			
Major			
Cognates			
Restricted Electives			
Free Electives			
Total Credit Hours Required For Graduation:		60	

APPENDIX I – Catalog Curriculum

NAME OF PROGRAM: University Transfer Programs – Associate in Applied Science			
Catalog Number	Course Title	Credit Hours	Contact Hours
Humanities			
EN 101	English Composition I	3	37.5
EN 102	English Composition II	3	37.5
SP 103 or SP 202	Speech Fundamentals	3	37.5
Choose 6 hours from: EN 200, EN 201, EN 202, or EN 204 Literature Elective		3	
OR 110	Introduction to College	1	
Choose 3 hours from AR 112, MU 175, or TH 112		3	37.5
Social Sciences			
PY 201	General Psychology	3	37.5
Choose 3 hours from: HS 230 or HS 231 American History Elective		3	37.5
Choose 6 hours from: EC, HS, PL, PS, PY, RL, or SO		6	
Natural Science			
Choose 12 hours from: BS 101, BS 102, BS 216, Ch 213, CH 214, CH 223, CH 224, CH 225, Ch 226, IS (any), GL 110, PH 210, PH 212, PH 220, or PH 222			
Laboratory Science Elective		12	
Math			
Choose 6 hours from: MT 125, MT 130, MT 229, MT 230, MT 231, MT 235, or MT 245		6	
Physical Education/Health			
PE 223	Lifestyle Intervention	2	37.5
Computer Literacy			
CS 102	Computer Literacy	3	37.5
*Degree Specific Electives (required)		12	
*Students must see their academic advisor for a list of electives specific to their areas of interest.			
Credit Hours Required:			
General Education			
Major			
Cognates			
Restricted Electives			
Free Electives			
Total Credit Hours Required For Graduation:		63	

Humanities Full-Time Faculty

APPENDIX II – Faculty Data

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

Name Lawrence D' Angelo Rank Instructor

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 n/a
 Years of employment at present institution 12
 Years of employment in higher education 18
 Years of related experience outside higher education 1
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2011	EN 101 English Composition I	38
	EN 102 English Composition II	65
	EN 201 American Lit. Before 1865	14
Fall 2010	EN 101 English Composition I	79
	EN 102 English Composition II	25
	EN 200 English Lit. Before 1800	21
Spring 2010	EN 101 English Composition I	71
	EN 102 English Composition II	59
	EN 201 American Lit. Before 1865	14
Fall 2009	EN 101 English Composition I	67
	EN 102 English Composition II	22
	EN 200 English Lit. Before 1800	16

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

n/a

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

January 10, 2005	Advising for Faculty, Instructional Staff and Adjuncts	SWVCTC
August 15, 2005	Assessment for Faculty, Instructional Staff, and Adjuncts	SWVCTC
August 15, 2005	Advising for Faculty, Instructional Staff, and Adjuncts	SWVCTC
January 9, 2006	Ethics: A Practical Review	SWVCTC
January 9, 2006	FERPA	SWVCTC
January 9, 2006	PC Maintenance	SWVCTC
August 14, 2006	Using E-Mail for Communications	SWVCTC
August 14, 2006	Assessment for Faculty, Instructional Staff, and Adjuncts	SWVCTC
August 14, 2006	Advising for Faculty, Instructional Staff, and Adjuncts	SWVCTC
January 8, 2007	FERPA	SWVCTC
January 8, 2007	Assessment	SWVCTC
August 13, 2007	Academic Reorganization	SWVCTC
August 13, 2007	Understanding Sexual Harassment	SWVCTC
August 13, 2007	Assessment for Faculty, Staff and Adjuncts	SWVCTC
January 7, 2008	FERPA	SWVCTC
August 11, 2008	Classroom Management	SWVCTC
January 12, 2009	Classroom Management	SWVCTC
January 12, 2009	Advising	SWVCTC
January 12, 2009	Assessment	SWVCTC
February 6, 2009	Campus-Based Emergency/Crisis Management Plan Review	SWVCTC
September 11, 2009	Swine Flu	SWVCTC
December 11, 2009	Title III Project Overview	SWVCTC
August 19, 2010	Customer Service	SWVCTC
October 8, 2010	Blackboard/Vista	SWVCTC
October 8, 2010	Web Course Discussion	SWVCTC
February 11, 2011	Adult Learner Initiatives	SWVCTC
February 11, 2011	Challenges and Opportunities Facing Rural	SWVCTC

APPENDIX II – Faculty Data

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

Name Miranda Edwards Rank Instructor

Check one: Full-time Part-time Adjunct

Highest Degree Earned Master of Arts
 Date Degree Received December 15th, 2009
 Conferred by Marshall University
 Area of Specialization Communication Studies

Professional registration/licensure N/A
 Years of employment at present institution First year
 Years of employment in higher education 3
 Years of related experience outside higher education 5
 Non-teaching experience Public Relations, Marketing, Retail and Administrative

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2010/Fall	SP 103 Speech Fundamentals	128
2011/Spring	SP 103 Speech Fundamentals	124

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

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

Member of the National Communication Association (NCA)
 Member of the American Communication Association (ACA)
 Learn and incorporate new educational technology into classroom instruction
 Review newly developing theory and research within field of Communications

APPENDIX II – Faculty Data

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

Name C Lynn Earnest Rank professor

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

Highest Degree Earned MFA
 Date Degree Received 1970
 Conferred by The George Washington University
 Area of Specialization Visual Arts and Architecture

Professional registration/licensure First Professional Degree
 Years of employment at present institution 37
 Years of employment in higher education 41
 Years of related experience outside higher education 11
 Non-teaching experience 14

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall, 2009	AR 112, Art Appreciation	16
	AR 103, Two Dimensional Design	5
	AR 113, Drawing & Painting for Elem. Ed.	8
	AR 200, Painting w/ Oils & Acrylics I	8
	AR 217, Drawing I	5
	AR 275 Special Topics in Art	3
	AR 112, Art Appreciation	16
Spring, 2010	AR113 Drawing and Painting for Elem. Ed.	8
	AR 201 Painting w/ Oils & Acrylics II	9
	AR 204 Watercolors	2
	AR 218 Drawing II	5
	AR 275 Special Topics in Art	1
	AR 112, Art Appreciation	38
	AR 113, Drawing & Painting for Elem. Ed.	6
Fall, 2010	AR 200, Painting w/ Oils & Acrylics I	5
	AR 204, Watercolors	2
	AR 217, Drawing I	5
	AR 112, Art Appreciation	35
	AR 113, Drawing & Painting for Elem. Ed.	5
Spring, 2011	AR 201 Painting w/ Oils & Acrylics II	10
	AR 218 Drawing II	8

- b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
Interface and dialogue with other art academics, artists, with community events re exhibits and tours, assist with developing business contracts and buyers.

APPENDIX II – Faculty Data

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

Name David Ermold Rank Instructor

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

Highest Degree Earned Master's Degree
 Date Degree Received 2006 / 2009
 Conferred by Morehead State University
 Area of Specialization English / Communication

Professional registration/licensure _____
 Years of employment at present institution 1 and 1/2
 Years of employment in higher education 6
 Years of related experience outside higher education 2
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	EN 204, American Lit. Since 1865	13
	EN 101, English Composition I	29
	EN 102, Writing II	7
	SP 103, Speech Fundamentals	25
Spring 2010	EN 101, English Composition I	27
	EN 102, English Composition II	22
	EN 200, British Lit. Before 1800	15
	SP 103, Speech Fundamentals	26
Fall 2010	EN 101, English Composition I	51
	EN 102, English Composition II	19
	EN 201, American Lit. Before 1865	7
	SP 103, Speech Fundamentals	19
	EN 099, Transitional Writing	27
Spring 2011	EN 101, English Composition I	30
	EN 102, Writing II	8
	EN 200, British Lit. Before 1800	8
	SP 103, Speech Fundamentals	20
	EN 099, Transitional Writing	9

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

Southern Communication's Conference – May 2011
 Kentucky Communication Conference – April 2010

APPENDIX II – Faculty Data

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

Name Vicky Lea 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 7 months as Instructor
 Years of employment in higher education 7 months as Instructor
 Years of related experience outside higher education 2 ½ years as Advisor
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2010	EN101 English Comp. I	50
	EN102 English Comp. II	25
	EN 200 English Lit. Before 1800	23
	ED 203 Children’s Literature	30
Spring 2011	EN 101 English Comp. I	26
	EN 102 English Comp. II	64
	EN 202 English Literature Since 1800	22
	ED 203 Children’s Literature	31

- (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 Mary Hamilton Rank Instructor

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

Highest Degree Earned MA + 21 hours
 Date Degree Received December 2002
 Conferred by Marshall University
 Area of Specialization Education

Professional registration/licensure WV Teaching Certificate
 Years of employment at present institution 9 ½ years
 Years of employment in higher education 9 ½ years
 Years of related experience outside higher education 8 years
 Non-teaching experience 1 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2009 Fall	ED 115 Early Childhood Hlth, Safety, Nutrition	25
	ED 212 Principals & Theories	17
	ED 214 Child Development	25
	ED 218 Human Development & Learning	27
	PY 212 Children & Families	25
	PY 215 Guiding the Behavior of Children	26
	PY 219 The Exceptional Child	25
Spring 2010	ED 115 Early Childhood Hlth, Safety, Nutrition	30
	ED 230 Early Childhood Internship	10
	ED 214 Child Development	13
	ED 218 Human Development & Learning	29
	PY 212 Children & Families	30
	PY 215 Guiding the Behavior of Children	22
	PY 219 The Exceptional Child	19
Fall 2010	ED 115 Early Childhood Hlth, Safety, Nutrition	31
	ED 212 Principals & Theories	14
	ED 214 Child Development	22
	ED 218 Human Development & Learning	31
	PY 212 Children & Families	31
	PY 215 Guiding the Behavior of Children	12
	PY 219 The Exceptional Child	13

Spring 2011	ED 115 Early Childhood Hlth, Safety, Nutrition	30
	ED 230 Early Childhood Internship	13
	ED 214 Child Development	28
	ED 218 Human Development & Learning	32
	PY 212 Children & Families	30
	PY 215 Guiding the Behavior of Children	18
	PY 219 The Exceptional Child	18

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
 Attended several conferences in Early Childhood Development.
 Working on second MA

APPENDIX II – Faculty Data

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

Name Tehseen Irfan Rank Assistant Professor

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

Highest Degree Earned M.A in British Literature
 Date Degree Received 1981
 Conferred by The University of Punjab, Pakistan
 Area of Specialization _____

Professional registration/licensure none
 Years of employment at present institution 8 years
 Years of employment in higher education 27
 Years of related experience outside higher education _____
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	EN 101, English Composition I	80
	EN 102, English Composition II	16
Spring 2010	EN 101, English Composition I	33
	EN 102, English Composition II	61
	ED 203, Children's Literature	11
	EN 200 English Lit. before 1800	12
Fall 2010	EN 101, English Composition I	89
	EN 102, English Composition II	25
	ED 303, Children's Literature	7
	EN 204, Am. Lit. Since 1865	21
Spring, 2011	EN 101, English Composition I	40
	EN 102, English Composition II	49
	ED 203, Children's Literature	17
	EN 200 English Lit. before 1800	21

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

My degree is in the current area assigned to me.

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

I am currently pursuing another M.A. in Psychology.

APPENDIX II – Faculty Data

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

Name Martha Maynard Rank Associate 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 10
 Years of employment in higher education 14
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2011	SP 103 Speech Fundamentals	56
	TH 112 Theater Appreciation	11
Fall 2010	SP 103 Speech Fundamentals	67
	TH 112 Theater Appreciation	26
Spring 2010	SP 103 Speech Fundamentals	79
	TH 112 Theater Appreciation	7
Fall 2009	SP 103 Speech Fundamentals	120
	TH 112 Theater Appreciation	17

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
 I am working on my Ed.D. in Leadership Technology.

APPENDIX II – Faculty Data

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

Name George H. Morrison Rank Professor

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

Highest Degree Earned M.A.
 Date Degree Received 1966
 Conferred by Marshall University
 Area of Specialization _____

Professional registration/licensure N/A
 Years of employment at present institution 23
 Years of employment in higher education 45
 Years of related experience outside higher education N/A
 Non-teaching experience N/A

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2011	EN 102, English Composition II	16
Spring 2011	EN 202, English Literature since 1800	17
Fall 2010	EN 101, English Composition I	17
Fall 2010	EN 200, English Literature before 1800	22
Spring 2010	EN 102, English Composition II	22
Spring 2010	EN 202, English Literature since 1800	29
Fall 2009	EN 101, English Composition I	24
Fall 2009	EN 102, English Composition II	23
Fall 2009	EN 200, English Literature before 1800	17

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

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

Various workshops on leadership styles, rubric scoring techniques, technology training, and credential evaluation hosted by the institution or chancellor's office.

APPENDIX II – Faculty Data

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

Name George Trimble Rank Asst. Professor

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

Highest Degree Earned M.A.
 Date Degree Received 1965
 Conferred by Marshall University
 Area of Specialization English

Professional registration/licensure _____
 Years of employment at present institution 33 (1978-present)
 Years of employment in higher education 39
 Years of related experience outside higher education 6
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall, 2009	EN 101, English Composition I	47
	EN 102, English Composition II	20
	EN 201, Am. Literature before 1865	6
Spring, 2010	EN 101, English Composition I	29
	EN 102, English Composition II	16
	EN 200, English Lit. before 1800	4
	EN 204 Am. Lit. since 1865	3
Fall, 2010	EN 101, English Composition I	35
	EN 102, English Composition II	25
	EN 201, Am. Literature before 1865	3
	EN 204 Am. Lit. since 1865	4
Spring, 2011	EN 101, English Composition I	37
	EN 102, English Composition II	6
	EN 200, English Lit. before 1800	7
	EN 204 Am. Lit. since 1865	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 George Roland Wood, Sr. Rank Professor

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

Highest Degree Earned MFA (terminal)
 Date Degree Received 1984
 Conferred by UNC-Greensboro
 Area of Specialization English/creative writing (Thesis published)

Professional registration/licensure none
 Years of employment at present institution 15
 Years of employment in higher education 30
 Years of related experience outside higher education 15
 Non-teaching experience Over 40

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	English 101, English Composition I	42
	English 102, English Comp. II	50
	English 201 Am. Literature before 1865	22
Spring 2010	English 101, English Composition I	44
	English 102, English Comp. II	24
	English 204 Am. Lit. since 1865	22
Fall 2010	English 101, English Composition I	45
	English 102, English Composition II	53
	English 201, Am. Lit. before 1865	18
Spring 2011	English 101, English Composition I	67
	English 102, English Comp. II	26
	English 204 Am. Lit. since 1865	18

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

Conferences in Ashland, Ky., until about four years ago. Various on-campus programs for which I got little certificates. I am still writing, publishing occasionally. Work continues on another volume of poetry (two already out, neither vanity, the most recent in both cloth and paper) and on a novel.

Math Full-Time Faculty

APPENDIX II – Faculty Data

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

Name Sarma A Pidaparathi Rank Associate Professor

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 8 Years
 Years of employment in higher education 21 Years
 Years of related experience outside higher education 6 Years
 Non-teaching experience Research

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2011 Spring	MT 095 Introductory Algebra I	32
	MT 121 College Math for General Education	26
	MT 123 Intermediate Algebra	21
	MT 124 Technical Math	13
2010 Fall	MT 090 Basic Mathematics	35
	MT 095 Introductory Algebra I	5
	MT 096 Introductory Algebra II	4
	MT 123 Intermediate Algebra	45
	MT 124 Technical Math	14
	MT 124 Technical Math (WEB)	13
MT 128 Algebra for Allied Health	21	
2010 Spring	MT 095 Introductory Algebra I	9
	MT 096 Introductory Algebra II	24
	MT 123 Intermediate Algebra	20
	MT 124 Technical Math	11
	MT 128 Algebra for Allied Health	25

2009 Fall	MT 095 Introductory Algebra I	40
	MT 121 College Math for General Education	16
	MT 123 Intermediate Algebra	22
	MT 124 Technical Math	18
	MT 128 Algebra for Allied Health	48

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

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

I have attended the following through the college and outside:

Workshops:

- Workshop for Faculty on Developing Course Materials conducted by Professor Carol Howerton on December 3rd, 2010 on the Logan campus.
- 3 professional development workshops as a part of ACTIVATE (Advanced Computing and Technology Interest and Innovation Through Teacher Education) Program at Carnegie Mellon University, July, 2009.
 1. Computing With Alice
 2. Computational Thinking
 3. Java for Math & Science
- Transportation Technology Academy workshop with Harrison County Board of Education and The Ed Venture Group, Morgantown, June 2009

Conferences /Symposiums:

- 2010 Joint Conference for the West Virginia Community College Association, at Martinsburg, West Virginia in November 2010.
- T³ (Teachers Teaching with Technology) Regional Conference in Flatwoods in March 2009.
- “Community & Technical College System Faculty Development Conference” on September 5, 2008, Charleston, West Virginia.
- West Virginia Higher Education Math Symposium April 4-5th, 2008 at, Clarksburg, WV.
- “West Virginia Higher Education Math Symposium” Feb 23-24, 2007 at Caperton Center, Clarksburg, WV.

CED’s at Southern:

- A Patriot’s History of the United States, August 13, 2007.
- Banner 7, August 13, 2007.
- Assessment, January 8, 2007.

WVDE (West Virginia Department of Education):

- West Virginia MPIR (Mathematics Program Improvement Review) workshop in April 2008.
- “College Transition Math Professional Development” at Charleston, West Virginia.
- “Math leadership team meetings” in fall 2007, and spring 2008.
- Curriculum, Instruction & Assessment Math Task Force Meeting, Nov 9-10, 2007.

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 16
 Years of employment in higher education 16
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2011 Spring	MT 125 Trigonometry	18
	MT 130 College Algebra	27
	MT 130 College Algebra (WEB)	10
	MT 230 Calculus II	5
	PH 212 College Physics II	2
	PH 222 Physics for Scientists and Engineers II	1
2010 Fall	MT 125 Trigonometry	12
	MT 130 College Algebra	34
	MT 229 Calculus I	8
	MT 235 Differential Equations	2
	PH 210 College Physics I	3
	PH 220 Physics for Scientists and Engineers I	4
2010 Spring	MT 125 Trigonometry	16
	MT 130 College Algebra	28
	MT 130 College Algebra (WEB)	16
	MT 230 Calculus II	5
	PH 212 College Physics II	9
	PH 222 Physics for Scientists and Engineers II	3

2009 Fall	ME 101 Math for Elementary Teachers I	21
	MT 125 Trigonometry	9
	MT 130 College Algebra	21
	MT 229 Calculus I	11
	PH 210 College Physics I	14
	PH 220 Physics for Scientists and Engineers I	5

- (b). If degree is not in area of current assignment, explain.
I have more than 18 graduate hours of physics and more than 18 graduate hours of math.
- (c). Identify your professional development activities during the past five years.
WebCT Training; Banner Usage Training; StemTech Conference;
WebTools (Camtasia, SoftChalk, etc.) Training; WV Higher Ed Math Symposium;
Liberal Arts Math Symposium; WVMATYC Conference; President's Future Leaders Academy
(Years One and Two)

APPENDIX II – Faculty Data

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

Name Earl Rodney Scaggs Rank Assistant Prof

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

Highest Degree Earned M. A. (Math) + M. S. (Physics)
 Date Degree Received Math—1975; Physics—1978
 Conferred by West Va. University
 Area of Specialization Math and Physics

Professional registration/licensure _____
 Years of employment at present institution 27
 Years of employment in higher education 27
 Years of related experience outside higher education 0
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2011 Spring	BU 230 Business Statistics	8
	MT 225 Elementary Statistics	6
	MT 121 College Math for General Education	15
	MT 123 Intermediate Algebra	14
2010 Fall	MT 128 Algebra for Allied Health	43
	BU 230 Business Statistics	4
	MT 225 Elementary Statistics	2
	MT 121 College Math for General Education	34
2010 Spring	MT 123 Intermediate Algebra	11
	MT 128 Algebra for Allied Health	25
	BU 230 Business Statistics	10
	MT 225 Elementary Statistics	6
2009 Fall	MT 121 College Math for General Education	40
	MT 123 Intermediate Algebra	25
	MT 128 Algebra for Allied Health	13
	BU 230 Business Statistics	9
	MT 225 Elementary Statistics	3
2009 Fall	MT 121 College Math for General Education	8
	MT 123 Intermediate Algebra	33
	MT 096 Introductory Algebra 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 attended the T³ Conference in Flatwoods two years ago, I attended a day-long workshop in Charleston several years ago, and I have been to the in-house workshops during Governance Days.

APPENDIX II – Faculty Data

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

Name Verna Schwalb Rank Associate Professor

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 - Morgantown
 Area of Specialization Secondary Education/Undergraduate Degree Math

Professional registration/licensure _____
 Years of employment at present institution 23
 Years of employment in higher education 23
 Years of related experience outside higher education 1 (public schools)
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2011 Spring	ME 101 Math for Elementary Teachers I	21
	ME 102 Math for Elementary Teachers II	8
	MT 121 College Math for General Education	19
	MT 123 Intermediate Algebra	22
	MT 130 College Algebra	9
	MT 090 Basic Mathematics	20
2010 Fall	ME 101 Math for Elementary Teachers I	12
	ME 102 Math for Elementary Teachers II	23
	MT 121 College Math for General Education	8
	MT 123 Intermediate Algebra	7
2010 Spring	MT 090 Basic Mathematics	15
	ME 101 Math for Elementary Teachers I	12
	ME 102 Math for Elementary Teachers II	9
	MT 121 College Math for General Education	9
	MT 123 Intermediate Algebra	17
2009 Fall	MT 130 College Algebra	12
	ME 101 Math for Elementary Teachers I	7
	ME 102 Math for Elementary Teachers II	21
	MT 121 College Math for General Education	13
	MT 123 Intermediate Algebra	8
	MT 130 College Algebra	5

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

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

Various training sessions as hosted by the College, continuing my education as exemplified by the fall 2010 on-line Math class, attending webinars sponsored by the book publisher, McGraw-Hill, and being a text book reviewer.

2009 Fall	BS101-General Biology	16
	SC109-Physical Science	19
	CH223-Organic Chemistry	10
	CH224-Organic Chemistry Lab	10
	CH213-College Chemistry	21

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

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

I am a continuing member of the American Chemical Society, I participate in relevant in-house professional development and participated in the President's Future Leadership Academy (PFLA).

APPENDIX II – Faculty Data

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

Name Glenna Hatfield Rank Professor

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

Highest Degree Earned Masters of Physical Education
 Date Degree Received May 1975
 Conferred by Morehead State University
 Area of Specialization Physical Education Recreation and Dance

Professional registration/licensure _____
 Years of employment at present institution 35
 Years of employment in higher education 35
 Years of related experience outside higher education 7 (public schools)
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2011 Spring	AH 210 Nutrition	56
	PE 186 Weight Training	60
	PE 188 Conditioning	62
	PE 275 Exercise for the Mature Female	14
2010 Fall	AH 210 Nutrition	87
	PE 186 Weight Training	37
	PE 188 Conditioning	36
2010 Spring	AH 210 Nutrition	75
	PE 186 Weight Training	56
	PE 188 Conditioning	51
	PE 223 Lifestyle Intervention	20
2009 Fall	AH 210 Nutrition	111
	PE 186 Weight Training	48
	PE 188 Conditioning	49

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

- (c). Identify your professional development activities during the past five years.
- Update wellness certification through American College of Sports Medicine
 - Attended College's in-house service training sessions

APPENDIX II – Faculty Data

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

Name Kimberly K. Hensley Rank Assistant 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 9
 Years of employment in higher education 12
 Years of related experience outside higher education 3
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2011 Spring	BS 124 Human Anatomy & Physiology II (Team Taught: 75% Responsibility – Lecture)	20
	BS 125 Human Anatomy & Physiology II	19
	BS 127 Microbiology for Allied Health (WEB)	51
	BS 199 Dendrology (WEB)	4
2010 Fall	BS 124 Human Anatomy & Physiology II	40
	BS 125 Human Anatomy & Physiology II (Team Taught: 75% Responsibility – Lecture)	19
	BS 127 Microbiology for Allied Health (WEB)	41
	BS 216 Microbiology	13
2010 Spring	BS 124 Human Anatomy & Physiology II	20
	BS 125 Human Anatomy & Physiology II	34
	BS 127 Microbiology for Allied Health (WEB)	42

2009 Fall	BS 124 Human Anatomy & Physiology II	41
	BS 127 Microbiology for Allied Health (WEB)	36
	BS 216 Microbiology	6

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

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

- Member of the President's Future Leadership Academy (PFLA) 2009/2010 and 2010/2011
- Continuing my education: Forest Biology and Ecology for Educators class from Virginia Polytechnic Institute summer of 2008
- Enrichment classes fall 2006 and spring 2007: Organic Chemistry I and II with Labs
- Attended the STEM (Science, Technology, Engineering and Mathematics) Conference in Orlando, Florida October 30 through November 4, 2010
- Assessment Committee: Committee member since first year of hire (1998) and have served as committee chairperson
 - Worked to revamp general education goals of Southern
 - Developed matrices for individual Natural Sciences classes and College-wide programs
 - Organized Assessment Day as committee chairperson
 - Continue to assist with Assessment Day activities as needed

APPENDIX II – Faculty Data

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

Name Guy Lowes Rank Associate Professor

Check one: Full-time X 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 17
 Years of employment in higher education 19
 Years of related experience outside higher education 3
 Non-teaching experience oodles

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2011 Spring	BS 102 General Biology II	19
	BS 125 Human Anatomy & Physiology II	15
	SC 110 Physical Science II	16
2010 Fall	BS 124 Human Anatomy & Physiology I	39
	SC 109 Physical Science I	21
2010 Spring	BS 102 General Biology II	8
	BS 125 Human Anatomy & Physiology II	19
	SC 110 Physical Science II	21
2009 Fall	BS 115 Human Biology (WEB)	
	BS 124 Human Anatomy & Physiology I	11
	SC 109 Physical Science I	21
		9

- (b) If degree is not in area of current assignment, explain.
 My preparation to teach physical science includes my undergraduate time spent as a Civil Engineering major, my math and chemistry minors, and a general interest in speed, friction, relative motion and ballistics.

