



Southern
Southern West Virginia
Community and Technical College

Board of Governors

**APRIL 17, 2012
MEETING AGENDA**

Members

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

Jada C. Hunter
George Kostas
Glenn T. Yost
Adam Bradford
Debbie Dingess
George Morrison

Joanne Jaeger Tomblin
President

**Southern West Virginia Community and Technical College
Board of Governors Meeting of April 17, 2012 - 6:00 p.m.
2900 Dempsey Branch Road, Mount Gay, WV**

**Room 428, Building C and by Teleconference
AGENDA**

1. Call to Order Mr. Terry Sammons
Board Chair
2. President's Report Ms. Joanne Jaeger Tomblin
President
3. Financial Report Mr. Samuel Litteral
Chief Financial Officer
4. BOG Tuition Committee Report on Presentation to the WV Council
for Community and Technical College Education Mr. Tom Heywood
Committee Chair
5. Action Items
 1. Appointment of Nominating Committee for Board Officers Chair Sammons
 2. Approval of February 21, 2012 Board Meeting Minutes pp. 3-12
 3. Academic Program Reviews pp. 13-184
 1. Early Childhood Development, AAS pp.14-62
 2. Electrical Engineering Technology, AAS pp. 63-78
 3. Electrical Engineering Technology, Certificate pp. 79-93
 4. Information Technology, AAS pp. 94-114
 5. Information Technology, Certificate pp. 115-134
 6. Respiratory Care Technology, AAS pp. 135-162
 7. Technical Studies, AAS pp. 163-173
 8. Technical Studies, Certificate pp. 174-184
 4. CTCS Three-year Post Audit Review for Occupational Programs Implemented Under
the Provision of Series 37 of the CTCS pp. 185-284
 1. Forensic Psychology and Investigation, AAS pp. 186-226
 2. Forensic Psychology and Investigation, Certificate pp. 227-263
 3. Central Sterile Supply, Certificate pp. 264-284
 5. Action on Institutional Policies Present for Final Approval
 1. SCP-2165, Educational Release Time for Classified Employees pp. 285-289
 2. SCP-2748, Request for Release Time for Full-time Faculty pp. 290-294
 3. SCP-3000, Distance Learning (New Policy) pp. 295-298
 4. SCP-3693, Instructional Schedule Development pp. 299-302
 5. SCP-4710, Academic Integrity pp. 303-307

6. SCP-5780, Travel Regulations pp. 308-314

6. Action on Institutional Policies Presented for Approval for Release of 30-day Public Comment

 1. SCP-1091, Classified Staff Council Constitution pp. 315-321

 2. SCP-4000, Basic Guidelines and Standards for Admission pp. 322-327

6. Adjournment Chair Sammons

Southern West Virginia Community and Technical College Board of Governors
Board of Governors Meeting of February 21, 2012
2900 Dempsey Branch Road, Room 428-C, Mount Gay, WV

Board Members Present: Terry Sammons, Wilma Zigmond, Linda Akers, George Kostas, Jada Hunter, Glenn Yost, Shelley Huffman, George Morrison

Board Members Absent: Tom Heywood, Debbie Dingess, Adam Bradford, Kevin Fowler

Administrative Staff: President Joanne Jaeger Tomblin, Samuel Litteral, Allyn Sue Barker, Pam Alderman, Cindy McCoy, Darrell Taylor, Susan Askew, Charles "Chuck" Puckett, Carol Howerton, Alyce Patterson-Diaz, Anita Messer, Patricia Poole, Emma Baisden

1. Call to Order:

Chair, Terry Sammons, declared a quorum present and convened the meeting at 6:00 p.m.

2. Advisory Council of Faculty (ACF) Presentation

Mr. Charles 'Chuck' Puckett serves as Southern's faculty representative on the West Virginia Advisory Council of Faculty. Mr. Puckett presented the Board of Governors with a brief overview of the ACF and highlighted current issues the ACF endorses which include:

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

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

3. Report on 2013 Higher Learning Commission Accreditation Self-Study

Dr. Merle Dempsey, Southern's Accreditation Liaison Officer and the 2013 Self-Study Co-Coordinator, provided an update to Board members on the Self-Study process for renewal of institutional accreditation by the Higher Learning Commission of the North Central Association for Colleges and Schools which is currently underway at the College. He led the group through the Self-Study Organizational Structure which is located on Southern's website at <http://selfstudy.southernwv.edu/>.

The College last completed the HLC accreditation process in 2003. Since then, the criteria for accreditation have changed to become more reliant on evidence-based reporting. The criteria require the College to demonstrate how everything it does relates to the institution's mission. Southern is participating in the accreditation review through the HLC's Program to Evaluate and Advance Quality (PEAQ).

The Self-Study Steering Committee and Subcommittees are in the process of preparing a rough draft of the Self-Study Report and collecting relevant data as evidence. The draft report is scheduled for circulation to college employees for review and comment in April 2012. Southern's comprehensive on-site visit from the Higher Learning Commission is scheduled for April 22-24, 2013.

4. President's Report:

1. On February 8, 2012 President Tomblin sent the draft Enrollment Management Plan and proposed organizational chart to all Southern employees for review and comment by February 16. *A Roadmap to Success - Enrollment Management Plan 2012-2015* is a document created through information provided by all employees through the Enrollment Management process. This has truly been a college-wide effort. Comments received will be reviewed and taken into consideration when compiling the final document. The Enrollment Management Plan and new organizational chart will be effective July 1, 2012.
2. The Association of Community College Trustees (ACCT) is conducting the search for the Vice President for Academic Affairs and Student Services for the College. We hope to have a good pool of applicants by February 24. The Screening Committee is scheduled to meet with ACCT representatives via video conference on March 1, 2012, to review and discuss the top 10 applicants. When the top three (3) applicants are selected, they will be invited on campus for an interview. If no suitable candidates are found in the first round of applicants, ACCT will conduct another search until a suitable candidate is located.
3. Due to inclement weather, the annual Harmony 365 Candlelight Vigil kickoff scheduled for Sunday, February 19th was cancelled at the Logan Street First Baptist Church in Williamson. It has been rescheduled for 6:00 p.m. on Sunday, March 11.
4. Southern participated in Higher Education Day at the Legislature on February 10. The annual event is held to salute West Virginia's higher education institutions and inform potential students, policymakers, and the general public about post secondary educational opportunities. The event is hosted by the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education.
5. Governor Tomblin has set aside funds to help Southern with the new Applied Technology facility at Williamson. His proposal must go before the Legislature for approval. President Tomblin hopes to have this finalized in a couple of weeks.

6. The annual Southern Partners for Education and Economic Development (SPEED) reception held at the Charleston Marriott on February 8th was well attended.
7. Dr. Qingyun Sun, with the US-China Energy Center at West Virginia University, and Caitlin Ashley, International Trade Representative with the West Virginia Development Office, visited Southern's facilities and toured the Academy for Mine Training and Energy Technologies on February 9th. They discussed the next steps for continuing the China relationship. Both Dr. Sun and Ms. Ashley believe a visit from China University officials would be a good follow-up, but Southern would need to determine the best time to invite a delegation. Eventually we hope to be able to train Chinese rescue teams via the Internet. This continues to be a slow process as we must work through the Chinese government.
8. Over the next few months, President Tomblin will meet with all major units of the College.
9. President Tomblin does not plan to fill the Vice President for Communications position left vacant by the resignation of Cindy Crigger in October 2011. She plans to seek Expressions of Interest for an advertising firm to work on a marketing strategy for the College.
10. Ms. Peni Adams, Executive Director for the McDowell County EDA, is providing the College office space in their building so the College will have a presence in McDowell County. There is an initiative currently underway in McDowell County to make educational improvement the route to a brighter economic future. Partners from business, foundations, government, nonprofit organizations, and labor have committed to seeking solutions to McDowell's complex problems. Dr. Cindy McCoy is to meet with Ms. Adams to discuss course offerings for Fall 2012.

5. Financial Report

Chief Financial Officer, Sam Litteral, provided the financial report dated January 31, 2012 to Board members. This report encompasses 80% of the annual budget. He reviewed restricted, unrestricted, and auxiliary revenues and expenditures. The figures discussed are strictly cash that can be carried forward. The 40/40/20 budget distribution plan prevents the departments from running out of funds. Mr. Litteral informed Board members that he is currently working on the annual 2012-2013 budget.

6. Board of Governors Committee on Tuition and Fees Report

President Tomblin provided the report to Board members on behalf of Mr. Tom Heywood, Chair of the Committee on Tuition and Fees. President Tomblin informed the group that the Tuition and Fees Committee met on November 14, 2011 to discuss strategies for this year's tuition and fee proposal to the WV Council for Community and Technical College Education. In 2008-2009, Southern's Board of Governors determined that the College would need a 9.5% tuition increase per year for five consecutive years to meet increasing operational costs, based on the assumption that Southern's state appropriations would remain flat during this period. Southern is beginning the fourth year of the plan. It was a tough fiscal year at the state level in 2010 and no tuition increases were approved. It is the Committee's belief that being able to demonstrate that students will not go unserved if a tuition

increase is granted by the Council. The Committee decided to continue on course of the 9.5% plan and gather data to review at its next meeting in January 2012.

At its January 30, 2012 meeting, the Committee on Tuition and Fees recommended a minimum tuition increase of \$108.00 per semester per FTE for the 2012-2013 academic year (a 9.38% increase) be presented to the full Board for consideration of approval at its February 21 meeting. This increase would bring the full-time resident tuition rate to \$1,260.00 per semester. The actual impact of the tuition and fee increase would add \$9.00 to the per credit hour tuition rate of \$105.00 per credit hour. If approved, President Tomblin recommended the request be submitted to the West Virginia Council for Community and Technical College Education for action at its next meeting.

President Tomblin reported to Board members that at its January meeting, the Committee on Tuition and Fees recommended a graduation application fee increase of \$25.00 to cover the institution's current expenses for diplomas, diploma covers, mailings, etc. If approved, this increase will bring the total Application for Graduation fee to \$50.00 per student effective July 1, 2012.

Chair Sammons called for a motion from the Board to approve the tuition and graduation application fee increase proposals.

7. Action Items:

1. Request for Approval of Proposed Tuition Increase

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 2012-2013 academic year effective July 1, 2012.

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

MOTION: Glenn Yost made a motion to add the following resolution to the resident tuition increase proposal:

BE IT FURTHER RESOLVED, that the tuition and fees be placed at a level to insure that nonresident students pay the lower of the most recent report System average or the calculated institutional full cost of instruction as required by West Virginia Code §18B-10-1.

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

2. Request for Approval of Proposed Graduation Fee Increase

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the proposed graduation application fee increase of \$25.00 effective July 1, 2012.

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

3. Appointment of Board of Governors Presidential Comprehensive Evaluation Review Committee

In compliance with West Virginia Code §18B-1B-6c and Title 135, Procedural Rule of the West Virginia Council for Community and Technical College Education, Series 5, *Employing and Evaluating Presidents*, a formal written performance evaluation is to be conducted every fourth year of the institution's President. The governing board's evaluation will be reported to the President and Chair of the Council for Community and Technical College Education. To that end, Chair Sammons appointed the following Board members to serve on the 2011-2012 Presidential Review Committee: Current Board Secretary, Wilma Zigmund (Chair); Past Board Chairs, George Kostas and Linda Akers (Vice Chair); Lay Member, Glenn Yost; Classified Staff Representative, Debbie Dingess; Faculty Representative, George Morrison; and Student Representative, Adam Bradford.

4. Approval of December 13, 2011 Meeting Minutes

Chair Sammons called for a motion to approve the December 13, 2011 meeting minutes.

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

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

5. Southern West Virginia Community and Technical College Severance Benefit Plan

The Severance Benefit Plan was designed to help Southern West Virginia Community and Technical College address its emerging programmatic needs as identified in its Compact. Eligible faculty/staff will have an opportunity to apply for participation in a severance plan during a specified period extending over 24 months. It will permit the college the flexibility to implement and realize the goals and objectives of its 2010 - 2015 Institutional Compact for Success. Participation in the severance plan is totally voluntary and no faculty/staff member shall be discriminated against in any way or by any means if he or she elects not to participate. The entire cost of the plan shall be borne by Southern West Virginia Community and Technical College. The plan is a revised version of the plan approved and offered between fiscal years 2005 and 2010.

Several clarifying changes to the plan have been made. Recommended clarifications were identified as the plan was administered over a five-year period. The dates of the plan were

revised to match the period covered by the Institutional Compact approved by the Board of Governors on June 21, 2011. Upon approval by the Board of Governors, the Severance Benefit Plan will be presented to the Joint Legislative Committee on Pensions and Retirement for approval during this legislative session.

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the *Severance Benefit Plan* as a tool to further the programmatic changes necessary for the institution to implement its goals as identified in its 2010-2015 Institutional Compact. The Severance Benefit Plan will be in effect from the date of approval through June 30, 2015.

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

6. Action on Institutional Policies Presented for Final Approval

1. SCP-2218, Evaluation of Full-time Faculty

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2218, *Evaluation for Full-time Faculty*, following the required 30-day public comment period.

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

2. SCP-2250, Hiring Adjunct Faculty

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2250, *Hiring Adjunct Faculty*, following the required 30-day public comment period.

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

3. SCP-2375, Home Campus Assignment and Campus Requirements for Faculty

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of

Governors grant final approval of SCP-2375, *Home Campus Assignment and Campus Requirements for Faculty*, following the required 30-day comment period.

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

4. SCP-3100, Full-time Faculty Responsibilities for Academic Advising of Students

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-3100, *Full-time Faculty Responsibilities for Academic Advising of Students*, following a 30-day public comment period.

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

5. SCP-3551, Meeting Scheduled Classes

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of the rescission of SCP-3551, *Meeting Scheduled Classes*, following the required 30-day public comment period.

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

7. Action on Institutional Policies Presented for Approval for 30-day Public Comment

1. SCP-2165, Educational Release Time for Classified Employees

MOTION: Wilma Zigmund 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-2165, *Educational Release Time for Classified Employees*, 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.

2. SCP-2748, Request for Release Time for Full-time Faculty

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-2748, *Request for Release Time for Full-time Faculty*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

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

3. SCP-3000, Distance Learning (New Policy)

MOTION: Shelley Huffman 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-3000, *Distance Learning*, to Southern's constituencies 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.

4. SCP-3693, Instructional Schedule Development

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 the proposed cancellation of SCP-3693, *Instructional Schedule Development*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

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

5. SCP-4710, Academic Dishonesty

MOTION: Shelley Huffman 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-4710, *Academic Dishonesty*, 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.

6. SCP-5780, Travel Regulations

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-5780, *Travel Regulations*, 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.

8. Follow-up Report for the AS Associate in Science Degree Program (Required by the Community and Technical College System)

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

RESOLVED, That the Southern West Virginia Community and Technical College Board of Governors approve the Associate in Applied Science, Health Care Professional program review requirement and submission for the 2014-2015 academic year as originally scheduled.

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

9. Request for Approval to Reschedule the Health Care Professional Program Review

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

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

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

8. Discussion Item:

1. Board of Governors October 2012 Planning Retreat - Site Selection and Topics for Discussion

The Southern West Virginia Community and Technical College Board of Governors business meeting and annual planning retreat are tentatively scheduled for October 11-12, 2012. The Board selected The Resort at Glades Springs, Daniels, West Virginia, as the location to hold its October 2012 Retreat, if available. Ms. Emma Baisden will contact the Resort and reserve space for the event, if available.

9. Informational Item:

1. Community and Technical College System 2011 Enrollment Analysis

President Tomblin provided the Community and Technical College System 2011 Enrollment Analysis to Board members for informational purposes.

7. Adjournment:

There being no further business, Chair Sammons declared the meeting adjourned at 7:30 p.m. upon a motion by Shelley Huffman and seconded by Wilma Zigmond. The next Board meeting is scheduled for April 17, 2012 and will be held in the Board of Governors Conference Room (428), Building C, Logan Campus.

Terry R. Sammons, Chair

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

DRAFT

2011-2012 Academic Program Reviews

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Early Childhood Development, Associate in Applied Science degree program 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: George H. Morrison

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Humanities conducted a program review of the Early Childhood Development, Associate in Applied Science degree program during the 2011-2012 academic year.

Based on the program review, the continuation of the program with corrective action is recommended. A greater emphasis will be placed on graduation rates and on identifying majors within the program. Although the number of declared majors per year is acceptable, the number of students enrolled in major courses would suggest a higher number of declared majors and graduates. Some students who state they want to major in “education” have been placed in University Transfer without a distinction being made between early childhood and elementary education. A serious effort to rectify this situation by instructors questioning and advising students was made during the fall trimester 2011, and it will be continued each semester. We will continue to work with registration personnel to stress that early childhood and elementary education are separate. We may be helped in our effort by the new financial aid rule that courses outside one’s declared major are not covered by financial aid. Stage one of our identification study will be complete by May 2012.

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

Program with Special Accreditation Program without Specialized Accreditation

Program: Early Childhood Development Program _____
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;
- X 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:

Please see addendum.

Signature of person preparing report if other than Department Chair	Date
	01-30-12
Signature of Department Chair	Date
	02-08-12
Signature of Dean	Date
Signature of Vice President for Academic Affairs	Date
Signature of President	Date
Signature of Chair, Board of Governors	Date

Addendum to Early Childhood Program Review
Rationale for Recommendation

A greater emphasis will be placed on graduation rate and on identifying majors within the program. Although the number of declared majors per year is acceptable, the number of students enrolled in major courses would suggest a higher number of declared majors and graduates. Some students who say they want to major in “education” have been placed in University Transfer without a distinction being made between early childhood and elementary education. A serious effort to rectify this situation by instructors questioning and advising students was made during the fall trimester 2011, and it will be continued each semester. We will continue to work with registration personnel to stress that early childhood and elementary education are separate. We may be helped in our effort by the new financial aid rule that courses outside one’s declared major are not covered by financial aid. Stage one of our identification study will be complete by May 2012.

