



*Southern*  
Southern West Virginia  
Community and Technical College

***Board of Governors***

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**OCTOBER 14, 2010  
MEETING AGENDA**

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**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  
George Morrison

Joanne Jaeger Tomblin  
President

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS MEETING OF OCTOBER 14, 2010  
STONEWALL CONFERENCE CENTER  
PECAN ROOM  
940 RESORT DRIVE, ROANOKE, WV**

**AGENDA**

1. Welcome and Call to Order . . . . . Mr. Terry Sammons  
Board Chair
2. President's Report . . . . . Ms. Joanne Jaeger Tomblin  
President
3. Financial Report . . . . . Mr. Sam Litteral  
Chief Financial Officer
4. SunGard Report . . . . . Mr. Glenn Trammel  
Mr. George Beshears
5. Action Items . . . . . pp. 20-73
  1. Appointment of Committee on Tuition and Fees . . . . . Chair Sammons
  2. Approval of August 17, 2010 Minutes . . . . . pp. 20-26
  3. Final Approval of Proposed Policies . . . . . pp. 27-50
    1. SCP-1010, Use of Alcoholic Beverages on Campus . . . . . pp. 27-30
    2. SCP-1160, Diversity Philosophy . . . . . pp. 31-35
    3. SCP-2202, Personnel Assessment Philosophy and Practice . . . . . pp. 36-39
    4. SCP-3188, College-level Examination Program (CLEP) . . . . . pp. 40-43
    5. SCP-3227, Credit Based on Experience . . . . . pp. 44-50
  4. Approval of Policies for 30-day Comment . . . . . pp. 51-73
    1. SCP-1500, Philosophy, Vision, and Mission of  
Southern West Virginia Community and Technical College . . . . . pp. 51-54
    2. SCP-2593, Payments to Employees for Contracted Services (Other Than  
Regular Employment) . . . . . pp. 55-59
    3. SCP-3600, Faculty Office and Class Schedule . . . . . pp. 60-63
    4. SCP-4151, Academic Standards and Expectations from Students . . . . . pp. 64-67
    5. SCP-5620, Parking Regulations Policy . . . . . pp. 68-73
6. Informational Items . . . . . pp. 74-99
  1. *Coal Valley News Article* . . . . . pp. 74
  2. WVCTCS in the News, 9-20-2010 and 9-27-2010 . . . . . pp. 75-99
7. Adjournment . . . . . Chair Sammons

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS PLANNING RETREAT**

**PECAN ROOM**

**STONEWALL RESORT AND CONFERENCE CENTER  
940 RESORT DRIVE • ROANOKE, WV 26447  
PHONE: 304-269-7400 • FAX: 304-269-4358**

**OCTOBER 15, 2010  
AGENDA**

7:00 - 8:00 AM	Breakfast . . . . .	Stillwaters Restaurant
8:00 AM	Welcome and Introduction of Guest Speaker . . . . .	President Joanne Jaeger Tomblin
8:10 - 10:00 AM	<i>Challenges and Opportunities Facing Rural Community Colleges</i> . . . . .	Dr. Randy Smith, President Rural Community College Alliance
10:00 - 10:30 AM	Question/Answer Session . . . . .	Dr. Smith
10:30 - 10:45 AM	Break, Refreshments . . . . .	Terrace Foyer
10:45 - 12:15 AM	<i>True Colors</i> Training Session . . . . .	Ms. Susan England-Lord Associate Professor, and Dr. Patrick Nestor, Professor WVU Extension Service
12:15 - 12:30 PM	Closing Remarks . . . . .	President Tomblin
12:30 - 1:30 PM	Adjourn/Lunch . . . . .	Stillwaters Restaurant

# On Target

## A Progress Report

Presented By  
Glenn Trammel  
George Beshears

# Agenda

- Who we are
- How we got here
- Where we were
- Where we are
- Where we're going
- Questions

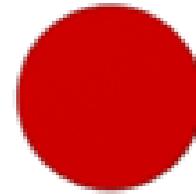




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Who we are . . .



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# SunGard Data Systems – Four Businesses

## Higher Education

We provide a broad array of specialized solutions and services to help colleges and universities around the world achieve their goals and outcomes.



## Financial Systems

We have the broadest portfolio of mission-critical software applications for the financial services industry.



## Public Sector

We provide solutions to meet the specialized needs of municipalities, counties, public schools and utilities.



## Availability Services

We provide information availability solutions that cost-effectively help reduce the risk for enterprises requiring access to their critical data and systems.



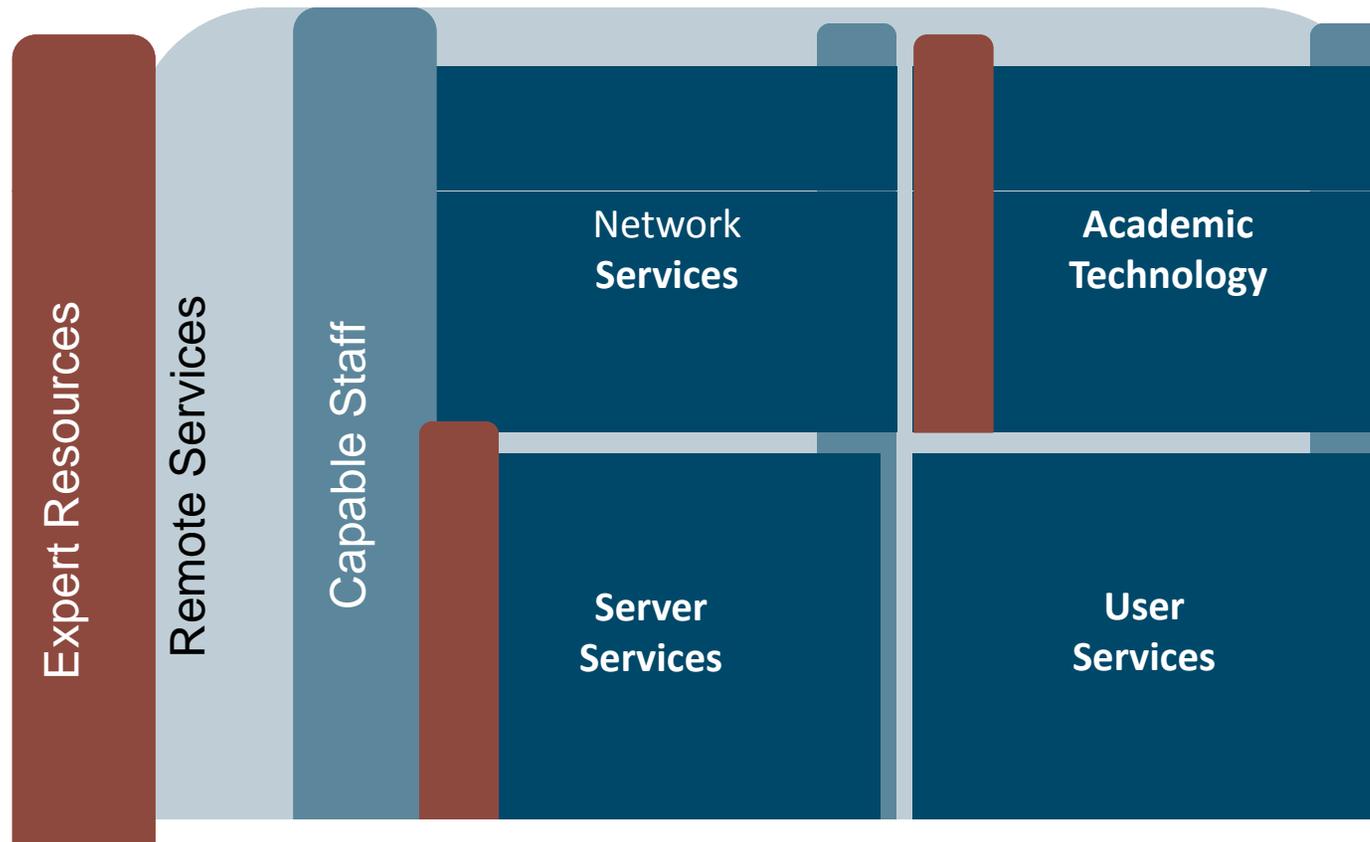
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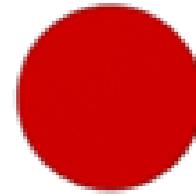
# Flexible, Capable Resources

SunGard provides:

- Highly capable staff in key roles
- Scalable remote services
- Flexible access to technical, functional, and strategic experts



How we got here . . .



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# The College Asked Us to Answer Some Questions:

Is your technology providing you with efficient and effective administrative processes?

Is your technology supporting and enhancing teaching and learning?

Is your technology providing effective and supportive student services?

What progress has been made since the League report?

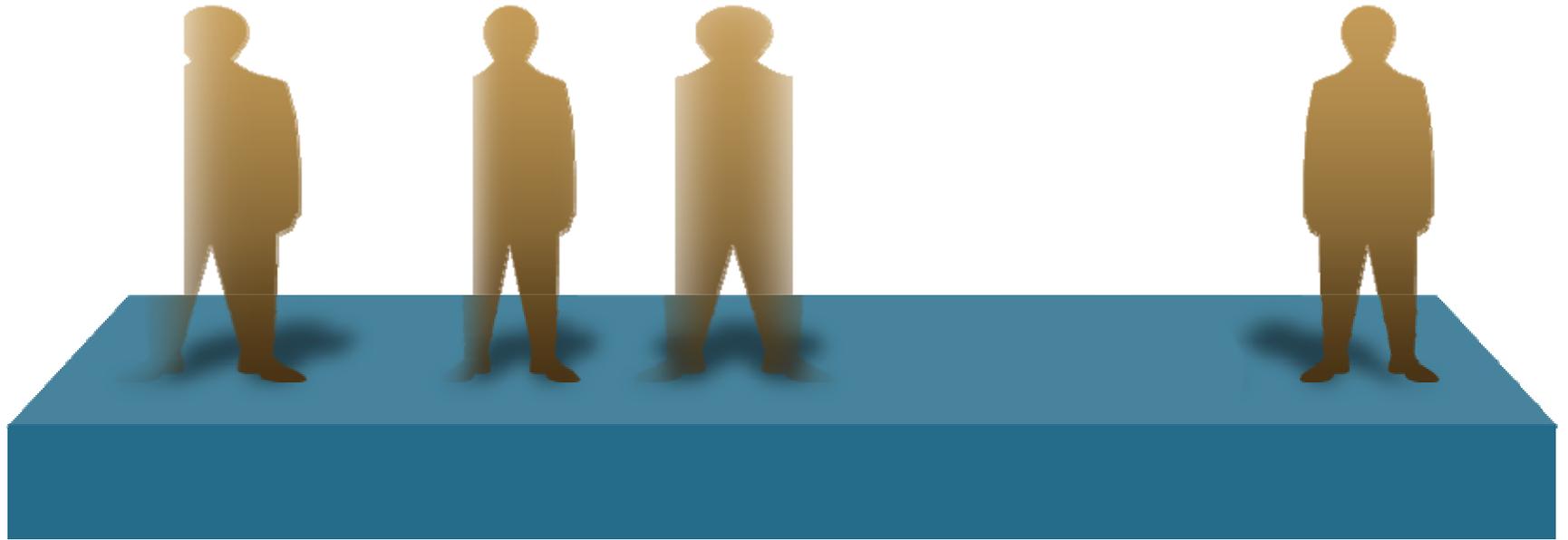
What still needs to be done?

How can you do it?

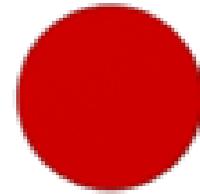


# Southern WV Experiences Common Staffing Challenges

- As technology needs expand, resources become stretched
- Staff must contribute in areas outside their expertise
- Specialized staff are difficult to find and replace
- Critical areas are unstaffed or understaffed



Where we were. . .



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# Start-up

- Leadership team arrived onsite day 1
- Laptops to be configured
- Student labs to be prepared
- Walk-a-bouts -listening – validation of current status of IT
- Library copier example



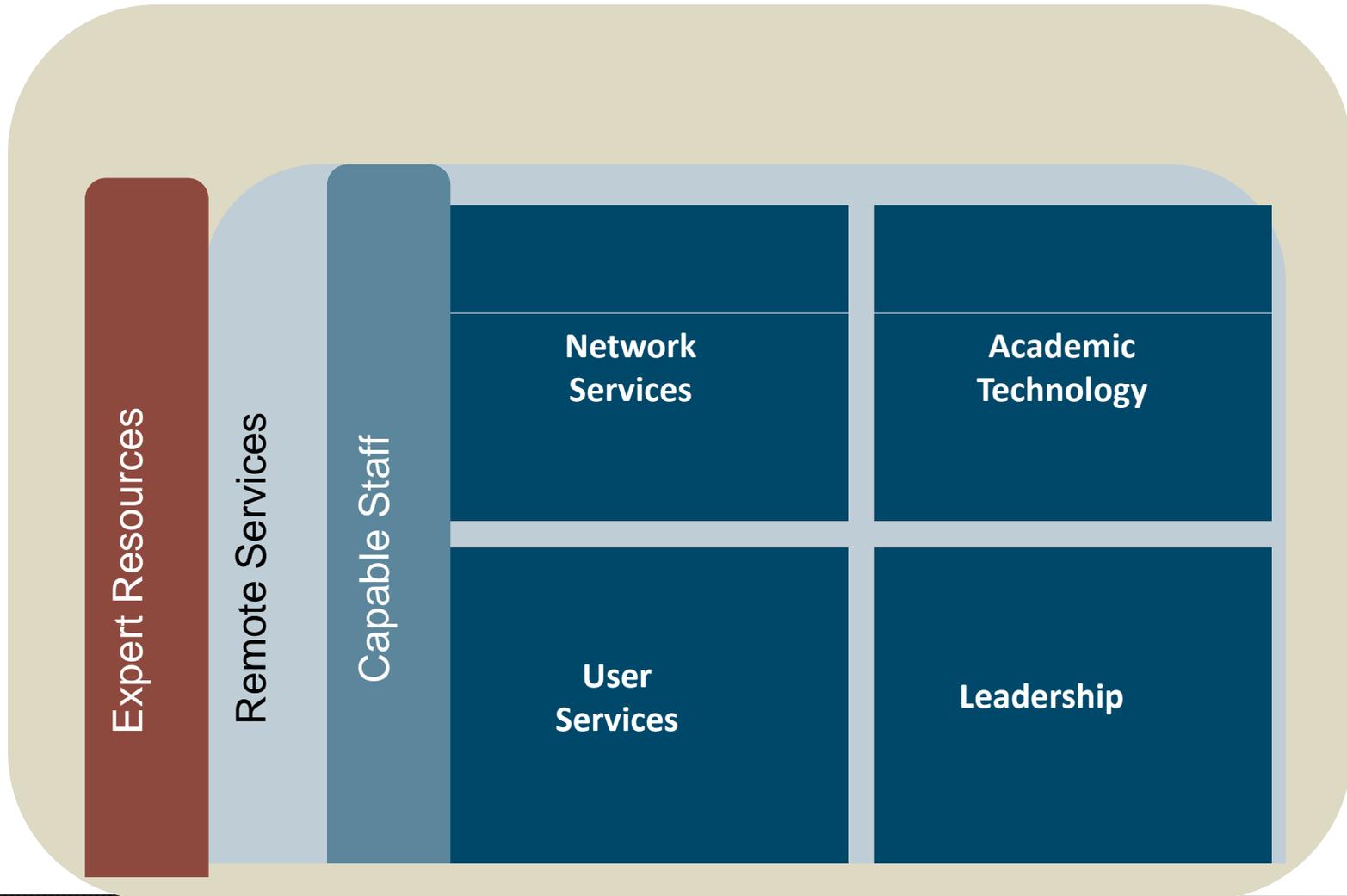
Where we are . . .