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

- Attended the STEM (Science, Technology, Engineering and Mathematics) Conference in Orlando, Florida October 30 through November 4, 2010
- Continuing my education: Forest Biology and Ecology for Educators class from Virginia Polytechnic Institute summer of 2008
- I have taken advantage of all possible in-house professional development opportunities.

APPENDIX II – Faculty Data

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

Name Charles E Puckett Rank Assistant Professor

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

Highest Degree Earned Master of Arts, Biological Sciences
 Date Degree Received May 8, 1999
 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
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2011 Spring	BS 102 General Biology II	23
	BS 125 Human Anatomy & Physiology II	47
2010 Fall	BS 101 General Biology I	23
	BS 124 Human Anatomy & Physiology I	85
2010 Spring	BS 102 General Biology II	24
	BS 125 Human Anatomy & Physiology II	40
	BS 275 Biology Research Presentation	3
	IS 210 Biotechnology	8
2009 Fall	BS 101 General Biology I	22
	BS 124 Human Anatomy & Physiology I	76

- (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 Geoffrey Shawn Saunders Rank Assistant Professor

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

Highest Degree Earned Masters of Science
Masters of Arts in Teaching
Masters of Arts in Religion

Date Degree Received May 2003
May 2009
May 2009

Conferred by Marshall University
Marshall University
Liberty Baptist Theological Seminary

Area of Specialization Environmental Sciences
Teaching: General Science 5-12 and Biology 9-12
Pastoral Counseling

Professional registration/licensure _____

Years of employment at present institution 6+ years

Years of employment in higher education 6+ years

Years of related experience outside higher education 3 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2011 Spring	BS 125 Human Anatomy & Physiology II	7
	PH 200 Introductory Physics	48
	SC 110 Physical Science II	8
	RL 110 Understanding the Old Testament	10
2010 Fall	BS 124 Human Anatomy & Physiology I	48
	PH 200 Introductory Physics	18
	SC 109 Physical Science I	10
	SC 110 Physical Science II	2
2010 Spring	BS 125 Human Anatomy & Physiology II	32
	PH 200 Introductory Physics	41
	SC 110 Physical Science II	25

2009 Fall	BS 124 Human Anatomy & Physiology I	47
	PH 200 Introductory Physics	18
	SC 109 Physical Science I	24

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

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

- I have taken several courses from Liberty University and Marshall University, as well as continuing education credit through Southern WV Community and Technical College.
- I am also a member of the President's Future Leadership Academy, Year One (2011/2012).

APPENDIX II – Faculty Data

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

Name Roger P. Stollings Rank Assistant Professor

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 20 years
 Years of employment in higher education 20 years
 Years of related experience outside higher education 6 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2011	BS 124 Human Anatomy & Physiology I	23
	BS 125 Human Anatomy & Physiology II	60
Fall 2010	BS 124 Human Anatomy & Physiology I	69
	BS 125 Human Anatomy & Physiology II	22
Spring 2010	BS 124 Human Anatomy & Physiology I	26
	BS 125 Human Anatomy & Physiology II	64
Fall 2009	BS 124 Human Anatomy & Physiology I	67
	BS 125 Human Anatomy & Physiology II	18

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

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

Institution sponsored seminars

Social Science Full-Time Faculty

APPENDIX II – Faculty Data

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

Name Will Alderman Rank Assistant Professor
 Check one: Full-time Part-time _____ Adjunct _____

Highest Degree Earned M.A. + 18
 Date Degree Received August 2003
 Conferred by WVU
 Area of Specialization Communication Studies + 18 hours in history

Professional registration/licensure n/a
 Years of employment at present institution 11 years
 Years of employment in higher education 11 years
 Years of related experience outside higher education 6 years
 Non-teaching experience WVU 4-H Extension Agent, Small Business Owner

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	SO 200 3 Sections	30/30/9
	HS 104	21
	HS 203	31
	HS 230	31
Spring 2010	HS 231 2-Sections	32/20
	SO 200 2-Sections	25/18
	PS 201	23
	HS 203	33
	HS 105	27
Fall 2010	HS 230	32
	HS 104	10
	HS 203	32
	HS 240	22
	SO 200 2-Sections	30/20
	S0 275	10
Spring 2011	HS 231 2-Sections	34/18
	HS 105	10
	SO 200 2-Sections	27/18
	PS 201	22
	PS 202	12

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- Attended future of American economy seminar in 2008.
 - Attended the Health of Abe Lincoln in D.C. in 2009.
 - Served as C&I Chair 09-10.
 - Currently serving as C&I Co-Chair, 2011.
 - Currently serving as Chair for Faculty Engagement Committee.

APPENDIX II – Faculty Data

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

Name Dr. Charles Keeney, III Rank Instructor
 Check one: Full-time Part-time Adjunct

Highest Degree Earned Ph.D.
 Date Degree Received December 2009
 Conferred by West Virginia University
 Area of Specialization Appalachian History/20th Century U.S/Modern Europe/Labor

Professional registration/licensure _____
 Years of employment at present institution Two
 Years of employment in higher education Ten
 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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	HS 104	6
Spring 2010	HS 105	13
Fall 2009	HS 230	17
Spring 2010	HS 231	12
Fall 2009	HS 230	19
Spring 2010	HS 231	25
Fall 2009	HS 230	18
Spring 2010	SO 200	17
Fall 2009	SO 200	29
Spring 2010	PS 201	12
Fall 2009	SO 200	16
Spring 2010	PS 201	19
Fall 2009	SO 200	12
Spring 2010	HS 105	14
Fall 2010	SO 200	34
Spring 2011	SO 200	28
Fall 2010	HS 104	17
Spring 2011	HS 105	28
Fall 2010	HS 230	36
Spring 2011	SO 201	30
Fall 2010	SO 200	36
Spring 2011	HS 231	28
Fall 2010	SO 200	31
Spring 2011	HS 203	30
Fall 2010	SO 215	7
Spring 2011	PS 201	28

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

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

- Published *Defending the Homeland: Historical Perspectives on Radicalism, Terrorism, and State Responses* (WVU Press, 2007). *Defending the Homeland* was a finalist in *Foreward Magazine's* Book of the Year Award.
- Published, "Remembering Fairmont during world War II" in *West Virginia History: A Journal of Regional Studies* and "Son of the Struggle: William Blizzard Remembers the Mine Wars, in *Goldenseal Magazine*.
- Served on the editorial staff of *E-WV*, the online version of the *West Virginia Encyclopedia*
- Completed a doctorate in history from West Virginia University. My dissertation is entitled, "Soldiers and Stereotypes: Mountaineers, Cultural Identity, and World War II," I am currently expanding the dissertation into a book.
- Attended the 2010 Stem Tech Conference.
- Serving on the Data and Professional Development Committees here at Southern.
- Serving as the project scholar for the Smithsonian Institution's 2011-12 traveling exhibit *The Way We Worked*.
- Made professional presentations on World War II and Labor history at the Appalachian Studies Conference, West Virginia University, Wheeling Jesuit University, Arthurdale Heritage Museum, and Bluefield State University.
- I am currently scheduled to speak on the history of Blair Mountain at West Virginia Wesleyan College on March 25, 2011; the Madison Rotary Club on March 31, 2011; Marshall University on April 8, 2011; and West Virginia University on April 21, 2011. I am also doing interviews on the history of Blair Mountain and historic preservation for CNN, NPR, and PBS.
- Receiving a \$2,500 fellowship from the West Virginia Humanities Council in order to travel to the Scottish Highlands in the summer of 2011. This multidisciplinary project is to be a comparative study of mountain cultures (Scotland and Appalachia). The study will both document and examine the historical, musical, and artistic traditions of the Scottish Highlands in order to preserve traditional mountain culture and explore the notions of mountain "otherness" as identified by scholars around the world.

APPENDIX II – Faculty Data

No more than TWO pages per faculty member)

Name Brandon Ray Kirk Rank Instructor

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

Highest Degree Earned Master of Arts

Date Degree Received May 2010

Conferred by Marshall University

Area of Specialization Appalachian and Southern history

Professional registration/licensure Yes

Years of employment at present institution 1

Years of employment in higher education 1

Years of related experience outside higher education 16

Non-teaching experience 16

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2010	HS 104 Western Civilization I	11
Fall 2010	HS 230 American History I	26
Fall 2010	HS 230 American History I	29
Fall 2010	HS 230 American History I	23
Fall 2010	SO 200 Introduction to Sociology	17
Fall 2010	HS 104 Western Civilization I	7
Spring 2011	HS 105 Western Civilization II	12
Spring 2011	HS 231 American History II	30
Spring 2011	SO 200 Introduction to Sociology	30
Spring 2011	PS 201 American Govt & Politics	19
Spring 2011	HS 231 American History II	14
Spring 2011	PS 201 American Govt & Politics	7
Spring 2011	HS 105 Western Civilization II	10

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

1. Courthouse records, military records, and newspaper archives for Guyandotte-Tug Valley regions of

- Southwestern WV, 1990-present
2. Conducted interviews with elderly residents, preserved in dozens of notebooks and approximately 200 audio recordings, 1990-present
 3. Documented and mapped over 100 cemeteries in Southwestern WV and Eastern KY, 1990-present
 4. Conducted field recordings of traditional music, 1995-present
 5. Collected local field recordings conducted by others, circa 1973-present
 6. Consultant/source on John Hartford documentary, 2007-present
 7. Ed Haley Memorial Fiddle Contest, Ashland, KY, September 2010
 8. Transferred cassette interviews related to the Ed Haley book project to CD at Marshall University, summer 2010 (Lisle Brown, MU)
 9. Bob Tamplin Collection, Special Collections, Morrow Library, Marshall University, Huntington, WV; filed and organized material; created inventory and filing scheme, spring-summer 2009 (Nat DeBruin, archivist)
 10. Blake-Hulse Confederate History Scholar at Marshall University 2009
 11. Phi Alpha Theta (History Honorary Society), 2009
 12. Ed Haley Memorial Fiddle Contest, Ashland, KY, September 2009
 13. Logan County Teachers Academy, Chapmanville, WV, August 2009
 14. Tour of Charleston-Columbia, SC and Savannah, Georgia, August 2009
 15. Ed Haley Memorial Fiddle Contest, Ashland, KY, September 20, 2008
 16. Logan County Teachers Academy, Chapmanville, WV, August 5-8, 2008
 17. Appalachian String Band Festival, Camp George Washington Carver, WV, July 30-August 2, 2008
 18. Advanced Placement U.S. Government & Politics: Comparative and U.S. Training, St. Albans, WV, July 7-11, 2008
 19. Morehead Old Time Fiddlers Convention, Morehead, KY, July 25, 2008
 20. Vandalia Gathering, Charleston, WV, May 24, 2008
 21. Appalachian Conference, Marshall University, Huntington, WV, March 29, 2008
 22. "Story with Martin County roots subject of new book," *Big Sandy News*, 01/11/08
 23. Harts Cemetery Preservation Committee, 2008
 24. Advanced Placement World History and Technology Workshop, Charleston, WV, November 8-9, 2007
 25. Ed Haley Memorial Fiddle Contest held last weekend," *Logan Banner*, 09/20/07
 26. Ed Haley Memorial Fiddle Contest, Ashland, KY, September 2007
 27. Advanced Placement Technology Academy, South Charleston, WV, August 13-16, 2007
 28. Logan County Teachers Academy, Chapmanville, WV, August 6-10, 2007
 29. Advanced Placement Human Geography Training, Concord University, Athens, WV, July 30-August 3, 2007
 30. Tour of Washington, DC and Manassas, VA, July 2007
 31. Financial Literacy (Civics) Workshop, Logan, WV, July 17-18, 2007
 32. Financial Literacy (Civics) Workshop, Charleston, WV, March 6, 2007
 33. Logan County Teachers Academy, Chapmanville, WV, Summer 2006
 34. Research on Congressman James Traficant for book project, 2006
 35. "Hamlin," *The West Virginia Encyclopedia* (Charleston, WV: West Virginia Humanities Council, 2006)
 36. "Lincoln County," *The West Virginia Encyclopedia* (Charleston, WV: West Virginia Humanities Council, 2006)
 37. "Lincoln County Feud," *The West Virginia Encyclopedia* (Charleston, WV: West Virginia Humanities Council, 2006)

APPENDIX II – Faculty Data

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

Name Kathryn Krasse Rank Associate Professor

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

Highest Degree Earned M.A.
 Date Degree Received December 17, 1994
 Conferred by Morehead State University
 Area of Specialization Clinical Psychology

Professional registration/licensure N/A
 Years of employment at present institution 16
 Years of employment in higher education 16
 Years of related experience outside higher education 6
 Non-teaching experience 6

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
FALL 2009	SO 210 Appalachian Studies	8
	SO 200 Intro to Sociology	33
	PY 218 Life Span	27
	PY 201 General Psychology	64
SPRING 2010	PY 201 General Psychology	11
	PY 220 Death & Dying	20
	SO 215 Human Relations	9
	PY 224 Human Sexuality	17
	PY 218 Life Span	60
FALL 2010	PY 201 General Psychology	41
	PY 218 Life Span	27
	PY 226 Abnormal Psychology	16
	SO 200 Into to Sociology	22
	SO 201 Social Problems	20
SPRING 2011	SO 201 Social Problems	12
	SO 208 Marriage & Family	9
	SO 215 Human Relations	6
	PY 224 Human Sexuality	14
	PY 201 General Psychology	20
	PY 218 Life Span	30

- (b) If degree is not in area of current assignment, explain.
 I earned a BS in Psychology and Sociology, My MA is in Clinical Psychology

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

- I have attended all Governance Day activities, and All College Day Activities.
- I have attended The Appalachian Studies Conference 2006, 2007, 2008, 2009.
- I attended and presented at the Power Shift Conference in 2009.
- I visited the last remaining Shaker village in existence and conducted personal research in 2010.

APPENDIX II – Faculty Data

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

Name Dr. Charles Wood, II Rank Professor
 Check one: Full-time X Part-time _____ Adjunct _____
 Highest Degree Earned D.M.
 Date Degree Received 1989
 Conferred by Texas Christian University
 Area of Specialization Psychology and Christian Theology
 Professional registration/licensure Ordination
 Years of employment at present institution 14 Years
 Years of employment in higher education 21 Years
 Years of related experience outside higher education 40 Years
 Non-teaching experience Ministry

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	PY 201	37
Spring 2010	PY 201	42
Fall 2009	PY 201	37
Spring 2010	PY 204	26
Fall 2009	PY 203	13
Spring 2010	PY 218	35
Fall 2009	PY 218	21
Spring 2010	PY/AH 222	29
Fall 2009	PY /CJ 226	17
Spring 2010	PY 218	24
Fall 2009	CJ 223	17
Spring 2010	CJ 290	13
Fall 2009	CJ 290	5
Fall 2010	PY 201	38
Spring 2011	PY 201	35
Fall 2010	PY 218	19
Spring 2011	PY 218	33
Fall 2010	PY 201	35
Spring 2011	PY /AH 222	34
Fall 2010	PY 209	10
Spring 2011	PY 218	34
Fall 2010	PY/CJ 226	20
Spring 2011	PY 224	26
Spring 2011	CJ 223	11

- (b) If degree is not in area of current assignment, explain. M.S in Counseling and additional hours in Psychology.
- (c) Identify your professional development activities during the past five years.

2006
2007
2008

2009
2010

CERTIFICATES UPON REQUEST

Transitional Studies Full-Time Faculty
(Teaching college level math courses)

APPENDIX II – Faculty Data

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

Name Steven Lacek Rank Instructor

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 6 years
Years of employment in higher education 6 years
Years of related experience outside higher education 6 years
Non-teaching experience Sen. Curriculum Developer – Success for All Found.

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2009	MT 090 – Basic Mathematics	37
	MT 095 – Introductory Algebra I	29
	MT 096 – Introductory Algebra II	16
	MT 123 – Intermediate Algebra	18
Spring 2010	BU 230 – Business Statistics	5
	EN 099 – Beginning Composition	11
	MT 090 – Basic Mathematics	15
	MT 095 – Introductory Algebra I	17
	MT 096 – Introductory Algebra II	14
	MT 121 – College Math for Gen Ed	10
	MT 225 – Elementary Statistics	8

Summer 2010	MT 096 – Introductory Algebra II	14
	MT 128 – Algebra for Allied Health	11
Fall 2010	MT 090 – Basic Mathematics	11
	MT 095 – Introductory Algebra I	45
	MT 096 – Introductory Algebra II	15
	MT 121 – College Math for Gen Ed	8
	MT 123 – Intermediate Algebra	18
Spring 2011	BU 230 – Business Statistics	2
	MT 090 – Basic Mathematics	23
	MT 095 – Introductory Algebra I	23
	MT 096 – Introductory Algebra II	24
	MT 130 – College Algebra	6
	MT 225 – Elementary Statistics	5

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

Taught Beginning Composition in Spring 2010 because no other instructor was available and because I have experience in publishing. I worked for the Success for All Foundation where my primary responsibility as Senior Curriculum Developer was writing textbooks and supplemental material.

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

I attended the NADE national conference in 2009. I attended the Education Trust national Conference in 2010. I participated in Southern's President's Future Leaders Academy during the 2009 – 2010 and 2010 – 2011 academic years. I presented at the West Virginia ACT State Organization Annual Conference in 2011.

APPENDIX II cont.

Retired/Resigned Faculty

Humanities

Brenda Baksh (1986), B.A. and M.A. West Virginia University, additional graduate hours from Marshall University.

Jennifer Godby (1993), B.A. Marshall University, M.A. Marshall University.

Social Science

Jeff Hanichen (1989), R.B.A. Marshall University, M.A. Marshall University.

Dean Lucas (1970), B.A. St. Mary's Seminary & University, M.A. Marshall University, Ed.D. West Virginia University.

Natural Science

David O'Dell (1996), B.A. Berea College, M.S. University of Tennessee, Ph.D. University of Tennessee.

Math (transitional studies instructor- taught college level math)

Diana Jividen B.A., 1975, Columbia University; M.A., 1991, West Virginia University. Additional graduate studies at West Virginia University.

APPENDIX II (cont.)
(Adjunct Faculty)

Humanities

Bridget Call – English and Speech
Elizabeth Collier -- English
Robert Foit -- Music
Deidra Mahon – English (and Dual Credit)
Sue Ann Miller -- English and Music
Sheila Burns – English
Cheryl Dingess – Speech
Alice Latorre – English
Sheila Burns -- English
Roger Burdette – English
George Pauley – Spanish
Robin Bailey – Music
Paula Nelson – Speech
Larry Cooper – Music
Carol Roach – Speech
Kathleen Bolt – Speech
Larry Cooper – Music
Pamela Bailey – Music
David Dowdy – Art
Ginny Shirley – Education
David Lucas - Education
James Hunt - Education
Riley Browning - Education
Raymond Justice - Education
Connie Cantley -- Education
David Lucas – Education
Paula Napier – Education
Johnny Branch – Education
Joan Trimble – French
Vaughan Smith – Religion
William McDonald –Religion (and Dual Credit)
Jacqueline Leann Hughes- Speech
Gordon Hensley - Education
Jann Hoke- English
David Jeffrey – Art and Music
Chris Turner – Religion
Angela Urling – Education (Dual Credit)
Brandy Perry –English (Dual Credit)
Laura Baisden – English (Dual Credit)
Beth Ann Joyce – English (Dual Credit)
Tonia Ward – English (Dual Credit)

Elizabeth Bentley – English (Dual Credit)
Lorraine Davis – English (Dual Credit)
Greg Wireman – Art (Dual Credit)
Kelli Coleman- Music (Dual Credit)
Nancy Terlizzi- English (Dual Credit)
Charles Henry – Music (Dual Credit)
Chris Harris – Spanish (Dual Credit)
Christy Cardwell – English (Dual Credit)
Benny Mills – English (Dual Credit)
Susan Griffith – Art (Dual Credit)
Patricia Browning – English (Dual Credit)
Tim Kennedy – English (Dual Credit)
Keith Stewart – Spanish (Dual Credit)
Sarah Richardson – English (Dual Credit)
Ilka Cordova- Spanish (Dual Credit)
Darlene McClure- Spanish (Dual Credit)
Sandra Ferrell – English and Spanish (Dual Credit)
Robin Ellis – English (Dual Credit)
Melanie Smith- English (Dual Credit)
Tonia Parks – Spanish (Dual Credit)

Math

Jerry Sansom - Math
Amy Salmons – Math (Dual Credit)
Debra Bowling – Math (Dual Credit)
Christina Argabright – Math (Dual Credit)
Christina Cline – Math (Dual Credit)
Vickie Steele – Math (Dual Credit)

Natural Sciences

Michael Midkiff – Science
Robert Bishop – Science
Phyllis Repass – Physical Education
Joseph Abraham – Science (and Dual Credit)
Sonya Picklesimer – Science (and Dual Credit)
Donald Saunders – Science
Sarah Kincaid - Anatomy & Physiology
John White – Anatomy & Physiology
Ashish Vyas – Anatomy & Physiology
Cheryl Johnston – Science
Brian Dillon – Science (Dual Credit)
Robert Lyons III – Science (Dual Credit)
Jonathan Escue – Science (Dual Credit)

Social Sciences

James Cadle -- Psychology
Linda Stewart – Psychology and Sociology
Rita Roberson - Psychology
Elizabeth Collier – Psychology
Susan England Lord – Psychology
Rita Roberson - Sociology
Teresa Ferguson – Sociology and Psychology
Ted Williams – Psychology
Diana Toler – Psychology and Sociology
Linda Workman – Psychology and Sociology
Shelia Combs – Psychology and Sociology
Karen Lynch - Psychology and Sociology
Debbie Fields – Psychology
Sharon Bevins – Psychology
Debra Stiltner – History
Karen Varney – Sociology
Charles Jason McPeak – Psychology
David Lord - Geography
Gayla May – Sociology (Dual Credit)
Mary Mullins – Sociology (Dual Credit)
Mallory Davis – History and Sociology (Dual Credit)
Anthony Dunn – Political Science and History (Dual Credit)
Kimberly Harrison – History (Dual Credit)
Christy Plumley – History and Political Science (Dual Credit)
Teri Blake – History and Sociology (Dual Credit)
Angel McCoy – Psychology (Dual Credit)
James Fairchild – Political Science (Dual Credit)
Joseph Hunt – History and Psychology (Dual Credit)
Bessie Hunt – History (Dual Credit)
Arnold Mollette – History (Dual Credit)
C. Douglas Ward – History (Dual Credit)
Kim Mitchell – Psychology and Sociology (Dual Credit)
Karen Lynch – Psychology and Political Science (Dual Credit)
John Godby – History (Dual Credit)
Fran Booth – Psychology (Dual Credit)

Criminal Justice

Judge Eric O'Briant
Lillian Kay Browning
Sabrina Amick
Stephen Baisden
Ted Riffe

Brady Keyser
Jeffrey Lane
Heather Ooten
Charles Phillip West
Robin Browning
Vicki Greene
Teresa Ferguson

APPENDIX III - University Transfer Program Graduates

Major	Description	2005(200501, 200502)	2006	2007	2008	2009	2010	Total
200	University Transfer-AA					20	34	54
220	UP-Criminal Justice-AA	1	1	1				3
222	UP-Communications-AA		1					1
223	UP-Elementary Education-AA	6	16	9	15	21	4	71
224	UP-General Studies-AA	45	53	41	35	15	2	191
225	UP-Liberal Arts-AA	7	31	15	8	3		64
226	UP-History-AA	1		1				2
227	UP-Psychology/Sociology-AA	2	11	8	3	1	1	26
300	University Transfer-AS					1	4	5
318	UP-Biology-AS	2	3	2				7
319	UP-Chemistry/Physics-AS	4	3				1	8
321	UP-Comp Inform Sys-AS				1			1
322	UP-Math-AS	2	2					4
324	UP-Pre-Med/Pre-Pharm-AS	1	4					5
331	UP-Bus Administration-AS	2			1			3
332	UP-Electric Engin Tech-AS	1						1
Total University Transfer Graduates		74	125	77	63	61	46	446

APPENDIX IV

University Transfer Program Associate in Arts Five-Year Enrollment

200701	96
200702	128
200801	184
200802	203
200901	515
200902	408
201001	607
201002	544
201101	596

University Transfer Program Associate in Science Five-Year Enrollment

200701	27
200702	35
200801	71
200802	59
200901	153
200902	139
201001	131
201002	117
201101	116

APPENDIX V – Course Descriptions

Art

AR 103 - AR 103 Two Dimensional Design (F)

3 Semester Hours

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

AR 104 Three Dimensional Design (F)

3 Semester 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 (F/S)

3 Semester 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 (F/S)

3 Semester Hours

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

AR 123 Photography (O)

1 Semester Hour

This course is a general introduction to 35mm photography. It is presumed that the student has no previous experience in photography and covers the basic skills necessary to take effective photographs in black and white or color (prints or slides). This course concentrates on operating the camera, basic lighting techniques, selecting film, selecting and using lenses and filters, flash techniques, how to determine exposure, and good photographic composition. Because photography depends on the photographer's perception and style, this course encourages students to seek out subjects which interest them and try to communicate their thoughts and/or feelings to others via 35mm film.