Southern West Virginia Community and Technical College
Early Childhood Development
Associate in Applied Science
Program Review

I. Program Title and Brief Description:

The Early Childhood Development Program is designed to give students classroom and practical understanding of the intellectual, physical, social, and emotional principles that are crucial when working with the pre-school child. This non-transfer program is designed for career-oriented students who desire to enter the job market as child care providers. Students who complete this program receive the Associate in Applied Science degree in Early Childhood Development.

The program is currently offered on all campuses, and all program courses are offered every trimester at Southern West Virginia Community and Technical College. All major courses needed for the program have been developed as web-based courses and are available to every student enrolled at any of the service area sites. The web-based curriculum is also accessible to every institution in the state of West Virginia and to other colleges and universities that need such courses for their related programs.

The last program review was completed in 2006.

II. Self Study Components:

A. Adequacy:

1. Curriculum:

The curriculum developed for the Early Childhood Development degree in Applied Science consists of 60 trimester hours. Twenty-six of these hours are considered core courses. Currently, almost all of these courses, as well as all the major courses, are available on the web.

The major courses in the Early Childhood Program have been taught since Fall 2006 by the following instructors:

Kathleen Bolt
Riley Browning
Connie Cantley
Helen Curry
Vicky Evans
Mary Hamilton
Gordon Hensley
James Hunt

Tehseen Irfan
Raymond Justice
David Lucas
Virginia (Ginny) Shirley
Deborah Stiltner
Deborah Starr
Nicole Vineyard

For information on qualifications of these faculty members, see faculty data sheets in Appendix I.

2. Advisory Committee:

The Early Childhood Development Program has an active advisory committee that was established in the spring of 2000. The committee consists of professionals in the field of early childhood development. Some of the members are faculty within the program; others are representatives from day care centers, community programs, non-profit organizations, public schools, and Head Start organizations. The number of members attending meetings has varied, but 10 members took part in the last meeting in April of 2011.

3. Strengths and Weaknesses:

Strengths:

Availability of the program
Students' opportunities for employment
Web-based curriculum
Highly competent and committed faculty

Weaknesses:

Graduation rate
Need for students to properly identify major

B. Viability:

1. Number of majors in the last 5 years:

Fall 2011	76
Summer 2011	19
Spring 2011	70
Fall 2010	74
Summer 2010	17
Spring 2010	62
Fall 2009	79

Summer 2009	36
Spring 2009	89
Fall 2008	77
Summer 2008	20
Spring 2008	70
Fall 2007	77
Summer 2007	15
Spring 2007	81
Fall 2006	85

2. Enrollment Trends:

Newly hired Head Start teachers will be required to have a B.A. degree in the state of West Virginia beginning in 2012. Assistant teachers will have to hold an associate degree or be working on one by this date. This requirement and Southern's 2+2 agreements with Marshall University and Concord University show an increasing need for the early childhood development courses. For articulation agreements with Marshall University and Concord University, see Appendix II.

In the period from Fall 2006 to Spring 2011 data are available showing 32 graduates.

2006-2007	4
2007-2008	9
2008-2009	5
2009-2010	10
2010-2011	4

Recent enrollment trends have been stable. For student enrollment in specific courses, see Appendix III.

- C. The primary weakness identified in the last program review was the absence of any full-time faculty. The program was just getting underway then, and since that time two full-time faculty members have been added: Mary Hamilton in 2007 and Nicole Vineyard in 2011. The program still utilizes several qualified adjunct faculty. Faculty enrollment for the past five years is listed below:

<u>Instructor</u>	<u>Number of Courses</u>	<u>Total Enrollment</u>
Kathleen Bolt	1	21
Riley Browning	36	580
Connie Cantley	10	120
Helen Curry	11	269
Vicky Evans	4	131
Mary Hamilton (full-time)	97	1,508

Gordon Hensley, Sr.	4	54
James Hunt	15	260
Tehseen Irfan	2	24
Raymond Justice	12	227
David Lucas	8	87
Virginia (Ginny) Shirley	12	80
Deborah Stiltner	1	16
Deborah Starr	5	29
Nicole Vineyard (full-time)	5	99

D. Students:

1. Entrance Policy:

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

2. Graduate Data:

Some of the graduates in the Early Childhood Development Program were employed in the field of child care prior to entering the program. Others chose the program to help them prepare for jobs in public schools, day care centers, Head Start programs, or for entrance into one of our 2+2 programs. Data indicate that both students and their employers have a high level of satisfaction. See Appendix IV.

3. Assessment Information:

The Early Childhood Development Program has a variety of assessment measures. In addition to traditional course examinations and web-based assignments, students take the MAPP assessment test, as do other Southern students. See Appendix V. Also, graduating students must complete both ED 230 and ED 235. ED 230 is the Early Childhood Internship, which entails actual participation in preschool teaching under supervision. ED 235, or Praxis I, evaluates students' skills in reading, writing, and mathematics in preparation for the PPST Praxis I examination. Assessment data are used to enhance curriculum development within the program itself and to assist the College's Assessment Committee in evaluating needs relating to reading, writing, mathematics, and critical thinking skills.

III. Early Childhood Development Program Courses

1. 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 VI.

IV. Recommendations:

Continuation of program with corrective action.

**Southern West Virginia Community and Technical College
Early Childhood Development
Associate in Applied Science**

Significant Findings of Review

Program Review Components

A. Adequacy

- The curriculum has adequate requirements that meet the needs of employers, and it is appropriate for the transfer requirements of other institutions. The curriculum was recently revised to reflect ongoing changes in the area of early childhood education and in degree requirements at the state and national level.
- The Early Childhood Development Program maintains a valid assessment plan.
- Current resources are sufficient to sustain the program.
- The full-time and adjunct faculty in the program meet the educational requirements set by the North Central Association.

Conclusion: The program meets adequacy requirements.

B. Viability

- The number of students enrolled as majors is acceptable. Data relating to number of majors compared to number of students enrolled in major courses indicate that several students taking early childhood classes are not properly identified as majors.
- The number of students graduating is acceptable but is expected to grow throughout the next assessment period.

Conclusion: The program meets the requirements for viability as a major. More emphasis needs to be placed on identifying majors.

C. Necessity:

- The program meets the needs of students wishing to enter the workforce as child care providers and teachers.
- The program meets the needs of students wishing to enter one of our 2+2 programs, another B.A. program in early childhood education, or an elementary education program.
- A Head Start teacher in the state of West Virginia will need a B.A. degree beginning in 2012. Those people already employed will need to be working toward the B.A. degree.
- Southern's web-based program is unique to our service area.

Conclusion: The program meets necessity requirements.

D. Consistency with Mission:

- The program is consistent with the institutional mission to fulfill the needs of students in our service area.
- The program meets the requirements of the Institutional Compact to deliver programs in a non-traditional format in order to increase learning opportunities in our service district.

Recommendation:

Continuation of program with corrective action.

Appendix I

Faculty Data

(No more than TWO pages per faculty member)

Name: Kathleen Bolt Rank: _____

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

Highest degree earned M.A. _____ Conferred by West Virginia University

Date degree received 1997 Area of specialization Communication Studies

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 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 and Title</u>	<u>Enrollment</u>
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*** Instructor has not taught in the past two years***

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Riley Browning Rank: _____

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

Highest degree earned M.A. Conferred by Marshall University

Date degree received 1986 Area of specialization Developmental Reading 7-8 / Remedial Reading K-12

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 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 and Title</u>	<u>Enrollment</u>
2010/Fall	ED 221 Admin. Of Early Childhood Ed.	26
	MU 103 Preschool Music Movement 7 Art	30
2011/Spring	ED 221 Admin. Of Early Childhood Ed.	21
	MU 103 Preschool Music Movement 7 Art	30
2011/Summer	ED 221 Admin. Of Early Childhood Ed.	7
	MU 103 Preschool Music Movement 7 Art	19
2011/Fall	MU 103 Preschool Music Movement 7 Art	29

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Connie Cantley Rank: _____

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

Highest degree earned M.A. _____ Conferred by Marshall University

Date degree received 1981 Area of specialization Elementary Education

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 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 and Title</u>	<u>Enrollment</u>
----------------------	--------------------------------	-------------------

Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Helen Curry Rank: _____

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

Highest degree earned M.A. Conferred by Marshall University

Date degree received 1988 Area of specialization Special Education

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 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 and Title</u>	<u>Enrollment</u>
----------------------	--------------------------------	-------------------

Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Vicky Evans Rank: Instructor

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

Highest degree earned M.A. Conferred by Morehead State University

Date degree received 2007 Area of specialization English

Professional registration/licensure _____

Years of employment at present institution 5 years

Years of employment in higher education 5 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 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 and Title</u>	<u>Enrollment</u>
2010/Fall	ED 203 Children's Literature	30
2011/Spring	ED 203 Children's Literature	31

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Mary Hamilton Rank: Assistant Professor

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

Highest degree earned M.A. Conferred by Marshall University

Date degree received 2002 Area of specialization Education

Professional registration/licensure WV Teaching Certificate

Years of employment at present institution 10

Years of employment in higher education 10

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 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 and Title</u>	<u>Enrollment</u>
2010/Fall	ED 115 Early Childh'd Health Safety and Nutrition	31
	ED 212 Principles and Theories	14
	ED 214 Child Development	22
	ED 218 Human Development & Learning	31
	PY 212 Children and Families	31
	PY 215 Guiding the Behavior of Children	12
	PY 219 The Exceptional Child	13

**Continued to the next page

- (b). If degree is not in area of current assignment, explain. Masters in education plus 18 graduate hours in Children and Families. Currently enrolled in early childhood graduate program. 15 hours completed

- (c). Identify your professional development activities during the past five years. Introduction to online class, Certificate Praxis I preparation. 15 graduate hours in early childhood education. Two leadership courses six hours.

- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years. WV Community Association Outstanding Employee award at Southern 2011. Savas Kostas award 2009.

- (e). Indicate any other activities which have contributed to effective teaching.

- (f). List professional books/papers published during the last five years.

(g). List externally funded research (grants and contracts) during the last five years.

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Spring	ED 115 Early Childh's Health Safety and Nutrition	30
	ED 214 Child Development	28
	ED 218 Human Development & Learning	32
	ED 230 Early Childhood Internship	13
	PY 212 Children and Families	30
	PY 215 Guiding the Behavior of Children	18
	PY 219 The Exceptional Child	18

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Summer	ED 115 Early Childh's Health Safety and Nutrition	6
	ED 212 Principles and Theories	3
	ED 214 Child Development	3
	ED 218 Human Development & Learning	12
	PY 212 Children and Families	13
	PY 215 Guiding the Behavior of Children	3
	PY 219 The Exceptional Child	5

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	ED 212 Principles and Theories	21
	ED 214 Child Development	11
	ED 218 Human Development	26
	ED 223 Comp. Inst. In the Classroom	23
	ED 235 Praxis	6

Faculty Data

(No more than TWO pages per faculty member)

Name: Gordon Hensley, Sr. Rank: _____

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

Highest degree earned M.A. Conferred by Morehead State University

Date degree received 1973 Area of specialization Education

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 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 and Title</u>	<u>Enrollment</u>
----------------------	--------------------------------	-------------------

Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: James Hunt Rank: _____

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

Highest degree earned M.A. Conferred by Eastern State University

Date degree received 1973 Area of specialization Education

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 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 and Title</u>	<u>Enrollment</u>
----------------------	--------------------------------	-------------------

Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Tehseen Irfan Rank: Assistant Professor

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

Highest degree earned M.A. Conferred by University of Punjab

Date degree received 1981 Area of specialization British Literature

Professional registration/licensure N.A.

Years of employment at present institution 8 years

Years of employment in higher education 28 Years

Years of related experience outside higher education N.A.

Non-teaching experience N.A.

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	ED 203 Children's Literature	7
2011/Spring	ED 203 Children's Literature	17

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Raymond Justice Rank: _____

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

Highest degree earned M.A. Conferred by Morehead State University

Date degree received 1965 Area of specialization Education

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 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 and Title</u>	<u>Enrollment</u>
----------------------	--------------------------------	-------------------

Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: David Lucas Rank: _____

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

Highest degree earned M.S. Conferred by Marshall University

Date degree received 1975 Area of specialization Physical Science + 39 Graduate Hours in Education.

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 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 and Title</u>	<u>Enrollment</u>
2010/Fall	ED 218 Human Development	6
2011/Spring	ED 218 Human Development	12
2011/Fall	ED 218 Human Development	6

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Virginia (Ginny) Shirley Rank: _____

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

Highest degree earned M.A. Conferred by Marshall University

Date degree received 1983 Area of specialization Elementary Education

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 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 and Title</u>	<u>Enrollment</u>
2010/Fall	ED 114 Intro. to Education Foundations	4
	ED 203 Children's Literature	4

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Deborah Stiltner Rank: _____

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

Highest degree earned M.A. Conferred by Morehead State University

Date degree received 1990 Area of specialization Education

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 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 and Title</u>	<u>Enrollment</u>
----------------------	--------------------------------	-------------------

Instructor has not taught courses in the past two years

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Deborah Starr Rank: _____

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

Highest degree earned M.A. Conferred by Salem University

Date degree received 2009 Area of specialization Educational Leadership

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 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 and Title</u>	<u>Enrollment</u>
2010/Fall	ED 203 Children's Literature	7
2011/Fall	ED 203 Children's Literature	7

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Faculty Data

(No more than TWO pages per faculty member)

Name: Nicole Vineyard Rank: Instructor

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

Highest degree earned M.A.T. Conferred by Marshall University

Date degree received 2008 Area of specialization English 5-Adult

Professional registration/licensure _____

Years of employment at present institution 6 months

Years of employment in higher education 2 years

Years of related experience outside higher education 4 years

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2011/Fall	ED 115 Early Childh'd Health Safety and Nutrition	30
	ED 213 Children and Families	30
	ED 216 Guiding the Behavior of Children	12
	ED 221 Admin. Of Early Childh'd Ed.	15
	ED 224 The Exceptional Child	12

- (b). If degree is not in area of current assignment, explain.
- (c). Identify your professional development activities during the past five years.
- (d). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in the last five years.
- (e). Indicate any other activities which have contributed to effective teaching.
- (f). List professional books/papers published during the last five years.
- (g). List externally funded research (grants and contracts) during the last five years.

Appendix II

Early Childhood Education
 Southern West Virginia Community and Technical College
 Articulation General Studies Courses
 SWVCTC and MU

SWVCTC Courses

Hours

MU Courses

AR112, TH 112, or MU 175	3	Art 112, or THE 112, or MUS 142	3
EN 101	3	ENG 101 Written Communication I	3
EN 102	3	ENG 102 Written Communication II	3
SP 103	3	CMM 103 Oral Communication	3
EN 200	3	ENG (literature course)	3
PL 201, RL 110, RL 111, or RL 207	3	ENG or Humanities	3
MT 121 or higher	3	MTH 121 or higher	3
CS 102	3	CI 102 Intro. To Computers in the Classroom &	1
ED 223, Computer Instructional Techniques in the Classroom	3	CI 350 Instructional Technology and Computing	3
BS 102, SC 109, or SC110	8	8 hours of lab science	8
Total hours	35		34
SWVCTC Early childhood courses		MU Birth to Pre-K Courses	
ED 115 Early Childhood Health, Safety, Nutrition	3	ECE 101 Early Childhood Wellbeing	3
ED 212 Principles & Theories (15 hours)	3	ECE 212 Early Childhood Programs	3

observation)			
ED 213 Children & Families	3	ECE 215 Family Relationships	3
ED 214 Child Development (15 hours of observation)	3	ECE 303 Child Development	3
ED 224 Exceptional Child (15 hours observation)	3	CISP 320 Survey of Exceptional Children I	3
ED 218 Human Development and Learning	3	EDF 218 Child to Adolescent Development in Schools	3
ED 280 35 hours observation	0	EDF 270 clinical experience	0

18 hours

Total transfer hours 53

Admission to Marshall Teacher Education Program requires ED 218 and EDF 270 or equivalent credit, passing score for all parts of the PRAXIS PPST and 2.7 GPA not including development courses.