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# Southern WV Community & Technical College SunGard providing resources



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## Network

- Network assessment
- Inventory of PCs

## Academic Technology

- Working to establish classroom standards

## User Services

- Implementation of interim help desk
- Building project
- Site visit for 24x7 help desk



## Leadership

- Conducted staff evaluations
- Participation in executive staff meetings
- Visited all campuses
- Newsletter to faculty and staff
- Participation on Applied Technology Building
- Recommendation for new technology organization
- Reviewing technology purchases and contracts
- Institutional Research consultant campus visit
- Governance Structure consultant campus visit



Where we're going..



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## Network

- Establish building/construction standards
- Re-design and reconfiguration of network
- Bandwidth Upgrade
- Implementation of Active Directory
- Implementation of Exchange server for email

## User Services

- Proposal for PC refresh cycle
- Proposal for PC Standards
- Staff training on Service Now
- Implementation of 24x7 Help Desk
- Establish customer service culture



## Academic Technology

- Development of governance committee
- Establishment of an technology strategic plan
- Establish classroom technology standards
- Evaluation of Blackboard

## Leadership

- Provide training opportunities for staff
- Planning to bring in guest speakers
- Develop reporting strategy - IR
- Implement Technology Governance Structure
- Development of technology strategic plan
- Work to develop technology procurement procedures
- Continue to move SWC&TC forward in technology





**On Target**

**Any Questions**



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**Southern West Virginia Community and Technical College  
Board Conference Room, 428, Building C  
2900 Dempsey Branch Road, Mount Gay, WV  
Meeting of August 17, 2010**

**Board Members Present:** Terry Sammons, Tom Heywood, George Kostas, Linda Akers, George Morrison, Jada Hunter, Debbie Dingess, Kimberly Irick

**Board Members Absent:** Kevin Fowler, Glenn Yost, Shelley Huffman, Wilma Zigmond

**Administrative Staff:** President Joanne Jaeger Tomblin, Sam Litteral, Allyn Sue Barker, Darrell Taylor, Pamela Alderman, Cindy McCoy, Chris Gray, Emma Baisden

**1. Call to Order:**

Board Chair, Terry Sammons, called the meeting of the Southern West Virginia Community and Technical College Board of Governors to order. He declared a quorum was present and convened the meeting at 6:10 p.m.

**2. President's Report:**

1. President Tomblin informed Board members that enrollment figures reflect a slight increase in Southern's Fall enrollment (credit courses).
2. Several new faculty have been hired to replace those who retired and/or resigned.
3. A group of five architectural firms submitted bid proposals to the West Virginia Council for Community and Technical Education for Southern's new Williamson Technology Center project. President Tomblin, Samuel Litteral, and Rita Roberson will participate in the interview process to be held in Charleston on August 18. Hopefully a groundbreaking ceremony can be held this fall for the project.
4. Southern officials are in contract negotiations with SunGard Higher Education for technology services. Hopefully they can begin work at Southern next week and begin accessing institutional technology needs. Bringing Southern's technology up to par will be a multi-year process.
5. August 27<sup>th</sup> is the kick-off for the second class of the President's Future Leaders Academy. Twenty employees are enrolled in this class.
6. All Governance Day is scheduled for August 20.
7. Phase 2 of the Vision 2020 Major Gifts Campaign is going well.
8. Southern's self-study process for renewal of institutional accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools begins this academic year.

9. Southern West Virginia Community and Technical College will be featured in an upcoming edition of *Education Executive Magazine*.

The Board unanimously accepted the President's Report upon a motion by George Kostas and a second by Jada Hunter.

**3. Financial Report**

Chief Financial Officer, Sam Litteral, provided the financial report dated June 30, 2010 to Board members. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. These figures discussed is strictly cash that can be carried forward to build the institution's contingency fund. No state funds have been allocated for capital expenditures.

At it's June 22, 2010 meeting, the Board requested that Mr. Litteral provide detailed factors which caused the Auxiliary Non-personnel Costs Line Item to exceed its approved budget at its August meeting. Mr. Litteral provided the Board with a detailed report of the institution's operating expenses. He explained that the majority of the expense shown in line item 540000, Merchandise for Resale, was from the purchase of textbooks by the bookstore in 2009 that was paid in 2010. More students purchased textbooks from the bookstore than in the previous year, therefore, the bookstore had to purchase more books – the reason for the additional expense in that line item.

The Board unanimously accepted the Financial Report upon a motion by Jada Hunter and a second by George Kostas.

**4. Action Items:**

**1. Approval of June 22, 2010, Minutes**

**MOTION:** George Kostas moved to accept the meeting minutes as presented.

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

**2. Final Approval of Proposed Policies**

**1. SCP-5066, Third-Party Tuition and Fee Waivers**

**MOTION:** George Morrison 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-5066, *Third-Party Tuition and Fee Waivers*, following the 30-day public comment period.

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

**2. SCP-5074, Selection, Adoption and Sale of Textbooks and Other Course Materials**

**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-5074, *Selection Adoption and Sale of Textbooks*

*and Other Course Materials*, following a 30-day public comment period.

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

**3. Approval of Policies for 30-day Comment**

**1. SCP-1010, Use of Alcoholic Beverages on Campus**

**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-1010, *Use of Alcoholic Beverages on Campus*, 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.

**2. SCP-1160, Diversity Philosophy**

**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 the aforementioned policy 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.

**3. SCP-2202, Personnel Assessment Philosophy and Practice Statement**

**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 the aforementioned policy to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day public comment period.

**ACTION:** Linda Akers seconded the motion. The motion carried unanimously.

**4. SCP-3188, College-Level Examination Program (CLEP)**

**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-3188, *College-Level Examination Program (CLEP)*, to Southern's constituents and the Chancellor 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:** Linda Akers seconded the motion. The motion carried unanimously.

5. **SCP-3227, Credit Based on Experience and SCP-3227.A, Portfolio Evaluation Form**  
**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 SCP-3227, *Credit Based on Experience* and SCP-3227.A, *Portfolio Evaluation Form*, to Southern's constituents and the Chancellor 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:** Jada Hunter seconded the motion. The motion carried unanimously.

5. **Informational Items:**

1. **Institutional Rulemaking Report**

Chair Sammons provided Board members with a copy of the Institutional Rulemaking Report submitted to the Chancellor for Community and Technical College Education. Pursuant to the requirements of West Virginia Code §18B-1-6, annually a list of institutional rules that are effective on July 1, including the most recent date on which each rule was adopted, amended or repealed by the Board of Governors must be submitted to the Council for Community and Technical College Education.

2. **2010 Graduate Survey and Five-year Alumni Survey, Class of 2005** – copies of the surveys that are sent to Southern graduates were provided for the Board's information.

6. **Executive Session:**

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

**Further Action:**

Based upon discussions in the executive session, the Board reconvened in an open session and the following action was taken:

1. **Approval of 2010-2011 Presidential Goals**

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

*RESOLVED*, that the Southern West Virginia Community and Technical College Board of Governors accept the annual goals for the President of Southern West Virginia Community and Technical College for fiscal year 2010-2011 as modified.

**ACTION:** Debbie Dingess seconded the motion. The motion carried unanimously. The goals are attached and made part of the minutes (Addendum 1).

**2. Salary Enhancement**

**MOTION:** Tom Heywood moved the adoption of the following 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 consultation with the Chief Financial Officer, to develop a one-time salary enhancement program for all employees of Southern West Virginia Community and Technical College effective October 1, 2010. The one-time increase will be rescinded at the close of the fiscal year, June 30, 2011.

*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 enhancements exercising her prudence and judgement.

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

**7. Adjournment:**

There being no further business, Chair Sammons declared the meeting adjourned at 7:15 p.m. upon a motion by Linda Akers and seconded by George Kostas. The next Board meeting is scheduled for October 14, 2010 at Stonewall Resort and Conference Center. The Board's annual strategic planning retreat will follow on Friday, October 15, 2010.

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Terry R. Sammons, Chair

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Emma L. Baisden  
Assistant to the Board of Governors

DRAFT

## ADDENDUM I

Joanne Jaeger Tomblin, President  
Southern West Virginia Community and Technical College  
Goals for 2010-2011

- 1 Develop an organizational structure that enhances the mission and goals of Southern West Virginia Community and Technical College within the resources available.
  - 1.1 Assess current organizational structure. Create and/or eliminate positions to meet current and future needs where applicable.
  - 1.2 Attract, develop, and retain employees who exemplify our mission and core values.
- 2 Increase financial resources to meet the growing needs of the College.
  - 2.1 Lead "Vision 2020 Major Gifts Campaign" fundraising efforts to attain 20% of the Phase II, seven million dollar goal or \$1,500,000.
  - 2.2 Aggressively seek grant funds at the state and national level to enhance or sustain programs and services.
- 3 Establish a comprehensive technology plan, structure and infrastructure to deliver efficient technology services college-wide.
  - 3.1 Execute a contract for managed services with SunGard Higher Education.
  - 3.2 Assess current structure, personnel, policies, procedures, equipment and training needs of the Technology Unit.
  - 3.3 Initiate the development of strategies, goals and plans to meet future technology needs of the institution.
- 4 Continue an institutional focus on leadership training.
  - 4.1 Facilitate 2011 *President's Leadership Academy* program.
  - 4.2 Implementation of the College's *Succession Plan*.
  - 4.3 Continue a leadership focus through monthly group discussions and book reviews with College administration.

- 5 Foster an environment of collaboration and communication between the College and the communities it serves.
  - 5.1 Maintain an environment for open access and the comfortable exchange of ideas between the College and the communities it serves.
  - 5.2 Maintain key linkages to county, state and national organizations.
  - 5.3 Continue to foster and develop positive partnerships/relationships with high schools, colleges, government, business and community leaders.
  - 5.4 Provide opportunities to encourage interaction and collegiality with the College.
  - 5.5 Market the strengths of the College's academic excellence, affordability and services to students.
- 6 Begin the development of a five-year comprehensive Enrollment Management Plan that will provide a pathway to increase enrollment and retention rates through 2015 by 10 percent.
  - 6.1 Create an Enrollment Management Team and subgroups who will identify and research current standards and practices related to recruitment and retention at Southern. Groups will make recommendations to the President by Spring 2011. A plan will be drafted with initial implementation beginning with the Fall 2011 semester.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF OCTOBER 14, 2010**

**ITEM:** SCP-1010, Use of Alcoholic Beverages on Campus

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-1010, Use of Alcoholic Beverages on Campus, following the 30-day public comment period.

**STAFF MEMBER:** Darrell Taylor

**BACKGROUND:**

The Student Development and Special Services Unit in conjunction with the Finance Unit were charged by the President to review SCP-1010, *Use of Alcoholic Beverages on Campus*. This policy governs the possession and consumption of alcoholic beverages on property owned, leased, or rented by Southern West Virginia Community and Technical College.

At its August 17, 2010 meeting, the Southern West Virginia Community and Technical College Board of Governors approved the issuance of SCP-1010, Use of Alcoholic Beverages on Campus, for a 30-day public comment period that expired September 17, 2010. The following comments were received:

**COMMENTS:**

“President Tomblin:

Upon reviewing Southern West Virginia Community and Technical College’s institutional policy SCP-1010, Use of Alcoholic Beverages on Campus, I would like to suggest some changes to said policy.

The first sentence of section 4.1 mentions “alcohol and drug-free experiences.” However, nowhere else in the policy is there a mention of drug use other than alcohol. Unfortunately, I have experienced students who were clearly under the influence of some drug – perhaps alcohol, but perhaps something else, or both. I would like to see this policy include language that would address the abuse of all drugs – legal or illegal. As I’m sure you’re aware, prescription drug abuse is a growing problem across the country, and especially in our service area. The policy does not address this alarming trend.

Under Section 6.1 – Restrictions: I feel that “being impaired due to the abuse of alcohol or drugs” should also “be prohibited by all persons while on campus”. Presently, the restrictions do not apply to persons who arrive already under the influence of drugs or alcohol.

Under section 6.3 – Violation of Policy: I think it would be wise to re-word the first sentence to say “Any student or any employee who violates the terms of this policy by possessing or consuming or who is impaired due to the abuse of alcohol or drugs...”. Technically, a person who arrives on College property already under the influence is not in violation of the policy as it is currently written.

Finally, and this is more of a grammatical correction, under section 4.1, sentence 2, the sentence should be worded “Abstinence from alcohol use and drug abuse will be encouraged...”, rather than just “Abstinence will be encouraged...”. As it is currently written, it is not clear what people are expected to abstain from.

Thank you for your consideration of these points.”

### **RESPONSE:**

“The comments received regarding SCP-1010, *Use of Alcoholic Beverages on Campus*, were reviewed by the College’s administration. It is the position of the administration that the issues, concerns and suggestions raised in these comments are all addressed in a separate policy, SCP-2156, *Drug and Alcohol Policy*.

SCP-1010 is limited in purpose to addressing the possession and consumption of legal alcoholic beverages on the campuses of Southern West Virginia Community and Technical College and/or other properties owned or leased by the College. As stated in the purpose and scope sections of this policy, it is the intent of the administration to prohibit the possession or consumption of such alcoholic beverages at activities held on properties owned or leased by the College. The consumption of alcoholic beverages at functions, activities or events sponsored by the College, but held at off-campus locations, may be subject to different restrictions from those stated in this policy. However, the policy also provides that if different restrictions are applicable for off-campus functions, activities or events, these restrictions are to be published in advance along with any other rules of conduct relevant to such event or activity.

The *Drug and Alcohol Policy* (SCP-2156) addresses the concerns, issues and suggestions raised by the comments received for SCP-1010. Specifically, SCP-2156 meets the requirements of the Anti-Drug Act, the Drug Free Workplace Act, and the Drug Free Schools and Communities Act. This policy prohibits the unlawful manufacture, sale, distribution, dispensing, possession, or use of illegal drugs; the abuse or misuse of prescription drugs; and the use of alcohol on College property or at event or function sponsored by the College. The policy also clearly states that reporting to work, class or any College activity while under the influence of any drug or alcohol is prohibited and that being under such influence poses serious risks. Anyone violating the policy, including students, employees, contractors, or visitors, is subject to disciplinary action and/or criminal sanctions.”

