



*Southern*  
West Virginia  
Community and Technical College

***Board of Governors***

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**April 19, 2016**  
**MEETING AGENDA PACKET**

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**Members**

Thomas A. Heywood, Chair  
Wilma J. Zigmond, Vice Chair  
Glenn T. Yost, Secretary  
F. Raamie Barker  
Jada C. Hunter  
George Kostas

Terry R. Sammons  
Kevin G. Zachary  
Brandon K. Elkins  
Russell F. Saunders  
Virginia L. Stepp

Robert E. Gunter, Ed.D  
President

**Southern West Virginia Community and Technical College**  
**Board of Governors Meeting of April 19, 2016**  
**Building C, Room 428, 2900 Dempsey Branch Road**  
**Mount Gay, West Virginia and by Teleconference**

**AGENDA**

1. Call to Order ..... Mr. Thomas Heywood  
Board Chair
2. Oath of Office ..... Mr. Samuel Litteral  
Vice President for Finance and Administration
3. Call for Public Comments to the Board of Governors ..... Chair Heywood
4. President's Report ..... Dr. Robert Gunter  
President
5. Financial Report ..... Mr. Litteral
6. Action Items
  - 6.1 Appointment of Board of Governors Nominating Committee ..... Chair Heywood
  - 6.2 Request for Approval of February 16, 2016 Board Minutes ..... 8
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    - 6.6.7 SCP-5830, Use of Southern West Virginia Community and  
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    - 6.7.1 SCP-1001, Records Retention Policy ..... 254
    - 6.7.2 SCP-1750, Tobacco Usage ..... 271
    - 6.7.3 SCP-2171, Professional and Educational Requirements  
for Faculty ..... 277
    - 6.7.4 SCP-2226, Faculty Incentive Pay Program ..... 283
    - 6.7.5 SCP-5620, Traffic and Vehicle Speed, Flow and  
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7.1	Review of SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups .....	314
7.2	Guns on Campus .....	315
8.	Executive Session Under Authority of West Virginia Code §6-9A-4(b)2A Regarding Personnel and Management Issues .....	Chair Heywood
9.	Adjournment .....	Chair Heywood

## Southern West Virginia Community and Technical College

Committee		Presidential Activities Report		Date	April 19, 2016	
Facilitator		Dr. Bob Gunter		Time	6:00 PM	
Location		Southern West Virginia Community & Technical College				
Members Present						
Members Absent						
Guests						
Key Points Discussed and Action Items						
No.	Date		Action Item(s)			Outcome/Follow-up and Owner
			Faculty Meetings			
	February 26, 2016		Governance Day			Attend
	February 26, 2016		Faculty Senate			Attend
	February 26, 2016		President’s Unit Meeting			Preside
	March 3, 2016		Martha Maynard – Theater Repair/Completion			Preside
	March 8, 2016		Enrollment Management & Student Services Meeting			Preside
	April 6, 2016		Southern Entrepreneurship Team Meeting			Attend
			Staff Meetings			
	February 23, 2016		President’s Cabinet Meeting			Preside
	February 23, 2016		Vice President Meetings			Preside
	March 7, 2016		Vice President Meetings			Preside
	March 29, 2016		President’s Cabinet Meeting			Preside
	April 4, 2016		Vice President Meetings			Preside

		<b>Chamber of Commerce/Rotary Club Meetings/Consortium</b>	
	February 25, 2016	Southern Mountains District Consortium	Co-Chair/Preside
	March 21, 2016	Region 2 Workforce Investment Board Meeting	Guest Speaker
	March 23, 2016	Pineville Chamber of Commerce	Guest Speaker
	March 24, 2016	Leadership Logan	Guest Speaker
	April 7, 2016	Southern Mountains District Consortium	Co-Chair/Preside
		<b>Campus Visits</b>	
	March 10, 2016	Logan Campus, Building A – Student Services	Tour
		<b>High School Recruiting Trips</b>	
	February 18, 2016	River View High School	Presentation
	February 22, 2016	Scott High School	Presentation
	February 24, 2016	Westside High School	Presentation
	February 24, 2016	Wyoming East High School	Presentation
	March 9, 2016	Sheldon Clark High School, KY	Presentation
	March 9, 2016	Tolsia High School	Presentation
	March 10, 2016	Belfry High School, KY	Presentation
		<b>Individuals Meet/Greet</b>	
	March 21, 2016	Jake Hunt, Executive Director of Workforce Investment – Excel Career Club Program Expansion	Introduction
	March 22, 2016	Senator Shelley Moore Capito, Wyoming Campus	Introduction
	March 31, 2016	David Hughes, Business Development Analyst/ARC	Introduction

		<b>Other</b>	
	February 17, 2016	Unilin Flooring NC, LLC	Tour/ Discussion
	February 21, 2016	College Goal Sunday	Informational
	February 21, 2016	Annual Black History Month/Harmony 365 Candlelight	Guest Speaker
	February 22, 2016	Columbia Pipeline Workforce Training Meeting	Attend
	February 29, 2016	County School Superintendent's Meeting	Preside
	March 1, 2016	Motor/Power Sports Technology Meeting, Boone County Schools	Preside
	March 3, 2016	Mining Repair Specialist, Inc.	Tour
	March 7, 2016	Wyoming County Day at the Legislature Reception	Attend
	April 1, 2016	Revitalizing Southern West Virginia: A Community Roundtable	Panelist/Attendee
	April 12, 2016	College Decision Day – Mingo Central Comprehensive High School	Participate
	April 14, 2016	Annual Foundation Scholarship Banquet	Participate
	April 15 – 18, 2016	Higher Learning Commission 2016 Annual Conference – Chicago	Attend
		<b>Planned Activities – February 2016</b>	
	April 22, 2016	Healthcare and Business Advisory Board Meeting	Attend
	April 27, 2016	Community and Technical College Advisory Committee (CTCAC)	Attend
	April 27, 2016	Phi Theta Kappa All-WV Academic Team Ceremony	Attend
	April 28, 2016	WV Council for Community and Technical College Education	Attend
		<b>Parking Lot Issues</b>	
	February 8, 2016	Hypothetical 6.5 % Additional Reduction in General Revenue Spending for FY 2017	Informational
	January 27, 2016	Career Pathway Programs of Study Initiative	Informational

	January 28, 2016	Presentation of 2015 Higher Education Report Card	HEPC Website
	January 28, 2016	DegreeWorks Transfer Equivalency Software (\$195K - WVNET) (\$1,600/college Renewal Base)	Informational
	January 31, 2016	Experimental Sites Initiative – Pell for high school students	Informational
	March 28, 2016	WVROCKS – West Virginia Remote Online Collaborative Knowledge System	Informational
	April 29, 2016	Governance Day	Participation

**Southern West Virginia Community and Technical College  
Board of Governors  
Meeting of February 16, 2016  
6:00 p.m.**

**2900 Dempsey Branch Road, Room 428, Building C  
Mount Gay, West Virginia and by Teleconference**

**DRAFT MINUTES**

**Board Members Present:** Thomas Heywood, Chair; Glenn Yost, Secretary; Linda Akers (phone), Jada Hunter (phone), George Kostas (phone), Russell Saunders, Faculty Representative; Virginia Stepp (phone), Classified Staff Representative

**Board Members Absent:** Brandon Elkins, Student Representative; Terry Sammons, Wilma Zigmond, Vice Chair

**College Staff Present:** Robert Gunter, President; Samuel Litteral, Allyn Sue Barker, Ronald Lemon, Steven Lacek, Guy Lowes, Melinda Saunders, Patricia Miller, Chris Gray, Chuck Puckett, Will Alderman, Tehseen Irfan, Lora Foster, Kristen Moody and Kelli Shafer (Suttle & Stalnaker), Gary Holeman (CIO for Ellucian), and Emma Baisden (Recorder)

**1. Call to Order**

Mr. Thomas Heywood, Board of Governors Chair, declared a quorum present and convened the meeting at 6:00 p.m.

**2. Call for Public Comments to the Board of Governors**

Chair Heywood announced last call for public sign up for comments to the Board. No signatures were recorded.

**3. Financial Audit**

The accounting firm of Suttle and Stalnaker, PLLC, conducted the financial audit for Southern West Virginia Community and Technical College for the fiscal year ended June 30, 2015. Suttle and Stalnaker representative and Certified Public Accountant, Kelly Shafer, discussed details of the accounting firm's findings with respect to financial reporting. The accounting firm provided copies of the audited financial statements to the Board for review prior to this meeting. The report is intended solely for the information and use of the College's Governing Board, managements of the College and the West Virginia Council for Community and Technical College Education, and is not intended to be and should not be used by anyone other than these specified parties. Ms. Shafer stated that no internal issues or compliance issues were found during the audit. She commended Mr. Litteral's department for performing an excellent job on the audit and appreciated their efforts and cooperation during the audit. Board Secretary, Glenn Yost, congratulated Mr. Litteral on receiving an excellent report which is a direct reflection of him and his department.

**4. Board of Governors Committee on Tuition and Fees Proposal**

Chair Heywood presented the Committee's tuition proposal to Board members. They recommended that the Board of Governors approve a resolution for a 6.77% tuition increase for the 2016-2017 academic year to reflect a \$108.00 per semester per FTE increase for

resident students effective July 1, 2016. This reflects an increase of \$9.00 per credit hour which will increase tuition from \$133.00 per credit hour to \$142.00 per credit hour. This increase will bring the full-time tuition to \$1,704.00 per semester, and the annual tuition rate to \$3,408.00 for resident students. The proposed 2016-2017 annual tuition rate of \$3,408.00 would be less than the Community and Technical College System's 2015-2016 average tuition rate of \$3,535. If approved, the Committee recommends this request be submitted to the West Virginia Council for Community and Technical College Education for action at its next meeting.

**5. President's Report**

- 5.1 President Robert Gunter reported that since his arrival in January, he has been meeting with various individuals throughout Southern's district to determine what is needed and wanted.
- 5.2 Dr. Gunter has visited all of Southern's campuses/locations, and has participated in various faculty and staff meetings to listen to concerns, introduce himself, and become acquainted with Southern employees.
- 5.3 President Gunter reinstated high school visits and has participated in various visits to high schools in Southern's service area.
- 5.4 Participated in Higher Education Day at the Legislature at the Capitol Complex in Charleston on January 19, 2016.
- 5.5 President Gunter has scheduled a meeting with the district school superintendent's for February 29, 2016, and plans to discuss the strengthening/building of career pathway partnerships between the College and the county Boards of Education.
- 5.6 College Goal Sunday is scheduled of February 21<sup>st</sup> at Southern's Logan Campus.
- 5.7 President Gunter has been the guest speaker at Chambers of Commerce and Rotary Clubs throughout the service area.
- 5.8 Chair Heywood thanked Dr. Gunter for his leadership, and Ms. Hunter stated that she was delighted to have him on board at the College.

**6. Financial Report**

Mr. Samuel Litteral, Vice President for Finance and Administration, provided the financial report dated January 31, 2016 to members of the Board. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures with Board members. Mr. Litteral informed the group that his report is on a cash basis, and if the College receives another budget cut going forward, it will be a real cut because there are no more vacant positions to eliminate. The College has suffered a budget shortfall of \$430,000 this fiscal year.

**7. Advisory Council of Faculty and Faculty Senate Presentations**

Mr. Charles 'Chuck' Puckett, faculty representative to the West Virginia Advisory Council

of Faculty (ACF) and Faculty Senate Chair, presented to the Board the annual ACF and Senate reports. Mr. Puckett informed the group that the Council was established by the West Virginia Legislature as an advisory body of higher education faculty to serve as a resource to the Legislature; the Higher Education Policy Commission (HEPC) and the Council for Community and Technical College Education (CCTCE); the local boards of governors; and to provide a voice for faculty constituents. Statewide the ACF represents 6,000 faculty who serve 90,000 students. Mr. Puckett stated that Southern's faculty lead the state and the region in the development and implementation of co-requisite developmental education. The ACF plans to ask for the Legislature to restore higher education funding to a minimum of 2009 levels. They will request for the Council for Community and Technical College Education to develop standards for professional behavior which address faculty rights and academic bullying, and offer training for administrators and department heads in professional behavior.

As Faculty Senate Chair, Mr. Puckett, discussed matters affecting Southern's faculty with the group. He presented the Board with an overview of the Senate's composition, and informed the group that the Faculty Senate is designed to create an open channel between the faculty, administration, and the Board of Governors. This year the Senate is working to establish a Faculty Emeritus policy to bring forward to the Board for approval; will petition to increase Faculty Professional Development funding; will collect information and study the impact of SCP-1400; would like for the Board to consider pay raises and an increase in benefits for faculty, and requested for the Board to consider reinstating faculty tenure. Following the presentation, Russell Saunders thanked Mr. Puckett for representing Southern's faculty and stated that "diversification of the economy begins with education. We cannot cut our way out of poverty to prosperity and economic diversification with the continued cuts to education. Economic stability and diversity begins with education." Chair Heywood thanked Mr. Puckett for his service to Southern and its students.

**8. Academic Affairs and Student Services Annual Report**

Dr. Gunter informed Board members that Dr. Debra Teachman, Vice President for Academic Affairs and Student Services, is unable to attend today's meeting due to flooding at her residence. The report is deferred to the April 19, 2016 Board meeting.

**9. Action Items**

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

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the filing of the audited financial report for the fiscal year ended June 30, 2015.

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

**9.2 Request for Approval of Tuition and Fees Proposal**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed resident tuition increase of \$108.00 per semester per FTE for the 2016-2017 academic year effective July 01, 2016, AND

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

**ACTION:** Jada Hunter seconded the motion. Chair Heywood declared the motion adopted and will present the proposal to the West Virginia Council for Community and Technical College Education at its April 2016 meeting.

**9.3 Approval of December 8, 2015, Minutes**

**MOTION:** Virginia Stepp moved to accept the December 8, 2015 minutes as presented.

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

**9.4 Request for Approval of Post-Audit Follow-up Report for the A.A.S. Medical Assisting Program Required by the Council.**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors receive and approve the post-audit follow-up report for the Medical Assisting, Associate in Applied Science degree program, and its submission to the West Virginia Council for Community and Technical College Education for consideration for final approval.

**ACTION:** Glenn Yost seconded the motion. The motion carried unanimously and Chair Heywood declared the motion adopted.

**9.5 Request for Final Approval of Institutional Policies**

**9.5.1 SCP-1375, Reports of Incidents/Accidents and Forms**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-1375, *Reports of*

*Accidents/Incidents* with attachments 1375.A and 1375.B, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

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

**9.5.2 SCP-2810, Sabbatical Leave for Full-time Faculty and Forms**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-2810, *Sabbatical Leave for Full-time Faculty* and attachments 2810.A and 2810.B, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

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

**9.5.3 SCP-3670, Public School Service Program**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-3670, *Public School Service Program*, and its attachment for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

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

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

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

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

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

**9.6 Request for Approval of Institutional Policies for 30-day Public Comment**

**9.6.1 SCP-2202, Personnel Assessment, Philosophy, and Practice Statement**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2202, *Personnel Assessment, Philosophy, and Practice Statement*, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day comment period.

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

**9.6.2 SCP-2593, Payments to Employees for Contracted Services (Other than Regular Employment)**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2593, *Payments to Employees for Contracted Services (Other than Regular Employment)*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

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

**9.6.3 SCP-2825, Salary Administration**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2825, *Salary Administration*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

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

**9.6.4 SCP-4274, Standards of Progress for Financial Assistance Recipients**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-4274, *Standards of Progress for Financial Assistance Recipients*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**ACTION:** Russell Saunders seconded the motion. The motion carried unanimously.

**9.6.5 SCP-4770, Student Rights and Responsibilities**

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

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

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

**9.6.6 SCP-5050, Salary Administration**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-5050, *Salary Administration*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

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

**9.6.7 SCP-5830, Use of Southern West Virginia Community and Technical College Vehicles**

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

*RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-5830, *Use of Southern West Virginia Community and Technical College Vehicles*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**ACTION:** Russell Saunders seconded the motion. The motion carried unanimously.

**9.7 Appointment of Board of Governors Ceremonial Representative**

**9.7.1 Commencement – Greetings from the Board, May 14 – 10:00 a.m.**

Chair Heywood will represent the Board at the Commencement Ceremony scheduled for 10:00 a.m. on May 14, 2016. The event will be held at the Coalfield Jamboree in downtown Logan.

**10. Adjournment**

There being no further business, Chair Heywood declared the meeting adjourned at 8:00 p.m. The next Board meeting is scheduled for Tuesday, April 19, 2016 and will be held at Southern West Virginia Community and Technical College in Mount Gay, WV.

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Thomas A. Heywood, Chair

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

*DRAFT*

**Southern West Virginia Community and Technical College  
Board of Governors Meeting Schedule  
July 1, 2016 — June 30, 2017**

<b>Agenda Items Due</b>	<b>Board of Governors Agenda Committee</b>	<b>Board of Governors Business Meeting</b>	<b>Business Meeting Location</b>
August 1, 2016	August 2, 2016 9:00 a.m.	August 16, 2016 6:00 p.m.	Building C, Room 428 Logan Campus
September 22, 2016	September 27, 2016 9:00 a.m.	October 13, 2016 6:00 p.m.	TBA
		October 14, 2016 8:00 a.m. - 12:00 p.m.	TBA
November 23, 2016	November 29, 2016 9:00 a.m.	December 13, 2016 6:00 p.m.	Building C, Room 428 Logan Campus
February 2, 2017	February 7, 2017 9:00 a.m.	February 21, 2017 6:00 p.m.	Building C, Room 428 Logan Campus
March 29, 2017	April 4, 2017 9:00 a.m.	April 18, 2017 6:00 p.m.	Building C, Room 428 Logan Campus
June 1, 2017	June 6, 2017 9:00 a.m.	June 20, 2017 6:00 p.m.	Building C, Room 428 Logan Campus

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

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

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

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

**ITEM:** Request for Approval to Purchase West Virginia National Guard Armory Facility in Williamson, West Virginia

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors authorize the Southern West Virginia Community and Technical College President and Vice President for Finance and Administration, to pursue the opportunity to meet with the General Counsel of the West Virginia Office of the Adjutant General regarding the acquisition of the old Williamson National Guard Armory facility located adjacent to Southern's Williamson Campus for the amount of \$100,000.00 for future development.

**STAFF MEMBER:** Robert E. Gunter  
Samuel Litteral

**BACKGROUND:**

The appraised value of the Williamson Armory facility is \$447,000, and the quoted purchase price is \$100,000. The facility is 16,933 square feet and consists of 3.68 acres. There is no asbestos in the facility and the presence of lead is minimal. The College has hired an engineering firm to conduct a structural evaluation and a Phase 1 environmental assessment of the facility. On April 4, 2016, the State Armory Board approved conveyance of the old Williamson Armory to Southern West Virginia Community and Technical College for the sum of \$100,000.

Based upon the findings of the engineering firm confirming that no issues were found, we seek approval of the Board to proceed with the purchase of property. The appraisal is available for review upon request.



State of West Virginia  
**OFFICE OF THE ADJUTANT GENERAL**  
1703 COONSKIN DRIVE  
CHARLESTON, WEST VIRGINIA 25311-1085

James A. Hoyer  
Major General, WVARNG  
The Adjutant General

(304) 561-6317  
DSN: 623-6317  
FAX (304) 561-6327

April 6, 2016

Honorable Natalie E. Tennant  
Secretary of State  
Suite 157-K, State Capitol Complex  
1900 Kanawha Blvd. East  
Charleston, West Virginia 25305

Re: Deeds from the State Armory Board to WVU and SWC&TC

Dear Secretary Tennant:

Enclosed are original deeds dated March 31, 2016, from the State of West Virginia, State Armory Board, to West Virginia University and Southern WV Community and Technical College. These deeds, which convey the old Keyser and Williamson Armories, have been approved "as to form" by the Attorney General's office and now require approval by the Board of Public Works.

Also enclosed are copies of the following documents: (1) plats depicting the subject property; (2) resolutions and minutes from the State Armory Board authorizing disposition of the property.

Please place on the agenda for approval by the Board and return the original deeds to this office for our further handling.

Sincerely,

JOHN K. MCHUGH  
General Counsel  
West Virginia Military Authority

Enclosures

COPY

**DEED**

**THIS DEED**, Made this 31<sup>st</sup> day of March 2016, by and between the **STATE OF WEST VIRGINIA**, for the use and benefit of the **STATE ARMORY BOARD**, an agency of the State of West Virginia, hereinafter called "**Grantor**", and **SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE BOARD OF GOVERNORS**, on behalf of **SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE**, an agency of the State of West Virginia, hereinafter called "**Grantee**."

**WITNESSETH:** That for and in consideration of the sum **ONE HUNDRED THOUSAND DOLLARS (\$100,000.00)**, and other good and valuable consideration, the receipt and sufficiency of all of which is hereby acknowledged, Grantor does hereby **GRANT** and **CONVEY** unto the Grantee, free of all liens and encumbrances, with Covenants of **SPECIAL WARRANTY**, all of that certain tract or parcel of land, together with the improvements thereon and the appurtenances thereunto belonging, situate on Tug Fork River, City of Williamson, Mingo County, West Virginia, and being more particularly described as follows:

**Beginning** at a 5/8-inch diameter rebar set on the western right of way line of Norfolk and Southern Rail Road;

thence with said western right of way line for one line with a curve to the right of 674.88 feet said curve having a radius of 890.74 and a chord of S 21° - 52' E 658.85 feet to a 5/8-inch diameter rebar set being a corner to the Board of Governors Property;

thence with said Board of Governors Property for two lines S 48°- 36' W 96.34 feet to a point;

thence N 84°- 53' W passing a 5/8-inch diameter rebar set at 264.17 feet and being 279.17 feet in all to a point in the center of a flood wall and being a corner to Untied States of America Property;

thence with center of said flood wall and the United State of America for two lines N 03°- 39' E 531.00 feet and N 01°- 10' W 50.00 feet;

thence leaving said flood wall N44°- 45' E passing a 5/8-inch diameter rebar set at 15.00 feet and being 100.73 feet to the place of beginning.

The herein-described real estate contains **3.68 Acres**, more or less, as surveyed by Richard E. Kinder, Jr, PS of Eagle Surveying, Inc., Charleston, West Virginia, and as shown on a plat entitled "Plat of Survey Showing The State Armory Board of West Virginia Property Containing 3.86 Acres" dated February 25, 2016, a copy of which is attached hereto and made a part of this deed and description.

### **GRANTOR'S SOURCE OF TITLE**

The tract of land hereinabove described is a portion of that same tract or parcel of real estate conveyed to the State of West Virginia, for the use and benefit of the State Armory Board, by deed dated February 24, 1958, from Tug Valley Industrial Corporation, of record in the Office of the Clerk of the County Commission of Mingo County, West Virginia, in Deed Book 134, at Page 155.

### **EXCEPTIONS and RESERVATIONS**

This conveyance is made subject to any and all easements, rights-of-way, permissions, encumbrances, out-conveyances and reservations, covenants, conditions and restrictions, as may appear in the chain of title to the herein conveyed property, or which would be revealed by a visual inspection of said real estate, and is further made subject to any applicable zoning and building restrictions.

This conveyance is made subject to the condition that the property conveyed herein be used for public purposes associated with Southern West Virginia Community and Technical College. If, at any time, this property ceases to be used for such public purposes, the property will revert to the State of West Virginia, for the use and benefit of the State Armory Board, and Grantee agrees to immediately, upon its own initiative, execute a deed to the State of West Virginia for the use and benefit of the State Armory Board.


The Grantor excepts unto itself all the coal, oil, gas and coal bed methane gas and other hydrocarbons which it may own within and under the property herein described. The Grantor waives and releases its right to come upon the surface of the property for the exploration, drilling and procurement of coal, oil, gas, coal bed methane gas and other hydrocarbons herein excepted.

### **DECLARATION OF CONSIDERATION OF VALUE**

Grantor, under penalty as provided by law, declares that this transfer is exempt from State and County excise taxes imposed by W.Va. Code § 11-22-2 because such transfer is from an agency of the State of West Virginia.

**WITNESS** the following signature and seal:

**STATE OF WEST VIRGINIA, For the Use and Benefit of the STATE ARMORY BOARD**

BY:   
MG James A. Hoyer

ITS:  The Adjutant General

STATE OF WEST VIRGINIA

COUNTY OF KANAWHA, to-wit:

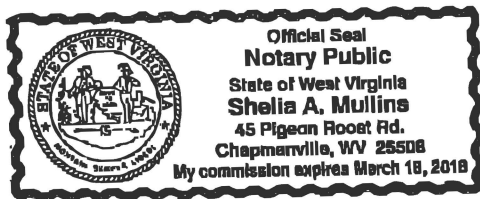
I, Shelia A. Mullins, a notary public in and for said county and state aforesaid, do hereby certify that MG James A. Hoyer, the Adjutant General, whose name is signed to the foregoing document, has this day acknowledged the same before me in my said county.

Given under my hand this 31<sup>st</sup> day of March, 2016.

My commission will expire March 18, 2018.

Shelia A. Mullins

Notary Public



Approved as to form this 5<sup>th</sup> day of April, 2016.

Patrick Morrissey, Attorney General

By J. Robert Rushie

This instrument was prepared by:

John K. McHugh, Esq.  
WV Bar #6243  
State of West Virginia  
Adjutant General's Department  
Construction and Facilities Management Office  
Charleston, WV 25311  
304-561-6452



WEST VIRGINIA STATE ARMORY BOARD

RESOLUTION

BE IT RESOLVED BY THE STATE ARMORY BOARD OF THE STATE OF WEST VIRGINIA, AS FOLLOWS:

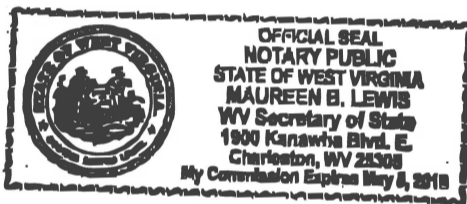
1. That the State of West Virginia, State Armory Board, enter into a Deed to transfer the land and improvements associated with the old West Virginia Army National Guard Armory facility located in the City of Williamson, Mingo County, West Virginia, to the Southern West Virginia Community and Technical College Board of Governors, on behalf of Southern West Virginia Community and Technical College.
2. That the Adjutant General of the State of West Virginia, be, and is hereby authorized and directed to execute said Deed on behalf of the State of West Virginia, for the use and benefit of the State Armory Board.

On a motion by Auditor Gainer and a second by Secretary Tennant the State Armory Board of the State of West Virginia approved and authorized the adoption of the above resolution.

DATE: 4 April 2016

for E.R.T. by Peter M. Marshall  
Earl Ray Tomblin, Governor

ATTEST:



Maureen B Lewis

Glen B. Gainer, III  
Glen B. Gainer, III, State Auditor

Natalie E. Tennant  
Natalie E. Tennant, Secretary of State

**West Virginia State Armory Board  
April 4, 2016 – 1:00 p.m.  
Secretary of State Conference Room  
Minutes**

**Attendees**

**Members:**

**State Auditor Glen B. Gainer III**

**Secretary of State Natalie E. Tennant**

**Peter Markham, General Counsel for Governor Earl Ray Tomblin**

**Guests:**

**John McHugh, General Counsel, WV Military Authority**

**Deputy Adjutant General – Air, John Frye**

**Ashley Summitt, Secretary of State's Office**

**Jeff Waybright, Auditor's Office**

**Brittany Vascik, Governor's Office**

**The meeting was called to order and chaired by Peter Markham.**

**The first item on the agenda was the approval of the minutes from the November 19, 2014 Armory Board meeting. Auditor Gainer made a motion to approve the minutes with Secretary Tennant seconding. The motion was adopted.**

**The next item on the agenda was the proposed conveyance of the old Williamson Armory to Southern West Virginia Community and Technical College for the sum of \$100,000. Auditor Gainer made a motion to approve the conveyance with Secretary Tennant seconding. John McHugh addressed the Board. He explained that this conveyance had been approved in 2013. It is being presented again to update the Board on the status of this transaction and to affirm the Board's prior vote. The Armory is 16,933 square feet. It consists of 3.68 acres. The college will use it for college purposes. Mr. Markham called for the vote. The motion was adopted.**

**Auditor Gainer asked if the Armory conveyances contain reverter clauses. Mr. McHugh responded that they do.**

**The final item on the agenda was the proposed conveyance of the old Keyser Armory to West Virginia University Board of Governors, on behalf of WVU at Potomac State for the sum of \$175,000. Auditor Gainer made a motion to approve the conveyance with Secretary Tennant seconding. John McHugh addressed the Board. The Armory is 20,247 square feet. It consists of 6.12 acres. The property will be used for the school as class rooms. In addition, there will be space for recruiting and the ROTC. Mr. Markham called for the vote. The motion was adopted.**

**With no further business, Auditor Gainer made a motion to adjourn the meeting with Secretary Tennant seconding. The meeting was adjourned.**

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

**ITEM:** Academic Program Review

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the program review of the Mine Management A.A.S. program in accordance with the provisions the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 10, *Policy Regarding Program Review*.

**STAFF MEMBER:** Steven Hall

**BACKGROUND:**

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Division of Healthcare and Business Programs conducted a program review of the Mine Management A.A.S. program during the 2015 / 2016 academic year.

It is recommended that this program review be approved at this time. Southern has alternate programs in place to meet the needs of the workforce. Students interested in the management and mining related fields will be referred to the Management or Strategic Business Integration A.A.S. degree program with an emphasis in energy management.

The program will be removed from the catalog, and new students will no longer be enrolled in it.

Once students currently enrolled in the program have completed it, officially moved to another program of study, or indicated in writing that they will not continue, the request to formally end the program will return to the Board of Governors.

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

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

☐ Program with Special Accreditation

☒ Program without Specialized Accreditation

**Program:** Mine Management A.A.S.

01/10/2016

Degree and Title

Date

**INSTITUTIONAL RECOMMENDATION**

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

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

**Rationale for Recommendation:**

It is recommended that this program review be accepted at this time. Southern has alternate programs in place to meet the needs of the workforce. Students interested in the management and mining related fields will be referred to the Management or Strategic Business Integration A.A.S. degree program with an emphasis in energy management.

The program will be removed from the catalog, and new students will no longer be enrolled in it.

Once students currently enrolled in the program have completed it, officially moved to another program of study, or indicated in writing that they will not continue, the request to formally end the program will return to the Board of Governors.

Signature of person preparing report if other than Division Head



Date

1/16/2016

Signature of Division Head



Date

1/16/16

Signature of Vice President for Academic Affairs and Student Services

Date

Signature of President

Date

Signature of Chair, Board of Governors

Date

**Southern West Virginia Community and Technical College  
Division of Healthcare and Business Programs  
Mine Management, Associate in Applied Science**

**Program Review Summary**

**A. Adequacy**

- The curriculum requirement adequately meets the education requirements of and Associate of Applied Science degree.
- The entrance requirements for students are consistent with Southern West Virginia Community and Technical College's standards.
- Graduate job placement results have been declining over the past few years.
- The assessment system ensures that the student has attained the proper educational objectives.
- Participation with the program advisory council has been minimal with the loss of full time faculty.

**Conclusion: The program does not meet the minimum adequacy requirements.**

**B. Viability**

- The number of students graduating from the program is declining and expected to decline over the new few years.
- Minimal job opportunities and a declining industry has led to a reduced amount of overall support for this program.
- Technology has been incorporated in the classroom/lab setting suitable to this course of study.

**Conclusion: The program does not meet minimum requirements for viability as a major.**

**C. Necessity**

- The program minimally meets both an educational and employment need in the service area.

**Conclusion: The program does not meet the standards of a viable program.**

**D. Consistency with Mission**

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

**Conclusion: The program is consistent with the Mission of the College.**

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

**Program Title: Mine Management Associate in Applied Science**

**I. PROGRAM DESCRIPTION:**

The Mine Management Associate in Applied Science degree is designed to educate individuals who will be employed as frontline and mid-level managers in the mining industry. A degree in Mine Management will provide graduates a diverse range of opportunities which include a high salary, career progression, and the ability to be employed in a global profession. Mining encompasses a wide range of activities involving technology, people, equipment, financial resources, community, state and federal regulatory agencies.

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

**II. SPECIALIZED ACCREDITATION INFORMATION**

This program does not have any specialized accreditation information.

**III. PROGRAM STATEMENT on Adequacy, Viability, Necessity, and Consistency with College Mission.**

**A. Adequacy:**

**1. Curriculum:**

The curriculum for the Mine Management associate in applied science degree program currently consists of 60 credit hours. During the period of this review, the hours required have fluctuated, and ranged from 61 hours to 60 hours. The current program includes 15 hours in a general education core and 45 hours in program specific major courses. Both general education courses and major courses are delivered in a variety of methods, including interactive video and online formats. The full Mine Management program is available at all campus locations. Curricular requirements are broken down over four semesters (a two-year period) with 15 credit hours per semester. For curriculum details, see Appendix I.

**2. Faculty:**

The Mine Management program uses both a full-time faculty member and qualified adjunct-faculty within each discipline to teach both general education and major courses. Program faculty member(s) are in the Division of Healthcare and Business Programs. The program had one full-time faculty position, which was held by William

Alderman. For additional information on qualifications of the faculty members, see the faculty data sheets in Appendix II.

3. Students:

a. Entrance Policy:

The Mine Management A.A.S. program is an open-admission program in accordance with the open-door admissions policy of Southern West Virginia Community and Technical College. Any prospective student with a high school diploma or GED may take classes at Southern and may enroll in this degree program.

b. Exit Abilities:

Upon completion of the degree requirements, students will have acquired the necessary skills to qualify for most entry level positions in the mine management field that require a two-year degree. When the students leave the program, it is with the understanding that they have a need to continually upgrade their skills and further their knowledge and abilities through on-the-job training, seminars, workshops, continuing education, and advanced studies.

4. Resources

a. Financial

The program does receive an annual budget dedicated to meeting the program's needs. See Appendix III for the annual budget breakdown. The current budget allocation is sufficient for the program.

b. Facilities

This program does not require any dedicated labs or facilities. The program utilizes existing classrooms, technology and computer labs for delivery of curriculum.

5. Assessment Information

The Mine Management Program has a variety of assessment measures. In addition to traditional course examinations and web-based assignments, students participate in Southern's assessment program. Students participated in the MAPP. For information on assessment results, see Appendix IV.

The program has limited returns on graduate follow-up surveys. Attempts are made each year to contact students by phone, email, and US mail. A majority of the students who respond prefer not to include employer or salary information. For information on survey results, see Appendix IV.

6. Previous Program Review

During the 2011-2012 academic year, a post-audit review of the Associate in Applied Science in Mine Management was conducted by the Department of Business. The department was asked to complete a follow-up report addressing the number of graduates, their placements, and details addressing specific assessment measures and how the results were utilized for program improvement. The follow-up report was reviewed and approved by the Board of Governors and the Community and Technical College Council. The department recommended the continuation of the program without corrective action at that time.

7. Advisory Committee

The academic career and technical programs at Southern are tailored to meet the workforce needs of the community. The Division of Career and Technical Programs, where the Department of Business was housed, has a joint advisory committee of all departments annually in the spring semester. The Mine Management program is now a part of the Division of Healthcare and Business programs and will continue to hold the annual joint advisory meeting.

Advisory committee members and the faculty from both departments meet to discuss the program, outcomes, and needs. The dialogue between members of the advisory committee and the faculty within both departments has been well communicated. There is a shared responsibility for the program from all individuals involved. Additionally, the academic leadership team meets regularly to discuss the program.

8. Strengths and Weaknesses:

STRENGTHS

- Online/Distance Learning courses within the curriculum
- Availability of the program on multiple locations

WEAKNESSES

- Declining mining opportunities leading to reduced enrollment
- Loss of full-time dedicated faculty and coordination
- Limited marketing of the program
- 

B. Viability:

1. Program Enrollment and Graduates

Year(s)	Fall Enrollment	Spring Enrollment
2014-2015	13	7
2013-2014	37	11
2012-2013	52	37
2011-2012	60	50
2010-2011	11	23

Year(s)	Fall Graduate	Spring Graduate
2014-2015	9	4
2013-2014	24	7
2012-2013	10	7
2011-2012	3	4
2010-2011	0	0

#### Enrollment Trends for Previous Five Years:

Recent enrollment trends in the program have been declining. The industry hit a peak of employment nearly five years ago and has been in a steep decline over the past few years. Currently, there are very few opportunities for this profession in the local economy. Though enrollment was steady, the past few years has definitely seen a decline.

#### Graduate Follow-up Data

Very little information is available regarding the outcomes of the graduate. The survey response has been very limited. Current available data does suggest that those employed are working fulltime positions and earn between \$15-20 per hour. Many graduates opted not to participate in the survey.

#### Enrollment Projections

The program will likely face continued decline in enrollment due to current trends in the mining industry. The program has seen an enrollment decline of 86% from the peak enrollment period across the five year span. With the continued decline in the local mining industry, there is very little evidence to prove that interest in this program will increase over the next few years.

#### 2. Program Course Enrollment

This program offers a variety of specialized courses designed specifically for the program. Courses are open to all students, however the majority are taken by majors only. The recent addition of energy related degree options have resulted in a small amount of non-Mine Management degree seekers to enroll in the designated courses.

#### 3. Off-Campus/Distance Delivery Courses

All program core courses are offered in the online format. All courses are currently in review to meet Quality Matters standards. Support courses are offered in ICR, online, or classroom format.

#### 4. Articulation Agreements (2+2, etc.)

There are no active articulation agreements for the program at this time.

#### C. Necessity

While no firm statistics are available for job outlook for the next 5 years, the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook reports a slower than normal

growth of positions in the mining industry. The continued decline and forecast of lower production across the area lends very little necessity of this type of offering at this time.

D. Consistency with Our Mission

The program directly meets the institution's compact and mission in a variety of areas. The recently revised major courses and support courses for the program are consistent with student needs and state requirements. For program courses and descriptions, see Appendix V.

#### IV. RECOMMENDATION

Based upon the results of the data provided, it is recommended that the Mine Management program be discontinued upon completion of the currently enrolled students. Southern has alternate programs in place to meet the needs of the workforce. Students interested in the management and mining related fields will be referred to the Management or Strategic Business Integration A.A.S. degree program with an emphasis in energy management.