		ISC integrated Science	4
		International Studies	6
		Art 335 Art Education: 2D and 3D Media and Methods	3
		ECE 204 Parenting	3
		ECE 322 Language and Literacy for Young Children	3
		ECE 323 Assessment in Early Childhood	3
		ECE 324 Early Childhood Math, Science, and Tech	3

		Must be fully admitted to Teacher Education to take the following	
		ECE420 Infant/Toddler Environments and Relationships	3
		ECE 420 Infant/Toddler Education	3
		ECE 421 Infant/Toddler Education: Practicum	3
		ECE430 Preschool Curriculum and Methods	3
		ECE 431 Guidance of the Young Child: Practicum	3
		ECE 435 Administration Day Care Center	3
		CISP 420 Survey of Exceptional Children II (includes field experience)	3
		CIST 428 Special Needs in Early Childhood Education	3
		CISP 429 Introduction to Physically Handicapped	3
		CISP 445 Intervention Strategies for Preschool Special Education	3
		CISP 454 Working with Parents of Exceptional Children	3

BACHELOR OF SCIENCE IN EDUCATION

Early Childhood Special Education Pre-K - K

Name _____

2009-11 Catalog

128 Semester hours minimum for graduation with a 2.75 average overall
56 hours from a four-year institution

No Title HRS CR QPTS

General Studies (2.00 GPA required)

English				
101	Composition and Rhetoric I	3		EN 101
102	Composition and Rhetoric II	3		EN 102
203	World Literature I	3		EN 200/ 202
204	World Literature II	3		EN 201/ 204
Communication Arts				
101	Fundamentals of Speech	3		SP 103/202
The Arts - Two Courses				
101	Introduction to Visual Arts	3		ART 112
101	Introduction to Music	3		MU 175
102	Introduction to Theatre	3		TH112
Physical Education				
101M	Personal Wellness	2		PE223
Social Sciences				
HIST	Four courses with at least three disciplines represented (SEE CATALOG)	3		HI 230/ 2321
		3		PY 201
		3		SO 201
		3		PS 201 or PL 201
Science and Mathematics				
	Laboratory Science	4		BS 101
	Laboratory Science	4		BS 102
	Mathematics	3		MA 130/137
	4 hour Lab Science or N SC 300CD or Math 105, 201, 212	3/4		SC 109/ 110 or PH 200
Foreign Language - Required				
SPAN 101	Two courses may be substituted for any two general studies courses except ENGL 101-102 and general Studies Math. Only ONE substitution per discipline. See Catalog.	3		SN101
SPAN 102		3		SN102

Professional Education Component (2.75 GPA required with a C- or better in each course)				
EDUC 210	Foundations of Education	2		ED 114
301	Educational Technology	3		ED 223
305	Psychology of Teaching & Learning	3		ED 212
306	Instructional Process/Strategies	3		
310	Assessment and Evaluation	2		
SPED 303	Introduction to Special Education	3		See Field
309	Strategies for the Inclusive Environment	3		
EDUC 456	Supervised Directed Teaching	6		
456	Supervised Directed Teaching	6		
Early Childhood Special Education Pre-K-K (2.75 GPA required)				
E ED 265	Child Development	3		ED 214
304	Early Ed. Curriculum, Methods and Materials	3		
305	Early Ed., Curriculum, Methods and Materials Practicum	3		ED 212 and ED 225
324	Assessment in ECE	3		
EDUC 307	Reading and Language Arts	3		
308	Reading in Early Years	3		
320	Under. Read. Prob. : Assess. & Instruct.	3		
326	Development of Communication Systems	3		
SPED 303	Intro to Special Education	3		PY 219
325	Family and Communities	3		
328	Classroom & Behavior Mgt. in Early Childhood Settings	3		
402	Early Identification and Inclusion	3		
403	Intervention with Young Children	3		
PSY 228	Survey of Drug Use and Abuse	3		PY 204
SOWK	Sign Language I	1		

Appendix III

Enrollment in major courses for Spring 2011 and Fall 2011 are as follows:

Spring 2011

<u>Course</u>	<u>Enrollment</u>
ED 221	21
MU 103	30
ED 203 (2 sections)	48
ED 115	30
ED 214	28
ED 218 (2 sections)	44
ED 230	13
PY 212	30
PY 215	18
PY 219	18

Fall 2011

<u>Course</u>	<u>Enrollment</u>
ED 221	15
MU 103	29
ED 203 (3 sections)	46
ED 115	30
ED 214	11
ED 218 (2 sections)	26
ED 212	21
ED 223	23
ED 235	6
ED 213	30
ED 216	12

Appendix IV

Graduate Data

Of the graduates for whom data were available, approximately 11 responded to the survey. All except two are working in the child care field, and they mentioned an interest in starting small day care centers. Responses emphasized the helpfulness of faculty and the convenience of on-line classes.

According to the Mingo County Elementary Education Director, 24 Southern Early Childhood graduates are employed currently by Mingo County. Eight graduates currently work for Coalfield CAP.

The Average salary for these workers is \$8.00 - \$10.00 per hour.

Some typical comments from employers were as follows:

1. Southern's graduates had lots of ideas to help children.
2. They knew appropriate books for reading and reference.
3. Workers who have taken classes were a lot more professional, related better to children and parents, were more dependable, and they understood the policies and procedures better.
4. Workers are excellent; they are conscious of policies, know about different programs to help children, are knowledgeable about child development, and are flexible and eager to try new ideas.

Two employers noted need for more evening or weekend classes for the support courses. One noted need for program to have "more contact in community."

Representative Student Responses to Program and Courses:

1. I enjoyed the program very much and thought it was well done. I got married right after graduation and now have a little day care center right here in my house.
2. I liked the on-line courses. The program enabled me to keep my same job and be better at it.
3. I work in a day care center in Madison.
4. I was happy with the program. I wish more math had been on-line. I would like to open my own day care center.
5. I plan to enter the B.A. program at Marshall.
6. I feel like the program made me a better mother.
7. I was pleased with my classes and now work as a pre-school aid.

8. I loved the on-line courses and am now in the Concord program.
9. Mary Hamilton was wonderful in helping us.
10. I took most of my classes in the classroom at Saulsville after I was already working in child care. I really enjoyed math.

Appendix V

Division: Humanities and Social Science
 985-AAS—Early Childhood Education

n=7

Min. AM (4) Min LI (4) Min. RFI (5)
 7 – 100% 7 – 100% 4 – 57%
 All Areas—4 – 57%

Gender	Ethnicity	AM	LI	RFI	Met All 3 Standards
F	W	4	4	4	4 U
F	W	4	4	4	4 U
F	W	4	4	4	4 U
F	W	5	4	5	5 S
F	W	5	5	7	7 S
F	W	6	5	6	6 S
F	W	6	5	6	6 S
	Sum	34	31	38	
	n=	7	7	7	
	Mean	4.8	4.4	5.1	
	Standards	4	4	5	
	0-<3	0-<3	0-<3	0-<3	
	0-3	0-3	0-3	0-3	3-U 43%U
	3-4	4-4	3-4	4-S	57%S
	2-5	3-5	1-5		
	2-6	0-6	2-6		
	0-7	0-7	1-7		
	Met Standard	7	7	4	

Department: Humanities
985-AAS—Early Childhood Education
 n=3
 Min. AM (4) Min LI (4) Min. RFI (5)
 2 – 67% 3 – 100% 1 – 33%
 All Areas—1 – 33%

Gender	Ethnicity	AM	LI	RFI	Met All Standards	
F	W	5	4	4	U	
F	W	3	4	4	U	
F	W	5	4	5	S	
	Sum	13	12	13		
	n=	3	3	3		
	Mean	4.3	4	4.3		
	Standard	4	4	5		
		0-<3	0-<3	0-<3		
		1-3	0-3	0-3		
		0-4	3-4	2-4	2 – U	67% U
		2-5	0-5	1-5	1 – S	33% S
		0-6	0-6	0-6		
		0-7	0-7	0-7		
	Met Standard	2	3	1		

Division: Humanities

AAS

985-Early Childhood Education

Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Wyoming	F	4	4	5	S
Williamson	F	3	3	5	U
Williamson	F	6	4	6	S
	Summary	13	11	16	
	n=	3	3	3	
	Mean	4.33	3.67	5.33	
	Standard Set	4	4	5	
	Number Who Met Standard (% of Criteria)	2 (66.7%)	2 (66.7%)	3 (100%)	
	Number Who Scored <3 (% of Total for Each Criteria)	0	0	0	
	Number Who Scored 3 (% of Each Criteria)	1 (33.3%)	1 (33.3%)	0	
	Number Who Scored 4 (% of Each Criteria)	1 (33.3%)	2 (66.7%)	0	
	Number Who Scored 5 (% of Each Criteria)	0	0	2 (66.7%)	
	Number Who Scored 6 (% of Each Criteria)	1 (33.3%)	0	1 (33.3%)	
	Number Who Scored 7 (% of Each Criteria)	0	0	0	
	Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	2 (66.7%)			
	Number Who Met All 3				

Early Childhood Dev-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
985	Wyoming	412	103	106	108	104	112	100	106
985	Logan	416	103	106	110	106	107	104	106
985	Wyoming	423	105	112	110	107	110	110	106
985	Williamson	432	111	115	112	108	116	109	114
		1683	422	439	440	425	445	423	432
Mean		421	106	110	110	106	111	106	108

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	P	N	N	M	N	N	M	N	N
985	P	N	N	M	N	N	M	N	N
985	N	N	N	N	N	N	N	N	N
985	M	N	N	M	N	N	N	N	N
985	N	N	N	M	N	N	N	N	N

Table 3

Major 985	Proficient	Marginal	Not Proficient
Reading Level I	25%	25%	50%
Reading Level II			100%
Critical Thinking			100%
Writing Level I		75%	25%
Writing Level II			100%
Writing Level III			100%
Mathematics Level I		25%	75%
Mathematics Level II			100%
Mathematics Level III			100%

University Transfer/Humanities-Early Childhood Development - AAS

Table 1

Student Data			Skills Dimension Subscores				Context-Based Subscores		
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
Williamson	985	441	112	116	118	110	120	110	110
Williamson	985	443	116	118	114	110	117	117	115
		884	228	234	232	220	237	227	225
	MEAN	442	114	117	116	110	118.5	113.5	112.5

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
985	P	N	N	P	M	M	M	N	N
985	P	M	N	P	M	N	M	N	N

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Proficient	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Marginal	0.0%	50.0%	0.0%	0.0%	100.0%	50.0%	100.0%	0.0%	0.0%
Not Proficient	0.0%	50.0%	100.0%	0.0%	0.0%	50.0%	0.0%	100.0%	100.0%

Appendix VI

Early Childhood Development Program Courses

Dept/No.	Title	Credit Hours
Support Courses		
CS 102	Computer Literacy	3
EN 101	English Composition I	3
EN 102	English Composition II	3
	History Elective	3
	Laboratory Science Electives	4
MT 121	College Math for General Education	3
OR 110	Introduction to College	1
PY 201	General Psychology	3
SP 103	Speech Fundamentals	3
Major Courses		
ED 115	Early Childhood Health, Safety, & Nutrition	3
ED 203	Children's Literature	3
ED 212	Principles and Theories	3
ED 213	Children and Families	3
ED 214	Child Development	3
ED 216	Guiding the Behavior of Children	3
ED 218	Human Development and Learning	3
ED 221	Administration of Early Childhood Education	3
ED 224	The Exceptional Child	3
ED 230	Early Childhood Internship	3
ED 235	Praxis I	1
MU 103	Preschool Music, Movement, & Art	3

Early Childhood Development Major Course Descriptions:

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 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 212 Principles and Theories

3 Credit Hours

Co-requisite: ED 280.

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 213 Children and Families

3 Credit Hours

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

ED 214 Child Development

3 Credit Hours

Co-requisite: ED 280.

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 216 Guiding the Behavior of Children

3 Credit Hours

Co-requisite: ED 280.

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 218 Human Development and Learning

3 Credit Hours

Co-requisite: ED 280.

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 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 224 The Exceptional Child

3 Credit Hours

Co-requisite: ED 280.

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 230 Early Childhood Internship

3 Credit Hours

Co-requisite: ED 280.

Note: This course requires permission of the Department Chair.

Actual participation in preschool teaching under supervision to develop practical skills.

Preparation of learning units based on specific needs of children enrolled; observation and critical analysis of performances and developmental processes occurring in the school day.

This course requires permission of instructor. Thirty-five hours of observation are required.

ED 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.

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.

Early Childhood Development Support Courses

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.

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 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.

MT 121 College Math for General Education

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.

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.

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. This one-credit hour course is required for all incoming students with fewer than thirty credit hours from a regionally accredited educational institution. Note: Board of Governors Adult Degree Completion students may not be required to take this course; please see the Dean of Enrollment Management and Student Development for further information.

PY 201 General Psychology

3 Credit Hours

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

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.

Lab Science Elective

4 Semester Hours

History Elective

3 Credit Hours

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Electrical Engineering Technology, Associate in Applied Science degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 10, *Policy Regarding Program Review*.

STAFF MEMBER: Carol A. Howerton

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Engineering and Technology conducted a program review of the Associate in Applied Science Electrical Engineering Technology program during the 2011-2012 academic year.

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. Enrollment is at near capacity, graduates are within expected and acceptable ranges, and the program meets a need in the community.

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

Program with Special Accreditation Program without Specialized Accreditation

Program: Electrical Engineering Technology, Associate in Applied Science April 17, 2012
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.

- X 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:

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. Enrollment is at near capacity, graduates are within expected and acceptable ranges, and the program meets a need in the community.

Signature of person preparing report if other than Department Chair <u>Carl A. Hornum</u>	Date <u>3-27-2012</u>
Signature of Department Chair <u>Pamela L. Adelman</u>	Date <u>March 27, 2012</u>
Signature of Dean _____	Date _____
Signature of Vice President for Academic Affairs _____	Date _____
Signature of President _____	Date _____
Signature of Chair, Board of Governors _____	Date _____

PROGRAM REVIEW

For Occupational Programs Implemented Under the Provisional of Series 37

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Electrical Engineering Technology, Associate in Applied Science

April 17, 2012

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2011-2012

Program Name: Electrical Engineering Technology, Associate in Applied Science

Hours Required for Graduation: 60

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum has adequate requirements that meet the needs of business and industry.
- The program has established goals and objectives.
- Provides a variety of skilled job pathways.
- Entrance abilities for the students are within community college standards.
- The program has appropriately trained faculty.
- The program maintains appropriate assessment tools.

Conclusion: Program meets minimum adequacy requirements

B. Viability

- The program is at capacity for enrollment.
- Graduates are within expectations for the program.
- Previous history of the program indicates future students seeking the degree will increase.
- The program provides a smooth transition to bachelor degrees.

Conclusion: Program meets minimum viability requirements

C. Necessity:

- The program meets a validated industry demand.
- The graduates find successful gainful employment.

Conclusion: The program meets minimum requirements for necessity.

D. Consistency with Mission:

- The program does support the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs.

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

II. Plans for program improvement, including timeline.

Budget for the program is spent each year on upgrades for software and purchasing of additional simulators.

Additional efforts are being made on tracking and advising students to assist with completion of courses in sequence. Interventions are being made with regards to math courses to assist earlier. The math department is working with the program for “just in time” learning to enhance math background on the math courses. Additional efforts are being made to track students beyond graduation. Activities are ongoing.

II. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

The last program review was conducted in 2007. The program cited a recognized weakness due to faculty turnover. A follow-up was completed in 2008 and the program was continued with no further corrective actions. Since the last review, the program has maintained consistent faculty, purchased new lab equipment, and has the highest enrollment for the program.

IV. Five year trend data on graduates and majors enrolled

Program enrollment has typically been cyclical however the past three years have shown steady growth. It is expected that the program will maintain a steady stream of students. The program has a higher than usual attrition rate. The majority of students are not permitted to continue in the program on schedule due to failure to complete the next level math requirement or have job demands that require part-time attendance. Graduates tend to aggregate every four years as shown in graduation rates.

V. Summary of assessment model and how results are used for program improvement

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by the department chair along with regular consultation with the program faculty. Outcomes are discussed at each department meeting and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

VI. Data on student placement

Graduates who actively seek electrical related jobs have obtained high quality jobs that pay good wages and have reasonable benefits. The majority of graduates are employed in the mining industry and obtained higher than usual starting salaries. Average starting salary is approximately \$52, 000.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors final recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2011-2012

Program: Electrical Engineering Technology, Associate in Applied Science
Date of Last Review: 2007 Program Review with a 2008 Follow-up Report

I. PROGRAM DESCRIPTION

The Electrical Engineering Technology (EET) Program is a broadly based technical program. The program has been in existence at Southern since fall 1993. The program's mission is to provide students with an academic and technical education with sequential/practical instruction for the development of the student as a mature, responsible engineering technician who is eligible to take the National Journeyman Licensure Exam. The curriculum incorporates basic and advanced courses in electricity, electronics and electrical machinery with a focus on the mining and mining support industry. Students are offered a variety of specialized electives to meet current job market demands.

II. SPECIALIZED ACCREDITATION INFORMATION

This program does not have any specialized accreditation information. ABET accreditation is available to the program. After review of the cost and requirements, a decision was made not to seek accreditation.

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

A. Adequacy

1. Curriculum

The curriculum for the Electrical Engineering Technology, Associate in Applied Science degree currently consists of 62 credit hours. These include 23 credit hours in a general education core, 23 credit hours in a technical core, and 16 credit hours in a specialization courses. The curriculum was changed in 2008 combining the two options of mining and electrician. The new program design allows for flexibility in the specialization courses. The electives for this area are offered based on job demand. A current emphasis has been in mining and the use of PLC's (Programmable Logic Controllers). The program is a broad-based study of electronics and is a result of assessment of our community employer's skilled worker requirements. Material is taught from a practical view and blends theory and academics into the program. The objective of this instruction is to prepare students for entry level positions in our local job market while including options of employment within industries with similar job requirements. All electrical courses in the technical core have

a laboratory as an integral component and incorporate a hands-on philosophy within all the core courses. These laboratories provide hands-on experience in constructing, testing, analyzing and troubleshooting circuits and systems. The curriculum is currently being reviewed to find ways to reduce the hours to 60 credit hours to comply with new guidelines. The curriculum can be found in Appendix I.

2. Faculty

The program utilizes full-time faculty to teach the general education course requirements. In addition, the program utilizes one full time faculty member and adjuncts as needed for the technical courses. During the last review the program had suffered problems due to faculty turnover. In 2007, William Moseley, a retired engineer from American Electric Power, was hired. The program now maintains a steady enrollment often reaching capacity. Faculty data sheets can be found in Appendix II.

3. Students

A. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern. All entering students must satisfy a general math and English requirement or take Transitional Studies courses to bring their skills to prerequisite levels of performance. The ACT test can be used to evaluate student placement or performance or the ACCUPLACER test can be taken on campus. Students are expected to start college level math during their first semester. Students requiring transitional studies math will require additional semesters to graduate.

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 electronics industry that require a 2-year degree. Students leave the program with an understanding of the need to continually upgrade their skills and further their knowledge and abilities through on-the-job training, continuing education, seminars, and advanced studies. The breadth of the program of instruction allows individuals to be able to move from jobs in one area of electrical engineering to another without the need of comprehensive retraining. Job specific needs and knowledge can quickly be associated from previous knowledge, and further learning can be self-taught because of their educational background. Students are also required to sit for the national Journeyman's licensure exam during the capstone course for the program.

Specific Exit Abilities of Graduates include:

- exhibit ethical, responsible and dependable behavior
- communicate effectively with employees and customers
- work cooperatively with others in a team environment
- analyze, construct and test DC circuits using both fundamental and advanced techniques
- analyze, construct and test AC circuits using both fundamental and advanced techniques
- use computer programs to model, analyze and design electronic and electrical circuits
- analyze, design and construct fundamental semiconductor circuits
- calculate and analyze power industry circuits and recommend potential solutions for power system problems
- analyze, construct and design fundamental digital circuits
- use skills to critically analyze practical troubleshooting problems and situations
- incorporate various aspects of a well-rounded academic background into workplace situations

4. Resources

A. Financial

This program received a WV Advance grant in 2007 in the amount of \$220,000.00. The grant provided purchasing a state-of-the-art set of lab simulators. The program also receives a yearly budget dedicated to the program. Between the grant and budget the financial support has been adequate to cover any necessary needs for the program.