AR 150 Ceramics I (F)

2-3 Semester Hours

Introduces the methods of forming hand-building pottery, applying surface decorations, mixing glazes and clay bodies, stacking and firing the kiln, and exploring design possibilities.

AR 151 Ceramics II (F)

3 Semester Hours

Prerequisite: AR 150 or permission of instructor. Presents the techniques of throwing basic pottery forms on the wheel, the cylinder, open forms, wasted forms, etc., and emphasizes the development of skills in throwing and trimming pottery, mixing glazes and clay bodies, decorating and firing pottery.

AR 200 Painting with Oils and Acrylics I (F/S)

3 Semester 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 (S)

3 Semester Hours

Prerequisite: AR 200.

Continuation of the basic painting concepts in AR 200 with emphasis on personal development and individualized style through advanced composition problems.

AR 204 Watercolors (O)

3 Semester 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 (F/S)

3 Semester 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 (S)

3 Semester Hours

Prerequisite: AR 217 or permission of instructor.

Continuation of the basic concepts offered in AR 217 with added emphasis on the complexities of architectonic forms and perspective, the structure of natural forms, and further study of the nature and use of drawing materials and tools.

AR 275 Special Topics in Art (O)

1-3 Semester Hours

Prerequisite: Permission of Department Chair.

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. 2010-2011 Academic Catalog 58

Biological Science**BS 101 General Biology II (F)**

4 Semester 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 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 (S)

4 Semester 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 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 (F)

4 Semester 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 124 Human Anatomy and Physiology I (F)

4 Semester 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 (S)

4 Semester 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 (O)

3 Semester Hours

Prerequisite: BS 124 and formal admission to the Allied Health programs, or admission to the Central Sterile Supply Technician Certificate Program. 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 (O)

4 Semester Hours

Prerequisite: EN 090, EN 099, MT 095, and MT 096 or MT 123 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 (F/S)

4 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of Department Chair.

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.

Chemistry

CH 203 Fundamentals of General, Organic, and Biological Chemistry I (F/S)

4 Semester 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 (S)

4 Semester 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 (F)

4 Semester 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 thermo chemistry. Electron configurations, chemical bonding, and molecular geometry will also be introduced.

CH 214 Principles of Chemistry II (S)

4 Semester 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 (O)

3 Semester 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 (O)

2 Semester 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 (O)

3 Semester 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 (O)

2 Semester 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 purifying organic compounds, while introducing qualitative organic synthesis.

CH 275 Special Topics in Chemistry (O)

1-3 Semester Hours

Prerequisite: Permission of Department Chair.

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.

Criminal Justice

CJ 101 Criminal Justice Systems (F)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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 (F)

3 Semester Hours

This course is a comprehensive course in Spread Sheets. Students will be prepared for the MOUS objectives for MS Excel. 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.

CJ 103 Introduction to Law Enforcement (F)

3 Semester Hours

Note: EN 101 is highly recommended but not required. 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 (F)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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 (S)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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 (F)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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 (S)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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 217 Juvenile Justice and Delinquency (S)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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 221 Community Corrections (F)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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 (F)

3 Semester Hours

Prerequisite: SO 200. EN 101 is highly recommended but not required.

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 (F)

3 Semester Hours

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

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 (S)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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 (F)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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 (S)

3 Semester 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 (S)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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 (O)

3 Semester Hours

Prerequisite: Permission of Department Chair. EN 101 is highly recommended but not required.

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 (S)

3 Semester Hours

Note: EN 101 is highly recommended but not required.

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

CJ 290 Internship in Criminal Justice (F/S)

3-12 Semester Hours

Note: EN 101 is highly recommended but not required.

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.

Education Foundations

ED 114 Introduction to Education Foundations (F/S)

3 Semester 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 ten hours of public school observation are required.

ED 115 Early Childhood Health, Safety, and Nutrition (F)

3 Semester 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 120 Approaches to Discipline (O)

3 Semester 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 203 Children's Literature (F)

3 Semester 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 212 Principles and Theories of Early Childhood Programs (F)

3 Semester 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 214 Child Development

3 Semester 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 (O)

3 Semester 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 and Learning (F)

3 Semester 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 (O)

3 Semester 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, and social and sex role differences in a multicultural society.

ED 221 Administration of Early Childhood Education (S)

3 Semester 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 225 Methods & Materials for Early Childhood Programs (O)

3 Semester 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 Internship (O)

3 Semester Hours

Note: This course requires permission of the Department Chair.

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 275 Special Topics in Education (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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 (S)

0 Semester Hours

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

English

EN 101 English Composition I (F/S/SU)

3 Semester Hours

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

An introduction to basic composition. The major thrust is directed toward achieving competency in writing a composition.

EN 102 English Composition II (F/S/SU)

3 Semester 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 (O)

3 Semester 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 (F/S/SU)

3 Semester 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 (F/S)

3 Semester Hours

Prerequisite: EN 102.

Survey of English literature to the Romantic period.

EN 201 American Literature Before 1865 (F/S)

3 Semester 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 (F/S)

3 Semester Hours

Prerequisite: EN 102.

Survey of English literature from the Romantic period.

EN 204 American Literature Since 1865 (F/S)

3 Semester 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 (S)

3 Semester 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 219 Adolescent Literature (O)

3 Semester 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.

EN 275 Special Topics in English (O)

1-3 Semester 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.

Experiential Learning

EL 201 Portfolio Development (O)

3 Semester 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.

French

French 101 – Elementary French I

3 Semester Hours

Introduces grammar, production, conversation, reading, and composition.

French 102 – Elementary French II

3 Semester Hours

Prerequisite: French 101 or one year of high school French

Completion of elementary grammar, composition, and reading. Continues practice in conversation.

Geography

GE 275 Special Topics in Geography (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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 (O)

4 Semester 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.

History

HS 104 Western Civilization I (F/S)

3 Semester Hours

This course analyzes the history of the western world from prehistory to 1660 A.D. Emphasis is placed on the development of civilizations and their influence in the areas of political and economic organizations, religious ideas and cultural contributions.

HS 105 Western Civilization II (F/S)

3 Semester Hours

This course analyzes the history of the western world from 1660 A.D. to present. Emphasis is placed on the impact of political, economic, philosophical, technological, and cultural change.

HS 203 West Virginia History (O)

3 Semester Hours

Surveys the history, geography, and government of the State of West Virginia.

HS 208 The Kennedys and the 1960's (O)

3 Semester Hours

This course analyzes the impact of the Kennedy family during the 1960s era.

HS 209 The Kennedys and Leadership (O)

3 Semester Hours

This course focuses on the Kennedy Family and their leadership in a historical perspective from Ireland to America.

HS 210 The Kennedy Connection (O)

3 Semester Hours

This course takes a specific look at the Kennedy connection with the states of Kentucky and West Virginia. In addition, the course lets the student study the Kennedy family from a global perspective.

HS 211 The Kennedy Legacy (O)

3 Semester Hours

This course allows the student to examine and evaluate the Kennedy legacy.

HS 230 American History 1492-1877 (F/S)

3 Semester Hours

Did Columbus discover America, or did he simply “blunder” into the North American continent? Was the American Revolution really a revolution, or did it more closely resemble a British Civil War? History 230 takes the student on an exhilarating journey through early America from 1492 to 1877, stopping along the way to examine how and why our country became a world leader in less than a century after its inception. Students will ponder situations such as whether Manifest Destiny was designed to serve the common American, or it was conveniently used to enhance the ambitions of politicians; whether or not Lincoln’s Emancipation Proclamation intended to free the slaves or simply provoke the Confederacy into rethinking their reasons for fighting the Civil War. This course provides a splendid learning experience for all students.

HS 231 American History Since 1877 (F/S)

3 Semester Hours

History 231 undertakes the continuing saga of adventures in American History. Students will have the opportunity to evaluate the acts and deeds of some of our greatest modern heroes and will discuss, for instance, whether or not Reconstruction ended in 1877, or if it is still incomplete; if Teddy Roosevelt should have applied the Big Stick in digging the Big Ditch, or just how much of a deal was the New Deal? This course takes students through the exciting events of the world wars and the Cold War and lets them decide (after thorough study) who should have won the various presidential elections of this period. By the semester’s end, students will have a much better perception of why our society is the way it is today.

HS 240 War in Film

3 Semester Hours

Note: History 231 is recommended, but not required. This course will focus on studying American 20th Century Warfare from a film perspective with major emphasis placed on World War II and Vietnam.

HS 275 Special Topics in History (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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 (O)

3 Semester 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.

Humanities

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

3 Semester Hours

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 Leadership: Yourself, Your Organization, and your Communities II

3 Semester 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 on Diversity Leadership Management

3 Semester Hours

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 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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.

Journalism

JR 101 Survey of Journalism (O)

3 Semester Hours

An examination of important facets of mass communications, including newspaper, magazine, broadcast journalism, advertising and public relations. The course is designed to provide a critical overview of mass media.

JR 201 News Reporting I (O)

3 Semester Hours

Prerequisite: OA103 or 104.

Techniques of news writing designed to develop the basic skills necessary for a beginning reporter through class laboratory experience.

JR 202 News Reporting II (O)

3 Semester Hours

Prerequisite: JR 201.

Practice in gathering and writing news from sources on and off campus. Emphasis is placed on beat assignment reporting, interviewing techniques, and some specialized reporting. A laboratory class in which the student will work lab hours on a Southern newspaper.

JR 241 Graphics of Communication

3 Semester Hours

Creative and practical aspects of typography, layout, and design of printed communication.

JR 245 Fundamentals of Advertising

3 Semester Hours

Organization of mass media advertising departments and their relationships to advertising agencies and media representatives.

JR 275 Special Topics in Journalism (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

Presents courses in Journalism 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 journalism.

JR 285 Introduction to Photojournalism

3 Semester Hours

Lecture and laboratory, introduction to camera use, darkroom procedure, photo layout, and practices in reporting news pictorially.

Mathematics

MT 111 Graphing Calculator Usage (O)

1 Semester Hour

Prerequisite: EN 090, MT 090, MT 095, and MT 096 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 121 College Math for General Education (F/S)

3 Semester Hours

Prerequisite: EN 090, MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and 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 123 Intermediate Algebra (F/S)

3 Semester Hours

Prerequisite: MT 090, MT 095, and 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 124 Technical Math (F)

3 Semester Hours

Prerequisite: MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and 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 (F/S)

3 semester Hours

Prerequisite: MT 123 or MT 124 or MT 128 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 128 Algebra for Allied Health (F/S/SU)

3 Semester Hours

Prerequisite: MT 090, MT 095, and 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 (F/S)

3 Semester Hours

Prerequisite: MT 123 or MT124 or MT 128 or a score of 23 or above on the math component of the ACT or minimum acceptable test score on in-house placement test.

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 (O)

5 Semester Hours

Prerequisite: MT 123 or MT 124 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 (O)

3 Semester Hours

Prerequisite: MT 123 or MT 124 or MT 128 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 (O)

4 Semester 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/BU 230 Elementary Statistics (F/S)

3 Semester 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.

MT 229 Calculus I (F)

5 Semester 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 (S)

4 Semester 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 (O)

4 Semester 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 (O)

4 Semester 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 (O)

3 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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 (F)

3 Semester Hours

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

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 (S)

3 Semester Hours

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

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

ME 275 Special Topics in Mathematics Education (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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.

Music

MU 103 Preschool Music, Movement, and Art (F)

3 Semester 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 (F)

3 Semester 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 (S)

3 Semester Hours

Prerequisite: MU 175.

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

Orientation

OR 105 Orientation to Technical Programs (F)

1 Semester 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 (F/S)

1 Semester Hour

This course is a college introductory course to students. Introduction to College will increase student success in college by developing skills and imparting information necessary to reach educational objectives. Topics include college procedures, college resources, career and program planning, and student success skills. This one-credit hour course is required for all incoming students with fewer than thirty credit hours from a regionally accredited educational institution. Note: Board of Governors Adult Degree Completions students may not be required to take this course; please see the program director for further information.

Philosophy

PL 201 Introduction to Philosophy (F)

3 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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 (F/S)

1 Semester 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 (F/S)

1 Semester 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 (F/S)

1 Semester 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 (F/S)

1 Semester 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 (O)

2 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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 (F)

4 Semester 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 (S)

4 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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 (F/S)

4 Semester 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 (F)

4 Semester 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 (S)

4 Semester 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 (F)

4 Semester 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 (S)

4 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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 (F)**

3 Semester 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 (S)

3 Semester Hours

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

PS 205 National Security Decision Making (NSDM) (O)

3 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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 (F/S/SU)

3 Semester Hours

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

PY 203 Forensic Psychology

3 Semester Hours

This course examines the production and application of psychological knowledge to the civil/criminal justice system. Topics include: risk assessment, domestic violence, insanity, suicide, psychological, autopsies, sexual harassment, just to name a few.

PY 204 Psychology of Addiction

3 Semester Hours

This course will deal with all types/aspects of addiction, including Physical, Emotional, Cognitive components.

PY 212 Children and Families (S)

3 Semester 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.

PY 215 Guiding the Behavior of Children (S)

3 Semester 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.

PY 218 Life-Span Developmental Psychology (F/S/SU)

3 Semester Hours

Prerequisite: PY 201. EN 101 is highly recommended but not required.

Designed for students entering the health professions to explain how human beings and their needs change over the complete life cycle. The course is especially planned to follow Erik Erikson's concept of eight life crisis. (Will not substitute for ED 218 at Southern)

PY 219 The Exceptional Child (F)

3 Semester 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.

PY 220 Death and Dying (S)

3 Semester 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 (S)

3 Semester 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 (S)

3 Semester 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 (F)

3 Semester 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 275 Special Topics in Psychology (O)

1-3 Semester Hours

Prerequisite: Permission of the Department 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.

Radio and Television

RT 230 Introduction to Telecommunications

3 Semester Hours

Prerequisite: SP 103.

A survey course which provides an overview of the field of telecommunications.

RT 232 Audio Techniques

3 Semester Hours

Prerequisite: RT 230.

A course designed to give students hands-on experience in various types of audio production, including music shows, news, dramas, and documentaries. Much of the course will be spent on laboratory projects in the audio studio.

RT 235 Visual Techniques

3 Semester Hours

A course designed to give students hands-on experience in various types of television production. Much of the course will be spent in the television studio.

RT 240 Introduction to Broadcasting

3 Semester Hours

Prerequisite: JR 201.

Covers basic conditions of the broadcasting industry from regulation to advertising. Introduction to newsroom organization and operation, history, and ethics of broadcast journalism.

Religion

RL 110 Understanding the Old Testament (F)

3 Semester 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 (O)

3 Semester 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 207 History of Christianity (S)

3 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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.

Sociology

SO 200 Introduction to Sociology (F/S/SU)

3 Semester 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 (F)

3 Semester 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 (S)

3 Semester 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 (F)

3 Semester 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 (F)

3 Semester Hours

Prerequisite: SO 200.

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

SO 215 Human Relations (F/S)

3 Semester Hours

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

SO 220 Race, Gender, and Human Identity (F)

3 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of the Dean of Career and Technical 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.

Spanish

SN 101 Elementary Spanish I (O)

3 Semester Hours

Introduces grammar, pronunciation, conversations, reading and composition.

SN 102 Elementary Spanish II (O)

3 Semester Hours

Prerequisite: SN 101 or one year high school Spanish.

Completion of elementary grammar, composition and reading. Continues practice in conversation.

Speech

SP 103 Speech Fundamentals (F/S/SU)

3 Semester 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 (F)

3 Semester 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 (S)

3 Semester 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 240 Voice and Diction (F)

3 Semester Hours

Prerequisite: SP 103.

Theory and practice of speech production and improvement.

SP 245 Listening (F)

3 Semester Hours

The study and practice of skills in both retentive and empathic listening.

SP 250 Communications Internship (F)

4-5 Semester Hours

On-the-job training and instruction in a communication organization. Students assignments consistent with vocational objectives. Normally taken during the last semester.

SP 275 Special Topics in Speech (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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.

Theater

TH 112 Theater Appreciation (O)

3 Semester 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 (O)

3 Semester 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 (O)

3 Semester 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 (S)

3 Semester Hours

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

TH 239 Development and Appreciation of Film (F)

3 Semester 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 (O)

3 Semester Hours

Prerequisite: TH 150.

Study and practice of makeup and techniques for the stage.

TH 260 Scene Design (O)

3 Semester 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 (O)

3 Semester 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 (O)

1-3 Semester Hours

Prerequisite: Permission of the Department Chair.

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.

APPENDIX VI - 2+2 Agreement Opportunities

Bluefield State University, Bluefield, WV

Criminal Justice Administration Bachelor of Science	Wyoming Campus
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Franklin University, Columbus, OH

Accounting Bachelor of Science	Online
Business Administration Bachelor of Science	Online
Health Care Management Bachelor of Science	Online
Management Bachelor of Science	Online
Marketing Bachelor of Science	Online

Kanawha Valley Community and Technical College, Institute, WV

Power Plant Technology	Associate in Applied Science	Kanawha Valley
Technical Studies, Youth Service Worker	Associate in Applied Science	Kanawha Valley

Lindsey Wilson College, Columbia, KY

Human Services	Bachelor of Science	Weekend/Evening Program	Logan
Counseling	Master of Arts	Weekend/Evening Program	Logan

Marshall University, Huntington, WV

Elementary Education (K-6)	Bachelor of Arts	Weekend Program	Williamson
Early Childhood Education	Bachelor of Arts	Weekend Program	Williamson
Nursing	Bachelor of Science	ICR	Logan
Medical Technology	Bachelor of Science	Marshall University	Huntington

West Virginia State University, Institute, WV

Accounting	Bachelor of Science	West Virginia State University, Institute
Business Administration	Bachelor of Science	West Virginia State University, Institute
Criminal Justice Management	Bachelor of Science	West Virginia State University, Institute
Marketing	Bachelor of Science	West Virginia State University, Institute
Small Business Management	Bachelor of Science	West Virginia State University, Institute

West Virginia University, Morgantown, WV

Mining Engineering	Bachelor of Science	West Virginia University, Morgantown
Nursing	Master of Science	West Virginia University, Morgantown and/or Online

West Virginia University at Parkersburg, Parkersburg, WV

Applied Technology	Bachelor of Applied Technology	WV University, Parkersburg
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West Virginia University of Technology, Montgomery, WV

Accounting Bachelor of Science West Virginia University Institute of
Technology, Morgantown and/or online

Business Administration Bachelor of Science West Virginia University Institute of
Technology, Morgantown and/or online

Wheeling Jesuit, Wheeling, WV

Organizational Leadership Bachelor of Arts Boone/Lincoln Campus
and Development

Transfer Agreements

- Bluefield State College
- Concord University
- Fairmont State University
- Glenville State College
- Marshall University
- Shepherd University
- University of Charleston
- West Virginia Career and Technical Institute
- West Virginia State University

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: Academic Program Review and Continuance of Existing Academic Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Associate in Applied Science in Mine Management with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education Title 135, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Bill Alderman

BACKGROUND:

During the 2009 - 2010 academic year, a post-audit review of the Associate in Applied Science in Mine Management was conducted by the Department of Business and the Mine Management Coordinator.

The Department recommends the continuation of the program with corrective action. The Academic Affairs Management Council voted unanimously to accept this recommendation and the Executive Council concurs. Corrective action recommended by the Department is to develop and administer graduate and employer surveys to better understand employment trends of the graduates, the needs of the industry, and to gather follow-up information that may be used to enhance the program.

POST AUDIT REVIEW

2010 - 2011

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE

PROGRAM: A.A.S. Mine Management Program

DATE: March 24, 2011

INSTITUTIONAL RECOMMENDATION

The Board of Governors recommends:

- 1. Continuance of the program at the current level of activity without correction action;
- 2. Continuance of the program with corrective action;
- 3. Identification of the program for further development;
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the program in accordance with provisions of the West Virginia Council for Community and Technical College Education policy on approval and discontinuance of programs.

Rationale for the recommendation:

This program has complied with all standards set forth by Southern West Virginia Community and Technical College and the Standards and Guidelines of the Committee.

<u>Approve</u> Recommendation	<u>[Signature]</u> Signature of person preparing the report if other than the Department Chair	<u>03.24.11</u> Date
<u>Approve</u> Recommendation	<u>Gail Hall</u> Signature of Department Chair	<u>March 24, 2011</u> Date
<u>Approve</u> Recommendation	<u>Pamela L. Alderman</u> Signature of Dean	<u>March 24, 2011</u> Date
_____ Recommendation	_____ Signature of Vice President of Academic Affairs	_____ Date
_____ Recommendation	_____ Signature of President	_____ Date
_____ Recommendation	_____ Signature of Chair, Board of Governors	_____ Date

**Southern West Virginia Community and Technical College
Division of Career and Technical Programs - Department of Business
Mine Management - Associate in Applied Science Program
Post Audit Review Summary**

Program Post-Audit Review Components

A. Goals and Objectives of Program

- Has established goals and objectives
- Provides a seamless path to an associate degree program

Conclusion: Program has adequate and appropriate goals.

B. Assessment

- Has acceptable assessment plan
- Does not have any assessment data due to first class will not graduate until April 23, 2011

Conclusion: Program does not have assessment data but will conduct graduate and employer surveys six months after graduation.

C. Curriculum

- Meets the state requirements
- Meets industry needs

Conclusion: Program has acceptable curricula.

D. Faculty

- Qualified full-time coordinator/faculty is employed
- Four part-time adjunct faculty are employed

Conclusion: The program has one full-time coordinator/faculty member.

E. Enrollment and Graduates

- The program has excellent enrollment
- The first class will graduate April 23, 2011

Conclusion: Enrollment exceeds expectations.

F. Financial

- The program was implemented using grant funds
- Grant funds expire June 30, 2011

Conclusion: Program needs institutional budget.

G. Advisory Committee

- Program has excellent input from advisory members

Conclusion: The program has an active advisory committee.

H. Accreditation

- There is no accreditation associated with this program.

Recommendation:

The program should be approved to continue. Graduate and employer surveys need to be sent six months after graduation. Once data is received program coordinator will begin to track graduate trends and aggregate data.

Post-Audit Review

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

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

I. Introduction

This program is designed to educate individuals who will be employed as front-line and mid-level managers in a demanding coal industry, both surface and underground. A degree in Mine Management will provide graduates a diverse range of opportunities which include a high salary, career progression, and the ability to be employed in a global profession. Mining of coal encompasses a wide range of activities involving technology, people, equipment, financial resources, community, state and federal regulatory agencies.

It is anticipated that holders of this degree will be qualified for numerous jobs within the coal industry, among which are land and mineral acquisition, office management, human resource management, quality control, bid transportation, and sales. Combined with sufficient experience in the industry, the degree will also prepare students for a managerial career in coal mining operations.

A recent upturn in the coal industry, which has included opening of new mines and expansion of operations at existing mines, is expected to continue. With the need to replace retiring workers and existing personnel through attrition, the industry has a promising future with a better than average employment growth. Only fourteen post secondary level mining programs exist in the nation.

The core curriculum includes such topics as coal, its storied history; coal geology; the location and quality of coal deposits; land and mineral acquisition; coal mining methods; coal preparation; quality control; marketing and sales; the transportation of coal; coal mining safety; environmental issues, and clean coal technologies.

II. Goals and Objectives of Program

A. Program Goals, Objectives and Progress

The program goals were developed to meet the goals and mission statement of the institution while individualizing the needs of the specific program requirements. This program provides the student an opportunity for educational advancement through an accredited Associate of Applied Science degree, as well as developing skill sets in

various areas of leadership, management, and technological attributes.

Theoretical principles and practical methodologies associated with mine management, planning, finance, evaluation and law are incorporated throughout the program.

The following are specific Program Goals developed for the Mine Management Program:

1. Cognitive Domain: Prepare and develop students with information and knowledge to understand, apply, analyze, evaluate, and create through a higher order of thinking to fill the demand of various employment and career opportunities in a global, demanding occupation of mining resources.
2. Psychomotor Domain: Prepare and develop students for the mining culture with a level of professionalism required to lead and manage workforces in the mining industry through enhanced perception, flowcharts, SWOT Analyses, and practical experiences through instruction and peer-to-peer sharing. Habit development for proficiency, organizational, communication, adaptation, articulation, and origination skills are also developed to build skills to coordinate and execute managerial techniques in the chosen field within the vast areas of mining careers, proficient with state and federal laws, policies and all applicable regulatory agencies.
3. Affective Domain: Prepare and develop students to demonstrate the ability to deal with issues, events, and problems in their career choice through receiving and responding to phenomena, value diversity in the workplace and social environment, organizing and internalizing values working independently and through teamwork.

The progress to date is very positive through course evaluations, the evidence in student growth and development, feedback from various managerial levels from companies with employees in the program, and the advisory committee.

B. Mission Statement

Correlating with the institutional Mission Statement: It is the mission of the Mine Management Program to provide high-quality education and training in management and leadership to lead the nation's predominant energy resource supplier in a competitive landscape.