**Program Review**  
**Mine Management A.A.S.**  
**Appendix I**  
**Program Curriculum**



## **Mine Management**

60Credit Hours

### **Recommended Sequence**

#### **FIRST YEAR – FIRST TRIMESTER**

CS 102	Computer Literacy	3	
EC 270	World Economics and the Energy Sector	3	
EN 101	English Composition I	3	
MG 264	Supervision	3	
MN 115	Introduction to Mine Management	<u>3</u>	
		<b>Total Trimester Hours</b>	<b>15</b>

#### **FIRST YEAR – SECOND TRIMESTER**

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

#### **SECOND YEAR – FIRST TRIMESTER**

FN 210	Finance for the Non-Financial Manager	3	
MG 268	Labor Relations	3	
MG 273	Organizational Behavior	3	
MG 269	Effective Leadership	3	
MN 215	Environmental Aspects of Mining	<u>3</u>	
		<b>Total Trimester Hours</b>	<b>15</b>

#### **SECOND YEAR – SECOND TRIMESTER**

BU 115	Business Mathematical Applications	3	
MG 266	Project Management	3	
MG 274	Project Evaluation	3	
MN 212	Geology of Mining	3	
MN 220	Mine Management and Planning	<u>3</u>	
		<b>Total Trimester Hours</b>	<b><u>15</u></b>

**TOTAL PROGRAM HOURS 60**

**Program Review  
Mine Management A.A.S.  
Appendix II  
Faculty Data Information**

(No more than TWO pages per faculty member)

Name: William Alderman Rank Associate Professor

Check one: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: MA Date Received: 1999

Conferred by: Regent University Graduate School of Business

Area of Specialization: Management

Professional Registration/Licensure: WV State Mine Foreman/Superintendent SM-1478-82  
WV State Surface Mine Certification SM-1478-81  
WV State Certified Blasting Foreman/Blaster  
WV State Certified Slurry Impoundment Inspector

Years of employment at present institution: 15

Years of employment in higher education: 15

Years of related experience outside higher education: 26

Non-teaching experience 26

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number/Title	Enrollment
Fall 2015	BU 100 Introduction to Business	34
	BU 115 Business Mathematical Applications	
	(2 sections)	34/24
	BU 205 Communications in Business	30
	FN 201 Finance for Non-Financial Managers	15
	MG 260 Principles of Management	30
	MG 261 Human Resources Management	27
	MG 262 Entrepreneurship/Small Business Management	26
Summer 2015	BU 115 Business Mathematical Applications	16
	BU 205 Communications in Business	13
	MG 261 Human Resources Management	12
Spring 2015	BU 115 Business Mathematical Applications	
	(2 sections)	25/23
	MG 266 Project Management	10
	MG 262 Entrepreneurship/Small Business Management	25
	MT 269 Effective Leadership	21
	MG 272 Industrial Leadership	14

	MG 274 Project Evaluation	5
	MN 109 Mine Law, Safety and Health	6
Fall 2014	BU 115 Business Mathematical Applications	39
	EC 270 World Economy and Energy Sector	14
	FN 210 Finance for Non-Financial Managers	10
	MG 264 Supervision	18
	MG 268 Collective Bargaining and Labor Relations	10
	MG 273 Organizational Behavior and Communications	10
	MK 270 Principles of Marketing (4 sections)	16
	MN 116 Introduction to Mine Management	6

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

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

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

**Program Review  
Mine Management A.A.S.  
Appendix III  
2015-2016 Budget**

Southern WV Community & Technical College  
Budget FY 2015-2016

Name: Mine Management

Fund: 4680  
Org: 3126

		2016 Budget Use			
Banner Account Code	Description	Approved Budget FY2015	Increase Use Plus Sign	(Decrease) Use Minus Sign	Requested Budget FY2016
<b>PERSONAL SERVICES &amp; BENEFITS</b>					
61H100	Personal Services with Deductions	0	0	0	0
61H101	Personal Services without Deduction	0	0	0	0
61H103	Personal Services-Overtime	0	0	0	0
61H105	Annual Increment	0	0	0	0
61H285	Personal Services Non Classified	0	0	0	0
61H286	Personal Services Faculty	0	0	0	0
61H287	Personal Services Classified	0	0	0	0
61H289	Personal Services-Adjunct	0	0	0	0
61H290	Personal Services Federal Wk Study	0	0	0	0
61H291	Stipends	0	0	0	0
62H106	Public Employee Insurance Admin Fee	0	0	0	0
62H108	Social Security Matching	0	0	0	0
62H109	Public Employee Insurance	0	0	0	0
62H110	Other Insurance	0	0	0	0
62H111	Workers Compensation	0	0	0	0
62H112	Unemployment Compensation	0	0	0	0
62H113	Pension and Retirement	0	0	0	0
62H114	WV OPEB Contribution	0	0	0	0
62H115	WV OPEB Remaining Contribution	0	0	0	0
<b>TOTAL SALARIES &amp; BENEFITS</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>OPERATING EXPENSES</b>					
79H116	Office Expense	250	0	(50)	200
79H117	Printing and Binding	0	0	0	0
79H118	Rental Expense (Real Property) Buildings	0	0	0	0
79H119	Utilities	0	0	0	0
793417	Cable TV	0	0	0	0
793425	Garbage Disposal	0	0	0	0
793426	Water & Sewage	0	0	0	0
79H120	Telecommunications	0	0	0	0
79H121	Internet Services	0	0	0	0
79H122	Contractual Services	0	0	0	0
79H123	Professional Services	0	0	0	0
79H124	Consultants and Consulting Fees	0	0	0	0
79H125	Security Service	0	0	0	0
79H126	Research, Educational, Medical Contracts	0	0	0	0
79H127	Travel Employee	1,200	0	(200)	1,000
79H128	Travel Non-Employee	0	0	0	0
79H129	Computer Services Internal	0	0	0	0
79H130	Computer Services External	0	0	0	0
79H132	Vehicle Rental	0	0	0	0
79H133	Rental Machines and Miscellaneous	0	0	0	0
79H134	Association Dues, Professional Memberships	0	0	0	0
79H135	Fire, Auto, Bond and Other Ins	0	0	0	0
79H136	Food Products	0	0	0	0
79H137	Supplies - Clothing	0	0	0	0
79H138	Supplies - Household	0	0	0	0
79H139	Advertising and Promotional	0	0	0	0
79H140	Vehicle Operating Expense	0	0	0	0
79H142	Supplies Educational	0	0	0	0
79H144	Routine Maintenance Contracts	0	0	0	0
79H145	Merchandise for Resale	0	0	0	0
79H147	Cellular Charges	0	0	0	0
79H148	Hospitality	75	0	0	75
79H149	Educational Training Stipends	0	0	0	0
79H150	Energy Expense Motor Vehicle	0	0	0	0
793663	Electricity	0	0	0	0
793666	Gas - Natural	0	0	0	0
79H156	Miscellaneous Expense	0	0	0	0
79H157	Training and Development -In State	0	0	0	0
79H158	Training and Development -Out Of State	0	0	0	0
79H159	Postal	90	0	(40)	50
79H160	Freight	0	0	0	0
79H161	Computer Supplies	500	0	0	500
79H162	Software Licenses	0	0	0	0
79H163	Computer Equipment Current Expense	250	0	(50)	200
79H164	Office Equipment Current Expense	0	0	0	0
79H165	Attorney Legal Service Payments	0	0	0	0
79H166	Attorney Reimbursement Expenses	0	0	0	0
79H167	Miscellaneous Equipment	0	0	0	0
79H168	Student Activities	0	0	0	0
79H251	Office Equipment Repairs	0	0	0	0
79H252	Communication Equipment Repairs	0	0	0	0
79H253	Research, Educ, Med Equip Repairs	0	0	0	0
79H254	Building and Household Equip Repair	0	0	0	0
79H255	Routine Maintenance of Buildings	0	0	0	0
79H256	Vehicle Repairs	0	0	0	0
79H257	Routine Maintenance of Grounds	0	0	0	0
79H258	Farm and Construction Equip Repairs	0	0	0	0
79H259	Other Repairs & Alterations	0	0	0	0
<b>TOTAL OPERATING EXPENSES</b>		<b>\$2,365</b>	<b>\$0</b>	<b>(\$340)</b>	<b>\$2,025</b>
<b>ASSETS</b>					
79H240	Office Equipment	0	0	0	0
79H241	Communication Equipment	0	0	0	0

79H242	Medical Equipment	0	0	0	0
79H243	Research, Educational Equipment	0	0	0	0
79H244	Household Equipment and Furnishings	0	0	0	0
79H245	Building Equipment	0	0	0	0
79H246	Vehicles	0	0	0	0
79H247	Livestock Farm and Const Equipment	0	0	0	0
79H248	Books and Periodicals	0	0	0	0
79H249	Other Capital Equipment (>\$5,000)	0	0	0	0
79H250	Computer Equipment (>\$5,000)	0	0	0	0
79H260	Reclamation of State Owned Prop	0	0	0	0
79H261	Land Improvements	0	0	0	0
79H262	Land Purchases	0	0	0	0
79H263	Building Construction	0	0	0	0
79H264	Building Improvements	0	0	0	0
79H265	Building Purchases	0	0	0	0
79H267	Contractor Pymts for Cap Asset Proj	0	0	0	0
79H268	Purchase of Materials and Supplies	0	0	0	0
79H269	Consultant Pymts for Cap Asset Proj	0	0	0	0
79H270	Computer Software (>\$5,000)	0	0	0	0
	TOTAL ASSETS	\$0	\$0	\$0	\$0
	OTHER EXPENSES				
79H169	Payment of Taxes	0	0	0	0
79H170	Payment of Claims	0	0	0	0
79H178	Bank Costs	0	0	0	0
79H198	Indirect Cost Reimbursement	0	0	0	0
79H205	Debt Service (Leases Principal)	0	0	0	0
79H206	Debt Service (Leases Interest)	0	0	0	0
	TOTAL OTHER EXPENSES	\$0	\$0	\$0	\$0
	TOTAL EXPENSES	\$2,365	\$0	(\$340)	\$2,025

\$2,025

# **Program Review**

## **Mine Management A.A.S.**

### **Appendix IV**

### **Assessment**

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

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

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

**Program Review  
Mine Management A.A.S.  
Appendix V  
Program Courses Descriptions**

**BU 115 Business Mathematical Applications**

3 Credit Hours

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

**BU 205 Communications in Business**

3 Credit Hours

Prerequisite: EN 101.

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

**CS 102 Computer Literacy**

3 Credit Hours

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

This course is an introductory course to computer literacy. Objectives are aligned with the IC3 certification. Students will learn how to identify computer hardware types and functions, purchasing considerations, basic maintenance and problem solving for hardware. They will also learn how software and hardware work together, identify types of software along with basic hands-on skills in Word Processing, Spreadsheets, and Presentation software. The course also includes email, internet, and the impact of computing and the internet on society.

**EC 270 World Economics and the Energy Sector**

3 Credit Hours

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

**EN 101 English Composition I**

3 Credit Hours

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

**FN 210 Finance for the Nonfinancial Manager**

3 Credit Hours

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

### **MG 261 Human Resources Management**

3 Credit Hours

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

### **MG 264 Supervision**

3 Credit Hours

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

### **MG 266 Project Management**

3 Credit Hours

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

### **MG 268 Collective Bargaining and Labor Relations**

3 Credit Hours

This course surveys both historical and legal frameworks of the labor movement in the United States and West Virginia. An analysis of traditional labor laws, NLRB law, state laws, and the impact of court decisions related to management will be presented. The student will learn historical perspective of the origins which impact union organizing, causes, and goals of the labor movements, union structure

and behavior, and the impact on production. An introduction to the principles, practice, and processes of negotiations as requisite management skill for front-line supervisors, subordinates, peers, clients, and customers will be presented. Discussions will be presented regarding the preparation and planning for negotiation, the strategies and tactics of negotiation, issues regarding both distributive and integrative bargaining, and ethics in negotiation. Upon completion of this course the students will have an in-depth understanding of collective bargaining concepts applicable in today's commercial enterprise. The role of the manager related to strikes, labor negotiations, administration and enforcement of labor contracts, the grievance process, and arbitration will be explored. Labor and management approaches to solving employment disputes, avoiding grievances, and applying collective bargaining contracts in the work setting, labor rules and regulations, and means to implement new standards in the workplace will be discussed. Effects of laws on individuals, employees, the industry, the community, and the nation will be presented.

### **MG 269 Effective Leadership**

3 Credit Hours

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

### **MG 272 Industrial Leadership**

3 Credit Hours

This course focuses on leadership, human resources management and ethical decision-making in an industrial setting. Leadership styles, organizational patterns, values, and skills for empowerment of individuals as they confront organizational challenges will be discussed. A primary focus will be on identifying emerging leaders, assuming responsibility within the organization, and empowerment to become a leader in the workplace. Students will analyze current management theories and styles including, but not limited to, Six Sigma, Total Quality Management and Steven Covey's Seven Habits of Effective Leadership. Development of leadership skills related to an in-depth understanding of regulation in the industry, ethics at the individual and organizational level, setting objectives in the workplace, planning, influencing and motivating others, and managing for results is the expected outcome of the course.

### **MG 273 Organizational Behavior and Communication**

3 Credit Hours

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

**MG 274 Project Evaluation**

3 Credit Hours

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

**MN 109 Mine Law, Safety, and Health**

3 Credit Hours

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

**MN 112 Cultural Issues and Contemporary History of the Mining Industry**

3 Credit Hours

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

**MN 115 Introduction to Mine Management**

3 Credit Hours

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

**MN 212 Geology of Mining**

3 Credit Hours

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

**MN 215 Environmental Aspects of Mining**

3 Credit Hours

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

**MN 220 Mine Management and Planning**

3 Credit Hours

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

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

**ITEM:** Academic Program Review

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

**STAFF MEMBER:** Melinda Saunders

**BACKGROUND:**

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

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

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

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

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

☐ Program with Special Accreditation

☒ Program without Specialized Accreditation

**Program:** University Transfer A.A. or A.S.

01/10/2016

Degree and Title

Date

**INSTITUTIONAL RECOMMENDATION**

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

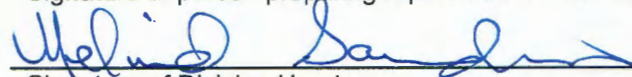
- ☐ 1. Continuation of the program at the current level of activity without corrective action;
- ☒ 2. Continuation of program with corrective action (specify required action - e.g., reducing the range of optional tracks or other corrective action);
- ☐ 3. Identification of the program for further development;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

**Rationale for Recommendation:**

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

Signature of person preparing report if other than Division Head

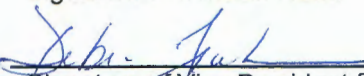
Date



1-10-2016

Signature of Division Head

Date



4/3/16

Signature of Vice President for Academic Affairs and Student Services

Date

Signature of President

Date

Signature of Chair, Board of Governors

Date

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

**Program Review Summary**

**A. Adequacy**

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

**Conclusion: The program meets the minimum adequacy requirement.**

**B. Viability**

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

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

**C. Necessity**

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

**Conclusion: The program is a necessary program.**

**D. Consistency with Mission**

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

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

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

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

**I. PROGRAM DESCRIPTION:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### A. Adequacy

#### 1. Curriculum: (See Appendix I)

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

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

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

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

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

only on the Logan Campus.

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

## **2. Faculty: (See Appendix II)**

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

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

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

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

### 3. Students: (See Appendix III)

- A. Entrance abilities: The University Transfer Program Associate in Arts and Associate in Science currently does not have any entrance requirements. Southern is an open-door admission institution. Southern has a robust developmental education program offered through a supplementary instruction co-curricular model as paired with gateway mathematics and freshman composition courses to assist students who fall below placement test cut scores set forth by Title 135, Series 21, Freshman Assessment and Placement Standards.
- B. Exit abilities: Upon completion of the Associate in Arts or Associate in Science degree requirements, students will have accumulated coursework needed for transfer to a baccalaureate institution. Program graduates will be able to
  - effectively use written and oral communication skills
  - think mathematically by using problem-solving skills and mathematical competencies
  - use technology to retrieve, process, and communicate information
  - use scientific inquiry and reasoning skills
  - demonstrate awareness of a cultural, artistic, and global perspective
  - think critically by analyzing and synthesizing material

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

#### **4. Resources: (Appendix III)**

##### **A. Financial**

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

##### **B. Facilities**

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

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

## **5. Graduate and Employer Satisfaction: (Appendix IV)**

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

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

## **6. Assessment Information: (Appendix V)**

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

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

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

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

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

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

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

## **7. Advisory Committee:**

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

## **8. Strengths/Weaknesses:**

Strengths:

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

Weaknesses:

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

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

These weaknesses will be addressed as such:

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

## **B. Viability**

### **1. Program Enrollment and Graduates:**

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

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

Enrollment Trend for Previous Five Years:

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

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

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

Number of Graduates for Previous Five Years:

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

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

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

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

Enrollment Projections:

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

## 2. Program Course Enrollment:

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

## 3. Service Courses

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

## 4. Off-Campus/Distance Delivery Courses

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

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

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

science, and social science. (Appendix VI)

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

#### **C. Necessity:**

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

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

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

### **III. Recommendation**

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

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

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

## **Appendix I**

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

## University Transfer Programs

### Associate in Arts

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

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

### Associate in Science

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

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

## Instructional Programs

### Associate in Arts

60 Credit Hours

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

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

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

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

## Associate in Science

60 Credit Hours

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

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

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

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

## **Instructional Programs**

### **Career and Technical Programs**

#### **Associate in Applied Science**

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

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

## Academic Course Descriptions

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

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

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

## Accounting

### AC 111 Principles of Accounting I

3 Credit Hours

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

### AC 112 Principles of Accounting II

3 Credit Hours

Prerequisite: AC 111.

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

### AC 211 Intermediate Accounting I

3 Credit Hours

Prerequisite: AC 112.

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

### AC 212 Intermediate Accounting II

3 Credit Hours

Prerequisite: AC 112.

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

**AC 248 Income Tax Accounting**

3 Credit Hours

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

**AC 249 Managerial Accounting**

3 Credit Hours

Prerequisite: AC 111.

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

**AC 250 Computerized Accounting**

3 Credit Hours

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

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

**AC 255 Governmental Accounting**

3 Credit Hours

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

**AC 260 Accounting Capstone/Internship**

4 Credit Hours

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

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

**AC 265 Payroll Accounting**

3 Credit Hours

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

## **Academic Course Descriptions**

### **AC 275 Special Topics in Accounting I**

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## **Allied Health**

### **AH 100 Patient Care Technology**

3 Credit Hours

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

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

### **AH 103 Principles of Phlebotomy**

3 Credit Hours

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

Co-requisite: AH 100.

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

### **AH 108 Medical Terminology**

2 Credit Hours

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

### **AH 111 Basic Electrocardiography**

5 Credit Hours

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

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

### **AH 112 Basic Medical Laboratory Procedures**

3 Credit Hours

Prerequisite: AH 103.

Co-requisite: AH 113.

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

**AH 113 Phlebotomy Clinical Practicum**

2 Credit Hours

Prerequisite: AH 103.

Co-requisite: AH 112.

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

**AH 115 Drug Dosage Calculation**

2 Credit Hours

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

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

**AH 122 First Aid**

2 Credit Hours

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

**AH 124 CPR**

1 Credit Hour

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

**AH 126 Health Sciences for Professional Cosmetology**

2 Credit Hours

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

**AH 127 Health Sciences for Aesthetics**

1 Credit Hour

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

**AH 130 Introduction to Sterile Processing**

2 Credit Hours

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

**AH 135 Surgical Instrumentation**

3 Credit Hours

Co-requisite: AH 130.

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

## **Academic Course Descriptions**

### **AH 150 Introduction to Health Care**

3 Credit Hours

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

### **AH 152 Contemporary History of Health Care**

3 Credit Hours

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

### **AH 154 Community and Behavioral Health**

3 Credit Hours

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

### **AH 160 Sterile Processing II**

2 Credit Hours

Prerequisite: AH 130.

Co-requisite: AH 165.

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

### **AH 165 Sterile Processing Practicum I**

4 Credit Hours

Prerequisite: AH 130 and AH 135.

Co-requisite: AH 160.

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

### **AH 167 Sterile Processing Practicum II**

4 Credit Hours

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

Co-requisite: AH 160.

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

### **AH 200 Health Care Ethics and Law**

1 Credit Hour

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

**AH 203 Communication Skills for the Health Care Professional**

1 Credit Hour

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

**AH 210 Nutrition**

3 Credit Hours

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

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

**AH 215 Basic Pharmacology**

3 Credit Hours

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

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

**AH 220 Trends in Health Care**

3 Credit Hours

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

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

**AH 222/PY 222 Processes of Dying and Grief**

3 Credit Hours

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

**AH 226 Health Sciences for Hair Stylists**

2 Credit Hours

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

**AH 240 Pathophysiology**

3 Credit Hours

Prerequisite: BS 124 and BS 125.

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

**AH 241 Pharmacology for Allied Health**

3 Credit Hours

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

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

## **Academic Course Descriptions**

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

1-3 Credit Hours

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

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

### **AH 253 Chemical Dependency**

3 Credit Hours

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

### **AH 254 Community and Behavioral Health Rotation**

6 Credit Hours

Prerequisite: AH 150 and AH 154.

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

### **AH 275 Special Topics in Allied Health**

1-3 Credit Hours

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

### **AH 280 Folk Health Care Practices**

3 Credit Hours

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

### **AH 285 Health Care Leadership and Management**

3 Credit Hours

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

## **Art**

### **AR 103 Two Dimensional Design**

3 Credit Hours

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

### **AR 104 Three Dimensional Design**

3 Credit Hours

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

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

### **AR 112 Art Appreciation**

3 Credit Hours

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

### **AR 113 Drawing and Painting for Elementary Education Majors**

3 Credit Hours

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

### **AR 200 Painting with Oils and Acrylics I**

3 Credit Hours

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

### **AR 201 Painting with Oils and Acrylics II**

3 Credit Hours

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

### **AR 204 Watercolors**

3 Credit Hours

Prerequisite: AR 217 or permission of instructor.

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

### **AR 217 Drawing I**

3 Credit Hours

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

### **AR 218 Drawing II**

3 Credit Hours

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

### **AR 275 Special Topics in Art**

1-3 Credit Hours

Prerequisite: Permission of Division Head.

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

## **Biological Science**

### **BS 101 General Biology I**

4 Credit Hours

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

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

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

## Academic Course Descriptions

### **BS 102 General Biology II**

4 Credit Hours

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

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

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

### **BS 115 Human Biology**

3 Credit Hours

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

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

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

4 Credit Hours

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

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

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

### **BS 124 Human Anatomy and Physiology I**

4 Credit Hours

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

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

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

### **BS 125 Human Anatomy and Physiology II**

4 Credit Hours

Prerequisite: BS 124.

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

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

### **BS 127 Microbiology for Allied Health**

3 Credit Hours

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

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

**BS 199 Dendrology**

4 Credit Hours

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

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

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

**BS 216 Microbiology**

4 Credit Hours

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

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

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

**BS 275 Special Topics in Biological Science**

1-4 Credit Hours

Prerequisite: Permission of Division Head.

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

**Business****BU 100 Introduction to Business**

3 Credit Hours

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

**BU 106 Introduction to Customer Service**

3 Credit Hours

Co-requisite: BU 100.

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

**BU 107 Advanced Customer Service**

3 Credit Hours

Prerequisite: BU 106.

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

## **Academic Course Descriptions**

### **BU 115 Business Mathematical Applications**

3 Credit Hours

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

### **BU 120 Business Software Applications**

3 Credit Hours

Prerequisite: Keyboarding proficiency.

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

### **BU 205 Communications in Business**

3 Credit Hours

Prerequisite: EN 101.

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

### **BU 207 Business Law**

3 Credit Hours

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

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

### **BU 230 Business Statistics**

3 Credit Hours

Prerequisite: EN 090, MT 090, MT 095, and MT 096 or minimum acceptable test scores for placement in college-level English and math. The course is designed to present statistical techniques and apply them to decisions, analysis, and forecasts. Stressed are the methods of collection, description, and summarization of the data as well as analysis and induction from the data.

### **BU 275 Special Topics in Business**

1-3 Credit Hours

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

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

### **BU 280 The Business Professional (Capstone)**

3 Credit Hours

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

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

**BU 291 Business Administration Internship**

3 Credit Hours

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

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

4 Credit Hours

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

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

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

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

4 Credit Hours

Prerequisite: CH 203.

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

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

**CH 213 Principles of Chemistry I**

4 Credit Hours

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

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

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

**CH 214 Principles of Chemistry II**

4 Credit Hours

Prerequisite: CH 213.

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

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

**CH 223 Organic Chemistry I**

3 Credit Hours

Prerequisite: CH 214.

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

## Academic Course Descriptions

### CH 224 Organic Chemistry I Lab

2 Credit Hours

Co-requisite: CH 223.

This course is an accompanying lab course for students enrolled in CH 223. This course presents an introduction to the fundamental laboratory techniques used in organic chemistry.

### CH 225 Organic Chemistry II

3 Credit Hours

Prerequisite: CH 223.

A continuation of Organic Chemistry I.

This course presents the chemistry of aromatic compounds and the major classes of biological chemical compounds, along with modern methods of chemical synthesis.

### CH 226 Organic Chemistry II Lab

2 Credit Hours

Co-requisite: CH 225.

This is an accompanying lab for students enrolled in CH 225. This course continues to emphasize the basic methods and techniques used in purifying organic compounds, while introducing qualitative organic synthesis.

### CH 275 Special Topics in Chemistry

1-3 Credit Hours

Prerequisite: Permission of Division Head.

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

## Communication Arts

### CA 150 Introduction to Interpersonal Communication

3 Credit Hours

The student will examine the variables involved in the communication between individuals.

## Computer Information Systems

### CS 102 Computer Literacy

3 Credit Hours

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

This course is an introductory course to computer literacy. Objectives are aligned with the IC3 certification. Students will learn how to identify computer hardware types and functions, purchasing considerations, basic maintenance and problem solving for hardware. They will also learn how software and hardware work together, identify types of software along with basic hands-on skills in Word Processing, Spreadsheets, and Presentation software. The course also includes email, internet, and the impact of computing and the internet on society.

### CS 103 Introduction to Applications

1 Credit Hour

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

This course is an introductory course to word processing, spreadsheets, and presentation software. Students will learn the basic editing and data manipulation concepts in each of the three software packages.

### **CS 116 Word Processing Concepts**

2 Credit Hours

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

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

### **CS 118 Spread Sheet Concepts**

2 Credit Hours

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

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

### **CS 120 Data Base Management Systems Concepts**

2 Credit Hours

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

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

### **CS 123 E-mail/Internet**

1 Credit Hour

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

### **CS 125 Electronic Presentations**

2 Credit Hours

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

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

### **CS 275 Special Topics in Computer Information Systems**

1-4 Credit Hours

Prerequisite: IT 112 or permission of Division Head.

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

## **Computed Tomography**

### **CT 260 Introduction to Computed Tomography**

3 Credit Hours

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

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

## **Academic Course Descriptions**

### **CT 261 Patient Care and Management in Computed Tomography**

3 Credit Hours

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

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

### **CT 262 Procedure Protocol in Computed Tomography**

3 Credit Hours

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

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

### **CT 263 Sectional Anatomy I**

3 Credit Hours

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

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

### **CT 265 Clinical I**

4 Credit Hours

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

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

### **CT 266 Computed Tomography Advanced Procedures**

3 Credit Hours

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

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

### **CT 267 Computed Tomography Pathology**

3 Credit Hours

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

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

### **CT 268 Computed Tomography Physics**

3 Credit Hours

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

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

### **CT 269 Sectional Anatomy II**

3 Credit Hours

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

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

### **CT 270 Clinical II**

4 Credit Hours

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

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

## **Criminal Justice**

### **CJ 101 Criminal Justice Systems**

3 Credit Hours

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

### **CJ 102 Introduction to Corrections**

3 Credit Hours

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

### **CJ 103 Introduction to Law Enforcement**

3 Credit Hours

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

### **CJ 201 Criminal Procedure**

3 Credit Hours

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

## **Academic Course Descriptions**

### **CJ 202 Criminal Law**

3 Credit Hours

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

### **CJ 203 Criminal Evidence**

3 Credit Hours

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

### **CJ 213 Criminal Investigation**

3 Credit Hours

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

### **CJ 216 Correctional Management**

3 Credit Hours

Prerequisites: CJ 202.

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

### **CJ 217 Juvenile Delinquency**

3 Credit Hours

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

### **CJ 218 Substance Abuse and the Criminal Justice System**

3 Credit Hours

Prerequisites: CJ 101 and EN 102.

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

### **CJ 221 Community Corrections**

3 Credit Hours

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

### **CJ 223 Criminology**

3 Credit Hours

Prerequisite: SO 200.

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

### **CJ 226/PY 226 Abnormal Psychology**

3 Credit Hours

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

### **CJ 230 Pistol and Personal Protection**

3 Credit Hours

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

**CJ 240 Correctional Procedure I**

3 Credit Hours

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

**CJ 241 Correctional Procedure II**

3 Credit Hours

Prerequisite: CJ 240.

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

**CJ 250 Ethics in Criminal Justice**

3 Credit Hours

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

**CJ 275 Special Topics in Criminal Justice**

1-3 Credit Hours

Prerequisite: Permission of Division Head.

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

**CJ 280 Traffic Law and Enforcement**

3 Credit Hours

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

**CJ 290 Internship in Criminal Justice**

3-12 Credit Hours

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

## Drafting

**DR 204 Computer Aided Design and Drafting I**

3 Credit Hours

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

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

**DR 206 Computer Aided Design and Drafting II**

3 Credit Hours

Prerequisite: DR 204.

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

**DR 275 Special Topics in Drafting and Design Technology**

1-3 Credit Hours

Prerequisite: Permission of Division Head.

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

## Academic Course Descriptions

### Economics

#### **EC 241 Principles of Economics I**

3 Credit Hours

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

#### **EC 242 Principles of Economics II**

3 Credit Hours

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

#### **EC 270 World Economics and the Energy Sector**

3 Credit Hours

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

#### **EC 275 Special Topics in Economics**

1-3 Credit Hours

Prerequisite: Permission of Division Head.

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

### Education Foundations

#### **ED 112 Principles and Theories (formerly ED 212)**

3 Credit Hours

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

#### **ED 114 Introduction to Education Foundations**

3 Credit Hours

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

**ED 115 Early Childhood Health, Safety, and Nutrition**

3 Credit Hours

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

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

3 Credit Hours

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

**ED 120 Approaches to Discipline**

3 Credit Hours

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

**ED 122 Curriculum and Instruction in Early Childhood Development**

2 Credit Hours

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

**ED 124 Foundations of Language and Literacy in Early Childhood Development**

3 Credit Hours

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

**ED 126 Literacy Teaching and Learning in Early Childhood Development**

3 Credit Hours

Prerequisite: ED 124.

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

**ED 203 Children's Literature**

3 Credit Hours

Prerequisite: EN 101.

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

**ED 213 Children and Families**

3 Credit Hours

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

## **Academic Course Descriptions**

### **ED 214 Child Development**

3 Credit Hours

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

### **ED 215 School Readiness**

3 Credit Hours

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

### **ED 218 Human Development**

3 Credit Hours

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

### **ED 219 Adolescent Literature**

3 Credit Hours

Prerequisite: EN 102.

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

### **ED 221 Administration of Early Childhood Education**

3 Credit Hours

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

### **ED 223 Computer Instructional Techniques in the Classroom**

3 Credit Hours

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

### **ED 224 The Exceptional Child**

3 Credit Hours

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

### **ED 225 Methods and Materials for Early Childhood Programs**

3 Credit Hours

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

**ED 230 Early Childhood Practicum**

3 Credit Hours

Note: This course requires permission of the Division Head.

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

**ED 235 Praxis I**

1 Credit Hour

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

**ED 275 Special Topics in Education**

0-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

**ED 280 Observation Hours in Education**

0 Credit Hours

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

**Emergency Medical Services****EM 100 First Responder**

3 Credit Hours

Pre-requisite: CPR Certified.

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

**EM 101 Airway Management**

3 Credit Hours

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

**EM 102 Introduction to EMS**

3 Credit Hours

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

**EM 103 Emergency Medical Technician-Basic**

8 Credit Hours

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

## **Academic Course Descriptions**

### **EM 114 Pre-hospital Pharmacology**

3 Credit Hours

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

### **EM 116 Cardiopulmonary**

5 Credit Hours

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

### **EM 117 Medical Emergencies**

4 Credit Hours

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

### **EM 118 Patient Assessment**

3 Credit Hours

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

### **EM 119 Trauma/Shock/Management**

3 Credit Hours

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

### **EM 120 Coordinated Clinical Internship I**

3 Credit Hours

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

### **EM 121 Pathophysiology for the EMS Provider**

1 Credit Hour

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

### **EM 215 Emergency Services Seminar**

3 Credit Hours

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

### **EM 216 Assessment Based Management**

1 Credit Hour

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

EMT-Paramedic.

**EM 217 Special Considerations**

4 Credit Hours

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

**EM 218 Rescue Operations**

4 Credit Hours

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

**EM 219 Coordinated Field Internship II**

2 Credit Hours

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

**EM 220 Coordinated Clinical Internship II**

3 Credit Hours

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

**EM 230 Emergency Management Leadership Skills**

4 Credit Hours

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

**EM 240 West Virginia Critical Care Transport**

5 Credit Hours

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

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

**EM 241 Critical Care Transport Clinical Internship**

1 Credit Hour

Co-requisite: EM 240.

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

## Academic Course Descriptions

### Engineering

#### EG 101 Engineering I

3 Credit Hours

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

#### EG 102 Engineering II

3 Credit Hours

Prerequisite: EG 101.

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

#### EG 103 Electrical Calculations

3 Credit Hours

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

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

#### EG 105 Industrial Safety

1 Credit Hour

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

#### EG 107 Introduction to Circuits

4 Credit Hours

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

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

#### EG 123 Electrical Schematics (formerly DR 203)

3 Credit Hours

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

#### EG 171 Circuit Analysis I

4 Credit Hours

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

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

#### EG 172 Circuit Analysis II

4 Credit Hours

Prerequisite: EG 171.

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

**EG 181 Analog Electronics I**

4 Credit Hours

Prerequisite: EG 171.

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

**EG 205 Hydraulic Systems**

3 Credit Hours

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

**EG 214 Electrical Control Systems**

4 Credit Hours

Prerequisite: EG 107 or higher.

Co-requisite: MT 124 or higher.

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

**EG 216 Mining Electricity**

3 Credit Hours

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

**EG 217 Mining Electricity II**

3 Credit Hours

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

**EG 220 Machines and Power Systems**

4 Credit Hours

Prerequisite: EG 172.

Co-requisite: MT 125.

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

**EG 275 Special Topics in Engineering**

1-10 Credit Hours

Prerequisite: Permission of the Division Head.

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

**EG 290 Digital Electronics**

4 Credit Hours

Prerequisite: EG 181.

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

## Academic Course Descriptions

### EG 292 Communication Circuits/Devices

4 Credit Hours

Prerequisite: EG 181.

Co-requisite: MT 125 or higher.

Coupling networks, response analysis, noise; AM and FM transmission and reception and related circuits; introduction to transmission lines, antennas, and microwave circuits are covered.

### EG 296 Program Logic Control (PLC)

4 Credit Hours

Prerequisites: EG 214 or EG 290 and MT 124 or higher.

This course provides the student with the fundamentals of process control, transducers, signal processing, feedback, loops, actuators, analog and digital controllers and the basic fundamentals of robotics, along with a review of the prerequisite courses. EG 290 is recommended but not required.

### EG 297 National Electric Codes

1 Credit Hour

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

### EG 298 Capstone

1 Credit Hours

Prerequisite: EG 172 and student must be a candidate for graduation.

Co-requisite: EG 297.

This course is designed to pull all aspects of the program together. Students will complete a portfolio of all work throughout the program as outlined in the assessment plan for formal evaluation. They will complete a customized project and be required to pass a comprehensive exit exam.

### EG 299 Internship Work Experience

2 Credit Hours

Prerequisite: Student must be a candidate for graduation.

Practical experience applying theory in an actual work environment.

## English

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

### EN 101 English Composition I

3 Credit Hours

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

This course is an introduction to basic composition and research. The emphasis is on writing clear, effective essays. In addition, students will write a research paper.

### EN 101A English Composition I

3 Credit Hours

This course is an introduction to basic composition and research. The emphasis is on writing clear, effective essays. In addition, students will write a research paper. EN 101A is for students whose placement test scores do not allow direct entrance into EN 101.

**EN 102 English Composition II**

3 Credit Hours

Prerequisite: EN 101, Challenge Examination, or CLEP.

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

**EN 115 Technical Writing I**

3 Credit Hours

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

**EN 121 Creative Writing**

3 Credit Hours

Prerequisite: EN 102 or permission of instructor.

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

**EN 200 English Literature Before 1800**

3 Credit Hours

Prerequisite: EN 102.

Survey of English literature to the Romantic period.

**EN 201 American Literature Before 1865**

3 Credit Hours

Prerequisite: EN 102.

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

**EN 202 English Literature Since 1800**

3 Credit Hours

Prerequisite: EN 102.

Survey of English literature from the Romantic period.

**EN 204 American Literature Since 1865**

3 Credit Hours

Prerequisite: EN 102.

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

**EN 210 Appalachian Literature**

3 Credit Hours

Prerequisite: EN 101.

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

**EN 275 Special Topics in English**

1-3 Credit Hours

Prerequisite: EN 101.

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

## Academic Course Descriptions

### Entrepreneurship

#### EP 101 Introduction to Entrepreneurship

3 Credit Hours

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

#### EP 105 Social and Cultural Aspects of Entrepreneurship

3 Credit Hours

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

### Experiential Learning

#### EL 201 Portfolio Development

3 Credit Hours

Prerequisite: EN 101.