B. Facilities

This program has one dedicated lab on the Logan campus in the Allied Health and Technology Building. The lab has a variety of simulators including electrical, motors, high voltage, low voltage, and PLC's. It is set up for a capacity of 18 students.

5. Assessment Information

The EET program utilizes a variety of assessment measures. Students must pass a capstone course which includes a program assessment exam. The majority of technical core courses also utilize a pre/post course exam. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs. All students are required to take the Journeyman's licensure exam. The program maintains a 95% passage rate for the past 5 years.

Graduate follow-up data is limited. Many graduates have moved and do

not provide forwarding addresses for follow-up data, or simply do not return written surveys. Attempts are made each year to contact students by phone, email, and letters. Overall, students replying to the surveys have expressed satisfaction with the program. Specific comments have been made about the satisfaction with the upgrade in equipment resulting from the WV Advance grant for the program.

There is also limited feedback on employer satisfaction. A majority of the students who respond prefer not to include employer or salary information. Most information is informal from contact with the local industry and known employers. Overall, employers are satisfied with the graduates. The program receives numerous requests each semester for referrals of graduates for job openings.

6. Previous Program Reviews

The last program review was conducted in 2007. The program cited a recognized weakness due to faculty turnover. A follow-up was completed in 2008 and the program was continued with no further corrective actions. Since the last review, the program has maintained consistent faculty, purchased new lab equipment, and has the highest enrollment for the program.

7. Advisory Committee

The advisory committee has been expanded over the past 3 years. It operates on a more informal basis, working with local business and industry on a regular basis to identify market demands for specialization elective offerings.

8. Strengths and Weaknesses

STRENGTHS

- Student interest as evidenced by enrollment increase
- Solid, hands-on curriculum
- Transfer opportunities
- State-of-the-art lab equipment
- New computer software and simulators

WEAKNESSES

- Limited capacity due to lab space.
- Student skills in math result in a longer than expected completion time.

B. Viability

1. Program Enrollment and Graduates

Number of Majors per year for previous 5 years

<u>Year</u>	<u>Enrollment</u>
2005-2006	5
2006-2007	9
2007-2008	12
2008-2009	23
2009-2010	39

Enrollment Trends for previous 5 years

Program enrollment has typically been cyclical however the past three years have shown steady growth. It is expected that the program will maintain a steady stream of students.

Number of Graduates for previous 5 years

<u>Year</u>	<u>Graduates</u>
2005-2006	2
2006-2007	1
2007-2008	6
2008-2009	13
2009-2010	2

The program has a higher than usual attrition rate of close to 60%. The majority of students are prohibited from continuing in the program or graduating within the two years due to failure to complete the math requirements or job demands that do not permit them to take all classes on schedule. This is shown in the graduation rates with the higher than usual number in 2008-2009. Based on advising records, it is expected that 2011-2012 will again be higher than usual.

Graduates have obtained high quality jobs that pay good wages and have reasonable benefits. They are diversely employed in service companies and the coal industry. Average starting salary is approximately \$40, 000 in the mining industry with the other industries listed within \$25,000 to \$30,000 range.

Enrollment Projections

Although we cannot predict large increases in enrollment in the future, there is a community employment need delivered by this program which we believe drives enrollment. Area job markets indicate a high need for electricians, especially in the mining emphasis. At present all graduates of the EET program can find employment within the local mining community, if they so desire. Projections for the future based on the current enrollment and student interest indicate the program will meet or exceed program expectations and capabilities of 15-20 students per cohort. Enrollment often declines within each cohort due to academic difficulties.

2. Program Course Enrollments

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. A complete listing of courses for the past 5 years can be found in Appendix III.

3. Service Courses

This program does not have any courses offered specific to the program that are used by other programs.

4. Off-Campus/Distance Delivery Classes

This program does not have any courses that are currently offered off-campus or by distance delivery.

5. Articulation Agreements (2+2 etc.)

Although we have no signed agreement as such with West Virginia University Institute of Technology (WVUIT), we negotiated an informal agreement in 1995. WVUIT agreed to take up to 72 hours of our class work and electives into their 4 year Bachelors in Science Electrical Engineering Technology program. Southern's EET program was modeled after WVUIT's program with similar course numbering and text books. Meetings have been held with Bluefield State and Fairmont State to create specific 2+2 agreements. These agreements are still under development.

C. Necessity

The recent resurgence of the coal industry has generated much interest in our current electrical program. Presently, our region has only one major industry, Coal, for regional employment and economic growth in the electrical industry. We must be receptive to the coal industry needs for the future. Presently the coal business needs quality maintenance workers as discussed at advisory meetings for the mining program and as evidenced in local help wanted ads. One of the major criteria for employment for electricians in the coal industry is the miner's electrical certification. Most of our graduates are working in the service region of the college.

D. Consistency with Our Mission

This program directly supports the institution's previous compact and mission in a variety of areas. Major areas of support for the previous compact include the following:

- Courses are offered as dual credit at a number of locations. This supports compact Goal I.B.3.
- Articulation agreements exist with each of the vocational/career centers that offer comparable courses. This supports a number of compact goals including I.C.3, III.A.1, and III.D.1.

- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports compact goal I.D.2.
- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports compact goals II.A.2. and IV.A.1.
- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports compact goal III.E.

This program directly supports the institution's new compact and mission in a variety of areas. Major areas of support for the new compact include the following:

- Produce more graduates
 - Program advising encourages completion of degree and graduation.
- Promote Strong Employer Partnerships
 - The program is a high demand occupation needed by employers.
 - Courses provide opportunities for employers to send employees for training
- Serve More Adults
 - Includes program recruitment for older students for skills enhancement.
- Build and Maintain Facilities
 - Courses use technology

IV. Recommendation

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program meets a need in the community and has sufficient enrollment and graduates to be a viable program.

APPENDIX I - Curriculum

Electrical Engineering Technology

Associate in Applied Science

60 Credit Hours

Purpose

The Electrical Engineering Technology Program has the mission to provide an academic and technical education with sequential/practical instruction for the development of the student as a mature, responsible electrical technician. The curriculum incorporates basic and advanced courses in electricity, electronics and electrical machinery. In addition students must take technical specialization electives in fields that are of particular interest to them.

The full Electrical Engineering Technology Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

Dept/No.	Title	Credit Hours
Support Courses		
CS 102	Computer Literacy	3
EN 101	English Composition I	3
MT 124	Technical Math	3
MT 125	Trigonometry	3
OR	OR	
MT 130	College Algebra	
OR 105	Orientation to Technical Programs	1
PH 200 OR higher	Introduction to Physics	4
	Social Science Elective	3
SP 103	Speech Fundamentals	3
Major Courses		
DR 203	Electrical Schematics	3
EG 103	Electrical Calculations	3
EG 105	Industrial Safety	1
EG 107	Introduction to Circuits	4
EG 171	Circuit Analysis I	4
EG 172	Circuit Analysis II	4
EG 297	National Electric Code	1
EG 298	Capstone	1

Specialization Courses (minimum of 16 credit hours):

Student must complete a series of restricted electives. Courses offered to fulfill the electives will be structured around current business and industry demands. Courses are limited to EG courses not already required by the program and other related courses as approved by the Department Chair for Technology and Engineering.

APPENDIX II – Faculty Data Form

Name William W. Moseley, Jr. Rank Instructor

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

Highest Degree Earned BSEE
 Date Degree Received May, 1973
 Conferred by West Virginia Institute of Technology
 Area of Specialization Electrical Engineering

Professional registration/licensure _____
 Years of employment at present institution 4 years
 Years of employment in higher education 4 years
 Years of related experience outside higher education 30 years
 Non-teaching experience 30 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>
----------------------	----------------------------------	-------------------

See page 2 for course listing

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

Degree is in area of current assignment

- (c). Identify your professional development activities during the past five years.
 Blackboard and online course development professional development
 SoftChalk software professional development

Faculty Course Loads

Faculty	Term	Course	Title	Enrolled
Moseley, William W.				
	201002	EG 171	Circuit Analysis I	17
	201002	EG 172	Circuit Analysis II	16
	201002	EG 181	Analog Electronics I	4
	201002	EG 214	Electrical Control Systems	19
	201002	EG 220	Machines and Power Systems	4
	201001	EG 103	Electrical Calculations	19
	201001	EG 105	Industrial Safety	20
	201001	EG 107	Introduction to Circuits	16
	201001	EG 171	Circuit Analysis I	4
	201001	EG 172	Circuit Analysis II	4
	201001	EG 210	Troubleshooting Lab	18
	200902	EG 103	Electrical Calculations	8
	200902	EG 106	National Electric Codes	9
	200902	EG 107	Introduction to Circuits	8
	200902	EG 210	Troubleshooting Lab	8
	200902	EG 220	Machines and Power Systems	6
	200902	EG 290	Digital Electronics	7
	200901	DR 203	Electrical Schematics	9
	200901	EG 105	Industrial Safety	11
	200901	EG 106	National Electric Codes	1
	200901	EG 181	Analog Electronics I	7
	200901	EG 210	Troubleshooting Lab	6
	200901	EG 298	Capstone	4
	200901	EG 299	Internship Work Experience	2
	200901	MT 90	Basic Mathematics	22
	200802	EG 106	National Electric Codes	15
	200802	EG 171	Circuit Analysis I	12
	200802	EG 172	Circuit Analysis II	12
	200802	EG 220	Machines and Power Systems	9
	200802	EG 275	Circuits Review	9
	200801	MT 90	Basic Mathematics	23
	200602	MT 95	Introductory Algebra I	27
	200602	MT 95	Introductory Algebra I	25
	200601	MT 90	Basic Mathematics	22

APPENDIX III - Course Enrollments

Term	Subject	Course	Title	Enrolled
200601	DR	204	Computer Aided Design & Drf I	9
200601	EG	103	Electrical Calculations	12
200601	EG	105	Industrial Safety	16
200601	EG	106	National Electric Codes	15
200601	EG	107	Introduction to Circuits	13
200601	EG	298	Capstone	1
200601	EG	299	Internship Work Experience	1
200602	DR	203	Electrical Schematics	12
200602	EG	298	Capstone	2
200602	EG	299	Internship Work Experience	2
200701	DR	204	Computer Aided Design & Drf I	6
200701	EG	103	Electrical Calculations	18
200701	EG	105	Industrial Safety	15
200701	EG	171	Circuit Analysis I	1
200701	EG	172	Circuit Analysis II	1
200701	EG	210	Troubleshooting Lab	1
200701	EG	298	Capstone	3
200701	EG	299	Internship Work Experience	1
200702	DR	203	Electrical Schematics	15
200702	EG	171	Circuit Analysis I	14
200702	EG	172	Circuit Analysis II	14
200702	EG	210	Troubleshooting Lab	11
200801	EG	106	National Electric Codes	1
200801	EG	290	Digital Electronics	10
200801	EG	298	Capstone	1
200801	EG	299	Internship Work Experience	1
200802	EG	106	National Electric Codes	15
200802	EG	171	Circuit Analysis I	12

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Electrical Engineering Technology, Certificate program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 10, Policy Regarding Program Review.

STAFF MEMBER: Carol A. Howerton

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Engineering and Technology conducted a program review of the Electrical Engineering Technology, Certificate program during the 2011-2012 academic year.

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. Enrollment is at near capacity, graduates are within expected and acceptable ranges, and the program meets a need in the community.

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

Program with Special Accreditation Program without Specialized Accreditation

Program: Electrical Engineering Technology, Certificate April 17, 2012
Program 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.

- X 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:

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. Enrollment is at near capacity, graduates are within expected and acceptable ranges, and the program meets a need in the community.

 Signature of person preparing report if other than Department Chair Date

Cal A. Howk 3-27-2012

 Signature of Department Chair Date

Patricia L. Aldera March 27, 2012

 Signature of Dean Date

 Signature of Vice President for Academic Affairs Date

 Signature of President Date

 Signature of Chair, Board of Governors Date

PROGRAM REVIEW

For Occupational Programs Implemented Under the Provisional of Series 37

West Virginia Council for Community and Technical College Education

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

April 17, 2012

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2011-2012

Program Name: Electrical Engineering Technology, Certificate Program

Hours Required for Graduation: 30

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum has adequate requirements that meet the needs of business and industry.
- The program has established goals and objectives.
- Provides a variety of skilled job pathways.
- Entrance abilities for the students are within community college standards.
- The program has appropriately trained faculty.
- The program maintains appropriate assessment tools.

Conclusion: Program meets and exceeds minimum adequacy requirements.

B. Viability

- The program is at capacity for enrollment.
- Graduates are within expectations for the program.
- Previous history of the program indicates future students seeking the degree will increase.
- The program is the first year of the associate degree program.

Conclusion: Program meets and exceeds minimum viability requirements.

C. Necessity:

- The program meets a validated industry demand.
- The graduates find successful gainful employment.

Conclusion: The program meets minimum requirements for necessity.

D. Consistency with Mission:

- The program does support the mission and vision of the institution.
- The program and core courses support the compact.

There is limited impact on other programs.

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

II. Plans for program improvement, including timeline.

Budget for the program is spent each year on upgrades for software and purchasing of additional simulators.

Additional efforts are being made on tracking and advising students to assist with completion of courses in sequence. Interventions are being made with regards to math courses to assist earlier. The math department is working with the program for “just in time” learning to enhance math background on the math courses. Additional efforts are being made to track students beyond graduation. Activities are ongoing.

II. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

The last program review was the initial post audit conducted in 2007. The review cited a recognized weakness due to faculty turnover and a lack of assessment plan. A follow-up was completed in 2008 and the program was continued with no further corrective actions. Since the last review, the program has maintained consistent faculty, created and assessment plan, purchased new lab equipment, and has the highest enrollment in the history of the program.

IV. Five year trend data on graduates and majors enrolled

The majority of students do not list the certificate as their intended major. All graduates have continued on to the associate degree. Data trends for the associate degree program have typically been cyclical however the past three years have shown steady growth. It is expected that the program will maintain a steady stream of students. The graduation rate also follows that of the associate degree. The program has had a record number of graduates and it is expected that the trend in graduates will continue to be cyclical and within expectations.

V. Summary of assessment model and how results are used for program improvement

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by the department chair along with regular consultation with the program faculty. Outcomes are discussed at each department meeting and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

VI. Data on student placement

All of the graduates have continued on with the associate degree. There is no data specific for certificate students on job placement. Graduates who actively seek electrical related jobs have obtained high quality jobs that pay good wages and have reasonable benefits. The majority of graduates are employed in the mining industry and obtained higher than usual starting salaries. Average starting salary is approximately \$52, 000.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2011-2012

Program: Electrical Engineering Technology, Certificate Program

Date of Last Review: 2007 Initial Post Audit with a 2008 Follow-up Report

I. PROGRAM DESCRIPTION

The Electrical Engineering Technology (EET) Program is a broadly based technical program. The Electrical Engineering Technology, Associate in Applied Science program has been in existence at Southern since fall 1993. The certificate program was created in 2005. A post audit was completed in 2007 and a follow-up report completed in 2008. The program's mission is to provide students with an academic and technical education with sequential/practical instruction for the development of the student as a mature, responsible engineering technician. It is designed to provide individuals basic skills necessary to enter the workforce in the areas of basic electronics.

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 certificate program originally incorporated basic and advanced courses in electricity. Students had the option of choosing between Electrician Technician with a focus on circuit analysis and Mining Electrician with a focus on mine electricity. In the 2007-2008 academic year the curriculum was changed to remove the option choices and just focus on the core requirements that cross all options of the associate degree program. After reviewing the curriculum it was found impossible for students to graduate with the certificate in one year due to course sequencing and scheduling. The new curriculum requirements are now aligned with the first year sequence of the associate degree program.

The curriculum for the certificate program in Electrical Engineering Technology currently consists of 30 credit hours. These include 10 credit hours in a general education core and 20 hours in technical core. It is designed to be the first year of the Electrical Engineering Technology, Associate in Applied Science program. The curriculum can be found in Appendix I.

2. Faculty

The program utilizes full-time faculty to teach the general education course requirements. In addition, the program utilizes one full time faculty member and adjuncts as needed for the technical courses. During the last review the program had suffered problems due to faculty turnover. In 2007, William Moseley, a retired engineer from Appalachian Electric, was hired. The program now maintains a steady enrollment often reaching capacity. Mr. Moseley's Faculty data sheet can be found in Appendix II.

3. Students

A. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern. All entering students must satisfy a general math and English requirement or take Transitional Studies courses to bring their skills to prerequisite levels of performance. The ACT test can be used to evaluate student placement or performance or the ACCUPLACER test can be taken on campus. Students are expected to start college level math during their first semester. Students requiring transitional studies math will require additional semesters to graduate.

B. Exit Abilities

Upon completion of the degree requirements, students will have acquired the necessary skills to qualify for some entry level positions in the electronics industry that require an education beyond high school. Students leave the program with an understanding of the need to continually upgrade their skills and further their knowledge and abilities through on-the-job training, continuing education, seminars, and advanced studies. Students also have the ability to continue seamlessly into an associate degree.

Specific Exit Abilities of Graduates include:

- work cooperatively with others in a team environment
- analyze, construct and test DC circuits using both fundamental and advanced techniques
- analyze, construct and test AC circuits using both fundamental and advanced techniques
- use computer programs to model, analyze and design electronic and electrical circuits
- analyze, construct and test electrical circuits utilizing skills gained through course work and instruction
- analyze, design and construct fundamental semiconductor circuits

4. Resources

A. **Financial**

This program does not have any specific budget. It is included in the budget for the associate degree program which received a WV Advance grant in 2007 in the amount of \$220,000.00. The grant provided purchasing a state-of-the-art set of lab simulators. The program also receives a yearly budget dedicated to the program. Between the grant and budget the financial support has been adequate to cover any necessary needs for the program.