All reference to drugs has been removed from the final version of SCP-1010. Having received no additional comments, the staff recommends the Board of Governors grant final approval of SCP-1010, *Use of Alcoholic Beverages on Campus*, as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-1010**

**SUBJECT:** Use of Alcoholic Beverages on Campus

**REFERENCE:** West Virginia Codes §18B-1-3, §60-8-20, §11-16-19, §60-3A-24

**ORIGINATION:** January 21, 2003

**EFFECTIVE:** January 21, 2003

**REVIEWED:** July 19, 2010

**SECTION 1. PURPOSE**

1.1 Southern West Virginia Community and Technical College has a genuine interest in providing an environment that strives to protect the health and welfare of its students, employees, alumni, and visitors. The College recognizes that inappropriate and irresponsible marketing and promotion of alcoholic beverages on campus can contribute to the problems of alcohol abuse. Therefore, the College, in its concern for the campus community, has adopted this policy prohibiting the possession or consumption of alcoholic beverages on campus.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 The scope of this policy shall extend to every student currently enrolled for course work at Southern West Virginia Community and Technical College, to currently employed faculty and staff members, and to visitors. It shall also extend to properties owned by the College or leased by the College for the College's use. Faculty, staff, and student participation in off-campus activities or events, conducted under the auspices of Southern West Virginia Community and Technical College, may be subject to restrictions upon the possession or consumption of alcoholic beverages. Such restrictions shall be separately published along with other rules of conduct pertinent to such off-campus activities or events.

**SECTION 3. DEFINITIONS**

3.1 *Alcoholic Beverage* - Any beverage that includes ethyl alcohol, whatever its origin, and shall include synthetic ethyl alcohol but not denatured alcohol.

**SECTION 4. POLICY**

4.1 Students, faculty, and staff will be encouraged to participate in all activities which promote alcohol-free experiences. Abstinence will be encouraged and seen as a legitimate and socially acceptable choice for any member of the College community. The use or possession of alcoholic beverages during off-campus activities or events held under the auspices of the College is prohibited when expressly proscribed by event or activity rules of conduct.

**SECTION 5. BACKGROUND OR EXCLUSIONS**

5.1 None.

**SECTION 6. GENERAL PROVISIONS**

- 6.1 *Restrictions* – Possession and consumption of alcoholic beverages are prohibited for all persons while on campus.
- 6.2 *Off-Campus Activities* – Possession and consumption of alcoholic beverages during off-campus activities or events held under the auspices of the College shall be prohibited when proscribed by the rules of conduct published for such activities or events.
- 6.3 *Violations of Policy* – Any student or any employee who violates the terms of this policy by possessing or consuming alcoholic beverages shall be subject to disciplinary action. Visitors who violate the terms of this policy by possessing or consuming alcoholic beverages on campus shall be requested to vacate the premises by the responsible staff member and may be reported to the appropriate law enforcement agencies if circumstances warrant.

**SECTION 7. RESPONSIBILITIES AND PROCEDURES**

- 7.1 The President or the President’s designee shall cause the terms of this policy to be observed.

**SECTION 8. CANCELLATION**

- 8.1 None.

**SECTION 9. REVIEW STATEMENT**

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

**SECTION 10. SIGNATURES**

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

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**President**    **Date**

**Attachments:**        None.

**Distribution:**        Board of Governors (12 members)  
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**Revision Notes:**    July 2010 - Revisions reflect no substantial changes in procedure or documentation requirements, but provide clarity. This policy was reformatted using the latest policy template. The name of the policy was changed from “Alcoholic Beverages at College Sponsored Activities to Use of Alcoholic Beverages on Campus”, August 20, 2000.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF OCTOBER 14, 2010**

**ITEM:** SCP-1160, Diversity Philosophy

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-1160, *Diversity Philosophy*, following a 30-day public comment period.

**STAFF MEMBER:** Samuel Litteral

**BACKGROUND:**

This policy was originally created in August, 1998. The policy was reformatted when the current MAP system was implemented in September 2000.

SCP-1160 is Southern's affirmation of support for the American Association of Community Colleges' (AACC) Position Statement on Inclusion in community colleges. The policy revisions reflect the current AACC Position Statement on Inclusion. The revisions include institutional support for systematic reporting of hate crimes and the resulting programs developed to promote awareness and intervention strategies.

At its August 17, 2010 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-1160, *Diversity Philosophy*, for a 30-day public comment period that expired September 17, 2010. One comment pertaining to grammar was received. The suggested correction was made in the final policy. Having received no additional comments, the staff recommends the Board of Governors grant final approval of SCP-1160, *Diversity Philosophy*, as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-1160**

**SUBJECT:** Diversity Philosophy

**REFERENCE:** American Association of Community Colleges, Position Statement on Inclusion  
<http://www.aacc.nche.edu>

**ORIGINATION:** August 20, 1998

**EFFECTIVE:** August 20, 1998

**REVIEWED:** July 19, 2010

**SECTION 1. PURPOSE**

- 1.1 To communicate support for, and adoption of, the Association of Community Colleges' (AACC) "Position Statement on Inclusion."

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This policy applies to all programs, processes, employees, departments, units, committees, councils, and boards associated with Southern West Virginia Community and Technical College.

**SECTION 3. DEFINITIONS**

- 3.1 *Diversity* is a commitment to valuing and promoting differences, similarities, and characteristics that make groups and individuals unique in an atmosphere that promotes and celebrates individual and collective achievement. Examples of these characteristics are: age; cognitive style; culture; disability (mental, learning, or physical); economic background; education; ethnicity; gender identity; geographic background; language(s) spoken; marital/partnered status; physical appearance; political affiliation; race; religious beliefs; and sexual orientation.
- 3.2 *Inclusion* involves empowering and leveraging diversity in the workforce and student body by enabling individuals to contribute to their fullest potential through individual development, retention, and pluralistic work and educational processes.
- 3.3 *Pluralistic work and educational processes* are work/education methods practiced in participation, consideration, and respect for members of diverse ethnic, racial, religious, or social groups.

**SECTION 4. POLICY**

- 4.1 The Association of Community Colleges (AACC) believes that community colleges provide access to a broad spectrum of quality educational opportunities and life experiences. The colleges value diversity as an enhancement of those experiences in their classrooms, administrative offices, and board rooms. They are committed to policies that promote fairness and inclusion for all in the life of the college. As a reflection of AACC commitment, Southern West Virginia Community and Technical College strives to promote fairness and inclusion in its own policies and practices.

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

5.1 None

## **SECTION 6. GENERAL PROVISIONS**

6.1 Southern West Virginia Community and Technical College strongly endorses the continued use of admissions guidelines and employment practices that promote broad diversity in community colleges.

6.1.1 The AACC and Southern believe that colleges should be free to pursue standards and guidelines which allow them to fulfill their diversity missions and visions. The students they educate will help provide tomorrow's leaders, and their college experience must demonstrate the richness and substance of our diverse, multi-cultural and global environment. The college environment should promote understanding and appreciation of others, while encouraging students to grow as individuals.

6.2 Southern West Virginia Community and Technical College reaffirms its commitment to diversity.

6.2.1 In accordance with this philosophy, Southern strives to continually evaluate its hiring, admissions, and financial aid policies to ensure diversity and equal access within the institution. The College strives to ensure that the results of these evaluations conform to the concept of open access - the cornerstone of the community college mission.

6.3 Southern West Virginia Community and Technical College believes that diversity is crucial to a democratic society.

6.3.1 The AACC and Southern believe that community colleges are, in effect, microcosms of our greater society. As such, they should encourage and enhance the fullest understanding of human rights and responsibilities and should teach the skills that allow their students to effectively participate in a democratic society. The colleges should be responsible for shaping an environment that mirrors the general culture and creates opportunities for all within the college community to interact with understanding, tolerance, and respect for others. In this way, diversity in education not only serves as a model for the world at large, but it also helps perpetuate social harmony for the future.

6.4 The AACC and Southern strongly endorse the adoption of policies and procedures designed to counteract and prevent hate crimes.

6.4.1 Hate crimes, are defined herein as crimes that manifest evidence of prejudice based on race, religion, sexual orientation, gender, or ethnicity, including where appropriate, the crimes of murder, non-negligent manslaughter, forcible rape, aggravated assault, simple assault, intimidation, arson, and destruction, damage or vandalism of property. The AACC and Southern, furthermore, endorse the systematic reporting of hate crimes by institutions, in order to encourage the implementation of effective intervention measures that will serve to address these challenges on college campuses. Community awareness and education strategies are additional byproducts of all these efforts.

6.5 Many colleges and universities share a common belief, born of experience, that diversity in their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education. The reasons include:

6.5.1 Diversity in the institution's student body and workforce enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.

- 6.5.2 Diversity in the institution’s student body and workforce promotes personal growth and a healthy society. Diversity challenges stereotyped preconceptions; it encourages critical thinking; and it helps students and employees learn to communicate effectively with people of varied backgrounds.
  - 6.5.3 Diversity in the student body and workforce strengthens communities and the workplace. Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build communities whose members are judged by the quality of their character and their contributions.
  - 6.5.4 Diversity in the student body and workforce enhances America’s economic competitiveness. Sustaining the Nation’s prosperity in the 21<sup>st</sup> century will require us to make effective use of the talents and abilities of all our citizens, in work settings that bring together individuals from diverse backgrounds and cultures.
- 6.6 Achieving diversity on college campuses does not require quotas. Nor does diversity warrant admission of unqualified applicants. However, the diversity we seek, and the future of the nation, does require that colleges and universities continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of higher education and the strength of our democracy depend on it.

**SECTION 7. RESPONSIBILITIES AND PROCEDURES**

- 7.1 All employees, supervisors, committees, councils, and boards making recommendations or decisions for the institution are responsible for supporting and promoting this diversity philosophy.

**SECTION 8. CANCELLATION**

- 8.1 None.

**SECTION 9. REVIEW STATEMENT**

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

**SECTION 10. SIGNATURES**

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**Board of Governors Chair**

**Date**

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**President**

**Date**

**Attachments:**           None.

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

**Revision Notes:** Reformatted to MAP system in September 2000. August 2010, revised to reflect current AACC Position Statement on Inclusion.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF OCTOBER 14, 2010**

**ITEM:** SCP-2202, Personnel Assessment Philosophy and Practice Statement

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2202, *Personnel Assessment Philosophy and Practice Statement*, following a 30-day public comment period.

**STAFF MEMBER:** Samuel Litteral

**BACKGROUND:**

This policy was originally created in July 1987. The policy was reformatted when the current MAP system was implemented in August 2000.

Policy of the Council for West Virginia Community and Technical College Education requires annual evaluation of institutional faculty. West Virginia Code requires a fair and equitable program of employee evaluation prior to any consideration for implementation of a merit pay program. Recent personnel studies by the West Virginia Higher Education Policy Commission required by the West Virginia Legislature's Joint Committee on Government and Finance, report that a program of performance management provides a process to identify, encourage, measure, evaluate, improve, and reward employee performance. An appropriate performance management program links organizational strategy to results.

This policy has under gone major revision. The policy was revised to communicate the philosophical support for and necessity of employee performance appraisals. Appraisal, feedback, and appropriate employee development are necessary to maintain a workforce ready to meet the demands of the future.

This policy was revised to be compliant with West Virginia Code and rules of the West Virginia Council for Community and Technical College Education. At its August 17, 2010 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-2202, *Personnel Assessment Philosophy and Practice Statement*, for a 30-day public comment period that expired September 17, 2010. Having received no comments, the staff recommends the Board of Governors grant final approval of SCP-2202, *Personnel Assessment Philosophy and Practice Statement*, as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2202**

**SUBJECT:** Personnel Assessment Philosophy and Practice Statement

**REFERENCE:** Title 135, Procedural Rule West Virginia Council for Community and Technical College Education, Series 9, *Academic Freedom, Professional Responsibility, Promotion, and Tenure* West Virginia Code §18B-9-5(a) regarding merit salary increases for classified employees.

**ORIGINATION:** July 1, 1987

**EFFECTIVE:** July 1, 1987

**REVIEWED:** July 13, 2010

**SECTION 1. PURPOSE**

1.1 The purpose of this policy is to establish a philosophy of continuous personnel assessment and improvement. Regular assessment and feedback allow employees the opportunity to progress to their full potential, meet organizational needs, and attain individual development goals.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 This policy is applicable to all classified, non-classified, and faculty employees.

**SECTION 3. DEFINITIONS**

3.1 The terms *evaluation*, *assessment*, and *appraisal* are used interchangeably in this policy and are defined as the act of determining the significance or condition of performance by careful study and analysis of an employee's work behaviors and outcomes, compared to established job responsibilities and standards of performance.

**SECTION 4. POLICY**

4.1 Each classified, non-classified, and faculty employee will receive a yearly written evaluation of performance directly related to duties and responsibilities of the employee's position and upon reasonable performance standards.

**SECTION 5. BACKGROUND OR EXCLUSIONS**

5.1 None

**SECTION 6. GENERAL PROVISIONS**

6.1 It has been said that we cannot improve ourselves without improving others. As strengths are shared and weaknesses are remedied, we will of necessity contribute to the development and improvement of others. The entire organization is enhanced and improved as each individual receives feedback, helping them to perform better.

- 6.2 Public expectations for more rigorous evaluation of student performance are rapidly increasing, as are the expectations for institutional accountability and professional performance. As educators, we believe that our “espoused theory” should be matched with our “theory in use.” Thus, we welcome an evaluation process that will promote professional growth and quality education.
- 6.3 With these statements in mind the following observations are in order:
- 6.3.1 Students possess useful perceptions related to the effectiveness of the instruction they receive and should be fully enfranchised in the faculty evaluation process.
  - 6.3.2 Written records of all evaluations by both students and employed personnel should be maintained to assist in arriving at informed judgements in personnel.
  - 6.3.3 When merit salary programs for employed personnel are mandated by external bodies or adopted within the College community, merit raises may only be granted pursuant to fair and equitable performance appraisals based upon reasonable performance standards.
- 6.4 Performance appraisal programs used by the College shall incorporate the current industry best practices and include the following components: employee pre-assessment input, performance rating, evaluation of prior goals/objectives/expectations, professional development needs, comments by the employee, and future goal establishment.

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

- 7.1 Supervisors have the responsibility to evaluate the performance of those who report to them.
- 7.2 The President or President’s designee is responsible for development of a faculty evaluation program to ensure annual evaluations of the faculty in compliance with the rules of the West Virginia Council for Community and Technical Education.
- 7.3 The President or President’s designee is responsible for developing performance evaluation programs for all non-faculty employee categories.

## **SECTION 8. CANCELLATION**

- 8.1 None.

## **SECTION 9. REVIEW STATEMENT**

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

**SECTION 10. SIGNATURES**

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

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**President**    **Date**

**Attachments:**            None

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

**Revision Notes:**        August 21, 2000 – Policy converted to MAP format. August 2010 – Policy was revised to include requirements of the West Virginia Council for Community and Technical College Education’s Procedural Rule, Series 9, and WV Code §18B-9-5(a).