III. Assessment

The introductory framework of the Mine Management curriculum was designed to introduce the student into industry related methods, either in direct supervisory roles or within the management/business area of the mining field for surface and underground concepts. This program prepares individuals to work in a variety of supervisory and managerial settings in the mining industry, in the field and within administrative departments.

The Mine Management program utilizes a variety of assessment measures which is reviewed as part of the associate in applied science degree program. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment. The core and program specific courses are assessed through testing, critical thinking exercises, case analysis, and overt peer-to-peer Discussion Posts in all sections.

In previous years students enrolled in the A.A.S. program were required to take the WorkKeys exam. Beginning in spring 2010 students enrolled in all programs that have completed college level English and math may be selected to take the MAPP exam.

IV. Curriculum

Curricula

The curriculum for the Associate in Applied Science degree in Mine Management is 61 semester hours. A complete listing of courses is included in Appendix I. Appendix I has 3 formats developed to accommodate the institutional trimester implementation. These choices provide accelerated (1.5 year), traditional (2.0 years), and part-time (2.5 years) formats.

Entrance Criteria

The Mine Management program is an open admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Students entering the program must have a high school diploma or GED.

Entrance abilities

There are no program-specific entrance abilities required of students. Those enrolling in college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to

enrolling in these courses or must successfully complete Transitional Studies courses to remediate deficiencies.

Exit abilities

Exit abilities vary based on the efforts, self-discipline, and communication with the instructors and peers by the student.

a. Course Listing

Course listing is found in Appendix I.

b. Course Delivery Modes

Although this program was developed primarily for the WEB to accommodate those already working a traditional 40 + work week in industry, courses are delivered in a variety of ways. These include: WEB, hybrid, weekend, weekend fast-tracks, and traditional classroom settings.

V. Faculty

The Mine Management program has one Program Coordinator who is also the full-time faculty assigned to maintain the program. Other full-time faculty members teach the general education course requirements. The program currently has 3 part-time (adjunct) management/mining faculty members teaching the technical core or program specific courses.

Refer to Appendix II for faculty credentials.

VI. Enrollment and Graduates

A. Enrollment Data

Enrollment for this program and all relative sections may be found in Appendix III.

B. Number of Majors per year for previous 3 years

There are 28 individuals listed in the program code. This number has increased steadily since the 200902 term of 3 students. Refer to Appendix III.

C. Number of Graduates per year for previous 3 years

First graduates anticipated for April 2011.

D. Graduate Follow-up data

Not applicable.

E. Graduate and Employer Satisfaction

There is no data on employer satisfaction. An employer survey is being developed and will be sent to employers within the first six months of graduation.

VII. Financial

The Mine Management program was established through a grant from the West Virginia Community and Technical College System. Grant funds will be expended at the end of this fiscal year. Future funds for this program should be adequate due to the enrollment of all courses. The program will need a budget provided from the institution beginning with the 2011-2012 fiscal year.

Refer to Appendix IV for program budget

VIII. Advisory Committee

The Mine Management program maintains a separate advisory council. The Mine Management advisory committees meet formally on an annual schedule. Additionally, the Program Coordinator has monthly information meetings with industry professionals. At these meetings, the Mine Management program and courses are evaluated and discussed. Committee members are provided information regarding the program and they are afforded the opportunity to provide information and feedback related to the students, the curriculum, and the overall program. Refer to Appendix V for active advisory members.

IX. Accreditation

There is no accreditation associated with this program.

Appendix I

MINE MANAGEMENT WEB PROGRAM
Associate in Applied Science

Purpose: This program is designed to educate individuals who will be employed as mid-level managers in the coal industry, both surface and underground. A degree in Mine Management will provide graduates a diverse range of opportunities which include a high salary, career progression, and the ability to be employed in a global profession. Mining of coal encompasses a wide range of activities involving technology, people, equipment, financial resources, community, and state and local governments.

Theoretical principles and practical methodologies associated with mine management, planning, finance, evaluation and law are incorporated throughout the program. A recent upturn in the coal industry, which has included opening of new mines and expansion of operations at existing mines, is expected to continue. With the need to replace retiring workers and existing personnel through attrition, the industry has a promising future with a better than average employment growth. Only fourteen post secondary level mining programs exist in the nation.

Recommended Program Sequence for Trimesters Format (1.5 Years)

FIRST YEAR – FIRST SEMESTER (Fall 201101)

Dept/Course No. Title	Credit Hours	Total Hours
CS 102 Computer Literacy	3	
EC 270 World Economics and the Energy Sector	3	
EN 101 English Composition I	3	
MG 264 Supervision	3	
MN 115 Introduction to Mine Management	3	
OR 110 College Orientation	<u>1</u>	16

FIRST YEAR-SECOND SEMESTER (Spring 201102)

BU 205 Business Communications	3	
MG 261 Human Resource Management	3	
MG 272 Industrial Leadership	3	
MN 109 Mine Law and Safety	3	
MN 112 A Comparative History of Mining	<u>3</u>	15

SECOND YEAR-FIRST SEMESTER (Summer 201103)

FN 210 Finance for the Non-Financial Manager	3	
MG 268 Labor Relations	3	
MG 273 Organizational Behavior	3	
MN 200 Cultural Aspects of Mining	3	
MN 215 Environmental Aspects of Mining	<u>3</u>	15

SECOND YEAR-SECOND SEMESTER (Fall 201201)

MG 266 Project Management	3	
MG 274 Project Evaluation	3	
MN 212 Geology of Mining	3	
MN 220 Mine Management and Planning	3	
MT 124 Technical Math	<u>3</u>	<u>15</u>

TOTAL HOURS **61**

MINE MANAGEMENT WEB PROGRAM
Associate in Applied Science

Purpose: This program is designed to educate individuals who will be employed as mid-level managers in the coal industry, both surface and underground. A degree in Mine Management will provide graduates a diverse range of opportunities which include a high salary, career progression, and the ability to be employed in a global profession. Mining of coal encompasses a wide range of activities involving technology, people, equipment, financial resources, community, and state and local governments.

Theoretical principles and practical methodologies associated with mine management, planning, finance, evaluation and law are incorporated throughout the program. A recent upturn in the coal industry, which has included opening of new mines and expansion of operations at existing mines, is expected to continue. With the need to replace retiring workers and existing personnel through attrition, the industry has a promising future with a better than average employment growth. Only fourteen post secondary level mining programs exist in the nation.

Recommended Program Sequence for Traditional Format (2 Years)

FIRST YEAR – FIRST SEMESTER (Fall 201101)

Dept/Course No.	Title	Credit Hours	Total Hours
CS 102	Computer Literacy	3	
EC 270	World Economics and the Energy Sector	3	
EN 101	English Composition I	3	
MG 264	Supervision	3	
MN 115	Introduction to Mine Management	3	
OR 110	College Orientation	<u>1</u>	16

FIRST YEAR-SECOND SEMESTER (Spring 201102)

BU 205	Business Communications	3	
MG 261	Human Resource Management	3	
MG 272	Industrial Leadership	3	
MN 109	Mine Law and Safety	3	
MN 112	A Comparative History of Mining	<u>3</u>	15

SECOND YEAR-FIRST SEMESTER (Fall 201201)

FN 210	Finance for the Non-Financial Manager	3	
MG 268	Labor Relations	3	
MG 273	Organizational Behavior	3	
MN 200	Cultural Aspects of Mining	3	
MN 215	Environmental Aspects of Mining	<u>3</u>	15

SECOND YEAR-SECOND SEMESTER (Spring 201202)

MG 266	Project Management	3	
MG 274	Project Evaluation	3	
MN 212	Geology of Mining	3	
MN 220	Mine Management and Planning	3	
MT 124	Technical Math	<u>3</u>	<u>15</u>

TOTAL HOURS **61**

MINE MANAGEMENT WEB PROGRAM
Associate in Applied Science

Purpose: This program is designed to educate individuals who will be employed as mid-level managers in the coal industry, both surface and underground. A degree in Mine Management will provide graduates a diverse range of opportunities which include a high salary, career progression, and the ability to be employed in a global profession. Mining of coal encompasses a wide range of activities involving technology, people, equipment, financial resources, community, and state and local governments.

Theoretical principles and practical methodologies associated with mine management, planning, finance, evaluation and law are incorporated throughout the program. A recent upturn in the coal industry, which has included opening of new mines and expansion of operations at existing mines, is expected to continue. With the need to replace retiring workers and existing personnel through attrition, the industry has a promising future with a better than average employment growth. Only fourteen post secondary level mining programs exist in the nation.

Recommended Program Sequence for Part-Time Format (2.5 Years)

FIRST YEAR – FIRST SEMESTER (Fall 201101)

Dept/Course No. Title	Credit Hours	Total Hours
CS 102 Computer Literacy	3	
MN 115 Introduction to Mine Management	3	
OR 110 College Orientation	<u>1</u>	7

FIRST YEAR-SECOND SEMESTER (Spring 201102)

EN 101 English Composition I	3	
MN 109 Mine Law and Safety	3	
MN 112 A Comparative History of Mining	<u>3</u>	9

FIRST YEAR – THIRD SEMESTER (Summer 201103)

MG 264 Supervision	3	
MG 268 Labor Relations	3	
MG 273 Organizational Behavior	<u>3</u>	9

SECOND YEAR-FIRST SEMESTER (Fall 201201)

EC 270 World Economics and the Energy Sector	3	
FN 210 Finance for the Non-Financial Manager	3	
MN 220 Mine Management and Planning	<u>3</u>	9

SECOND YEAR-SECOND SEMESTER (Spring 201202)

BU 205 Business Communications	3	
MG 272 Industrial Leadership	3	
MT 124 Technical Math	<u>3</u>	9

SECOND YEAR-THIRD SEMESTER (201203)

MG 261 Human Resource Management	3	
MG 266 Project Management	3	
MG 274 Project Evaluation	<u>3</u>	9

THIRD YEAR-FIRST SEMESTER

MN 200 Cultural Aspects of Mining	3	
MN 212 Geology of Mining	3	
MN 215 Environmental Aspects of Mining	<u>3</u>	<u>9</u>
TOTAL HOURS		61

Appendix II

APPENDIX II – Faculty Data Form

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

Name	William Alderman		Rank	Associate Professor
<hr/>				
Check one:	Full-time	X	Part-time	Adjunct
		<hr/>	<hr/>	<hr/>
Highest Earned Degree	MA			
Date Received	1999			
Conferred by	Regent University Graduate School of Business			
Area of Specialization	Management			
Professional registration/licensure	WV State Mine Foreman/Superintendent SM-1478-82 WV State Surface Mine Certification SM-1478-81 WV State Certified Blasting Foreman/Blaster WV State Certified Slurry Impoundment Inspector			
Years of employment at present institution				<u>10</u>
Years of employment in higher education				<u>10</u>
Years of related experience outside higher education				<u>26</u>
Non-teaching experience				<u>26</u>

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2011	MG 266 Project Management	29
	MG 272 Industrial Leadership	34
	MG 274 Project Evaluation	40
	MG 275 Special Topics in Management	47
	MN 109 Mine Law, Safety, and Health	29
	MN 220 Mine Management and Planning	39

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2010	EC 270 World Economy and Energy Sector	30
	FN 210 Finance for Non-Financial Mgr.	41
	MG 246 Supervision	25
	MG 273 Organizational Behavior and Comm.	48
	MN 115 Introduction to Mine Management	32
	MN 200 Cultural Aspects of Mining	22
Summer 2010	BU 205 Communications in Business	18
	MG 261 Human Resources Management	28
	MK 272 Retailing	17
Spring 2010	BU 207 Business Law	35
	EC 270 World Economy and Energy Sector	48
	MG 266 Project Management	39
	MG 272 Industrial Leadership	26
	MK 272 Retailing	1
	MN 109 Mine Law, Safety, and Health	31
Fall 2009	FN 210 Finance for Non-Financial Managers	29
	MG 264 Supervision	29
	MG 268 Labor Relations	22
	MG 273 Organizational Behavior & Comm.	35
	MK 270 Principals of Marketing	1
	MK 272 Retailing	23
	MN 115 Introduction to Mine Management	20

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

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

Continuing education through Leadership Studies (Higher Education Administration) at Marshall University.

Program Coordinator/Full-Time Faculty and Part-Time Instructors

I. William Alderman

Associate Professor/Coordinator Mine Management
Logan Campus

Certificate and A.A.S., 1984, Southern West Virginia Community College; B.A., 1992, Bluefield State College; M.A., 1999, Regent University Graduate School of Business. Additional graduate studies at Southern Illinois University and Marshall University College of Graduate Studies. State industry certifications in Mine Foreman, Blasting, and Slurry Impoundment Inspection.

A. Professional Certifications and Training

WV State Mine Foreman/Superintendent Certification: SM-1478-82

WV State Surface Mine Certification: SM-1478-81

WV State Certified Blasting Foreman/Blaster

WV State Certified Slurry Impoundment Inspector

Certified "Train-the-Trainer" through The Center for Entrepreneurial Studies and Development, Inc., (CESD), West Virginia University College of Engineering.

1. Began mining career in 1975-1976 at Mining Machine Parts, Elmac Corp. in Huntington WV. Parts/Inventory Control.
2. United Coal, Big Rock, VA. 1976-1977. General (Underground Operations).
3. Pontiki Coal, Lovely, KY. (Deep Mine) 1977-1979. Warehouse Supervisor, Purchasing Agent, Welder. (Underground Operations)
4. Hobet Mining (Surface Mine) (Ashland Coal/Arch Coal), WV Operations. 1979-2000. Warehouse Manager, Prep Plant Foreman, Assistant Mine Foreman, Mine Foreman, Blasting Superintendent, Reclamation Foreman, Shift Superintendent, Job Superintendent, Mine Manager. Managed surface, underground, and contract mining operations.
5. Adjunct Professor for University of Charleston Masters in Human Resource Management Program.
6. Numerous Leadership presentations and skill-set workshops through the Charleston Chamber of Commerce and Charleston Alliance for Leadership Charleston professionals.
7. Background:
 - Background includes Mine Foreman in all areas of production, coal orders, shipping, Prep Plant Foreman, Job Superintendent and Mine Manager
 - 25 + years overall mining/management experience
 - Expert witness for various law firms in mining related incidents, grievance procedures and arbitrations, citations, and permit issues

- A.A.S. Mining Technology from Southern in 1984
- B.A. Business Administration from Bluefield State in 1992
- M.A. Masters of Arts in Management from Regent University Graduate School of Business
- Continuing education through Leadership Studies (Higher Education Administration) classes at Marshall University
- Additional studies in engineering, dragline pit design, and equipment simulator design for Marion 8200 dragline, Bucyrus Erie 295-B II shovel, conventional equipment which includes Caterpillar, Wabco, and Ingersoll Rand at Southern Illinois University in Carbondale, Illinois

II. William Alderman II

Assistant Professor
Williamson Campus

A.A.S., 1999 University Parallel, History Concentration, Southern West Virginia Community and Technical College; B.S., 2001, History, West Virginia State College; M.A., 2003, Communication Studies, West Virginia University. Additional graduate studies Marshall University and West Virginia University.

III. James Pierce

Adjunct Instructor for Mine Management Program Underground foreman for Amherst Coal Company. General mine foreman. Also served on Amherst's mine rescue team. Began working for the WV Department of Energy as a permitting engineer and still work for the State (WVDEP) as a senior engineer. In 1996, Master's degree from the WV Graduate College in engineering management. Experienced in all phases of mining process.

Certifications

Mine foreman, professional surveyor and professional engineer.

IV. Timothy Owens

Adjunct Instructor for Mine Management Program
BS Geology WVU '81, MA Communication Arts Marshall U. '88.
Present job title(s): Instructional Technologist/Title-III Activities Director. Southern West Virginia Community and Technical College

V. William Wooten

Adjunct Instructor for Mine Management Program
B.S Business, Concord College, Sales Representative with Minova Americas.

Appendix III

A. Enrollment

MG	Fall	Spring	Summer	Headcount
2010	86	65	28	
2011	113	137	On-going	
Totals	199	202	28	429

MN	Fall	Spring	Summer	Headcount
2010	20	31	14	
2011	87	63	On-going	
Totals	107	94	14	215

FN	Fall	Spring	Summer	Headcount
2010	29	N/A	N/A	
2011	41	N/A	N/A	
Totals	70			70

EC	Fall	Spring	Summer	Headcount
2010	N/A	48	N/A	
2011	30	N/A	N/A	
Totals	30	48		78

BU	Fall	Spring	Summer	Headcount
2010	N/A	N/A	18	
2011	N/A	N/A	On-going	
Totals			18	18

GL	Fall	Spring	Summer	Headcount
2010	10	N/A	N/A	
Totals	10			10

Total Headcount for 5 semesters: 820

CRN	Term	Subject	Course	Enrollment
204	201003	MG	261	28
887	201001	MG	264	11
902	201001	MG	264	18
178	201101	MG	264	25
720	201101	MG	264	15
705	201002	MG	266	19
747	201002	MG	266	20
635	201102	MG	266	26
888	201001	MG	268	22
177	201101	MG	268	25
779	201002	MG	272	26
636	201102	MG	272	31
889	201001	MG	273	17
903	201001	MG	273	18
683	201101	MG	273	24
727	201101	MG	273	24
638	201102	MG	274	36
639	201102	MG	275	25
717	201102	MG	275	19

CRN	Term	Subject	Course	Enrollment
706	201002	MN	109	15
788	201002	MN	109	16
637	201102	MN	109	27
206	201003	MN	112	14
164	201001	MN	115	20
682	201101	MN	115	32
687	201101	MN	200	22
689	201101	MN	212	13
684	201101	MN	215	20
612	201102	MN	220	18
640	201102	MN	220	18

CRN	Term	Subject	Course	Enrollment
890	201001	FN	210	17
979	201001	FN	210	12
173	201101	FN	210	23
726	201101	FN	210	18

CRN	Term	Subject	Course	Enrollment
704	201002	EC	270	24
746	201002	EC	270	24
171	201101	EC	270	30

CRN	Term	Subject	Course	Enrollment
211	201003	BU	205	18

CRN	Term	Subject	Course	Enrollment
567	201001	GL	110	10

B. Total Program Code Enrollees:

Term	Enrolled
200902	3
201001	10
201002	10
201003	10
201101	26
201102	28

Appendix IV

Southern West Virginia Community & Technical College
 Budget FY 2009 - 2010
 Name: Mine Management

Banner Account Code	BUDGET Description	AMOUNT
500000	Personal Services - Non Classified	
501000	Personal Services	
5011 00	Personal Services Classified	
503000	Personal Services Faculty	
504000	Annual Increment	
505000	Adjunct Salary	\$ 40,000.00
508000	Personal Services - Part Time	
511000	Social Security Matching	\$ 7,500.00
512000	Public Employees' Insurance	
512300	PEIA Admin. Fees	
512500	Indirect Costs	
514000	Workers' Compensation	
515000	Unemployment Compensation	
516000	Pension and Retirement	
520000	Office Expenses	\$ 3,500.00
521000	Printing and Binding	\$ 3,000.00
522000	Rental Expense	
523003	Utilities	
524000	Telecommunications	\$ 1,000.00
525000	Contractual and Professional	\$ 40,000.00
526000	Travel	\$ 25,000.00
527000	Computer Services	
529000	Vehicle Rental	
530001	Rentals (Machine & Miscellaneous)	
531000	Association Dues & Prof. Memberships	\$ 2,000.00
532000	Fire, Other Insurance	
534000	Clothing/Household Supplies	
535000	Advertising/Promotional	\$ 25,000.00
536000	Vehicle Maintenance Expense	
537000	Research/Educational Supplies	\$ 22,000.00
538000	Maintenance Contracts	
540000	Merchandise for Resale	
542000	Hospitality	\$ 5,000.00
543000	Educational Training (Stipends)	
544001	Energy Express Gasoline	
547001	Electric	
547002	Gas	
551000	Miscellaneous Indirect Costs	
551000	Miscellaneous	
552000	Training & Development	
553000	Postal and Freight	\$ 1,000.00
554000	Computer Expense < than \$5000	\$ 25,000.00
551000	Misc. Administrative Money	
551000	Miscellaneous	
558000	Misc. Equipment < \$5000	
559000	Student Activities	
	REPAIRS AND ALTERATIONS	
561000	Office & Communication Equipment	
562000	Research and Educational	
563000	Building, Household Equipment	
564000	Routine Maintenance of Buildings	
565000	Vehicle Repairs	
566000	Routine Maintenance of Grounds	
568000	Other Repair and Alterations	
	EQUIPMENT	
570000	Office & Communication Equip. > \$5,000	
571000	Medical Equipment> \$5,000	
572000	Research & Educational Equip. >\$5,000	\$ 15,000.00
573000	Household Equip. & Furnishings >\$5,000	
574000	Building Equipment> \$5,000	
575000	Vehicles	
577000	Books & Periodicals	\$ 5,000.00
578000	Other Capital Equipment > \$5,000	
583000	GRANTS.SCHOLARSHIP. AWARDS	
517000	Computer Equipment> \$5,000	
517100	Computer Software> \$5,000	
	TOTALS	\$ 220,000.00

APPENDIX V

Advisory Members:

Dr. Dennis Anderson
Distinguished Professor of Education
Marshall University Graduate School of Leadership Studies

Bill Bissett
President
Kentucky Coal Association

William Bostic
President
J.B. Energy, L.L.C.

Justin Brown
Sales Manager
Simmons Equipment Company

Terry Chapman
Human Resource Manager
Coal River Energy

Frank Foster
Safety Director
Patriot Coal

Mark George
Human Resource Director
Cantenary Coal Company

Glenn Messer
General Manager of Operations
Argus Energy

Joseph Mileto
Electrician
Mine Rescue Team Member
Coal River Energy

Edward Morris
Safety Director
Coal River Energy

Greg Patterson
President
Long Branch Energy Company

Rupert Phillips
Sales Manager
White Armature Works
House of Delegates

James Pierce
Professional Engineer
WVDEP-Mining and Reclamation

Danny Quesenberry
Superintendent-Special Projects
Consol Energy

Danny Spratt
Mine Rescue Coordinator
WV Office of Miner's Health, Safety and Training

Charles D. Walker
Vice President
City Insurance Professionals

Kevin Whipsey
Senior Project Manager
Norwest Corporation

Kenneth G. Woodring
President
Trinity Coal Corporation

Greg Wooten
Natural Resources Partners

William Wooten
Sales
Minova Americas

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-1750, Tobacco Usage

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern WV Community and Technical College Board of Governors grant final approval of SCP-1750, Tobacco Usage, following a 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged Dean Darrell Taylor and Chief Financial Officer Samuel Litteral with review of SCP-1750, Tobacco Usage. This policy provides employees and students an environment free from the ill effects of tobacco products.

The policy was reviewed by the aforementioned individuals in October 2010, and discussed by the Executive Council at its November 2, 2010 meeting. As a result of this review, minor revisions were made to provide clarity and reflect no substantial changes in procedure.

At its February 15, 2011 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-1750, Tobacco Usage, for a 30-day public comment period that expired March 19, 2011. No comments were received. Therefore, the staff recommends the Board of Governors grant final approval of the policy as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1750**

SUBJECT: Tobacco Usage
REFERENCE: None
ORIGINATION: January 1, 1988
EFFECTIVE: January 1, 1988
REVIEWED: November 2, 2010

SECTION 1. PURPOSE

1.1 To establish policy providing employees and students an environment free from the ill effects of tobacco products. There is also evidence to indicate that tobacco and tobacco smoke may be harmful to one's health.

SECTION 2. SCOPE AND APPLICABILITY

2.1 The issuance applies to all campuses and central administrative units of Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

3.1 Tobacco Usage – Refers to usage of all forms and types of tobacco, i.e., smoking tobaccos, chewing tobaccos and snuff.

SECTION 4. POLICY

4.1 All locations of Southern West Virginia Community and Technical College are designated as non-tobacco usage facilities.

4.1.1 Signs will be posted to inform the general population that tobacco usage is not permitted.

4.1.2 This policy applies to college buildings and state vehicles.

4.1.3 Tobacco usage is limited to areas outside college buildings in accordance with local county and state ordinances.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Department heads and supervisors will be responsible for adherence to the policy in their specified areas of supervision.
- 7.2 All employees have an obligation to see that the provisions of this policy are followed. Faculty members are to ensure compliance by students enrolled in each of their classes while the Director of Campus Operations and other campus staff ensure compliance by students in other areas of the campus.
- 7.3 Those members violating this policy will be disciplined according to employee or student disciplinary procedures.
- 7.4 The College will endeavor to provide education and assistance to those students and employees desiring to refrain from tobacco usage.

SECTION 8. CANCELLATION

- 8.1 None.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

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

Revision Notes: November 2010 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-2125, College-wide Employee/Personnel Policy

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors postpone action on the aforementioned policy SCP-2125, *College-wide Employee/Personnel Policy*, until such time that the Employee Handbook is revised, approved, published, and made available to all employees. Upon completion of the employee handbook, SCP-2125 will be resubmitted to the Board for rescission.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Tomblin charged the Finance Unit with review of SCP-2125, *College-wide Employee/Personnel Policy*. This policy serves as a general guide and personnel are referred to other policies and procedures which address specific issues.