B. **Facilities**

This program has one dedicated lab on the Logan campus in the Allied Health and Technology Building. The lab has a variety of simulators including electrical, motors, high voltage, low voltage, and PLC's. It is set up for a capacity of 18 students. The lab is also used by the associate degree program for electrical engineering.

5. **Assessment Information**

The EET program utilizes a variety of assessment measures. Students must pass a capstone course which includes a program assessment exam. The majority of technical core courses also utilize a pre/post course exam. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs.

All of the graduates have continued on with the associate degree. A majority of the graduates obtain both the certificate and the associate degree simultaneously. No data has been collected on the certificate program graduates. All graduates have continued on to the associate degree level. No surveys of satisfaction have been completed for the certificate graduates. The continuation to the associate degree implies a satisfaction of the program.

6. **Previous Program Reviews**

The last program review was the initial post audit conducted in 2007. The review cited a recognized weakness due to faculty turnover and a lack of assessment plan. A follow-up was completed in 2008 and the program was continued with no further corrective actions. Since the last review, the program has maintained consistent faculty, created and assessment plan, purchased new lab equipment, and has the highest enrollment in the history of the program.

7. **Advisory Committee**

The advisory committee has been expanded over the past 3 years. It operates on a more informal basis, working with local business and industry on a regular basis to identify market demands for specialization elective offerings.

8. Strengths and Weaknesses

STRENGTHS

- Student interest as evidenced by enrollment increase
- Solid, hands-on curriculum
- Transfer opportunities
- State-of-the-art lab equipment
- New computer software and simulators
- Seamless transition to the associate degree

WEAKNESSES

- Limited capacity due to lab space.
- Student skills in math result in a longer than expected completion time.

B. Viability

1. Program Enrollment and Graduates

Number of Majors per year for previous 5 years

<u>Year</u>	<u>Enrollment</u>
2005-2006	5
2006-2007	9
2007-2008	12
2008-2009	19
2009-2010	9

Enrollment Trends for previous 5 years

The majority of students do not list the certificate as their intended major. All graduates have continued on to the associate degree. Data trends for the associate degree program have typically been cyclical however the past three years have shown steady growth. It is expected that the program will maintain a steady stream of students.

Number of Graduates for previous 5 years

<u>Year</u>	<u>Graduates</u>
2005-2006	0
2006-2007	1
2007-2008	6
2008-2009	14
2009-2010	1

The graduation rate follows that of the associate degree. Attrition of majors typically occurs during the second semester of the program with failure to successfully complete the required math component. This result is shown in the graduation rates with the higher than usual number in 2008-2009. Based on advising records, it is expected that 2011-2012 will again be higher than usual.

Enrollment Projections

Although we cannot predict large increases in enrollment in the future, there is a community employment need delivered by this program which we believe drives enrollment. Area job markets indicate a high need for electricians, especially in the mining emphasis. At present all graduates of the EET program can find employment within the local mining community, if they so desire. Projections for the future based on the current enrollment and student interest indicate the program will meet or exceed program expectations and capabilities of 15-20 students per cohort. Enrollment often declines within each cohort due to academic difficulties. Enrollment in the certificate program is usually not recorded by students as their program of study. The cohort entering fall 2011 had 19 students enrolled.

2. Program Course Enrollments

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. A complete listing of courses for the past 5 years can be found in Appendix III.

3. Service Courses

This program does not have any courses offered specific to the program that are used by other programs.

4. Off-Campus/Distance Delivery Classes

This program does not have any courses that are currently offered off-campus or by distance delivery.

5. Articulation Agreements (2+2 etc.)

Although we have no signed agreement as such with West Virginia University Institute of Technology (WVUIT), we negotiated an informal agreement in 1995. WVUIT agreed to take up to 72 hours of our class work and electives into their 4 year Bachelors in Science Electrical Engineering Technology program. Southern's EET program was modeled after WVUIT's program with similar course numbering and text books. Meetings have been held with Bluefield State and Fairmont State to create specific 2+2 agreements. These agreements are still under development.

C. Necessity

The recent resurgence of the coal industry has generated much interest in our current electrical program. Presently, our region has only one major industry, Coal, for regional employment and economic growth in the electrical industry. We must be receptive to the coal industry needs for the future. Presently the coal business needs quality maintenance workers as discussed at advisory meetings for the mining program and as evidenced in local help wanted ads. One of the major criteria for employment for electricians in the coal industry is the miner's

electrical certification. Most of our graduates are working in the service region of the college.

D. Consistency with Our Mission

This program directly supports the institution's previous compact and mission in a variety of areas. Major areas of support for the previous compact include the following:

- Courses are offered as dual credit at a number of locations. This supports compact Goal I.B.3.
- Articulation agreements exist with each of the vocational/career centers that offer comparable courses. This supports a number of compact goals including I.C.3, III.A.1, and III.D.1.
- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports compact goal I.D.2.
- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports compact goals II.A.2. and IV.A.1.
- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports compact goal III.E.

This program directly supports the institution's new compact and mission in a variety of areas. Major areas of support for the new compact include the following:

- Produce more graduates
 - Program advising encourages completion of degree and graduation.
- Promote Strong Employer Partnerships
 - The program is a high demand occupation needed by employers.
 - Courses provide opportunities for employers to send employees for training
- Serve More Adults
 - Includes program recruitment for older students for skills enhancement.
- Build and Maintain Facilities
 - Courses use technology

IV. Recommendation

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program meets a need in the community and has sufficient enrollment and graduates to be a viable program.

APPENDIX I - Curriculum

Electrical Engineering Technology

Certificate
30 Credit Hours

Purpose

The Electrical Engineering Technology Program has the mission to provide an academic and technical education with sequential/practical instruction for the development of the student as a mature, responsible electrical technician. The curriculum incorporates basic core courses in electricity, electronics, and electrical machinery to prepare the student for entry-level concepts and jobs.

The full Electrical Engineering Technology Certificate Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

Dept/No.	Title	Credit Hours
Support Courses		
EN 101	English Composition I	3
MT 124	Technical Math	3
OR 105	Orientation to Technical Programs	1
PH 200	Introduction to Physics	4
Major Courses		
DR 203	Electrical Schematics	3
EG 103	Electrical Calculations	3
EG 105	Industrial Safety	1
EG 107	Introduction to Circuits	4
EG 171	Circuit Analysis I	4
EG 172	Circuit Analysis II	4

APPENDIX II – Faculty Data Form

Name William W. Moseley, Jr. Rank Instructor

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

Highest Degree Earned BSEE
 Date Degree Received May, 1973
 Conferred by West Virginia Institute of Technology
 Area of Specialization Electrical Engineering

Professional registration/licensure _____
 Years of employment at present institution 4 years
 Years of employment in higher education 4 years
 Years of related experience outside higher education 30 years
 Non-teaching experience 30 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>
See page 2 for course listing		

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

Degree is in the area of current assignment.

- (c). Identify your professional development activities during the past five years.
 Blackboard and online course development professional development
 SoftChalk software professional development

Faculty Course Loads

Faculty	Term	Course	Title	Enrolled
Moseley, William W.				
	201002	EG 171	Circuit Analysis I	17
	201002	EG 172	Circuit Analysis II	16
	201002	EG 181	Analog Electronics I	4
	201002	EG 214	Electrical Control Systems	19
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	201001	EG 103	Electrical Calculations	19
	201001	EG 105	Industrial Safety	20
	201001	EG 107	Introduction to Circuits	16
	201001	EG 171	Circuit Analysis I	4
	201001	EG 172	Circuit Analysis II	4
	201001	EG 210	Troubleshooting Lab	18
	200902	EG 103	Electrical Calculations	8
	200902	EG 106	National Electric Codes	9
	200902	EG 107	Introduction to Circuits	8
	200902	EG 210	Troubleshooting Lab	8
	200902	EG 220	Machines and Power Systems	6
	200902	EG 290	Digital Electronics	7
	200901	DR 203	Electrical Schematics	9
	200901	EG 105	Industrial Safety	11
	200901	EG 106	National Electric Codes	1
	200901	EG 181	Analog Electronics I	7
	200901	EG 210	Troubleshooting Lab	6
	200901	EG 298	Capstone	4
	200901	EG 299	Internship Work Experience	2
	200901	MT 90	Basic Mathematics	22
	200802	EG 106	National Electric Codes	15
	200802	EG 171	Circuit Analysis I	12
	200802	EG 172	Circuit Analysis II	12
	200802	EG 220	Machines and Power Systems	9
	200802	EG 275	Circuits Review	9
	200801	MT 90	Basic Mathematics	23
	200602	MT 95	Introductory Algebra I	27
	200602	MT 95	Introductory Algebra I	25
	200601	MT 90	Basic Mathematics	22

APPENDIX III - Course Enrollments

Term	Subject	Course	Title	Enrolled
200601	DR	204	Computer Aided Design & Drf I	9
200601	EG	103	Electrical Calculations	12
200601	EG	105	Industrial Safety	16
200601	EG	106	National Electric Codes	15
200601	EG	107	Introduction to Circuits	13
200602	DR	203	Electrical Schematics	12
200701	DR	204	Computer Aided Design & Drf I	6
200701	EG	103	Electrical Calculations	18
200701	EG	105	Industrial Safety	15
200701	EG	171	Circuit Analysis I	1
200701	EG	172	Circuit Analysis II	1
200701	EG	210	Troubleshooting Lab	1
200702	DR	203	Electrical Schematics	15
200702	EG	171	Circuit Analysis I	14
200702	EG	172	Circuit Analysis II	14
200702	EG	210	Troubleshooting Lab	11
200801	EG	106	National Electric Codes	1
200802	EG	106	National Electric Codes	15
200802	EG	171	Circuit Analysis I	12
200802	EG	172	Circuit Analysis II	12
200901	DR	203	Electrical Schematics	9
200901	EG	105	Industrial Safety	11
200901	EG	106	National Electric Codes	1
200901	EG	210	Troubleshooting Lab	6
200902	DR	204	Computer Aided Design & Drf I	12
200902	EG	103	Electrical Calculations	8

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Information Technology, Associate in Applied Science degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 10, Policy Regarding Program Review.

STAFF MEMBER: Carol A. Howerton

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Engineering and Technology conducted a program review of the Associate in Applied Science Electrical Engineering Technology program during the 2011-2012 academic year.

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. Enrollment is at near capacity, graduates are within expected and acceptable ranges, and the program meets a need in the community.

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

Program with Special Accreditation

Program without Specialized Accreditation

Program: Information Technology, Associate in Applied Science
 Degree and Title

April 17, 2012
 Date

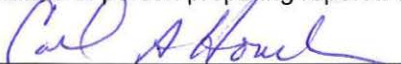
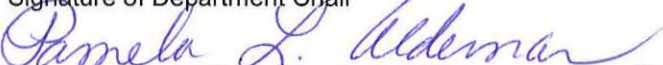
INSTITUTIONAL RECOMMENDATION

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

- X 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:

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. Enrollment is at near capacity, graduates are within expected and acceptable ranges, and the program meets a need in the community.

Signature of person preparing report if other than Department Chair	Date
	3-27-12
Signature of Department Chair	Date
	March 27, 2012
Signature of Dean	Date
Signature of Vice President for Academic Affairs	Date
Signature of President	Date
Signature of Chair, Board of Governors	Date

PROGRAM REVIEW

For Occupational Programs Implemented Under the Provisional of Series 37

West Virginia Council for Community and Technical College Education

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

April 17, 2012

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2011-2012

Program Name: Information Technology, Associate in Applied Science

Hours Required for Graduation: 60

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum has adequate requirements that meet the needs of business and industry.
- The program has established goals and objectives
- Provides a variety of skilled job pathways
- Entrance abilities for the students are within community college standards.
- The program has appropriately trained faculty
- The program maintains appropriate assessment tools

Conclusion: Program meets minimum adequacy requirements

B. Viability

- The program is has sufficient enrollment.
- Graduates are within expectations for the program.
- Previous history of the program indicates future students seeking the degree will remain steady.

Conclusion: Program meets minimum viability requirements

C. Necessity:

- The program meets a validated industry demand.
- The graduates find successful gainful employment.

Conclusion: The program meets minimum requirements for necessity.

D. Consistency with Mission:

- The program does support the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs.

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

II. Plans for program improvement, including timeline.

New skill sets and restricted elective courses are being developed to expand offerings and keep up with changing technology. More courses are being developed in hybrid and/or online formats to expand offerings beyond a local audience.

Additional efforts are being made on tracking and advising students to assist with completion of courses in sequence. Interventions are being made with regards to math courses to assist earlier. The math department is working with the program for “just in time” learning to enhance math background on the math courses. Additional efforts are being made to track students beyond graduation. Activities are ongoing.

II. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

There were no identified weaknesses of the previous review. The program was expanded to incorporate the Computer Information Systems program to form one unified program. This was completed in 2008.

IV. Five year trend data on graduates and majors enrolled

The program has had a slight reduction in identified majors. This is in part due to the effort to better identify majors and place them in the appropriate major code. The numbers are still not a true representation of degree seeking students. Many students take a single course and are placed in the program as a major. It is expected that the enrollment will remain steady.

V. Summary of assessment model and how results are used for program improvement

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by the department chair along with regular consultation with the program faculty. Outcomes are discussed at each department meeting and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

VI. Data on student placement

Graduates who actively seek computer industry jobs have obtained high quality jobs that pay good wages and have reasonable benefits. They range from computer repair to network assistants. Average starting salary is approximately \$22, 000.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2011-2012

Program: Information Technology, Associate in Applied Science
Date of Last Review: 2007 Program Review

I. PROGRAM DESCRIPTION

The Information Technology associate in applied science degree program was developed in response to state and national needs for highly qualified IT professionals who can fill the workforce gap. The program provides a flexible curriculum that can adapt quickly to provide the ultimate in technical training. It is designed as non-transfer for career oriented students who seek advanced positions in the IT industry workforce after completion of the program. It is designed to provide a thorough and integrated study of technology with a focus on nationally-recognized vendor certifications followed by practical experience through internships.

This program is currently limited to full program offerings at the Logan Campus. The Wyoming campus offers courses on a limited basis as demands are warranted.

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 associate in applied science degree program in Information Technology consists of 60 semester hours. These include 20 credit hours in a general education core, 25 credit hours in a technical core including the CompTIA A+ Service Technician certification and Network+ certification, and 15 credit hours in an IT Focus Specialization. The required hours are broken down over 4 semesters (a 2-year period) with hours per semester ranging from 15 to 18 credit hours. A complete listing of courses in each category is included in Appendix I.

The program provides flexibility through the use of the IT Focus electives. Specific elective choices are offered based on industry demand and student interest at the time of the offering. The flexibility of the focus electives allows the program to rotate versions of the program's course offerings.

2. Faculty

The Information Technology program utilizes full-time and part-time faculty to teach the general education course requirements. The program utilizes one full-time faculty (Matthew Payne) assigned to the Information Technology program and two additional full-time faculty (Timothy Weaver and Rick Thompson) split between the Information Technology program and computer support courses for other programs. All faculty members hold appropriate degrees and certifications in the Information Technology area. See Appendix II for faculty/staff data sheets.

3. Students

A. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern. All entering students must satisfy a general math and English requirement or take Transitional Studies courses to bring their skills to prerequisite levels of performance. The ACT test can be used to evaluate student placement or performance or the ACCUPLACER test can be taken on campus. Students are expected to start college level math during their first semester. Students requiring transitional studies math will require additional semesters to graduate. The program assumes general computer skills. Those not having basic computer skills may take the CS 102 Computer Literacy course to gain the skills which may also delay graduation.

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 information technology industry that require a 2-year degree. Students leave the program with an understanding of the need to continually upgrade their skills and further their knowledge and abilities through on-the-job training, continuing education, seminars, and advanced studies. The breadth of the program of instruction allows individuals to be able to move from jobs in one area of computers to another without the need of comprehensive retraining. Job specific needs and knowledge can quickly be associated from previous knowledge, and further learning can be self-taught because of their educational background. Students are also required to sit for a certification examination of their choice. Possible certifications include choices from CompTIA (A+ and Network +), Microsoft (Word, Excel, Access, PowerPoint), Certiport (IC3), and Adobe (Photoshop, Flash, Elements) along with many other industry recognized certifications.

Specific Exit Abilities of Graduates include:

- Exhibit ethical, responsible, and dependable behavior
- Communicate effectively with employees and customers
- Write effective business documents
- Appreciate the need for lifelong learning
- Use problem solving strategies to think critically
- Provide outstanding customer service
- Understand a variety of system architectures
- Install and use a variety of operating systems
- Use basic programming constructs
- Install, configure, and diagnose hardware and application software
- Understand basic network and telecommunication concepts

4. Resources

A. Financial

This program receives a yearly budget dedicated to the program. It also receives funds for computer labs through the All Computer Labs budget for printing. While not specific to the IT program, the program also benefited from equipment purchased for the Surveying program through a \$220,000.00 Technical Programs grant. Between the grant and budget the financial support has been adequate to cover any necessary needs for the program.

B. Facilities

This program has one lab on the Logan campus in the Allied Health and Technology Building that is dedicated to the delivery of the IT and Surveying programs. The lab has state-of-the art computers and a variety of software packages available to students. The lab is equipped with a variety of instructional equipment including a projector, a large screen TV connected to computer, and an electronic whiteboard. It is set up for a capacity of 20 students.

5. Assessment Information

The IT program utilizes a variety of assessment measures. Students must pass a capstone course which includes a program assessment exam. The majority of technical core courses also utilize a pre/post course exam. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs. All students are required a minimum of one licensure exam. Success rates have varied with each exam. Overall the program has a passage rate of 85% on reported exams. This rate also includes some students taking multiple exams.

The program has limited returns on graduate follow-up surveys. Attempts are made each year to contact students by phone, email and letters. There are only three known graduates that are not employed at this time. Some of the graduates are not employed in the field but are also not actively seeking information technology related jobs.

There is also limited feedback on employer satisfaction. A majority of the students who respond prefer not to include employer or salary information. Most information is informal from contact with students and the local industry.

6. Previous Program Reviews

The last program review was conducted in 2007. The program was continued with corrective action. The corrective action required the combining of the Computer Information Systems program with the IT program to create one unified program. This was accomplished in 2008.