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF OCTOBER 14, 2010**

**ITEM:** SCP-3188, *College-Level Examination Program (CLEP)*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval for the rescission of SCP-3188, *College-Level Examination Program (CLEP)*, following a 30-day public comment period and its reconstruction as a procedure within the Academic Affairs Unit.

**STAFF MEMBER:** Pamela L. Alderman

**BACKGROUND:**

The Academic Affairs Unit has been charged with the review of several academic policies for the 2010-2011 academic year. The Academic Deans reviewed SCP-3188 in July 2010. As a result of this review, they determined that the contents of the policy reflect a procedure rather than a policy. They propose the policy be rescinded and reconstructed as a procedure in the Academic Affairs Procedures Manual.

At its August 17, 2010 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-3188, *College-Level Examination Program (CLEP)*, for a 30-day public comment period that expired September 17, 2010. No comments were received at the end of the comment period. Therefore, it is recommended that the Board grant final approval for rescission of this policy and its reconstruction as unit procedures.



**SUBJECT:** College Level Examination Program (CLEP)

**REFERENCE:** West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 16, *College-Level Examination Program*

**1. PURPOSE**

To communicate college policy and procedure regarding College Level Examination program (CLEP).

**2. SCOPE AND APPLICABILITY**

All employees and students.

**3. DEFINITIONS**

The College Level Examination Program (CLEP) provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. CLEP examinations cover material that most students take as requirements in the first two years of college. CLEP examinations are College Board tests.

**4. POLICY**

Southern West Virginia Community and Technical College accepts/awards credit through participation in the College Level Examination Program (CLEP). CLEP allows for the awarding of credit hours to students who have acquired knowledge through correspondence and extension courses, educational television, adult education programs, on-the-job training, independent study, and/or other non-traditional experiences.

**5. BACKGROUND OR EXCLUSIONS**

Credit shall be awarded only once to recognize mastery of course content. Credit shall not be awarded for equivalent courses in which students have already earned such credit through course work, CLEP, institutional challenge examinations, life experience, or other mechanisms.

**6. GENERAL PROVISIONS**

**A. CLEP Examinations:**

1. CLEP Subject Area and General examinations are administered by the College's Student Services Unit.



2. A fee per exam is assessed by and payable to CLEP. A processing/proctoring fee will also be assessed and payable to Southern West Virginia Community and Technical College.
3. Subject Examinations — Students may be awarded credit for the successful completion of any or all of te CLEP Subject Examinations presently offered or developed in the future. They must achieve a score equal to or above the recommended score of the Commission on Educational Credit and Credentials of the American Council on Education for CLEP Exams current at the time the exam was taken. Credit shall be awarded in an amount not exceeding the number of semesters for which the examination was designed. A grade shall not be assigned, and the credit will not be included in the computation of the student’s grade-point average. The institution shall equate the CLEP credit earned with existing course offerings. If no equivalent course is offered by the institution, the credit earned by CLEP examination shall be considered elective credit. Students shall not receive CLEP Subject Examination for credit equivalent courses in which they already earned credit.
4. General Examinations — Southern may award credits within the limits specified in West Virginia Higher Education Policy Commission Policy 135-16, College-Level Examination Program.
5. A research component is required for all English tests. This component will be graded by a senior member or other faculty member of the English Department as assigned by the Division Chairperson for approval or non-approval; authorization also will appear by the signature of the Chairperson of the Humanities Division.
6. With the exception of students enrolled in the Board of Governors Associate in Applied Science Adult Degree Completion Program, students may CLEP no more than 50% of the total credits needed for graduation.

**7. RESPONSIBILITIES AND PROCEDURES**

Students interested in the CLEP examinations should contact the College’s Student Services Unit.

**8. CANCELLATION**

None.



9. SIGNATURE

<b>Board Chairman</b>	<b>Date</b>
<b>President</b>	<b>Date</b>

**Attachments:** None

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Classified Staff Council Chair  
Libraries (Harless and Williamson Campus)  
Office of the Campus Directors (Boone/Lincoln and Wyoming/McDowell)  
<http://www.southern.wvnet.edu>

**Revision Note:** Additions and deletions were made to this policy September 20, 2005.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF OCTOBER 14, 2010**

**ITEM:** SCP-3227, *Credit Based on Experience*  
SCP-3227.A, *Portfolio Evaluation Form*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval for the rescission of SCP-3227, *Credit Based on Experience*, and SCP-3227.A, *Portfolio Evaluation Form*, and its reconstruction as a unit procedure following a 30-day public comment period.

**STAFF MEMBER:** Cindy L. McCoy

**BACKGROUND:**

The Academic Affairs Unit has been charged with the review of several academic policies for the 2010-2011 academic year. The Academic Deans reviewed SCP-3227 and its attachment in July 2010. As a result of this review, they determined that the contents of the policy reflect a procedure rather than a policy. They propose the policy and its attachment be rescinded and reconstructed as a procedure in the Academic Affairs Procedures Manual.

At its August 17, 2010 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-3227, *Credit Based on Experience*, and SCP-3227.A, *Portfolio Evaluation Form*, for a 30-day public comment period that expired September 17, 2010. No comments were received at the end of the comment period. Therefore, it is recommended that the Board grant final approval for the rescission of this policy and its reconstruction as a unit procedure.



**SUBJECT:** Credit Based on Experience

**REFERENCE:** Board of Governors, Associate in Applied Science Degree Completion Program Guidelines (Revised December 2004)  
LEAP Credit Process

**1. PURPOSE**

To establish procedures for awarding of college credit based on life experience.

**2. SCOPE AND APPLICABILITY**

All employees and students.

**3. DEFINITIONS**

The term “life experience” is given only for those experiences that produce learning and skills comparable to the outcomes of courses or training at post-secondary levels. As a general principle, if colleges and universities award credits for the acquisition of certain kinds of knowledge and skills by standard course work, then comparable competence acquired in other ways will be credited through this experience assessment process. The basic intent of the program is to make college degree programs reasonably available to adults with work and family responsibilities.

**4. POLICY**

Under certain conditions a person may receive credit for past experiences, provided that those experiences are related to material content normally covered in a course or courses offered by Southern. An experience does not necessarily have to be work experience to be considered.

**5. BACKGROUND OR EXCLUSIONS**

Assessment of experience for credit is conducted only for students who have been admitted to Southern West Virginia Community and Technical College. Advisory assessments are not made. There is no manual or guide that may be consulted to obtain probable estimates about awards of credit.

**6. GENERAL PROVISIONS**

The evaluation of student competence is made by teaching faculty. College faculty make judgments about the quality and value of the work their students regularly submit. These same faculty members are asked to review the statements and documentation of a student seeking credit equivalency, and where appropriate, to interview the student, and then to make a recommendation for an award of credit only in those areas in which the faculty member has been trained and regularly teaches.



The quality of evaluation of a student's work should be quite comparable to that of traditional or standard programs, since the same academic personnel make the judgements in this program as in standard course and/or program offerings. The faculty making the evaluation may be as demanding or as lenient as they feel appropriate. The Division Chair responsible for the certificate or degree program, the faculty, and the Chief Academic Officer (CAO) share the general responsibility of seeing that academic standards are maintained and, at least as important, that the adult student receives a fair evaluation and an award of credit that does justice to the concept of college learning.

## 7. RESPONSIBILITIES AND PROCEDURES

### A. The following steps are required for credit based on experience:

1. After admission to Southern, the student who wishes an assessment to be conducted prepares a detailed and documented portfolio of his or her adult learning experiences that are to be evaluated. (Board of Governors Associate in Applied Science Adult Degree Completion Program students must complete EL 201, Portfolio Development, as part of this process.) The student will also pay a \$300 portfolio review fee and complete form SCP-3227.A, *Credit Petition for Experiential Learning*, for each course petitioned upon submission of the portfolio to the Director of Adult Experiential Learning. Fees for evaluation of the portfolio must be paid prior to the assessment process.
2. The Director of Adult Experiential Learning will forward the portfolio submission to the appropriate Division Chair, who then submits the document to the faculty of the appropriate academic department or disciplines. The faculty member chosen to make a specific evaluation is instructed, where necessary, by the Division Chair about the procedures to be followed. Normally the teaching faculty of Southern West Virginia Community and Technical College will make these evaluations. If the student's experience being assessed lies outside the professional competence of Southern's faculty, the Director of Adult Experiential Learning will request a competent individual from another institution or another expert to make the evaluation.
3. The Director of Adult Experiential Learning's function is to provide general instructions to the student as a guide to preparing the portfolio and to assign credit petitions to appropriate divisions or recruit other experts to review the material submitted. It is also the Director of Adult Experiential Learning's role to advise division chairs of all previous and concurrent evaluation and recommendations of credit, so that faculty evaluators from similar or related areas do not recommend duplicate credit.
4. The Division Chair will assign a faculty member in each appropriate field in which the student is requesting credit to evaluate the student's experience as documented through the portfolio. The faculty member chosen to make a specific evaluation is instructed, where necessary, by the Division Chair about the procedures to be followed.
5. The faculty member may request an interview with the student. The purpose of an interview is to allow the faculty member making the evaluation the opportunity to verify, in an appropriate manner, the information in the portfolio and to secure additional information from the student or other sources about the experiences described in the portfolio. Also, if there are original works of art, voluminous published materials or other bulky materials to be presented as



supporting evidence, these would normally be brought to an interview rather than submitted with the portfolio. The purpose of the interview is not to dispense with a well-prepared written portfolio, since a written record of the evidence on which the award of credit is based is preserved in the student's permanent file in the Registrar's office.

6. The faculty member making the evaluation may seek additional information about the student's knowledge and abilities through the Director of Adult Experiential Learning, directly from the student, or from persons knowledgeable about the student's achievements. The faculty member is free to defer a credit recommendation until the student's written materials are completed to satisfaction. If the faculty evaluator requires additional information, the student will have 30 days in which to provide the additional information.
7. Although comparable in some ways to proficiency testing, the process of evaluation employed is performed through a review of the portfolio, rather than by testing. However, if the student prefers, he or she is free to demonstrate knowledge of specific academic fields by taking various standardized tests, such as those offered through CLEP and similar programs, or challenge exams for specific courses.
8. After the faculty member has completed the evaluation, he or she makes a recommendation for an award of credit on form SCP-3227.A, Credit Petition for Experiential Learning. The evaluator can award the full number of credit hours petitioned, partial credit, or no credit. The preferred method of recommendation is to equate the student's competencies with actual courses listed in the institution's curriculum. However, since this is not always possible, the recommendation may be made in terms of block credit in particular area.
9. After a faculty member's recommendation for credit is made, the Division Chair reviews it and makes a recommendation to the Chief Academic Officer (CAO) for approval or denial of the credit recommended by the faculty member. Form SCP-3227.A is returned to the Director of Adult Experiential Learning until the entire portfolio is evaluated, at which time all credit awards are submitted to the CAO.
10. The actual awarding of academic credit for life experience is made by the CAO. After the CAO's approval has been given, the Office of the Registrar is officially notified of the award of credit, and this award is entered into the student's permanent record. The Registrar's office will notify the student in writing of the outcome of this evaluation. A grade of "CR" (credit) is provided for any credit petition granted.
11. The appropriate posting fees must be processed and paid before the Registrar shall affix the awarded credit to the student's transcript.
12. The student has the right of appeal if the awarding of academic credit seems unreasonably low or is denied; however, the request for a second evaluation must be made in writing to the Director of Adult Experiential Learning within 10 working days of the date on the notification letter sent to the student. The Director of Adult Experiential Learning will forward this request and documentation to the Chief Academic Officer. A final decision will be made in consultation with the faculty evaluator division chair, and CAO. No portfolio may be submitted more than twice



for consideration including the original submission. If submitting a portfolio for a second evaluation, the student may elect to submit additional information to strengthen the petition.

- 13. For a variety of reasons, no timetable for completing student evaluations can be set in advance. In some cases, individual evaluations may require as much as a whole semester to complete because a student may be requesting credit under the auspices of several academic divisions, his/her experiences fall into several disciplines or because experts from outside the institution must be contacted to make the evaluations. Although every reasonable effort will be made to proceed expeditiously, students should not assume that the evaluation can be completed in a few weeks or even a few months. Normally the final decision will be made in one semester, although in some complex cases, an evaluation may take more than one semester.

**8. CANCELLATION**

None.

**9. SIGNATURE**

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<b>Board Chairman</b>	<b>Date</b>
<hr/>	
<b>President</b>	<b>Date</b>

**Attachments:** SCP-3227.A, Portfolio Evaluation Form

**Distribution:** Board of Governors Members (12)  
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Office of the Executive Vice President  
Office of the Vice President for Academic Affairs  
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Faculty Senate Chair  
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<http://www.southern.wvnet.edu>



**Southern West Virginia  
Community and Technical College**

**Number: SCP-3227  
Origination: December 19, 1984  
Effective: January 1, 1985  
Reviewed: September 20, 2005**

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**Revision Note:** Additions and deletions were made to this policy September 20, 2005.



**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE**

**Number: SCP-3227.A**  
**Origination: December 19, 1984**  
**Effective: January 1, 1985**  
**Reviewed: September 20, 2005**

**SUBJECT: Portfolio Evaluation Form**  
**REFERENCE: SCP-3227, Credit Based on Experience**

Student Name \_\_\_\_\_ SSN: \_\_\_\_\_

Portfolio Received \_\_\_\_\_ Date \_\_\_\_\_

Director of Adult Experiential Learning

<u>Course Requested for Credit</u>	<u>Credit Hours Requested</u>	<u>Credit Hours Recommended</u>	<u>Credit Hours Awarded by CAO</u>
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\_\_\_\_\_

Evaluated by: \_\_\_\_\_ Date \_\_\_\_\_

Rationale: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

This form must accompany each credit petition included in the student's portfolio.

Supervised by: \_\_\_\_\_ Date \_\_\_\_\_  
Division Chair

Awarded by: \_\_\_\_\_ Date \_\_\_\_\_  
Chief Academic Officer

\*Recorded by: \_\_\_\_\_ Date \_\_\_\_\_  
Registrar

**Note:**

1. No student may request credit based on experience for a course in which he/she has received a grade other than W or AU.
2. The grade assigned for the course will be CR for credit allowed.
3. A non-refundable portfolio evaluation fee of \$300 is assessed for this service and must be remitted to the College prior to the assessment of the applicant's portfolio. A paid receipt must be attached to this form. A posting fee of \$10 per credit hour is payable upon award of credit and must be paid before the Registrar shall affix the reward to the student transcript.
4. Credit based upon experience is not included in the calculation of a student's instructional load as applied to financial aid programs at the college.
5. Credit allowed by experience at Southern West Virginia Community and Technical College may not be accepted into particular programs of study at other institutions. The student should contact the institution prior to applying to determine if a CR grade is acceptable.
6. Credit based upon experience is subject to the institutional policy on non-traditional credit.

\*This form is filed in the student's file in the records office along with assessment and portfolio materials.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF OCTOBER 14, 2010**

**ITEM:** SCP-1500, Philosophy, Vision, and Mission of Southern West Virginia Community and Technical College

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-1500, *Philosophy, Vision, and Mission of Southern West Virginia Community and Technical College*, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day comment period.