This policy was reviewed by the Finance Unit and discussed by the Executive Council at its January 11, 2011 meeting. After review, it was determined that the information contained in this policy was duplicated in several other existing policies: SCP-1735, *Solicitation Policy*; SCP-2006, *Employee Leave*; SCP-2171, *Professional and Educational Requirements for Faculty*; SCP-2202, *Personnel Assessment Philosophy and Practice Statement*; SCP-2575, *Overtime and Compensatory Time Policy*; SCP-2580, *Part-time Employees: Classified Staff and Adjunct Faculty*; and the Employee Handbook.

At its February 15, 2011 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-2125, *College-wide Employee/Personnel Policy*, for a 30-day comment period that expired March 19, 2011. The staff originally recommended rescission of SCP-2125, but upon further review would like to postpone action on this policy until the Employee Handbook is revised, approved, published, and made available to all employees. Upon completion of the Employee Handbook, SCP-2125 will be resubmitted to the Southern West Virginia Community and Technical College Board of Governors for rescission.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-2810, Sabbatical Leave for Full-time Faculty

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2810, *Sabbatical Leave for Full-time Faculty*, following a 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Academic Affairs and Human Resource Units with review of SCP-2810, Sabbatical Leave for Full-time Faculty. This policy specifies the eligibility, conditions, compensations, and obligations regarding the granting of sabbatical leave for faculty members.

This policy was reviewed by the aforementioned units in conjunction with the Executive Council and has undergone minor revisions. References to academic "Division Chairs" have been changed to academic "Department Chairs." The two academic Dean positions have been incorporated into the request and approval process for faculty sabbatical leave. Major aspects of the policy have not been altered.

At its February 15, 2011 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-2810, Sabbatical Leave for Full-time Faculty, for a 30-day public comment period that expired March 19, 2011. No comments were received. Therefore, the staff recommends the Board of Governors grant final approval of the policy as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2810**

SUBJECT: Sabbatical Leave for Full-time Faculty

REFERENCE: West Virginia Code §18B-1-3; 18B-7-2

ORIGINATION: August 1992

EFFECTIVE: August 1992

REVIEWED: November 2, 2010

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to specify the eligibility, conditions, compensation, and obligations regarding the granting of sabbatical leave for faculty members of Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy is limited in scope and application to full-time faculty members of Southern West Virginia Community and Technical College who are eligible for sabbatical leave under the terms of this policy. Part time faculty members are not eligible for sabbatical leave.

SECTION 3. DEFINITIONS

- 3.1 Sabbatical Leave – A form of faculty development which provides leave with full or partial salary but free from all teaching and administrative duties to engage in educational activity related to an individual's academic or professional field to improve teaching. Examples of uses of sabbatical leave may include: to renew/advance oneself in an area of expertise, learn new approaches to teaching/learning, undertake projects relating to the enhancement of learning and teaching by electronic means, or conduct research and development in relation to an academic field, the division's curriculum, or a new specialization.
- 3.2 Vitae – A biographical sketch or account of one's career and qualifications.
- 3.3 Full-time Faculty – An individual employed on a full-time year to year basis designated as faculty who holds rank and is assigned a full-time workload per institutional guidelines.

SECTION 4. POLICY

- 4.1 It is the policy of Southern West Virginia Community and Technical College to provide the faculty opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, creative work and travel so that teaching effectiveness may be enhanced, scholarly usefulness increased, and the institution's academic and service programs strengthened.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 This policy has no relation to other forms of leave that may be available to faculty members. However, a faculty member may not receive payment for sabbatical leave and for other types of wage replacement or employer provided benefit, such as short term disability, simultaneously.

SECTION 6. GENERAL PROVISIONS

- 6.1 Eligibility – Any full-time employee holding faculty rank is eligible for sabbatical leave after the completion of at least six years of continuous employment as a full time faculty member at Southern West Virginia Community and Technical College. Separate summer school employment shall not be considered in calculating the duration of employment. After completing a sabbatical leave, a faculty member shall not again be eligible until the seventh subsequent year. Separate summer school employment shall not be considered for sabbatical leave.
- 6.2 Conditions Governing the Granting of Sabbatical Leave – The granting of sabbatical leave is not automatic, but shall depend on the merits of the request and on conditions prevailing in the College at the time. All applications for sabbatical leave shall be considered solely upon the criteria contained in this policy. The faculty member must be actively at work during the semester preceding the commencement of the sabbatical leave period. Sabbatical leave will be granted by the President.
- 6.3 Application Time Line – The application for sabbatical leave must be submitted during the fall semester of the academic year prior to the year for which sabbatical leave is requested. Faculty are urged to discuss plans to request a sabbatical leave with his/her Department Chair early in the semester to establish a dialogue about the value of proposed activities to the faculty member and to the institution.
- 6.3.1 Department Chairs seeking sabbatical leave must work with the Dean of his/her division in developing his/her proposal and apply to the same by the date proposals are due to the Department Chair below.
- 6.3.1.1 November 1 - Sabbatical Proposals are due in the office of the Department Chair. (For Chairs requesting sabbatical, the proposals are due in office of the Dean.) The Department Chair (or Dean) shall prepare a written recommendation either supporting the request or recommending denial of the proposed leave.
- 6.3.1.2 November 15 - Sabbatical Proposals and recommendations from Department Chair (or Dean) are due in the office of the Chief Academic Officer. The Chief Academic Officer shall prepare a written recommendation either supporting the request or recommending denial of the proposed leave.
- 6.3.1.3 December 1- Sabbatical Proposals with recommendations from the Department Chair, Dean, and Chief Academic Officer are due in the President's Office. The President may request a personal interview with a faculty member to answer questions concerning the proposal.
- 6.4 Sabbatical Proposal – The Sabbatical Proposal shall be assembled as follows:
- 6.4.1 Sabbatical Leave Request Form – It must be typed on form SCP-2810.A or in the same format.
- 6.4.2 The Proposal – This must be typewritten and contain the following categories:

- 6.4.2.1 Proposed Activities and Time Line – Details the activities planned during the sabbatical leave period and the time line by which each will be accomplished. The objectives of the proposal shall be stated in measurable terms. Each objective shall be reflected in the subsequent final report. A timetable of major events for the completion of the proposal must be included. The time schedule should reflect careful and realistic planning. Flow charts or diagrams may be of benefit in this section.
- 6.4.2.2 Merit of the Proposal – Describes the value or benefit of the proposed activities to the individual faculty member and to the institution. This section must contain all information necessary to permit an effective review. It should describe the proposal in sufficient detail to enable the President to know what is planned at every stage and to make a tentative judgement as to the probable success of the proposed plan. The objectives of the proposal shall be stated in measurable terms. Each objective shall be reflected in the subsequent final report. The narrative description must include a detailed explanation of what the proposal intends to do. A rationale for the-proposal and a statement of the impact proposal will have on the institution, the individual and the community should be included. In addition the description must identify present knowledge, available resources, and creative potential associated with the proposal.
- 6.4.2.3 Justification for Proposal – Describes the accomplishments of the applicant in order to prepare for the endeavors outlined in the request. This section provides justification for the granting of sabbatical leave. For example, it may describe the faculty member’s progress toward completion of a degree, including the courses completed and describing the remaining courses, research, or internship necessary to complete his/her degree requirements. All preliminary tasks undertaken prior to the request should be identified.
- 6.4.2.4 Current Vitae – This vitae must include the information necessary for the President’s evaluation. Reference is made to the Criteria to be used in Evaluation.

6.5 Criteria to be Used in Awarding Sabbatical Leave:

- 6.5.1 Merit Proposal – The major purpose of a sabbatical leave is to provide the faculty opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, creative work and travel so that teaching effectiveness may be enhanced, scholarly usefulness increased, and the institution’s academic and service programs strengthened. Close consideration shall be given to the nature of the applicant’s assignment and to differences among the many disciplines represented in a community and technical college.
- 6.5.2 Accomplishments of the Applicant – Evaluation of accomplishments while at Southern West Virginia Community and Technical College since any previous sabbatical shall be based on the merit factors normally used as criteria for merit raises, such as: professional experience; professional papers and talks; leadership activities; college and senate committee assignments; publications, research, scholarly, or creative effort completed and in progress; membership in professional organizations, including offices held; community activities and services which are professionally-related; and other accomplishments and recognition of significance.
- 6.5.3 Number of years salaried, full-time professional service at Southern West Virginia Community and Technical College since last hire date or last sabbatical leave, whichever is least, shall be considered.

6.5.4 Although an advanced degree may be a residual of a sabbatical leave proposal, emphasis shall be placed on the benefits to the faculty member, the institution and the community.

6.6 Compensation – A faculty member on sabbatical leave shall receive full salary for no more than one-half of the academic year or half salary for no more than the full academic year.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 Obligations of the Faculty Member:

7.1.1 An applicant for a sabbatical leave shall discuss the proposal with his/her Department Chair, prepare the proposal and request for sabbatical leave form, and submit the packet to his/her Department chair before deadline dates specified in this policy. The plan proposal, as approved will represent the faculty member's assignment during the sabbatical leave period. The approved plan shall not be modified without the written consent of the President or his/her designee.

7.1.2 Upon receiving approval for sabbatical leave, the faculty member shall execute a promissory note/memorandum of understanding reflecting the amount of compensation to be received while on sabbatical leave. After completion of the service obligation, the note shall be marked "paid" and returned to the faculty member.

7.1.3 In accepting a sabbatical leave, a faculty member shall sign a statement indicating that he/she is aware of and agrees to all conditions of the leave as specified herein.

7.1.4 While on sabbatical leave, a faculty member may not accept remunerative employment without the written consent of the President or his/her designated representative. Fellowships, grants, assistant ships, and similar stipends shall not be considered remunerative employment.

7.1.5 Faculty on approved sabbatical leave are required to report any changes in, or that may affect the status of his/her sabbatical leave or benefit eligibility. Examples may include but are not limited to long term illness or injury that effects the faculty's ability to meet obligations, changes in marital status, or other situations that may affect his/her benefit status.

7.1.6 Upon completion of a sabbatical leave, a faculty member shall file with the Chief Academic Officer a written report of his/her scholarly activities while on leave. The report shall address all objectives and activities approved in the original request and be submitted within thirty days of return to service.

7.1.7 A faculty member is obligated to return for a full year of service upon completion of the leave. Failure to return will obligate the faculty member to fully reimburse the institution for salary received during the period of the leave.

7.2 Obligations of the Department Chair:

7.2.1 Work in an advisory capacity with the faculty applicant to help ensure the proposed sabbatical leave complies with the intent of this policy and is beneficial to the faculty member, the department, the division, and the institution.

7.2.2 Prepare a letter to the Chief Academic Officer containing comments and recommendation for approval or denial of the request.

7.2.3 Arrange coverage of classroom or other workload responsibilities of the requesting faculty member. The Department Chair may ask for suggestions or recommendations from the requesting faculty member, however, the responsibility for finding temporary replacement personnel or revising teaching schedules of other members of the division rests with the Department Chair. The Department Chair will contact the Human Resources Office for assistance in recruiting replacement personnel no later than the spring semester of the year preceding commencement of the sabbatical leave.

7.3 Obligations of the Chief Academic Officer:

7.3.1 The Chief Academic Officer will be responsible for the implementation of this policy and will provide all support services necessary to carry out its provisions.

7.3.2 The Chief Academic Officer will prepare a letter to the President containing comments and recommendations for approval or denial of the request.

7.4 Obligations of the President's Office and the Institution:

7.4.1 Upon Consideration and final approval or denial, the President's Office will send the original application packet with related correspondence and outcomes to the Human Resources Office for appropriate processing, reporting and record keeping.

7.4.2 A faculty member's institutional position, status, and rank will not be adversely affected solely by his/her absence while on sabbatical leave.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: SCP-2810-A, Sabbatical Leave Request
 SCP 2810-B, Sabbatical Leave Promissory Note

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

Revision Notes: November 2010 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities. Form was streamlined.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2810.A
SABBATICAL LEAVE REQUEST**

1. Name: _____
2. Dates of continuous full-time employment as a faculty member:
From: _____ To: _____ Total years _____
3. Dates of last sabbatical leave:
From: _____ To: _____
4. Dates requested for sabbatical leave:
From: _____ To: _____

My signature below indicates that I have read and agree to all conditions, provisions, and requirements of SCP-2810, *Sabbatical Leave For Full-time Faculty*. I agree to file a written report with the Chief Academic Officer of my activities and accomplishments during the sabbatical leave within 30 days of my return to work.

Attachments:

- Proposal
- Current Vitae

Per attached letter, I recommend approval of this leave. Yes No

Per attached letter, I recommend approval of this leave. Yes No

Per attached letter, I recommend approval of this leave. Yes No

Approved Denied

Faculty Member's Signature	Date
Department Chair's Signature	Date
Dean 's Signature	Date
Chief Academic Officer's Signature	Date
President's Signature	Date

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2810.B**

**SABBATICAL LEAVE
PROMISSORY NOTE and MEMORANDUM OF UNDERSTANDING**

My signature below indicates that I have read and agree to all conditions, provisions, and requirements of SCP-2810, *Sabbatical Leave for Full-time Faculty*.

I agree to return to the full time service of the College and work therein for a period of one year. If I fail to return to work for a period of one year, I agree to re-pay Southern West Virginia Community and Technical College an amount equal to the amount of salary and benefits paid me during the sabbatical leave period.

I understand that my position, status and rank shall not be adversely affected by my absence due to the sabbatical leave, and that I will receive any pay raises or other benefits that would have been afforded me had I not been on sabbatical leave.

I understand that the length of sabbatical governs the amount of pay I receive. The length of my sabbatical and requisite amount of compensation I will receive is:

- One semester sabbatical leave paid at my regular base salary for the semester.
- One academic year of sabbatical leave paid at one half my annual base salary.

I understand and agree that the final agreed upon proposal, as approved by the President, is my assignment for the period of sabbatical leave and that the proposal may not be modified without the written consent of the President or his/her designee.

I agree to provide a detailed report of my activities and accomplishments to the Chief Academic Officer within 30 days of my return to work.

I agree and understand that I may not accept remunerative employment without the written consent of the President or his/her designated representative.

Printed Name	Signature	Date
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STATE OF WEST VIRGINIA, COUNTY OF _____, to-wit:

The foregoing instrument was acknowledged before me this ____ day of _____ 20____, by

_____.

My commission expires: _____

NOTARY PUBLIC

Chief Academic Officer's Signature	Date
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President's Signature	Date
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**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-2843, Sexual Harassment Policy

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2843, *Sexual Harassment Policy*, following a 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Tomblin charged the Finance Unit with review of SCP-2843, *Sexual Harassment Policy*. This policy defines sexual harassment, provides guidelines for filing sexual harassment complaints, and explains what action will be taken against those found to have engaged in sexual harassment.

The policy was reviewed by the Finance Unit and discussed by the Executive Council during its January 11, 2011 meeting. As a result of this review, minor revisions were made to provide clarity, but reflect no substantial changes in procedure or documentation requirements.

At its February 15, 2011 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-2843, *Sexual Harassment Policy*, for a 30-day public comment period that expired March 19, 2011. No comments were received at the end of the comment period. Therefore, the staff recommends the policy as presented to the Board of Governors for consideration for final approval.

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

SUBJECT: Sexual Harassment Policy

REFERENCE: WV Code Section 18B-1-6; West Virginia Human Rights Act; Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972.

ORIGINATION: June 1, 1984

EFFECTIVE: September 1, 2000

REVIEWED: January 11, 2011

SECTION 1. PURPOSE

1.1 This policy emphasizes Southern West Virginia Community and Technical College's strong opposition to sexual harassment. The policy defines sexual harassment, provides guidelines for filing sexual harassment complaints, and explains what action will be taken against those found to have engaged in sexual harassment.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy is without limitation in scope or application. Southern will not tolerate, condone or allow sexual harassment whether engaged in by employees, students or visitors. All employees, students and visitors are expected to act in a positive manner and contribute to a productive work and academic environment that is free from sexual harassment.

SECTION 3. DEFINITIONS

3.1 State and federal laws define and prohibit sexual harassment.

3.2 For purposes of this policy, sexual harassment is defined as unwelcome and unwanted conduct (verbal or physical) either of a sexual nature, or based upon a person's sex when:

3.2.1 Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's continuing employment or a student's ability to participate in or to receive benefits, services or opportunities in a course, program, or activity, or

3.2.2 Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the employee or the basis for academic or other decisions affecting the student; or

3.2.3 Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or a student's educational experience or of creating an intimidating, hostile or offensive work or academic environment

3.3 Some examples of sexual harassment include, but are not limited to, the following:

3.3.1 Demanding sexual favors in exchange for favorable treatment, grades, reviews, assignments,

- promotions, continued employment or promises of the same;
- 3.3.2 Unwelcome leering, whistling, touching, patting, or pinching, purposely rubbing up against or brushing another's body, and insulting, abusive or obscene comments or gestures;
 - 3.3.3 Verbal comments of a sexual or sex-based nature, including continued or repeated jokes, epithets, flirtations, advances or propositions;
 - 3.3.4 Graphic or suggestive verbal commentary about an individual's dress, body, sexual prowess or sexual deficiencies;
 - 3.3.5 Sexually degrading vulgar words to describe an individual;
 - 3.3.6 Displays in the workplace, classroom or other Southern property of sexually suggestive objects, photographs, posters, cartoons or graffiti;
 - 3.3.7 Name calling and relating stories, gossip, comments or jokes that have a sexual connotation;
 - 3.3.8 Sexual or sex-based assault or coerced sexual acts; and
 - 3.3.9 Retaliation against an employee or student for complaining about such behavior.

SECTION 4. POLICY

- 4.1 It is Southern's policy to provide a productive work and educational environment where faculty, staff and students can work and study free from sexual harassment. Southern will take action to prevent and eliminate verbal or physical conduct by any employee or student that harasses, disrupts, or interferes with another's work or academic performance or that creates an intimidating, or offensive or hostile environment.
- 4.2 Conduct that constitutes sexual harassment is unacceptable and illegal. Southern will not tolerate any sexual harassment of its students or employees on Southern property, in other Southern-related settings or at Southern-related events.
- 4.3 If sexual harassment allegations are not substantiated, all reasonable steps shall be taken to protect the reputation of the accused. Moreover, if the complainant is found to have intentionally or maliciously been dishonest or frivolous in making the allegations, the complainant shall be subject to appropriate disciplinary action.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 None.

SECTION 6. GENERAL PROVISIONS

- 6.1 While Southern encourages individuals who believe they are being harassed to notify the offender firmly and promptly that his or her behavior is unwelcome, Southern also recognizes that power and status disparities between an alleged harasser and a target of harassment may make such a confrontation impossible. In the event that such informal, direct communication between individuals is either ineffective or impossible, then any such conduct should be reported **immediately** (preferably in writing) to one of the following persons: the respective campus Counselor, Director or Manager; Office of the Chief Financial Officer; or the Chief

Officer of Academics; Economic, Workforce and Community Development; Student Services; or Technology/Information Services. Nothing in this policy shall be constructed to prohibit the filing of a complaint with the West Virginia Human Rights Commission or other agency charged with the responsibility to enforce laws that prohibit sexual harassment.

- 6.2 Any administrator, counselor or other employee who receives a report of sexual harassment or who is otherwise made aware of a situation, action or behavior that could be deemed as sexual harassment is responsible for reporting the suspected harassment to his or her unit vice president or to the Office of the Chief Financial Officer unless prohibited from doing so by law. Failure to report promptly the suspected harassment will result in appropriate disciplinary action.
- 6.3 Upon receipt of a report or complaint alleging sexual harassment, the Office of the Chief Financial Officer shall immediately undertake or authorize an investigation. That investigation may be conducted by College personnel or by a third party designated by the College. The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who have knowledge of the alleged incident or circumstances giving rise to complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the particular allegations. In determining whether the alleged conduct constitutes a violation of this policy, the College shall consider:
 - 6.3.1 the nature of the behavior;
 - 6.3.2 how often the conduct occurred;
 - 6.3.3 whether there were past incident or past continuing patterns of behavior;
 - 6.3.4 the relationship between the parties involved;
 - 6.3.5 the sex and age of the victim;
 - 6.3.6 the identity of the perpetrator, including whether the perpetrator was in a position of power over the employee, student, or visitor allegedly subjected to harassment;
 - 6.3.7 the number of alleged harassers;
 - 6.3.8 the age of the alleged harasser;
 - 6.3.9 where the harassment occurred;
 - 6.3.10 whether there have been other incidents in the College involving the same of other employees, students, or visitors;
 - 6.3.11 whether the conduct adversely affected an employee's work environment or a student's education or educational environment;
 - 6.3.12 the context in which the alleged incidents occurred; and
 - 6.3.13 whether or not speech or expression that is alleged to constitute harassment is protected by the First Amendment to the United States Constitution.
 - 6.3.14 Whether a particular action or incident constitutes a violation of this policy, requires a

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

- 6.4 The results of the investigations of each complaint filed under these policies will be reported in writing to the complainant and other parties by the College in accordance with the state and federal laws regarding data or records privacy, and consistent with the privacy rights of the alleged harasser.
 - 6.4.1 If the results of the investigation of a complaint of sexual harassment results in a conclusion that an individual has engaged in sexual harassment violation of this policy, or that College personnel have failed to report suspected sexual harassment as required herein, appropriate remedial action will be pursued, including student and College personnel disciplinary action, when appropriate.
- 6.5 Following investigation, the following actions may be taken against an individual found to have engaged in sexual harassment:
 - 6.5.1 If the individual is an employee, appropriate disciplinary action up to and including termination of employment;
 - 6.5.2 if the individual is a student, appropriate disciplinary action up to and including expulsion imposed consistent with the Policy on Student Rights and Responsibilities;
 - 6.5.3 If the individual is a visitor, appropriate action including, but not limited to, being forbidden from entering Southern property imposed consistent with the Policy on Use of Institutional Facilities; and
 - 6.5.4 If the individual is a third party who engages in harassing conduct against a Southern employee or student away from Southern property, appropriate remedial action including, but not limited to, reporting such conduct to the third party's employer or school.
- 6.6 It shall also be a violation of this policy to engage in retaliation or reprisal against any person who reports sexual harassment or intimidation or who testifies, assists or participates in an investigation or proceeding involving sexual harassment

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 All Southern employees, students, and visitors are expected to:
 - 7.1.1 engage in conduct that meets professional standards,
 - 7.1.2 remain sensitive to the effect of their actions and words on others,
 - 7.1.3 take appropriate action to prevent sexual harassment,
 - 7.1.4 avoid behavior that might be construed as sexual harassment,

- 7.1.5 acquaint themselves with the policy,
- 7.1.6 bring questions about procedure, seek informal advice or
- 7.1.7 present complaints if alleged sexual harassment has occurred or is suspected to his/her immediate supervisor and/or the AA/EEO Office.

7.2 The Office of the Chief Financial Officer and Office of the Vice President for Enrollment Management shall have the responsibility to oversee the implementation of this policy, to ensure that employees and students are aware of the policy, to ensure Southern’s compliance with relevant state and federal laws, and to ensure that employees and students receive any necessary training with regard to sexual harassment issues. The Office of the Vice President for Enrollment Management is primarily responsible for student-related matters, and the Office of the Chief Financial Officer is primarily responsible for all other matters, including employee-related matters.

7.3 Inquiries on anti-discrimination laws (Human Rights Act, Civil Rights Act, and/or Title IX Amendments) as they relate to this policy should be addressed to:

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

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

SECTION 8. CANCELLATION

8.1 Any previous policy being superseded.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair Date

President Date

Attachments: None.

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

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

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-3245, *Faculty and Administrative Productivity*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-3245, *Faculty and Administrative Productivity*, following a 30-day public comment period.

STAFF MEMBER: Pamela A. Alderman

BACKGROUND:

Academic Affairs has been charged with the review of several academic policies for the 2010-2011 academic year. The Academic Deans and the Academic Affairs Management Council reviewed SCP-3245 in November 2010 and proposed minor changes to the policy.

Revisions to SCP-3245, *Faculty and Administrative Productivity*, reflect no substantial changes in procedure or documentation requirements. Revisions reflect changes in management responsibility. The revised policy was reviewed by Executive Council.

At its February 15, 2011 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-3245, *Faculty and Administrative Productivity*, for a 30-day public comment period that expired on March 19, 2011. No comments were received at the end of the comment period. Therefore, the staff recommends the policy to the Board of Governors for consideration for final approval as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-3245**

SUBJECT: Faculty and Administrative Productivity

REFERENCE: West Virginia Code §18B-7-7, Professional Productivity; West Virginia Code §18B-1A-3, Peer Institutions

ORIGINATION: October 20, 2005

EFFECTIVE: February 21, 2006

REVIEWED: November 2010

SECTION 1. PURPOSE

- 1.1 To ensure that employees of Southern West Virginia Community and Technical College are meeting the goals set forth in state statute.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy applies to all faculty and administrators employed at Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

- 3.1 Administrators — Employees in senior-level positions that should be reported according to the College and University Personnel Association (CUPA) administrator survey guidelines.
- 3.2 Full-time Faculty — An individual employed on a full-time year-to-year basis designated as faculty or instructional staff who holds rank and is assigned a full-time workload per institutional guidelines.