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

### Finance

#### FN 210 Finance for the Nonfinancial Manager

3 Credit Hours

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

#### FN 225 Real Estate I

3 Credit Hours

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

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

#### FN 226 Real Estate II

3 Credit Hours

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

**FN 231 Principles of Finance**

3 Credit Hours

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

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

**FN 232 Personal Finance**

3 Credit Hours

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

**Geography****GE 275 Special Topics in Geography**

3 Credit Hours

Prerequisite: Permission of the Division Head.

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

**Geology****GL 110 Geology**

4 Credit Hours

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

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

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

**Green Technologies****GT 100 Introduction to Green Technology**

3 Credit Hours

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

**History****HS 104 Western Civilization to 1450**

3 Credit Hours

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

**HS 105 Western Civilization since 1450**

3 Credit Hours

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

## **Academic Course Descriptions**

### **HS 115 World History to 1500**

3 Credit Hours

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

### **HS 120 World History since 1500**

3 Credit Hours

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

### **HS 203 West Virginia History**

3 Credit Hours

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

### **HS 230 American History to 1865**

3 Credit Hours

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

### **HS 231 American History since 1865**

3 Credit Hours

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

### **HS 240 War in Film**

3 Credit Hours

Note: History 231 is recommended, but not required.

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

### **HS 275 Special Topics in History**

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

### **HS 295 War in the 20th Century**

3 Credit Hours

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

## **Homeland Security and Emergency Service**

### **HM 101 Introduction to Homeland Security**

3 Credit Hours

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

### **HM 102 History of Terrorism**

3 Credit Hours

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

**HM 103 Integrated Incident Command Systems**

4 Credit Hours

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

**HM 104 Command Operations, Planning, and Logistics**

4 Credit Hours

Prerequisite: HM 103.

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

**HM 106 Techniques of Counterterrorism**

3 Credit Hours

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

**HM 203 Introduction to Intelligence Research**

3 Credit Hours

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

**HM 205 Public Health Issues**

3 Credit Hours

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

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

3 Credit Hours

Prerequisite: Admission into the ALA Program.

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

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

3 Credit Hours

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

**HU 203 Building Diversity: Leadership Management**

3 Credit Hours

Prerequisite: Admission into the ALA Program.

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

## Academic Course Descriptions

### **HU 205 Leadership: Building Communities from the Ground Up**

3 Credit Hours

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

### **HU 275 Special Topics in Humanities**

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## Information Technology

### **IT 102 Cyber Law, Ethics, and Culture**

3 Credit Hours

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

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

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

3 Credit Hours

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

### **IT 112 System Architecture**

3 Credit Hours

Prerequisite: EN 090.

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

### **IT 145 Adobe Photoshop**

3 Credit Hours

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

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

### **IT 146 Adobe Flash**

3 Credit Hours

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

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

### **IT 147 Digital Editing**

3 Credit Hours

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

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

### **IT 155 Web Page Design I**

3 Credit Hours

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

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

### **IT 156 Web Page Design II**

3 Credit Hours

Prerequisite: IT 155.

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

### **IT 159 Server Side Scripting and Fundamentals**

3 Credit Hours

Prerequisite: IT 155.

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

### **IT 160 Webserver Management**

3 Credit Hours

Prerequisite: IT 155.

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

## **Academic Course Descriptions**

### **IT 170 Fundamentals of Information Systems Security**

3 Credit Hours

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

### **IT 171 Managing Risk in Information Systems**

3 Credit Hours

Prerequisite: IT 170.

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

### **IT 172 Security Policies and Implementation Issues**

3 Credit Hours

Prerequisite: IT 170.

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

### **IT 180 PC Maintenance**

3 Credit Hours

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

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

### **IT 181 Advanced PC Maintenance**

3 Credit Hours

Prerequisite: IT 180.

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

### **IT 182 A+ Lab**

2 Credit Hours

Co-requisite: IT180.

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

### **IT 183 Network +**

4 Credit Hours

Prerequisite: IT 180.

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

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

**IT 184 Security I**

3 Credit Hours

Prerequisite: IT 183 or IT 210.

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

**IT 185 Security II**

3 Credit Hours

Prerequisite: IT 184.

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

**IT 186 Linux+**

3 Credit Hours

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

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

**IT 188 Introduction to Programming Logic**

3 Credit Hours

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

**IT 190 Introduction to Programming in Visual C++**

3 Credit Hours

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

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

**IT 192 Introduction to Programming in Visual Basic**

3 Credit Hours

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

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

**IT 194 Introduction to Programming Java**

3 Credit Hours

Prerequisite: IT 112 or permission of the Division Head.

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

## **Academic Course Descriptions**

### **IT 210 Network Administration I**

3 Credit Hours

Prerequisite: IT 181.

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

### **IT 215 Network Administration II**

3 Credit Hours

Prerequisite: IT 181.

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

### **IT 218 Managing a Networked Environment**

3 Credit Hours

Prerequisite: IT 210 and IT 215.

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

### **IT 223 Computer Forensics**

3 Credit Hours

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

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

### **IT 260 Introduction to Oracle: SQL and PL/SQL**

3 Credit Hours

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

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

### **IT 274 Capstone Project**

1 Credit Hour

Prerequisite: Permission of the instructor.

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

**IT 275 Special Topics in Information Technology**

1-4 Credit Hours

Prerequisite: IT 112 or permission of the Division Head.

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

**Integrated Science****IS 200 Wetlands**

4 Credit Hours

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

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

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

**IS 210 Biotechnology**

4 Credit Hours

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

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

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

**Management****MG 101 Introduction to Management**

3 Credit Hours

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

**MG 240 Managing New and/or Growing Business Ventures**

3 Credit Hours

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

## **Academic Course Descriptions**

### **MG 242 Personnel Strategy and Law**

3 Credit Hours

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

### **MG 250 Financing and Venture Capital**

3 Credit Hours

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

### **MG 252 Valuation of New Business Ventures**

3 Credit Hours

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

### **MG 254 Management of Health Care Facilities and Systems**

3 Credit Hours

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

### **MG 256 Effective Decision-Making for Managers**

3 Credit Hours

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

### **MG 258 Ethical Issues in Management**

3 Credit Hours

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

### **MG 260 Principles of Management**

3 Credit Hours

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

### **MG 261 Human Resources Management**

3 Credit Hours

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

**MG 262 Entrepreneurial and Small Business Management**

3 Credit Hours

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

**MG 264 Supervision**

3 Credit Hours

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

**MG 266 Project Management**

3 Credit Hours

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

**MG 268 Collective Bargaining and Labor Relations**

3 Credit Hours

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

**MG 269 Effective Leadership**

3 Credit Hours

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

**MG 272 Industrial Leadership**

3 Credit Hours

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

## Academic Course Descriptions

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

### **MG 273 Organizational Behavior and Communication**

3 Credit Hours

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

### **MG 274 Project Evaluation**

3 Credit Hours

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

### **MG 275 Special Topics in Management**

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## Marketing

### **MK 267 E-Commerce and Marketing for a Global Society**

3 Credit Hours

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

### **MK 270 Principles of Marketing**

3 Credit Hours

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

### **MK 271 Advertising and Sales Promotion**

3 Credit Hours

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

**MK 272 Retailing**

3 Credit Hours

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

**MK 273 Salesmanship**

3 Credit Hours

Prerequisite: MK 270.

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

**MK 274 Services Marketing**

3 Credit Hours

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

**MK 275 Special Topics in Marketing**

3 Credit Hours

Prerequisite: Permission of the Division Head.

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

**MK 277 Hospitality Marketing**

3 Credit Hours

Prerequisite: MK 274.

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

**Mathematics****MT 111 Graphing Calculator Usage**

1 Credit Hour

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

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

**MT 121A College Mathematics for General Education, Enhanced**

3 Credit Hours

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

**MT 121 College Math for General Education**

3 Credit Hours

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

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

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### MT 123A Intermediate Algebra, Enhanced

3 Credit Hours

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

### MT 123 Intermediate Algebra

3 Credit Hours

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

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

### MT 124A Technical Math, Enhanced

3 Credit Hours

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

### MT 124 Technical Math

3 Credit Hours

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

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

### MT 125 Trigonometry

3 Credit Hours

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

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

### MT 128A Algebra for Allied Health, Enhanced

3 Credit Hours

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

### MT 128 Algebra for Allied Health

3 Credit Hours

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

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

### **MT 130 College Algebra**

3 Credit Hours

Prerequisite: MT 123 or MT 123A or MT 124 or MT 124A or MT 128 or MT 128A or a score of 23 or above on the math component of the ACT. This course is designed to prepare students for calculus and other higher-level math courses. Topics covered will include: theory and applications of linear, quadratic, polynomial, rational, exponential, and logarithmic functions; equations and inequalities systems of linear and nonlinear equations; matrices and determinants; and conic sections.

### **MT 137 Precalculus**

5 Credit Hours

Prerequisite: MT 123 or MT 123A or MT 124 or MT 124A or MT 128 or MT 128A or a score of 23 or above on the math component of the ACT. A study of algebraic and trigonometric functions and their applications including: an exploration of polynomial, exponential, logarithmic, and circular functions and their graphs; right triangle trigonometry; trigonometric identities; vectors; polar equations; systems of linear and nonlinear equations; an introduction to sequences and series; matrix algebra; the binomial theorem and mathematical induction.

### **MT 205 Calculus Applications**

3 Credit Hours

Prerequisite: MT 123 or MT 123A or MT 124 or MT 124A or MT 128 or MT 128A or a score of 23 or above on the math component of the ACT. A study of calculus applications including exploration of polynomial, exponential, and logarithmic functions as well as their limits, derivatives, and integrals.

### **MT 220 Technical Calculus**

4 Credit Hours

Prerequisite: MT 125 and MT 130 or MT 137 or a score of 26 or above on the math component of the ACT. A study of applications of calculus as it pertains to technical fields, including derivatives and integrals of algebraic and transcendental functions, graphical applications, integration methods, differential equations, and infinite series.

### **MT 225 Elementary Statistics**

3 Credit Hours

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

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

### **MT 229 Calculus I**

5 Credit Hours

Prerequisite: MT 125 and MT 130, or MT 137 or a score of 26 or above on the math component of the ACT. A study of the properties and applications of limits, techniques and applications of differentiation and the fundamental theorem of calculus as limits, derivatives, and integrals relate to polynomial, exponential, logarithmic, and trigonometric functions.

### **MT 230 Calculus II**

4 Credit Hours

Prerequisite: MT 229.

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

### **MT 231 Calculus III**

4 Credit Hours

Prerequisites: MT 230.

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

## Academic Course Descriptions

### MT 235 Differential Equations

4 Credit Hours

Prerequisite: MT 231.

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

### MT 245 Linear Algebra

3 Credit Hours

Prerequisite: MT 230.

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

### MT 275 Special Topics in Mathematics

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## Mathematics Education

### ME 101 Mathematics for Elementary Teachers I

3 Credit Hours

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

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

### ME 102 Mathematics for Elementary Teachers II

3 Credit Hours

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

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

### ME 275 Special Topics in Mathematics Education

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## **Mechatronics**

### **MX 110 Introduction to Mechatronics**

2 Credit Hours

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

### **MX 120 Mechanical Power I**

2 Credit Hours

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

### **MX 130 Fluid Power I**

2 Credit Hours

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

### **MX 180 PLC Fundamentals**

1 Credit Hour

Prerequisite: EG 103 and EG 107.

Co-requisite: MX 184 and MX 186.

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

### **MX 184 PLC Interfacing and HMIS**

1 Credit Hour

Prerequisite: EG 103 and EG 107.

Co-requisite: MX 180 and MX 186.

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

### **MX 186 PLC Applications**

1 Credit Hour

Prerequisites: EG 103 and EG 107.

Co-requisite: MX 180 and MX 184.

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

### **MX 190 Industrial Robotics**

3 Credit Hours

Prerequisites: EG 103 and EG 107.

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

## Academic Course Descriptions

### Medical Assisting

#### MA 100 Introduction to Medical Assisting

3 Credit Hours

Prerequisite: EN090, EN099, MT090, MT095, and MT096 or minimum acceptable test scores for placement in college-level English and math. This course is designed to furnish the student with the theories and techniques of the clinical aspects of the medical assistant profession. Students are introduced to the areas of medical asepsis, vital signs, physical examinations, and charting. A comprehensive medical assisting provides coverage of the practical, real world administrative skills to success in the healthcare field. Provides the groundwork for understanding the role and responsibility of the medical assistant. Topics include the medical assistant setting, history of medicine and the profession, charting, facility environment, and physical examinations.

#### MA 101 Medical Assisting I

4 Credit Hours

Prerequisites: MA 100 and MA 105.

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

#### MA 105 Medical Office Billing and Coding I

3 Credit Hours

Prerequisite: EN090, EN099, MT090, MT095, and MT096 or minimum acceptable test scores for placement in college-level English and math. This course is designed to teach the student health insurance processing, medical coding, medical billing, and financial recordkeeping. Additionally, students are introduced to a variety of office tasks which support these functions such as appointment scheduling, recordkeeping, and filing.

#### MA 106 Medical Office Billing and Coding II

3 Credit Hours

Prerequisites: MA 100 and MA 105.

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

#### MA 201 Medical Assisting II

7 Credit Hours

Prerequisites: MA 101 and MA 106.

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

#### MA 210 Medical Assisting III

9 Credit Hours

Prerequisite: MA 201.

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

**MA 225 Medical Assisting Capstone**

3 Credit Hours

Prerequisite: MA 201.

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

**Medical Laboratory Technology**

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

**ML 101 Clinical Hematology**

5 Credit Hours

Prerequisite: Admission to the medical laboratory technology career program.

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

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

**ML 102 Clinical Chemistry**

5 Credit Hours

Prerequisite: ML 101.

Co-requisite: ML 103.

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

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

**ML 103 Immunochemistry and Serology**

5 Credit Hours

Prerequisite: ML 101.

Co-requisite: ML 102.

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

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

**ML 200 Phlebotomy Practicum**

1 Credit Hour

Prerequisite: ML 102 and ML 103.

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

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

## **Academic Course Descriptions**

### **ML 201 Urinalysis and Body Fluids**

2 Credit Hours

Prerequisite: ML 200.

Co-requisite: ML 202.

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

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

### **ML 202 Clinical Microbiology**

5 Credit Hours

Prerequisite: ML 200.

Co-requisite: ML 201.

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

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

### **ML 205 MLT Seminar**

2 Credit Hours

Prerequisite: ML 201 and ML 202.

Co-requisite: ML 210.

A Laboratory Course: 2 hours lecture each week.

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

### **ML 210 MLT Clinical Practicum**

12 Credit Hours

Prerequisite: ML 201 and 202.

Co-requisite: ML 205.

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

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

### **ML 275 Special Topics in Medical Laboratory Technology**

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## Mining

### **MN 101 Basic Mining I**

1 - 2 Credit Hours

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

### **MN 103 Energy Permit Processing**

4 Credit Hours

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

### **MN 109 Mine Law, Safety, and Health**

3 Credit Hours

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

### **MN 112 Cultural Issues and Contemporary History of the Mining Industry**

3 Credit Hours

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

### **MN 115 Introduction to Mine Management**

3 Credit Hours

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

### **MN 120 Mine Power Systems I**

3 Credit Hours

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

## **Academic Course Descriptions**

### **MN 136 Mine Management and Labor Relations**

3 Credit Hours

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

### **MN 150 Mine Foreman Certification I**

6 Credit Hours

Prerequisite: Two (2) years mining experience.

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

### **MN 200 Cultural Aspects of Mining**

3 Credit Hours

Prerequisite: MN 112.

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

### **MN 201 Preparation of Coal**

3 Credit Hours

Deals with preparations and steps in analysis of coal.

### **MN 210 Hydraulic Systems**

3 Credit Hours

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

### **MN 212 Geology of Mining**

3 Credit Hours

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

### **MN 215 Environmental Aspects of Mining**

3 Credit Hours

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

### **MN 220 Mine Management and Planning**

3 Credit Hours

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

### **MN 275 Special Topics in Mining**

1-6 Credit Hours

Prerequisite: Permission of the Division Head.

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

## **Music**

### **MU 103 Preschool Music, Movement, and Art**

3 Credit Hours

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

### **MU 175 Music Appreciation**

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

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

### **MU 203 Music Skills for Classroom Teachers**

3 Credit Hours

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

## **Nursing**

### **NU 132 Drug and Dose Calculations I**

1 Credit Hour

Prerequisite: Admission to the Nursing Program.

Co-requisite: NU 133 and NU 134.

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

### **NU 133 Health Assessment and Diagnostics I**

2 Credit Hours

Prerequisite: Admission to the Nursing Program.

Co-requisite: NU 132 and NU 134.

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

### **NU 134 Introduction to Nursing Concepts**

8 Credit Hours

Pre-requisite: Admission to the Nursing Program.

Co-requisite: NU 132 and NU 133.

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

## Academic Course Descriptions

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

### **NU 142 Drug and Dose Calculations II**

1 Credit Hour

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

Co-requisites: NU 143 and NU 144.

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

### **NU 143 Health Assessment and Diagnostics II**

1 Credit Hour

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

Co-requisites: NU 142 and NU 144.

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

### **NU 144 Nursing Concepts of Health and Illness I**

9 Credit Hours

Prerequisites: NU 134.

Co-requisites: NU 142 and NU 143.

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

### **NU 234 Nursing Concepts of Health and Illness II**

9 Credit Hours

Prerequisites: NU 144.

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

### **NU 244 Synthesis of Nursing Concepts**

9 Credit Hours

Prerequisites: NU 234.

Co-requisites: NU 245.

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

### **NU 245 Professional Nursing and Health Systems Concepts**

3 Credit Hours

Prerequisites: NU 234.

Co-requisites: NU 244.

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

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

1-3 Credit Hours

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

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

**NU 275 Special Topics in Nursing**

1-5 Credit Hours

Prerequisite: Permission of the Division Head.

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

**Office Administration****OA 101 Office Accounting I**

3 Credit Hours

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

**OA 103 Basic Document Processing I**

3 Credit Hours

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

**OA 104 Document Processing II**

3 Credit Hours

Prerequisite: OA 103 or previous academic keyboarding experience.

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

**OA 129 Medical Terminology and Transcription**

3 Credit Hours

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

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

**OA 130 Administrative Machine Transcription**

3 Credit Hours

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

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

## **Academic Course Descriptions**

### **OA 131 Records Management**

3 Credit Hours

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

### **OA 133 Legal Terminology and Transcription**

3 Credit Hours

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

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

### **OA 135 Document Processing Simulation**

3 Credit Hours

Prerequisite: OA 104.

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

### **OA 140 Office Administration Procedures**

3 Credit Hours

Prerequisite: OA 103 or ability to type.

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

### **OA 143 Legal Office Procedures**

3 Credit Hours

Prerequisite: OA 103 or ability to type.

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

### **OA 145 Medical Administrative Procedures I**

3 Credit Hours

Prerequisite: OA 103 or ability to type.

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

### **OA 150 Transcription Skills**

3 Credit Hours

Prerequisite: OA 103.

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

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

### **OA 155 Advanced Medical Transcription**

3 Credit Hours

Prerequisite: OA 150.

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

### **OA 220 Administrative Management**

3 Credit Hours

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

### **OA 225 Professional Image for Majors**

1 Credit Hour

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

### **OA 230 Medical Billing and Coding**

3 Credit Hours

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

### **OA 235 Legal Research**

3 Credit Hours

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

### **OA 240 Professional Image**

1 Credit Hour

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

### **OA 275 Special Topics in Office Administration Skills**

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## **Orientation Courses**

### **OR 099 Introduction to College and Critical Thinking**

3 Credit Hours

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

## Academic Course Descriptions

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

### OR 105 Orientation to Technical Programs

1 Credit Hour

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

### OR 110 Introduction to College

1 Credit Hour

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

### OR 115 Veterans New Student Seminar

3 Credit Hours

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

## Philosophy

### PL 201 Introduction to Philosophy

3 Credit Hours

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

### PL 275 Special Topics in Philosophy

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## Physical and Health Education

### PE 117 Slimnastics

1 Credit Hour

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

### PE 186 Weight Training

1 Credit Hour

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

**PE 187 Physical Fitness**

1 Credit Hour

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

**PE 188 Conditioning**

1 Credit Hour

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

**PE 223 Lifestyle Intervention**

2 Credit Hours

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

**PE 275 Special Topics in Physical and Health Education**

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## Physical Science

**SC 109 General Physical Science I**

4 Credit Hours

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

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

**SC 110 General Physical Science II**

4 Credit Hours

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

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

## Academic Course Descriptions

### SC 275 Special Topics in Physical Science

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## Physics

### PH 200 Introductory Physics

4 Credit Hours

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

One year of high school algebra.

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

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

### PH 210 College Physics I

4 Credit Hours

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

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

### PH 212 College Physics II

4 Credit Hours

Prerequisites: PH 210.

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

### PH 220 Physics for Scientists and Engineers I

4 Credit Hours

Co-requisite: MT 229.

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

### PH 222 Physics for Scientists and Engineers II

4 Credit Hours

Prerequisite: PH 220.

Co-requisite: MT 230.

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

### PH 275 Special Topics in Physics

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## Political Science

### PS 201 American Government and Politics

3 Credit Hours

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

### PS 202 State and Local Government

3 Credit Hours

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

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

3 Credit Hours

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

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

### PS 275 Special Topics in Political Science

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## Psychology

### PY 201 General Psychology

3 Credit Hours

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

### PY 203 Forensic Psychology

3 Credit Hours

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

### PY 204 Psychology of Addiction

3 Credit Hours

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

### PY 209 Psychology of the Brain

3 Credit Hours

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

### PY 210 Pharmacology of Addiction

3 Credit Hours

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

## **Academic Course Descriptions**

### **PY 217 Counseling Skills**

3 Credit Hours

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

### **PY 218 Life-Span Developmental Psychology**

3 Credit Hours

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

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

### **PY 220 Death and Dying**

3 Credit Hours

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

### **PY 222/AH 222 Processes of Dying and Grief**

3 Credit Hours

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

### **PY 224 Human Sexuality**

3 Credit Hours

Prerequisite: PY 201.

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

### **PY 226/CJ 226 Abnormal Psychology**

3 Credit Hours

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

### **PY 230 Group Counseling I**

3 Credit Hours

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

### **PY 231 Group Counseling II**

3 Credit Hours

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

### **PY 233 Psychology of Assessment and Interviewing**

3 Credit Hours

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

**PY 234 Case Management**

3 Credit Hours

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

**PY 235 Addiction Counseling Field Practicum I**

5 Credit Hours

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

**PY 236 Addiction Counseling Field Practicum II**

5 Credit Hours

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

**PY 237 Addiction Counseling Practicum**

3 Credit Hours

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

**PY 275 Special Topics in Psychology**

1-3 Credit Hours

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

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

## **Radiologic Technology**

**RA 100 Introduction to Radiologic Technology**

3 Credit Hours

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

**RA 101 Imaging Procedures I and Image Analysis**

3 Credit Hours

Prerequisite: Admission to the program.

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

**RA 103 Imaging Procedures II and Image Analysis**

3 Credit Hours

Prerequisites: RA 101.

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

## **Academic Course Descriptions**

### **RA 104 Principles of Radiographic Exposure**

2 Credit Hours

Prerequisite: Admission to the program.

Co-requisite: RA 103 and RA 125.

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

### **RA 110 Clinical Practice I**

1 Credit Hour

Co-requisite: RA 101.

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

### **RA 125 Clinical Practice II**

2 Credit Hours

Prerequisite: RA 110.

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

### **RA 150 Clinical Practice III**

4 Credit Hours

Prerequisite: RA 125.

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

### **RA 200 Clinical Practice IV**

3 Credit Hours

Prerequisite: RA 150.

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

### **RA 201 Radiation Biology and Advanced Radiation Protection**

2 Credit Hours

Prerequisites: RA 104.

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

### **RA 202 Pathology**

2 Credit Hours

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

### **RA 203 Imaging Procedures III and Modalities**

3 Credit Hours

Prerequisites: RA 103.

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

**RA 204 Imaging Equipment**

2 Credit Hours

Prerequisites: RA 103 and RA 104.

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

**RA 206 Pharmacology in Radiology**

1 Credit Hour

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

**RA 207 Digital Imaging Acquisition and Display**

1 Credit Hour

Prerequisite: RA 104.

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

**RA 210 Quality Management in Imaging Systems**

2 Credit Hours

Prerequisites: RA 201 and 204.

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

**RA 225 Seminar in Radiologic Technology**

3 Credit Hours

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

**RA 250 Clinical Practice V**

3 Credit Hours

Prerequisite: RA 200.

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

**RA 275 Special Topics in Radiologic Technology**

1-3 Credit Hours

Prerequisite: Permission of the Division Head or Coordinator.

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

## Academic Course Descriptions

# Respiratory Care Technology

### RC 101 Assessment of the Cardiopulmonary Patient

4 Credit Hours

Prerequisite: Admission to the Respiratory Care Technology Program.

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

### RC 102 Respiratory Skills I

4 Credit Hours

Prerequisite: Admission to the Respiratory Care Technology Program.

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

### RC 103 Respiratory Sciences

3 Credit Hours

Prerequisite: Admission to the Respiratory Care Technology Program.

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

### RC 104 Respiratory Skills II

4 Credit Hours

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

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

### RC 106 Cardiopulmonary Pathology

2 Credit Hours

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

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

### RC 110 Cardiopulmonary Pharmacology

3 Credit Hours

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

### RC 120 Clinical Rotation I

1 Credit Hour

Prerequisite: Admission to the Respiratory Care Technology Program.

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

**RC 121 Clinical Rotation II**

1 Credit Hour

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

**RC 122 Clinical Rotation III**

1 Credit Hour

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

**RC 201 Cardiopulmonary Diagnostics I**

3 Credit Hours

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

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

**RC 210 Mechanical Ventilation I**

4 Credit Hours

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

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

**RC 211 Mechanical Ventilation II**

4 Credit Hours

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

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

**RC 220 Clinical Rotation IV**

2 Credit Hours

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

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

**RC 221 Clinical Rotation V**

1 Credit Hour

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

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

## **Academic Course Descriptions**

### **RC 230 Neonatal and Pediatric Therapy**

3 Credit Hours

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

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

### **RC 232 Respiratory Care Profession**

3 Credit Hours

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

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

## **Religion**

### **RL 110 Understanding the Old Testament**

3 Credit Hours

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

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

### **RL 111 Understanding the New Testament**

3 Credit Hours

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

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

### **RL 115 Religions of the World**

3 Credit Hours

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

### **RL 207 History of Christianity**

3 Credit Hours

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

### **RL 275 Special Topics in Religion**

3 Credit Hours

Prerequisite: Permission of the Division Head.

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

## Safety Technology

### **ST 101 Introduction to Occupational Safety and Health**

3 Credit Hours

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

### **ST 107 OSHA**

3 Credit Hours

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

### **ST 110 Industrial Safety and Risk Management**

3 Credit Hours

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

### **ST 120 Industrial Hygiene**

3 Credit Hours

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

### **ST 130 Industrial Ergonomics**

3 Credit Hours

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

### **ST 275 Special Topics in Safety Technology**

1-3 Credit Hours

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

## Salon Management/Cosmetology

### **SM 100 Concepts of Professional Cosmetology I**

3 Credit Hours

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

### **SM 102 Art and Science of Nail Technology**

2 Credit Hours

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

## **Academic Course Descriptions**

### **SM 105 Nail Technology Clinical Practicum**

2 Credit Hours

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

### **SM 106 General Sciences for Professional Cosmetology**

3 Credit Hours

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

### **SM 108 Art and Science of Aesthetics**

2 Credit Hours

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

### **SM 110 Aesthetics Clinical Practicum**

3 Credit Hours

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

### **SM 202 Art and Science of Hair Styling I**

4 Credit Hours

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

### **SM 205 Hair Styling Clinical Practicum I**

3 Credit Hours

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

### **SM 208 Art and Science of Hair Styling II**

4 Credit Hours

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

### **SM 210 Hair Styling Clinical Practicum II**

3 Credit Hours

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

### **SM 212 Role Transitions to Professional Cosmetology**

2 Credit Hours

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

## Sociology

### **SO 200 Introduction to Sociology**

3 Credit Hours

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

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

### **SO 201 Social Problems I**

3 Credit Hours

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

### **SO 202 Social Problems II**

3 Credit Hours

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

### **SO 208 Marriage and Family Relations**

3 Credit Hours

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

### **SO 210 Appalachian Studies**

3 Credit Hours

Prerequisite: SO 200.

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

### **SO 215 Human Relations**

3 Credit Hours

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

### **SO 220 Race, Gender, and Human Identity**

3 Credit Hours

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

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

1-3 Credit Hours

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

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

## Academic Course Descriptions

### Speech

#### **SP 103 Speech Fundamentals**

3 Credit Hours

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

#### **SP 202 Introduction to Public Speaking**

3 Credit Hours

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

#### **SP 207 Business and Professional Speaking**

3 Credit Hours

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

#### **SP 275 Special Topics in Speech**

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

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

### Surgical Technology

#### **SG 100 Introductory Surgical Technology**

3 Credit Hours

Co-requisite: SG 101.

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

#### **SG 101 Surgical Technology Skills**

3 Credit Hours

Prerequisite: Admission to the Surgical Technology Program.

Co-requisite: SG 100.

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

#### **SG 105 Surgical Technology Biomedical**

2 Credit Hours

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

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

#### **SG 120 Surgical Technology I**

7 Credit Hours

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

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

**SG 210 Anesthetics, Drugs, and Solutions**

2 Credit Hours

Co-requisite: SG 220 with a grade of "C" or better.

This course is designed to introduce students to various types of anesthetic agents used in surgical and related procedures. The use, effects, and adverse reactions of drugs will be discussed. Calculation of drugs and solutions using the metric system, and the pouring and measuring of solutions will be taught so the students can effectively assist the surgeon, anesthesiologist, nurse anesthetist, or circulating nurse in the operating room.

**SG 220 Surgical Technology II**

7 Credit Hours

Prerequisite: SG 120 with a grade of "C" or better.

Co-requisite: SG 210.

This course is a theory/practicum course that builds on the knowledge and skills acquired in SG 120 Surgical Technology I. Advanced surgical and diagnostic techniques are taught. The student is expected to progress in the role of scrub technician and second assistant in more surgical procedures. The role of circulator is practiced.

**SG 230 Surgical Technology III**

11 Credit Hours

Prerequisite: SG 220 with a grade of "C" or better.

This is a theory/practicum course which prepares the student to function in all three roles of the surgical technician with little or no assistance. This capstone course also prepares the student to be eligible to take the surgical technology certification exam.

**SG 275 Special Topics in Allied Health**

1-3 Credit Hours

Prerequisite: Permission of the Division Head of Healthcare and Business Programs.

Presents courses in Allied Health which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Allied Health.

## Survey Technology

**SU 105 Introduction to Surveying and Surveying Equipment**

4 Credit Hours

Note: This course assumes basic computer knowledge.

This course will introduce the student to the concepts, procedures, and equipment used in land surveying, construction surveying, mapping and computer-aided software utilized in surveying. Topics include, but are not limited to: a history of surveying and the path to the methods/electronics used today, what the possibilities look like for the future surveyor, and a look at the wide variety of fields that surveying is used in and the diversity that a surveyor can apply his/her skills. Students will be introduced to the various types of equipment used in surveying and the basic operations and safety components of each. This course consists of lectures, hands-on exercises, and field labs.

**SU 110 Surveying Equipment**

4 Credit Hours

Co-requisite: SU 105.

This course will provide students with basic knowledge of various pieces of equipment used by surveyors. Students will receive hands-on experience on the equipment along with working knowledge and safety concepts for each.

## **Academic Course Descriptions**

### **SU 120 Surveying Measurements I**

4 Credit Hours

Co-requisite: SU 105 or permission of the Division Head.

Principles of field data acquisition, measurement of distance, angle, and elevation using tapes, transits, and levels, basic surveying computations of elevations, directions, traverse closures and areas, magnetic directions, preparation of topographic maps from radial measurements, basic measurement error theory. This course consists of lectures and field labs.

### **SU 155 Surveying Graphics**

3 Credit Hours

Prerequisite: SU 105.

Applied computer aided drafting (CAD) utilizing lab generated survey field data. Data will be entered manually and imported/exported to and from data collectors. Includes a study of generating topographic, boundary, as-build maps, and construction site plans. Primary software used will be AutoCAD and SurvCADD.

### **SU 195 Land Boundaries**

3 Credit Hours

Prerequisite: SU 120 or permission of the Division Head.

The historical development, description, and basic legal land boundary elements related to the land survey systems in the U.S. state plane coordinate survey systems, deed, plat, and other land boundary related recording systems, concept of the cadastre. Includes a lab component incorporating deed research and writing.

### **SU 196 Land Boundaries and Law**

4 Credit Hours

Prerequisite: SU 120 or permission of the Division Head.

A study of methods of boundary line establishment by unwritten methods, registration of surveyors, professionalism, ethics, liability of surveyors, surveyors as expert witnesses, and other case and statute law related to property surveying. Includes a lab component incorporating deed research and writing. Includes the historical development, description, and basic legal land boundary elements related to the land survey system in the U.S. state plane coordinate survey systems, deed, plat, and other land boundary related recording systems, concept of the cadastre. Includes a lab component incorporating deed research and writing.

### **SU 212 Retracement**

4 Credit Hours

Prerequisites: SU 120, SU 195, and SU 196.

An applied study of measurement and computational techniques and boundary law to the entrancement of property boundary lines.

### **SU 220 Surveying Measurements II**

3 Credit Hours

Prerequisite: SU 120.

A continuation of SU 120. An advanced study, and incorporation of, applied mathematics used in surveying, techniques.

### **SU 230 Engineering and Construction Surveys**

4 Credit Hours

Prerequisites: SU 120 and SU 155.

Route and construction surveying, instrument adjustment and calibration, use of optical and electronic measuring instruments, large-scale site surveying and mapping, mine surveying, and miscellaneous field surveys. Includes an applied study of survey measurements and computational techniques to the horizontal and vertical alignment of highways, earthwork calculations and construction layout.

### **SU 273 Surveying Project**

3 Credit Hours

Prerequisite: SU 220 and SU 212, Candidate for Graduation.

This course provides students with an opportunity to complete a real world project. These projects will utilize principles learned in previous

courses, with emphasis on training as group leader and in team participation to analyze and solve surveying field problems arising in surveying practice, planning and execution of projects, data collection and analysis of identification of natural and manmade features.

### **SU 274 Capstone**

1 Credit Hour

Prerequisite: SU 220, SU 212, Candidate for Graduation.

This course is designed to pull all aspects of the program together. Students will complete a portfolio of all work throughout the program as outlined in the assessment plan for formal evaluation and complete an exam prep component to prepare for the licensure exam.

### **SU 275 Special Topics in Surveying**

1-4 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Surveying which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction and/or research in an area related to Surveying.

## **Technical Studies**

### **TS 150 Vocational Block I**

1-15 Credit Hours

This course provides students training in a vocational program utilizing the career/vocational school training programs. Topics may vary based on enrollment in the vocational program.

### **TS 151 Vocational Core I**

4 Credit Hour

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the first core course in each of the technical programs as required by the Department of Education.

### **TS 152 Vocational Core II**

4 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the second core course in each of the technical programs as required by the Department of Education.

### **TS 153 Vocational Core III**

4 Credit Hours

This course provides students training in a vocational program utilizing the career/vocational school training programs. It is directly mapped to the third course in each of the technical programs as required by the Department of Education.

### **TS 154 Vocational Core IV**

4 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the fourth core course in each of the technical programs as required by the Department of Education.

### **TS 155 Vocational Elective I**

3 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the first elective course in each of the technical programs as required by the Department of Education.

### **TS 156 Vocational Elective II**

3 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the second elective course in each of the technical programs as required by the Department of Education.

## **Academic Course Descriptions**

### **TS 157 Vocational Elective III**

3 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the third elective course in each of the technical programs as required by the Department of Education.

### **TS 158 Vocational Elective IV**

3 Credit Hours

This course provides students training in a vocational program utilizing the career-vocational school training programs. It is directly mapped to the fourth elective course in each of the technical programs as required by the Department of Education.

### **TS 274 Applied Technology Capstone**

1 Credit Hour

Prerequisite: Student must be a candidate for graduation.

This course is designed to pull all aspects of the program together. Students will complete a portfolio of work as outlined in the assessment plan for formal evaluation and complete an exam prep component to prepare for industry-based certification exams.

## **Theater**

### **TH 112 Theater Appreciation**

3 Credit Hours

Development of an appreciation and an understanding of theater as a fine art. This course is for non-theater majors.

### **TH 150 Introduction to Technical Theater**

3 Credit Hours

A study of the technical elements in theatrical production such as construction, lighting, and sound. This course requires the student to have lab hours.

### **TH 209 Introduction to the Theater**

3 Credit Hours

Surveys the fundamentals of theater arts including plays, theater history, design, makeup, and basic construction practices. Requires practical experience with a College theatrical production.

### **TH 210 Introduction to Acting**

3 Credit Hours

Develops skill through study of theories of acting and practice of various acting techniques.

### **TH 239 Development and Appreciation of Film**

3 Credit Hours

The historical development of motion pictures as an art form from its past to its present development. Analysis of the technical, social, economic, and cultural factors which have influenced the medium.

### **TH 255 Stage Makeup**

3 Credit Hours

Prerequisite: TH 150.

Study and practice of makeup and techniques for the stage.

### **TH 260 Scene Design**

3 Credit Hours

Prerequisite: TH 150.

The study of design theories with the creation and development of scene design projects and rendering techniques.

**TH 265 Lighting Design**

3 Credit Hours

Prerequisite: TH 150.

The mechanical and artistic approach to stage lighting; study of electrical theory and instrument utilization.

**TH 275 Special Topics in Theater**

1-3 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Theater which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Theater.

## Transitional Studies

**EN 090 Reading Comprehension**

2 Credit Hours

Required for students with ACT reading score less than 17 or ACCUPLACER reading comprehension score less than 79.

Reading Comprehension introduces students to the following reading comprehension and critical thinking skills: vocabulary building, main ideas, supporting details, organizational patterns, fact and opinion, inferences, purpose and tone, and argument.