**STAFF MEMBER:** Joanne Jaeger Tomblin

**BACKGROUND:**

The Higher Learning Commission of the North Central Association of Colleges and Schools recommends that institutional vision and mission statements be reviewed periodically and adjusted accordingly. Southern West Virginia Community and Technical College has entered a three-year self-study process for renewal of institutional accreditation by the Higher Learning Commission. Following the self-study process and resulting report, an on-campus visit by an HLC team will be scheduled for the spring semester of the 2012-2013 academic year.

As an essential element in this process, the administration initiated a review of the mission and vision statements. In August 2009, all Southern employees were asked to review the current mission and vision statements and provide suggestions for change. All suggestions and recommendations received were reviewed by the Strategic Planning Review Committee at its September 2009 meeting and forwarded to the Executive Council for consideration. The Executive Council considered the information provided and made a recommendation to the President. During its Strategic Planning process in October 2009, the Board of Governors reviewed the College's mission and vision statements to determine if adjustments were necessary. With input from employees and board members, the administration drafted a revised mission statement, shared it with employees and students over several months and solicited additional input. A final draft was presented to the Board of Governors at its March 2010 meeting and advanced for a 30-day comment period. The new institutional mission statement was approved by the Board at its June 2009 meeting.

Revisions to SCP-1500, *Philosophy, Vision, and Mission of Southern West Virginia Community and Technical College*, reflect no substantial changes in procedure or documentation requirements, but provides clarity. It includes the new institutional mission statement and was reformatted using the latest policy template. The revised policy was reviewed by Executive Council. Therefore, the staff recommends that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-1500**

**SUBJECT:** Philosophy, Vision, and Mission of Southern West Virginia Community and Technical College

**REFERENCE:** ~~Strategic Plan; Higher Education Policy Commission, Procedure #25 “Mission and Implementation of Mission”~~ Institutional Master Plan

**ORIGINATION:** July 1, 1984

**EFFECTIVE:** July 1, 1984

**REVIEWED:** September 2010

**SECTION 1. PURPOSE**

1.1 To formally establish and communicate the philosophy, vision, and mission of the institution.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 All college constituencies.

**SECTION 3. DEFINITIONS**

3.1 None.

**SECTION 4. POLICY**

4.1 The philosophy, vision, and mission of Southern West Virginia Community & and Technical College ~~is~~ are generally consistent with similar institutions. However the philosophy, vision, and mission statements ~~is~~ are reviewed and revised from time to time; therefore, it reflects the hopes and aspirations of the citizens in the service area as well as College constituents. The College Board of ~~Advisors~~ Governors and members of program advisory committees, as well as, College faculty, students, staff and administration have all contributed to defining the philosophy, vision, and mission of the College. ~~Southern’s Strategic Planning Committee implemented the following vision and mission statement in 1998.~~

4.1.1 Philosophy Statement

We believe that all citizens have a right to develop their abilities in accordance with their own chosen goals, and that the College provides the means through which this development may take place. The emphasis of the College is upon people. We believe in people – in their dignity, in their worth as individuals, and in their development.

All students in the College are encouraged to take pride in their heritage and, at the same time, to develop an awareness and appreciation of differences that result from our complex society. What distinguishes today’s society from previous history is that constant and rapid change is the rule rather than the exception; and because of changing social and economic conditions, we are committed to

the comprehensive approach to higher education, which emphasizes the changing of programs and services to assist our students in living effective and satisfying lives.

Southern is deeply committed to providing quality, affordable, and accessible educational services throughout the area and will, within the resources available, attempt to carry out the mission as effectively as possible.

#### 4.1.2 Vision Statement

Southern ~~West Virginia~~ Community & ~~and~~ Technical College will be the higher education leader in ~~West Virginia~~ and the region. Southern will provide the leadership necessary to help ~~West Virginia~~ grow and prosper into the twenty-first century. Southern will be the hub around which all education and training/retraining efforts will turn. The College will act as the catalyst for economic development and change in the region. Southern will establish practice partnerships which include education, business, industry, labor, government, and community and cultural organizations, as well as other leaders to achieve regional goals. Southern will become a model of academic excellence, scholarship, creativity, innovation, and cooperation impacting the educational opportunities and economic growth of the region.

#### 4.1.3 Mission Statement

~~Southern WV Community & Technical College is a comprehensive community college located in a rural environment. The College strives to fulfill current and future higher educational and vocational/technical needs of Southern WV, its service area, and beyond. Our College emphasizes student-oriented, transferable learning, enabling students to achieve work, career, and personal success.~~

~~Our College provides high quality, affordable, student-friendly, and easily accessible educational services. We are highly effective and flexible in responding to state and community demands, and in adapting to a global socio-economic system.~~

It is the mission of Southern West Virginia Community and Technical College to provide accessible, affordable, quality education and training while promoting lifelong learning for those we serve.

## SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

## SECTION 6. GENERAL PROVISIONS

6.1 The vision and mission statements were developed by the Strategic Planning Committee which comprises membership from across the institution representing every college constituency. As part of the College's Strategic Plan, the statements are reviewed and approved by the institutional Board of Advisors/Governors, the WV Higher Education Policy Commission, and the Legislative Oversight Committee on Education Accountability.

## SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 Employees are expected to understand the philosophy and support the vision and mission of the College. The

vision and mission statements will be reviewed annually by the Strategic Planning Committee.

**SECTION 8. CANCELLATION**

8.1 Chapter 29A-2, Series I, Policy Statement on Philosophy and Mission, Effective 7/1/1984.

**SECTION 9. REVIEW STATEMENT**

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

**SECTION 10. SIGNATURES**

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

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**President**    **Date**

**Attachments:**        None.

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

**Revision Notes:**    September 2010 – Revisions reflect no substantial changes in procedure or documentation requirements, but provide clarity. Includes the new institutional mission statement approved by the Board of Governors June 22, 2010. This policy was reformatted using the latest policy template.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF OCTOBER 14, 2010**

**ITEM:** SCP-2593, Payment to Employees for Contracted Services (Other Than Regular Employment)

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2593, *Payment to Employees for Contracted Services (Other Than Regular Employment)* and the associated form, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day comment period.

**STAFF MEMBER:** Samuel Litteral

**BACKGROUND:**

This policy was originally created in April 1998. The policy was reformatted when the current MAP system was implemented in September 2000.

SCP-2593 and the associated form were developed to provide a method to request, approve, and document payment of additional compensation to employees, beyond their regular approved salary, for activities performed in addition to, and unrelated to, the employees' regular job.

The policy revisions include a statement that the policy is not intended to prevent payment of overtime or compensatory time to employees; inclusion of types of payments not covered by the policy; a statement that approval must be obtained in advance; and the requirement that supervisors or event coordinators be responsible for ensuring the services are performed prior to submission of the request to payroll for payment.

The revised policy was reviewed by Executive Council. Therefore, the staff recommends that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2593**

**SUBJECT:** Payments to Employees for Contracted Services (Other Than Regular Employment)

**REFERENCE:** West Virginia Governmental Ethics Act: W. Va. Code §6B-1-1, et seq.

**ORIGINATION:** April 22, 1998

**EFFECTIVE:** April 22, 1998

**REVIEWED:** September 21, 2010

**SECTION 1. PURPOSE**

- 1.1 This policy addresses payments made to employees for services rendered or performances made other than those included in their regular employment. ~~It establishes procedures for payment of stipends and for any duties other than normal working assignments for the Institution.~~

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This policy applies to all persons employed by Southern West Virginia Community and Technical College who perform services in addition to their regular job duties. ~~; i.e., teaching continuing education courses or performing consultant services, for which payment is received in addition to regular salary from any source in association with the Institution and paid by the Institution.~~

**SECTION 3. DEFINITIONS**

- 3.1 None.

**SECTION 4. POLICY**

~~This policy applies to income earned by all college employees and paid by the institution in addition to regular job duties. However, travel and vendor's invoice reimbursements are excluded.~~

- 4.1 It is the policy of the College to allow payment through College payroll for extra assignments or projects in addition to regular salary for services rendered to college related organizations and functions in association with the College.
- 4.2 Payments made to employees under this policy must be for hours worked or services performed beyond the employees regular appointment and schedule. Under no circumstance may an employee receive regular salary/wages and additional pay under this policy for work or services performed during employees regular working hours.
- 4.3 Additional assignments offered by supervisors or management must be paid at a rate which is at least the employee's regular rate of pay. Extra hours worked for a function sponsored by the supervisor or management must be included in the employee's regular work week and be compensated in compliance with the SCP- 2575, *Overtime and Compensatory Time Policy*. Terms of this policy in no way are intended to

underpay or avoid paying non-exempt employees wages as required under applicable state and federal labor law.

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

5.1 This policy excludes fees and/or monies that employees receive for private consulting or other services performed and paid for by outside agencies and employers.

5.2 The following types of compensation/payments are excluded from provisions of this policy:

5.2.1 Stipend payments for Faculty Chair or Coordinator assignments

5.2.2 Additional work hours and/or overtime required in regular job responsibilities. Extra hours and overtime requests are subject to SCP-2575, *Overtime and Compensatory Time Policy*.

5.2.3 Overload teaching assignments for current faculty and non-faculty employees. Overload teaching assignments are made using an Academic Adjunct Faculty Agreement.

5.2.4 Travel and reimbursements via vendor's invoice.

## **SECTION 6. GENERAL PROVISIONS**

6.1 Southern West Virginia Community and Technical College recognizes that with the multitude of events and activities required to serve our students and communities, employees may be called upon to perform services not typically included in their regular positions. Often times, the pay for a stipend or fee offered by the many organizations of the college may be different from the employee's regularly hourly pay. Also, the employee may agree with student organizations to perform the extra assignment. Examples of these types of services include, but are not limited to, directing traffic for theater events held on campus, helping with clean-up after a student event, teaching a continuing education course after work hours, and performing consultant services for projects or programs.

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

7.1 ~~All~~ Payments to employees for services rendered in addition to the regular job duties under the terms of this policy must be requested on form "SCP-2593.A, *Payment to Individuals for Services*". This form is available ~~in the purchasing/accounts payable office, and the campus business offices.~~ via the policy page of the Internet and on the Human Resources page of the College Intranet. SCP-2593.A, *Payment to Individuals for Services*, must be completed and approved prior to performance of services.

7.1.1 No payment will be made until the form, SCP-2593.A, *Payment to Individuals for Services*, is completed and properly signed by the supervisor and the Chief Financial Officer ~~to verify completion of services, and total hours worked.~~

7.1.2 Supervisors are responsible to ensure that services are rendered prior to payment. The approved form, SCP-2593.A, *Payment to Individuals for Services*, must then be forwarded to the payroll office to be processed.

7.1.3 Payments to employees allowed by this policy are ~~This income~~ is subject to all payroll and other withholding taxes and will be reported on the employee's W-2 Form.

## **SECTION 8. CANCELLATION**

8.1 None.

**SECTION 9. REVIEW STATEMENT**

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

**SECTION 10. SIGNATURES**

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

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**President**    **Date**

**Attachments:**            SCP-2593.A, *Payment to Individuals for Services*

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

**Revision Notes:**        September 2010 - Policy revised to include compliance statement regarding overtime and compensatory time. Sections were re-written for clarity.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2593.A, Payment to Individuals for Services**

Use Only for employees of Southern

- ( ) Stipends
- ( ) CE
- ( ) Other \_\_\_\_\_

**Name:** \_\_\_\_\_

**WVFIMS Account #** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Org.#** \_\_\_\_\_

**SSN:** \_\_\_\_\_

I, \_\_\_\_\_, agree to perform the following services  
(Name)  
for \_\_\_\_\_ at \_\_\_\_\_.  
(Department/Group/Organization) (Location)

**Detailed description of services to be performed** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Date(s) of Service: From** \_\_\_\_\_ **To** \_\_\_\_\_  
**The rate of pay shall be** \_\_\_\_\_ **per** \_\_\_\_\_.  
**Total Hours if Applicable** \_\_\_\_\_.  
**Total Amount Due** \_\_\_\_\_.

**I hereby certify that the services to be performed will not interfere with or detract from my full time duties as an employee and will be performed outside of my regular work hours. I understand performing these contracted duties or services during my regular work schedule is prohibited and, if done, constitutes violation of institutional policy and West Virginia Ethics rules for government employees. I understand that payment for the service(s) that I provide will be processed by the payroll department and will be subject to all payroll and other withholding taxes.**

\_\_\_\_\_  
**Employee Signature** **Date**

**Approved By:**

Southern West Virginia Community and Technical College

\_\_\_\_\_  
**Supervisor/Event Sponsor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chief Financial Officer**

\_\_\_\_\_  
**Date**

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF OCTOBER 14, 2010**

**ITEM:** SCP-3600, *Faculty Office and Class Schedule*  
SCP-3600.A, *Faculty Office and Class Schedule*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-3600, *Faculty Office and Class Schedule*, and SCP-3600.A, *Faculty Office and Class Schedule*, to Southern's constituents and the Chancellor 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.

**STAFF MEMBER:** Pamela L. Alderman

**BACKGROUND:**

The Academic Affairs Unit 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-3600 and its attachment in July 2010. As a result of this review, they determined that the contents of the policy reflect a procedure rather than a policy. They propose the policy and its attachment be rescinded and reconstructed as a procedure in the Academic Affairs Procedures Manual.

Based on the deliberations and recommendations of the Academic Deans and the Academic Affairs Management Council, staff recommends SCP-3600, *Faculty Office and Class Schedule*, and SCP-3600.A, *Faculty Office and Class Schedule*, be advanced to Southern's constituents and the Chancellor 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 a unit procedure.



**SUBJECT: Faculty Office and Class Schedule**

**REFERENCE:**

**1. PURPOSE**

The purpose of the schedule is to provide faculty accessibility for student advising and counseling.

**2. SCOPE AND APPLICABILITY**

All full-time faculty members shall complete an Office and Class Schedule Form and distribute it in a prescribed manner.

**3. DEFINITIONS**

**4. POLICY**

As a guideline, faculty teaching typical lecture classes shall schedule a minimum of 7 ½ hours office per week.

**5. BACKGROUND OR EXCLUSIONS**

**6. GENERAL PROVISIONS**

**7. RESPONSIBILITIES AND PROCEDURES**

Procedures:

- A. Full-time faculty shall complete an Office and Class Schedule Form by the end of the first week of classes.
- B. Full-time faculty shall distribute an Office and Class Schedule Form in the following manner:
  - 1. One copy to the Division Chair.
  - 2. One copy to the Vice President Academic Affairs.
  - 3. One copy to their respective records office.

- 4. One copy to the switchboard operator on the campus where the faculty member is assigned.
- 5. One copy posted in a conspicuous location near the faculty member's office entrance (on or near door).
- C. Office and Class Schedule Forms shall be available from the Division Chairperson and/or the Vice President Academic Affairs.
- D. The Division Chairperson has the responsibility to see that all faculty members in his/her division comply with this policy.