SECTION 4. POLICY

- 4.1 Administrators shall be at least 10 percent more productive than administrators at similar peer institutions in other states as selected by the West Virginia Higher Education Policy Commission in collaboration with the Council for Community and Technical College Education and approved by the Legislative Oversight Commission on Education Accountability (LOCEA). Appropriate measures of productivity will be determined by the Southern West Virginia Community and Technical College Board of Governors and compared with approved peer institutions in other states. Possible measures include number of administrators as a percent of full-time employees; average administrator salary as compared with similar positions at peer institutions in other states. Other appropriate measures may be determined by the Board of Governors.
- 4.2 Any administrator holding faculty rank must teach at least a minimum of three (3) credit hours per academic year. This teaching responsibility shall be considered as a part of the contractual responsibilities of that

administrative position and shall not require any additional compensation. Department Chairs who hold faculty rank shall perform teaching responsibilities as determined by the appropriate Academic Dean.

- 4.3 Faculty and instructional staff shall be at least ten percent more productive than faculty at peer institutions as approved according to West Virginia State Code §18B-1A-3. It is recognized, however, that many aspects of faculty productivity are intangible and cannot be measured by such simple methods as examining student/teacher ratio. Likewise, no single measure of faculty productivity is sufficient to measure overall productivity. While quantity is easily measured, quality is more meaningful when assessing faculty productivity. Therefore, a combination of measures will be used to determine productivity. Only comparable standardized data elements, as reported to nationally recognized data collection organizations, will be used for any comparative measurement of faculty productivity. Such measures may include:
- 4.3.1 Credit hour production shall be determined by dividing the number of student credit hours by the number of faculty credit hours.
 - 4.3.2 Advising load shall be determined by the Department Chair in consultation with the faculty member.
 - 4.3.3 Program-focused qualitative measures shall include the percentage of graduates who pass licensing and/or certifications exams in their areas of study.
 - 4.3.4 Course-oriented productivity measures shall include course load and successful completion of duties assigned by the Department Chair and/or the Academic Dean.
 - 4.3.5 College governance committee service shall be determined by the Department Chair and/or Academic Deans.
 - 4.3.6 Professional development will likewise be assessed by the Department Chair and/or Academic Dean.
- 4.4 The population of faculty will be consistent with those reported in the Integrated Postsecondary Education Data System (IPEDS) survey. When appropriate, credit and contact hours will be related in a method determined by the College.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 This policy is not applicable to non-exempt employees.

SECTION 6. GENERAL PROVISIONS

- 6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Evaluation of administrator and faculty productivity is the responsibility of the appropriate Department Chair or Academic Dean or his/her designee working in conjunction with the Southern West Virginia Community and Technical College Board of Governors. The Board of Governors will approve the list of peer institutions. A productivity report will be presented each fall to that body.

SECTION 8. CANCELLATION

- 8.1 None.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

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

Revision Notes: November 2010 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-4233, *The Dean's List of Students; Graduation with Honors Status*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4233, *The Dean's List of Students; Graduation with Honors Status*, following the 30-day public comment period.

STAFF MEMBER: Allyn Sue Barker

BACKGROUND:

The Enrollment Management and Student Development Unit was charged by President Tomblin to review SCP-4233, *The Dean's List of Students; Graduation with Honors Status*. This purpose of this policy is to establish and communicate grade point average criteria for recognition of student achievement and placement on the Dean's List and/or graduation with honors.

As a result of this review, major revisions and additions were made to provide clear policy statements and add clarity of responsibilities.

The Enrollment and Student Development Unit reviewed the policy on October 8, 2010 and recommended the policy be revised and advanced to the Executive Council. The revised policy was reviewed by the Executive Council on November 2, 2010. At its February 15, 2011 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this recommendation for a 30-day comment period that expired March 19, 2011. No comments were received at the end of the comment period, therefore, the staff recommends the policy as presented to the Board of Governors for consideration for final approval.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-4233**

SUBJECT: The Dean's List of Students; Graduation with Honors Status

REFERENCE: None

ORIGINATION: July 1, 1985

EFFECTIVE: July 1, 1985

REVIEWED: December 2010

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to establish and communicate grade point average criteria for recognition of student achievement and placement on the Dean's List and/or graduation with honors.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 All students registered for academic credit-based courses.

SECTION 3. DEFINITIONS

- 3.1 None.

SECTION 4. POLICY

- 4.1 A student who earns a minimum grade point average of 3.25 while attempting and completing twelve (12) or more credit hours during a semester shall be placed on the Dean's List for that semester and shall be recognized in writing by the Division Chair.
- 4.2 Students completing requirements for an associate degree or certificate program with a minimum of 3.40 cumulative grade point average are eligible to graduate with honors.
- 4.3 Developmental courses in the less than 100 level series are not used in the calculation of the graduation grade point average.
- 4.4 Students may complete graduation requirements during the fall, spring, or summer terms; however, Southern holds commencement exercises only once a year at the end of the spring term.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 At the conclusion of each semester (fall, spring, summer) the Chief Academic Officer shall request the Deans to prepare a list of full-time students who have maintained a 3.25 or better grade point average for that term.

7.2 The Registrar’s office shall prepare a list of eligible honor graduates.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair Date

President Date

Attachments: None.

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

Revision Notes: December 2010 – Policy was reformatted to new SCP format. Revisions provide clarity and changes in responsibilities and procedures.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-4770, Student Rights and Responsibilities

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4770, *Student Rights and Responsibilities*, following the 30-day public comment period.

STAFF MEMBER: Darrell Taylor

BACKGROUND:

President Tomblin charged the Enrollment Management and Student Development Unit with review of SCP-4770, *Student Rights and Responsibilities*, and asked they consider its appropriateness as a policy. The policy was reviewed November 2010 by the Enrollment Management and Student Development Unit and discussed during the Executive Council meeting on January 11, 2011.

At its February 15, 2011 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-4770, *Student Rights and Responsibilities*, for a 30-day public comment period that expired March 17, 2011. The following comments were received from Dennis Taylor:

Comment 1:

“What is the difference here.”

7.1.13 A complete and accurate ~~written~~ record of the hearing ~~prepared by a qualified stenographer or court reporter, if desired;~~

7.1.14 A complete and accurate written record of the hearing prepared by a qualified stenographer or court reporter at the student’s expense, if desired; and

Comment 2:

“What is the difference.”

7.5.4.3 There shall be a complete and accurate record of the hearing ~~prepared by a qualified stenographer or court reporter.~~

7.5.4.4 There may be a complete and accurate record of the hearing prepared by a qualified stenographer or court reporter at the student’s expense, if desired.

Response to Comments 1 and 2:

After reviewing the comments from Dennis Taylor, the staff agrees that the additional lines 7.1.14 and 7.5.4.4 are not necessary. The phrase “at the student’s expense” will be added to 7.1.13 and 7.5.4.3 to convey the College’s intention to maintain an accurate record of the hearing. If the student demands a written record by a qualified stenographer or court reporter, it will be at the student’s expense.

The revised policy before you for consideration for final approval reflects the changes provided for in the response to comments received. Therefore, the staff recommends the policy as presented to the Board of Governors for consideration for final approval.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-4770**

SUBJECT: Student Rights and Responsibilities

REFERENCE: West Virginia Code §18B-1-6 to 7

ORIGINATION: April 16, 2002

EFFECTIVE: April 16, 2002

REVIEWED: February 2011

SECTION 1. PURPOSE

1.1 The purpose of this policy includes, but is not limited to, the following:

- 1.1.1 To establish a general policy on student life, including a statement on student rights and responsibilities, at Southern West Virginia Community and Technical College (the “College”);
- 1.1.2 To establish a code of conduct that identifies behavioral expectations of students and specifies certain prohibited acts by students at the College;
- 1.1.3 To prescribe penalties and sanctions for such prohibited conduct;
- 1.1.4 To prescribe disciplinary actions and proceedings to be taken in cases of the violations of this policy; and
- 1.1.5 To generally define the powers, authority and duties to be exercised by the President and other officials of the College in applying this policy, pursuant to the control of the College’s Board of Governors.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy establishes the rules regarding student rights, responsibilities and conduct at the College.

SECTION 3. DEFINITIONS

- 3.1 President – The President of the College and all those acting for or on behalf of the President or at the direction of the Board of Governors.
- 3.2 Activity – Any and all operations conducted, sponsored, promoted, operated or otherwise engaged in by the College, including (by way of illustration and not as a limitation of the foregoing) classroom and course activity, recreational and cultural programs, maintenance and building programs, committee and other business activity, registration, advising, teaching, admissions, placement, discipline, routine office activity, research and service.

- 3.3 Property – Any property whether owned, rented or otherwise held or used by the Board of Governors, by the College or by a member of the College community.
- 3.4 Facility – Any and all property of the College used or usable in any activity of the College.
- 3.5 Campus – All the property and facilities of the College serving as the *locus in quo* of any activity of the College.
- 3.6 Faculty – Those employees of the Board of Governors who are assigned to teaching or research or service functions at the College and who hold academic rank.
- 3.7 Staff – Those employees of the Board of Governors who are assigned to teaching or research or service functions at the College and who are not members of the faculty.
- 3.8 Student – Any person who is registered and attending classes at the College to pursue a course of study, research or service; who is currently engaged in an institutionally sponsored activity and who has some right or privilege to be on the campus or in the facilities of the College or to use the same in connection with study, research or service; or who yet has some right or privilege to receive some benefit, recognition or certification from the College under the rules, regulations or policies of the Board of Governors.
- 3.9 College Community – All officers, administrators, faculty members, staff members, employees, students of or at the College, Board of Governors members and other persons authorized to participate in institutional activities at the time applicable.
- 3.10 Probation – Exclusion from participation in certain College activities, property or facilities for a definite stated period of time, subject to being conditioned upon compliance with policies, rules and regulations or another specified activity during the probation period.
- 3.11 Suspension – Exclusion from all institutional activities for a definite stated period of time up to one academic year, subject to the imposition of conditions.
- 3.12 Expulsion – Termination of all student status, including any remaining right or privilege to receive some benefit or recognition or certification of the College, subject to a statement of conditions for readmission, if the student is deemed eligible for readmission.

SECTION 4. POLICY

- 4.1 The submission of an application for admission to the College represents an optional and voluntary decision on the part of the prospective student to partake of the program and privileges offered by the College pursuant to the policies, rules and regulations of the Board of Governors. Institutional approval of that application, in turn, represents the extension of a right or privilege to join the College community and to remain a part of it so long as the student fulfills the academic and the behavioral expectations that are set forth in the policies, rules and regulations of the Board of Governors.
- 4.2 Among student rights and responsibilities are the following:
 - 4.2.1 Freedom of expression and assembly – Students enjoy the essential freedoms of scholarship and inquiry central to all institutions of higher education. In exercising these freedoms students have particular rights and responsibilities, including but not limited to the following:

- 4.2.1.1 To have access to campus resources and facilities;
 - 4.2.1.2 To espouse causes;
 - 4.2.1.3 To inquire, discuss, listen to and evaluate;
 - 4.2.1.4 To listen to any person through the invitation of organizations recognized by the College;
 - 4.2.1.5 To not violate the rights of others in matters of expression and assembly; and
 - 4.2.1.6 To abide by the policies, rules and regulations of the Board of Governors and federal, state and local laws pertaining to freedom of expression and assembly.
- 4.2.2 Freedom of association – Students may organize whatever associations they deem desirable and are entitled to affiliate with any group or organization for which they meet membership qualifications. However, institutional recognition of student organizations shall be limited to those whose purposes comport with the educational mission of the College.
- 4.2.3 Right to privacy – Students are entitled to the same safeguards of the rights and freedoms of citizenship as are afforded those outside the College community, including but not limited to the following:
- 4.2.3.1 Privileged one-to-one communication with faculty, administrators, counselors and other institutional functionaries;
 - 4.2.3.2 Respect for student property, including freedom from unreasonable and unauthorized searches;
 - 4.2.3.3 Confidentiality of academic and disciplinary records as outlined by the Family Education Rights and Privacy Act (FERPA); and
 - 4.2.3.4 Assurance that legitimate evaluations will be made from student records.
- 4.2.4 Responsibilities of citizenship – Students are expected, as are all citizens, to obey local, state and federal statutes. As members of the College community, students also are expected to obey the College’s code of conduct.
- 4.2.5 Right to due process – Disciplinary proceedings for students accused of committing offenses must be consistent with such constitutional provisions guaranteeing due process of law as are applicable to the proceedings. In all disciplinary proceedings, students shall be considered innocent until proven guilty of any charge.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Any authority, responsibility or duty granted to or imposed upon the President by this policy may be delegated by the President, subject to the control of the Board of Governors, to a member or members of the faculty, staff or student body of the College. All people concerned in a matter involving the delegation of authority, responsibility or duty by the President shall be required to deal with the person or persons to whom the authority, responsibility or duty was delegated, except on appeal to the President as specified by the President.

- 5.2 The President, with the advice of faculty, staff and students and subject to the control of the Board of Governors, shall develop, promulgate and use disciplinary regulations and channels consistent with this policy.
- 5.3 The President possesses the discretion to impose sanctions following disciplinary proceedings. Depending on the violation, such proceedings may result in expulsion, suspension, probation or some other appropriate sanction of lesser severity.
- 5.4 Normally, a student facing suspension or expulsion from the College will be entitled to a hearing and, in certain cases, appeal prior to the imposition of the sanction. However, a student may be temporarily suspended pending final action on the charges when the student's continued presence at the College would constitute a potential for serious harm to self or to the safety of other members of the College community or when the student repeatedly causes serious disruptions of College activities. Such temporary suspension shall be followed by prompt disciplinary proceedings consistent with this policy.
- 5.5 Because of time lapses during an appeal process, sanction enforcement in the affected semester may be impossible. In that event, the following actions may occur:
 - 5.5.1 Whenever possible and if appropriate, the sanction shall be applied to the semester in progress at the time of the completion of the appeal.
 - 5.5.2 If the sanction cannot be implemented during that semester, then it shall be applied during the next regular semester.
 - 5.5.3 If the student has completed the course of study during the pendency of the appeal, the sanctions, where possible, shall be carried out retroactively to affect the records of that student during the semester designated in the original sanction.
 - 5.5.4 In any event, the student may not be graduated during the process of appeal.
- 5.6 Students who commit off-campus violations of local, state or federal laws may be subject to discipline under this policy if it is established that there is a connection between the off-campus conduct and the safe and orderly operation of the College.
- 5.7 A sanction of suspension or expulsion for disciplinary (not academic) reasons imposed by any public college or university in West Virginia shall apply to the person sanctioned not only at the institution where the sanction was imposed, but shall also be effective at the College. A student who was expelled from another public college or university in West Virginia for disciplinary reasons may not be considered for admission to the College for one year from the date when the expulsion was imposed.

SECTION 6. GENERAL PROVISIONS

- 6.1 The College assumes that students are mature, responsible individuals who have voluntarily entered the institution for educational advancement. As a part of helping students reach their goals, the College seeks to develop responsible student behavior through the following code of conduct.
- 6.2 Under this code of conduct, suspension or expulsion generally shall be limited to conduct that adversely affects the College community's pursuits of its educational objectives. The following misconduct on the College campuses, facilities or property or at College activities is subject to suspension or dismissal:

- 6.2.1 Engaging in any form of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the College, and forgery, alteration or use of College documents or instruments of identification with intent to defraud;
- 6.2.2 Disrupting or obstructing College activities by any means, including intentionally causing inconvenience, annoyance or alarm among members of the College community;
- 6.2.3 Engaging in physical and/or psychological abuse or threatening such abuse of any persons, including but not limited to fighting and engaging in assault or battery;
- 6.2.4 Participating in or inciting a riot or an unauthorized or disorderly assembly;
- 6.2.5 Seizing, holding, commandeering or damaging any property or facilities of the College, or threatening to do so, or refusing to depart from any property or facilities of the College upon direction of College officials or the President;
- 6.2.6 Using alcoholic beverages, including the purchasing, consuming, possessing or selling of such items;
- 6.2.7 Gambling or holding a raffle or lottery, except in cases with specific prior approval of the President;
- 6.2.8 Possessing, using, selling or distributing any type of drugs for illegal purposes;
- 6.2.9 Possessing any dangerous chemical or explosive elements or component parts thereof not used for lawful College studies, including but not limited to rifles, shotguns, pistols, revolvers, other firearms and weapons, without authorization from the President.
- 6.2.10 Physically detaining or restraining any other person, removing such persons from any place where that person is authorized to remain or otherwise obstructing the free movement of persons or vehicles;
- 6.2.11 Littering, defacing, destroying or damaging property or removing or using such property without authorization;
- 6.2.12 Misusing the West Virginia Computer Network and the College Computer System, including but not limited to the following:
 - 6.2.12.1 Disrupting or interfering with the normal use of the computers, computer-related equipment, data or programs of individuals, the Network or the College Computer System;
 - 6.2.12.2 Using this equipment, data or programs in performance of any act listed as prohibited by this code of conduct;
 - 6.2.12.3 Attempting to breach security in any manner; or
 - 6.2.12.4 Using a computer account for other than the purpose for which it was assigned;
- 6.2.13 Engaging in an act of hazing;
- 6.2.14 Willfully encouraging others to commit any of the acts prohibited by this code of conduct;

- 6.2.15 Interfering with the rights of any other member of the College community;
- 6.2.16 Violating any local, state or federal laws; or
- 6.2.17 Violating any rules or regulations not contained in this code of conduct but announced as administrative edict by the President.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Students subject to suspension or expulsion for disciplinary violations are assured safeguards to their rights through the elements of due process given below. Each of these students will receive:
 - 7.1.1 Written notice of a disciplinary action including a statement of charges and grounds that, if proven, justify suspension or expulsion;
 - 7.1.2 A hearing using defined procedures before the College's Judicial Board, an impartial body;
 - 7.1.3 Notice of the date, time and place of the hearing, which will be given two weeks prior to the hearing so that the accused student can adequately prepare to counter the charges before the hearing;
 - 7.1.4 Names of the witnesses against the accused student;
 - 7.1.5 A statement of the facts and evidence to be given in support of the charges, made with sufficient clarity to reasonably disclose the time and place of the alleged occurrence and the actions or behavior complained of;
 - 7.1.6 Advance inspection by the accused student of the College's affidavits and/or exhibits against the student;
 - 7.1.7 Opportunity to present to the Judicial Board a defense against the charges;
 - 7.1.8 Opportunity to produce either oral testimony or written affidavits of witnesses in support of the student;
 - 7.1.9 The right to be accompanied by an advisor at the hearing;
 - 7.1.10 Opportunity to question any witnesses against the accused student at the hearing;
 - 7.1.11 A decision on discipline based solely on the evidence in the record judged under the preponderance of the evidence standard;
 - 7.1.12 A report on the results and findings of the hearing;
 - 7.1.13 A complete and accurate written record of the hearing prepared by a qualified stenographer or court reporter, if desired, at the student's expense, and;
 - 7.1.14 Opportunity to appeal the decision to the Board of Governors if expulsion is imposed.
- 7.2 Alleged disciplinary violations, depending on the nature of the violation, shall be referred to the College's Chief Academic Officer or Chief Student Services Officer. The Officer or designee shall collect evidence,

contact any witnesses, notify the accused student of all charges against the student, arrange for an impartial hearing and notify the accused student and witnesses of the date, time and place of the hearing. The Officer shall hold the hearing and impose sanctions or, if the alleged violation involves possible suspension or expulsion, refer the matter to the College's Judicial Board.

7.3 The Judicial Board shall consist of three faculty members and two students. Judicial Board members will be selected on a case-by-case basis and must be able to adjudicate the matter with impartiality. The faculty members will be selected by the Chief Academic Officer. The student members will be selected by the Chief Student Services Officer, in consultation with the Counselor and student government representatives at the campus where the proceeding will take place. Whenever possible, proceedings shall be held on the campus most closely related to the alleged violation or the accused student. The members of the Judicial Board shall select their own chairperson. As needed, the Chief Academic Officer shall name alternate faculty members and the Chief Student Services Officer shall name alternate student members to the Judicial Board.

7.3.1 The Judicial Board shall have jurisdiction and authority to:

7.3.1.1 Hear evidence in disciplinary cases;

7.3.1.2 Make findings of fact from the evidence presented;

7.3.1.3 Make recommendations to the President based upon such findings as to the disposition of the disciplinary action, including any sanctions to be imposed; and

7.3.1.4 Refer matters not involving potential suspension or expulsion back to the Chief Academic Officer or Chief Student Services Officer.

7.4 In disciplinary matters not involving possible suspension or expulsion, the following processes will be used:

7.4.1 In addition to the requirements stated above in Paragraph 7.2, the Chief Academic Officer or Chief Student Services Officer handling the matter shall ensure that the accused student receives such procedural safeguards as due process requires in accordance with the seriousness of the alleged violation and of the possible sanctions or consequences arising therefrom.

7.4.2 The decision of the Officer may be appealed through a Student Grievance Committee in accordance with normal student grievance procedures.

7.5 In disciplinary matters involving suspension or expulsion, the following processes will be used:

7.5.1 The accused student shall be notified in writing within two weeks of an alleged violation, or of the date when the College first learns of an alleged violation, of the violation for which the student is subject to discipline. The Chief Academic Officer or Chief Student Services Officer or designee will serve this notice upon the accused student by handing a copy to the student in person or by mailing, via certified mail, a copy to the mailing address last noted in the student's official College records.

7.5.1.1 The College will make every effort in the serving of the notice. However, it is expressly provided that the service of such notice shall not be defective if the accused student shall have hidden, refused mail or failed to notify the College of the student's current mailing address. In such cases, the hearing may proceed without hindrance or delay.

7.5.2 The notice to the accused student shall include at least the following:

- 7.5.2.2 A statement of the policy, rule or regulation which the student is alleged to have violated;
 - 7.5.2.3 A statement of the facts and evidence to be presented in support of the charges, which a statement must be made with sufficient clarity to reasonably disclose the time and place of the alleged occurrence and the actions or behavior complained of;
 - 7.5.2.4 A statement that a hearing on the charges will be held before the Judicial Board, and a statement of the date, time and place of the hearing; and
 - 7.5.2.5 Information on the student's right to have an advisor present at the hearing at the student's own expense, provided that the student notifies the College at least five days prior to the hearing that an advisor will be present at the proceedings. The student's failure to provide such notification within five days of the hearing may result in a continuance of the proceedings.
- 7.5.3 The hearing shall be held at the date, time and place specified in the notice, unless postponed by the Judicial Board for good cause shown either by the accused student or by the College.
- 7.5.4 All charges should possess sufficient validity to allow the Judicial Board to meet and in good conscience and with impartiality consider related evidence. The hearing shall be conducted in such a manner as to do justice and shall be subject to the following minimum requirements.
- 7.5.4.1 The accused student shall have the right to be accompanied at the hearing by an advisor. Unless specifically permitted by name by the hearing body, such advisor may not be a person other than the student's parent or guardian, another student at the College, a member of the College's faculty or staff, or an attorney representing the accused student. During the hearing, an advisor may consult with the accused student but may not speak on behalf of the accused student or otherwise participate directly in the proceedings, unless given specific permission to do so by the Judicial Board.
 - 7.5.4.2 All material evidence may be presented subject to the right of cross examination of the witnesses.
 - 7.5.4.3 There shall be a complete and accurate record of the hearing prepared by a qualified stenographer or court reporter, at the student's expense, if desired.
 - 7.5.4.4 The accused student shall be entitled to be present throughout the presentation of the evidence, testimony of the witnesses and arguments of the parties, to be informed before the hearing of the substance of expected testimony of witnesses against the student and to have the witnesses present at the hearing at appropriate times, and to present witnesses and evidence on the student's own behalf as may be relevant and material to the case.
- 7.5.5 The College may be represented by an advisor. Counsel retained by the College may participate only in an advisory capacity and may not speak on behalf of the College or otherwise participate directly in the proceedings, unless given specific permission to do so by the Judicial Board.
- 7.5.6 The accused student and the Judicial Board members shall be present for the entire proceeding. However, witnesses may be called and excused throughout the hearing. The hearing shall be closed to all others.

- 7.5.7 After the hearing, the Judicial Board shall make findings of fact and a recommendation to the President for the disposition of the case and any sanctions to be imposed. The Judicial Board's recommendation shall be based upon proof of the alleged violation by a preponderance of the evidence.
- 7.5.8 No recommendation by the Judicial Board to the President for the imposition of sanctions against a student may be based solely on the failure of the student to answer charges or appear at the hearing. In such cases, the evidence in support of the charges shall be presented, and the Judicial Board's recommendation shall be based upon proof of the alleged violation by a preponderance of the evidence.
- 7.5.9 The accused student shall also be notified of the Judicial Board's recommendation and advised of the right to request an appeal to the President within two weeks of the receipt of the recommendation. The President shall within ten working days review the facts of the case and take such action as may be appropriate under all the circumstances.
- 7.5.10 Except in cases that involve expulsion, the decision of the President shall be final.
- 7.5.11 If a student wishes to appeal an expulsion, the student must within three working days indicate to the President in writing an intent to appeal the expulsion to the Board of Governors.
- 7.6 The Board of Governors may, from time to time, require the President to report on disciplinary actions or proceedings over a period of time or on a specific case or cases. These reports shall be in such form as the Board of Governors may require.
 - 7.6.1 In disciplinary cases where expulsion was imposed, the Board of Governors may grant the expelled student's request for appeal.
 - 7.6.1.1 If the Board of Governors determines that the appeal will not be heard, the decision of the President is affirmed, and the expulsion shall be effective upon the President's receipt of the Board of Governors' statement of denial of the appeal.
 - 7.6.1.2 If the appeal is granted, the expulsion shall be stayed until the Board of Governors makes a final decision after a review of the case. In the event the decision of the President is affirmed after such review, the student-appellant shall be notified by certified mail, and the expulsion shall be effective immediately upon concurrent notification to the President.
 - 7.6.1.3 In considering student appeals, the Board of Governors will review all relevant information and records of applicable disciplinary proceedings to ensure that due process has been afforded. The Board of Governors may take such action as it deems reasonable and proper in view of all the circumstances and in answer to its responsibilities under the law.