**EN 095 Essential Skills of the Written Language**

5 Credit Hours

Required for students with an ACT reading score greater than 13, but less than 17 and ACT English score less than 18 or ACCUPLACER reading comprehension score greater than 54, but less than 79 and ACCUPLACER sentence skills score less than 88.

Essential Skills of the Written Language develops students' reading comprehension and critical thinking skills, including vocabulary building, main ideas, supporting details, organizational patterns, fact and opinion, inferences, purpose and tone, and argument. At the same time, students develop entry-level college composition skills, including the writing of complete sentences, well-developed paragraphs, and well-organized essays. Emphasis is given to basic grammar, mechanics, and usage.

**EN 099 Beginning Composition**

4 Credit Hours

Required for students with ACT English score less than 18 or ACCUPLACER sentence skills score less than 88.

Beginning Composition allows students to develop entry-level college composition skills, including the writing of complete sentences, well-developed paragraphs, and well-organized essays. It emphasizes basic grammar, mechanics, and usage.

**MT 121A College Mathematics for General Education, Enhanced**

3 Credit Hours

A study of several topics in mathematics including probability and statistics, measurement systems, formula manipulation and equation solving, geometry, and consumer math with a focus on applications throughout the courses. MT 121A is for students whose placement test scores do not allow direct entrance into MT 121.

**MT 123A Intermediate Algebra, Enhanced**

3 Credit Hours

A study of linear and absolute value equations and inequalities in one and two variables; polynomial operations and graphing; linear, quadratic, exponential, and logarithmic functions with application and graphing; and formula manipulation. This course is designed to prepare students for college algebra or career opportunities. MT 123A is for students whose placement test scores do not allow direct entrance into MT 123.

**MT 124A Technical Math, Enhanced**

3 Credit Hours

This course is designed for students planning a career in a technical field and focuses extensively on applications in those fields. Students will develop problem-solving skills through the study functions and graphs, trigonometric functions, linear equations in one variable, right

## Academic Course Descriptions

triangle trigonometry, matrix algebra, and systems of linear equations. MT 124A is for student whose placement test scores do not allow direct entrance into MT 124.

### **MT 128A Algebra for Allied Health, Enhanced**

3 Credit Hours

Students will study applications of algebra related to Allied Health. Topics covered will include: the metric system with focus on unit conversions by proportionalities and dimensional analysis; representations of linear functions verbally, graphically, numerically, and algebraically; exponential growth and decay; logarithmic functions; analysis of proportionality of quantities and formula manipulation. MT 128A is for students whose placement test scores do not allow direct entrance into MT 128.

## Welding Technology

### **WL 100 Oxyacetylene Welding (OAW)**

4 Credit Hours

This course will include cutting of ferrous and non-ferrous materials with manual, motor-driven, and oxy-fuel shape cutting equipment. Also included are plasma-arc cutting (PAC) and carbon-arc cutting (CAC-A). Safety, puddling, carrying the puddle, brazing, soldering, cutting equipment, and the basic fundamentals of cutting processes will be introduced. Students will be expected to produce acceptable oxy-fuel, PAC, and CAC-A cuts. This unit follows ANSI / AWS C4.2-90 an American National Standard.

### **WL 102 Fundamentals of Welding**

4 Credit Hours

An introduction to the fundamentals of equipment used in oxyacetylene welding and shielded metal arc welding, including welding and cutting safety, basic oxyacetylene welding and cutting, basic arc welding processes and basic metallurgy. The student will demonstrate safety procedures associated with equipment and identify ferrous and nonferrous materials.

### **WL 103 Blueprint Reading and Metallurgy**

3 Credit Hours

This course is designed to teach a basic understanding of welding symbols used on blueprints and the study of ferrous and nonferrous metals from the ore to the finished product. Emphasis on metal alloys, heat treating, hard surfacing, welding techniques, forging, foundry processes, and mechanical properties of metal, including hardness, machinability, and ductility.

### **WL 104 Shielded Metal Arc Welding (SMAW)**

3 Credit Hours

Through classroom and/or lab/shop learning and assessment activities, students in this course will describe the shielded metal arc welding (SMAW) process, demonstrate the safe and correct set-up of the SMAW workstation, associate SMAW electrode classifications with base metals and joint criteria, demonstrate proper electrode selection and use based on metal types and thicknesses, build pads of weld beads with selected electrodes in the flat position, build pads of weld beads with selected electrodes in the horizontal position, perform basic SMAW welds on selected weld joints, and perform visual inspection of welds.

### **WL 162 Welding I**

8 Credit Hours

This course will introduce students to level one concepts in welding. The course aligns with NCCER curriculum standards. The course includes an introduction to welding safety, oxyfuel cutting, plasma arc cutting, air carbon arc cutting, base metal preparation, welding quality, SMAW equipment preparation, shield metal arc welding, SMAW beads and fillet, joint fit-up and alignment, groove weld with backing, and SMAW open v-groove welding.

### **WL 163 Welding II**

4 Credit Hours

Prerequisite: WL 162.

This course is a continuation of WL 162. Students will continue with the NCCER curriculum for welding through level two. The course includes welding symbols, reading welding drawings, physical characteristics and mechanical properties of metal, preheating and postheating of metals, GMAW and FCAW equipment and filler metals, GMAW and FCAW plate welding, GTAW equipment and filler

metals, and GTAW plate welding.

**WL 164 Welding III**

2 Credit Hours

Prerequisite: WL 163.

This course is a continuation of WL 163. Students will continue with the NCCER curriculum for welding through level three. The course includes SMAW open root pipe welds, GMAW pipe welds, FCAW pipe welds, GTAW carbon steel pipe welds, GTAW low-alloy stainless steel pipe welds, and SMAW stainless steel groove welds.

**WL 165 Welding IV**

3 Credit Hours

Prerequisite: WL 164.

This course is a continuation of WL 164. Students will continue with the NCCER curriculum for welding through level four. The course includes GMAW aluminum plate, GTAW aluminum plate, GTAW aluminum pipe, and GMAW aluminum pipe welding.

**WL 201 Gas Metal Arc Welding (GMAW)**

3 Credit Hours

Prerequisite: WL 104.

Through classroom and/or lab/shop learning and assessment activities, students in this course will explain gas metal arc welding (GMAW) process, demonstrate the safe and correct set-up of the GMAW workstation, correlate GMAW electrode classifications with base metals and joint criteria, demonstrate proper electrode selection and use based on metal types and thicknesses, building pads of weld beads with selected electrodes in the flat position, build pads of weld beads with selected electrodes in the horizontal position, produce basic GMAW welds on selected weld joints, and conduct visual inspection of GMAW welds.

**WL 202 Gas Tungsten Arc Welding (GTAW)**

3 Credit Hours

Prerequisite: WL 104.

Through classroom and/or lab/shop learning and assessment activities, students in this course will explain the gas tungsten arc welding (GTAW) process, demonstrate the safe and correct set-up of the GTAW workstation, relate GTAW electrode and filler metal classifications with base metals and joint build pads of weld beads with selected electrodes and filler material in the flat position, build pads of weld beads with selected electrodes and filler material in the horizontal position, perform basic GTAW welds on selected weld joints, and perform visual inspection of GTAW welds.

**WL 203 Flux-Core Arc Welding (FCAW)**

3 Credit Hours

Prerequisite: WL 104.

The Flux-Core Arc Welding Unit (FCAW) is designed to teach the student the correct techniques to weld in all positions. Safety is stressed in the shop. Practice and training in the welding shop will develop the basic skill level necessary to produce quality welds in all positions and in different joint configurations.

**WL 210 Commercial and Industrial Welding Practices**

3 Credit Hours

Prerequisite: WL 104.

Through classroom and/or lab/shop learning and assessment activities, students in this course will build skills through practices in simulated industrial processes and techniques including sketching, layout, and fabrication. Emphasizes maintenance, repair of worn or broken parts by special welding applications, field welding, and nondestructive testing.

**WL 275 Special Topics in Welding**

1-5 Credit Hours

Prerequisite: Permission of the Division Head.

Presents courses in Welding which the College expects to offer only once or occasionally in response to specific community needs. The course may consist of seminars, specialized or individual instruction, and/or research in an area related to Welding.

## **Appendix II**

### **Faculty**

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Anna James Rank: \_\_\_\_\_

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: \_\_\_\_\_

Date Degree Received: \_\_\_\_\_

Conferred by: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101/ English Comp. I	57
	EN 101A/ English Comp. I	34
2015 Spring	EN 095/ Essen. Skills of Written Lang.	29
	EN 101/ English Comp. I	45
2014 Fall	EN 095/ Essential Skills of Written Lang	56
	EN 101/ English Comp I	23
2014 Summer	EN 090/ Reading Comprehension	6
	EN 099/ Beginning Composition	5
2014 Spring	EN 075/ Sp. Topics	6
	EN 090/ Reading Comprehension	39
	EN 099/ Beginning Composition	35
	EN 101/ English Comp. I	8

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

(No more than **TWO** pages per faculty member)

Area of Specialization: Organic Chemistry

Non-Teaching Experience: research assistant 1994-98

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>		<u>Course Number/Title</u>	<u>Enrollment</u>
2011	Fall	BS 101/ General Biology	20
		CH 213/ Princ. Of Chemistry I	14
		CH 223/ Organic Chemistry	6
		CH 224/ Organic Chemistry I Lab	6
		SC 109/ Gen. Physical Science	13
2012	Spring	BS 102/ Gen. Biology II	20
		CH 214/ Prin. Of Chemistry II	11
		CH 225/ Organic Chemistry II	5
		CH 226/ Organ. Chem. Lab II	5
		SC 110 Gen. Phys. Science II	13
2012	Fall	BS 101/ General Biology	20
		CH 213/ Princ. Of Chemistry I	22
		CH 223/ Organic Chemistry	9
		CH 224/ Organic Chemistry I Lab	9
		SC 109/ Gen. Physical Science	8
2013	Spring	BS 102/ Gen. Biology II	19
		BS 125/ Human Anant/Phys. II	9
		CH 214/ Prin. Of Chemistry II	16
		CH 225/ Organic Chemistry II	6
		CH 226/ Organ. Chem. Lab II	6
		SC 110 Gen. Phys. Science II	4

2013 Fall	BS 101/ General Biology	22
	CH 213/ Princ. Of Chemistry I	21
	CH 223/ Organic Chemistry	10
	CH 224/ Organic Chemistry I Lab	9
	SC 109/ Gen. Physical Science	12
2014 Spring	BS 102/ Gen. Biology II	18
	CH 214/ Prin. Of Chemistry II	7
	CH 225/ Organic Chemistry II	10
	CH 226/ Organ. Chem. Lab II	10
	SC 110 Gen. Phys. Science II	19
2014 Fall	BS 101/ Gen. Biology I	27
	CH 213/ Prin. Of Chemistry I	18
	SC/109 Gen. Physical Science	16
2015 Spring	BS 102/ General Biology II	22
	CH 214/ Prin. Of Chem. II	9
	SC 110/ Gen. Phys. Science. II	13
2015 Fall	BS101 /Gen. Biology I	41
	BS 275/ Sp. Topic. Gen. Bio. Lab I	1
	CH 213/ Prin. Of Chem. I	17
	SC 109/ Gen. Phys. Science I	13

(b). If degree is not in area of current assignment, explain.

I teach biology and physical science in addition to chemistry.

(c). Identify your professional development activities during the past five years.

I have attended conferences, in-house workshops and participated in the college governance structure. I am also a member of The American Chemical Society.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Beverly Slone Rank: \_\_\_\_\_

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: \_\_\_\_\_

Date Degree Received: \_\_\_\_\_

Conferred by: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	ME 101/ Math for Elem. Ed Teachers	20
	MT 121A/ College Math for Gen. Ed. Enhanced	63
	MT 124A/ Tech. Math Enhanced	11
2015 Summer	MT/ 121A College Math for Gen Ed Enhanced	11
2015 Spring	ME 101/ Math for Elem. Ed. Teachers I	5
	ME 102 Math for Elem Ed. Teachers II	11
	MT 121A/ College Math for Gen Ed Enhanced	38
	MT 123A/ Inter. Algebra Enhanced	10
2014 Fall	MT 121A/ College Math for Gen. Ed. Enhanced	43
	MT 123/ Intermediate Algebra	25
	MT 123 A/ Intermediate Algebra Enhanced	28
2014 Spring	MT 096/ Intro. Algebra II	44
	MT 021/ Support to College MT for Gen. Ed.	10
	MT09/ Basic Mathematics	20
	MT 095/Introd. Algebra	19

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Charles Puckett Rank: Assistant Professor  
Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_  
Highest Degree Earned: Master of Arts, Biological Sciences  
Date Degree Received: May, 1999  
Conferred by: Marshall University  
Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_  
Years of Employment at Present Institution: 16  
Years of Employment in Higher Education: 16  
Years of Related Experience Outside Higher Education: \_\_\_\_\_  
Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 101/ General Biology	23
	BS 124. Human Anatomy & Physiology	72
2015 Spring	BS 102/ General Biology II	46
	BS 125/ Human Anatomy and Physiology II	14
2014 Fall	BS 101/ Gen. Biology I	33
	BS 124/ Human Anatomy and Physiology I	45
2014 Spring	BS 102/ Gen. Biology II	38
	BS 118/ Essentials of Hum. Sys. For AH	14
	BS 125/ Human Anatomy and Physiology II	48

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

I've taken an online pedagogy course and workshops in conjunction with our college's grants.

I've earned continuing education credits working as an AP Exam grader for the last three years

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Chase Hill Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: \_\_\_\_\_

Date Degree Received: \_\_\_\_\_

Conferred by: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 124/ Human Anatomy & Phys.	24
2014 Fall	BS 118/ Essentials of Human Sys for AH	5

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

(No more than **TWO** pages per faculty member)

Area of Specialization: Mathematics

Non-Teaching Experience: \_\_\_\_\_

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	MT 121 College Math for Gen. Ed.	28
	MT 130 College Algebra	16
2015 Spring	MT 121 College Math for Gen. Ed	8
	MT 123 Intermediate Algebra	23
	MT 130 College Algebra	13

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Christopher Wood Rank: \_\_\_\_\_

Check One: Full-time X (temporary) Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: M.F.A.

Date Degree Received: May 1992

Conferred by: California Institute of the Arts

Area of Specialization: Directing for Film and Theater

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: 4

Years of Employment in Higher Education: 23

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101/ English Comp I	27
	EN 101A/ English Comp I	54
	EN 102 / English Comp II	14
2015 Summer	TH 112/ Theater Apprec.	11
2015 Spring	TH 112/ Theater Apprecation	47
	TH 239/ Film Appreciation	14
2014 Fall	EN 095/ Ess. Skills of the Written Lang.	20
	SP 103/ Speech Fundamentals	24
2014 Summer	SP 103 Speech Fundamentals	5
	TH 112/ Theater Apprec.	8
2014 Spring	SP 103/ Speech Fundamentals	44
	TH 112/ Theater Apprec.	18

(b). If degree is not in area of current assignment, explain. I have two master's degrees in humanities with thirty-six hours in English-related courses.

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Katherine Denise White Rank: \_\_\_\_\_

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: Masters Degree

Date Degree Received: May 2001

Conferred by: Marshall University

Area of Specialization: Adult and Technical Education

Professional Registration/Licensure: Adult License

Years of Employment at Present Institution: 15

Years of Employment in Higher Education: 15

Years of Related Experience Outside Higher Education: N/A

Non-Teaching Experience: Social Work

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	MT 121A Coll. Math for Gen. Ed. Enhanced	142
2015 Spring	MT 121 A Coll. Math for Gen. Ed Enhanced	42
	MT 123A Intermediate Algebra Enhanced	16
	MT124 A Technical Math Enhanced	14
	MT 128 A Algebra for Allied Health	12
2014 Fall	MT 121 A Coll. Math for Gen. Ed Enhanced	32
	MT 123 A Intermediate Algebra Enhanced	47
	MT 124 A Technical Math Enhanced	30
	MT 128 A Algebra for Allied Health	27
2014 Spring	MT 090 Basic Mathematics	20
	MT 095 Into. Algebra I	60
	MT 096 Intro. Algebra II	41

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

SCALES, Fundamentals of Student Engagement Workshop, In house professional development

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: \_\_\_\_\_ Dionne Bartley \_\_\_\_\_ Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct   X  

Highest Degree Earned: \_\_\_\_\_

Date Degree Received: \_\_\_\_\_

Conferred by: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101A/ English Comp I	14

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Donald Saunders Rank: \_\_\_\_\_  
Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X  
Highest Degree Earned: MS + 45  
Date Degree Received: MS in 1982 +45 completed early 1990s  
Conferred by: MARSHALL UNIVERSITY  
Area of Specialization: PHYSICS & PHYSICAL SCIENCE

Professional Registration/Licensure: WEST VIRGINIA DEPARTMENT OF EDUCATION/PERMANENT  
Years of Employment at Present Institution: 39 YEARS  
Years of Employment in Higher Education: 33 YEARS PART-TIME  
Years of Related Experience Outside Higher Education: 0  
Non-Teaching Experience: NONE

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	CH 203/ Fund. Gen. Org. Bio. Chemistry	23
2015 Summer	CH 203/ Fund. Gen. Org. Biol. Chemistry	13
2014 Fall	CH 203/ Fund. Gen. Org. Biol. Chemistry	23
2014 Summer	CH 203/ Funs. Gen. Org. Biol. Chemistry	11

(b). If degree is not in area of current assignment, explain.

UNDERGRADUATE DEGREE IS CHEMISTRY & GENERAL SCIENCE

(c). Identify your professional development activities during the past five years.

CONTINUING EDUCATION IN LOGAN COUNTY

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Geoffrey Saunders Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: \_\_\_\_\_

Date Degree Received: \_\_\_\_\_

Conferred by: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 124/ Human Anatomy & Phys. I	24

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

(No more than **TWO** pages per faculty member)

Area of Specialization:      Biology

Non-Teaching Experience: 4

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 115/ Human Biology	18
2015 Spring	BS 115/ Human Biology	21
2014 Fall	BS 115/ Human Biology	19
2014 Spring	BS 115/ Human Biology	23
	SC 109/ General Physical Science I	3
	SC 110/ Gen. Physical Science II	11

## APPQMR training

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Holly Eldridge Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: \_\_\_\_\_

Date Degree Received: \_\_\_\_\_

Conferred by: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 118/ Essentials of Human Systems	15

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Jamie Lyn Smith Rank: \_\_\_\_\_

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: MFA, English

Date Degree Received: May, 2015

Conferred by: The Ohio State University

Area of Specialization: Creative Writing: Fiction and Creative NonFiction

Professional Registration/Licensure: State of Ohio, State of New York, English Teacher, grades 7-12.

Years of Employment at Present Institution: 4

Years of Employment in Higher Education: 4

Years of Related Experience Outside Higher Education: 6

Non-Teaching Experience: 2

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101 English Comp. I	29
	EN 101A English Comp I	16
	EN 230 Western World Literature	9

(b). If degree is not in area of current assignment, explain.

n/a

(c). Identify your professional development activities during the past five years.

From 2011-2013 I worked at Columbus State Community College, where I administered a GED Acquisition Program through the Transitional Workforce Department. This was a non-credit program that assisted students with skill-building to acquired GED certificate and prepare them for college-level coursework. During that time, I attended numerous conferences and trainings, took writing classes at CSCC, and managed a staff of four adjunct instructors, designing both curriculum and staff professional development activities.

From 2012-2015, I was enrolled full-time in the Graduate School of English, Creative Writing, at The Ohio State University. My coursework there consisted of literature survey, theatre, dance, creative writing, and music. I acquired my MFA from Ohio State in May, 2015.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Joseph Abraham Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: B.S. + 32

Date Degree Received: August 1973

Conferred by: Lee University

Area of Specialization: Biology

Professional Registration/Licensure: State of WV Secondary Schools

Years of Employment at Present Institution: 25 years

Years of Employment in Higher Education: 25 years

Years of Related Experience Outside Higher Education: 40 years

Non-Teaching Experience: 5 years

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 101/ Gen. Biology I	20
2015 Spring	BS 102/ Gen. Biology II	17
2014 Fall	BS 101/ Gen. Biology I	18
2014 Summer	BS 102/ Gen. Biology II	6
2014 Spring	BS 102/ Gen. Biology II	20

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Joseph Huff Rank: \_\_\_\_\_  
Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X \_\_\_\_\_  
Highest Degree Earned: \_\_\_\_\_  
Date Degree Received: \_\_\_\_\_  
Conferred by: \_\_\_\_\_  
Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_  
Years of Employment at Present Institution: \_\_\_\_\_  
Years of Employment in Higher Education: \_\_\_\_\_  
Years of Related Experience Outside Higher Education: \_\_\_\_\_  
Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101/ English Comp I	25
2015 Spring	EN 095/ Essen. Skills of the Written Lang.	14

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

(No more than **TWO** pages per faculty member)

Area of Specialization: Environmental Sciences

Non-Teaching Experience: Environmental Scientist

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 127/ Micro Biology for Allied Health	10
	BS 124/ Human Anatomy & Phys.	40
	BS 118/ Essentials of Human Systems for AH	19
2015 Summer	BS 118/ Essentials of Human Systems for AH	21
2015 Spring	BS 127/ Micro Biology for Allied Health	13
	BS 125/ Human Anatomy & Phys. II	34
2014 Fall	BS 124/ Human Anatomy & Phys II	55
	BS 127/ Microbiology for Allied Health	16
2014 Spring	BS 127/ Microbiology for Allied Health	14
	BS 199/ Dendrology	8
	BS 216/ Microbiology	5
	BS 125/ Human Anatomy & Phys. II	16

As an environmental scientist with an undergraduate degree in biology specializing in botany, I have a science background that gives me broad capabilities to teach courses in life sciences. I started teaching Anatomy and Physiology in the Summer of 1997 and have taught it every year since as either an adjunct or a full time faculty member, except for two years. I started teaching microbiology in 2001 and have taught it every year since then. I have studied both of these topics extensively and have tutored masters level anatomy and physiology.

(c). Identify your professional development activities during the past five years.

I have attended many conferences that have conducted sessions on effectiveness in the classroom, including sessions or all day classes on flipping your classroom, Quality Matters, assessment, improving online classes, using technology in the classroom, round table microbiology and anatomy and physiology discussions, etc.

Some of the Conferences that I have attended include:

Higher Learning Conferences for 2012, 2013, 2014, 2015

Quality Matters Conference 2015

WVHEPC Assessment Conference

General Education Assessment Workshop

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Lawrence D'Angelo Rank: Assistant Professor

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: M.A.

Date Degree Received: June 1996

Conferred by: Eastern Michigan University

Area of Specialization: English

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: 17

Years of Employment in Higher Education: 23

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: Tutor, Washtenaw Community College

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101/English Comp I	21
	EN 102/English Comp II	29
	EN 101A/ English Comp I	17
	EN 201/Am. Lit before 1865	14
2015 Summer	EN 101/ English Comp I	8
	EN 102/ EN Comp II	16
2015 Spring	EN 101/ English Comp I	42
	EN 102/ English Comp II	17
	EN 121/ Creative Writing	13
	EN 204/Am. Lit Since 1865	19
2014 Fall	EN 101/ English Comp I	32
	EN 102/ English Com II	41
	EN 121/ Creative Writing	6
	EN 202/ English Lit. Since 1800	13
2014 Summer	EN 101/ English Comp I	16
	EN 102/ English Comp II	21
2014 Spring	EN 101/ English Comp I	51
	EN 102/ English Comp II	45
	EN 201/ Am. Literature before 1865	12

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

Customer Service	SWVCTC
Blackboard/Vista	SWVCTC
Web Course Discussion	SWVCTC
Adult Learner Initiatives	SWVCTC
Challenges and Opportunities Facing Rural Community Colleges	SWVCTC
Driver Training	SWVCTC
Advising Training	SWVCTC
Blackboard QM Training	SWVCTC
CED 529      Internet for Educators	University of Phoenix
CED 531      Teaching with the Internet	University of Phoenix

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: \_\_\_\_\_ Laura Tracy Baisden \_\_\_\_\_ Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_X\_\_\_\_\_

Highest Degree Earned: \_\_\_\_\_BA\_\_\_\_\_

Date Degree Received: \_\_\_\_\_1990\_\_\_\_\_

Conferred by: \_\_\_\_\_Marshall University \_\_\_\_\_

Area of Specialization: \_\_\_\_\_Education – Specialization in Language Arts 5-12; General Science 5-12

Professional Registration/Licensure: \_\_\_\_\_Permanent \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_26\_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101 A/ English Comp I	19
2014 Fall	EN 095/ Essen. Skills of Written Lang.	18

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

- Co-Director Marshall University Writing Project ; Director of Coalfield Writers Satellite
- Chair of Language Arts Department, Logan High School
- Advanced Placement Pre AP Language Arts 9  
July 2014, West Virginia Center for Professional Development
- New Teacher mentor 2007 – Present
- Co President Logan High School Leadership Team 2010 – 2014

Conference Presentation: **Adapting the Resource Development Retreat for Site Continuity.** March 12, 2011. Site Workshop. Rural Sites Network Conference of National Writing Project. Little Rock, Arkansas.

- Chair of Logan County School's Writing Across the Curriculum County Development Team 2013 – 2015.

(No more than **TWO** pages per faculty member)

Area of Specialization: Secondary Education/21 credits in mathematics

Non-Teaching Experience: \_\_\_\_\_

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	MT 121/ College Math for Gen. Ed.	16
	MT 124/ Technical Math	8
	MT 124A/ Tech. Math Enhanced	16
	MT 128/ Algebra for Allied Health	20
2015 Summer	MT 121A/ College Math for Gen ED Enhanced	13
2015 Spring	MT 121/ College Math for Gen Ed.	33
	MT 123/ Intermediate Algebra	10
	MT 124/ Tech. Math	10
	MT 128/Algebra for allied Health	10
2014 Fall	MT 121/ College Math for Gen Ed	43
	MT 123/ Intermediate Algebra	42
2014 Summer	ME 101/ Math for Elem Teach I	4
	MT 121/ College Math for Gen Ed	4
	MT 123/ Intermediate Algebra	15
2014 Spring	ME 102/ Math for Elem Teach II	18

	MT 021/ Support to College MT for Gen Ed	6
	MT 121/ College Math for Gen Ed (w/co-cur)	6
	MT 121/ College Math for Gen Ed (w/co-cur)	28
	MT 123/ Intermediate Algebra	14
	MT 123/ Intermediate Algebra	17
2013 Fall	MT 096/Introductory Algebra II	11
	MT 121/ College Math for Gen Ed	10
	MT 121/ College Math for Gen Ed	11
	MT 123/ Intermediate Algebra	16
	MT 123/ Intermediate Algebra	23
2013 Summer	MT 121/ COLLEGE MATH FOR GEN ED	9
	MT 123/ INTERMEDIATE ALGEBRA	6

(b). If degree is not in area of current assignment, explain.

Received 21 Credits in mathematics courses at the graduate level.

(c). Identify your professional development activities during the past five years.

SEW: Participated in SEW workshop 2013/2014 SCHOOL YEAR

SEW: Facilitated a SEW workshop at Southern SUMMER 2014

General Education Assessment Workshop 10/16/2015

Student Success Summit 7/28/2015

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Liza Adams Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: Masters of Education

Date Degree Received: June 2012

Conferred by: Ashford University

Area of Specialization: Teaching Secondary Mathematics

Professional Registration/Licensure: Certified Substitute Teacher

Years of Employment at Present Institution: 3

Years of Employment in Higher Education: 3

Years of Related Experience Outside Higher Education: 10

Non-Teaching Experience: 10

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2014 Spring	MT 090/ Basic Mathematics	12

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Martha Maynard Rank: Professor

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: M.A.

Date Degree Received: July 1999

Conferred by: Morehead State University

Area of Specialization: Communication -Speech

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: 15 full time 5 part time

Years of Employment in Higher Education: 20

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	SP 103/ Speech Fundamentals	87
	TH 112/ Theater Appreciation	22
2015 Summer	SP 103/ Speech Fundamentals	17
2015 Spring	SP 103/ Speech Fundamentals	92
	TH 112/ Theater Appreciation	13
2014 Fall	SP 103/ Speech Fundamentals	114
2014 Summer	SP 103/ Speech Fundamentals	21
2014 Spring	SP 103/ Speech Fundamentals	113

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years. Working on Ed D, Presented at the Florida Communication Association Conference, Submitted an article for publication

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name:    Melinda Saunders    Rank:    Professor   

Check One: Full-time    X    Part-time            Adjunct           

Highest Degree Earned:    M.S.   

Date Degree Received:    August 1994   

Conferred by:    Marshall University   

Area of Specialization:    Physical Science and Mathematics   

Professional Registration/Licensure:    Permanent Professional Teaching License Chemistry 9-12;  
   Physics 9-12; Mathematics 5-12, General Science 5-12     
   Teaching Specializations   

Years of Employment at Present Institution:    21   

Years of Employment in Higher Education:    21   

Years of Related Experience Outside Higher Education:    6   

Non-Teaching Experience:    0   

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Spring	MT 125/ Trigonometry	1
	MT 128/ Algebra for AH	8
2014 Fall	MT 128/ Algebra for AH	15
	MT 225/ Elementary Statistics	1
2014 Summer	MT 125/ Trigonometry	1
	MT 130/ College Algebra	3
	MT 231/ Calculus III	7
2014 Spring	MT 125/ Trigonometry	20
	MT 128/ Algebra for AH	22
	MT 130/ College Algebra	20
	MT 230/ Calculus II	7

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years. APPQMR training; Blackboard training; Quality Matters Conference; Student Success Summit; WVADE/WVCCA Conference; League for Innovations Conference—twice; IYOC training

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Melissa Lecik Rank: \_\_\_\_\_  
Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X  
Highest Degree Earned: Bachelor of Science  
Date Degree Received: 12/31/14  
Conferred by: Wheeling Jesuit  
University \_\_\_\_\_  
Area of Specialization: Healthcare  
Leadership \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_ certified respiratory  
therapist \_\_\_\_\_

Years of Employment at Present Institution: 1

Years of Employment in Higher Education: 1

Years of Related Experience Outside Higher Education: 15

Non-Teaching Experience: 20

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 118/ Essential Of Hum Sys. For AH	23

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

**I am currently working on my M.Ed. in Counseling and Human Development. I have one year before I will have that in hand. As of right now, I work with developmentally and mentally disabled adults and children, coordinating needed services which combines my science background with my counseling education (case management). In the future, I hope to have a PhD in psychology or human services.**

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Melissa White Rank: \_\_\_\_\_  
Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X  
Highest Degree Earned: Bachelors of Regents  
Date Degree Received: 2003  
Conferred by: Marshall University  
Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_  
Years of Employment at Present Institution: 11 years  
Years of Employment in Higher Education: 11  
Years of Related Experience Outside Higher Education: 2  
Non-Teaching Experience: 4

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 124 Human Anatomy & Phys. I	23
2015 Spring	BS 125 Human Anatomy & Phys. II	24
2014 Fall	BS 124 Human Anatomy & Phys. I	24
2014 Spring	BS 125 Human Anatomy & Phys. II	7

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

I am required to do 18 hours of continuing education annually to keep my chiropractic license current.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Michael Kitchen Rank: \_\_\_\_\_  
Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X \_\_\_\_\_  
Highest Degree Earned: Masters Plus 15  
Date Degree Received: June 2014  
Conferred by: Concord University  
Area of Specialization: Geography, Mathematics, and Social  
Studies

Professional Registration/Licensure: \_\_\_\_\_  
Years of Employment at Present Institution: 11 years  
Years of Employment in Higher Education: 11 years  
Years of Related Experience Outside Higher Education: 12 years  
Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	MT 121A/ College Math for Gen. Ed. Enhanced	11

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

Integrating technology in the classroom

Engrade

I have presented at the National Conference on Geographic Education for 3 years now. Once in Memphis, TN, Washington, D.C., and Portland, Oregon.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Michael Midkiff Rank: \_\_\_\_\_  
Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X  
Highest Degree Earned: MS (Master of Science)  
Date Degree Received: 1973  
Conferred by: Marshall University  
Area of Specialization: Biological Science

Professional Registration/Licensure: WV Board of Education

Years of Employment at Present Institution: 8

Years of Employment in Higher Education: 8

Years of Related Experience Outside Higher Education: 35

Non-Teaching Experience: Insurance Agent

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 101/ General Biology I	3
	BS 124/ Human Anatomy and Phys. II	11
2014 Fall	BS 102/ Gen. Biology II	3
2014 Spring	BS 124/ Human Anatomy & Phys. I	13
	BS 125/ Human Anatomy&Phys. II	9

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years. N/A

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Pamela Bailey Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: \_\_\_\_\_

Date Degree Received: \_\_\_\_\_

Conferred by: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	MU 175/ Music Appreciation	22
2014 Fall	MU 175/ Music Appreciation	13
	MU 203/ Music Skills for Classroom Thcr	5
2014 Summer	MU 177 Music Appreciation	2
2014 Spring	MU 175/ Music Appreciation	9
	MU 203/ Music Skills for Classroom Thcr	11

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Paula Nelson Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: MA + 45

Date Degree Received: 2005

Conferred by: West Virginia University

Area of Specialization: Communication Studies

Professional Registration/Licensure: Teaching Certificate WVDE

Years of Employment at Present Institution: Approximately 6\_(sporadically, prior to 2007) Taught some dual credit speech and theatre courses

Years of Employment in Higher Education: See above

Years of Related Experience Outside Higher Education: 30 years

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	SP 103/ Speech Fundamentals	9
2015 Spring	SP 103/ Speech Fundamentals	10
2014 Fall	SP 103/ Speech Fundamentals	10

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years. Prior to retiring I participated in professional development activities as required by Lincoln County Schools.

My BA is in Comprehensive Language Arts 7-12 . I have 30 years of experience in teaching speech as well as coaching a competitive speech and debate team for 5 years at Hamlin High and 5 years at Lincoln County High School. Coached these teams to national competition and state recognition numerous times. Was a Lincoln County Teacher of the Year in 2003 and received recognition from Marshall University as a forensic coach/educator- The John Marshall Coaching Quality Award in 2011 and the John Marshall Bill Denman Quality Coach Award in 2012 for 30 years of teaching and coaching forensics combined. Taught theatre and directed plays, musicals and shows at Hamlin High School and Lincoln County High School for a total of 30 years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Paula White Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: \_\_\_\_\_

Date Degree Received: \_\_\_\_\_

Conferred by: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	AR 112 Art Appreciation	40

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Rankiri Karunasiri Rank: \_\_\_\_\_

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: Ph.D.

Date Degree Received: March 22, 1991

Conferred by: University of California at Los Angeles

Area of Specialization: Theoretical Condensed Matter Physics

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: 01 year 03 Months

Years of Employment in Higher Education: 15 yrs

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: Post Doctoral Research 01 year

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	PH 200/ Intro. To Physics	17
	PH 210/ College Physics	1
	SC 109/ Gen. Physical Science	19
2015 Spring	PH 200/ Intro. To Physics	25
	SC 109/ General Physical Science	18
	SC 110/ Gen. Phy. Science II	9
2014 Fall	PH 200/ Intro to Physics	18
	SC 109 / Gen. Physical Science	32
	SC 110 / Gen. Phy. Science II	14

(b). If degree is not in area of current assignment, explain.

PTO

(c). Identify your professional development activities during the past five years.

- a) *Participated the General Education Assessment Workshop on October 16, 2015*
- b) *Completed Retirement Preparation PDA on September 12, 2014.*
- c) *Completed Emergency Preparedness PDA on September 14, 2014.*

- d) Completed Stress Management PDA on December 05, 2014.*
- e) Completed Outlook Calendar Training PDA on December 05, 2014.*
- f) Completed Emergency Preparedness Update PDA on December 05, 2014.*
- g) Completed Big Blue Button PDA on February 27, 2015.*
- h) Completed Adobe Photoshop and Adobe Voice PDA on February 27, 2015.*
- j) Completed Introduction to Blackboard PDA on February 27, 2015.*
- k) Completed Introduction to Windows 8.1 and MS Skype PDA on April 24, 2015.*
- l) Participated the Assessment Workshop on April 10, 2015.*

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Roger Stollings Rank: \_\_\_\_\_

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: M.S.

Date Degree Received: 1978

Conferred by: University of Kentucky

Area of Specialization: Biology

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Spring	BS 102/ Gen. Biology II	21
	BS 125/ Hum. Anatomy & Phys.	29
	SC 110/ Gen. Physical Science II	8
2014 Fall	BS 118 Ess. Of Human Sys. For AH	12
	BS 124/ Human Anatomy and Phys.	43
	BS 125/ Hum Anatomy & Phys II	21
2014 Spring	BS 118/ Essen. Of Hum. Sys. For AH	5
	BS 124 Hum. Anatomy & Phys.	24
	BS 125 Hum. Anatomy & Phys. II	24

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Salina Lyter Rank: \_\_\_\_\_

Check One: Full-time X (temp) Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: MS + 15

Date Degree Received: M.S. Exercise Science + 15 hours

Conferred by: Marshall University

Area of Specialization: Cardiac Rehabilitation

Professional Registration/Licensure: RCEP & RYT

Years of Employment at Present Institution: 2

Years of Employment in Higher Education: 2

Years of Related Experience Outside Higher Education: 3

Non-Teaching Experience: Exercise Physiology

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 101/ General Biology I	16
	BS 124/ Human Anatomy I	39
	SC 109/ Gen. Physical Science I	13
2015 Spring	BS 125/ Human Anatomy & Phys. II	6
	PE 186/ Weight Training	11
	PE 188/ Conditioning	9

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

I continue my education by enrolling in graduate courses (DPT & MAT @ Marshall University) and by attending seminars and various courses to expand my scope of Professional practice.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Sarah Kincaid Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: Masters in Biology + 51 hours

Date Degree Received: December 2011

Conferred by: Morehead State University

Area of Specialization: Biology

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	BS 124/ Human Anatomy and Phys. I	18

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Sarah McVane Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: Masters

Date Degree Received: June 2013

Conferred by: Kent State University

Area of Specialization: Music Education

Professional Registration/Licensure: WV Teaching Certification, Bachelors in Music PK-Adult

Years of Employment at Present Institution: 1

Years of Employment in Higher Education: 1

Years of Related Experience Outside Higher Education: 7

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	MU 175/ Music Appreciation	26
	MU 203/ Music Skills for Classrm. Teachrs.	19
2015 Spring	MU 175/ Music Appreciation	24
	MU 203/ Music Skills for Classrm Teachers	12

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

(No more than **TWO** pages per faculty member)

Area of Specialization: Numerical Analysis

Non-Teaching Experience: 5

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	MT 124/ Technical Math	8
	MT 124A/ Tech. Math Enhanced	15
	MT 125/ Trigonometry	10
	MT 128/Algebra for Allied Health	10
	MT 130/College Algebra	11
2015 Spring	MT 125/ Trigonometry	20
	MT 130/ College Algebra	17
	MT 225/ Elementary Statistics	13
2014 Fall	MT 121/ College Math for Gen. Ed.	8
	MT 123/ Intermediate Algebra	13
	MT 124/ Technical Math	2
	MT 125/ Trigonometry	17
	MT 128/ Algebra for Allied Health	12
	MT 130/ College Algebra	24
2014 Spring	MT 024/ Support to Tech. Math	9
	MT 121/ College Math for Gen Ed.	19
	MT 123/ Intermediate Algebra	23
	MT 124/ Technical Math	15

(b). If degree is not in area of current assignment, explain. N/A

(c). Identify your professional development activities during the past five years.