7. Advisory Committee

The faculty maintain a good working relationship with local business and industry. The faculty also utilize national data and trends for curriculum adjustment and offerings.

8. Strengths and Weaknesses

STRENGTHS

- Student interest as evidenced by enrollment
- Solid, hands-on curriculum
- Current lab equipment and software
- Flexible curriculum

WEAKNESSES

- Student skills in math result in a longer than expected completion time.
- Student readiness and drive

B. Viability

1. 1. Number of Majors per year for previous 5 years

<u>Year</u>	<u>Enrollment</u>
2005-2006	80
2006-2007	81
2007-2008	75
2008-2009	66
2009-2010	61

Enrollment Trends for previous 5 years

The official enrollment indicates a slow decline in enrollment numbers. These numbers are not true representation of the degree seeking students. Many students who are interested in a single IT course are often listed as

seeking the IT major. Actual numbers based on advising tracking by the department chair indicate a cyclical enrollment of approximately 15 to 25 students alternating each semester. This trend is expected to continue.

Number of Graduates for previous 5 years

<u>Year</u>	<u>Graduates</u>
2005-2006	1
2006-2007	7
2007-2008	7
2008-2009	16
2009-2010	9

The program tends to draw students that have a low completion rate. Many students enjoy the computer aspect of the program but do not complete the general education requirements necessary for graduation.

Graduates who actively seek computer industry jobs have obtained high quality jobs that pay good wages and have reasonable benefits. They are range from computer repair to network assistants. Average starting salary is approximately \$22, 000.

Enrollment Projections

Although we cannot predict large increases in enrollment in the future, there is a community employment need delivered by this program which we believe drives enrollment. The global job market indicates a continued need for computer technicians.

2. Program Course Enrollments

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. A complete listing of courses for the past 5 years can be found in Appendix III.

3. Service Courses

This program has one course (IT 102- Cyber Law and Ethics) that was developed specific for the program that is now required by the criminal justice programs.

4. Off-Campus/Distance Delivery Classes

This program has several courses that are currently offered by distance delivery. All courses have an online component. A listing of online courses is available in Appendix IV.

5. Articulation Agreements (2+2 etc.)

There are no articulation agreements for the program.

C. Necessity

There is an identified need for IT professionals within the state and especially the surrounding regions. Information Technology continues to remain one of the fastest growing professions. This program provides an essential opportunity for students within the college's service district. Jobs remain unfilled in the local area due to the lack of qualified candidates.

D. Consistency with Our Mission

This program directly supports the institution's previous compact and mission in a variety of areas. Major areas of support for the previous compact include the following:

- Courses are offered as dual credit at a number of locations. This supports compact Goal I.B.3.
- Articulation agreements exist with each of the vocational/career centers that offer comparable courses. This supports a number of compact goals including I.C.3, III.A.1, and III.D.1.
- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports compact goal I.D.2.
- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports compact goals II.A.2. and IV.A.1.
- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports compact goal III.E.

This program directly supports the institution's new compact and mission in a variety of areas. Major areas of support for the new compact include the following:

- Produce more graduates
 - Program advising encourages completion of degree and graduation.
- Promote Strong Employer Partnerships
 - The program is a high demand occupation needed by employers.
 - Courses provide opportunities for employers to send employees for training
- Serve More Adults
 - Includes program recruitment for older students for skills enhancement.
- Build and Maintain Facilities
 - Courses use technology

IV. Recommendation

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. Enrollment is at near capacity, graduates are within expected and acceptable ranges, and the program meets a need in the community.

APPENDIX I – Curriculum

Information Technology

Associate in Applied Science
60 Credit Hours

Purpose

The Information Technology Program was developed in response to state and national needs for highly qualified IT professionals who can fill the workforce gap. The program provides a flexible curriculum that can adapt quickly to provide the ultimate in technical training. It is designed as non-transfer for career oriented students who seek advanced positions in the IT industry workforce after completion of the program. The focus electives will be customized to student career path and current business and industry demands.

The full Information Technology Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

Dept/No.	Title	Credit Hours
Support Courses		
BU 205	Communications in Business	3
OR	OR	
EN 115	Technical Writing	
EN 101	English Composition I	3
MT 124	Technical Math	3
	Laboratory Science Elective	4
PY 201	General Psychology	3
OR	OR	
SO 200	Introduction to Sociology	
OR	OR	
SO 215	Human Relations	
OR 105	Orientation to Technical Programs	1
SP 103	Speech Fundamentals	3
Major Courses		
IT 102	Cyber Law, Ethics, Culture	3
IT 104	Using Internet Technology for Research and Productivity	3
IT 112	System Architecture	3
IT 180	PC Maintenance	3
IT 181	Advance PC Maintenance	3
IT 182	A+ Lab	2
IT 183	Network +	4
IT 274	Capstone	1
Programming Elective	Choose 3 hours from: IT 188, IT 190, IT 192, or IT 194	3
Specialization Courses		15

Courses offered to fulfill electives will be structured around current business and industry demands. Students will be provided courses to meet one or more vendor certifications. Students will work with advisor to structure other electives based on focus of career path. Restricted to IT courses

APPENDIX II – Faculty Data Form

Name Matthew Payne Rank Assistant Professor

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

Highest Degree Earned Bachelors
Date Degree Received Dec 2001
Conferred by Marshall University
Area of Specialization Management Information Systems

Professional registration/licensure FAA Weather Observer, CompTIA A+, Multiple Sony Hardware Repair Certs.

Years of employment at present institution 9

Years of employment in higher education 9

Years of related experience outside higher education 15

Non-teaching experience FAA Weather Observer, Technical Support Lexmark International, Owner WV Registered Business – Scorched Silicon

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>
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See attached course loads list

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

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

- CompTIA A+ Certification with IT Expert Emphasis
- 20+ Sony Hardware Repair Certifications
- US Department of Transportation Network Security and Privacy Awareness Training Cert.
- NCSA Computer Hardware Technician
- Participated/Taught Globaloria – Social learning through game design
- Several CEU's for various training sessions offered from Southern
- President's Future Leaders Academy Course
- Site Operator/Blogger for a class related blog from Feb. 2007 to Present
- Continuous updating of all materials taught for every course offered.

Faculty Course Loads

Faculty	Term	Course	Title	Enrolled
Payne, Matthew J.	201002	IT 145	Adobe Photoshop	21
	201002	IT 180	PC Maintenance	8
	201002	IT 182	A+ Lab	10
	201002	IT 192	Intro. to Prog in Visual Basic	6
	201002	IT 215	Network Administration II	11
	201002	IT 274	Capstone	11
	201002	IT 275	Intro to Gaming - Globaloria	2
	201001	IT 180	PC Maintenance	12
	201001	IT 182	A+ Lab	13
	201001	IT 183	Network +	7
	201001	IT 210	Network Administration I	13
	201001	IT 275	Intro to Gaming I - Globaloria	10
	200902	IT 102	Cyber Law, Ethics, Culture	21
	200902	IT 145	Adobe Photoshop	20
	200902	IT 147	Digital Editing	21
	200902	IT 180	PC Maintenance	14
	200902	IT 182	A+ Lab	15
	200902	IT 192	Intro. to Prog in Visual Basic	15
	200901	IT 102	Cyber Law, Ethics, Culture	21
	200901	IT 145	Adobe Photoshop	16
	200901	IT 180	PC Maintenance	16
	200901	IT 182	A+ Lab	15
	200901	IT 183	Network +	13
	200901	IT 210	Network Administration I	14
	200802	IT 180	PC Maintenance	12
	200802	IT 180	PC Maintenance	13
	200802	IT 181	Advanced PC Maintenance	12
	200802	IT 181	Advanced PC Maintenance	11
	200802	IT 182	A+ Lab	11
	200802	IT 182	A+ Lab	13
	200802	IT 192	Intro. to Prog in Visual Basic	17
	200801	CS 104	Using Internet Tech Research	14
	200801	IT 157	Web Graphics Design	14
	200801	IT 183	Network +	13
	200801	IT 275	Animation	11

APPENDIX II – Faculty Data Form

Name Rick Thompson Rank Assistant Professor

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

Highest Degree Earned Masters

Date Degree Received May 2004

Conferred by Marshall University

Area of Specialization Information Systems

Professional registration/licensure _____

Years of employment at present institution 12

Years of employment in higher education 12

Years of related experience outside higher education 0

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>
----------------------	----------------------------------	-------------------

See attached course loads list

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

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

Certifications:

IPv6 Certification from Hurricane Electric

HTML 4.0 from National Computer Science Academy

Computer Hardware Technician from National Computer Science Academy

Classes Taken:

IS 624 Data Warehousing from Marshall Graduate College

Faculty Course Loads

Faculty	Term	Course	Title	Enrolled
Thompson, Rick				
	201002	CS 102	Computer Literacy	13
	201002	CS 102	Computer Literacy	14
	201002	CS 116	Word Processing Concepts	11
	201002	IT 156	Web Page Design II	14
	201002	IT 181	Advanced PC Maintenance	8
	201001	CS 102	Computer Literacy	9
	201001	CS 102	Computer Literacy	20
	201001	CS 104	Using Internet Tech Research	15
	201001	IT 112	System Architecture	12
	201001	IT 155	Web Design I	18
	200902	CS 102	Computer Literacy	20
	200902	CS 104	Using Internet Tech Research	10
	200902	IT 181	Advanced PC Maintenance	10
	200902	IT 183	Network +	10
	200902	IT 186	Linux+	19
	200901	CS 102	Computer Literacy	20
	200901	CS 102	Computer Literacy	8
	200901	CS 104	Using Internet Tech Research	9
	200901	CS 116	Word Processing Concepts	11
	200901	IT 156	Web Page Design II	10
	200802	CS 102	Computer Literacy	18
	200802	CS 102	Computer Literacy	15
	200802	CS 102	Computer Literacy	10
	200802	CS 116	Word Processing Concepts	15
	200802	IT 112	System Architecture	9
	200802	IT 155	Web Design I	18
	200801	CS 102	Computer Literacy	18
	200801	CS 104	Using Internet Tech Research	13
	200801	CS 116	Word Processing Concepts	17
	200801	IT 112	System Architecture	18
	200801	IT 155	Web Design I	20

APPENDIX II – Faculty Data Form

Name Tim Weaver Rank Associate Professor

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

Highest Degree Earned BS

Date Degree Received 1990

Conferred by Concord College (now University)

Area of Specialization Computer Information Systems

Professional registration/licensure A+, Net +, CCNA

Years of employment at present institution 13 Years

Years of employment in higher education 13 Years

Years of related experience outside higher education 2 Years

Non-teaching experience Computer Technician

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
See attached course loads list		

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

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

I have taken graduate courses each semester toward a master’s degree at Marshall University. I am expected to receive master’s degree in May 2012.

Faculty Course Loads

Faculty	Term	Course	Title	Enrolled
Weaver, Timothy B.				
	201002	CS 102	Computer Literacy	14
	201002	CS 104	Using Internet Research	9
	201002	CS 116	MS Office Open lab	11
	201002	IT 102	Cyber Law, Ethics, Culture	19
	201002	IT 192	Intro. to Prog in Visual Basic	7
	201001	CS 102	Computer Literacy	13
	201001	CS 102	Computer Literacy	17
	201001	IT 102	Cyber Law, Ethics, Culture	25
	201001	IT 186	Linux+	10
	201001	IT 223	Computer Forensics	11
	200902	CS 102	Computer Literacy	15
	200902	CS 116	MS Office Open Lab	13
	200902	IT 101	Principles of Information Sys	15
	200902	IT 145	Adobe Photoshop	13
	200902	IT 183	Network +	9
	200901	CS 102	Computer Literacy	18
	200901	CS 102	Computer Literacy	3
	200901	CS 116	MS Office Open Lab	12
	200901	IT 112	System Architecture	21
	200901	IT 180	PC Maintenance	9
	200901	IT 181	Advanced PC Maintenance	9
	200901	IT 182	A+ Lab	9
	200802	CS 102	Computer Literacy	12
	200802	CS 102	Computer Literacy	7
	200802	CS 104	Using Internet Tech Research	8
	200802	CS 116	MS Office Open Lab	20
	200802	IT 155	Web Design I	10
	200801	CS 102	Computer Literacy	15
	200801	CS 102	Computer Literacy	16
	200801	CS 102	Computer Literacy	19
	200801	CS 116	MS Office Open Lab	20
	200801	IT 102	Cyber Law, Ethics, Culture	15

APPENDIX III - Course Enrollments

Term	Subject	Course	Title	Enrolled
201002	IT	102	Cyber Law, Ethics, Culture	19
201002	IT	112	System Architecture	12
201002	IT	145	Adobe Photoshop	21
201002	IT	156	Web Page Design II	14
201002	IT	180	PC Maintenance	8
201002	IT	181	Advanced PC Maintenance	8
201002	IT	182	A+ Lab	10
201002	IT	192	Intro. to Prog in Visual Basic	7
201002	IT	192	Intro. to Prog in Visual Basic	6
201002	IT	215	Network Administration II	11
201002	IT	274	Capstone	11
201002	IT	275	Intro to Gaming - Globaloria	2
201001	IT	102	Cyber Law, Ethics, Culture	25
201001	IT	112	System Architecture	12
201001	IT	155	Web Design I	18
201001	IT	180	PC Maintenance	12
201001	IT	182	A+ Lab	13
201001	IT	183	Network +	7
201001	IT	186	Linux+	10
201001	IT	210	Network Administration I	13
201001	IT	223	Computer Forensics	11
201001	IT	274	Capstone	2
201001	IT	275	Intro to Gaming I - Globaloria	10
200902	IT	101	Principles of Information Sys	15
200902	IT	102	Cyber Law, Ethics, Culture	21
200902	IT	145	Adobe Photoshop	13
200902	IT	145	Adobe Photoshop	20
200902	IT	147	Digital Editing	21
200902	IT	180	PC Maintenance	14
200902	IT	181	Advanced PC Maintenance	10
200902	IT	182	A+ Lab	15
200902	IT	183	Network +	9
200902	IT	183	Network +	10
200902	IT	186	Linux+	19
200902	IT	192	Intro. to Prog in Visual Basic	15
200902	IT	274	Capstone	11
200901	IT	101	Principles of Information Sys	1

APPENDIX IV - Distance Delivered Courses

Term	Subject Course	Title	Enrolled	Section
201002	IT 102	Cyber Law, Ethics, Culture	19	WEB
201002	IT 112	System Architecture	12	WEB
201002	IT 215	Network Administration II	11	WEB
201002	IT 274	Capstone	11	WEB
201001	IT 102	Cyber Law, Ethics, Culture	25	WEB
201001	IT 274	Capstone	2	WEB
200902	IT 101	Principles of Information Sys	15	WEB
200902	IT 102	Cyber Law, Ethics, Culture	21	WEB
200902	IT 274	Capstone	11	WB1
200901	IT 101	Principles of Information Sys	1	Web-SIT
200901	IT 102	Cyber Law, Ethics, Culture	21	WEB
200901	IT 112	System Architecture	21	ICR
200901	IT 114	Survey of Operating Systems	0	Web-SIT
200901	IT 188	Intro. to Programming Logic	2	Web-SIT
200901	IT 194	Intro. to Programming Java	0	Web-SIT
200901	IT 210	Network Administration I	14	WEB
200901	IT 260	Intro.to Oracle:SQL and PL/S	9	Web-SIT
200901	IT 269	Project Management	3	Web-SIT
200802	IT 101	Principles of Information Sys	3	Web-SIT
200802	IT 114	Survey of Operating Systems	3	Web-SIT
200802	IT 188	Intro. to Programming Logic	3	Web-SIT
200802	IT 260	Intro.to Oracle:SQL and PL/S	2	Web-SIT
200802	IT 269	Project Management	7	Web-SIT
200801	IT 112	System Architecture	18	ICR
200801	IT 155	Web Design I	20	WEB
200702	IT 102	Cyber Law, Ethics, Culture	17	ICR
200702	IT 112	System Architecture	21	ICR
200701	IT 101	Principles of Information Sys	1	Web-SIT
200701	IT 102	Cyber Law, Ethics, Culture	21	ICR
200701	IT 112	System Architecture	14	ICR
200701	IT 114	Survey of Operating Systems	1	Web-SIT
200701	IT 183	Network +	4	Web-SIT
200701	IT 188	Intro. to Programming Logic	6	Web-SIT

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Information Technology, Certificate program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 10, Policy Regarding Program Review.

STAFF MEMBER: Carol A. Howerton

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Engineering and Technology conducted a program review of the Associate in Applied Science Electrical Engineering Technology program during the 2011-2012 academic year.

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. Enrollment is at near capacity, graduates are within expected and acceptable ranges, and the program meets a need in the community.

PROGRAM REVIEW

For Occupational Programs Implemented Under the Provisional of Series 37

West Virginia Council for Community and Technical College Education

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

April 17, 2012

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2011-2012

Program Name: Information Technology, Certificate Program

Hours Required for Graduation: 30

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum has adequate requirements that meet the needs of business and industry.
- The program has established goals and objectives.
- Provides a variety of skilled job pathways.
- Entrance abilities for the students are within community college standards.
- The program has appropriately trained faculty.
- The program maintains appropriate assessment tools.

Conclusion: Program meets or exceeds adequacy requirements standards.

B. Viability

- The program is has sufficient enrollment.
- Graduates are within expectations for the program.
- Previous history of the program indicates future students seeking the degree will remain steady.

Conclusion: Program is at near capacity for labs and faculty. Graduates rates are within expected and acceptable measurements. The program meets or exceeds viability requirement standards.

C. Necessity:

- The program meets a validated industry demand.
- The graduates find successful gainful employment.
- The program has input from an advisory committee.

Conclusion: The program meets minimum requirements for necessity.

D. Consistency with Mission:

- The program supports the mission and vision of the institution
- The program and core courses support the compact
- There is limited impact on other programs

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

II. Plans for program improvement, including timeline.

Meetings are being scheduled to work with the local vocational/career centers to increase dual credit offerings and enrollments. The program is also being explored as an option for the McDowell Federal Prison as a curriculum choice. Both activities are planned for the initial meetings in the spring 2012 semester with implementation beginning in the fall 2012 semester.