SECTION 8. CANCELLATION

- 8.1 None.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

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

Revision Note: September 20, 2005 – No revisions; three-year review only.
 February 2011 – Policy was reformatted to new SCP format. Revisions provide clarity.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-5525, Maintenance Work Order Request System

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval for the rescission of SCP-5525, *Maintenance Work Order Request System*, following a 30-day public comment period and its reconstruction as a procedure within the Finance Unit.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance Unit with the review of SCP-5525, *Maintenance Work Order Request System*. They determined that the content of the policy reflects a procedure rather than a policy and proposed it be rescinded and reconstructed as a procedure within the Finance Unit Procedures Manual. The policy was brought before the Executive Council for review and discussion during its November 2, 2010 meeting.

Based upon the deliberations and recommendations of these bodies, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-5525, *Maintenance Work Order Request System*, for a 30-day public comment period at its February 15, 2011 meeting. The comment period expired March 19, 2011. No comments were received at the end of the comment period. Therefore, it is recommended that the Board of Governors grant final approval for the rescission of this policy and its reconstruction as a unit procedure.



SUBJECT: Maintenance Work Order Request System

REFERENCE:

1. PURPOSE

The purpose of this policy is to establish the procedures for requesting maintenance, repairs and/or improvements at Southern West Virginia Community and Technical College.

2. SCOPE AND APPLICABILITY

This policy is applicable to all departments and employees of the institution.

3. DEFINITIONS

- A. Emergency - Problems that create safety hazards, interrupt building operations, or seriously disrupt academic, administrative, or student services functions.
- B. Routine - problems less serious than emergencies that may be handled on a first-come-first served basis.
- C. Standing - Work that is not necessarily assigned to specific work orders such as preventative maintenance of the HVAC systems. Also included in this category are seasonal jobs that may be performed to equalize the workload throughout the year.

4. POLICY

All requests for maintenance, repairs, and improvements must be submitted in an approved manner, and such requests will be handled by a prescribed method. The primary objective of the maintenance department is to maintain the College's facilities and grounds in a manner conducive to a learning atmosphere.

5. BACKGROUND OR EXCLUSIONS

6. GENERAL PROVISIONS

7. RESPONSIBILITIES AND PROCEDURES

- A. All work requests are to be forwarded to the Director of Boone/Lincoln Campus, Capital Projects and Maintenance. The requests are to be send via e-mail.



- B. If necessary, the individual requesting work shall prepare drawings or sketches and forward the documents to the Director: they will be attached to the work request.
- C. Upon receipt of a request, the Director shall print the request, forward a copy to the maintenance staff, and schedule the work to be performed. Attempts will be made to complete all requests as expeditiously as possible; however, emergencies will be given priority.
- D. If costs are involved, the maintenance staff shall promptly prepare an estimate and present it to the Director.
- E. The maintenance staff shall develop a list of materials needed to complete the job and present it to the Purchasing Assistant.
- F. The Purchasing Assistant shall type the purchase order and submit it to the Director or the Vice President of Finance for approval and signature.
- G. Upon completion of each request, the maintenance worker/repairman shall sign the form, date it, and present it to the Director for record-keeping purposes.
- H. To ensure that all work meets acceptable standards, the Director or designee shall periodically inspect completed jobs.

8. CANCELLATION

This policy replaces the "Maintenance Work Order Request System" dated July 1, 1984, in Chapter 29 A-2, Series I of the college's Administrative Regulations.

9. SIGNATURE

President **Date**

Attachments

Distribution

Revision Date

September 1, 2000

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-1001, *Records Retention Policy*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for advancement of SCP-1001, *Records Retention Policy*, to Southern's constituents and the Chancellor for Community and Technical College Education the required 30-day public comment period.

STAFF MEMBER: President Tomblin

BACKGROUND:

The purpose of this policy is to provide for the systematic review, retention, and destruction of documents received or created in the transaction of business by Southern West Virginia Community and Technical College. The policy is designed to ensure compliance with federal and state laws, rules and regulations, to eliminate accidental or innocent destruction of records, and to facilitate college operations by promoting efficiency and reducing unnecessary storage of documents.

Although the college has established practices and procedures regarding the creation and storage of records, these processes have been developed over time and are based on the experience of personnel within each unit, division, department and/or office. As a result of the most recent visit by the National League for Nursing Accrediting Commission, the institution was cited for the lack of a documented policy on records retention. Although the proposed policy is the official response to the NLNAC's review, the institution recognizes the need for an official records retention policy as a rule of good business practice.

The policy includes a reference to a Records Retention Schedule. Upon approval of the policy, the schedule will be developed and included as an Addendum to the policy. This will provide the flexibility to revise the retention schedule without requiring a policy change.

The staff recommends the policy be approved for advancement of SCP-1001, *Records Retention Policy*, to Southern's constituents and the Chancellor for Community and Technical College Education the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-1001**

SUBJECT: Records Retention Policy

REFERENCE: Any applicable state or federal law, rule or regulation.

ORIGINATION: April 19, 2011

EFFECTIVE: July 1, 2011

REVIEWED: New Policy

SECTION 1. PURPOSE

- 1.1 This policy provides for the systematic review, retention, storage and destruction of documents received or created in the transaction of business by Southern West Virginia Community and Technical College (College) and is designed to ensure compliance with federal and state laws and regulation, to eliminate accidental or innocent destruction of records and to facilitate college operations by promoting efficiency and reducing unnecessary storage of documents. The College retains and preserves vital records of its business and operations to provide a historical record, to ensure current and future operations, and to comply with legal obligations.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy applies to all records, both paper and electronic, of the College and to all employees of Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

- 3.1 Active Records – Records that are generally referred to once per month or that are needed to support the current business activity of an office, department, division or unit.
- 3.2 Disposition of Records – The terminal treatment of records, either through destruction, imaging or other permanent storage.
- 3.3 Electronic Document – A document created as or converted to an electronic image
- 3.4 Inactive Records – Records that have not been needed for at least one year or for which the active period has passed.
- 3.5 Litigation Hold – A communication issued as the result of current or anticipated litigation, audit, government investigation or other similar matter that suspends the normal process regarding the retention and disposition of College records.
- 3.6 Permanent Records – Also known as archival records, permanent records have historical, administrative, or research value to the College, and are kept by the College indefinitely.

- 3.7 Record – Anything containing information reflecting College educational and business transactions regardless of format (paper, digital, photographic, recordings, etc.). Typical records include official publications, fiscal data, incoming/outgoing correspondence including email, meeting minutes, reports, and student files.
- 3.8 Records Custodians – Individuals designated by unit administrators who have supervisory authority over a particular function or business practice, and, in that capacity, have responsibility for ensuring effective implementation of the terms, conditions, and/or guidelines associated with this policy.
- 3.9 Records Destruction – The physical or electronic destruction of a record after it has become obsolete or otherwise in accordance with this policy.
- 3.10 Retention Schedule – An internal document describing categories of records, providing a length of time they should be kept and includes instructions for disposition. State or federal law may determine the period of time that certain records must be kept.

SECTION 4. POLICY

- 4.1 It is the policy of Southern West Virginia Community and Technical College (the College) to ensure that its records are preserved to provide documentation of the College’s history and to be retained for periods of time necessary to satisfy the College’s business and legal obligations. The records will be disposed of in accordance with an established records retention and disposition schedule. Certain records are permanent and may never be destroyed.
- 4.2 Email sent or received over the College’s computer system shall constitute a form of college records. While not all emails are business records, all college emails are property of the College and are subject to discovery in the event of litigation against the College or any of its employees or students. As such, the administration has the ability and right to view the email of all members of the College community.
- 4.3 Where the College has actual notice of litigation or of a government investigation or audit, or has reason to believe that such events are likely to occur, it has the obligation to take steps to place a litigation hold on documents that might be implicated in such litigation or investigation. The College will take steps to preserve all files that may contain documents or emails. In the event of a litigation hold, all policies for the disposition of relevant documents will be suspended until the investigation or litigation is concluded.
- 4.4 Records, especially financial records, must be easily retrievable for examination by authorized individuals including auditors. Access to electronic records is subject to College policy and procedures regarding information security.
- 4.5 Following the established retention schedule, active records must be securely maintained for the period of retention by the office where they are created or used. Inactive records defined as permanent or archival shall be stored in a designated storage area.
- 4.6 Destruction of records shall include:
 - 4.6.1 Recycling for all non-confidential paper documents, including public documents of other organizations, magazines, annual reports, newsletters, announcements, and drafts of policies or other memoranda, which are not confidential.
 - 4.6.2 Shredding is required for all documents that should not be read by others after they are no longer

needed or that contain personnel or confidential information. Shredding is essential for any document containing personally identifying information, information that is student-protected under FERPA, health related or financial information.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Not all records must be retained. The following describes examples of items that are not typically classified as “records” and therefore do not need to be categorized or maintained. The materials will not appear on a retention schedule and may be destroyed at any time if they are no longer needed by the unit, division, department, or office holding them:
- 5.1.1 Large quantities of duplicate materials and all duplicates of “official records”;
 - 5.1.2 Magazines and newspapers not published by the College;
 - 5.1.3 Published reports produced by other entities;
 - 5.1.4 Purchased data from other sources;
 - 5.1.5 Catalogs, journals or other printed material created by other entities used for informational purposes; and
 - 5.1.6 Notes or working papers once a project is complete, unless they provide more complete information than the final report.
- 5.2 Faculty and staff are not obligated to retain all emails indefinitely; such a policy would impose an impossible burden both on the College community and the computer network. Individual employees are expected to exercise judgment regarding the content and purpose of the email in determining whether it needs to be retained as a College record, and if so, the length of the retention.

SECTION 6. GENERAL PROVISIONS

- 6.1 Unless a record, either active or inactive, has been defined as permanent or archival, such record shall be destroyed according to the time period listed on the applicable retention schedule. All records shall be appropriately stored and secured until the end of the retention period.
- 6.2 A General Retention Schedule shall be developed that lists the most common records at the College and shall provide a retention period and any special instructions related to disposal. Every unit, division, department or office will have records requiring retention that may not be found on the General Retention Schedule. Such records must be added on a case-by-case basis as needed.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 A position within each office, department, division and/or administrative unit shall be designated as “Records Custodian” by the responsible administrator. Duties associated with this responsibility shall be included in the job description of the designated position. These duties shall include but may not be limited to:
- 7.1.1 Oversee day-to-day transactions pertaining to the unit’s records-related functions and shall manage the maintenance, storage, and disposition of such records;

- 7.1.2 Understand the records created within the unit and to follow all applicable laws, policies, rules, regulations and/or guidelines in making decisions on retention and disposition of records;
 - 7.1.3 Ensure that active and inactive records are secured in a manner to provide appropriate confidentiality and protection from unauthorized inspection, theft, and/or physical damage;
 - 7.1.4 Determining which records have reached the end of their retention period and are to be destroyed;
 - 7.1.5 Consult with Technology Services regarding the destruction of electronic documents; and
 - 7.1.6 Ensure that other employees within the office are aware of and abide by the requirements of this policy.
- 7.2 The supervisor of the designated Records Custodian is required to sign-off on the transfer of any documents to storage or prior to the destruction of any documents.
- 7.3 The President or his/her designee is responsible for notifying all relevant members of the College community when a litigation hold is being implemented and, in consultation with appropriate College officials, determine the scope of the hold, when the hold is no longer required and will communicate such determinations to the relevant members of the College community.

SECTION 8. CANCELLATION

- 8.1 None.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair	Date
President	Date

Attachments: None

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

Revision Notes: New Policy

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-2226, Faculty Incentive Pay Plan

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the revised policy SCP-2226, *Faculty Incentive Pay Plan* and the accompanying attachment SCP-2226.A, *Faculty Incentive Pay Plan Criteria and Application Guidelines* for an additional 30-day public comment period.

STAFF MEMBER: President Tomblin

BACKGROUND:

During the original 30-day comment period for the revised policy on Faculty Incentive Pay Plan, Southern West Virginia Community and Technical College received several comments presented by Mr. Chuck Puckett on behalf of the Faculty Senate. Listed below is a summary of those comments and the institution's response.

Comment 1:

"This policy has been discussed in the Faculty Senate. It has been agreed by the Senate that there is no reason that Department Chairs, or other supervisory faculty, should not qualify for incentive pay. Incentive pay has been granted to supervisory faculty in the past. Removing Sections 2.1, 5.1, and 6.2.3 will help the policy reflect the practice of the institution."

Response:

The Comment reflects one of the differences that existed between the President's Incentive Pay Program and the previous Faculty Incentive Pay Plan. After reviewing the recommendation of the Faculty Senate, the administration recommends the draft policy be revised to strike Sections 2.1, 5.1, and 6.2.3 which will allow faculty with supervisory responsibilities (i.e., Department Chairs, Program Coordinators) to participate in the Faculty Incentive Pay Plan.

Comment 2:

"It seems to be the practice of the institution to award incentive pay for one, and only one, of a particular type of project. For example, if a faculty member receives incentive pay for developing a web course, that faculty member will never receive incentive pay for developing any other web course(s). I cannot find wording in the policy that states or confirms this practice. If this is the intention of the institution, the policy should more clearly state this. If that is not the intention, then I think the faculty and I need to get some

clarification on that issue.”

Response:

It has been and will continue to be the practice of the institution to award faculty incentive pay once for any particular type of incentive project. As provided in the example cited in the comment, if a faculty member has been awarded incentive pay for developing a web course once, he/she is not eligible to receive incentive pay again for developing a web course. The premise of incentive pay is to reward faculty for taking on a special project to increase their knowledge base, skills or abilities. Once a skill has been developed, the application of that skill in the future is expected. Based on this comment, Section 5.1 is revised to reflect this point.

Comment 3:

“The timeline given in Section 7.4 is a bit confusing, or at least it is to me. If the incentive period is to fall from April to March, the payment schedule does not reflect this.”

Response:

The timeline as presented in the policy in Section 7.4 is confusing. Therefore the administration recommends the time be stricken from the policy and that a revised timeline be added to Attachment A. This will provide flexibility for the College to revise the timeline as might be needed from time to time without requiring that the entire policy be changed. The timeline added to Attachment A should align with the budget year so as to provide for the full incentive award to be paid during a single budget year.

The revised policy before you for consideration reflects the changes provided for in the response to comments. Because these represent significant changes from the policy presented for comment at Board’s meeting on February 15, 2011, the administration recommends it be resubmitted for an additional 30-day public comment period prior to adoption.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2226**

SUBJECT: Faculty Incentive Pay ~~Plan~~ **Program**

REFERENCE: West Virginia Code § 18B-8-3a(a)(3)

ORIGINATION: April 1, 2001

EFFECTIVE: October 16, 2001

REVIEWED: ~~November 11, 2008~~ **February 16, 2011**

SECTION 1. PURPOSE

- 1.1 To establish a multifaceted **incentive pay** program to reward faculty for exemplary performance and completion of projects ~~or programs~~ which meet the needs of the institution by achieving or moving toward the goals of the Institutional Compact and Master Plan.
- 1.2 Other benefits of the Faculty Incentive Pay ~~Plan~~ **Program** are to improve performance; improve faculty knowledge and abilities; maintain currency in discipline; improve quality of advising; improve student retention; increase enrollment; improve service to the student, institution, and community; promote excellence in learning; provide performance feedback to faculty members; and improve instructional effectiveness.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy is applicable to all ~~non-supervisory~~ full time faculty. ~~Division chairpersons~~ **Department Chairs** and faculty **who are program coordinators are excluded from provisions of this policy.**

SECTION 3. DEFINITIONS

- 3.1 Incentive Award: Monetary or other reward earned by exemplary performance ~~or~~ completion of an Incentive Plan approved by the President.
- 3.2 Incentive ~~Plan~~: **Project**: Proposal developed by a faculty member which outlines a ~~program or project~~ which achieves or moves toward the goals of the Institutional Compact and Master Plan. The faculty member proposes exemplary completion of the ~~plan~~ **project** in exchange for consideration of a monetary or other reward. An Incentive ~~Plan~~ **Project** proposal presents a new, creative, or innovative approach to improving individual, instructional, or institutional effectiveness.
- 3.3 Incentive ~~Plan~~ **Project** Cycle: Period of time commencing April 1 and ending March 31 of each year during which Faculty Incentive ~~Plan~~ proposals are submitted, approved, completed, evaluated, and the award is approved for payment.

SECTION 4. POLICY

- 4.1 It is the policy of this institution to make faculty incentive pay awards based upon satisfactory achievement of a pre-approved projects through an Incentive Pay Plan Program in accordance with the criteria and provisions outlined in this policy.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 ~~Faculty who supervise or are responsible for performance evaluations of other faculty are not eligible to apply for incentive pay under this policy.~~ Faculty may only receive incentive pay once for any one type of project. As an example, but not limited to this example is, a faculty member may receive incentive pay for developing a web course only once. It is expected that once a faculty member has developed this particular skill, he/she will apply such skill in the normal course of their duties in the future.
- 5.2 Activities/responsibilities which will not be included in the Incentive Pay Plan Program include: participation in governance, longevity, service, faculty rank, or any criteria that is considered for faculty promotion in rank.

SECTION 6. GENERAL PROVISIONS

- 6.1 General provisions and guidelines for the Faculty Incentive Pay Plan Program include:
- 6.1.1 The institutional budget for faculty incentive pay will be determined by the President.
 - 6.1.2 The number of incentive ~~plans~~ projects accepted, and therefore incentive pay awards given each year, will be based on the amount of funds available.
 - 6.1.3 A faculty member must apply for participation in the Incentive Pay Plan Program by developing an Incentive ~~Plan~~ project in accordance with provisions and time lines outlined in this policy.
 - 6.1.4 Submission of an Incentive ~~Pay Plan~~ project does not guarantee acceptance into the program.
 - 6.1.5 Incentive pay will not become part of the faculty member's base salary.
 - 6.1.6 A range of monetary values for incentive pay awards may be established in order to meet the strategic needs of the institution. For example, ~~plans~~ projects which meet a targeted need may have an award that is higher than ~~plans~~ projects which, though meritorious, would not meet the strategic issues, goals, and objectives of the Compact and Master Plan.
 - 6.1.7 Non-monetary reward components may be considered. For example, granting of a multi-year appointment for non-tenure track faculty or granting of release time.
 - 6.1.8 Achievement of an incentive ~~plan~~ project does not constitute continuance of incentive pay in succeeding years.
 - 6.1.9 Points of consideration for incentive pay are to be separate and distinct from promotion criteria.
 - 6.1.10 Receipt of faculty promotion in rank and an incentive pay award in the same year is possible, only if the components/criteria of the approved Incentive Plan project are different distinct and separate than from those considered for promotion.

6.1.11 Successful Incentive ~~Plan~~ **Pay Project** applications and reports will be made available for review by other faculty, only with permission of the incentive pay recipient.

6.1.12 Improvement plans ~~which~~ **designed and implemented to** bring faculty performance up to satisfactory levels will not be considered as Incentive ~~Plans~~ **Pay Projects**.

6.2 Eligibility Criteria:

6.2.1 The faculty member must be employed at least one full academic year before submitting an Incentive ~~Plan~~ **Pay Project** for consideration.

6.2.2 The faculty member must have received a positive (beyond “satisfactory” or “average”) performance evaluation for the year immediately preceding submission of an Incentive ~~Plan~~ **Pay Project** for consideration.

6.2.3 ~~The faculty member must serve in a non-supervisory capacity to be eligible to apply for participation in the Incentive Pay Plan~~ **Project**.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 It is the responsibility of the Department Chair to ensure that all faculty receive an annual performance review according to institutional policy.

7.2 It is the responsibility of the faculty member to make application for incentive pay **project** consideration in accordance with the time lines established herein.

7.3 ~~The Incentive Plan~~ **Pay Project** cycle established by this policy runs from April through March of the following academic year.

7.4 ~~Time line and Responsibilities for Faculty Incentive~~ **Pay Projects**:

1st Friday in November	Proposals due to Department Chairs
1st Friday in December	Recommendation due from Department Chair to Vice President for Academic Affairs Academic Dean
3rd Friday in December	Recommendation due to Vice President for Academic Affairs
1st Friday Spring Semester	Recommendations due to President from Vice President
1st 3rd Friday of Spring Semester	Approval/Disapproval Notification for Faculty Incentive Pay Project due from President to Faculty Member with a copy to the Vice President for Academic Affairs
First Last Pay Period in January February	Initial Payment (if applicable)
January — May	Faculty Member works on Project

1 st Friday in May	Mid-cycle Report/Conference with Department Chair
May — October	Faculty Member works on Project
1 st Friday in November	Final Report/Presentation due to Department Chair and Academic Dean
3 rd Friday in November	Recommendations regarding Final Report due from Department Chair and Academic Dean to the Vice President for Academic Affairs with a copy to the Faculty Member
1 st Friday in December	Recommendation regarding Final Report due from Vice President for Academic Affairs to the President with a copy to the Faculty Member
3 rd Friday in December	Notification of Final Decision due from President to the Faculty Member with a copy to the Vice President for Academic Affairs
All College Governance Day, Spring Semester	Faculty Present Projects in a Session Devoted to Faculty Incentive Proposals (FIP) Pay Projects
Last Pay Period in January	Final Payment (if applicable)
Note: If release time is granted it begins either in the Spring or Fall Semester. Release time will only be granted if it is truly release time and not paid as overload.	

SECTION 8. CANCELLATION

8.1 None

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: SCP 2226.A, *Faculty Incentive Pay Plan **Program** Criteria and Application Guidelines*
SCP 2225.B, *Faculty Incentive Pay Program Agreement Form*

Distribution: Board of Governors (12 members)

www.southern.wvnet.edu

Revision Notes:

September 16, 2008 — Policy changed to new SCP format and minor title changes made.

November 11, 2008 — Technical revisions made to this policy.

February 16, 2011 — Revised to incorporate provisions of “Faculty Incentive Program”

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2226.A**

FACULTY INCENTIVE PAY ~~PLAN~~ PROGRAM CRITERIA AND APPLICATION GUIDELINES

1. Incentive Pay ~~Plans~~ Projects Developed under Compact and Master Plan

SCP-2226, *Faculty Incentive Pay ~~Plan~~, Program* provides the purpose, provisions, procedures, and time lines for application, approval, completion, and finalization of a Faculty Incentive Pay ~~Plan~~ Project. This attachment is intended to ~~suggest~~ **provide** criteria and ~~provide some~~ guidance for development of the Faculty Incentive ~~Plan~~ Pay Project proposal.

The most important aspect of this program is that the outcomes of the Incentive ~~Plan~~ Pay Project proposal achieve or move the institution toward achieving the strategic ~~issues~~ **priorities**, goals and objectives of Southern's Compact and Master Plan. As stated in the Executive Summary of the Institutional Master Plan, "The compact for Southern West Virginia Community and Technical College (Southern) serves as the institution's agreement with the people of West Virginia, as represented by the Legislature, on how to expand and diversify the economy; how the College will help to increase the competitiveness of the State's workforce; and the contribution the College will make in creating a system of higher education that is capable of playing this vital role in the State's future." Faculty are referred to the Compact and Master Plan for detail on how Southern plans to accomplish the goals established by the Legislature. It is these goals and objectives from which faculty are to develop Incentive ~~Plans~~ Pay Projects. The documents are available online at <http://www.southernwv.edu/administration/governance/strategy>.

Faculty Incentive ~~Plans~~ Pay Projects are expected to contain innovative and creative methods or ~~projects~~ **activities**. Faculty are encouraged to "think differently" about how this institution accomplishes its strategic goals and ~~what~~ **the** role he/she can play in achievement of our mission.

2. Other Criteria for Development of Incentive Pay Plans

Other criteria for development of Incentive Pay ~~Plans~~ Projects can be used. However, the availability of funds for programs not specifically tied to the institutional Compact and Master Plan may be limited. Any of the following areas will be considered valid for development of Incentive Pay ~~Plans~~ Projects providing they meet requirements for innovation and improvement – and provided the faculty member can demonstrate that the ~~plan~~ **project** is tied to the strategic goals of the institution. Faculty should bear in mind that any Incentive ~~Plan~~ Pay Project developed under this section must contain substantial innovation and demonstrate outcomes beyond the ordinary.

This section includes taking on any number of tasks voluntarily or at the request of the administration. However, a faculty member's Incentive ~~Plan~~ Pay Project evaluation should not be determined by the number of supplemental tasks or committees on which he/she has served, but by the quality of the participation and his/her willingness to assume assigned tasks.

2.1 New or additional use of Technology (Technology Advances)

- 2.1.1 Developing Web Base Course (when no release time provided or not part of regular job assignment).

- 2.1.2 Use of presentation software/hardware in class.
- 2.1.3 Demonstration and requirement of student use of Internet for research; Presentation software/hardware; Email to communicate with peers and instructor; require use of application software for class assignment.
- 2.1.4. Innovative or more effective use of ICR.
- 2.1.5 Creation of software or technology.

2.2 Teaching

“Teaching” is broad and inclusive. Teaching encompasses instruction and such activities as advising, mentoring, supervision, (e.g., individual studies, course and program coordination, and assessment of learning outcomes.)