### **Referred Journal Publications :**

1. Sarma, P.A.; Pidaparti, Ramana M.; Meiss, Richard A, "Effect of off-axis cell orientation on mechanical properties in smooth muscle tissue", Journal of Biomedical Science and Engineering (JBISE), 2011.
2. I have evaluated a Ph D thesis entitled "**Effect of Slip on Stenotic Region Flow of Non-Newtonian Fluids**".

### **Professional Activities :**

1. I have attended all workshops conducted by West Virginia Department of Education and WVU.
2. I have completed the Math IV unit for WVU K12 partnership project under West Virginia Department of Education and West Virginia University.
3. I have actively participated in Tech Prep conducted at Chapmanville Middle school.
4. I have volunteered "Dislocated Coal Miner Resource Fair" hosted by Southern both in fall 2014 and spring 2015.
5. 2010 Joint Conference for the West Virginia Community College Association, at Martinsburg, West Virginia in November 2010.
6. Participated in College Transition Math Profession Development with West Virginia Department of Education at Charleston in November 2009.
7. Attended summer workshop ACTIVATE (Advancing computing and Technology Interest and innovation through Teacher Education) Computing with Alice, July 6-9, 2009, Computational Thinking, July 10-13, 2009, JAVA Programming, July 14-17, 2009 at School of Computer Science, Carnegie Mellon University.
8. Attended Transportation Academy in Clarksburg, West Virginia in June, 2009.
9. Attended T<sup>3</sup> (Teachers Teaching with Technology) conference at Flatwoods, West Virginia in March 2009.

### **Committee's Served : As a math department representative served on**

- **Promotion Committee (2012 – till date)**
- **Math Scoring Team ( 2003 – till date)**
- **Curriculum and Instruction Committee (2009 - 2012)**
- **Assessment Committee ( 2007- 2009)**

### **Developed Units & Instructional Guides (W.V.D.E, 2009):**

- **Exponential and Logarithmic Functions.**
- **Exponential and Logarithmic Equations.**

### **HONORS and AWARDS**

- **Finalist for Savas-Kostas Award for Excellence at SWVCTC, in 2012 & 2013**

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Steven Lacek Rank: \_\_\_\_\_

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: M.A.

Date Degree Received: May 2009

Conferred by: Marshall University

Area of Specialization: Mathematics

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
Fall 2015	MT 121 A/ College math for Gen Ed. Enhanced	2
2014 Spring	MT 021/ Support to Coll. MT for Gen. Ed.	12
	MT 095/ Introductory Algebra	11
	MT 096/ Introductory Algebra II	11
	MT 121/ College Math for Gen. Ed.	21

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

(No more than **TWO** pages per faculty member)

Area of Specialization: Secondary Ed. Math

Non-Teaching Experience: \_\_\_\_\_

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	ME 101/ Math for Elem. Tchrs	16
	MT 121A/ College Math for Gen. Ed.	78
	MT 130 A/ College Algebra Enhanced	8
2015 Spring	ME 101/ Math for Elem. Tchrs	11
	MT 121A/ College Math for Gen. Ed.	32
	MT 123A/ Inter. Algebra Enh.	26
2014 Fall	MT 121A/ College Math for Gen. Ed.	77
	MT 123 A/ Inter. Algebra Enhanced	26
	MT 021 / Supp. To College MT for Gen. Ed	2
2014 Spring	MT 090/ Basic Math	8
	MT 095/ Introductory Algebra I	21
	MT 096/ Introductory Algebra II	30

Normal, as prescribed by institution.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Tehseen Irfan Rank: Associate Profession In English

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: M.A. English M.A. In Psychology

Date Degree Received: 1981

Conferred by: University of Punjab

Area of Specialization: British Literature

Professional Registration/Licensure: N/A

Years of Employment at Present Institution: 13 years

Years of Employment in Higher Education: 33 years

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101/ English Comp I	31
	EN 101A/ English Comp I	25
	EN 102/ English Comp II	28
	EN 200/ English Lit. Before 1800	24
2015 Summer	EN 101/ English Comp I	5
2015 Spring	EN 101/ English Comp I	35
	EN 102/ English Comp II	31
	EN 200/ En. Lit. Before 1800	10
2014 Fall	EN 101/ English Comp I	70
	EN 200/ English Lit Before 1800	16
2014 Summer	EN 102/ English Comp II	10
	EN 200/ English Lit. Before 1800	7
2014 Spring	EN 101/ English Comp I	33
	EN 102/ English Comp II	26
	EN 202/ English Lit Since 1800	14

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

Completed a Master's degree in Psychology. Attended the following conferences: In 2011 presented at Women's International Conference, 2013 Educause Conference in Technology, 2014 WV English Teachers Conference, and 2015 Assessment Conference.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: \_\_\_Toni Redmiles\_\_\_ Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct \_\_\_X\_\_\_

Highest Degree Earned: Bachelors in Business Administration

Date Degree Received: December 2007

Conferred by: American Intercontinental University

Area of Specialization: Project management

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: 1.25

Years of Employment in Higher Education: 1.25

Years of Related Experience Outside Higher Education: 0

Non-Teaching Experience: 4

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught Course, indicate each of them and what percent of courses you taught). For each course include Year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	MT 124 A/ Tech Math Enhanced	16

(b). If degree is not in area of current assignment, explain. I have an associate's degree in Micro Systems Repair. I also worked as a board operator and engineer for various radio stations over the course of 5 years. During this time I used this math extensively

(c). Identify your professional development activities during the past five years.

WVCCA/ WVADE Conference November 2015

Assessment Training October 2015

Student Success Summit July 2015

BTG Conference June 2015

Blackboard training June 2015

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Tracey Barker Rank: \_\_\_\_\_  
Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X  
Highest Degree Earned: MA+30 ENGLISH  
Date Degree Received: MA: 2010  
Conferred by: MUGC  
Area of Specialization: English and Ed

Professional Registration/Licensure: RCBOE  
Years of Employment at Present Institution: 11 years  
Years of Employment in Higher Education: 5  
Years of Related Experience Outside Higher Education: 11  
Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101A/ English Comp. I	15
2015 Spring	EN 095/ Ess. Skills of the Written Lang.	13
2014 Fall	EN 095/ Ess. Skills of the Written Lang.	12

**\*\*I have been with Southern since I was employed at Beckley Stratton Middle which was in 2011-2012.**

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years

APL; Common Core; Textbook alignment to common core; Assessments

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Verna Phillips Rank: \_\_\_\_\_  
Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_  
Highest Degree Earned: Masters Degree Secondary Education  
Date Degree Received: Summer 1991  
Conferred by: West Virginia University  
Area of Specialization: Secondary Education / Undergraduate Degree Math

Professional Registration/Licensure: \_\_\_\_\_  
Years of Employment at Present Institution: 27 1/2  
Years of Employment in Higher Education: 27 1/2  
Years of Related Experience Outside Higher Education: \_\_\_\_\_  
Non-Teaching Experience: 5

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	MT 121/ College math for Gen. Ed.	16
	MT 124/ Technical Math	3
	MT 130/College Algebra	9
2015 Spring	MT 121/ College Math for Gen Ed	11
	MT 123/ Intermediate Algebra	8
	MT 124/ Technical Math	3
	MT 130/ College Algebra	18
2014 Fall	ME 101/ Math for Elem. Teach.	14
	ME 102/ Math for Elem. Teach II	5
	MT 121/ College Math for Gen Ed	20
2014 Spring	ME 101/ Math for Elem. Teach.	14
	MT 123/ Intern. Algebra	24
	MT 130/ College Algebra	6
	MT 121/ College math for Gen. Ed	12

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.  
I completed training for developing courses online.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: Vicky Evans Rank: Instructor

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: MA

Date Degree Received: 2007

Conferred by: Morehead State University

Area of Specialization: English

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: 8

Years of Employment in Higher Education: 8

Years of Related Experience Outside Higher Education: 6

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101/ English Comp I	41
	EN 102 / English Comp II	24
	EN 200/ English Lit. Before 1800	18
2015 Summer	EN 101/ English Comp I	23
	EN 102/ English Comp II	11
2015 Spring	EN 102/ English Comp II	70
	EN 202/ English Lit. Since 1800	10
	ED/ 203 Children's Lit.	25
2014 Fall	EN 101/ English Comp I	42
	EN 102/ English Comp II	31
	EN 200/ Eng. Lit. Before 1800	12
2014 Spring	ED 203/ Children's Lit.	30
	EN 101/ English Comp I	50
	EN 102/ English Comp II	25
	EN 200/ English Lit before 1800	22
	EN 202/ English Lit. Since 1800	20
	ED 203/ Children's Lit	31

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

I presented at the Appalachian conference.

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: William Clough Rank: Instructor

Check One: Full-time X Part-time \_\_\_\_\_ Adjunct \_\_\_\_\_

Highest Degree Earned: Ph.D.

Date Degree Received: May 2010

Conferred by: Indiana University of Pennsylvania

Area of Specialization: Literature and Criticism

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: 3

Years of Employment in Higher Education: 10

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	EN 101/ English Comp. I	25
	EN 101A/ English Comp I	32
	EN 230/ Western World Lit.	10
2015 Spring	EN 101/ English Comp I	26
	EN 102/ English Comp II	36
	EN 202/ English Lit. Since 1800	24
	EN 204/ AM Lit. Since 1865	12
2014 Fall	EN 101/ English Comp. I	57
	EN 102/ English Comp II	32
	EN 201/ Am. Lit Before 1865	15
	EN 202/ English Lit. Since 1800	16
2014 Spring	EN 101/ EN Comp I	50
	EN 102/ EN Comp II	47
	EN 204/Am. Lit Since 1865	20

(b). If degree is not in area of current assignment, explain.

N/A

(c). Identify your professional development activities during the past five years.

Publication of an article on Muriel Rukeyser's "The Book of the Dead" with the *West Virginia Encyclopedia Online* through the WV Humanities Council.

Attended SCALES training through Patrick Henry Community College

Attended WVCCA/WVADE conference, November 2015

## APPENDIX II – Faculty Data

(No more than **TWO** pages per faculty member)

Name: William McCould Rank: \_\_\_\_\_

Check One: Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Adjunct X

Highest Degree Earned: \_\_\_\_\_

Date Degree Received: \_\_\_\_\_

Conferred by: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Professional Registration/Licensure: \_\_\_\_\_

Years of Employment at Present Institution: \_\_\_\_\_

Years of Employment in Higher Education: \_\_\_\_\_

Years of Related Experience Outside Higher Education: \_\_\_\_\_

Non-Teaching Experience: \_\_\_\_\_

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year. (If you participated in team-taught course, indicate each of them and what percent of courses you taught). For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number/Title</u>	<u>Enrollment</u>
2015 Fall	MT 121A/ College Math for Gen. Ed Enhanced	9
2015 Spring	MT 123 A/ Inter. Algebra Enhanced	7
2014 Spring	MT 090/ basic Mathematics	8
	MT 095/ Introductory Algebra	5

(b). If degree is not in area of current assignment, explain.

(c). Identify your professional development activities during the past five years.

**Appendix III**  
**Program Budget Data**

**Southern WV Community & Technical College**  
**Budget FY 2014-2015**  
**Organization Summary Page**

Organization Number	Organization Name	Approved Budget FY2014	Increase Use Plus Sign	(Decrease) Use Minus Sign	Requested Budget FY2015
	<b>Dean of University Transfer</b>				
3201	Natural Science	13,850	3,600	0	17,450
3202	Mathematics	5,260	1,200	0	6,460
3203	Social Science	2,450	400	(100)	2,750
3204	Humanities	5,500	0	0	5,500
3205	Criminal Justice	500	0	0	500
3206	Transitional Studies	4,400	650	(650)	4,400
3207	Board of Governor's AAS Program	1,700	400	(325)	1,775
312700	Dean University Transfer	0	0	0	0
	<b>Total Dean of University Transfer</b>	<b>\$ 33,660</b>	<b>\$ 6,250</b>	<b>\$ (1,075)</b>	<b>\$ 38,835</b>

**Southern WV Community & Technical College**  
**Budget FY 2015-2016**  
**Organization Summary Page**

<b>Organization Number</b>	<b>Organization Name</b>	<b>Approved Budget FY2015</b>	<b>Increase Use Plus Sign</b>	<b>(Decrease) Use Minus Sign</b>	<b>Requested Budget FY2016</b>
	<b>Division Head - University Transfer</b>				
3201	Natural Science	17,450	1,000	(2,450)	16,000
3202	Mathematics	6,460	0	(2,460)	4,000
3204	Humanities	5,500	450	(1,350)	4,600
3206	Transitional Studies	4,400	0	(1,900)	2,500
3304	Division Head - University Transfer	2,350	1,350	(100)	3,600
<b>Total Dean of Career and Technical Programs</b>		<b>\$ 36,160</b>	<b>\$ 1,450</b>	<b>\$ (8,160)</b>	<b>\$ 30,700</b>

**Appendix IV**  
**Graduate Survey Results**  
Available upon Request

## **Appendix V**

### **Assessment Information**

Available Upon Request

## **Appendix VI**

### **Transfer Agreements**

Available Upon Request

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**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 approval of SCP-2202, *Personnel Assessment Philosophy and Practice Statement*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**STAFF MEMBER:** Samuel Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP- 2202, *Personnel Assessment Philosophy and Practice Statement*. 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.

The policy was reviewed and approved by Executive Council with changes at its January 6, 2016 meeting, and reviewed and approved as presented by the President's Cabinet on January 23, 2016. This policy was revised to reflect requirements as set forth in West Virginia Council for Community and Technical College Education's Legislative Rule, Series 53, concerning employee performance evaluations.

At its February 18, 2016 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 19, 2016. No comments were received at the end of the comment period. Therefore, the staff recommends that the Board of Governors grant approval of SCP-2202, *Personnel Assessment Philosophy and Practice Statement*, as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-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*; Title 135, Legislative Rule West Virginia Council for Community and Technical College Education, Series 53, *Human Resources Administration*, §135-53-14; West Virginia Code §18B-9-5(a) regarding merit salary increases for classified employees.

**ORIGINATION:** July 1, 1987

**EFFECTIVE:** May 19, 2016

**REVIEWED:** January 6, 2016

**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 and evaluation instruments developed and used by the College shall be consistent, objective, and 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**

- 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.
- 7.4 After a classified employee’s probationary period, during which 3-month and 6-month probationary performance evaluations are required, each employee shall receive a written evaluation of his or her job related to performance on an annual basis. A copy of the evaluation document shall be placed into the employee’s personnel file and must include confirmation, through a physical or an electronic signature of the employee, signifying that the employee has participated in the evaluation process.
- 7.5 Supervisors shall be trained in the best practices of conducting employee performance evaluations by the Human Resources Department.
- 7.6 Supervisors who fail to conduct evaluations of those employees who report to them may be subject to disciplinary action.

## **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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<b>Board of Governors Chair</b>	<b>Date</b>
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<b>President</b>	<b>Date</b>
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**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).

January 6, 2016 – Policy revised to reflect requirements as set forth in West Virginia Council for Community and Technical College Education's Legislative Rule, Series 53, concerning employee performance evaluations.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** SCP-2593, *Payments 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 of SCP-2593, *Payments to Employees for Contracted Services (Other than Regular Employment)* for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP-2593, *Payments to Employees for Contracted Services (Other than Regular Employment)*. This policy addresses payments made to employees for services rendered or performances made other than those included in their regular employment.

The policy was reviewed and approved by Executive Council with changes at its January 06, 2016 meeting, and reviewed and approved as presented by the President's Cabinet on January 23, 2016. Revisions were made to correct proper approving authorities and to replace FIMS account number with Oasis account number on SCP-2593.A.

At its February 18, 2016 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 19, 2016. No comments were received at the end of the comment period. Therefore, the staff recommends that the Board of Governors grant approval of SCP-2593, *Payments to Employees for Contracted Services (Other than Regular Employment)* and its attachments 2593. A as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-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:** May 19, 2016

**REVIEWED:** January 6, 2016

**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.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This policy applies to all persons employed by Southern West Virginia Community and Technical College (College) who perform services in addition to their regular job duties.

**SECTION 3. DEFINITIONS**

- 3.1 None.

**SECTION 4. POLICY**

- 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 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 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, the President, and the Vice President for Finance and Administration.
  - 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 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.

January 2016 – Revisions made to correct proper approving authorities and to replace FIMS account number with Oasis account number on SCP-2593.A.

**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: \_\_\_\_\_

WVOASIS 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) 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**

\_\_\_\_\_  
**President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Vice President for Finance and Administration**

\_\_\_\_\_  
**Date**

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Request for Approval of SCP-2825, *Salary Administration*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-2825, *Salary Administration* for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP-2825, *Salary Administration*. The purpose of this policy is to establish guidelines for salary administration which enables the College to maintain a fair and equitable compensation program and to attract, retain, and reward highly qualified employees.

The policy was reviewed and approved by Executive Council with changes at its January 06, 2016 meeting, and reviewed and approved as presented by the President's Cabinet on January 23, 2016. This policy was revised to include definitions of positions that are critical to the institution pursuant to WV Code 18B-9A-2(c).

At its February 18, 2016 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 19, 2016. No comments were received at the end of the comment period. Therefore, the staff recommends that the Board of Governors grant approval of SCP-2825, *Salary Administration*, as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2825**

**SUBJECT:** Salary Administration

**REFERENCE:** West Virginia Code §18B-8-3, §18B-8-3(a), §18B-9A-2(c), and §18B-9-4(b); Title 133, Joint Procedural Rule, West Virginia Council for Community and Technical College Education, and West Virginia Higher Education Policy Commission, Series 8, *Personnel Administration*

**ORIGINATION:** December 2004

**EFFECTIVE:** May 19, 2016

**REVIEWED:** January 6, 2016

**SECTION 1. PURPOSE**

- 1.1 The purpose of this policy is to establish guidelines for salary administration which enables the College to maintain a fair and equitable compensation program and to attract, retain, and reward highly qualified employees.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This issuance applies to non-classified employees, (with the exception of the President), full-time faculty, and classified staff.

**SECTION 3. DEFINITIONS**

- 3.1 Non-classified Employee – An employee so designated by the President who is responsible for policy formation at the department or institutional level or reports directly to the President of the institution or is in a position considered critical to the institution by the President.
- 3.2 Full-time Faculty – An individual employed on a full-time year to year basis designated as faculty who holds rank and is assigned a full-time workload per institutional guidelines.
- 3.3 Classified Employee – An employee in a position covered under the classification program set out by Title 133, Procedural Rule, Series 8, *Personnel Administration*.
- 3.4 Critical to the Institution – Critical positions that are essential for the College, department, division, or work unit to achieve the necessary work results and vital to fulfilling the mission of the College. Key position characteristics may require specialized knowledge and skills, leadership competencies, deep historical perspective of the College, and broad decision making authority, which could have significant impact on the College.

**SECTION 4. POLICY**

- 4.1 The President shall prepare an annual budget presentation for approval by the Board of Governors (~~BOG~~). As part of this presentation, the President shall include any plans for awarding of salary increases for all employees other than the President. The President's recommendation for salary increases to the Board of

Governors will incorporate compensation methods deemed appropriate to accomplish the salary goals of the College and may address issues such as market/peer competitiveness, performance, and equity adjustments, or other common compensation practices necessary to maintain a fair and equitable compensation program.

- 4.2 The salary and other compensation for the President shall be developed and approved by the Board of Governors in compliance with guidelines of the West Virginia Community and Technical College Council.
- 4.3 Plans for salary increases for all employees of the College effective on or after the date of the adoption of this policy shall contain a merit factor. All salary increases shall be contingent upon the availability of funding and are not considered to be automatic based upon any salary schedule adopted or in effect.

## **SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 In so much as they shall apply, entry level salaries and any salary increases awarded shall be in compliance with West Virginia Code and supportive of the goals and strategies of the institutional compact.

## **SECTION 6. GENERAL PROVISIONS**

- 6.1 As funding is provided for salary adjustments, those funds will be allocated equitably consistent with the purpose for which the funds are being provided. Salary increases may be provided only when funding is available. Salary increases shall be provided using one or more of the following criteria. The criteria are not to be considered as sequential and may be applied concurrently for any employee category.
- 6.2 Non-Classified Employee
  - 6.2.1 Salary increases may be provided as proposed by the President and determined by the Board of Governors.
  - 6.2.2 Merit-based salary increases may be provided based on results derived from the approved performance appraisal system which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards.
- 6.3 Full-time Faculty
  - 6.3.1 Promotion-in-Rank – a 10% salary increase on the existing base salary, not to include any stipend or supplemental contract pay, shall be awarded to a faculty member who is promoted-in-rank based upon meeting the criteria for such promotion as outlined in SCP-2686, *Promotion-in-Rank and Tenure Policy*.
  - 6.3.2 Salaries are largely governed by a Faculty Compensation Program and a salary schedule approved by the Board of Governors. The first priority for funding salaries for faculty employees shall be to ensure salary levels are at the entry level step in rank on the salary schedule. Salary monies will be applied to funding the salary schedule proportionately for all faculty employees based upon the individual employee's step placement and rank.
  - 6.3.3 Other salary increases may be provided as proposed by the President and determined by the Board of Governors.
  - 6.3.4 Merit-based salary increases may be provided based on results derived from the approved faculty evaluation process which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards. Any faculty evaluation process adopted shall be developed

in collaboration with the faculty and approved by the President.

#### 6.4 Classified Employee

- 6.4.1 Salaries are largely governed by a classification system and a legislatively approved salary schedule. The first priority for funding salaries for classified employees shall be to ensure salary levels are at the zero step on the salary schedule. Salary monies will be applied to funding the salary schedule proportionately for all classified employees based upon the individual employee's pay grade and years of service.
- 6.4.2 Other salary increases may be provided as proposed by the President and determined by the Board of Governors.
- 6.4.3 Merit-based salary increases may be provided based on results derived from the approved performance appraisal system which provides a fair and equitable basis for measuring performance levels based upon reasonable performance standards. Any performance appraisal system adopted shall be developed in collaboration with the classified staff and approved by the President.

### SECTION 7. RESPONSIBILITIES

- 7.1 The authority for developing a performance appraisal system to be applied in awarding merit-based salary increases is delegated to the President by the Board of Governors.

### SECTION 8. CANCELLATION

- 8.1 This policy supersedes any prior policy or reference to salary issues of Southern West Virginia Community and Technical College.

### 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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<b>Board of Governors Chair</b>	<b>Date</b>
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<b>President</b>	<b>Date</b>
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**Attachments:** None.

**Distribution:** Board of Governors (12 members)  
www.southernwv.edu

**Revision Notes:** October 2007 – Revisions incorporate the Board of Governors approved Faculty Compensation Program and Salary Schedule as a means to provide salary increases for the faculty.

March 2015 – Policy was reformatted into the new policy format. Revisions are technical in nature.

January 2016 – Policy revised to include definition of positions that are critical to the institution pursuant to WV Code 18B-9A-2(c).

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Request for Approval of SCP-4274, *Standards of Progress for Financial Assistance Recipients*.

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-4274, *Standards of Progress for Financial Assistance Recipients*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**STAFF MEMBER:** Debra Teachman

**BACKGROUND:**

SCP-4274, *Standards of Progress for Financial Assistance Recipients*, was reviewed and approved by the Management Council for Academic Affairs and Student Services (MCAS) at their December 9, 2015, meeting.

Revisions reflect changes in procedure and documentation to meet July 1, 2015, Title IV requirements. Revisions also provide clarification and correct grammatical errors.

Based on the deliberation and recommendation of MCAS, the staff member requests that SCP-4274, *Standards of Progress for Financial Assistance Recipients*, be advanced to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period. This request was approved as modified by Executive Council at their January 6, 2016, meeting. Executive Council recommended including the Financial Assistance Appeal form as a policy attachment. The appeal form serves as a cover sheet to the student's education plan. The request, as modified by Executive Council, was approved by President's Cabinet at their January 26, 2016 meeting.

At its February 16, 2016, meeting the Southern West Virginia Community and Technical College Board of Governors authorized release of the revised policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period. The public comment period ended March 19, 2016, and no comments were received. Therefore, the staff member recommends that the Board of Governors grant final approval of SCP-4274, *Standards of Progress for Financial Assistance Recipients*, as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-4274**

**SUBJECT:** Standards of Progress for Financial Assistance Recipients

**REFERENCE:** Title IV, Higher Education Act of 1965 (as amended)

**ORIGINATION:** January 1, 1984

**EFFECTIVE:** May 19, 2016

**REVIEWED:** December 2015

**SECTION 1. PURPOSE**

- 1.1 The purpose of this policy is to set forth the academic standards for eligible students to continue to receive financial assistance at Southern West Virginia Community and Technical College.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This issuance applies to all students who receive assistance through financial assistance programs.

**SECTION 3. DEFINITIONS**

- 3.1 Standards of Academic Progress – Students who receive financial assistance through one or more financial assistance programs must complete at least 65% of the courses for which they have registered and must achieve a minimum grade point average of 2.00.
- 3.2 Financial Assistance Warning Status – The Financial Assistance Warning Status is assigned to students the first time they fail to meet the standards of Academic Progress at the end of a semester.
- 3.3 Financial Assistance Probationary Status – The Financial Assistance Probationary Status is assigned to students who fail to meet the standards of academic progress adopted by the institution after having been on financial assistance warning status. To be granted financial assistance probationary status, a student must present a written appeal and an educational plan to the Financial Assistance Office.
- 3.4 Financial Assistance Provisional Status – A one-semester time period commonly referred to as extended probationary status granted to students who successfully complete all courses during the probationary period but still failed to meet the standard of academic progress is referred to as the financial assistance provisional status.
- 3.5 Financial Assistance Suspension Status – This status is assigned to students who are no longer eligible for financial assistance due to their failure to meet the Standards of Academic Progress after a probationary provisionary status period.

## **SECTION 4. POLICY**

### **4.1 Cumulative Grade Point Average and Hours Attempted**

- 4.1.1 Students who receive financial assistance must maintain an overall 2.00 cumulative grade point average and complete at least 65% of all hours attempted, including hours transferred from other institutions.
- 4.1.2 Financial assistance recipients who fail to meet the Standards of Academic Progress will be notified in writing that they are on Financial Assistance Warning Status. An appeal for probationary status must be signed and received in the Financial Assistance Office.
- 4.1.3 Students who are placed on Financial Assistance Probationary Status who complete all of the hours for which they enroll, with a grade of “D” or above, but have not maintained an overall grade point average of 2.00, may continue on Financial Assistance Probationary Status for the next enrollment period.
- 4.1.4 Students who do not meet the Standards of Academic Progress who fail or who withdraw from a class will no longer be eligible to receive financial assistance. These students will be placed on Financial Assistance Suspension Status.
- 4.1.5 Financial Assistance Suspension Status continues until students meet the minimum Standards of Academic Progress.

### **4.2 Program Completion**

- 4.2.1 Students who receive financial assistance will be permitted to attempt no more than 150% of the hours required for graduation in their particular program of study. At the end of each semester, students’ progress toward their degree will be reviewed. All course work attempted will be considered in the calculation for meeting program completion requirements.
- 4.2.2 Students who are unable to complete a degree or a certificate in the allotted length of time may request an appeal for additional hours. Students must submit in writing an appeal form stating the circumstances that prevent the completion of their hours along with an educational plan.
- 4.2.3 A committee composed of the Registrar, The Director of Enrollment Management and Student Engagement, and the Director of Student Financial Assistance will review all appeals.

## **SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 None

## **SECTION 6. GENERAL PROVISIONS**

- 6.1 None

## **SECTION 7. RESPONSIBILITIES**

- 7.1 The Financial Assistance Office is responsible for this policy.

## **SECTION 8. CANCELLATION**

8.1 None.

## SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined 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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<b>Board of Governors Chair</b>	<b>Date</b>
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<b>President</b>	<b>Date</b>
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**Attachments:** SCP-4274.A, *Financial Assistance Appeal*

**Distribution:** Board of Governors (12 members)  
www.southernwv.edu

**Revision Notes:** April 2011 – Revisions reflect changes in procedure and documentation to meet July 1, 2011, Title IV requirements.

December 2015 – Revisions reflect changes in procedure and documentation to meet July 1, 2015 Title IV requirements. The Financial Assistance Appeal form was added as a policy attachment.

**Southern West Virginia Community and Technical College**  
**Financial Assistance Appeal**

Please complete this form and submit all corresponding documentation (Letter of Reasoning and Education Plan completed by the advisor) to the Office of Financial Assistance.

Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

Basis of Appeal (mark all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Death of relative     | <input type="checkbox"/> Exceeded 90 hour limit              |
| <input type="checkbox"/> An injury or illness  | <input type="checkbox"/> Suspended from Financial Assistance |
| <input type="checkbox"/> Other (explain below) |  |

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Educational Goals:

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- ☐ If approved, I understand that I will not be able to withdraw or fail any class that I chose to take that follows my education plan, I will not be eligible for any financial assistance. I understand it is my responsibility to obtain all required information before submitting the appeal form.
- ☐ Federal regulations allow students to receive federal assistance up to 150% of my required degree. I understand extensions will be granted on a case-by-case basis.
- ☐ By signing this application, I am stating that I understand the requirements and responsibilities in requesting additional hours for graduation. Also, I understand that if I was suspended from financial assistance this appeal (if approved) will allow me to continue with financial assistance if I keep the requirements of this appeal.

---

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Use Only

Current Major: \_\_\_\_\_

Does the student currently have a degree? ☐ YES ☐ NO

If yes, what degree?: \_\_\_\_\_

Current Hours Attempted \_\_\_\_\_ Completed \_\_\_\_\_ GPA \_\_\_\_\_

\_\_\_\_\_  
Advisor Signature Date

Office of Financial Assistance Use Only

Application complete? ☐ YES ☐ NO

All documentation attached? ☐ YES ☐ NO  
(Appeal Form, Letter of Reasoning, Education Plan)

Decision: ☐ Approved ☐ Declined

Reason for decision:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Director of Financial Assistance Date

Student Notified: ☐ Email ☐ RHACOMM

\_\_\_\_\_  
Financial Assistance Staff Initials Date

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Request for Approval of SCP-4770, *Student Rights and Responsibilities*.

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-4770, *Student Rights and Responsibilities*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**STAFF MEMBER:** Debra Teachman

**BACKGROUND:**

SCP-4770, *Student Rights and Responsibilities*, was reviewed and approved by the Management Council for Academic Affairs and Student Services (MCAS) at their December 17, 2015, meeting.

Revisions provide clarity, reflect title changes, and update the West Virginia code reference.

Based on the deliberation and recommendation of MCAS, the staff member requests that SCP-4770, *Student Rights and Responsibilities*, be advanced to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period. This request was reviewed and approved by Executive Council and by President's Cabinet at their January 2016 meetings.

At its February 16, 2016, meeting the Southern West Virginia Community and Technical College Board of Governors authorized release of the revised policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period. The public comment period ended March 19, 2016, and no comments were received. Therefore, the staff member recommends that the Board of Governors grant final approval of SCP-4770, *Student Rights and Responsibilities*, as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-4770**

**SUBJECT:** Student Rights and Responsibilities

**REFERENCE:** West Virginia Code §18B-1-6

**ORIGINATION:** April 16, 2002

**EFFECTIVE:** May 19, 2016

**REVIEWED:** December 15, 2015

**SECTION 1. PURPOSE**

1.1 The purpose of this policy includes, but is not limited to, the following:

- 1.1.1 To establish a general policy on student life, including a statement on student rights and responsibilities, at Southern West Virginia Community and Technical College (the “College”);
- 1.1.2 To establish a code of conduct that identifies behavioral expectations of students and specifies certain prohibited acts by students at the College;
- 1.1.3 To prescribe penalties and sanctions for such prohibited conduct;
- 1.1.4 To prescribe disciplinary actions and proceedings to be taken in cases of the violations of this policy; and
- 1.1.5 To generally define the powers, authority and duties to be exercised by the President and other officials of the College in applying this policy, pursuant to the control of the College’s Board of Governors.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 This policy establishes the rules regarding student rights, responsibilities and conduct at the College.

**SECTION 3. DEFINITIONS**

- 3.1 President – The President of the College and all those acting for or on behalf of the President or at the direction of the Board of Governors.
- 3.2 Activity – Any and all operations conducted, sponsored, promoted, operated or otherwise engaged in by the College, including (by way of illustration and not as a limitation of the foregoing) classroom and course activity, recreational and cultural programs, maintenance and building programs, committee and other business activity, registration, advising, teaching, admissions, placement, discipline, routine office activity, research and service.
- 3.3 Property – Any property whether owned, rented or otherwise held or used by the Board of Governors, by the

College or by a member of the College community.

- 3.4 Facility – Any and all property of the College used or usable in any activity of the College.
- 3.5 Campus – All the property and facilities of the College serving as the *locus in quo* of any activity of the College.
- 3.6 Faculty – Those employees of the College who are assigned to teaching or research or service functions at the College and who hold academic rank.
- 3.7 Staff – Those employees of the College who are assigned to teaching or research or service functions at the College and who are not members of the faculty.
- 3.8 Student – Any person who is registered and attending classes at the College to pursue a course of study, research or service; who is currently engaged in an institutionally sponsored activity and who has some right or privilege to be on the campus or in the facilities of the College or to use the same in connection with study, research or service; or who yet has some right or privilege to receive some benefit, recognition or certification from the College under the rules, regulations or policies of the Board of Governors.
- 3.9 College Community – All officers, administrators, faculty members, staff members, employees, students of or at the College, Board of Governors members and other persons authorized to participate in institutional activities at the time applicable.
- 3.10 Probation – Exclusion from participation in certain College activities, property or facilities for a definite stated period of time, subject to being conditioned upon compliance with policies, rules and regulations or another specified activity during the probation period.
- 3.11 Suspension – Exclusion from all institutional activities for a definite stated period of time up to one academic year, subject to the imposition of conditions.
- 3.12 Expulsion – Termination of all student status, including any remaining right or privilege to receive some benefit or recognition or certification of the College, subject to a statement of conditions for readmission, if the student is deemed eligible for readmission.

#### **SECTION 4. POLICY**

- 4.1 The submission of an application for admission to the College represents an optional and voluntary decision on the part of the prospective student to partake of the program and privileges offered by the College pursuant to the policies, rules and regulations of the Board of Governors. Institutional approval of that application, in turn, represents the extension of a right or privilege to join the College community and to remain a part of it so long as the student fulfills the academic and the behavioral expectations that are set forth in the policies, rules and regulations of the Board of Governors.
- 4.2 Among student rights and responsibilities are the following:
  - 4.2.1 Freedom of expression and assembly – Students enjoy the essential freedoms of scholarship and inquiry central to all institutions of higher education. In exercising these freedoms students have particular rights and responsibilities, including but not limited to the following:
    - 4.2.1.1 To have access to campus resources and facilities;

- 4.2.1.2 To espouse causes;
  - 4.2.1.3 To inquire, discuss, listen to and evaluate;
  - 4.2.1.4 To listen to any person through the invitation of organizations recognized by the College;
  - 4.2.1.5 To not violate the rights of others in matters of expression and assembly; and
  - 4.2.1.6 To abide by the policies, rules and regulations of the Board of Governors and federal, state and local laws pertaining to freedom of expression and assembly.
- 4.2.2 Freedom of association – Students may organize whatever associations they deem desirable and are entitled to affiliate with any group or organization for which they meet membership qualifications. However, institutional recognition of student organizations shall be limited to those whose purposes comport with the educational mission of the College.
- 4.2.3 Right to privacy – Students are entitled to the same safeguards of the rights and freedoms of citizenship as are afforded those outside the College community, including but not limited to the following:
- 4.2.3.1 Confidential one-to-one communication with faculty, administrators, staff and other institutional functionaries;
  - 4.2.3.2 Respect for student property, including freedom from unreasonable and unauthorized searches;
  - 4.2.3.3 Confidentiality of academic and disciplinary records as outlined by the Family Education Rights and Privacy Act (FERPA); and
  - 4.2.3.4 Assurance that legitimate evaluations will be made from student records.
- 4.2.4 Responsibilities of citizenship – Students are expected, as are all citizens, to obey local, state and federal statutes. As members of the College community, students also are expected to obey the College's code of conduct.
- 4.2.5 Right to due process – Disciplinary proceedings for students accused of committing offenses must be consistent with such constitutional provisions guaranteeing due process of law as are applicable to the proceedings. In all disciplinary proceedings, students shall be considered innocent until proven guilty of any charge.

## **SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 Any authority, responsibility or duty granted to or imposed upon the President by this policy may be delegated by the President, subject to the control of the Board of Governors, to a member or members of the faculty, staff or student body of the College. All people concerned in a matter involving the delegation of authority, responsibility or duty by the President shall be required to deal with the person or persons to whom the authority, responsibility or duty was delegated, except on appeal to the President as specified by the President.
- 5.2 The President, with the advice of faculty, staff and students and subject to the control of the Board of Governors, shall develop, promulgate and use disciplinary regulations and channels consistent with this

policy.