Additional efforts are being made on tracking and advising students to assist with completion of courses in sequence. Interventions are being made with regards to math courses to assist earlier. The math department is working with the program for “just in time” learning to enhance math background on the math courses. Additional efforts are being made to track students beyond graduation. Activities are ongoing.

II. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

There were no identified weaknesses of the previous review. This is the first full program review for the program.

IV. Five year trend data on graduates and majors enrolled

The program does not typically have students seeking only the certificate degree. Most students are enrolled in the full associate in applied science program and get the certificate as the first year of the program. This is expected to continue. The certificate does provide a fall back for students who for some reason or another cannot finish the program.

V. Summary of assessment model and how results are used for program improvement

The assessment model contains a variety of measurements for classroom performance. Student advising and progress toward graduation is monitored by the department chair along with regular consultation with the program faculty. Outcomes are discussed at each department meeting and changes in delivery and content are made accordingly. Formal curriculum changes are presented in accordance with the established institutional policy and procedures for curriculum and instruction.

VI. Data on student placement

Graduates who actively seek computer industry jobs have obtained high quality jobs that pay good wages and have reasonable benefits. They range from computer repair to network assistants. Average starting salary is approximately \$22,000.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
Review Component Details
2011-2012

Program: Information Technology, Certificate Program
Date of Last Review: 2008 Post Audit

I. PROGRAM DESCRIPTION

The Information Technology certificate program is primarily designed as non-transfer for career-oriented students who desire to enter the job market quickly with a certification skill set. It is designed to develop knowledge and skills that will enable the student to seek vendor certifications, entry level employment, and perform efficiently in the IT industry workforce. The program also offers opportunities for individuals already in the job market to expand their skills and knowledge to include computers.

This program is currently limited to full program offerings at the Logan Campus. The Wyoming Campus offers courses on a limited basis as demands are warranted. An initial post audit was conducted in 2008.

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 Information Technology, Certificate program consist of 30 semester hours. These include 10 credit hours in a general education core, and 20 credit hours in a technical core including the CompTIA A+ Service Technician certification. It is aligned with the first year of the Information Technology Associate in Applied Science degree. A complete listing of courses in each category is included in Appendix I.

2. Faculty

The Information Technology program utilizes full-time and part-time faculty to teach the general education course requirements. The program utilizes one full-time faculty (Matthew Payne) assigned to the Information Technology program and two additional full-time faculty (Timothy Weaver and Rick Thompson) split between the Information Technology program and computer support courses for other programs. All faculty

members hold appropriate degrees and certifications in the Information Technology area. See Appendix II for faculty/staff data sheets.

3. Students

A. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern. All entering students must satisfy a general math and English requirement or take Transitional Studies courses to bring their skills to prerequisite levels of performance. The ACT test can be used to evaluate student placement or performance or the ACCUPLACER test can be taken on campus. Students are expected to start college level math during their first semester. Students requiring transitional studies math will require additional semesters to graduate. The program assumes general computer skills. Those not having basic computer skills may take the CS 102 Computer Literacy course to gain the skills which may also delay graduation.

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 information technology industry that require a 2-year degree. Students leave the program with an understanding of the need to continually upgrade their skills and further their knowledge and abilities through on-the-job training, continuing education, seminars, and advanced studies. The breadth of the program of instruction allows individuals to be able to move from jobs in one area of computers to another without the need of comprehensive retraining. Job specific needs and knowledge can quickly be associated from previous knowledge, and further learning can be self-taught because of their educational background. Students are also required to sit for a certification examination of their choice. Possible certifications include choices from CompTIA - A+, Microsoft (Word, Excel, Access, PowerPoint), and Certiport (IC3).

Specific Exit Abilities of Graduates include:

- Exhibit ethical, responsible, and dependable behavior
- Appreciate the need for lifelong learning
- Use problem solving strategies to think critically
- Provide outstanding customer service
- Understand a variety of system architectures
- Install and use a variety of operating systems
- Use basic programming constructs

- Install, configure, and diagnose hardware and application software

4. Resources

A. Financial

This program receives a yearly budget dedicated to the IT associate degree program. No specific funds are allocated to the certificate program. It also receives funds for computer labs through the All Computer Labs budget for printing. While funds were not specifically for the IT program, it did benefit from a Technical Programs grant for the surveying program. New computers were purchased for the lab and are used by the program. Between the grant and budget the financial support has been adequate to cover any necessary needs for the program.

B. Facilities

This program has one lab on the Logan campus in the Allied Health and Technology Building that is shared by the IT and surveying programs. The lab has state-of-the art computers and a variety of software packages available to students. The lab is equipped with a variety of instructional equipment including a projector, a large screen TV connected to computer, and an electronic whiteboard. It is set up for a capacity of 20 students.

5. Assessment Information

The IT program utilizes a variety of assessment measures. Students must pass a capstone course which includes a program assessment exam. The majority of technical core courses also utilize a pre/post course exam. Student achievement in the general education and support courses is assessed in accordance with the institution's plan for assessment for such courses/programs. All students are required a minimum of one licensure exam. Success rates have varied with each exam. Overall the program has a passage rate of 85% on reported exams. This rate also includes some students taking multiple exams.

The program has limited returns on graduate follow-up surveys. Attempts are made each year to contact students by phone, email and letters. There are only three known graduates that are not employed at this time. Some of the graduates are not employed in the field but are also not actively seeking information technology related jobs.

There is also limited feedback on employer satisfaction. A majority of the students who respond prefer not to include employer or salary information. Most information is informal from contact with students and the local industry.

6. Previous Program Reviews

The last program review was the initial post audit conducted in 2008. The program was continued with no corrective action.

7. Advisory Committee

The faculty maintain a good working relationship with local business and industry. The faculty also utilize national data and trends for curriculum adjustment and offerings.

8. Strengths and Weaknesses

STRENGTHS

- Student interest as evidenced by enrollment
- Solid, hands-on curriculum
- Current lab equipment and software
- Flexible curriculum

WEAKNESSES

- Student skills in math result in a longer than expected completion time.
- Student readiness and drive

B. Viability

1. Number of Majors per year for previous 5 years

<u>Year</u>	<u>Enrollment</u>
2005-2006	0
2006-2007	6
2007-2008	7
2008-2009	18
2009-2010	18

Enrollment Trends for previous 5 years

The official enrollment indicates an increase in students seeking a degree. The numbers do not represent students who are seeking the certificate as their final program. A review of student enrollment information indicates that a majority of these students enrolled in a single course and had computers as an interest as opposed to seeking a degree.

Number of Graduates for previous 5 years

<u>Year</u>	<u>Graduates</u>
2005-2006	0
2006-2007	4
2007-2008	4
2008-2009	16
2009-2010	9

All of the graduates also completed the associate degree in information

technology as well. The program tends to draw students that have a low completion rate. Many students enjoy the computer aspect of the program but do not complete the general education requirements necessary for graduation.

Graduates who actively seek computer industry jobs have obtained high quality jobs that pay good wages and have reasonable benefits. They are range from computer repair to network assistants. Average starting salary is approximately \$22, 000.

Enrollment Projections

Although we cannot predict large increases in enrollment in the future, there is a community employment need delivered by this program which we believe drives enrollment. The global job market indicates a continued need for computer technicians.

2. Program Course Enrollments

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. A complete listing of courses for the past 5 years can be found in Appendix III.

3. Service Courses

This program has one course (IT 102- Cyber Law and Ethics) that was developed specific for the program that is now required by the criminal justice programs.

4. Off-Campus/Distance Delivery Classes

This program has several courses that are currently offered by distance delivery. All courses have an online component. A listing of online courses is available in Appendix IV.

5. Articulation Agreements (2+2 etc.)

There are no articulation agreements for the program.

C. Necessity

There is an identified need for IT professionals within the state and especially the surrounding regions. Information Technology continues to remain one of the fastest growing professions. This program provides an essential opportunity for students within the college's service district. Jobs remain unfilled in the local area due to the lack of qualified candidates.

D. Consistency with Our Mission

This program directly supports the institution's previous compact and mission in a variety of areas. Major areas of support for the previous compact include the

following:

- Courses are offered as dual credit at a number of locations. This supports compact Goal I.B.3.
- Articulation agreements exist with each of the vocational/career centers that offer comparable courses. This supports a number of compact goals including I.C.3, III.A.1, and III.D.1.
- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports compact goal I.D.2.
- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports compact goals II.A.2. and IV.A.1.
- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports compact goal III.E.

This program directly supports the institution's new compact and mission in a variety of areas. Major areas of support for the new compact include the following:

- Produce more graduates
 - Program advising encourages completion of degree and graduation.
- Promote Strong Employer Partnerships
 - The program is a high demand occupation needed by employers.
 - Courses provide opportunities for employers to send employees for training
- Serve More Adults
 - Includes program recruitment for older students for skills enhancement.
- Build and Maintain Facilities
 - Courses use technology

IV. Recommendation

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. Enrollment is at near capacity, graduates are within expected and acceptable ranges, and the program meets a need in the community.

APPENDIX I – Curriculum

Information Technology

Certificate
30 Credit Hours

Purpose

The Information Technology Certificate Program was developed for career-oriented individuals who seek entry-level positions in IT tech support industries. It is designed to provide a thorough background in computer technology, basic troubleshooting and repair, and an introduction to networking concepts.

The full Information Technology Certificate Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

Dept/No.	Title	Credit Hours
Support Courses		
EN 101	English Composition I	3
MT 124	Technical Math	3
OR 105	Orientation to Technical Programs	1
SP 103	Speech Fundamentals	3
Major Courses		
IT 102	Cyber Law, Ethics, Culture	3
IT 104	Using Internet Technology for Research and Productivity	3
IT 112	Systems Architecture	3
IT 180	PC Maintenance	3
IT 181	Advanced PC Maintenance	3
IT 182	A+ Lab	2
IT	Restricted IT Elective	3

APPENDIX II – Faculty Data Form

Name Matthew Payne Rank Assistant Professor

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

Highest Degree Earned Bachelors
Date Degree Received Dec 2001
Conferred by Marshall University
Area of Specialization Management Information Systems

Professional registration/licensure FAA Weather Observer, CompTIA A+, Multiple Sony Hardware Repair Certs.

Years of employment at present institution 9

Years of employment in higher education 9

Years of related experience outside higher education 15

Non-teaching experience FAA Weather Observer, Technical Support Lexmark International, Owner WV Registered Business – Scorched Silicon

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>
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See attached course loads list

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

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

- Comptia A+ Certification with IT Expert Emphasis
- 20+ Sony Hardware Repair Certifications
- US Department of Transportation Network Security and Privacy Awareness Training Cert.
- NCSA Computer Hardware Technician
- Participated/Taught Globaloria – Social learning through game design
- Several CEU’s for various training sessions offered from Southern
- President’s Future Leaders Academy Course
- Site Operator/Blogger for a class related blog from Feb. 2007 to Present
- Continuous updating of all materials taught for every course offered.

Faculty Course Loads

Faculty	Term	Course	Title	Enrolled
Payne, Matthew J.	201002	IT 145	Adobe Photoshop	21
	201002	IT 180	PC Maintenance	8
	201002	IT 182	A+ Lab	10
	201002	IT 192	Intro. to Prog in Visual Basic	6
	201002	IT 215	Network Administration II	11
	201002	IT 274	Capstone	11
	201002	IT 275	Intro to Gaming - Globaloria	2
	201001	IT 180	PC Maintenance	12
	201001	IT 182	A+ Lab	13
	201001	IT 183	Network +	7
	201001	IT 210	Network Administration I	13
	201001	IT 275	Intro to Gaming I - Globaloria	10
	200902	IT 102	Cyber Law, Ethics, Culture	21
	200902	IT 145	Adobe Photoshop	20
	200902	IT 147	Digital Editing	21
	200902	IT 180	PC Maintenance	14
	200902	IT 182	A+ Lab	15
	200902	IT 192	Intro. to Prog in Visual Basic	15
	200901	IT 102	Cyber Law, Ethics, Culture	21
	200901	IT 145	Adobe Photoshop	16
	200901	IT 180	PC Maintenance	16
	200901	IT 182	A+ Lab	15
	200901	IT 183	Network +	13
	200901	IT 210	Network Administration I	14
	200802	IT 180	PC Maintenance	12
	200802	IT 180	PC Maintenance	13
	200802	IT 181	Advanced PC Maintenance	12
	200802	IT 181	Advanced PC Maintenance	11
	200802	IT 182	A+ Lab	11
	200802	IT 182	A+ Lab	13
	200802	IT 192	Intro. to Prog in Visual Basic	17
	200801	CS 104	Using Internet Tech Research	14
	200801	IT 157	Web Graphics Design	14
	200801	IT 183	Network +	13
	200801	IT 275	Animation	11

APPENDIX II – Faculty Data Form

Name Rick Thompson Rank Assistant Professor

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

Highest Degree Earned Masters
Date Degree Received May 2004
Conferred by Marshall University
Area of Specialization Information Systems

Professional registration/licensure _____
Years of employment at present institution 12
Years of employment in higher education 12
Years of related experience outside higher education 0
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>
See attached course loads list		

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

Degree is in area of current assignment

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

Certifications:
IPv6 Certification from Hurricane Electric
HTML 4.0 from National Computer Science Academy
Computer Hardware Technician from National Computer Science Academy

Classes Taken:
IS 624 Data Warehousing from Marshall Graduate College

Faculty Course Loads

Faculty	Term	Course	Title	Enrolled
Thompson, Rick				
	201002	CS 102	Computer Literacy	13
	201002	CS 102	Computer Literacy	14
	201002	CS 116	Word Processing Concepts	11
	201002	IT 156	Web Page Design II	14
	201002	IT 181	Advanced PC Maintenance	8
	201001	CS 102	Computer Literacy	9
	201001	CS 102	Computer Literacy	20
	201001	CS 104	Using Internet Tech Research	15
	201001	IT 112	System Architecture	12
	201001	IT 155	Web Design I	18
	200902	CS 102	Computer Literacy	20
	200902	CS 104	Using Internet Tech Research	10
	200902	IT 181	Advanced PC Maintenance	10
	200902	IT 183	Network +	10
	200902	IT 186	Linux+	19
	200901	CS 102	Computer Literacy	20
	200901	CS 102	Computer Literacy	8
	200901	CS 104	Using Internet Tech Research	9
	200901	CS 116	Word Processing Concepts	11
	200901	IT 156	Web Page Design II	10
	200802	CS 102	Computer Literacy	18
	200802	CS 102	Computer Literacy	15
	200802	CS 102	Computer Literacy	10
	200802	CS 116	Word Processing Concepts	15
	200802	IT 112	System Architecture	9
	200802	IT 155	Web Design I	18
	200801	CS 102	Computer Literacy	18
	200801	CS 104	Using Internet Tech Research	13
	200801	CS 116	Word Processing Concepts	17
	200801	IT 112	System Architecture	18
	200801	IT 155	Web Design I	20

APPENDIX II – Faculty Data Form

Name Tim Weaver Rank Associate Professor

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

Highest Degree Earned BS
Date Degree Received 1990
Conferred by Concord College (now University)
Area of Specialization Computer Information Systems

Professional registration/licensure A+, Net +, CCNA
Years of employment at present institution 13 Years
Years of employment in higher education 13 Years
Years of related experience outside higher education 2 Years
Non-teaching experience Computer Technician

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
See attached course loads list		

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

Degree is in area of current assignment

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

I have taken graduate courses each semester toward a master’s degree at Marshall University. I am expected to receive master’s degree in May 2012.

Faculty Course Loads

Faculty	Term	Course	Title	Enrolled
Weaver, Timothy B.				
	201002	CS 102	Computer Literacy	14
	201002	CS 104	Using Internet Research	9
	201002	CS 116	MS Office Open lab	11
	201002	IT 102	Cyber Law, Ethics, Culture	19
	201002	IT 192	Intro. to Prog in Visual Basic	7
	201001	CS 102	Computer Literacy	13
	201001	CS 102	Computer Literacy	17
	201001	IT 102	Cyber Law, Ethics, Culture	25
	201001	IT 186	Linux+	10
	201001	IT 223	Computer Forensics	11
	200902	CS 102	Computer Literacy	15
	200902	CS 116	MS Office Open Lab	13
	200902	IT 101	Principles of Information Sys	15
	200902	IT 145	Adobe Photoshop	13
	200902	IT 183	Network +	9
	200901	CS 102	Computer Literacy	18
	200901	CS 102	Computer Literacy	3
	200901	CS 116	MS Office Open Lab	12
	200901	IT 112	System Architecture	21
	200901	IT 180	PC Maintenance	9
	200901	IT 181	Advanced PC Maintenance	9
	200901	IT 182	A+ Lab	9
	200802	CS 102	Computer Literacy	12
	200802	CS 102	Computer Literacy	7
	200802	CS 104	Using Internet Tech Research	8
	200802	CS 116	MS Office Open Lab	20
	200802	IT 155	Web Design I	10
	200801	CS 102	Computer Literacy	15
	200801	CS 102	Computer Literacy	16
	200801	CS 102	Computer Literacy	19
	200801	CS 116	MS Office Open Lab	20
	200801	IT 102	Cyber Law, Ethics, Culture	15

APPENDIX III - Course Enrollments

Term	Subject	Course	Title	Enrolled
201002	IT	102	Cyber Law, Ethics, Culture	19
201002	IT	112	System Architecture	12
201002	IT	180	PC Maintenance	8
201002	IT	181	Advanced PC Maintenance	8
201002	IT	182	A+ Lab	10
201001	IT	102	Cyber Law, Ethics, Culture	25
201001	IT	112	System Architecture	12
201001	IT	180	PC Maintenance	12
201001	IT	182	A+ Lab	13
200902	IT	102	Cyber Law, Ethics, Culture	21
200902	IT	180	PC Maintenance	14
200902	IT	181	Advanced PC Maintenance	10
200902	IT	182	A+ Lab	15
200901	IT	102	Cyber Law, Ethics, Culture	21
200901	IT	112	System Architecture	21
200901	IT	180	PC Maintenance	16
200901	IT	180	PC Maintenance	9
200901	IT	181	Advanced PC Maintenance	9
200901	IT	182	A+ Lab	9
200901	IT	182	A+ Lab	15
200802	IT	112	System Architecture	9
200802	IT	180	PC Maintenance	12
200802	IT	180	PC Maintenance	13
200802	IT	181	Advanced PC Maintenance	11
200802	IT	181	Advanced PC Maintenance	12
200802	IT	182	A+ Lab	13
200802	IT	182	A+ Lab	11
200801	IT	102	Cyber Law, Ethics, Culture	15
200801	IT	112	System Architecture	18
200702	IT	102	Cyber Law, Ethics, Culture	17
200702	IT	112	System Architecture	21
200702	IT	180	PC Maintenance	16
200702	IT	181	Advanced PC Maintenance	16
200702	IT	182	A+ Lab	16
200701	IT	102	Cyber Law, Ethics, Culture	21
200701	IT	112	System Architecture	14
200602	IT	102	Cyber Law, Ethics, Culture	19

APPENDIX IV - Distance Delivered Courses

Term	Subject Course	Title	Enrolled Section
201002	IT 102	Cyber Law, Ethics, Culture	19 WEB
201002	IT 112	System Architecture	12 WEB
201001	IT 102	Cyber Law, Ethics, Culture	25 WEB
200902	IT 102	Cyber Law, Ethics, Culture	21 WEB
200901	IT 102	Cyber Law, Ethics, Culture	21 WEB
200901	IT 112	System Architecture	21 ICR
200801	IT 112	System Architecture	18 ICR
200702	IT 102	Cyber Law, Ethics, Culture	17 ICR
200702	IT 112	System Architecture	21 ICR
200701	IT 102	Cyber Law, Ethics, Culture	21 ICR
200701	IT 112	System Architecture	14 ICR
200602	IT 102	Cyber Law, Ethics, Culture	19 ICR
200602	IT 112	System Architecture	20 ICR
200601	IT 102	Cyber Law, Ethics, Culture	36 ICR
200601	IT 112	System Architecture	28 ICR

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Respiratory Care Technology, Associate in Applied Science degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 10, Policy Regarding Program Review.