- 2.2.1 Adopting alternative delivery methods, scheduling, **including but not limited to developing courses in web-based, modular or fast-track delivery format.**
- 2.2.2 Substantial, innovative improvement of classroom materials (syllabi, handouts, examinations, etc.).
- 2.2.3 Directed studies (independent studies, internships, challenge exams, portfolio evaluations, etc.).
- 2.2.4 Teacher Exchange.

2.3 Scholarly Activity

Scholarship includes discovery (traditionally labeled research, especially published or presented to professional audiences), integration (e.g., inter- or cross-disciplinary efforts), application (e.g., used in teaching or solving social, community, or technical problems); and creative activity (e.g., works of art, performances).

- 2.3.1 Pilot new courses.
- 2.3.2 Write and receive grant funding for the institution.
- 2.3.3 Design/develop new programs.
- 2.3.4 Major redesign of program curriculum.
- 2.3.5 Author/coauthor textbooks or sections thereof.
- 2.3.6 Volunteering/leading committees or advising work over summer (non-paid work).
- 2.3.7 Accepting a gratis teaching assignment or non-paid independent study course load.
- 2.3.8 Discipline specific publication in journals.
- 2.3.9 Presentation of papers at national, state, or regional professional meetings.
- 2.3.10 Development of textbooks or other instructional material.
- 2.3.11 Successful efforts for new instructional program certification/accreditation.
- 2.3.12 Outstanding Professional Association Memberships (e.g., officer/committee assignment).

2.4 Professional Faculty Development

Professional Development means substantial efforts at continued self-improvement. An Incentive Plan may require more than one activity listed.

- 2.4.1 Obtainment of higher level degree in discipline or program that meets institutional needs, or acquisition of second graduate degree.
- 2.4.2 Postdoctoral studies.
- 2.4.3 National Science Foundation or similar study programs.

- 2.4.4 Study trips abroad.
- 2.4.5 Extensive research and study leading to course preparation or revision.
- 2.4.6 Additional specialized course work in discipline.
- 2.4.7 Active participation / attendance/ support of institutionally sponsored faculty development.
- 2.4.8 Taking courses in delivery methods, adult learning, teaching strategies/methodologies, etc.
- 2.4.9 Attainment of new professional certifications.
- 2.4.10 State, regional, national association conference attendance.

2.5 Retention Efforts

Activities under this section must be different from normal events and be above what is normally required to do as part of regular jobs.

- 2.5.1 Mentoring students (formal and documented).
- 2.5.2 Outstanding sponsorship of active clubs and student organizations.
- 2.5.3 Sponsoring/coordinating award banquets/presentations, student recognition programs, etc.
- 2.5.4 Organize, arrange and plan/coordinate a new student-related public event.
- 2.5.5 Judging/sponsoring academic contests or activities (e.g., science fairs, academic bowls, internurals, etc.).

2.6 Recruiting Efforts

Effective involvement and activity in College Recruiting Plan (e.g., visiting schools, speaking at civic clubs, organizations, community events, etc.).

2.7 Service to the Institution

Effective sponsorship and participation in college activities (e.g., golf outings, fundraising events, public relations activities, making presentations at graduations, etc.).

- 2.7.1 Providing expert advice /consultancy to the College.
- 2.7.2 Plan, organize, arrange successful public events.

2.8 Service to the Community

- 2.8.1 Sponsorship or activity applying the faculty member's expertise to benefit the College and its community in general. Serving as resource person for community groups.
- 2.8.2 Sponsor or conduct lectures and seminars for community groups.
- 2.8.3 Providing expert advice/consultancy to community groups.
- 2.8.4 Professional Exhibits, Presentations, Consulting, Practice, Performances.

2.9 Active in, and Supportive of, Assessment Activities

Participates in planning and conducting assessment activities. This section not only requires a faculty member to support/subscribe to the philosophy and need for student assessment, but to recognize its relevance, and use the outcomes of assessment in a manner that makes a substantial improvement in program curriculum, student placement, or transfer. (Results must be documented.)

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2226.B**

FACULTY INCENTIVE PAY PROGRAM AGREEMENT FORM

This form, along with the approved Faculty Incentive Pay Project Proposal, describes the award conditions and the incentive option(s) provided to _____ (participant) for participation in the Faculty Incentive Pay Program of Southern West Virginia Community and Technical College (College) for the fiscal year _____.

As indicated through the signature(s) below, the participant agrees to fulfill all the terms and conditions associated with the completion of the approved Faculty Incentive Pay Project and required by the Faculty Incentive Pay Program as described in College Policy, SCP-2226, the Criteria specified in SCP-2226.A as well as those included within this agreement form.

In addition to this agreement form, the participant agrees to complete, sign and submit on the date(s) due, **SCP-2593.A, *Payment to Individuals for Services Form***, with all necessary and required signatures, to receive any and all payments associated with the completion of this Faculty Incentive Pay Project.

Section 1 – Project Description

Please provide a brief description of the approved project. (The approved Faculty Incentive Pay Project Proposal must be attached to this Agreement Form.)

Section 2 – Award Conditions

The participating faculty member agrees to all award conditions outlined in the *Faculty Incentive Pay Program*, SCP-2226 and SCP-2226.A, *Faculty Incentive Pay Program Criteria*.

Failure to complete the Incentive Pay Project in its entirety or failure to present of all expected deliverables as outlined in the approved Faculty Incentive Pay Project **will result in the cancellation of this agreement and the**

forfeiture of any incentive pay associated with the project. In addition the participant agrees to repay any and all funds received in advance of the satisfactory completion of the approved Faculty Incentive Pay Project must be repaid to the College.

Any course(s), material(s), program(s), service(s), and/or any other product(s) developed under the terms of this Faculty Incentive Pay Project become the sole property of Southern West Virginia Community and Technical College and any and all individual intellectual and/or other proprietary rights or claims of the faculty member are waived.

Section 3 – Incentive Pay and/or Other Incentives Awarded:

Please provide a detailed description of the incentive [monetary incentive pay, release-time, etc.] awarded by the College and accepted by the faculty participant under the terms and conditions of the approved Faculty Incentive Pay Project. The description must provide dates upon which any monetary payment will be processed.

Faculty Member

Date

Immediate Supervisor

Date

President

Date

Chief Financial Officer

Date

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-4274, Standards of Progress for ~~Federal~~
Financial Aid Assistance Recipients

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-4274 to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day public comment period.

STAFF MEMBER: Darrell Taylor

BACKGROUND:

President Joanne Jaeger Tomblin charged the Enrollment Management and Student Development Unit with review of SCP-4274, *Standards of Progress for ~~Federal~~ Financial Aid Assistance Recipients* and asked they consider its appropriateness as a policy. The policy was reviewed March/April 2011 by the Enrollment Management and Student Development Unit and discussed during the Executive Council meeting on April 5, 2011.

As a result of this review and based on the deliberations and recommendations of the above bodies, the staff recommends this policy for advancement to Southern's constituents and Chancellor for Community and Technical College Education for a 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-4274**

SUBJECT: Standards of Progress for ~~Federal~~ Financial Aid Assistance Recipients

REFERENCE: ~~None~~ Title IV, Higher Education Act of 1965 (as amended)

ORIGINATION: January 1, 1984

EFFECTIVE: January 1, 1984

REVIEWED: ~~October 2006~~ March/April 2011

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to set forth the academic standards for eligible students to continue to receive financial assistance at Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This issuance applies to all students who receiveing assistance through ~~Federal~~ Financial Aid assistance programs.

SECTION 3. DEFINITIONS

- 3.1 ~~Standards of Academic Progress Policy~~ – Students who receiveing financial assistance through one or more ~~federal~~ financial aid assistance programs must complete at least 65% of the courses for which they have registered and must achieve an overall grade point average of 2.00.
- 3.2 Financial Assistance Warning Status – The Financial Assistance Warning Status is assigned to students who fail to meet the Standards of Academic Progress at the end of a semester.
- 3.3 Financial Assistance Probationary Status – The Financial Assistance Probationary Status is assigned time period granted to students who fail to meet the standards of academic progress adopted by the institution. To be granted financial assistance probationary status, a student must present a written request appeal to the financial assistance office.
- 3.4 Financial Assistance Provisional Status – A one-semester time period commonly referred to as extended probationary status which may be granted to a students who successfully serving a probationary period and has completed all courses during the probationary period with an overall 2.00 grade point average, but does not meet the standard for the required percentage of hours completed is referred to as the financial assistance provisional status.
- 3.5 Financial Assistance Suspension Status – This Sstatus is assigned to a students who are no longer eligible for financial assistance due to their failure to meet the Standards of Academic Progress after drops or fails a courses or does not have an overall 2.00 grade point average at the completion of a probationary or provisionary status period, and is no longer eligible for assistance under Federal Financial Aid programs.

SECTION 4. POLICY

4.1 Cumulative Grade Point Average and Hours Attempted

- 4.1.1 ~~As students who receiveing federal financial assistance aid~~ must maintain an overall 2.00 cumulative grade point average and complete at least 65% of all hours attempted, including hours transferred from other institutions.
- 4.1.2 ~~Any Ffinancial aid assistance recipients who failing~~ to meet the ~~required grade point average Standards of Academic Progress~~ will be notified in writing that ~~he/she they are on Financial Assistance Warning Status~~ ~~may request PROBATIONARY STATUS~~. An appeal request for probationary status must be signed and received in the financial assistance office.
- 4.1.3 Students who are placed on Financial Assistance Probationary Status who completes all of the hours for which they enroll, with a grade of "D" or above, but have not maintained an overall grade point average of 2.00, may continue on Financial Assistance Probationary Status for the next enrollment period.
- 4.1.4 Students who do not meet the Standards of Academic Progress who fail or withdraw from a class, will no longer be eligible to receive financial assistance. These students will be placed on Financial Assistance Suspension Status.
- 4.1.5 Financial Assistance Suspension Status continues until students meet the Standards of Academic Progress.

4.2 Program Completion

- 4.2.1 ~~Full-time s~~Students who receiveing federal financial aid assistance will be permitted to attempt no more than 150% of the hours required for graduation in their particular program of study. At the end of each semester, ~~each students's~~ progress toward ~~his/her their~~ degree will be reviewed. All course work attempted will be considered in the calculation for meeting ~~the Standards of Academic Progress program completion~~ requirements. ~~A minimum of 65% of all credit hours attempted must be successfully completed.~~
- 4.2.2 ~~Students who are not in compliance with this policy and present a written request will be placed on PROBATIONARY STATUS for the following semester (excluding the summer semester). At the end of the PROBATIONARY semester, the student's academic progress will be recalculated. Students who are unable to complete a degree or a certificate in the allotted length of time may request an appeal for additional hours. Students must submit, in writing, an appeal form stating the circumstances that prevent the completion of their hours. Students who are granted an appeal must be able to complete degree or certificate requirements within one semester.~~
- 4.2.3 ~~If the student has completed all of the hours for which he/she registered and meets the required grade point average as outlined in the Standards of Progress, he/she will remain in PROBATIONARY STATUS for an additional semester. A committee composed of the Registrar, the Dean of Enrollment Management and Student Development, and the Director of Financial Assistance will review all appeals.~~
- 4.2.4 ~~If the student does not meet the Standards of Progress at the end of the PROBATIONARY period, he/she will no longer be eligible to receive federal aid and will be placed in SUSPENSION~~

STATUS:

4.2.5 ~~The suspension status will continue until the student meets the established Standards of Academic Progress.~~

4.3 Probationary Status

4.3.1 ~~An extension of one semester of PROBATION will be granted to all students who submit a request.~~

4.3.2 ~~Students attending on probationary status must complete all classes for which they are registered and maintain a cumulative GPA of 2.00.~~

4.4 Provisional Status

4.4.1 ~~If a student who has been reinstated on PROVISIONAL STATUS, fails to continue to attain a 2.00 grade point average, he/she will automatically be placed on suspension.~~

4.4.2 ~~The automatic suspension status will continue until the student meets all Standards of Academic Progress.~~

4.5 Suspension Status

4.5.1 ~~The period of ineligibility for financial aid (SUSPENSION STATUS) will continue until the student meets the established Standards of Academic Progress.~~

4.6 Appeals Process and Time Limitations

4.6.1 ~~Students will be given the equivalent of 150% of the number of hours necessary for completion of their chosen degree program under financial aid. Once they have reached the equivalent of 150% of the hours, they will not be able to receive any additional financial assistance. If the 150% threshold has been reached without the student's attaining a degree, an additional semester can be requested by the student if it can be shown that they can attain the degree in that semester.~~

4.6.2 ~~If special circumstances require a student to need more than the allotted number of hours to complete a degree or certificate or if there are extenuating circumstances that have caused a student not to meet the progression requirements after a semester of PROBATION, the student should explain the circumstances in writing and submit them to the Financial Aid Office.~~

4.6.3 ~~A committee composed of the two Financial Aid counselors and the Vice President of Student Services will review the student's appeal. If this committee approves the appeal, the student may be able to receive an extension of Probation or an extension of hours.~~

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 The Financial Assistance Office is responsible for this policy.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined ~~three-year cycle~~ by the President or the President’s designee. Upon such review, the President or President’s designee may recommend to the Board that the policy be amended or repealed. ~~SCP-4274 is scheduled for review during the 2009-2010 academic year.~~

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

Distribution: Board of Governors (12 members)
 ~~Office of the President~~
 ~~Office of the Executive Vice President~~
 ~~Office of the Vice President for Academic Affairs~~
 ~~Office of the Vice President for Finance~~
 ~~Office of the Vice President for Economic, Workforce and Community Development~~
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 ~~Classified Staff Council Chair~~
 ~~Libraries (Harless and Williamson Campus)~~
 ~~Office of the Campus Directors/Managers (Boone, Logan, Williamson, Wyoming)~~
 www.southernwv.edu

Revision Notes: April 2011 – Revisions reflect changes in procedure and documentation to meet July 1, 2011, Title IV requirements.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-4356, Financial Aid Recipient–Change in Enrollment

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-4356, *Financial Aid Recipient-Change in Enrollment*, to Southern’s constituencies and the Chancellor for Community and Technical College Education for a 30-day public comment period.

STAFF MEMBER: Darrell Taylor

BACKGROUND:

President Joanne Jaeger Tomblin charged the Enrollment Management and Student Development Unit with review of SCP-4356, *Financial Aid Recipient–Change in Enrollment* and asked they consider its appropriateness as a policy. The policy was reviewed March/April 2011 by the Enrollment Management and Student Development Unit and discussed during the Executive Council meeting on April 5, 2011.

Based on the deliberations and recommendations of the aforementioned bodies, the staff recommends this policy, as amended, for advancement for a 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-4356**

SUBJECT: Financial Aid Recipient – Change in Enrollment Policy

REFERENCE: §18C-5-5; §18C-5-7; §18C-7-6
Title IV, Higher Education Act of 1965 (as amended)

ORIGINATION: January 1, 1985

EFFECTIVE: January 1, 1985

REVIEWED: ~~October 2006~~ March/April 2011

SECTION 1. PURPOSE

1.1 The purpose of this policy is to define the manner in which financial assistance received by an eligible student at Southern West Virginia Community and Technical College is affected by a change in enrollment status..

SECTION 2. SCOPE AND APPLICABILITY

2.1 This issuance applies to all students receiving financial assistance.

SECTION 3. DEFINITIONS

3.1 None.

SECTION 4. POLICY

4.1 Enrollment Status

4.1.1 Students who ~~register~~ enroll but never attend ~~any~~ classes are considered “no-show” and are not entitled to financial ~~aid~~ assistance. All financial assistance received by the student and/or the institution must be returned.

4.1.2 If ~~a student~~ drops or withdraws from all classes within the first 60% of a semester, a recalculation of the financial aid award must occur. After 60% of the semester is completed, no recalculation is required.

4.1.3 Students receive financial assistance based on current enrollment status when verified by the financial assistance office. Changes in enrollment that occur before ~~the actual application of financial aid~~ assistance funds are applied to a student's accounts require a review and ~~are subject to~~ recalculation.

4.2 Tuition Refund

4.2.1 In cases where a student has a change in enrollment status and is eligible for a refund, the tuition

refund will be returned to the federal aid programs based on the refund policy ~~in the class schedule~~ for the current semester.

4.2.2 The amount to be returned to the federal programs will be ~~returned~~ refunded in the following priority order, but will not exceed the amount the student received from each program:

4.2.2.a All Loan Programs,

4.2.2.b Federal Pell Grant,

4.2.2.c Federal Supplemental Educational Opportunity Grant (SEOG),

4.2.2.d West Virginia Higher Education Grant (WVHEG).

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 The Financial Assistance Office will verify student aid awards and student tuition refunds. The Business Office will establish refund procedures in compliance with federal and state policies.

SECTION 8. CANCELLATION

8.1 None.

SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined ~~three-year cycle~~ by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed. ~~SCP-4356 is scheduled for review during the 2009-2010 academic year.~~

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

Distribution: Board of Governors (12 members)
~~Office of the President~~
~~Office of the Executive Vice President~~
~~Office of the Vice President for Academic Affairs~~
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~~Faculty Senate Chair~~
~~Classified Staff Council Chair~~
~~Libraries (Harless and Williamson Campus)~~
~~Office of the Campus Directors/Managers (Boone, Logan, Williamson, Wyoming)~~
www.southernwv.edu

Revision Notes: October 2006 – Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect grammar and technical changes.

April 2011 – Revisions reflect changes in procedure and documentation to meet July 1, 2011, Title IV requirements.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 19, 2011**

ITEM: SCP-5050, *Assessment, Payment, and Refund of Fees*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for advancement of SCP-5050, *Assessment, Payment and Refund of Fees*, to Southern's constituents and the Chancellor for Community and Technical College Education for the 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance Unit with review of SCP-5050, *Assessment, Payment, and Refund of Fees*. This policy applies to all students in matters related to payment of tuition and/or fees in credit and non-credit courses, training sessions, or other activities where tuition or fees are assessed.

West Virginia Code §18B-10-1, Enrollment, tuition and other fees at education institutions; refund of fees, states that each governing board shall fix tuition and other fees for each school term for the different classes or categories of students enrolling at each state institution of higher education under its jurisdiction.

The policy was reviewed by the Finance Unit and discussed by the Executive Council at its January 11, 2011 meeting. After the review, minor revisions were made to provide clarity, but reflect no substantial changes in procedure or documentation requirements.

Following this review, the staff recommends that the Board of Governors advance this policy for a 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-5050**

SUBJECT: Assessment, Payment, and Refund of Fees

REFERENCE: West Virginia Code §18B-1-3 10-1 ~~Transferred from Higher Education Policy Commission to Governing Boards September 21, 2001 Previous BOD Series 22, Title 131, Assessment, Payment and Refund of Fees~~

ORIGINATION: January 15, 2002

EFFECTIVE: February 19, 2002

REVIEWED: January 11, 2011

SECTION 1. PURPOSE

1.1 To establish policy relating to the assessment, payment and refund of fees.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy applies to all students in matters related to payment of tuition and/ or fees in credit and non-credit courses, training sessions, or other activities where tuition or fees are assessed.

SECTION 3. DEFINITIONS

3.1 ~~None.~~ Non-Tradition Period- Any term other than a standard trimester term.

3.2 Traditional Period -Is the standard fall, spring ,and summer trimester terms.

SECTION 4. POLICY

4.1 No financial credit of any type shall be extended to any individual , either student or other. The College shall operate on a strictly cash basis with all payments and obligations being collected prior to the start of classes except as provided in this rule.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 Exceptions may be granted where a bona fide third-party agency has provided authorization in writing that payment will be made for the student.

5.2 Exceptions may be granted for late financial aid disbursements for situations at no fault of the student.

5.3 Installment Payment-Exceptions may be granted for the students who enroll in the College's Installment Payment Plan Option.

5.4 All exceptions to this policy must be approved by the ~~Vice President for Student Affairs~~ Chief Financial

Officer or such other College officer that may be designated by the President before a refund may be processed. Any decision to reduce or deny a refund may be appealed through the established process for appeals.

SECTION 6. GENERAL PROVISIONS

6.1 Fee Charges

- 6.1.1 Students enrolled for twelve or more credit hours pay the maximum charges in ~~each basic fee~~ the tuition and fee category.
- 6.1.2 Students taking fewer than twelve credit hours in a regular term shall have their fees reduced pro rata based upon one-twelfth of the full-time rate per credit hour.
- 6.1.3 Fees for students enrolled in summer terms or other nontraditional time periods shall be prorated based upon the number of credit hours for which the students enrolls.
- 6.1.4 The College reserves the right to establish and collect certain special fees for designated purposes separate from and above those identified in the regular fee schedule.
- 6.1.5 All regular and special fees charged by the College shall be identified separately and published so as to be readily available to all students.
- 6.1.6 Fees shall be established and charged for all non-credit, ~~community service-economic workforce~~ and community development courses in an amount to ensure that the offering is self-supporting, including indirect cost.

6.2 Refund of Regular Fees

- 6.2.1 The following schedule for calculating refunds shall be adhered to for those students who withdraw from the institution via the official withdrawal process and who are eligible to receive refunds. Students qualify for a full (100%) refund of tuition/fees, if they drop any or all of their courses prior to the start of classes for the trimester. Once classes begin for the trimester, there are only two ways a student can qualify for a tuition/fee refund. The first is to completely withdrawal from the institution for the term (this means carrying zero credit hours for the trimester). This includes any courses that have not started for the term, including all Part-of-Term courses. The second way to qualify for a refund is if the institution cancels a course. The student will get a 100% refund for any course that is canceled.

6.2.1.1 All Students

~~Fall, and Spring, and Summer Semesters~~

- ~~1. 90% - First and second week of classes~~
- ~~2. 70% -Third and fourth week of classes~~
- ~~3. 50% -Fifth and sixth week of classes~~

~~Summer Term and Non-Traditional Periods~~

- ~~1. 90% First and second day of classes~~
- ~~2. 70% Third and fourth day of classes~~
- ~~3. 50% Fifth and sixth day of classes~~

Refund Schedule

<u>Fall , Spring, & Summer Trimesters</u>	<u>%Refund</u>
<u>Prior to first day</u>	<u>100%</u>
<u>During 13% of term</u>	<u>90%</u>
<u>From 14% to 25% of term</u>	<u>70%</u>
<u>From 26% to 38% of term</u>	<u>50%</u>
<u>After 38% of term</u>	<u>No Refund</u>

There will be no refund for Non-Traditional courses after classes begin.

- 6.2.2 Should the percentage calculation identify a partial day, the entire day should be included in the higher refund period.
- 6.2.3 All refunds will be calculated from the first day of classes of a given semester. ~~or non-traditional period~~ If all courses fall within the same non-traditional period, the refund period calculation will begin from the starting day of the non-traditional period.
- 6.2.4 Refunded fees must be returned in accordance with the requirements of the Higher Education Act whenever Title IV funds are involved.
- 6.2.5 A withdrawal fee may be charged by the institution not to exceed five percent (5%) of the total student fees charged for the term or one hundred dollars (\$100.00), whichever is less.
- 6.2.6 Refunds are automatically processed and paid for classes dropped prior to the first day of the semester.
- 6.2.7 Cancelled classes are refunded unless the fees are transferred to cover an alternative class during the same semester.

6.3 ~~Registration Period - Late Fee~~

- 6.3.1 ~~A formal registration period shall be established at the beginning of each semester or term at which time fees are due and payable in accordance with the provisions of this rule. In addition, a late registration period may be established. A late fee not to exceed thirty dollars (\$30) shall be imposed on all late registrants. The President or a designee shall have the authority to waive the fee in cases where evidence indicates the delay occurred through no fault of the student. An exception to the registration time period may be granted to an individual under rare circumstances and then only when there is evidence that the student has a reasonable opportunity to complete successfully all course work. The President or a designee must approve the exception with the evidence of documented and held on file supporting the decision.~~
- 6.3.2 A formal registration period shall be established for registering into nontraditional courses such as evening,, Saturday, weekend, off campus , extension, and other special classes. Due to the differing duration of these courses, the registration and late registration period should be considered and established on a case-by case basis. A late fee of not to exceed thirty dollars (\$30) shall be imposed on all late registrant.

6.4 Installment Payment plans

6.4.1 ~~Student fee deferred~~ Installment payment plans will be offered for fall, ~~and~~ spring, and summer terms. All available financial aid for the term must be credited to the student's account prior to determining ~~if the amount available for deferral~~ the initial 60% payment. After all financial aid is applied to the student's account, at least sixty percent (60%) of the ~~balance of~~ student fees must be paid prior to the start of classes. The remaining balance, including interest, must be paid prior to the end of the sixth week of classes. Interest ~~on and/or a service fee, on the deferred amount remaining~~ 40% may be charged at a rate not to exceed the legal limit.

6.5 Use of Credit Cards

6.5.1 The use of credit cards for payment of student fees is authorized under the statewide contract initiated by the State Board of Investments or under an alternate program that may be approved by the Board of Governors. To the extent allowed by a law or policy of the credit card company, the College may impose a surcharge on credit card payments equal to any amount that may be imposed by the credit card company as a ~~vendor discount~~ or service fee.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 As outlined in Section 6, General Provisions..

SECTION 8. CANCELLATION

8.1 ~~This policy shall be reviewed on three year cycle by the President or the President's designee. Upon such review, the President or the President's designee may be recommend to the Board that the policy be amended or repealed.~~

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

10.1

Board of Governors Chair **Date**

President **Date**

Attachments: None.

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

Revision Notes: January 11, 2011 — Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities. Form was streamlined.