8. **CANCELLATION**

9. **SIGNATURE**

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**President**

**Date**

**Attachments**

Faculty Office and Class Schedule SCP 3600.A

**Distribution**

**Revision Date**

September 1, 2000



Number: SCP 3600.A  
Effective: July 1, 1984  
Revised: September 1, 2000

FACULTY OFFICE AND CLASS SCHEDULE

Name \_\_\_\_\_ Office \_\_\_\_\_ Telephone \_\_\_\_\_ Ext. \_\_\_\_\_ Semester \_\_\_\_\_

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 NOON	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
MON														
TUE														
WED														
THUR														
FRI														
SAT														

SCP 3600.A  
Revised 10-00

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF OCTOBER 14, 2010**

**ITEM:** SCP-4151, Academic Standards and Expectations from Students

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-4151, *Academic Standards and Expectations from Students*, to Southern's constituents 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 Academic Affairs Unit and Student Development and Special Services Unit with review of SCP-4151, *Academic Standards and Expectations from Students*. This policy governs the standards and expectations of students regarding their responsibility related to course work, degree and certification requirements, academic progress, and program completion.

The policy was reviewed by the aforementioned units in August 2010, and discussed by the Executive Council at its September 7, 2010 meeting. As a result of this review, minor revisions were made to provide clarity and reflect no substantial changes in procedure or documentation requirements.

Based on the deliberations and recommendations of the aforementioned bodies, the staff recommends SCP-4151, *Academic Standards and Expectations from Students*, be advanced to Southern's constituents and the 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-4151**

**SUBJECT:** Academic Standards and Expectations ~~from~~ of Students

**REFERENCE:** None

**ORIGINATION:** June 9, 1987

**EFFECTIVE:** July 1, 1987

**REVIEWED:** September 23, 2010

**SECTION 1. PURPOSE**

- 1.1 To establish standards and expectations ~~from~~ of students regarding their responsibility relating to course work, degree and certificate requirements; satisfactory academic progress; and program completion.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 Applies to all students.

**SECTION 3. DEFINITIONS**

- 3.1 *Student* – Any person who has been admitted to Southern to pursue a course of study, research, or service, who is currently engaged in an institutionally sponsored activity, who has some right or privilege to be on the campus or in the facilities of the institution, or to use the same in connection with study, research, or service or who yet has some right or privilege to receive some benefit or recognition or certification from the institution, under the rules, regulations, or policies of the West Virginia Higher Education Policy Commission, West Virginia Council for Community and Technical College Education, or the institution.

**SECTION 4. POLICY**

- 4.1 The following College Catalog entries relate to student academic standards and expectations and shall be regarded as policy until such time as they are superceded by policies subsequently considered and approved:
- 4.1.1 General Admissions
  - 4.1.2 Admissions Requirements for Allied Health or Nursing Associate Degree Programs
  - 4.1.3 Entrance Assessment
  - 4.1.4 Assessment Expectations for Students
  - 4.1.5 Academic Standing Policy
  - 4.1.6 Academic Dishonesty Policy
  - 4.1.7 Graduation Statement
  - 4.1.8 Academic Expectations of Students
- 4.2 To the extent any conflict is determined to exist between the existing policies identified in this policy and the published description of institution policy and procedure, as contained in the College Catalog, or subsequent revisions thereto, the policies and procedures embraced in the existing policies shall prevail, except under

circumstances where the observance of existing policy would be patently unfair to a student.

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

5.1 None.

## **SECTION 6. GENERAL PROVISIONS**

6.1 None.

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

- 7.1 The student, by voluntarily accepting admission to the institution, accepts the academic requirements and all criteria of the institution. It is the student's responsibility to fulfill course work/degree or certificate requirements and to know and meet criteria for satisfactory academic progress and completion of his/her program.
- 7.2 Once the individual becomes a "student," he/she is expected:
- 7.2.1 To be willing to seek instruction for self-assessment and preparedness in the following skills:
    - 7.2.1.1 Reading and Writing
    - 7.2.1.2 Math and Science
    - 7.2.1.3 Study and Testing
  - 7.2.2 To know and meet each instructor's subject criteria by:
    - 7.2.2.1 Following directives,
    - 7.2.2.2 Reading ~~all~~ materials, and
    - 7.2.2.3 ~~Meeting all~~ Completing required assignments.
  - 7.2.3 To behave in a mature and responsible way – not in a distractive or disruptive fashion – while present in all academic settings (classes, labs, clinics, and/or related activities).
  - 7.2.4 To strive for continuous academic progress by:
    - 7.2.4.1 Improving the quality of ~~own~~ work, and
    - 7.2.4.2 Monitoring ~~own~~ grade averages.
  - 7.2.5 To continue monitoring program requirements by:
    - 7.2.5.1 Checking one's ~~own~~ status, and
    - 7.2.5.2 Checking one's ~~own~~ program requirements for possible changes.
  - 7.2.6 To be aware of, and formulate as quickly as possible, personal and/or professional goals by:
    - 7.2.6.1 ~~Checking own qualifications for a desired job~~ Comparing personal qualifications with the requirements for a desired job,
    - 7.2.6.2 ~~Checking requirements for a desired job~~
    - 7.2.6.3 Monitoring transfer requirements and own status, and
    - 7.2.6.4 Reviewing goals for personal satisfaction.
  - 7.2.7 To be aware of ~~all~~ College policies pertaining to student rights and responsibilities by:
    - 7.2.7.1 Understanding ~~all~~ College related materials (catalog, notices, and/or general information), and
    - 7.2.7.2 Clarification from personnel employed by the College.

7.2.8 To seek help from College personnel for assistance when faced with a problem ~~of any size~~.

**SECTION 8. CANCELLATION**

8.1 SCP-3705, *Student Academic Rights*.

**SECTION 9. REVIEW STATEMENT**

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

**SECTION 10. SIGNATURES**

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

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**President**    **Date**

**Attachments:**            None.

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

**Revision Notes:**        September 23, 2010 – Changed terms to match 2010-2011 College Catalog and made basic edits to make the policy more concise. February 21, 2006 – Incorporated relevant information from SCP-3705, *Student Academic Rights*, into SCP-4151 and revised this policy to meet the needs of the institution and its students. (Board of Governors cancelled SCP-3705 4/18/2006).

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF OCTOBER 14, 2010**

**ITEM:** SCP-5620, Parking Regulations Policy

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-5620, *Parking Regulations Policy*, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

**STAFF MEMBER:** Samuel Litteral

**BACKGROUND:**

The Finance Unit was charged by President Joanne Tomblin to consider revision of SCP-5620, *Parking Regulations Policy*. The policy was reviewed by the Executive Council on September 7, 2010.

Based on deliberations of the Council and Finance Unit, substantial revisions were made to reflect changes in procedures and responsibilities and to provide clarity. These revisions include changing the policy title from "Parking Regulations Policy" to "Traffic and Vehicle Speed, Flow, and Parking Regulations Policy." The policy was also updated to comply with West Virginia Code §18B-4-6 – Acquisitions, operations and regulation of parking areas and facilities at state institutions of higher education; regulation of parking, speed and flow of traffic on campus roads and driveways; civil and criminal penalties; disposition of revenue; and West Virginia Code §18B-10-15 – Authority of educational institutions to provide special services and program's; collections dispositions of fees therefor.

Therefore, the staff recommends that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-5620**

**SUBJECT:** Traffic and Vehicle Speed, Flow and Parking Regulations Policy

**REFERENCE:** West Virginia Code §18B-4-6, §18B-10-15

**ORIGINATION:** February 1, 1989

**EFFECTIVE:** February 1, 1989

**REVIEWED:** September 7, 2010

**SECTION 1. PURPOSE**

1.1 The purpose of this policy is to establish an institutional rule regarding the regulation and control of the speed, flow, and parking of vehicles on roads, driveways, and parking areas owned, leased and/or otherwise under the control and authority of Southern West Virginia Community and Technical College. Parking regulations are designed to provide safe and convenient parking, open and accessible fire and delivery lanes for emergency and delivery vehicles, and a smooth, unimpeded flow of traffic on parking lots through college facilities.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 This policy shall apply to all students, employees, visitors and to any motor vehicles operated on any roads, driveways, and parking areas owned, leased and/or under the control and authority of Southern West Virginia Community and Technical College. All persons regularly parking vehicles on college property.

**SECTION 3. DEFINITIONS**

3.1 None.

**SECTION 4. POLICY**

4.1 ~~Student parking decals will be purchased from funds designated as student fees from each campuses' Student Government Association (SGA).~~

4.2 ~~Registered students are eligible for one free parking decal. A fee will be charged for each additional parking decal issued to students.~~

4.3 ~~Employees of Southern will purchase a parking decal or decals at their own expense.~~

4.4 ~~A Southern parking decal will be displayed in a visible location on all vehicles parked on college parking lots. This will assist college personnel when vehicles are parked improperly, blocking others or in a restricted area.~~

4.5 ~~Whenever a vehicle is parked at any college location in a manner that constitutes a violation of this policy, the institution will have the authority to issue parking fines. Parking fines will be assessed as follows:~~

4.5.1 ~~First Offense~~ ~~Warning Ticket~~

- ~~4.5.2 Second Offense \$5.00 Fine~~
- ~~4.5.3 Third Offense \$10.00 Fine and/or disciplinary action~~
- ~~4.5.4 ADA Violation Fines as established by current law~~
- ~~4.5.5 Fire Lane Violation Fines by WV Fire Marshall's Office~~

~~4.6 Parking fines can be paid at any campus business office, and must be paid within fifteen days of issuance. Fines not paid by students will result in the holding of grades and or/transcripts. Fines not paid may be reported to collection agencies or magistrates if not paid within ninety days. Revenue derived from the fees and fines collected will be used for improving and maintaining parking areas, traffic flow, security equipment and other equipment and supplies related to operation of parking areas.~~

4.1 Notwithstanding any other motor vehicle or traffic law to the contrary, the Board of Governors of Southern West Virginia Community and Technical College delegates to the President or his/her designee, the authority to regulate and control the speed, flow and parking of vehicles on campus roads, driveways, and parking facilities or areas owned, leased, and/or under the Board's control.

4.2 These regulations of Southern West Virginia Community and Technical College are designed to provide safe and convenient parking for students, employees and visitors to the campus; open and accessible fire and delivery lanes for emergency and delivery vehicles; and a safe, smooth, unimpeded flow of traffic on roads, driveways and parking areas at all campus locations.

**SECTION 5. BACKGROUND OR EXCLUSIONS**

5.1 None.

**SECTION 6. GENERAL PROVISIONS**

6.1 Use of roads, driveways, and parking areas owned, leased and/or under the control and authority of the College is restricted to students, employees, visitors and others who may be conducting official business with the college.

6.2 Drivers operating vehicles on roads, driveways, or in parking areas will obey all posted signs regulating speed, flow and/or parking.

6.3 Students and employees violating this policy are subject to action under the applicable and appropriate disciplinary procedures as determined by the College's administration.

6.4 Visitors and others conducting official business with the College are also subject to this policy and violations will be taken seriously. Such violations may result in the withdrawal of the privilege of visiting the campus and/or the involvement of appropriate law enforcement officials.

6.5 Parking spaces for the disabled, which shall conform to ADA requirements, will be designated at all college locations and shall be reserved for authorized users twenty four hours daily throughout the calendar year. Violators of the designated ADA or Handicap Accessible parking spaces are subject to the a \$100.00 fine ; or an amount as set forth by the American's with Disabilities Act and the laws of the State of West Virginia.

6.6 All vehicles parked in designated handicap spaces in addition to Southern's parking decal, will have displayed, in a visible manner, a current and valid handicap parking permit or license plate issued by the

proper regulatory authority. The handicap parking permit or license plate must be registered in the name of the person using a designated handicap parking space.

- 6.7 Vehicles parked in designated fire lanes are in violation of ~~this policy~~ state law and are subject to a fine of \$75.00 or any in an amount as set forth by the West Virginia State Fire Marshall's Office.
- 6.8 Individuals will park ~~their~~ vehicles within ~~the lines of~~ marked parking spaces, and will not park vehicles in fire lanes, non-parking and delivery zones. All vehicles will be parked in a manner that will not impede the regular flow of traffic or immobilize any parked vehicle.
- 6.9 When a vehicle is parked at any college location in a manner that constitutes a violation of this policy, the institution will have the authority to take appropriate corrective action including having vehicles towed at the owner's expense.
- 6.10 Vehicles other than those owned or leased by the College are not to be parked on College property during non-business hours without the knowledge and approval of the Director of Campus Operations.
- 6.11 Southern will not be held liable for theft, vandalism, or accidents involving vehicles being driven on, or parked in, campus parking lots.
- 6.12 Southern does not control or have jurisdiction over properties adjacent to its facilities and owned or controlled by the West Virginia Department of Highways or private landowners. Anyone infringing upon such properties will be subject to the rules and/or actions taken by those agencies or individuals.
- 6.13 Parking on all college lots will be observed on a first come, first served basis.
- 6.14 Continued or repeated violation of parking regulations will result in the loss of parking privileges.

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

- 7.1 ~~Southern students and employees are to observe and abide by the rules set forth in this policy, and to obtain a parking decal distributed by the campuses' bookstores.~~
- 7.2 ~~All students and employees are required to display a visible parking decal on their parked vehicle.~~
- 7.1 All persons using college parking facilities will observe all normal courtesies, refrain from parking vehicles in any area not authorized, and will not contribute to any act with vehicles that may cause injury, endanger lives or otherwise cause hardship for or injury to anyone.
- 7.2 The Director of Campus Operations ~~Campus Manager~~ will monitor the roads, driveways, and parking lots of their campus to observe that users of parking facilities are obeying the parking policy regulations. The Director shall issue proper warnings or initiate other appropriate disciplinary action necessary against violators of the terms of this policy. ~~The campus manager will maintain a database of information provided from the bookstore parking decal log.~~
- 7.3 ~~The Campus Manager will be responsible for selling and/or distributing parking decals. The Campus Manager will also keep and maintain an information log on parking decal registration.~~

## **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-5620.A, Decal Log*

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

**Revision Notes:**    September 2010 — Revisions reflect substantial change in procedures and provide clarity to reflect changes in responsibilities. The policy title was changed from “Parking Regulations Policy” to “Traffic and Vehicle Speed, Flow and Parking Regulations Policy.” The Form SCP-5620.A, *Decal Log*, was eliminated.



# Southern announces its new board of governors

By **FRED PACE**  
EDITOR

Terry R. Sammons, Attorney; Sammons Law Offices of Gilbert, was elected as Chair of the Board; Thomas A. Heywood, Attorney, Bowles Rice McDavid Graff and Love of Charleston is serving as Vice Chair; and Wilma Zigmond, Superintendent of Logan County Schools was elected as Secretary.

Southern's Board of Governors is comprised of 12 members; nine citizen members appointed by the Governor and three institutional members elected by the faculty, student body and classified staff.

In addition to Sammons,



**Sammons**

Kostas and Glenn Yost. Southern's institutional members are George Morrison (faculty representative), Debbie Dingess (classified staff representative) and Kimberly Irick (student representative).