- 5.3 The President possesses the discretion to impose sanctions following disciplinary proceedings. Depending on the violation, such proceedings may result in expulsion, suspension, probation or some other appropriate sanction of lesser severity.
- 5.4 Normally, a student facing suspension or expulsion from the College will be entitled to a hearing and, in certain cases, appeal prior to the imposition of the sanction. However, a student may be temporarily suspended pending final action on the charges when the student's continued presence at the College would constitute a potential for serious harm to self or to the safety of other members of the College community or when the student repeatedly causes serious disruptions of College activities. Such temporary suspension shall be followed by prompt disciplinary proceedings consistent with this policy.
- 5.5 Because of time lapses during an appeal process, sanction enforcement in the affected semester may be impossible. In that event, the following actions may occur:
  - 5.5.1 Whenever possible and if appropriate, the sanction shall be applied to the semester in progress at the time of the completion of the appeal.
  - 5.5.2 If the sanction cannot be implemented during that semester, then it shall be applied during the next regular semester.
  - 5.5.3 If the student has completed the course of study during the pendency of the appeal, the sanctions, where possible, shall be carried out retroactively to affect the records of that student during the semester designated in the original sanction.
  - 5.5.4 In any event, the student may not be graduated during the process of appeal.
- 5.6 Students who commit off-campus violations of local, state or federal laws may be subject to discipline under this policy if it is established that there is a connection between the off-campus conduct and the safe and orderly operation of the College.
- 5.7 A sanction of suspension or expulsion for disciplinary (not academic) reasons imposed by any public college or university in West Virginia shall apply to the person sanctioned not only at the institution where the sanction was imposed, but shall also be effective at the College. A student who was expelled from another public college or university in West Virginia for disciplinary reasons may not be considered for admission to the College for one year from the date when the expulsion was imposed.

## **SECTION 6. GENERAL PROVISIONS**

- 6.1 The College assumes that students are mature, responsible individuals who have voluntarily entered the institution for educational advancement. As a part of helping students reach their goals, the College seeks to develop responsible student behavior through the following code of conduct.
- 6.2 Under this code of conduct, suspension or expulsion generally shall be limited to conduct that adversely affects the College community's pursuits of its educational objectives. The following misconduct on the College campuses, facilities or property or at College activities is subject to suspension or dismissal:
  - 6.2.1 Engaging in any form of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the College, and forgery, alteration or use of College documents or instruments of identification with intent to defraud;

- 6.2.2 Disrupting or obstructing College activities by any means, including intentionally causing inconvenience, annoyance or alarm among members of the College community;
- 6.2.3 Engaging in physical and/or psychological abuse or threatening such abuse of any persons, including but not limited to fighting and engaging in assault or battery;
- 6.2.4 Participating in or inciting a riot or an unauthorized or disorderly assembly;
- 6.2.5 Seizing, holding, commandeering or damaging any property or facilities of the College, or threatening to do so, or refusing to depart from any property or facilities of the College upon direction of College officials or the President;
- 6.2.6 Using alcoholic beverages, including the purchasing, consuming, possessing or selling of such items;
- 6.2.7 Gambling or holding a raffle or lottery, except in cases with specific prior approval of the President;
- 6.2.8 Possessing, using, selling or distributing any type of drugs for illegal purposes;
- 6.2.9 Possessing any dangerous chemical or explosive elements or component parts thereof not used for lawful College studies, including but not limited to rifles, shotguns, pistols, revolvers, other firearms and weapons, without authorization from the President.
- 6.2.10 Physically detaining or restraining any other person, removing such persons from any place where that person is authorized to remain or otherwise obstructing the free movement of persons or vehicles;
- 6.2.11 Littering, defacing, destroying or damaging property or removing or using such property without authorization;
- 6.2.12 Misusing the West Virginia Computer Network and the College Computer System, including but not limited to the following:
  - 6.2.12.1 Disrupting or interfering with the normal use of the computers, computer-related equipment, data or programs of individuals, the Network or the College Computer System;
  - 6.2.12.2 Using this equipment, data or programs in performance of any act listed as prohibited by this code of conduct;
  - 6.2.12.3 Attempting to breach security in any manner; or
  - 6.2.12.4 Using a computer account for other than the purpose for which it was assigned;
- 6.2.13 Engaging in an act of hazing;
- 6.2.14 Willfully encouraging others to commit any of the acts prohibited by this code of conduct;
- 6.2.15 Interfering with the rights of any other member of the College community;
- 6.2.16 Violating any local, state or federal laws; or
- 6.2.17 Violating any rules or regulations not contained in this code of conduct but announced as

administrative edict by the President.

## **SECTION 7. RESPONSIBILITIES**

- 7.1 Students subject to suspension or expulsion for disciplinary violations are assured safeguards to their rights through the elements of due process given below. Each of these students will receive:
  - 7.1.1 Written notice of a disciplinary action including a statement of charges and grounds that, if proven, justify suspension or expulsion;
  - 7.1.2 A hearing using defined procedures before the College's Judicial Board, an impartial body;
  - 7.1.3 Notice of the date, time and place of the hearing, which will be given two weeks prior to the hearing so that the accused student can adequately prepare to counter the charges before the hearing;
  - 7.1.4 Names of the witnesses against the accused student;
  - 7.1.5 A statement of the facts and evidence to be given in support of the charges, made with sufficient clarity to reasonably disclose the time and place of the alleged occurrence and the actions or behavior complained of;
  - 7.1.6 Advance inspection by the accused student of the College's affidavits and/or exhibits against the student;
  - 7.1.7 Opportunity to present to the Judicial Board a defense against the charges;
  - 7.1.8 Opportunity to produce either oral testimony or written affidavits of witnesses in support of the student;
  - 7.1.9 The right to be accompanied by an advisor at the hearing;
  - 7.1.10 Opportunity to question any witnesses against the accused student at the hearing;
  - 7.1.11 A decision on discipline based solely on the evidence in the record judged under the preponderance of the evidence standard;
  - 7.1.12 A report on the results and findings of the hearing;
  - 7.1.13 A complete and accurate written record of the hearing prepared by a qualified stenographer or court reporter, if desired, at the student's expense, and;
  - 7.1.14 Opportunity to appeal the decision to the Board of Governors if expulsion is imposed.

- 7.2 Alleged disciplinary violations, depending on the nature of the violation, shall be referred to the College's Chief Academic Officer or Chief Student Services Officer. The Officer or designee shall collect evidence, contact any witnesses, notify the accused student of all charges against the student, arrange for an impartial hearing and notify the accused student and witnesses of the date, time and place of the hearing. The Officer shall hold the hearing and impose sanctions or, if the alleged violation involves possible suspension or expulsion, refer the matter to the College's Judicial Board.
- 7.3 The Judicial Board shall consist of three faculty members and two students. Judicial Board members will be selected on a case-by-case basis and must be able to adjudicate the matter with impartiality. The faculty members will be selected by the Chief Academic Officer. The student members will be selected by the Chief Student Services Officer, in consultation with the Student Services staff and student government representatives at the campus where the proceeding will take place. Whenever possible, proceedings shall be held on the campus most closely related to the alleged violation or the accused student. The members of the Judicial Board shall select their own chairperson. As needed, the Chief Academic Officer shall name alternate faculty members and the Chief Student Services Officer shall name alternate student members to the Judicial Board.
- 7.3.1 The Judicial Board shall have jurisdiction and authority to:
- 7.3.1.1 Hear evidence in disciplinary cases;
  - 7.3.1.2 Make findings of fact from the evidence presented;
  - 7.3.1.3 Make recommendations to the President based upon such findings as to the disposition of the disciplinary action, including any sanctions to be imposed; and
  - 7.3.1.4 Refer matters not involving potential suspension or expulsion back to the Chief Academic Officer or Chief Student Services Officer.
- 7.4 In disciplinary matters not involving possible suspension or expulsion, the following processes will be used:
- 7.4.1 In addition to the requirements stated above in Paragraph 7.2, the Chief Academic Officer or Chief Student Services Officer handling the matter shall ensure that the accused student receives such procedural safeguards as due process requires in accordance with the seriousness of the alleged violation and of the possible sanctions or consequences arising therefrom.
  - 7.4.2 The decision of the Officer may be appealed through a Student Grievance Committee in accordance with normal student grievance procedures.
- 7.5 In disciplinary matters involving suspension or expulsion, the following processes will be used:
- 7.5.1 The accused student shall be notified in writing within two weeks of an alleged violation, or of the date when the College first learns of an alleged violation, of the violation for which the student is subject to discipline. The Chief Academic Officer or Chief Student Services Officer or designee will serve this notice upon the accused student by handing a copy to the student in person or by mailing, via certified mail, a copy to the mailing address last noted in the student's official College records.

- 7.5.1.1 The College will make every effort in the serving of the notice. However, it is expressly provided that the service of such notice shall not be defective if the accused student shall have hidden, refused mail or failed to notify the College of the student's current mailing address. In such cases, the hearing may proceed without hindrance or delay.
- 7.5.2 The notice to the accused student shall include at least the following:
  - 7.5.2.2 A statement of the policy, rule or regulation which the student is alleged to have violated;
  - 7.5.2.3 A statement of the facts and evidence to be presented in support of the charges, which a statement must be made with sufficient clarity to reasonably disclose the time and place of the alleged occurrence and the actions or behavior complained of;
  - 7.5.2.4 A statement that a hearing on the charges will be held before the Judicial Board, and a statement of the date, time and place of the hearing; and
  - 7.5.2.5 Information on the student's right to have an advisor present at the hearing at the student's own expense, provided that the student notifies the College at least five days prior to the hearing that an advisor will be present at the proceedings. The student's failure to provide such notification within five days of the hearing may result in a continuance of the proceedings.
- 7.5.3 The hearing shall be held at the date, time and place specified in the notice, unless postponed by the Judicial Board for good cause shown either by the accused student or by the College.
- 7.5.4 All charges should possess sufficient validity to allow the Judicial Board to meet and in good conscience and with impartiality consider related evidence. The hearing shall be conducted in such a manner as to do justice and shall be subject to the following minimum requirements.
  - 7.5.4.1 The accused student shall have the right to be accompanied at the hearing by an advisor. Unless specifically permitted by name by the hearing body, such advisor may not be a person other than the student's parent or guardian, another student at the College, a member of the College's faculty or staff, or an attorney representing the accused student. During the hearing, an advisor may consult with the accused student but may not speak on behalf of the accused student or otherwise participate directly in the proceedings, unless given specific permission to do so by the Judicial Board.
  - 7.5.4.2 All material evidence may be presented subject to the right of cross examination of the witnesses.
  - 7.5.4.3 There shall be a complete and accurate record of the hearing prepared by a qualified stenographer or court reporter, at the student's expense, if desired.
  - 7.5.4.4 The accused student shall be entitled to be present throughout the presentation of the evidence, testimony of the witnesses and arguments of the parties, to be informed before the hearing of the substance of expected testimony of witnesses against the student and to have the witnesses present at the hearing at appropriate times, and to present witnesses and evidence on the student's own behalf as may be relevant and material to the case.

- 7.5.5 The College may be represented by an advisor. Counsel retained by the College may participate only in an advisory capacity and may not speak on behalf of the College or otherwise participate directly in the proceedings, unless given specific permission to do so by the Judicial Board.
- 7.5.6 The accused student and the Judicial Board members shall be present for the entire proceeding. However, witnesses may be called and excused throughout the hearing. The hearing shall be closed to all others.
- 7.5.7 After the hearing, the Judicial Board shall make findings of fact and a recommendation to the President for the disposition of the case and any sanctions to be imposed. The Judicial Board's recommendation shall be based upon proof of the alleged violation by a preponderance of the evidence.
- 7.5.8 No recommendation by the Judicial Board to the President for the imposition of sanctions against a student may be based solely on the failure of the student to answer charges or appear at the hearing. In such cases, the evidence in support of the charges shall be presented, and the Judicial Board's recommendation shall be based upon proof of the alleged violation by a preponderance of the evidence.
- 7.5.9 The accused student shall also be notified of the Judicial Board's recommendation and advised of the right to request an appeal to the President within two weeks of the receipt of the recommendation. The President shall within ten working days review the facts of the case and take such action as may be appropriate under all the circumstances.
- 7.5.10 Except in cases that involve expulsion, the decision of the President shall be final.
- 7.5.11 If a student wishes to appeal an expulsion, the student must within three working days indicate to the President in writing an intent to appeal the expulsion to the Board of Governors.
- 7.6 The Board of Governors may, from time to time, require the President to report on disciplinary actions or proceedings over a period of time or on a specific case or cases. These reports shall be in such form as the Board of Governors may require.
  - 7.6.1 In disciplinary cases where expulsion was imposed, the Board of Governors may grant the expelled student's request for appeal.
    - 7.6.1.1 If the Board of Governors determines that the appeal will not be heard, the decision of the President is affirmed, and the expulsion shall be effective upon the President's receipt of the Board of Governors' statement of denial of the appeal.
    - 7.6.1.2 If the appeal is granted, the expulsion shall be stayed until the Board of Governors makes a final decision after a review of the case. In the event the decision of the President is affirmed after such review, the student-appellant shall be notified by certified mail, and the expulsion shall be effective immediately upon concurrent notification to the President.
    - 7.6.1.3 In considering student appeals, the Board of Governors will review all relevant information and records of applicable disciplinary proceedings to ensure that due process has been afforded. The Board of Governors may take such action as it deems reasonable and proper in view of all the circumstances and in answer to its responsibilities under the law.

## **SECTION 8. CANCELLATION**

8.1 None.

## **SECTION 9. REVIEW STATEMENT**

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President may recommend that the policy be amended or repealed.

## **SECTION 10. SIGNATURES**

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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 Note:** September 20, 2005 – No revisions; three-year review only.

February 2011 – Policy was reformatted to new SCP format. Revisions provide clarity.

December 2015 – West Virginia Code §18B-1-7 has been repealed. Additional revisions provide clarity and title changes.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Request for Approval of SCP-5050,  
*Assessment, Payment, and Refund of Fees*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-5050, *Assessment, Payment, and Refund of Fees*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP- 5050, *Assessment, Payment, and Refund of Fees*. The purpose of this policy is to establish policy relating to the assessment, payment, and refund of tuition and/or fees.

The policy was reviewed and approved by Executive Council with changes at its January 06, 2016 meeting, and reviewed and approved as presented by the President's Cabinet on January 23, 2016. This policy was revised to provide clarity and reflect changes in management titles.

At its February 18, 2016 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 19, 2016. No comments were received at the end of the comment period. Therefore, the staff recommends that the Board of Governors grant approval of SCP-5050, *Assessment, Payment, and Refund of Fees*, as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-5050**

**SUBJECT:** Assessment, Payment, and Refund of Tuition and Fees

**REFERENCE:** West Virginia Code §18B- 10-1; *West Virginia Higher Education Policy Commission, Title 133 Legislative Rule, Series 32, Tuition and Fee Policy*; SCP - 4192, *Administrative Withdrawal and Administrative Drop of Students*

**ORIGINATION:** January 15, 2002

**EFFECTIVE:** May 19, 2016

**REVIEWED:** January 6, 2016

**SECTION 1. PURPOSE**

1.1 To establish policy relating to the assessment, payment, and refund of tuition and/or fees.

**SECTION 2. SCOPE AND APPLICABILITY**

2.1 This policy applies to all students in matters related to payment and refund of tuition and/or fees in credit and non-credit courses, training sessions, or other activities where tuition or fees are assessed.

**SECTION 3. DEFINITIONS**

3.1 Traditional Term – The standard fall, spring, and summer semester/term.

3.2 Non-traditional Term – Any term or part of term other than a standard semester/term

3.3 Installment Payment Plan Option – A payment plan option provided to assist students in paying tuition and fees over a specified period of time.

3.4 Complete Withdrawal – To receive a refund a student must withdraw from all courses, both traditional and non-traditional, leaving zero hours registered for the semester/term.

3.5 Administrative Withdrawal – A decision by the college to withdraw a student from an academic credit-based course or courses for emergency reasons, or disciplinary reasons.

**SECTION 4. POLICY**

4.1 The College shall operate on a strictly cash basis with all payments and obligations being collected prior to the start of classes except as provided in this rule.

**SECTION 5. BACKGROUND OR EXCLUSIONS**

5.1 Exceptions may be granted where a bona fide third-party agency has provided authorization in writing that payment will be made for the student.

- 5.2 Exceptions may be granted for late financial assistance disbursements for situations at no fault of the student.
- 5.3 Exceptions may be granted for students who enroll in the College's Installment Payment Plan Option.
- 5.4 All exceptions to this policy must be approved by the Vice President for Finance and Administration or other College Officer that may be designated by the President before a refund may be processed. Any decision to reduce or deny a refund may be appealed through the established process for appeals.

## **SECTION 6. GENERAL PROVISIONS**

### **6.1 Tuition and Fees**

- 6.1.1 Students enrolled for twelve or more credit hours pay the maximum charges in the tuition and fee category.
- 6.1.2 Students enrolled for less than twelve credit hours in a traditional semester/term shall have their fees reduced pro rata based upon one-twelfth of the full-time rate per credit hour.
- 6.1.3 Fees for students enrolled in a traditional summer term or any non-traditional term shall be prorated based upon the number of credit hours for which students enroll.
- 6.1.4 The College reserves the right to establish and collect certain special fees for designated purposes separate from and above those identified in the regular fee schedule. Some of these fees may not be refundable.
- 6.1.5 All regular and special fees charged by the College shall be identified separately and published so they are readily available to all students.
- 6.1.6 Fees shall be established and charged for all non-credit economic, workforce, and community development courses in an amount to ensure that the offering is self-supporting, including indirect cost.

### **6.2 Refund of Regular Fees**

- 6.2.1 The following schedule for calculating refunds shall be adhered to for those students who withdraw from the institution via the official withdrawal process and who are eligible to receive refunds. Students qualify for a full refund (100%) of tuition/fees, if they drop any or all of their courses prior to the start of classes for the semester/term. Once classes begin for the semester/term, there are only two ways a student may qualify for a tuition/fee refund. The first is to completely withdraw from the institution for the semester/term (this means carrying zero credit hours for the-semester/term). This includes any courses that have not started for the semester/term, including all non-traditional courses. The second way to qualify for a refund is if the institution cancels a course. The student will get a 100 percent (100%) refund for any course that is canceled.
  - 6.2.1.1 Any student who has received an administrative withdrawal due to disciplinary action will not be eligible for a refund at any time during the semester.
  - 6.2.1.2 Refund Schedule – A student who begins a term and withdraws after completing up to (1) week or ten percent (10%) of the term is entitled to a refund of ninety (90%) of the charges;

6.2.1.3 A student who withdraws after completing more than ten percent (10%) through twenty-five percent (25%) of the term is entitled to a refund of seventy-five percent (75%) of the charges;

6.2.1.4 A student who withdraws after completing more than twenty-five percent (25%) through fifty percent (50%) of the term is entitled to a refund of fifty percent (50%) of the charges;

6.2.1.5 A student who withdraws after completing more than fifty percent (50%) of the term is not entitled to a refund.

### 6.3 Registration Period – Late Fee

6.3.1 A formal registration period shall be established for registering into non-traditional courses such as evening, weekend, off campus, extension and other special classes. Due to the differing duration of these courses, the registration and late registration periods should be considered and established on a case-by-case basis. A late fee of not to exceed thirty dollars (\$30) shall be imposed on all late registrants.

### 6.4 Installment Payment Plans

6.4.1 Installment payment plans will be offered for fall and spring traditional semesters/terms. After all financial aid is applied to the student's account, at least 60 percent (60%) of the student tuition and fees must be paid prior to the start of classes. The remaining balance (40%), including interest, must be paid prior to the end of the sixth week of classes. Failure to do so will prohibit a student from having this payment option in the future. Interest and/or a service fee, on the remaining 40 percent (40%) may be charged at a rate not to exceed the legal limit.

### 6.5 Use of Credit Cards

6.5.1 The use of credit cards for payment of student tuition and fees are authorized under the statewide contract initiated by the State Board of Investments or under an alternate program that may be approved by the Board of Governors. To the extent allowed by a law or policy of the credit card company, the College may impose a surcharge on credit card payments equal to any amount that may be imposed by the credit card company as a service fee.

## **SECTION 7. RESPONSIBILITIES**

7.1 The Finance Unit is responsible for this policy.

## **SECTION 8. CANCELLATION**

8.1 None.

## **SECTION 9. REVIEW STATEMENT**

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined 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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<b>Board of Governors Chair</b>	<b>Date</b>
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<b>President</b>	<b>Date</b>
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**Attachments:** None.

**Distribution:** Board of Governors (12 members)  
www.southernwv.edu

**Revision Notes:** January 11, 2011 – Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities.

May/June 2011 – Policy revisions provide clarity and reflect changes in management responsibilities.

November 2015 – This policy was revised to comply with *West Virginia Higher Education Policy Commission, Title 133, Legislative Rule, Series 32 Tuition and Fee Policy*.

January 2016 – Policy revisions provide clarity and reflect changes in management titles.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** SCP-5830, *Use of Southern West Virginia Community and Technical College Vehicles*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval of SCP-5830, *Use of Southern West Virginia Community and Technical College Vehicles*, for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP- 5830, *Use of Southern West Virginia Community and Technical College Vehicles*. The purpose of this policy is to promulgate the regulations governing the assignment of College owned, leased or rented vehicles and the reimbursement of travel and expenses.

The policy was reviewed and approved by Executive Council with changes at its January 06, 2016 meeting, and reviewed and approved as presented by the President's Cabinet on January 23, 2016. This policy's revisions reflect no substantial changes in procedures or documentation. Revisions provide clarity and reflect changes in titles.

At its February 18, 2016 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period which ended March 19, 2016. No comments were received at the end of the comment period. Therefore, the staff recommends that the Board of Governors grant approval of SCP- 5830, *Use of Southern West Virginia Community and Technical College Vehicles*, as presented for submission to the Chancellor for Community and Technical College Education for final approval following the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-5830**

**SUBJECT:** Use of Southern West Virginia Community and Technical College Vehicles

**REFERENCE:** None

**ORIGINATION:** January 28, 1991

**EFFECTIVE:** May 19, 2016

**REVIEWED:** January 6, 2016

**SECTION 1. PURPOSE**

- 1.1 To promulgate the regulations governing the assignment of college owned, leased, or rented vehicles and the reimbursement of travel and expenses.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This issuance applies to all authorized drivers of Southern West Virginia Community and Technical College.

**SECTION 3. DEFINITIONS**

- 3.1 Authorized Driver – An employee or anyone approved by the Vice President for Finance and Administration or his designee who has a proper driver's license and has passed or successfully completed the required safe driver's test. Newly hired employees are required to pass mandatory tests when available, but can drive with a valid driver's license until the driver's test is made available to them.
- 3.2 Employees – Everyone who is on Southern's payroll except for those whose primary role is a student at the institution.

**SECTION 4. POLICY**

- 4.1 Any authorized driver using a college vehicle must be authorized to drive and must possess a valid driver's license at the time the vehicle is assigned.
- 4.2 Authorized drivers are prohibited from using college vehicles for personal use and transporting unauthorized passengers.
- 4.3 Permission to transport passengers who are not college employees or students must be obtained from the Director of Campus Operations or Vice President for Finance and Administration.
- 4.4 The operation of college vehicles is under the jurisdiction of the Director(s) of Campus Operations.
- 4.5 Requests for travel reimbursements may be denied to authorized drivers who use their personal vehicles for travel when a college vehicle is available.
- 4.6 The vehicle log sheet must be completed prior to and at the conclusion of the use of the vehicle.

## **SECTION 5. BACKGROUND OR EXCLUSIONS**

5.1 None.

## **SECTION 6. GENERAL PROVISIONS**

- 6.1 It shall be unlawful for any authorized driver to drive a college-owned vehicle while under the influence of alcohol or illegal drugs. Driving while taking prescription drugs or any other substance that results in impairment of an individual's judgement and ability to safely operate a vehicle are also prohibited. Authorized drivers must also follow all other state laws.
- 6.2 Use of any tobacco, smokeless or otherwise, is strictly prohibited. This applies to both drivers and passengers in college vehicles.
- 6.3 All college owned or leased vehicles shall be maintained and serviced routinely with the goal of providing safe and functional vehicles for users. All vehicles are required to have an annual inspection.

## **SECTION 7. RESPONSIBILITIES**

7.1 Responsibilities

- 7.1.1 Each authorized driver is responsible for all fines and penalties incurred while operating a college vehicle. Fines and penalties are not reimbursable expenses.
- 7.1.2 In case of an accident, the driver must complete an Accident Report Form (RMI-1) immediately. A copy of the form is placed in the glove compartment of each vehicle. Specifically, the driver will:
  - 7.1.2.1 Call the police.
  - 7.1.2.2 Not assume responsibility for the accident.
  - 7.1.2.3 Protect his/her person.
  - 7.1.2.4 Protect the vehicle from further damage.
  - 7.1.2.5 Request medical assistance if needed.
  - 7.1.2.6 Identify other persons, including witnesses, involved in the accident.
  - 7.1.2.7 Record details of the accident, including the extent of injuries and property damage, and how the accident occurred.
  - 7.1.2.8 Upon return to work, provide the Director of Campus Operations with the completed RMI-1 within two (2) calendar days.
- 7.1.3 Each authorized driver is responsible for reporting to the Director of Campus Operations, any problems, malfunctions, or mechanical issues experienced while using the vehicle.

## SECTION 8. CANCELLATION

7.2 None.

## SECTION 9. REVIEW STATEMENT

7.3 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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<b>Board of Governors Chair</b>	<b>Date</b>
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<b>President</b>	<b>Date</b>
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**Attachments:** None

**Distribution:** Board of Governors (12 members)  
www.southernwv.edu

**Revision Notes:** January 2010 – Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities. Form was streamlined.

January 2016 – Revisions reflect no substantial changes in procedure or documentation. Revisions provide clarity and reflect changes in titles.

## Request for Approval of Institutional Policies for 30-day Comment Period

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Request for Approval of Revisions to SCP- 1001,  
*Records Retention Policy*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP- 1001, *Records Retention Policy*, and attachment to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

**STAFF MEMBER:** Samuel Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP-1001, *Records Retention Policy*. This policy provides for the systematic review, retention, storage and destruction of documents received or created in the transaction of business by Southern West Virginia Community and Technical College and is designed to ensure compliance with federal and state laws and regulation, to eliminate accidental or innocent destruction of records, and to facilitate college operations by promoting efficiency and reducing unnecessary storage of documents.

The policy was reviewed by Executive Council on March 2, 2016, and the President's Cabinet on March 29, 2016. Revisions were made to establish standards for the review, maintenance, retention, and disposal of documents in the transaction of business by the college as required by West Virginia Code §5A-8 and developed SCP- 1001.A, *General Records Retention Schedule*. Following these deliberations, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-1001**

**SUBJECT:** Records Retention Policy

**REFERENCE:** West Virginia Code §5A-8; SCP-7720, *Security of Information Technology*; Any Applicable state or federal laws, rules or regulations.

**ORIGINATION:** April 19, 2011

**EFFECTIVE:** ~~July 1, 2011~~

**REVIEWED:** ~~New Policy~~ February 23, 2016

**SECTION 1. PURPOSE**

- 1.1 This policy provides for the systematic review, retention, storage and destruction of documents received or created in the transaction of business by Southern West Virginia Community and Technical College (the College) and is designed to ensure compliance with federal and state laws and regulation, to eliminate accidental or innocent destruction of records, and to facilitate college operations by promoting efficiency and reducing unnecessary storage of documents. The College retains and preserves vital records of its business and operations to provide a historical record, to ensure current and future operations, and to comply with legal obligations.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This policy applies to all records, both paper and electronic, of the College and to all employees of Southern West Virginia Community and Technical College.

**SECTION 3. DEFINITIONS**

- 3.1 Active Records – Records that are generally referred to once per month or that are needed to support the current business activity of an office, department, division, or unit.
- 3.2 Disposition of Records – The terminal treatment of records, either through destruction, imaging or other permanent storage.
- 3.3 Electronic Document – A document created as or converted to an electronic image.
- 3.4 Inactive Records – Records that have not been needed for at least one year or for which the active period has passed.
- 3.4.1 Unless these records (both active and inactive) have been defined as permanent or archival records they should be destroyed according to the time period shown on the retention schedule. Inactive records should be securely stored until the end of the retention period.
- 3.5 Litigation Hold – A communication issued as the result of current or anticipated litigation, audit, government investigation or other similar matter that suspends the normal process regarding the retention and disposition of College records.

- 3.6 Permanent Records – Also known as archival records, permanent records have historical, administrative, or research value to the College, and are kept by the College indefinitely. Unit administrators are responsible for ensuring that the College identifies these records and that they are stored appropriately once they become inactive.
- 3.7 Record – Anything containing information reflecting college educational and business transactions regardless of format (paper, digital, photographic, recordings, etc.). Typical records include official publications, fiscal data, incoming/outgoing correspondence including email, meeting minutes, reports, and student files.
- 3.8 Records Custodians – Individuals designated by unit administrators who have supervisory authority over a particular function or business practice, and, in that capacity, have responsibility for ensuring effective implementation of the terms, conditions, and/or guidelines associated with this policy.
- 3.9 Records Destruction – The physical or electronic destruction of a record after it has become obsolete or otherwise in accordance with this policy.
- 3.10 Retention Schedule – An internal document describing categories of records, providing a length of time they should be kept and includes instructions for disposition. State or federal law may determine the period of time that certain records must be kept. The General Records Retention Schedule (SCP-1001.A) lists the most common records at the College and provides a retention period along with any special instructions related to disposal.
- 3.11 Retention Period – Minimum required length of time for which a college office or department is responsible for maintaining records. Custodians may hold records longer than the retention period if feasible and space allows.

#### SECTION 4. POLICY

- 4.1 It is the policy of Southern West Virginia Community and Technical College ~~(the College)~~ to ensure that its records are preserved to provide documentation of the college's history, and to be retained for periods of time necessary to satisfy the college's business and legal obligations. The records will be disposed of in accordance with an established records retention and disposition schedule. Certain records are permanent and may never be destroyed.
- 4.1.1 Before actually disposing of records, the unit administrator shall contact the Vice President for Finance and Administration and complete the Records Retention and Disposal Schedule Form required by the West Virginia Department of Administration. The Vice President for Finance and Administration is authorized to act on behalf of the College in the destruction of its records and must request authorization from the West Virginia Department of Administration for the destruction of the College's records in accordance with the West Virginia Code and all applicable records retention and disposal schedules. Units are encouraged to conduct a records purge on an annual basis.
- 4.2 E-mail sent or received over the College's computer system shall constitute a form of College records. While not all e-mails are business records, all college e-mails are property of the College and are subject to discovery in the event of litigation against the College or any of its employees or students. As such, the administration has the ability and right to view the e-mail of all members of the college community. (For more information, please reference SCP-7720, *Security of Information Technology*).
- 4.3 Where the College has actual notice of litigation or of a government investigation or audit, or has reason to believe that such events are likely to occur, it has the obligation to take steps to place a litigation hold on

documents that might be implicated in such litigation or investigation. The College will take steps to preserve all files that may contain documents or e-mails, and will notify members of the college community to preserve such documents indefinitely. If an employee receives such a preservation notice, it does not necessarily mean that the employee is involved in the litigation or investigation. Rather, it means that the evidence that the College is required to preserve may be in the employee's possession or control, and that the employee has an obligation to preserve such information effective immediately. In the event of a litigation hold, all policies for the disposition of relevant documents will be suspended until the investigation or litigation is concluded.

- 4.4 Records, especially financial records, must be easily retrievable for examination by authorized individuals including auditors. Access to electronic records is subject to College policy and procedures regarding information security.
- 4.5 Following the established retention schedule, active records must be securely maintained for the period of retention by the office where they are created or used. Inactive records defined as permanent or archival shall be stored in a designated storage area.
- 4.6 Destruction of records shall include:
  - 4.6.1 Recycling for all non-confidential paper documents, including public documents of other organizations, magazines, annual reports, newsletters, announcements, and drafts of policies or other memoranda, which are not confidential.
  - 4.6.2 Shredding is required for all documents that should not be read by others after they are no longer needed or that contain personnel or confidential information. Shredding is essential for any document containing personally identifying information, information that is student-protected under FERPA, health related or financial information.
- 4.7 Personnel Records
  - 4.7.1 The “official copy” of all records related to an employee is retained and maintained by the Human Resources Office, with one exception: The official copy of all records pertaining to faculty promotion, tenure and evaluation are retained and maintained by the President’s Office.
  - 4.7.2 Students who work in jobs that are not part of their educational experience are treated as all other employees for the purposes of record keeping. However, most students are paid to do jobs as a result of a financial aid award or as an integral part of their Southern West Virginia Community and Technical College education. In that case, their employment information is maintained as a student record with the unique obligations associated with student records.
- 4.8 Employment Screening Committee Records
  - 4.8.1 At the end of a search, the chair of a search committee should collect from each member of the committee all files, notes, applications, recommendations, and other material related to that search. This material should be reduced to one “official copy” of each record with the rest destroyed. All e-mail and other electronic records should be printed and kept with other print documents and the e-copy deleted from the e-mail system. All search committee members should delete all electronic files related to the search from their computers, e-mail programs, and hard drives.
- 4.9 Records Related to Web Sites
  - 4.9.1 Because web sites have replaced many publications, they are a significant archival record of the College and its operation. Web masters and others creating web page content should capture copies

of their web site's content as electronic files and archive them for permanent retention.

#### 4.10 Electronic File Storage

- 4.10.1 Southern West Virginia Community and Technical College shall strive to maintain systems and data operations to allow for access to the maximum extent possible.
- 4.10.2 The College performs periodic full and incremental backups of its server and shared file storage systems on a schedule that enables recovery from hardware failure.
- 4.10.3 Data restoration operations shall only be performed when senior college management deems such operations necessary. A senior college administrator and the Chief Information Officer must concur that a data restoration from backup is the best option before such operations may commence.

### **SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 Not all records must be retained. The following describes examples of items that are not typically classified as "records" and therefore do not need to be categorized or maintained. The materials will not appear on a retention schedule and may be destroyed at any time if they are no longer needed by the unit, division, department, or office holding them:

- 5.1.1 Large quantities of duplicate materials and all duplicates of "official records";
- 5.1.2 Magazines and newspapers not published by the College;
- 5.1.3 Published reports produced by other entities;
- 5.1.4 Purchased data from other sources;
- 5.1.5 Catalogs, journals or other printed material created by other entities used for informational purposes; and
- 5.1.6 Notes or working papers once a project is complete, unless they provide more complete information than the final report.

- 5.2 Faculty and staff are not obligated to retain all e-mails indefinitely; such a policy would impose an impossible burden both on the college community and the College's computer network. Individual employees are expected to exercise judgment regarding the content and purpose of the e-mail in determining whether it needs to be retained as a College record, and if so, the length of the retention.

#### 5.2.1 E-mails can be retained in the following ways:

- 5.2.1.1 Printed out and saved as paper documents in a file;
- 5.2.1.2 Saved into electronic archive folders;
- 5.2.1.3 Saved on removable storage devices.

#### 5.2.2 Regardless of the format in which the e-mails are saved, the Records Custodian for each unit or division has an obligation to preserve and safeguard the information in the e-mail as if it were a paper document. Once the e-mail is saved in another format, however, there is no obligation additionally to retain the e-mail in an active e-mail folder.

### **SECTION 6. GENERAL PROVISIONS**

- 6.1 Unless a record, either active or inactive, has been defined as permanent or archival, such record shall be destroyed according to the time period listed on the applicable retention schedule. All records shall be appropriately stored and secured until the end of the retention period.
- 6.2 A records retention schedule shall be developed that lists the most common records at the College and shall provide a retention period and any special instructions related to disposal. Every unit, division, department

or office will have records requiring retention that may not be found on the records retention schedule. Such records must be added on a case-by-case basis as needed.

## SECTION 7. RESPONSIBILITIES

- 7.1 A position within each office, department, division and/or administrative unit shall be designated as “Records Custodian” by the responsible administrator. The duties associated with this responsibility shall be included in the job description of the designated position. The responsible administrator will ensure that the Records Custodian understands and is following the records retention requirements applicable to that particular unit. ~~These duties shall include but may not be limited to:~~
- 7.2 The Records Custodian is expected to
- 7.2.1 Oversee day-to-day transactions pertaining to the unit’s records-related functions and ~~shall~~ manage the maintenance, storage, and disposition of such records;
  - 7.2.2 Understand the records created within the unit and to follow all applicable laws, policies, rules, regulations and/or guidelines in making decisions on retention and disposition of records;
  - 7.2.3 Ensure that active and inactive records are secured in a manner to provide appropriate confidentiality and protection from unauthorized inspection, theft, and/or physical damage; and
  - 7.2.4 ~~Determining which records have reached the end of their retention period and are to be destroyed;~~ (moved to 7.4.1)
  - 7.2.5 ~~Consult with Technology Services regarding the destruction of electronic documents;~~ (moved to 7.4.2) and
  - 7.2.6 Ensure that other employees within the office are aware of and abide by the requirements of this policy.
- 7.3 Accessibility and Safekeeping of Records
- 7.3.1 Records, especially financial records, must be easily retrievable for examination by authorized individuals, including auditors. Access to electronic records is subject to college rules regarding information security. Records Custodians should work with the IT department to ensure that electronic documents are maintained in a format that preserves accessibility.
  - 7.3.2 The Records Custodian is responsible for ensuring that active and inactive records are secured in a way to provide appropriate confidentiality and protection from unauthorized inspection, theft, and/or physical damage.
- 7.4 Disposition of Records
- 7.4.1 The Records Custodian is responsible for periodically determining which records in their particular office or department have reached the end of their retention period and should be destroyed or transferred to storage.
  - 7.4.2 The Records Custodian should consult with the Information Technology (IT) department regarding the destruction of electronic documents. (For more information, please refer to SCP-7720, *Security of Information Technology*, 4.23 Data/Information Assets).
  - 7.4.3 Non-confidential paper records may be placed in containers for recycling. Confidential paper records must be shredded or other arrangements must be made for the documents to be destroyed.
  - 7.4.4 The supervisor of the designated Records Custodian is required to sign-off on the transfer of any documents to storage or prior to the destruction of any documents.
- 7.5 ~~The supervisor of the designated Records Custodian is required to sign-off on the transfer of any documents~~

~~to storage or prior to the destruction of any documents.~~ (moved to 7.4.4) When there is a doubt about whether a record may be destroyed, the Records Custodian shall review the retention schedule or consult with the unit administrator and/or the custodian of the official copy of the record if one exists.