"We have an outstanding Board that truly understands the mission of community colleges

Heywood and Zigmond, citizen members appointed by the Governor include Linda Q. Akers, Kevin Fowler, Shelley Huffman, Jada Hunter, George



**Heywood**

the Board of Governors work cooperatively with the college president and administration to establish institutional governance and strategic planning.

Southern West Virginia Community and Technical College operates four campuses and two sites located in Boone, Logan, Lincoln, Mingo, Raleigh

and our focus on providing blended educational opportunities and training for students of all ages." President Joanne Jaeger Tomblin stated.

Members of



**Zigmond**

college's web site is [www.southernwv.edu](http://www.southernwv.edu) and the toll free number is 1-866-798-2821.

Southern is a member institution of the Community and Technical College System of West Virginia and is accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges.

and Wyoming counties. Kentucky students residing in Pike, Martin, Boyd and Lawrence counties are eligible for in-state tuition rates. The col-

Coal Valley News 9-15-10



## Chancellor seeks aid for community college students

by Jared Hunt  
Daily Mail Capitol Reporter  
Advertiser

With only 2 percent of Promise scholarship money going to the state's community and technical colleges, their chancellor is advocating a new scholarship program for students interested in their more job-focused programs.

Of the nearly \$40 million a year spent by the state on Promise scholarships, only \$800,000 goes to community and technical colleges, which provide more focus on two-year degree programs.

James Skidmore, chancellor of the state Community and Technical College System, told lawmakers last week the state should look into a Promise scholarship-type program to help students seeking two-year degrees at state institutions.

The recommendation came Tuesday at a meeting of the Legislative Oversight Commission on Workforce Investment for Economic Development.

It followed a presentation by state Commerce Secretary Kelley Goes on the best in-state career opportunities through 2016.

Goes said some of the highest-paying, fastest-growing jobs will require two-year rather than bachelor's degrees.

She cited health care jobs like physical therapist assistant, registered nurse and dental hygienist, and skilled trades such as geological and petroleum technicians, paralegals and environmental protection and safety technicians.

The Promise scholarship offers up to \$4,750 a year for four years for eligible students to attend college in West Virginia.

Goes said jobs requiring two-year degrees pay, on average, only \$1,500 less per year than those requiring four-year degrees.

Her report prompted Committee Chairman Brooks McCabe, who represents Kanawha County in the state Senate, to ask Skidmore if he thought the state should implement some type of scholarship or grant program for two-year degree programs.

"The answer I gave to Sen. McCabe was, 'Yes, we would like to have such a program that would assist us in attracting students into these programs,' " Skidmore said in an interview Friday.

While the Promise scholarship is available for students who attend community and technical schools, some perceive it as tailored for four-year programs.

Only high school seniors may apply, and they must have "B" averages and attain certain scores on college entrance examinations. To keep the scholarship for four years, they must maintain "B" averages in college and accumulate at least 30 credit hours per year.

Skidmore said the state could benefit from a separate program for two-year degrees.

"Currently, you look at the demographics for future manufacturing jobs, they don't show large gain in overall industries, but manufacturers tell us that they need highly skilled technicians that would be referred to in the categories of industrial maintenance."

Those would include jobs requiring technicians with electrical, mechanical and hydraulic training.

Skidmore said employers need workers who can help maintain production equipment and keep plant machinery running at maximum efficiency.

"Those types would benefit from some type of financial assistance," the chancellor said.

Skidmore said one challenge for recruiting students for technical programs is a perception that they shouldn't go to school to work in "dirty jobs."

"It's mainly those programs that many individuals view as being "get-your-hands-dirty" type programs," he said. "People see what modern manufacturing is today. It's very clean, highly skilled occupations." The jobs typically offer higher pay and better benefits than do traditional hourly labor jobs, he said.

A scholarship or grant program would be another tool for enticing students into the programs.

"We want to be able to attract students into those type of programs," he said.

Skidmore emphasized he was not suggesting the state divert money from the current Promise scholarship program. He wants to see a separate scholarship option.

"I'm not advocating any changes to the current Promise scholarship system," he said. "This would be for adults as well as those students coming from high school."

Georgia and Tennessee, both of which have Promise-type scholarships, also have scholarships or grant programs to assist community colleges in attracting students into technical programs.

Legislators were open to the idea but said it would need further study to determine if the program is fiscally possible. Many of the Promise scholarship requirements are in place to hold down costs.

"I think it's a wonderful idea," said Delegate Steven Kominar, D-Mingo, who co-chairs the legislative oversight committee. "Now whether the money's available or we could afford it, I don't know, but I think it's time we looked at it."

Kominar said the idea had been discussed only briefly before in committee meetings and has not been pursued.

"We need to study how much it will cost," he said. "It was just a thought, and I think it's worthy to pursue."

Contact writer Jared Hunt at [jared.h...@dailymail.com](mailto:jared.h...@dailymail.com) or 304-348-5148.



## Gene A. Budig: Colleges still very important

CHARLESTON, W.Va. -- State colleges and universities have been under increasing fire in recent years with budgets being savaged by governors and legislators. The economic realities of the time are in evidence everywhere.

The picture is far from ideal as students are expected to bear the pain through soaring tuition and fees and much, much larger undergraduate classes. At many institutions, heretofore thought to be academically strong, a first-rate educational experience is something of the past.

The rising costs have put in jeopardy the dreams of many parents and their children. They simply cannot afford the higher educational experience despite increased scholarship opportunities provided by the federal and state governments and the private giving for scholarships.

Those who head private foundations admit the massive need has outstripped their means and ability to respond. Their only hope for the future is economic recovery, which will not arrive in time to assist many talented youngsters. They especially fear the loss of needed brainpower among the current generation.

There is universal concern among college and university leaders about the loss of young males who are dropping by the wayside and especially among the ranks of minorities. Numbers continue to grow among women who seek college in a wide range of disciplines; but we need to educate all of our promising young people.

Fortunately, community colleges are helping to fill a critical void. Business and industry has a mounting appreciation for the two-year institution and what it can do help fill a critical need for skilled workers, individuals who are essential to America's quest for continued superiority in the global race. The community college also is educating a growing and crushing number of individuals who want four-year degrees.

China, India and South Korea have adopted a community college format, explaining much of their imposing ascension.

Presidents from the four-year sector make an impressive case for increased research and development at their campuses. They reason that new and innovative research is the only way for the United States to retain its enviable position among the world's heavyweights. More and more business leaders are in agreement, as well as leaders from the Congress. Research means jobs. But the underfunding issue must

be addressed, and soon. It is, without question, a central part of the puzzle. Universal education opportunities, though varied, have served the country well. But they must be focused as never before.

In a survey of a dozen public college and university presidents, I learned that most are committed to the challenge, but pessimistic about the prospects for success. They are put off by growing public cynicism about anything that costs money and by political expediency by too many elected leaders.

They are tired of responding to the question of whether college is still worth it. Of course it is, they respond, the only real question should be where students should go. They clearly understand the need for institutional ratings, but resent the overemphasis on them.

Most are keenly aware that they have an obligation to be much more precise in their responses, and as U.S. News & World Report recently stated, "If colleges were businesses, they would be ripe for hostile takeovers, complete with cost-cutting and painful reorganizations." The polled presidents argue that they have experienced both significant cost-cutting and reorganizations, and that more is likely ahead with the ailing economy.



## **Mountwest to offer ballroom classes**

September 15, 2010 @ 12:00 AM

## **The Herald-Dispatch**

HUNTINGTON -- Mountwest Community and Technical College will offer ballroom dance classes beginning Monday, Sept. 20, at Top Hat Ballroom, 6433 U.S. 60 East, Barboursville.

Paul and Gail Patton, owners of Top Hat, will be teaching Foxtrot and Cha-Cha.

Classes are geared toward people who would like to learn to dance for fun at social occasions. After the first lesson, students will be able to dance some basic steps. By the end of the six-week course, participants can expect to feel comfortable enough to dance at social events.

Classes begin Sept. 20 and will meet for six weeks on Monday evenings from 7 to 8:30 p.m. Price is \$120 per couple, with payment due the first night of class. Cash and checks made payable to MCTC are accepted. Couples are asked to arrive 10 minutes early to complete a short registration form and provide payment.

For more information, call Gail Patton at Top Hat at 304-412-3171 or Christi New at MCTC at 304-399-1281.



## **Mountwest to share L.I.F.E. lessons**

August 25, 2010 @ 12:00 AM

**BETH HENDRICKS**

**The Herald-Dispatch**

HUNTINGTON -- In an effort to put the "community" back in community college, Mountwest is sharing a few L.I.F.E. lessons with interested Tri-State residents.

Beginning this semester, the community and technical college is offering "Learning Is For Everyone" courses -- specific class offerings at discounted prices for non-credit students.

"It's kind of close to what auditing a class would be. It's not for those necessarily seeking a degree, but people who might want the knowledge the class would give them," said Erika Bailey, director of Mountwest's continuing and community education. "It also helps our other students because it bumps up the level of participate in class. It gets the regular credit students interacting with the non-credit participants -- nobody knows which is which -- and really ups the ante in terms of in-class involvement."

The classes offered are selected by Mountwest staff for broad community appeal and applicable class sections are designed to fit conveniently in the lives of the business professional, with a typical offering schedule from 6:30 to 9 p.m. once a week. Classes are eight to 16 weeks in length and cost approximately \$50 to \$125.

"You may have a master's degree, but maybe you're not comfortable with public speaking. Maybe you want to go into the healthcare industry, but you don't know which direction to go. These classes are designed to get you that information," Bailey said. "We're offering an introduction to the visual arts, which is taught alongside the Huntington Museum of Art, creative writing classes, West Virginia history, a class on the JFK assassination.

"It's an opportunity to bridge the gap between credit and noncredit now that we're split from Marshall University," she continued. "We want to reach out to patrons in the community and let them know if you want this knowledge, you don't have to go through the application process, financial aid office, obtain your transcripts and jump through all these hoops just to get it."

Bailey said down the road if a non-credit student decides they want to receive credit for the class, that option is available so long as the student has completed all the course work, tests and quizzes and pays the fee to bring the class up to credit level.

"These classes are educational and academic in nature, but for some people, they're going to be fun and informative as well," Bailey said.

For a complete listing of continuing education courses, visit [www.mctc.edu](http://www.mctc.edu). Registration for L.I.F.E. courses will be accepted through the end of the week. Bailey said additional non-credit classes will be selected for Mountwest's spring semester.



## **New Blue Ridge plans discussed**

### **School's rapid growth causes a closer look**

*September 10, 2010 - By Jenni Vincent, Journal staff writer*

MARTINSBURG - Even though plans are well under way for a new Blue Ridge Community and Technical College campus - one that will relocate it from the Berkeley County Dunn Building to a site off W.Va. 45 - it now appears even the new facilities won't be large enough for long because of the school's rapidly growing student base.

That was the message Blue Ridge President Dr. Peter Checkovich brought to Berkeley County Commissioners Bill Stubblefield and Tony

Petrucci Thursday, when he appeared to discuss the building project and its tentative timeline.

Commission President Ron Collins was out of town and did not attend the weekly meeting. Stubblefield chaired the meeting in his absence.

A new headquarter building is to be the first of three structures planned for the new campus, set to be built on a 43-acre site off Interstate 81 near The Commons shopping center, Checkovich said. It will be constructed during phase one of the project.

He said the total square footage of the new building would be approximately 55,000 square feet as opposed to the 34,000 square feet of space the college currently leases from the county.

"Sounds like a lot, until you start putting stuff in the building," Checkovich said.

Checkovich said the goal is to have construction started by March 2011 and to have the project under roof by the following November so work can continue during the winter.

A projected opening date of July or August 2012 is now anticipated, he said.

"The timeline could change, but that's what we've planned right now," Checkovich said.

When asked by Stubblefield about the school's enrollment, Checkovich said "no one has a crystal ball about that." But he also recalled how the school had defied original estimates that it would fail to attract even a thousand students when it first came to town.

"We're going to have between 3,400 and 3,500 students this fall when the rolls are finally taken next month. I would anticipate we won't gain a whole lot of room in the classrooms. ... In terms of seating I'd say we'll gain about 75 seats, so there is already talk about a phase two," he said.

"My guess at this point, and it could be wildly off, is that in the next five years we'll be at 5,000 students, so we will need more space," Checkovich said.

The school currently has some space at the former Corning plant, with provisions there for some additional facilities.

"We could probably handle an additional 800 students in 10 classrooms," Checkovich said.

"So we do have a safety valve there. ... But by the time we get in somewhere, it seems it will almost be too small," he said.

State officials in Charleston already are discussing another bond issue, phase two funding, for community colleges, Checkovich said.

Stubblefield, while acknowledging the school's growth and success, also said it will be "bittersweet" to see them move to a new facility.

"These plans are exciting, but I also see them as bittersweet because I think there has been a good marriage between the county and Blue Ridge. ... We will be the losers when you move out," Stubblefield said.

- Staff writer Jenni Vincent can be reached at 304-263-8931, ext. 138, or [jvincent@journal-news.net](mailto:jvincent@journal-news.net)



## **Southern offers scholarships to future leaders**

by Banner Staff Repor

Read more:[Logan Banner - Southern offers scholarships to future leaders](#)

WILLIAMSON— Southern’s Appalachian Leadership Academy is currently recruiting for its 2011 class of Cotiga Fellows. The mission of the Appalachian Leadership Academy is “To identify Southern students with outstanding character and prepare them with the leadership and diversity skills needed to serve as engaged, conscientious citizens as they enter the business, political, and academic world.” The Academy a partnership between Southern, the Cotiga Development Company, and the Appalachian Leadership and Education Foundation.

Students accepted into the Academy are identified as Cotiga Fellows. Cotiga Fellows receive full tuition, for four semesters, 12-hours of college credit, and a book allowance. Cotiga Fellows also have the opportunity to travel, lead positive change, have an impact in the greater community, and build a network of peers among local, regional, and state leaders.

The Cotiga Chapter is an on site program, located at the Williamson Campus, with students attending classes and seminars once a week. Cotiga Fellows have the opportunity to identify and develop their own personal leadership styles through classroom lectures, fun, hands-on exercises and group activities, discussions and forums, team building exercises, and community service projects. Southern selects up to 10 students annually to participate in the two-year program.

Southern West Virginia Community and Technical College welcomes all applicants, regardless of race, color, national origin, disability, age, sex, political affiliation, or religion. Any freshmen planning to attend classes on the Williamson Campus is eligible to apply. Fellowships are not based on GPA, extracurricular activities, or major. Southern is seeking freshmen who are looking for opportunities to develop and practice their leadership skills.