7.6 The Records Custodian's supervisor should provide guidance regarding any federal or state rules when developing a retention schedule for records not mentioned here.

7.7 The President or his/her designee is responsible for notifying all relevant members of the college community when a litigation hold is being implemented and, in consultation with appropriate college officials, determine the scope of the hold, when the hold is no longer required and will communicate such determinations to the relevant members of the college community.

## SECTION 8. CANCELLATION

8.1 None.

## SECTION 9. REVIEW STATEMENT

9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed.

## SECTION 10. SIGNATURES

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**Board of Governors Chair** **Date**

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**President** **Date**

**Attachments:** ~~None~~ SCP-1001.A, General Records Retention Schedule (New)

**Distribution:** Board of Governors (12 members)  
www.southernwv.edu

**Revision Notes:** ~~New Policy~~ February 2016 – Revisions establish standards for the review, maintenance, retention, and disposal of documents in the transaction of business by the College as required by West Virginia Code §5A-8. Developed SCP-1001.A, General Records Retention Schedule.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-1001.A, General Records Retention Schedule (New)**

This schedule applies to all types of records, regardless of media or format, including documents, e-mail, photographs, audiotapes, videotapes, CDs, and DVDs. Retention periods reflect minimum time periods. Records may be retained for longer periods of time at the discretion of the custodian or as required by legal counsel. Do not destroy any records while they are subject to audit, investigation, or where investigation is probable. Records that are in storage areas are often at risk of water damage or destruction and should be evaluated in light of this schedule.

<b>Record Series Title</b>	<b>Description</b>	<b>Retention Period</b>	<b>Comments</b>	<b>Records Custodian</b>
<b>INTERNAL OPERATIONS</b>				
Board of Governors	Meeting minutes, agenda, reports, proposals, and supporting documentation.	Permanent	Archive on a regular schedule.	Executive Assistant to the President
IRS Determination Letter	A formal letter issued by the Internal Revenue Service that decrees an organization is exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.	Permanent		Vice President for Finance and Administration
Grievance Files	Documentation of grievances initiated by faculty and staff	Permanent		Human Resources Director
Environmental Reports / OSHA Investigations	Investigation documentation or reports.	Permanent		Campus Directors
Insurance Policies	All policies in effect on behalf of the College, students, faculty, and staff.	Maintain as long as active plus 7 years		Vice President for Finance and Administration

<b>Record Series Title</b>	<b>Description</b>	<b>Retention Period</b>	<b>Comments</b>	<b>Records Custodian</b>
External and Internal Audit Records	Created by external or internal auditors to document their reviews, findings, and recommendations.	<ul style="list-style-type: none"> <li>• Permanent: Final Report</li> <li>• Others Records: Retain for 3 years after creation of the audit records.</li> </ul>	Destruction of records in this category shall only be by shredder or other means that will make them unreadable.	Vice President for Finance and Administration
Real Property Leasing/Rental Records	Documentation of the lease and rental of property.	Retain for 7 years after expiration of the lease.	Destruction of records in this category shall only be by shredder or other means that will make them unreadable.	Vice President for Finance and Administration
Social Security Reports and Deposits	Periodic reports of wages and social security contributions paid by the College to the employee.	Permanent	Destruction of records in the category shall only be by shredder or other means that will make them unreadable.	Program Coordinator for Payroll
Unemployment Compensation Benefit Files and Reports	Documentation eligibility of former employees for unemployment benefits and when these employees receive compensation charged against the college's account.	Retain for 5 years after termination of an employee.	Destruction of records in the category shall only be by shredder or other means that will make them unreadable.	Human Resources Director
W-2 Listings	Documentation of salaries paid and taxes withheld for employees.	Permanent	Destruction of records in this category shall only be by shredder or other means that will make them unreadable.	Program Coordinator for Payroll
Financial Aid/Authorization/Allocation Letters	Awards of federal financial aid to the college.	Permanent		Director of Financial Assistance

<b>Record Series Title</b>	<b>Description</b>	<b>Retention Period</b>	<b>Comments</b>	<b>Records Custodian</b>
Time Sheets	Documentation of hours worked by employees.	<ul style="list-style-type: none"> <li>• Student Workers: Retain for 7 years.</li> <li>• Staff: Retain for 7 years.</li> </ul>	Destruction of records in the category shall only be by shredder or other means that will make them unreadable.	Program Coordinator for Payroll
Bank Records	Transactions recorded in the college bank accounts and their reconciliation to the general ledger.	Retain for 7 years after the end of fiscal year.	Destruction of records in the category shall only be by shredder or other means that will make them unreadable.	Vice President for Finance and Administration
Employee Benefit Plan Files	Documentation on employee enrollment in benefit plans.	Permanent	Destruction of records in the category shall only be by shredder or other means that will make them unreadable.	Human Resources Benefits Officer
Staff Appraisals, Promotion, Demotion, and Discharge Documentation	Records documenting periodic evaluation, work performance, and employment record of college staff.	Permanent	Destruction of records in the category shall only be by shredder or other means that will make them unreadable.	Human Resources Director
Enforcement – Campus Incident Reports	Documentation of incidents that occur on campus that violates college and/or local laws and regulations. They contain case number, arrest report, incident report, date, time, complaint, address, and details of the report (IAW Clery Act).	Permanent		Safety Officer

Record Series Title	Description	Retention Period	Comments	Records Custodian
<b>FINANCIAL RECORDS</b>				
Financial Documentation	Tuition and fee schedules, annual endowment fund reports, annual financial statements, etc.	Permanent		Vice President for Finance and Administration
Financial Records – Debt Financing	All documents related to debt financing.	Retain for 20 years following the period of debt repayment.	Destruction of records in the category shall only be by shredder or other means that will make them unreadable.	Vice President for Finance and Administration
Financial Records – General	Budget worksheets, printouts, account books, ledgers, purchase records, purchase orders, travel expense reports.	Retain for 7 years following the activity or after legislative audit final reports, whichever is later.	<ul style="list-style-type: none"> <li>• The CFO’s Office is the official custodian of these records. If the CFO’s Office has a copy of the record, the department may destroy its duplicate at the close of the budget reconciliation period.</li> <li>• Destruction of records in the category shall only be by shredder or other means that will make them unreadable.</li> </ul>	Vice President for Finance and Administration

<b>Record Series Title</b>	<b>Description</b>	<b>Retention Period</b>	<b>Comments</b>	<b>Records Custodian</b>
Financial Records – Warranty and Purchase Orders	Warranty information, purchase orders with contractual terms.	Retain for 7 years following the date of purchase, or 7 years following the end of the warranty period, whichever is later.	Destruction of records in the category shall only be by shredder or other means that will make them unreadable.	Vice President for Finance and Administration
<b>PERSONNEL RECORDS</b>				
Personnel Records	Documents related to employment, salary, benefits, and performance evaluation.	Permanent		Human Resources Director
Faculty – Professional Documentation	Records related to a faculty teaching, curriculum, committee work, or biographical materials.	Permanent	Store in an archive.	Human Resources Director
Faculty and Staff – Search Records	Vacancy announcement, advertisements, applications, evaluations, references, correspondence, e-mail, and all documents or materials related to the search.	Retain for 3 years following the successful hire or close of the search without a hire.	Destruction of records in the category shall only be by shredder or other means that will make them unreadable.	Human Resources Director
<b>GENERAL COLLEGE RECORDS</b>				
College Policies and Procedures	Forms, procedure manuals, guides, handbooks, etc.	Destroy when they are no longer in effect. Human Resources will retain policy documents permanently.		Human Resources Director

<b>Record Series Title</b>	<b>Description</b>	<b>Retention Period</b>	<b>Comments</b>	<b>Records Custodian</b>
Projects, Programs, Proposals	Notes from meetings, reports, conceptual documents, financial support, all records related to projects or programs developed by non-academic offices.	Retain until a project has been completed and evaluated.		Project Administrator
College-wide Committee Records	Minutes, reports, and other materials generated by college-wide committees including charges, substantive correspondence and work product, and reports and documents about or related to the operation of college-wide committees.	Retain for 10 years.	The chair of each committee is responsible for keeping and organizing a record of the committee's work (minutes), final recommendations, and for transferring the records to the President's Office for college archives.	Executive Assistant to the President

Record Series Title	Description	Retention Period	Comments	Records Custodian
<b>STUDENT RECORDS</b>				
Student Records – Admission Files	Application records for admission to the college created for undergraduate and transfer student applicants. The files may include acceptance letters, letters of recommendation, placement records, transcripts, etc.	<ul style="list-style-type: none"> <li>• Permanent: Registered students.</li> <li>• Retain for 1 year: Unregistered applicants.</li> </ul>	<ul style="list-style-type: none"> <li>• Upon matriculation, admission files become registrar files. However, some materials such as letters of recommendation are removed.</li> <li>• Destruction of records in the category shall only be by shredder or other means that will make them unreadable.</li> </ul>	Registrar
Student Records – Grades, Transcripts, Personal Information	Student grades, transcripts, evaluations, and personal information such as addresses, phone numbers, etc.	Permanent	The official custodian of student records is the Registrar.	Registrar
Student Records – Graduation Lists	Lists of individuals who have successfully completed the degree requirements and have been graduated from the college.	Permanent		Registrar
Student Records – Registration	Documentation of a student's course registration and changes to registration.	Retain for 1 year after the student submits the change.		Registrar

<b>Record Series Title</b>	<b>Description</b>	<b>Retention Period</b>	<b>Comments</b>	<b>Records Custodian</b>
Student Records – Student Discipline	Records relating to proceedings and decisions resulting from violations of the Code of Student Conduct or other college policies.	<ul style="list-style-type: none"> <li>• Suspensions and expulsions retained with the student’s permanent record.</li> <li>• All Other: Retain for 7 years.</li> </ul>	Destruction of records in the category shall only be by shredder or other means that will make them unreadable.	Director of Enrollment Management and Student Engagement
Student Records – Activities and Government	<ul style="list-style-type: none"> <li>• Records related to student participation in special activities, student clubs, associations, and the Student Government Association.</li> <li>• Records related to any student organization or club.</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent: Final publications, photographs, artwork, memorabilia, policies, and administrative records.</li> <li>• All Other Records: Retain for 3 years after their administrative use ceases.</li> </ul>	<ul style="list-style-type: none"> <li>• Archive permanent records on a regular schedule.</li> <li>• Destruction of records in the category shall only be by shredder or other means that will make them unreadable.</li> </ul>	Director of Enrollment Management and Student Engagement
Records for Title IX				Director of Enrollment Management and Student Engagement
Student Records – Career Counseling Office	Records related to an individual student such as counseling notes and letters of recommendation.	<ul style="list-style-type: none"> <li>• Counseling Notes: Retain for 3 years after administrative use ceases.</li> <li>• Letters of Recommendation: Retain for 10 years after inactivity.</li> </ul>		Director of Adult and Disability Services

Record Series Title	Description	Retention Period	Comments	Records Custodian
Student Records – Financial Aid	Records showing evidence of providing financial aid including financial aid applications, federal student aid forms, federal tax forms, award letters, and confirmations, verification records, interview records, student scholarships, and awards.	Retain for 7 years after graduation or separation. (Federal regulation)	<ul style="list-style-type: none"> <li>• Before destroying records related to special awards or scholarships, evaluate for permanent retention.</li> <li>• Destruction of records in the category shall only be by shredder or other means that will make them unreadable.</li> </ul>	Director of Financial Assistance
<b>FACULTY GROUP RECORDS</b>				
Faculty Group Records – General Office Records	Records related to the routine daily administration of the department including memoranda, meeting minutes, correspondence, and administration of programs.	Until no longer administratively useful.	Before destruction these records shall be evaluated for historical value.	Division Heads
Course and Curriculum Records	Includes college catalogs /bulletins, course schedules, syllabi, and course outlines.	Permanent	Intranet	Registrar
<b>CONTRACT RECORDS</b>				
Capital Improvement Contract Records	Contractual agreements for capital improvements.	Permanent		Vice President for Finance and Administration
Contracts – Construction and Renovation	Records related to construction and renovation of real property.	Permanent	Archive on a regular schedule.	Vice President for Finance and Administration

<b>Record Series Title</b>	<b>Description</b>	<b>Retention Period</b>	<b>Comments</b>	<b>Records Custodian</b>
Contracts – Negotiation Records, Executed Contracts	Records related to the process to enter into a contract or an agreement, or understanding including background support materials, drafts, memos, letters, and related correspondence. The contract itself and all attachments and amendments to it.	<ul style="list-style-type: none"> <li>• Finalized Contracts and Agreements: Retain for 7 years after contract expiration.</li> <li>• All Other Records: Retain until administrative use ceases.</li> </ul>		Vice President for Finance and Administration
Grant and Contract Administration	Records related to the administration of federal and other grants, contracts, and agreements from negotiation to final performance such as grants-in-aid, state contracted services, and vendor contracts. Includes negotiation documentation, memoranda of understanding, agreements, contracts, amendments, terms, budget proposals, and related correspondence.	<ul style="list-style-type: none"> <li>• Permanent: Summary records such as proposals, award letters and selected deliverables, and reports.</li> <li>• All Other Records: Retain for 7 years after final payment or completion of all obligations under the grant or contract and all subsequent renewals, whichever is later.</li> </ul>	Records related to proposals that were not funded may be kept as long as administratively useful and then destroyed.	Vice President for Finance and Administration

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Request for Approval of Revisions to SCP- 1750,  
*Tobacco Usage*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-1750, *Tobacco Usage*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

**STAFF MEMBER:** Samuel Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP - 1750, *Tobacco Usage*. This policy is established to provide employees and students an environment free from the ill effects of tobacco products.

The policy was reviewed by the Facilities and Safety Committee on November 06, 2015 where the recommendation was made to add E-cigarettes and the definition of E-cigarettes to this policy. The policy was then reviewed by Executive Council on March 02, 2016 and the President's Cabinet on March 29, 2016.

On April 5, 2016, the President's Office received an e-mail from Chancellor Sarah Tucker's office inquiring about the tobacco free status of Southern's campus. At its January 2013 meeting, the West Virginia Council for Community and Technical College Education adopted a resolution (attached for reference) declaring that the Council along with the System's Presidents resolved to have tobacco free campuses by June 30, 2014. If institutions had not already implemented a tobacco free status policy, a date at which the policy would be implemented was to be provided to the Chancellor's Office.

SCP-1750, *Tobacco Usage*, has been revised to comply with the tobacco product free campus resolution adopted by the Council, and the title was changed to reflect a tobacco and smoke-free campus.

Based on Council's adoption of the resolution to establish tobacco product free campuses at all West Virginia public community and technical colleges of higher education, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day comment period.

**From:** [Angie Kerns](#)  
**To:** [Alicia Syner](#); [Gunter, Bob](#); [Brady Whipkey](#); [Chuck Terrell](#); [Cyndee Sensibaugh](#); [Dale Bradley](#); [Debbie Richards \(debbie.richards@wvup.edu\)](#); [Teachman, Debra](#); [Balsden, Emma](#); [Fletcher Lamkin](#); [Harry Faulk](#); [June Heckel](#); [Jane Milley](#); [Janene Seacrist](#); [Jo Harris](#); [Keith Cotroneo](#); [Kristin Mallory](#); [Latrenda Sanders](#); [Leslie Lovett](#); [Lori Midkiff](#); [Marshall Washington](#); [Megan Michael](#); [Pete Checkovich](#); [Sarah Tucker](#); [Shirley Reed](#); [Stephanie Kappel](#); [Vicki Riley \(Dr\)](#)  
**Subject:** Tobacco Free Campus Confirmation  
**Date:** Tuesday, April 5, 2016 11:23:10 AM

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All,

The WV Council for Community and Technical College Education adopted the resolution below at its January 2013 meeting, declaring that the Council along with the System's Presidents resolved to have tobacco product free campuses by June 30, 2014. I have been asked by our legal counsel to confirm that all of our System's campuses are now tobacco free. Please confirm by return email no later than this Friday, April 6, 2016, the tobacco free status on your campus. If you have not already implemented a tobacco free campus policy, please include the date by which it will be done.

Thank you,  
Angie

### **Tobacco Product Free Campus Resolution**

Mr. Smith moved the adoption of the following resolution:

WHEREAS, According to the WV Cancer Registry and WV Vital Statistics, there are estimated to be 2,016 new cases of Lung Cancer in West Virginia, with 1,573 cases resulting in death; and,

WHEREAS, According to the American Cancer Society, in 2012 there are estimated to be 40,250 new cases of lip, oral cavity, and pharynx cancers nationwide, with 7,850 cases resulting in death; and,

WHEREAS, The total annual public and private health care expenditures caused by smoking is \$96 billion, the annual health care expenditures solely from secondhand smoke exposure is \$4.98 billion, and the health care costs are as much as 40% higher for smokers than non-smokers, and,

WHEREAS, Smoking in West Virginia costs \$229 million in coverage by the State Medicaid program, a burden from government expenditures amounting to \$309.00 per household, and \$1.07 billion in productivity losses; and,

WHEREAS, According to RAZE, high school students trying tobacco for the first time is steadily decreasing; however, 34.5% of the state's 18-24 year olds are currently using a tobacco product, and,

WHEREAS, Second hand smoke is classified as a known human carcinogen and results in a combined heart disease and lung cancer death toll of approximately 49,000 people in the United States each year; and,

WHEREAS, A recent study has shown that tobacco free campuses have significantly curbed the smoking habits of the students, faculty, and staff to make campuses healthier environments; and,

WHEREAS, The West Virginia Council for Community and Technical College Education, with support of the Chancellor and Institutional Presidents, advocate for the establishment of tobacco product free campuses at all West Virginia public community and technical colleges of higher education effective June 30, 2014; and,

THEREFORE, BE IT RESOLVED, That the West Virginia Council for Community and Technical College Education, with the support of the Chancellor, recommends all Institutional Board of Governors implement a policy to establish a tobacco product free environment on each campus; and,

FURTHER, BE IT RESOLVED, That this resolution be inscribed upon the Council minutes of January 31, 2013.

Mr. Pennington seconded the motion. Motion carried.

Please note my new direct phone line below:

***Angela S. Kerns***

**Executive Assistant to the Vice Chancellor/Council Liaison**

**WV Council For Community and Technical College Education**

1018 Kanawha Blvd., East, Suite 700

Charleston, WV 25301

**Voice: 681.313.2253** / Fax: 304.558.1646

[www.wvctcs.org](http://www.wvctcs.org)

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-1750**

**SUBJECT:** Tobacco ~~Usage~~ and Smoke-free Campus Policy

**REFERENCE:** None

**ORIGINATION:** January 1, 1988

**EFFECTIVE:** ~~January 1, 1988~~

**REVIEWED:** ~~November 2, 2010~~ November 6, 2015 and April 12, 2016

**SECTION 1. PURPOSE**

- 1.1 To establish policy providing employees and students an environment free from the ill effects of tobacco products. There is also evidence to indicate that tobacco and tobacco smoke may be harmful to one's health.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 The issuance applies to all ~~campuses, and central administrative units~~ college owned, operated, or leased property including buildings and vehicles of Southern West Virginia Community and Technical College.

**SECTION 3. DEFINITIONS**

- 3.1 Tobacco Usage – Refers to usage of all forms and types of tobacco, i.e., smoking tobaccos, chewing tobaccos ~~and~~ snuff, and E-cigarettes (also known as electronic cigarettes and vaporizer cigarettes).
- 3.2 E-cigarettes – Battery-operated devices that simulate the experience of smoking designed to deliver nicotine, flavor, and other chemicals to the user in an aerosol or vapor.

**SECTION 4. POLICY**

- 4.1 All locations of Southern West Virginia Community and Technical College are designated as non-tobacco usage facilities.
- 4.1.1 Signs will be posted to inform the general population that tobacco usage is not permitted.
- 4.1.2 This policy applies to college owned or leased buildings, grounds, and state vehicles.
- 4.1.3 ~~Tobacco usage is limited to areas outside college buildings in accordance with local county and state ordinances.~~

**SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 None.

**SECTION 6. GENERAL PROVISIONS**

6.1 None.

## SECTION 7. RESPONSIBILITIES

- 7.1 Department heads and supervisors will be responsible for adherence to the policy in their specified areas of supervision.
- 7.2 All employees have an obligation to see that the provisions of this policy are followed. Faculty members are to ensure compliance by informing students enrolled in each of their classes while the Director of Campus Operations and other campus staff ensure compliance by students in other areas of the campus.
- 7.3 Those members violating this policy will be disciplined according to employee or student disciplinary procedures.
- 7.4 The College will endeavor to provide education and assistance to those students and employees desiring to refrain from tobacco usage.

## SECTION 8. CANCELLATION

8.1 None.

## SECTION 9. REVIEW STATEMENT

- 9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined by the President or the President's designee. Upon such review, the President or President's designee may recommend to the Board that the policy be amended or repealed.

## SECTION 10. SIGNATURES

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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:** November 2010 – Revisions reflect no substantial changes in procedure or documentation requirements. Revisions provide clarity and reflect changes in management responsibilities.

November 2015 – The policy was revised to include E-cigarettes and the definition of E-cigarettes to the policy.

April 12, 2016 – The policy was revised to comply with the tobacco product free campus resolution adopted by the West Virginia Council for Community and Technical College Education at its January 2013 meeting for the establishment of tobacco product free campuses at all West Virginia public community and technical colleges of higher education effective June 30, 2014.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Request for Approval of Revisions to SCP- 2171, *Professional and Educational Requirements for Faculty*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of the SCP-2171, *Professional and Educational Requirements for Faculty*, and attachments to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP-2171, *Professional and Educational Requirements for Faculty*. This policy was created to establish professional and educational requirements for faculty members of Southern West Virginia Community and Technical College and a system for documenting faculty and instructional staff credentials.

This policy was reviewed by Executive Council on March 2, 2016 and the President's Cabinet on March 29, 2016. Revisions were made to reflect changes in guidelines in determining qualified faculty through the Higher Learning Commissions's criteria for accreditation and to reflect any title and name changes for the college and the Higher Learning Commission. Following these reviews, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2171**

**SUBJECT:** Professional and Educational Requirements for Faculty

**REFERENCE:** The Higher Learning Commission (HLC) ~~of the North Central Association of Colleges and Schools (NCA)~~ publication ~~“Commission Guidance on Determining Qualified Faculty Practices,”~~ “Determining Qualified Faculty through HLC’s Criteria for Accreditation and Assumed Practices,” October 2015; SCP-2250, Hiring Adjunct Faculty; Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 45, Community and Technical College Faculty Instructional Load.

**ORIGINATION:** September 1, 2000

**EFFECTIVE:** ~~June 18, 2013~~

**REVIEWED:** ~~December 11, 2012~~ March 2, 2016

**SECTION 1. PURPOSE**

- 1.1 To establish professional and educational requirements for faculty members of Southern West Virginia Community and Technical College and a system for documenting faculty and instructional staff credentials.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This issuance applies to all full and part-time faculty, and instructional staff, teaching courses for Southern West Virginia Community and Technical College.

**SECTION 3. DEFINITIONS**

- 3.1 Faculty – Those individuals employed with faculty rank whose major responsibility is the delivery of courses of instruction.
- 3.2 Full-time Faculty – An individual employed on a full-time year to year basis designated as faculty who holds rank and is assigned a full-time workload per institutional guidelines.
- 3.3 Adjunct Faculty – Those individuals employed by the College on a part-time basis for the delivery of courses of instruction. An adjunct faculty teaching load will ~~“normally”~~ be limited to nine (9) credit hours per semester.

**SECTION 4. POLICY**

- 4.1 All full and part-time teaching faculty, and instructional staff, of Southern West Virginia community and Technical College will meet the professional and educational requirements of the Higher Learning Commission (HLC) ~~of the North Central Association of Colleges and Schools~~ as outlined in this policy statement and will provide the College all required employment and educational/professional credentials.

## SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

## SECTION 6. GENERAL PROVISIONS

### 6.1 Professional and Educational Requirements

6.1.1 Minimum Requirements: The following Southern West Virginia Community and Technical College professional and educational requirements for full and part-time teaching faculty are consistent with the requirements of the Higher Learning Commission (HLC) ~~of the North Central Association of Colleges and Schools.~~

6.1.1.1 Faculty who teach courses at the associate degree level in the general education transfer area will have a minimum of a master's degree in the ~~field~~ discipline or subfield of study in which they teach OR a master's degree in a cognate field with a minimum of 18 graduate level hours in a discipline consistent with the teaching assignment.

6.1.1.2 Faculty who teach courses ~~considered to be~~ in the career/technical associate degree program areas will have a minimum of a bachelor's degree in the field and/or a combination of education, training and tested experience, with documented technical competence in the field and/or program area in which they teach.

6.1.1.3 Faculty who teach the certificate degree programs will have a minimum of an associate's degree and documented technical competence in the field and/or program area in which they teach.

6.1.1.4 Faculty who teach in Transitional Studies (remedial) programs will have a bachelor's degree in the subject(s) taught, or a related field with subject specific certifications.

6.1.1.5 Academic Lab Managers who provide instructional support for programs/courses will hold the appropriate credentials and experience as determined by the program's national accrediting agency and/or the Vice President for Academic Affairs and Student Services.

6.1.1.6 Faculty who teach courses as part of an academic program that maintains national accreditation or state licensure will have at least the minimum credentials required by the accrediting/licensing body.

### 6.2 Exceptions to Minimum Requirements

6.2.1 In certain exceptional cases, unique experience and demonstrated competency may be substituted for academic preparation. Such exceptions must be justified on an individual basis and approved by the Vice President for Academic Affairs and Student Services. Documentation of work experience, certifications and other qualifications used as a substitute or supplement to formal academic preparation or required degrees must be maintained in the individual's personnel file.

6.2.2 In certain circumstances when vacant undergraduate program vocational/technical teaching positions are difficult to fill, applicants who have completed a significant program of study in the discipline for which faculty positions were advertised, with substantial course work at least one level above that of the courses being taught or developed may be considered. The HLC assumes that successful completion of a coherent degree better prepares a person than an unstructured collection of credit

courses. Therefore, faculty teaching in the career/technical associate degree program areas and not holding a master's degree must show continuous professional growth in their teaching areas leading to a master's degree or appropriate licensure or certification.

- 6.2.3 Faculty members teaching in certificate degree programs and not holding a bachelor's degree must show continuous professional growth in their teaching areas leading to a bachelor's degree or its equivalent.

### 6.3 Faculty/Instructional Staff Credentials Certification

- 6.3.1 Each faculty member will furnish the following credentials at time of application: application with resume/vita, and official transcripts. These documents must be on file in the Human Resources Office by the first day of actual employment by the college. Any exceptions must have the approval of the Vice President for Academic Affairs and Student Services.
- 6.3.2 The Faculty Credentials Certification Form has been designed to ensure all required credentials are part of an employee's official personnel file. The ~~Department Chairperson/Dean~~ Division Head will provide a list of all courses the employee is qualified to teach and the degrees, ~~and/or~~ special certifications ~~and/or experiences~~ which meet ~~NCA-HLC~~ credentialing requirements for teaching these courses. The ~~Department Chairperson/Dean~~ Division Head will furnish the completed form with all documentation to the Human Resources Office for the employee's official personnel file.

## SECTION 7. RESPONSIBILITIES

### 7.1 Full-time and Part-time Faculty Members and Instructional Staff will:

- 7.1.1 Furnish all employment and teaching credentials for his/her official personnel file.
- 7.1.2 Make continuous progress in their professional growth.
- 7.1.3 If, by approved exception, minimum educational requirements are not met, he/she must enroll immediately in a program designed to achieve the required degree or educational levels.

### 7.2 ~~Department Chairperson/Dean~~ Division Head will:

- 7.2.1 Complete and sign a Faculty Credentials Certification Form for each faculty member within his/her division and/or program area and ensure personnel files are properly documented. The form must be reviewed annually and submitted with the faculty member's annual evaluation.
- 7.2.2 Ensure educational and professional background of all faculty members in their department, division, and/or program area meet the standards established by ~~NCA-HLC~~ and this institution. Full-time faculty employed prior to the effective date of this policy and not meeting the minimum educational requirements as stated will be provided institutional assistance through professional development funds and/or tuition waivers to meet minimum requirements within a reasonable period of time.
- 7.2.3 Develop, in consultation with the affected faculty member, a development plan designed to achieve required degree or educational levels for teaching in discipline.
- 7.2.4 Review annually, as part of the performance evaluation, progress made by each faculty member on his/her professional development plan, particularly those teaching under an approved exception.

## 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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<b>Board of Governors Chair</b>	<b>Date</b>
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<b>President</b>	<b>Date</b>
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**Attachments:** SCP-2171.A, Faculty Credentials Certification Form

**Distribution:** Board of Governors (12 members)  
www.southernwv.edu

**Revision Notes:** September 29, 2007 – Revised to exclude references to instructional staff, to update titles, and to add references.

December 11, 2012 – Revisions reflect a reduction in the minimum requirement for faculty teaching transitional studies courses. Definition of a full-time faculty modified to match that found in other institutional policies. Expanded requirements for vocational/occupational program faculty to include equivalent credentials, such as licenses and certifications. Included the requirement to review Faculty Credentials Certification Form annually with faculty evaluation.

March 2, 2016 – Revised to reflect changes in guidelines in determining qualified faculty through the HLC's criteria for accreditation and to reflect any title and name changes for the College and the HLC.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS**

**SCP-2171.A**

**Faculty Credentials Certification Form**

Name: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Campus/Division/Program: \_\_\_\_\_

To be completed by ~~Department Chair~~ Division Head

**Degrees Held (Press "tab" in last cell to add additional row in table):**

Degree Level	Date Official Transcript Received	Granting Institution	Major	Minor

**Courses for which this faculty member meets minimum requirements per SCP-2171:**

Course Dept/No	Courses Title	Qualifications/Justification (i.e. Degree level and major; graduate hours; license; certification; experiences*, etc. Provide specific explanation. Press "tab" in last cell to add additional row to table.)

**Professional Development::**

	___ Required
	___ Required
	___ Required

I have verified the above information to the best of my ability. In addition, I have explained to the employee that all official documents must be in the Human Resources Office prior to his/her first day of employment.

**SIGNATURES:**

\_\_\_\_\_  
~~Department Chair~~ Division Head Date

\_\_\_\_\_  
~~Academic Dean~~ Date

\_\_\_\_\_  
~~Chief Academic Officer~~ Vice President for Academic Affairs and Student Services Date

*\*Experiences should meet tested experience requirements for specific disciplines and programs.*

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Request for Approval of Revisions to SCP- 2226,  
*Faculty Incentive Pay Program*

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2226, *Faculty Incentive Pay Program*, and attachments to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP- 2226, *Faculty Incentive Pay Program*. This policy establishes a multifaceted incentive pay program to reward the faculty for exemplary performance and completion of projects which meet the needs of the institution by achieving or moving toward the goals of the Institutional Compact and Master Plan.

This policy was reviewed by Executive Council on March 2, 2016 and the President's Cabinet on March 29, 2016. Following these reviews, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2226**

**SUBJECT:** Faculty Incentive Pay Program

**REFERENCE:** West Virginia Code §18B-8-2

**ORIGINATION:** April 1, 2001

**EFFECTIVE:** ~~October 16, 2001~~

**REVIEWED:** ~~February 16, 2011~~ March 2, 2016

**SECTION 1. PURPOSE**

- 1.1 To establish a multifaceted incentive pay program to reward the faculty for exemplary performance and completion of projects which meet the needs of the institution by achieving or moving toward the goals of the Institutional Compact and Master Plan.
- 1.2 Other benefits of the Faculty Incentive Pay Program are to improve performance; improve faculty knowledge and abilities; maintain currency in discipline; improve quality of advising; improve student retention; increase enrollment; improve service to the student, institution, and community; promote excellence in learning; provide performance feedback to faculty members; and improve instructional effectiveness.

**SECTION 2. SCOPE AND APPLICABILITY**

- 2.1 This policy is applicable to all full time faculty.

**SECTION 3. DEFINITIONS**

- 3.1 Incentive Award — Monetary or other reward earned by exemplary performance or completion of an Incentive Plan approved by the President.
- 3.2 Incentive Project — Proposal developed by a faculty member which outlines a project which achieves or moves toward the goals of the Institutional Compact and Master Plan. The faculty member proposes exemplary completion of the project in exchange for consideration of a monetary or other reward. An Incentive Project proposal presents a new, creative, or innovative approach to improving individual, instructional, or institutional effectiveness.
- 3.3 Incentive Project Cycle — Period of time commencing April 1 and ending March 31 of each year during which Faculty Incentive proposals are submitted, approved, completed, evaluated, and the award is approved for payment.

**SECTION 4. POLICY**

- 4.1 It is the policy of this institution to make faculty incentive pay awards based upon satisfactory achievement of pre-approved projects through an Incentive Pay Program in accordance with the criteria and provisions outlined in this policy.

**SECTION 5. BACKGROUND OR EXCLUSIONS**

- 5.1 Faculty may only receive incentive pay once for any one type of project. As an example, but not limited to this example is, a faculty member may receive incentive pay for developing a web course only once. It is expected that once a faculty member has developed this particular skill, he or she will apply such skill in the normal course of their duties in the future.
- 5.2 Activities/responsibilities which will not be included in the Incentive Pay Program include: participation in governance, longevity, service, faculty rank, or any criteria that are considered for faculty promotion in rank.

## **SECTION 6. GENERAL PROVISIONS**

- 6.1 General provisions and guidelines for the Faculty Incentive Pay Program include:
  - 6.1.1 The institutional budget for faculty incentive pay will be determined by the President.
  - 6.1.2 The number of incentive projects accepted, and therefore incentive pay awards given each year, will be based on the amount of funds available.
  - 6.1.3 A faculty member must apply for participation in the Incentive Pay Program by developing an Incentive project in accordance with provisions and time lines outlined in this policy.
  - 6.1.4 Submission of an Incentive Pay project does not guarantee acceptance into the program.
  - 6.1.5 Incentive pay will not become part of the faculty member's base salary.
  - 6.1.6 A range of monetary values for incentive pay awards may be established in order to meet the strategic needs of the institution. For example, projects which meet a targeted need may have an award that is higher than projects which, though meritorious, would not meet the strategic issues, goals, and objectives of the Compact and Master Plan.
  - 6.1.7 Non-monetary reward components may be considered. For example, granting of a multi-year appointment for a non-tenure track faculty or granting of release time.
  - 6.1.8 Achievement of an incentive project does not constitute continuance of incentive pay in succeeding years.
  - 6.1.9 Points of consideration for incentive pay are to be separate and distinct from promotion criteria.
  - 6.1.10 Receipt of faculty promotion in rank and an incentive pay award in the same year is possible, only if the components/criteria of the approved Incentive project are distinct and separate from those considered for promotion.
  - 6.1.11 Successful Incentive Pay Project applications and reports will be made available for review by other faculty, only with permission of the incentive pay recipient.
  - 6.1.12 Improvement plans designed and implemented to bring faculty performance up to satisfactory levels will not be considered as Incentive Pay Projects.
- 6.2 Eligibility Criteria:
  - 6.2.1 The faculty member must be employed at least one full academic year before submitting an Incentive

Pay Project for consideration.

- 6.2.2 The faculty member must have received a positive (beyond “satisfactory” or “average”) performance evaluation for the year immediately preceding submission of an Incentive Pay Project for consideration.

## **SECTION 7. RESPONSIBILITIES**

- 7.1 It is the responsibility of the ~~Department Chair~~ Division Head to ensure that all faculty receive an annual performance review according to institutional policy.
- 7.2 It is the responsibility of the faculty member to make application for incentive pay project consideration in accordance with the time lines established herein.

## **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 2226.A, *Faculty Incentive Pay Program Criteria and Application Guidelines*  
SCP 2225.B, *Faculty Incentive Pay Program Agreement Form*

**Distribution:** Board of Governors (12 members)  
www.southern.wvnet.edu

**Revision Notes:** September 16, 2008 — Policy changed to new SCP format and minor title changes made.  
November 11, 2008 — Technical revisions made to this policy.  
February 16, 2011 — Revised to incorporate provisions of “Faculty Incentive Program.”  
May 3, 2016 – Title correction only in Section 7.1.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2226.A**

**FACULTY INCENTIVE PAY PROGRAM CRITERIA AND APPLICATION GUIDELINES**

**1. Incentive Pay Projects Developed under Compact and Master Plan**

SCP-2226, *Faculty Incentive Pay Program*, provides the purpose, provisions, procedures, and time lines for application, approval, completion, and finalization of a Faculty Incentive Pay Project. This attachment is intended to provide criteria and guidance for development of the Faculty Incentive Pay Project proposal.

The most important aspect of this program is that the outcomes of the Incentive Pay Project proposal achieve or move the institution toward achieving the strategic priorities, goals and objectives of Southern's Compact and Master Plan. As stated in the Executive Summary of the Institutional Master Plan, "The compact for Southern West Virginia Community and Technical College (Southern) serves as the institution's agreement with the people of West Virginia, as represented by the Legislature, on how to expand and diversify the economy; how the College will help to increase the competitiveness of the State's workforce; and the contribution the College will make in creating a system of higher education that is capable of playing this vital role in the State's future." Faculty are referred to the Compact and Master Plan for detail on how Southern plans to accomplish the goals established by the Legislature. It is these goals and objectives from which faculty are to develop Incentive Pay Projects. The documents are available online at <http://www.southernwv.edu/administration/governance/strategy>.

Faculty Incentive Pay Projects are expected to contain innovative and creative methods or activities. Faculty are encouraged to "think differently" about how this institution accomplishes its strategic goals and the role he or she can play in achievement of our mission.