Freshmen interested in applying for a Cotiga Fellowship must begin the process by first attending an interest meeting on the Williamson Campus. Students will not be permitted to apply without taking this first step. Upcoming interest meetings have been scheduled for the following dates:

- September 20: noon at the Williamson Campus, room 433

- September 21: 6 p.m. at the Williamson Campus, room 433
- September 28: noon at the Williamson Campus, room 433
- September 29: 6 p.m. at the Williamson Campus, room 433

For information on becoming a Cotiga Fellow visit Southern's website at [www.southernwv.edu](http://www.southernwv.edu) or contact Pauline Sturgill at (304) 896-7371 or email [paulines@southern.wvnet.edu](mailto:paulines@southern.wvnet.edu)

Read more: [Logan Banner - Southern offers scholarships to future leaders](#)



## **Chancellor Suggests PROMISE-like Program For 2-Year Students**

**The program would encourage more people to pursue two-year degrees, which is what many of West Virginia's jobs will need in the near future.**

CHARLESTON -- Many of the fastest-growing and best-paying jobs in West Virginia during the next six years will require two-year degrees, yet the state has a scholarship system primarily targeted at four-year colleges. Therefore, a top higher education official said it may be time for the state to consider a PROMISE-like program for the its two-year community and technical colleges.

James Skidmore, chancellor of the state Community College and Technical College System, told lawmakers Sept. 14 that two-year colleges receive only \$800,000 of the roughly \$40 million in PROMISE scholarships awarded annually to local high school students who choose to go to college in West Virginia.

He didn't see anything wrong with that, but he said a similar program for two-year colleges could help employers fill many of the positions requiring technical skills.

PROMISE scholarships are state grants awarded to high schools students who maintain high grades and score well on either their ACTs or SATs. The scholarships used to pay the full tuition of going to public college in West Virginia, but lawmakers capped them at \$4,750 a year two years ago to control the program's growing cost.

Still, many of the jobs that are going to be in demand in the state in the next few years won't require four-year degrees, according to figures provided Kelley Goes, the state secretary of commerce. Many of those jobs will be in health care – such as nursing – and the trades.

The state's two-year colleges have implemented 112 technical programs during the past four years to try to meet the employer demand for skilled labor. CTCS is asking lawmakers for \$4 million in one-time funding next year to help keep those programs running.

Also, it is asking for additional money for need-based financial aid for students. Specifically, it wants \$3 million for the Higher Education Grant Program for low-income students and \$3 million for the Higher Education Adult Part-Time Student (HEAPS) program. Four-year colleges are asking for \$2 million for HEAPS.

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## **W.Va. Community Colleges Seek \$4 Million for Tech Programs**

Posted Thursday, September 9, 2010 ; 06:00 AM

By Walt Williams

[Email](#) | [Other Stories by Walt Williams](#)

CHARLESTON -- The state's community and technical colleges will ask lawmakers next year for \$4 million in one-time funding to help cover the growing costs of programs that train students for specialized jobs.

The state's 10 two-year colleges have implemented 112 new technical programs during the past four years to try to meet employer demand for skilled labor. Some examples include medical assistance, homeland security, nursing, baking and pastry, wind technology and accounting.

James Skidmore, chancellor of the West Virginia Community and Technical College System, said the programs fill a void that previously had existed among the state's two-year colleges.

"It has been a weakness we have not offered the technical programs that are needed," he said.

The CTC Council submitted the request to the Governor's Office in August as part of a proposed budget for the coming fiscal year. The proposed budget largely holds spending at present levels. Besides the one-time infusion of \$4 million, the council also is requesting \$6 million in additional, ongoing funding for need-based financial aid.

The requests for new money come during what is expected to be a lean budget year. College administrators had expected the Governor's Office to tell them to cut their state funding requests by perhaps as much as 7 percent but were instead told to keep them at current levels.

The governor's staff will weigh the requests for new funding and decide whether to include them in the overall state budget presented to lawmakers during next year's legislative session. What lawmakers decide will not only help determine what programs the colleges will offer but how much in tuition students pay.

Skidmore said current state funding levels are not enough to sustain many of the technical programs that have been created in recent years. There is faculty to pay, and equipment must be maintained.

Most of the money to create the programs came from state grants and other sources of funding outside the college system. That money was enough to sustain the programs for three years, but now more funding is needed to keep them going.

Before any program was created, there had to be commitments by local employers that the jobs they trained students for actually existed, Skidmore said.

Tuition alone would not be able to cover the costs of providing the programs, he said. If the \$4 million does not materialize, college officials would need to rethink their priorities.

"We would make every effort to find the money through grants that may be available, and if we could not, colleges would have to make some tough decisions about their programs," he said.

The CTC Council's request for \$6 million in ongoing funding for need-based financial aid resembles a budget request recently made by the state Higher Education Policy Committee, which oversees the state's four-year public universities.

College officials say they've seen a jump in the number of students seeking need-based aid during the past two years. While lawmakers have pumped more money in scholarship programs such as PROMISE -- which bases eligibility on test scores -- funding for need-based aid has not increased in recent years.

The result is the amount of money awarded to students has gone down as demand has increased. Grants from the Higher Education Grant Program, the state's main financial aid program for low-income individuals, shrunk from an average of \$3,300 per student to \$2,100 in just a few years time.

However, the CTC Council is differing from its four-year counterpart in where it would like to see the additional money go. HEPC wants to pump \$3 million in additional funding into the grant program in both 2011 and 2012.

The council also recommends putting \$3 million into the grant program, but it also wants to see \$3 million go to the Higher Education Adult Part-Time Student (HEAPS) program, which provides financial assistance for adults heading to college. HEPC recommended \$2 million.

Skidmore said the focus on HEAPS is a result of the student makeup at the community colleges, which have a higher percentage than four-year universities of adult, non-traditional students.

"We're looking at our financial aid participation rates and trying to determine what the demand is," he said.

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## Help Needed

### Scholarship system for community colleges worth considering

*September 22, 2010*

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West Virginia legislators have been asked to consider a new scholarship program aimed at students interested in two-year degrees rather than four years in college. We think that is a good idea - but only to an extent.

As we have made clear for many years, we are enthusiastic proponents of community colleges. Those serving our area have helped thousands of students pursue education past high school. Many have obtained training that has helped them obtain good-paying jobs for which they otherwise would not have been qualified.

Legislators were asked last week to consider providing more scholarship help to students at community and technical colleges. James Skidmore, chancellor of the state Community and Technical College System, suggested the Promise Scholarship program as a template.

Skidmore noted that about \$40 million a year is spent on Promise scholarships. Of that total, only about \$800,000 goes to community and technical college students, he added.

Promise scholarships can be used by students at two-year institutions, providing they qualify academically. But Skidmore said the perception is the program is aimed at those seeking four-year degrees. He suggested a separate scholarship system for community and technical college students, and some legislators appeared receptive.

Many new high school graduates - as well as adults who have not been to class in many years - could benefit from scholarship help at two-year institutions. But West Virginia, already pouring nearly \$40 million a year into the Promise program, probably cannot afford much more help for higher education students.

It needs to be remembered that when the Promise program began a few years ago, state officials were assured its costs would not spiral out of control. They nearly did, forcing Promise officials to tighten requirements for applicants. We cannot afford a repeat of that experience.

That said, however, lawmakers should consider Skidmore's recommendation. More scholarship help for community and technical college students could benefit them and - perhaps by keeping some of them from leaving West Virginia in search of jobs - our communities and the state as a whole.



## **Editorial: Community colleges could use some help on scholarship front**

September 24, 2010 @ 12:00 AM

**The Herald-Dispatch**

Students at the state's community and technical colleges are largely left out from getting help from West Virginia's Promise scholarship program.

The reason, one would assume, is that not nearly as many of those students qualify for the merit-based scholarships as do students destined for the state's four-year colleges and universities.

But the result is that out of nearly \$40 million spent annually by the state on Promise scholarships, only about 2 percent goes to community and technical colleges. That is a minuscule proportion when you consider that nearly a quarter of students -- or about 22,000 -- in public post-secondary education in the state attend community and technical colleges, including Mountwest in Huntington.

James Skidmore, chancellor of the state Community and Technical College System, would like to do something about that.

Skidmore is not asking for changes to the Promise scholarship program, which offers up to \$4,750 a year for four years for eligible students to attend college in West Virginia. Instead, he is asking the Legislature to consider launching a separate but similar program aimed at supporting students seeking two-year degrees. His contention is that many of these students are seeking education related to promising career and job fields that not only bode well for those students but also for fulfilling employers' needs.

His argument has support, based on information from state Commerce Secretary Kelley Goes. According to projections through the year 2016, she said, some of the highest-paying and fastest-growing jobs will require two-year rather than bachelor's degrees.

Among those are health care jobs such as physical therapist assistant, registered nurse and dental hygienist, and skilled trades such as geological and petroleum technicians, paralegals and environmental protection and safety technicians, according to a report

by the Charleston Daily Mail. She told the Legislative Oversight Commission on Workforce Investment for Economic Development that jobs requiring two-year degrees pay, on average, only \$1,500 less per year than those requiring four-year degrees.

Skidmore also said employers need workers who can help maintain production equipment and keep plant machinery running efficiently. But he acknowledged that attracting students into such fields can be difficult because they are perceived as "dirty jobs," even though in today's modern workplaces they often are not. A scholarship or grant program would be another tool for enticing students, he argued.

Perhaps the biggest question going forward would be how to pay for a separate scholarship and/or grant program. It's a valid one, too, considering that the state's budget situation is tight and it already has taken steps to limit the costs of the Promise program.

But as lawmakers look forward, they should give serious consideration to Skidmore's suggestion and see whether such a program is viable. The state has taken steps to bolster the community and technical college system to make it a more dynamic factor in workforce development, and encouraging more students to pursue promising fields requiring two-year degrees can aid West Virginia's economy.



## **Two Trade Schools in Danger of Losing Federal Student Aid**

Posted Wednesday, September 15, 2010 ; 06:32 PM | [View Comments](#) | [Post Comment](#)  
Updated Wednesday, September 15, 2010; 07:48 PM

## **The Charleston School of Beauty Culture and the Human Resource Development & Employment's Stanley Technical Institute in Clarksburg could face losing federal student aid due to high student loan default rates.**

By Sarah Lieu

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More people around the country are enrolling in trade schools to get a foothold in this troubling economy.

But that's also caused more students to default on their loans.

In turn, two schools in the Mountain State, and the only two schools in the nation, are looking at losing all of their federal student aid dollars.

Both Charleston School of Beauty Culture and the Human Resource Development & Employment's Stanley Technical Institute are looking at losing their eligibility in federal student aid programs.

### **Schools with default rates of 25 percent or greater for 3 consecutive years risk losing eligibility in federal student aid programs.**

Justin Amos, 27, owner of the old-fashioned barber shop called The Vintage Barber Shop, is a graduate of the Charleston School of Beauty Culture and is paying back a \$9,000 school loan.

"I always thought it was a very interesting business because it's different from the rest," said Amos. "Love the field. It's a great school down there."

But the school is now in danger of losing all federal student aid dollars that's helped students like Amos because of high student loan default rates, according to the U.S. Department of Education.

"The economic situation is what is happening," said Kenneth Coston, admissions counselor of the Charleston School of Beauty Culture. "Because when you look at trade schools, any school right now, your default rate is usually two years behind."

Coston says the number of students defaulting on loans is actually small at a very small school but it translates into a higher percentage overall.

"It's a great field to be in," said Coston. "The problem is the economic situation that people have been under the last couple of years. They are actually having problems paying their loans back."

Coston says the beauty school's graduate placement rate is about 90 percent.

"It's a shame that people aren't paying back their loans, but a lot of people still don't realize that this is a very tough time for everyone right now," said Amos.

Amos is currently making his payments on his student loans.

The Charleston School of Beauty Culture is appealing.

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Southern announces Shell Family Scholarship recipients  
byBanner Staff Report

1 day 1 hr ago | 80 views | 0 | 0 | |

MUD FORK — Two graduates of Logan High School have been named as the recipients of the Shell Family Scholarships for the Fall 2010/Spring 2011 academic year.

The Shell Family Scholarships were established in partnership with the Southern West Virginia Community College Foundation in 2008, according to Vice-President for Development and Southern Foundation Liaison Ronald E. Lemon.

Robert Shell Jr., a successful international businessman and leader, is well known for his philanthropy and support of young people throughout the world. He and his family have always maintained an interest in education, but more importantly realize the financial hardship students have in attaining a college education.

“The Shell Family Scholarship is an opportunity for our family to provide continuing support of higher education to the citizens of southern West Virginia, and hopefully be a stepping stone for others to follow,” said Shell.

Shell is the recipient of numerous awards and recognitions. In 1999, he was elected to the Marshall University Business Hall of Fame. In 2002, Shell was elected to the West Virginia University Hall of Fame, and on December 4, 2007 he was honored by the Education Alliance.

The Shell Family Scholarship recipients for 2010/2011 are as follows:

- Chelsey Workman is a 2010 graduate of Logan High School where she was active in many school clubs and organizations. Workman was Miss Logan County in 2009 and assisted in hosting the Logan County Fireman's Ball and the Matt Patterson Toy Drive. Chelsey lives at Omar, WV and is currently employed at the Shoe Show. Her plans are to earn a degree in education at Southern and then transfer to Marshall University to pursue a Bachelor's Degree in education.

- Michael "Bryce" Dalton is a 2010 graduate of Logan High School where he participated in basketball, baseball, and golf. He was a member of the French Club, Prayer Club, Teens Against Alcohol and Drugs and the Future Christian Athletes. He is the son of Mike and Lori Dalton of Chapmanville, WV. Bryce is currently employed with the Logan County Commission. Upon completion of his studies at Southern, he plans to earn a Bachelor's Degree in Physical Education at Marshall University.

For more information concerning the Vision 2020 Major Gifts Campaign at Southern West Virginia Community and Technical College, contact Mr. Lemon at 304.896.7425 or by email at ronl@southern.wvnet.edu.

Students interested in applying for the Shell Family Scholarship can obtain an application by going to Southern's website at [www.southernwv.edu](http://www.southernwv.edu).

Southern West Virginia Community and Technical College offers many degree and certificate programs in its Career and Technical Division, including Allied Health, Business Administration, Criminal Justice, Information Technology, Mine Management, and Survey Technology. The University Transfer Division offers degrees that prepare students to transfer into upper division programs at four year colleges and universities.

Southern operates four campuses and two sites located in Boone, Logan, Lincoln, Mingo, Raleigh and Wyoming counties. Kentucky students

residing in Pike, Martin, Boyd and Lawrence counties are eligible for in-state tuition rates.

Read more: [Logan Banner - Southern announces Shell Family Scholarship recipients](#)



## Paul Edwards among Pierpont honorees

### **Saluted as Fairmont’s ‘father of community college education’**

By **J. Miles Layton** [Times West Virginian](#)

FAIRMONT — A few familiar faces were honored for their service to Pierpont Community & Technical College at the school’s Board of Governors meeting on Tuesday.

Dr. Paul Edwards, the “father of community college education” in Fairmont, was presented a plaque by BOG Chair Jim Griffin and the college’s President Doreen Larson.

Through Edwards’ leadership, Fairmont State College established its community college component in 1974. During his 23 years at the reigns of the community college, 25 associate degrees and certificates were established, and developmental education was expanded to better serve the needs of students. And then there is the coveted Paul E. Edwards Award for Teaching Excellence which is given to honor one of Pierpont’s many faculty members who have demonstrated unusual dedication and accomplishments in teaching.