**2. Other Criteria for Development of Incentive Pay Plans**

Other criteria for development of Incentive Pay Projects can be used. However, the availability of funds for programs not specifically tied to the institutional Compact and Master Plan may be limited. Any of the following areas will be considered valid for development of Incentive Pay Projects providing they meet requirements for innovation and improvement – and provided the faculty member can demonstrate that the project is tied to the strategic goals of the institution. Faculty should bear in mind that any Incentive Pay Project developed under this section must contain substantial innovation and demonstrate outcomes beyond the ordinary.

This section includes taking on any number of tasks voluntarily or at the request of the administration. However, a faculty member's Incentive Pay Project evaluation should not be determined by the number of supplemental tasks or committees on which he or she has served, but by the quality of the participation and his/her willingness to assume assigned tasks.

**2.1 New or additional use of Technology (Technology Advances)**

- 2.1.1 Developing Web Base Course (when no release time provided or not part of regular job assignment).
- 2.1.2 Use of presentation software/hardware in class.
- 2.1.3 Demonstration and requirement of student use of Internet for research; Presentation software/hardware; Email to communicate with peers and instructor; require use of

- application software for class assignment.
- 2.1.4. Innovative or more effective use of ICR.
- 2.1.5 Creation of software or technology.

## **2.2 Teaching**

“Teaching” is broad and inclusive. Teaching encompasses instruction and such activities as advising, mentoring, supervision, (e.g., individual studies, course and program coordination, and assessment of learning outcomes.)

- 2.2.1 Adopting alternative delivery methods, scheduling, including but not limited to developing courses in web-based, modular or fast-track delivery format.
- 2.2.2 Substantial, innovative improvement of classroom materials (syllabi, handouts, examinations, etc.).
- 2.2.3 Directed studies (independent studies, internships, challenge exams, portfolio evaluations, etc.).
- 2.2.4 Teacher Exchange.

## **2.3 Scholarly Activity**

Scholarship includes discovery (traditionally labeled research, especially published or presented to professional audiences), integration (e.g., inter- or cross-disciplinary efforts), application (e.g., used in teaching or solving social, community, or technical problems); and creative activity (e.g., works of art, performances).

- 2.3.1 Pilot new courses.
- 2.3.2 Write and receive grant funding for the institution.
- 2.3.3 Design/develop new programs.
- 2.3.4 Major redesign of program curriculum.
- 2.3.5 Author/coauthor textbooks or sections thereof.
- 2.3.6 Volunteering/leading committees or advising work over summer (non-paid work).
- 2.3.7 Accepting a gratis teaching assignment or non-paid independent study course load.
- 2.3.8 Discipline specific publication in journals.
- 2.3.9 Presentation of papers at national, state, or regional professional meetings.
- 2.3.10 Development of textbooks or other instructional material.
- 2.3.11 Successful efforts for new instructional program certification/accreditation.
- 2.3.12 Outstanding Professional Association Memberships (e.g., officer/committee assignment).

## **2.4 Professional Faculty Development**

Professional Development means substantial efforts at continued self-improvement. An Incentive Plan may require more than one activity listed.

- 2.4.1 Obtainment of higher level degree in discipline or program that meets institutional needs, or acquisition of second graduate degree.
- 2.4.2 Postdoctoral studies.
- 2.4.3 National Science Foundation or similar study programs.
- 2.4.4 Study trips abroad.
- 2.4.5 Extensive research and study leading to course preparation or revision.
- 2.4.6 Additional specialized course work in discipline.
- 2.4.7 Active participation / attendance/ support of institutionally sponsored faculty development.

- 2.4.8 Taking courses in delivery methods, adult learning, teaching strategies/methodologies, etc.
- 2.4.9 Attainment of new professional certifications.
- 2.4.10 State, regional, national association conference attendance.

## **2.5 Retention Efforts**

Activities under this section must be different from normal events and be above what is normally required to do as part of regular jobs.

- 2.5.1 Mentoring students (formal and documented).
- 2.5.2 Outstanding sponsorship of active clubs and student organizations.
- 2.5.3 Sponsoring/coordinating award banquets/presentations, student recognition programs, etc.
- 2.5.4 Organize, arrange and plan/coordinate a new student-related public event.
- 2.5.5 Judging/sponsoring academic contests or activities (e.g., science fairs, academic bowls, intermurals, etc.).

## **2.6 Recruiting Efforts**

Effective involvement and activity in College Recruiting Plan (e.g., visiting schools, speaking at civic clubs, organizations, community events, etc.).

## **2.7 Service to the Institution**

Effective sponsorship and participation in college activities (e.g., golf outings, fundraising events, public relations activities, making presentations at graduations, etc.).

- 2.7.1 Providing expert advice /consultancy to the College.
- 2.7.2 Plan, organize, arrange successful public events.

## **2.8 Service to the Community**

- 2.8.1 Sponsorship or activity applying the faculty member's expertise to benefit the College and its community in general. Serving as resource person for community groups.
- 2.8.2 Sponsor or conduct lectures and seminars for community groups.
- 2.8.3 Providing expert advice/consultancy to community groups.
- 2.8.4 Professional Exhibits, Presentations, Consulting, Practice, Performances.

## **2.9 Active in, and Supportive of, Assessment Activities**

Participates in planning and conducting assessment activities. This section not only requires a faculty member to support/subscribe to the philosophy and need for student assessment, but to recognize its relevance, and use the outcomes of assessment in a manner that makes a substantial improvement in program curriculum, student placement, or transfer. (Results must be documented.)

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-2226.B**

**FACULTY INCENTIVE PAY PROGRAM AGREEMENT FORM**

This form, along with the approved Faculty Incentive Pay Project Proposal, describes the award conditions and the incentive option(s) provided to \_\_\_\_\_ (participant) for participation in the Faculty Incentive Pay Program of Southern West Virginia Community and Technical College (College) for the fiscal year \_\_\_\_\_.

As indicated through the signature(s) below, the participant agrees to fulfill all the terms and conditions associated with the completion of the approved Faculty Incentive Pay Project and required by the Faculty Incentive Pay Program as described in College Policy, SCP-2226, the Criteria specified in SCP-2226.A as well as those included within this agreement form.

In addition to this agreement form, the participant agrees to complete, sign and submit on the date(s) due, **SCP-2593.A, *Payment to Individuals for Services Form***, with all necessary and required signatures, to receive any and all payments associated with the completion of this Faculty Incentive Pay Project.

**Section 1 – Project Description**

Please provide a brief description of the approved project. (The approved Faculty Incentive Pay Project Proposal must be attached to this Agreement Form.)

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**Section 2 – Award Conditions**

The participating faculty member agrees to all award conditions outlined in the *Faculty Incentive Pay Program*, SCP-2226 and SCP-2226.A, *Faculty Incentive Pay Program Criteria*.

Failure to complete the Incentive Pay Project in its entirety or failure to present of all expected deliverables as outlined in the approved Faculty Incentive Pay Project **will result in the cancellation of this agreement and the forfeiture of any incentive pay associated with the project. In addition the participant agrees to repay any**

**and all funds received in advance of the satisfactory completion of the approved Faculty Incentive Pay Project must be repaid to the College.**

Any course(s), material(s), program(s), service(s), and/or any other product(s) developed under the terms of this Faculty Incentive Pay Project become the sole property of Southern West Virginia Community and Technical College and any and all individual intellectual and/or other proprietary rights or claims of the faculty member are waived.

**Section 3 – Incentive Pay and/or Other Incentives Awarded:**

Please provide a detailed description of the incentive [monetary incentive pay, release-time, etc.] awarded by the College and accepted by the faculty participant under the terms and conditions of the approved Faculty Incentive Pay Project. The description must provide dates upon which any monetary payment will be processed.

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Immediate Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Financial Officer

\_\_\_\_\_  
Date

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Request for Approval of Revisions to SCP- 5620, *Traffic and Vehicle Speed, Flow and 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, *Traffic and Vehicle Speed, Flow and Parking Regulations Policy*, to Southern's constituencies and the Chancellor for Community and Technical College Education for the required 30-day comment period.

**STAFF MEMBER:** Sam Litteral

**BACKGROUND:**

The Vice President for Finance and Administration Unit was charged with the review of SCP- 5620 *Traffic and Vehicle Speed, Flow and Parking Regulations Policy*. 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.

This policy was reviewed by Executive Council on March 2, 2016 and the President's Cabinet on March 29, 2016. Following these reviews, no changes were recommended to the policy. Therefore, it is recommended that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
SCP-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~~ March 2, 2016

**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.

**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.

**SECTION 3. DEFINITIONS**

- 3.1 None.

**SECTION 4. POLICY**

- 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 fine 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 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 state law and are subject to a fine in an amount as set forth by the West Virginia State Fire Marshall's Office.
- 6.8 Individuals will park vehicles within 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 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 or injury to anyone.
- 7.2 The Director of Campus Operations will monitor the roads, driveways, and parking lots to observe that users are obeying the policy regulations. The Director shall issue proper warnings or initiate other appropriate disciplinary action necessary against violators of the terms of this policy.

## SECTION 8. CANCELLATION

- 8.1 None.

## SECTION 9. REVIEW STATEMENT

- 9.1 This policy shall be reviewed on a regular basis with a time frame for review to be determined 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 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.

March 2016 – No changes recommended.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Request for Approval of Institutional 2015-2020 Master Plan

**RECOMMENDED RESOLUTION:** *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the Southern West Virginia Community and Technical College Master Plan, *Fulfilling the Vision: 2015-2020*, and authorize its submission to the West Virginia Council for Community and Technical College Education for its approval.

**STAFF MEMBER:** Allyn Sue Barker

**BACKGROUND:**

The West Virginia Council for Community and Technical College Education amended and approved the master plan, *Fulfilling the Vision: 2015-2020*, for the Community and Technical College System of West Virginia at their April 16, 2015 meeting. On June 7, 2015, the master plan was approved by the Legislative Oversight Commission on Education Accountability. In May 2015, Southern West Virginia Community and Technical College set an internal deadline of August 3, 2015 for submission of master plan strategies and target dates. An internal master plan template was created, which includes strategies, target dates, responsible party, action, and rationale, because the Community and Technical College System of West Virginia had not finalized a master plan template. Southern employees developed strategies and target dates that were formulated into the internal document. This document has been presented and approved through the Institutional Governance System.

The 2015-2020 Master Plan was originally due to be submitted to the West Virginia Council for Community and Technical College Education on or before November 1, 2015. As of September 17, 2015, the Community College System of West Virginia had not finalized the 2015-2020 Master Plan template. The official template was to include completed strategies, new strategies, and continuing strategies, along with target dates.

Because the official template had not been issued by the Community and Technical College system prior to the Board of Governors scheduled October 2015 meeting, Southern West Virginia Community and Technical College's Master Plan, *Fulfilling the Vision: 2015-2020* internal document was presented to the Board of Governors for review and consideration for approval at the October 8, 2015 meeting. The document was approved with the understanding that the approved strategies be transferred to the official format for submission to the Community and Technical College System of West Virginia once the official format was received.

The Community and Technical College System of West Virginia finalized and issued the Master Plan, *Fulfilling the Vision: 2015-2020* template and measures to Southern West Virginia Community and Technical College on March 14, 2016 with a submission date of May 1, 2016. Southern is to provide in this document annual institutional targets for 2016-17 to 2019-20

planning period for all four major goals and for each goal specific strategies covering the annual academic planning period 2016-17. The institutional baseline data and targets (2019-20) were provided by the Community and Technical College System of West Virginia.

The Master Plan strategies approved by the Board of Governors on October 8, 2015 were moved under the appropriate goal in the new Community and Technical College System of West Virginia document. This document, along with instructions provided by the Community and Technical College System of West Virginia, was distributed to all administrators, Governance Committee Chairs, and Division Heads requesting they work within their units and departments and submit all the necessary changes to the Chair of the Strategic Planning and Financial Review Governance Committee. The changes were compiled and distributed to members of the Strategic Planning and Financial Review Committee. The committee made and approved changes to the document, then forwarded the final document to President's Cabinet who reviewed, modified, and approved the document on March 29, 2016. Therefore, the staff recommends the proposed Southern West Virginia Community and Technical College Master Plan, *Fulfilling the Vision: 2015-2020* as presented to the Board of Governors for approval and submission to West Virginia Council for Community and Technical College Education for its approval.



# **Meeting the Challenge: MASTER PLAN**

**Fulfilling the Vision: 2015 - 2020**

***An Institutional Compact for Success***

**Planning Period 2016-17 thru 2019-20**

**Institution:**

Southern WV Community & Technical College

# MEETING THE INSTRUCTIONS

## CHALLENGE:

### Section A – Contact Information

1. Provide a contact to whom questions should be addressed.

### Section B – Institutional Mission

1. Provide the approved institutional mission statement.

### Section C – Institutional Goals and Targets

1. Provide annual institutional targets for the 2016-17 to 2019-20 period for all four major goals.
2. Institutional baseline data and targets (2019-20) are provided by the Council System Office.
3. For each goal, provide specific strategies covering the annual academic planning period 2016-17 (bullet-point format ONLY).

**Section D – Performance Indicator Definitions** – A definition of each measure begins on page 12.

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**The Institutional Compacts are due in the Council office  
on or before May 1, 2016**

**Once compacts are completed, convert to Adobe PDF format and submit electronically to  
June Heckel at [heckel@wvctcs.org](mailto:heckel@wvctcs.org)**

### Section A

# MEETING THE

Contact information:

# CHALLENGE.

Name: Dr. Robert Gunter

Address: PO Box 2900

City: Mount Gay

State: WV

Zip: 25637

Telephone: 304-896-7439

Fax: 304-792-7046

Email: Bob.Gunter@southernwv.edu

## Section B

**Institutional Mission Statement:** Southern WV Community & Technical College

Southern West Virginia Community and Technical College provides accessible, affordable, quality education and training that promote success for those we serve.

### **Institutional Commitments**

As a comprehensive community and technical college, Southern is committed to providing:

1. Developmental and pre-college level education for those who lack the necessary academic background for direct entry into college-level courses.
2. Programs of study leading to the associate in arts and the associate in science degrees which can be effectively transferred and applied toward the baccalaureate degree.
3. Programs of study in career and technical fields leading to a skill-set certification, certificate degree and/or the associate in applied science degree for entry into the workforce.
4. Workforce development, continuing education and training programs that support the needs of employees and employers and serve as a mechanism for economic development.
5. Support services that assist students in achieving their education and training goals.

# MEETING THE

6. Community interest programs and activities that promote personal growth and cultural enrichment

# CHALLENGE:

*Approved June 18, 2013  
Southern WV Community and Technical College  
Board of Governors*

## Section C

# MEETING THE

## Goal 1. Improve the success of students by increasing college completion.

### CHALLENGE:

Measures	Baseline	16-17	17-18	18-19	19-20
a. Total degrees awarded	280	310	350	370	420
b. Workforce skill sets awarded	2,878	3022	3166	3310	3,454
c. Credits to degree	92.7	90	85	80	72
d. Time to degree (in years)	5.2	4.9	4.3	3.7	3
e. Percentage of first-time freshmen who successfully complete the first college-level <u>math</u> course requirements by the end of year one of enrollment	11.8%	35	45	50	80%
f. Percentage of first-time freshmen who successfully complete the first college-level <u>English</u> course requirements by the end of year one of enrollment	51.3%	60	65	70	80%
g. Licensure passage rate	84.0%	86.0%	87.0%	88.0%	90%
h. Employment placement rate	72.4%	74.0%	76.0%	78.0%	80%
i. Percentage of students transferring who achieve a GPA of 2.0 or better on a 4.0 scale at the conclusion of their first year of enrollment at in-state four-year public institutions	89.1%	89.2%	89.3%	89.4%	80%*

\*80% is the 2019-20 "system" target. We encourage institutions that exceed the goal to continue efforts to do so.

Measures	Baseline derived from the following
a. Total degrees awarded	6 year average
b. Workforce skill sets awarded	4 year average (due to change in matrix definitions)
c. Credits to degree	Most recent year available
d. Time to degree	Most recent year available
e. Successful completion of first college-level math	Most recent year available
f. Successful completion of first college-level English	Most recent year available
g. Licensure passage rate	Most recent year available
h. Employment placement rate	Most recent year available
i. Academic preparation	Most recent year available

# MEETING THE

**Goal 1 Strategies:** Please provide strategies for improving the success of students by increasing college completion for the 2016-17 academic planning period.

## Strategies

- Strengthen the partnership established between Adult Education and Southern to facilitate the referral process for students whose degree requirements include technical math (MT 124) but who do not meet the established cut score. Develop and implement a contract between the student, Southern, and Adult Education to facilitate the delivery of services and sharing of assessment data.
- Provide tutoring in basic skills on all campuses through the developmental education coordinators.
- Continue to use co-curricular model of delivery of developmental mathematics for gateway college-level mathematics courses.
- Continue to utilize TAACCCT 3 Grant to fund three developmental education coordinators who provide additional support for developmental education students.
- Provide students with added support and assistance from developmental education coordinators.
- Provide free tutoring to students in English, writing, and math within the co-curricular model and in other subjects during faculty office hours.
- Continue outreach and enrichment efforts for K-12 students.
- Continue implementation and improvement of block scheduling models.
- Continue to identify and market academic programs that meet the needs of the nontraditional student and veteran (Board of Governors, Technical Studies, Occupational Development, etc.) in order to increase the number of graduates from this population of students, as well as traditional students.
- Refine policy and procedure regarding credit for prior learning.
- Continue summer boot-camps to help students improve initial placement scores to reduce the number of students in need of co-curricular math and English supplemental instruction.
- Continue to use co-curricular model of delivery of developmental English for gateway college-level English courses.
- Implement Math Readiness, ACT Prep, and HESI Prep Boot Camps between semesters and during the summer.
- Work to ensure development and implementation of stackable credentials.
- Work with HEPC to develop and implement processes for granting associate degrees under reverse transfer policy.
- Improve, streamline, and simplify the application and approval the process and procedures of awarding degrees in order to encourage candidates for graduation to complete the process.
- Develop and implement process of identifying students who complete credit-bearing skills sets and granting them a formal completion of skill set credential; as a corollary, develop technological means of reporting completed skill sets in credit-bearing area.
- Complete development and dissemination of semester-by-semester suggested sequences of courses for all programs.
- Refine policy and procedure regarding credit for prior learning.
- Continue implementation of offering programs in accelerated scheduling modes where possible to include both 30 credit certificate programs and 60 credit associate degree programs.
- Review and revise math and English course prerequisites for other courses offered to reflect co-curricular model of delivery for developmental and college-level math and English.
- Develop new ways to encourage student use as well as advisor use of DegreeWorks to assist students in taking the most direct route to graduation.
- Develop and implement effective and ongoing process for the review of transcripts of students who left Southern without a certificate or degree to determine how much they need to complete before contacting student about potential of completing.

# MEETING THE

## CHALLENGE:

- Coordinate activities with other WV colleges and universities with the assistance of the HEPC to implement processes for granting degrees under the state-approved reverse transfer process.
- Develop and implement an effective marketing plan for communicating with interested population about accelerated career/technical programs that students can enter.
- Maintain approval with the State of Kentucky to allow clinical rotations at Kentucky healthcare facilities.
- Continue delivery of training and professional development opportunities for business and industry within the region.
- Continue to expand workforce development education courses and/or programs into other sectors and industries.
- Continue implementation of simulated workplace in career technical programs, as appropriate.
- Continue to engage with employers on program advisory boards to ensure quality of curriculum being taught and to discuss quality of knowledge/ability of graduates from programs.
- Continue to work towards implementation of Career Services Centers.
- Where appropriate imbed general education competencies within technical program curricula.
- Increase amount and variety of simulation experiences for students in health programs.
- Add content, as appropriate, to career technical programs in entrepreneurship to enhance student awareness of business needs and concerns.
- Continue to monitor and update the statewide core coursework transfer agreement.
- Continue to maintain and improve quality classes available for AA and AS transfer degrees.
- Continue to update and upgrade 2+2 and other transfer/articulation agreements with bachelor-granting institutions throughout WV.
- Ensure quality of academic programs through the student learning assessment process at Southern.
- Regularly review general education goals.
- Revise process by which University Transfer students are assigned to faculty advisors.
- Increase the number and seamless nature of individual coursework and degree agreements with transfer institutions.
- Develop and implement a regular schedule for the review of course objectives.
- Revise the A.A. and A.S. degree requirements to improve alignment with baccalaureate degree requirements at transfer institutions and to provide greater flexibility of requirements to serve a broad spectrum of majors to promote degree completion and seamless transfer.
- Develop new courses with a global perspective to meet the needs of transferring students.
- Develop new EDGE agreements within the Healthcare and Business Division to assist with degree pathway completion.
- Continue the expansion of an Accelerated Medical Assisting AAS Degree on the Williamson Campus.
- Continue to implement new and expanding programs within the scope of the TAACCCT 4 grant.
- Review and revise piloted assessment week activities as needed.
- Continue institutional support for co-requisite model of basic skills classes, providing math and language support to students who test below college level in math and/or language upon entering college to support student completion.
- Develop and implement more effective advising strategies and practices, involving more active and intrusive advising of students throughout their programs in order to support student completion.
- Develop and implement additional and enhanced academic support services for students, to include more tutoring opportunities and greater opportunities for practice of skills, such as supported open lab times in order to support student completion.

# MEETING THE

**Goal 2. Meet the workforce demands of employers and enhance economic development efforts in West Virginia.**

## CHALLENGE.

Measures	Baseline	16-17	17-18	18-19	19-20
a. Training contact hours delivered	36,239	38051	39863	41675	43,487
b. Total career-technical degrees awarded	216	240	275	300	324
c. Workforce skill sets awarded	2,878	3022	3166	3310	3,454
d. Employers served	38	44	50	56	62
e. Regional sector-based partnerships (cumulative)	--	1	1	1	3
f. Entrepreneurship education (cumulative)	--	3	3	4	10
g. Learn and earn partnerships, paid internships or registered apprenticeships established (cumulative)	--	1	1	1	3

Measures	Baseline derived from the following
a. Training contact hours delivered	4 year average (due to change in matrix definitions)
b. Total career-technical degrees awarded	6 year average
c. Workforce skill sets awarded	4 year average (due to change in matrix definitions)
d. Employers served	4 year average (due to change in matrix definitions)
e. Regional sector-based partnerships	Baseline not applicable
f. Entrepreneurship education	Baseline not applicable
g. Learn and earn partnerships, paid internships, etc.	Baseline not applicable

# MEETING THE

**Goal 2 Strategies: Please provide strategies for meeting the workforce demands of employers and enhancing economic development efforts in West Virginia for the 2016-17 academic planning period.**

Strategies
<ul style="list-style-type: none"> <li>• Continue to expand workforce development education courses and/or programs into other sectors and industries.</li> <li>• Continue to work with employers to identify current high demand occupations and skill sets.</li> <li>• Continue to deliver professional development and skill set training to businesses and industries within the region.</li> <li>• Expand relationships with non-profit organizations to identify the citizen's and organization's training needs.</li> <li>• Strategically target funding for the development of programs that meet documented workforce needs.</li> <li>• Continue implementation of sector-based employer engagement plan.</li> <li>• Establish partnerships with manufacturing sector representatives to meet the documented needs of employers.</li> <li>• Explore and start development of non-academic credit healthcare programs to meet documented need.</li> <li>• Continue establishment of partnerships within the industry sectors identified through consensus by the region's resource partners.</li> <li>• Continue to engage Appalachian Leadership Academy students in community service learning projects that support Mingo County initiatives to expand economic development and tourism in the area.</li> <li>• Continue to work in cooperation with all economic development authorities, chambers of commerce, convention and visitor bureaus, public officials, and community leaders throughout the college's region on regional projects to strategically address economic and workforce challenges.</li> <li>• Continue to collaborate with economic development authorities within the region to support emerging industries, businesses, and other entrepreneurial opportunities.</li> <li>• Continue work with internal entrepreneurial team to cultivate a cooperative integration of entrepreneurial skills across college programs providing students tools for self-employment, business development, and job creation and an entrepreneurial culture throughout the region.</li> <li>• Work with all necessary organizations to ensure that eighty percent of all Career and Technical Programs will include an industry recognized credential upon completion.</li> <li>• Develop 3 new courses and/or workshops with an emphasis on entrepreneurship.</li> <li>• Continue to work in cooperation and collaboration with the region's economic development authorities and others included on the planning team to plan Leadership Southern sessions.</li> <li>• Work with area manufacturers to host regional business services/support meetings and/or workshops.</li> <li>• Continue to deliver the annual required workforce training for incumbent workers in the mining industry.</li> <li>• Continue to deliver established training programs for incumbent workers in the oil/gas industry.</li> <li>• Continue to deliver employer training programs when and where they are needed.</li> <li>• Conduct personal visits to employers' businesses and survey their needs to assist in development of customized training, additional training programs, and/or adjustments to current programs.</li> <li>• Develop and deliver needed training programs and/or customized training.</li> <li>• Develop and deliver training programs for the mining industry to meet the new MSHA federal regulations and guidelines.</li> </ul>

# MEETING THE

**Goal 3. Provide access to affordable community and technical college education in all regions of the state.**

## CHALLENGE.

Measures	Baseline	16-17	17-18	18-19	19-20
a. Annual unduplicated headcount enrollment	2,286	2414	2542	2671	2,800
b. Student financial aid participation rate	57.9%	58.0%	58.1%	58.2%	55%*
c. Annual percentage increase in tuition	4.96%	6.77%	4.2%	4.0%	5%
d. Distance-delivered <u>programs</u> **	15	15	16	16	17

\*55% is the 2019-20 "system" target. We encourage institutions that exceed the goal to continue efforts to do so.

\*\*Distance-delivered programs: The number of academic credit-based certificate or associate degree programs offered in which 50% or more of the required courses may be taken as distance-delivered courses. Please provide the baseline for AY 2014-15 and increase by a minimum of 10% by the end of the compact period (19-20).

Measures	Baseline derived from the following
a. Annual headcount enrollment	Most recent year available
b. Student financial aid participation rate	Most recent year available
c. Annual percentage increase in tuition	Most recent year available
d. Distance-delivered programs	Please provide baseline using AY 2014-15

# MEETING THE

**Goal 3 Strategies: Please provide strategies for providing access to affordable community and technical college education in all regions of the state for the 2016-17 academic planning period.**

## Strategies

- Revise scheduling processes to implement block scheduling in most degree programs for greater ease for students to complete programs.
- Develop and implement online courses strategically to improve ability of students at a distance to complete specific course requirements in specific programs.
- Refine policy and procedure regarding credit for prior learning.
- Continue to work with public schools to provide campus visits to students.
- Continue to participate in college fairs at local high schools.
- Continue outreach and support of Veterans and Active Military.
- Increase early enrollment participation in local high schools.
- Continue to submit programs for WIOA and Workforce HEAPS approval in order to provide access to financial assistance for non-academic credit students.
- Continue to offer non-academic credit on-line courses and/or programs.
- Increase course offerings at local high schools on evenings and weekends.
- Develop recovery program for students on academic and financial aid probation.
- Develop plan to strategically manage enrollment and best utilize the institution's financial resources for enrollment growth.
- Develop and implement marketing program to adult students.
- Reorganize Student Services to better serve students.
- Refine policy and procedure regarding credit for prior learning.
- Maintain tuition and fees below System average.
- Develop more online and alternative format classes.
- Propose an increase in the number and amount of foundation scholarships.
- Continue to submit programs for WIOA and Workforce HEAPS approval in order to provide access to financial assistance for non-academic credit students.
- Develop "predictors" of students who register for classes but do not enroll at Southern.
- Develop "predictors" of students who graduate from Southern.
- Develop and implement online courses strategically to improve ability of students at a distance to complete specific course requirements in specific programs.
- Explore alternative methods of delivery through the use of technology.
- Create recruitment website that integrates college marketing materials, foundation scholarships, admissions applications, etc.
- Increase the number of services available to students digitally (via the web or the College's mobile app).
- Create recruitment database that helps the College follow-up on prospective students.
- Explore establishment of an electronic pathway between Southern and all schools and community partners in our service district.
- Develop plan to strategically manage enrollment and best utilize the institution's financial resources for enrollment growth.

# MEETING THE

**Goal 4. Ensure fiscal stability to effectively deliver comprehensive community and technical college education.**

## CHALLENGE:

Measures	Baseline	16-17	17-18	18-19	19-20
a. Percentage of classified employees fully funded on classified staff salary schedule	95.5%	95.0%	95.0%	98.0%	100%
b. Professional development (at least 2 annually)	--	2	3	4	5
c. Retention rate	53.4%	55.0%	58.0%	60.0%	66%
d. Achieve a positive Composite Financial Index (CFI) Score, without OPEB, of 1.1 or above on a yearly basis	0.50	0.55	0.70	0.95	1.1 +
e. Expenditure priority (instruction, academic support & student services)	47.0%	48.0	49.0	49.5	50%

Measures	Baseline derived from the following
a. Classified employees fully funded on salary schedule	Salary schedule in effect as of February 2016
b. Professional development	Baseline not applicable
c. Retention rate	Most recent year available
d. CFI	Most recent year available
e. Expenditure priority	Most recent year available

# MEETING THE

**Goal 4 Strategies:** Please provide strategies for ensuring the fiscal stability to effectively deliver comprehensive community and technical college education for the 2016-17 academic planning period.

## Strategies

- Promote documented Southern successes to state-level decision makers as a means of developing more state support.
- Advocate for increased appropriation levels of funding from the State legislature through appropriate avenues.
- Continue to pursue external grants.
- Search out and apply for new federal, state and private grants that can support academic programming appropriate and needed by the college.
- Develop partnerships with business and industry that can enable leveraging of resources with the private sector through sharing of people, equipment, materials, and/or facilities.
- Seek donations of funding, equipment, materials, etc., from partners in business and industry, as appropriate.
- Explore new methods to conduct fund-raising for the Southern Foundation for support of college as well as for scholarships.
- Increase opportunities for faculty and staff development at the college.
- Target external professional development funding towards trainings and other professional engagement that enhances the employee's experiences to the benefit of the college.
- Work to increase salaries.
- Work with WVHEPC and WVCCTCE to implement the new classified employee salary structure in conjunction with the market study conducted by Mercer.
- Develop and implement systematic plan for review of PIQs for all staff.
- Develop multi-year plan for salary adjustments to full funding of the staff salary schedule, recognizing that implementation is dependent on other financial factors.
- Continue recruiting efforts to ensure revenue from tuition is maximized.
- Review and revise appropriate course and program fees
- Take measures to incrementally increase reserve funds, as appropriate and possible.
- Continue institutional support for co-requisite model of basic skills classes, providing math and language support to students who test below college level in math and/or language upon entering college to support student retention.
- Use quantitative analysis of systems and programs to determine which ones have shown success.
- Develop and implement more effective advising strategies and practices, involving more active and intrusive advising of students throughout their programs in order to support student retention.
- Develop and implement additional and enhanced academic support services for students, to include more tutoring opportunities and greater opportunities for practice of skills, such as supported open lab times in order to support student retention.

# MEETING THE

## Section D CHALLENGE: Performance Indicator Definitions

<b>Adult Students</b>	Students age 20 and above.
<b>Annual Headcount Enrollment</b>	The unduplicated for-credit student (full- and part-time) enrollment number of all enrollment periods during the academic year.
<b>Annualized FTE</b>	The sum of summer, fall and spring end-of-term FTE divided by 2.
<b>Associate Degree</b>	A defined program for students in a specific occupational area consisting of a <u>minimum</u> of sixty (60) collegiate credit hours.
<b>Career-Technical Program</b>	Community and technical college degree programs that prepare students to enter the workforce directly upon completion of the program.
<b>Certificate Degree Program</b>	A defined program of study in a specific occupational area consisting of a <u>minimum</u> of thirty (30) collegiate credit hours.
<b>College Credential</b>	An attestation of an individual's qualification, competence or skill through the awarding of an associate degree, certificate degree or workforce skill set certificate by a community and technical college.
<b>Composite Financial Index (CFI)</b>	One overall measurement of the financial health (of each community and technical college) based on combining the four core ratios – primary reserve, net operating revenues, return on net assets and viability – as reported to the Council in the annual Consolidated Annual Financial Audit.
<b>Contact Hours</b>	Number of Students X Number of Session Hours Example: 10 students X 3 hour session = 30 contact hours
<b>Credits-to-Degree</b>	The Total number of academic credits accumulated by a student at the degree-granting institution at the time of the awarding of an associate degree.
<b>Distance-delivered Program</b>	An academic credit-based certificate or associate degree program offered in which <u>50% or more</u> of the required courses may be taken as distance-delivered courses as such courses are defined by the Higher Learning Commission.
<b>Employers Served</b>	The number of employers for which a product, a series of trainings or programs were delivered (credit and non-credit).
<b>Employment Placement</b>	Employment for a minimum of one quarter in West Virginia by a graduate within one-year of earning a certificate or an associate degree from a community and technical college.

# MEETING THE CHALLENGE:

## Entrepreneurship Education

The number of focused courses and workshops offered in the area of entrepreneurship.

## Expenditure Priority

Percentage of total expenditures devoted to instruction, academic support and student services.

## Learn and Earn

Number of Learn and Earn (cooperative education) partnerships

## Industry-recognized Credential

A credential, most often in the form of an industry-based certification, issued to an individual who has successfully completed a technical skill assessment aligned with industry recognized standards.

## Licensure Passage Rate

The percentage of students taking and passing a licensure examination within one year after graduation.

## Paid Internships

Internships in which students participate and are paid by employers.

## Professional Development Activity

A variety of facilitated learning opportunities, specialized training, formal education or advanced professional learning involving topics and formats intended to assist faculty, staff and administrators in improving their professional knowledge, competence, skill and / or effectiveness.

## Regional Industry Sector Partnership

Organizing an institution's workforce and technical program planning and development process by involving multiple employers of a particular economic sector; i.e., manufacturing, healthcare, energy, having a partnership steering committee and meeting at least three times a year.

## Registered Apprenticeship Program

A program registered with and approved by the U. S. Department of Labor consisting of job-related technical instruction combined with on-the-job learning experiences resulting in the awarding of an industry issued, nationally recognized credential, and the potential to earn a college credential.

## Retention Rate

The percentage of students (full- and part-time) enrolled during the fall term of one academic year at a community and technical college and returning the next fall term at any West Virginia higher education institution.

## Student Financial Aid Participation Rate

The percentage of a college's total student enrollment receiving student financial aid assistance consisting of grants, scholarships and tuition waivers, but not student loans.

## Time-to-Degree

The total number of years of enrollment at the institution by a full-time student at the time of the awarding of an associate degree.

## Traditional Age Student

Students between the ages of 18 and 20.

## Veterans Enrollment

An individual currently serving or has served in the armed forces of the United States and includes National Guard and Reserve members.

## Workforce Skill Sets

A course, series of courses or competencies that prepare individuals for a specific job skill.

# Informational Items

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Review of SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups

**RECOMMENDED RESOLUTION:** Report is for Board Information Only

**STAFF MEMBER:** Robert E. Gunter

**BACKGROUND:**

At its June 24, 2015 meeting, the Southern West Virginia Community and Technical College Board of Governors approved the new institutional policy *SCP-1400, Guest Speakers, Lecturers, Performers, and Organized Groups*, and determined that it would place the policy on its April 2016 meeting agenda for review. Since that time, Chair Heywood charged Southern's President with the review of the policy and a follow-up report to the Board. To date 49 requests (35 faculty, 3 student, 11 administration) have been submitted for approval to invite a guest speaker, lecturer, performer, or organized group to Southern's campuses. All of the requests were approved. Following review of the policy, no changes are recommended at this time.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE  
BOARD OF GOVERNORS  
MEETING OF APRIL 19, 2016**

**ITEM:** Guns on Campus

**RECOMMENDED RESOLUTION:** Report is for Board Information Only

**STAFF MEMBER:** Robert E. Gunter

**BACKGROUND:**

On March 17, 2016, Chancellor Sarah Tucker issued a memo to all community and technical college Presidents regarding guns on campus. Chancellor Tucker stated that she has carefully examined interpretation of code as it relates to the new concealed weapon's policy with her legal counsel as well as the Governor's legal counsel. It is her office's position that institutional Presidents and their Boards of Governors are still able to prohibit firearms and other deadly weapons on their campuses pursuant to West Virginia State Code §61-7-14. West Virginia University has prepared a statement that she thought might be useful for all of us, if we wish to prohibit firearms on our campuses. Please find that message below.

***“INSERT WV PUBLIC HIGHER ED INSTITUTION”*** would like to reassure the community that, regardless of recent changes in state laws permitting the concealed carry of weapons, including firearms, a different section of state code (**§61-7-14**) permits **INSTITUTION** to prohibit open or concealed carry of any firearm or deadly weapon on property within the custody or control of **INSTITUTION**. So while a person generally may be allowed to carry a concealed or unconcealed weapon without a permit, that permission will not extend to **INSTITUTION** property.

***ADDITIONALLY . . .***

“Violation of this statute is a misdemeanor and can result in a fine of up to \$1,000 and up to six months in jail, or both. In addition, it violates **INSTITUTION** codes of conduct, and for students can result in disciplinary action up to and including expulsion. For employees, it can result in termination.”

**§61-7-14. Right of certain persons to limit possession of firearms on premises.**

Notwithstanding the provisions of this article, any owner, lessee or other person charged with the care, custody and control of real property may prohibit the carrying openly or concealed of any firearm or deadly weapon on property under his or her domain: Provided, That for purposes of this section "person" means an individual or any entity which may acquire title to real property.

Any person carrying or possessing a firearm or other deadly weapon on the property of another who refuses to temporarily relinquish possession of such firearm or other deadly weapon, upon being requested to do so, or to leave such premises, while in possession of such firearm or other deadly weapon, shall be guilty of a misdemeanor, and, upon conviction thereof, shall be fined not more than one thousand dollars or confined in the county jail not more than six months, or both: Provided, That the provisions of this section shall not apply to those persons set forth in subsections (3) through (6) of section six of this code while such persons are acting in an official capacity: Provided, however, That under no circumstances may any person possess or carry or cause the possession or carrying of any firearm or other deadly weapon on the premises of any primary or secondary educational facility in this state unless such person is a law-enforcement officer or he or she has the express written permission of the county school superintendent.