STAFF MEMBER: Steven Hall

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Allied Health and Respiratory Care Technology program faculty conducted a program review of the Associate in Applied Science Respiratory Care Technology program during the 2011-2012 academic year.

The Associate in Applied Science degree in Respiratory Care Technology meets or exceeds all of the standards for a viable program set by the Council for Community and Technical College Education. There are sufficient number of graduates and the need is evidence based on the number of students employed prior to or soon after graduation.

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

Program with Special Accreditation Program without Specialized Accreditation

Program: AAS Respiratory Care Technology April 17, 2012
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.

- X 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 Associate in Applied Science Degree in Respiratory Care Technology meets or exceeds all the standards for a viable program set by the Council for Community and Technical College Education. There are sufficient numbers of graduates and the need is evidence based on the number of students employed prior to or soon after graduation

<u>Steven Hall</u>	<u>4/11/12</u>
Signature of person preparing report if other than Department Chair	Date
<u>Alyce Patterson-Dwyer</u>	<u>4/11/12</u>
Signature of Department Chair	Date
<u>Patricia L. Alderman</u>	<u>4/11/12</u>
Signature of Dean	Date
_____	_____
Signature of Vice President for Academic Affairs	Date
_____	_____
Signature of President	Date
_____	_____
Signature of Chair, Board of Governors	Date

PROGRAM REVIEW

For Occupational Programs

Implemented Under the Provisional of Series 37

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College

Program: Respiratory Care Technology, Associate in Applied Science

April 17, 2012

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs With Specialized Accreditation

Summary of Findings
2011-2012

Program Name: Respiratory Care Technology, Associate in Applied Science

Hours Required for Graduation: 70 currently, 60 beginning fall 2012

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum has adequate requirements that meet the needs of the industry.
- The program has established goals and objectives.
- Provides skilled job pathways.
- Entrance abilities for the students meet or exceed community college standards.
- The program has appropriately trained faculty.
- The program maintains appropriate assessment tools.

Conclusion: Program meets and exceeds minimum adequacy requirements.

B. Viability

- The program has increasing enrollment.
- Graduates are within expectations for the program.
- Previous history of the program indicates future students seeking the degree will increase.
- The program is an associate degree program.

Conclusion: Program meets and exceeds minimum viability requirements.

C. Necessity:

- The program meets a validated industry demand.
- The graduates find successful and gainful employment.

Conclusion: The program meets minimum requirements for necessity.

D. Consistency with Mission:

- The program does support the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs

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

II. Plans for program improvement, including timeline.

The RCT program has many strengths and has identified weak areas for improvement. One weakness identified is the lack of laboratory space within the program itself. Current labs schedules are divided so each student has an opportunity to master each competency without impair. The college is working to improve the situation as plans are underway for a new building to house the Respiratory Care Technology program/laboratory.

III. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

This is the initial program review for Respiratory Care Technology.

IV. Five year trend data on graduates and majors enrolled

The program continues to attract students in the underserved areas of Southern West Virginia and Eastern Kentucky. The location of the Respiratory Care Technology program on the Williamson Campus of Southern helps to attract a wide array of student population that serves all the area's needs. Recent trends in enrollment for Allied Health programs remain strong and are encouraging for future opportunity in the health care setting. Respiratory Therapy is no exception to that opportunity. Upon initial evaluation for the RCT program the advisory council concluded that over 50% of the population of Respiratory Therapist's in Southern's service area would reach retirement age within the next ten years. That evaluation was conducted over five years ago and today has been surpassed. The turnover rate for Respiratory Therapists has reached all-time highs in the Southern West Virginia area due to illness and aging populations of the current health care providers. This need to replace aging staff has created vast opportunities of employment throughout the region and continues to show signs of opportunity over the next 10-15 years. Government statistics show that the field of Respiratory Care will increase in need by 19% over the next 10 years. Past studies have shown that increased occupational lung injuries and high incidence of smoking rates in the area have proven that Southern West Virginia and Eastern Kentucky continue to be at a high risk for pulmonary impaired patients, therefore requiring a higher amount of Respiratory trained staff among their healthcare provider list. This need for qualified and trained staff support the continued need for the Respiratory Care Technology program at Southern.

V. Summary of assessment model and how results are used for program improvement

Students enrolled in associate degree programs are expected to participate in institutional, program, course and/or services assessment activities. This participation will most often be in the form of tests to determine the degree of student academic achievement within the basic skills, the general education core curriculum, or the academic major. Minimum standard goals have been identified and the faculty work to ensure the goals of the Respiratory Program are achieved upon completion of the two year program. The goals include preparing the students to function and interact as Respiratory Therapists, as well as gain successful employment in their chosen field. These programmatic goals cover the three learning domains encountered during the education of the Respiratory Therapy student. These domains include the cognitive, psychomotor, and affective learning domains.

VI. Data on student placement

Currently the program has seen a very low attrition rate which has been consistently maintained at an average of 26% over the past four years and has had a job placement rate of 93% over the past four years. Many students continue to work in their home areas after completion of this program. Students and employers are asked to survey the program after the graduates have been in their facility at least six months.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
2011-2012
Program With Specialized Accreditation

Program: Respiratory Care Technology, Associate in Applied Science

I. Program Description

The Respiratory Care Technology Program of Southern West Virginia Community and Technical College is designed to meet the growing needs of the healthcare industry focusing on Respiratory Therapy. Respiratory Therapists work in various types of healthcare settings to evaluate, treat, and care for patients with breathing or other cardiopulmonary disorders. Practicing under the direction of a physician they will assume primary responsibility for all respiratory care therapeutic treatments and diagnostic procedures. The graduate of the Respiratory Care Technology program will be eligible to sit for the Certified Respiratory Therapist Exam and the Registered Respiratory Therapist exam offered by the National Board of Respiratory Therapy provided all eligibility requirements are met.

Students who complete the 70 credit hours required will receive an Associate in Applied Science degree. The minimum of an Associate degree is required by the National Board of Respiratory Care to be eligible for admission to the examination process. Minimum standard goals have been identified and the faculty work to ensure the goals of the Respiratory Program are achieved upon completion of the two year program. The goals include preparing the students to function and interact as Respiratory Therapists, as well as gain successful employment in their chosen field. These programmatic goals cover the three learning domains encountered during the education of the Respiratory Therapy student. These domains include the cognitive, psychomotor, and affective learning domains.

II. Special Accreditation Information

Official accreditation by the Commission on Accreditation of Respiratory Care (COARC) programs is a requirement of the National Board of Respiratory Care (NBRC) who administers the National Certification and Registry credentialing exam. Each state requires the Respiratory Therapist to be licensed by the NBRC before allowing the Respiratory Therapist to hold a state license. The Respiratory Care Technology Program at Southern West Virginia Community and Technical College now holds the accreditation status of Initial Accreditation awarded by the COARC in July of 2011.

The Respiratory Care Technology program went through a long process of accreditation over the past five years. An Approval of Intent status was awarded in 2007 which allowed the program to operate the initial phase of building and organization. Later in 2007, upon successful completion of the initial self-study, the program was awarded the status of "Letter of Review" which gave the official approval for admittance of students. The first group of students was accepted into the program in the fall 2007 semester.

The Respiratory Care Technology program completed the second self-study process in 2010 and underwent a lengthy site review process in February of 2011. After completion of the site visit, the accreditors made note that they were pleased with the progress and outcomes of the Respiratory Care Technology program and would be recommending initial accreditation status to the Commission on Accreditation for Respiratory Programs. The Commission's Board of Directors met in June of 2011 and awarded the official status of "Initial Accreditation" to the Respiratory Care Technology program. The award granted full operation of the Respiratory Care Technology program and does not require another site visit and self-study until the year 2016. (See Appendix VI).

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

Adequacy

The overall program quality is continuously monitored using several methods of evaluation. Student resource surveys are conducted annually which measure the student's perception of the ability, needs, and outcomes of the Respiratory Care Technology Program. The laboratory space, classroom, and research capacities are among the evaluation process. Respiratory students have continually rated the program quality at or above the minimum acceptable standards set forth by COARC for Respiratory Care programs. The program facilities and educational outcomes are measured using a standard 5-point Likert scale.

The program has also completed a process of accreditation awarded by the State of West Virginia Board of Respiratory Care (WVBORC). This process is only approved on an initial basis and is reviewed as deemed necessary by the WVBORC. The WVBORC found the Respiratory Care Technology Program to be in full compliance of the minimum standards set forth by the COARC and WVBORC for educating Respiratory Therapy students in the state of West Virginia.

1. Curriculum

The curriculum has been designed to first provide a knowledge base through support courses and introductory respiratory care theory so the student will be able to successfully complete more complex courses of study. The more complex succession of courses moves into the psychomotor stage of learning where the student actually begins the practice phase of their education in the skills laboratory. Integrating the course work from the beginning of the first semester, the student is introduced into the clinical setting where they can begin the affective phase of learning. The student is able to apply what they have learned and practice to see the whole picture come together in an actual patient situation. After successful completion of the program the students should be able to meet the minimum expectations of the program goals (See Appendix I).

Recently the Curriculum and Instruction committee approved several changes in the Respiratory Care Technology curriculum to meet the current guidelines of a maximum 60 credit hour limit for Associate Degree programs. These changes will be sent to the COARC for final approval. Introduction to College, OR 110, has been eliminated and the course content will be incorporated in the orientation information for this program. Microbiology, BS 127, has been eliminated from the program for fall 2012 and content will be incorporated in the core courses. Business Communications, BU 205, has also been eliminated from the curriculum. Communication for the Health Care Provider, AH 203, is a newly developed course and has been incorporated into the fall 2012 curriculum (See Appendix I).

2. Faculty

Southern currently employs two full time faculty who carry teaching loads in the Respiratory Care Technology program. There program has a full time program coordinator and full time clinical instructor. Several highly trained Respiratory Therapists within the community work as Adjunct Faculty when the need arises for extra help in didactic or clinical portions of the program. Faculty receive an annual evaluation of performance in all aspects of their teaching requirements. This process ensures that the faculty member is providing the knowledge base that is required to allow the students the opportunity to meet the minimum expected goals of the Respiratory Care Technology (RCT) program. (See Appendix II).

3. Students:

RCT students go through a rigorous process of admission standards. The RCT student must apply to take the National League for Nursing (NLN) Pre-RN/Allied Health Entrance Exam and receive a minimum completion score of at least 100 which is within a 50% ranking of all students who take the exam. Students are then selected from the highest scores cumulative of the entrance exam, ACT scores, and past academic and professional history.

Applicants meeting the above admission criteria are selected based on a scoring sheet that gives the applicant a point score and therefore ranks candidates highest qualified to lowest. Points are achieved for ACT scores, courses in the Allied Health core curriculum, other certifications or degrees, and composite score on the NLN Pre-RN/Allied Health Entrance Exam.

Students accepted into the Respiratory Care Technology program have varying degrees of ability. Even though students meet the above entrance requirements, students' abilities vary based on their individual backgrounds in science, biology, chemistry, math, and other areas. Also, a student's dedication and effort while in the Respiratory Care Technology program plays an important part in their success. Students are evaluated using the standards of cognitive, affective, and

psychomotor learning domains by evaluation of knowledge through oral, written, and hands on assessment in the classroom, laboratory, and clinical setting.

The average ACT composite score for students accepting positions in the Respiratory Care Technology program for the last five years was 18.98. See chart for individual year figures which also include Accuplacer averages as well.

Year	ACT Comp. Avg.	Accuplacer Averages			
		Reading	Sentence	Arithmetic	Elementary Algebra
2009	22	76	93	57	74
2007	21	111	111	95	85

4. Resources

A. Financial

The Respiratory Care Technology department receives an annual budget from the college to operate the program. Though the budget has not been sufficient to provide updated computer technology, software simulation programs, audio/visuals or new equipment, it has been sufficient to purchase disposable laboratory supplies, oxygen tanks, and required faculty travel for accreditation purposes. Library resources are improving and currently meet requirements of the COARC. Any new library resources acquired for Respiratory student use are purchased through the Respiratory Care Technology departmental budget and future needs will be submitted to the library for purchase through library funds.

B. Facilities

Adjunct clinical instructors are also provided to our department per the requirement of several clinical facilities. The Respiratory Care program presently utilizes seven facilities to provide clinical experiences for Respiratory students. Students receive excellent training and on-site supervision from personnel working for these affiliates and Southern Respiratory Care faculty. The facilities in West Virginia and Kentucky include:

1. Charleston Area Medical Center
2. Logan Regional Medical Center
3. Saint Francis Hospital
4. Thomas Memorial Hospital
5. Williamson Appalachian Regional Hospital
6. Williamson Memorial Hospital
7. Pikeville Medical Center

The Respiratory Care Technology courses are delivered on the Williamson campus. Although classroom space is accessible and adequate, the clinical laboratory is limited by space and design. Storage is a problem at this location.

Respiratory equipment is large and only one small storage closet for equipment exists.

5. Assessment Information

In an effort to provide more effective educational services for students and faculty, Southern West Virginia Community and Technical College's assessment program assists to identify a student's academic strengths and weaknesses. Accurate assessment is essential to the process of appropriate course placement for entering students. Entrance assessment provides information to assist in assessing present level of competencies, placing students in appropriate courses and developing instructional programs to meet the needs of entering students.

Students enrolled in associate degree programs are expected to participate in institutional, program, course and/or services assessment activities. This participation will most often be in the form of tests to determine the degree of student academic achievement within the basic skills, the general education core curriculum, or the academic major. As part of the academic calendar, a testing day is established during which students will be required to participate in assessment activities.

Assessment activities include entrance assessment for course placement as described in the section labeled "entrance abilities." Final evaluation occurs when the students take the appropriate national certification exam each year. Assessment Results are listed in Appendix V.

6. Previous Program Reviews

Initial program review

7. Advisory Committees

The Respiratory Care Technology program has an official Advisory Committee who meets at least once per year to discuss and review the overall quality, performance, and outcomes of the program. The program goals are reviewed annually to ensure the program remains in line with the foundation of the programs existence. The RCT program maintains a successful attendance and interest of committee members throughout the existence of the program.

8. Strengths/Weaknesses

The RCT program has many strengths and has identified weak areas for improvement. One strong point of the RCT program is that the previous graduating classes have performed consistently above COARC's threshold of accreditation standards and have never fallen into a category of unsatisfactory results. One weakness identified is the lack of laboratory space within the program itself. Current labs schedules are divided so each student has an opportunity to master each competency without impair. The college is working to

improve the situation as plans are underway for a new building to house the Respiratory Care Technology program/laboratory.

Viability

The program continues to attract students in the underserved areas of Southern West Virginia and Eastern Kentucky. The location of the Respiratory Care Technology program on the Williamson Campus of Southern helps to attract a wide array of student population that serves all the area's needs. Recent trends in enrollment for Allied Health programs remain strong and are encouraging for future opportunity in the health care setting. Respiratory Therapy is no exception to that opportunity. Admission candidates from the last class of students accepted into the Respiratory Care Technology program was selected from 168 applicants who had increased from 40 applicants in the previous admission process. The past three admission cycles have continued to grow with each cycle and opportunities of employment have continued to support the need for more therapists in the area. (See Appendix III and Appendix IV).

Necessity

Upon initial evaluation for the RCT program the advisory council concluded that over 50% of the population of Respiratory Therapist's in Southern's service area would reach retirement age within the next ten years. That evaluation was conducted over five years ago and today has been surpassed. The turnover rate for Respiratory Therapists has reached all-time highs in the Southern West Virginia area due to illness and aging populations of the current health care providers. This need to replace aging staff has created vast opportunities of employment throughout the region and continues to show signs of opportunity over the next 10-15 years.

Government statistics show that the field of Respiratory Care will increase in need by 19% over the next 10 years. Past studies have shown that increased occupational lung injuries and high incidence of smoking rates in the area have proven that Southern West Virginia and Eastern Kentucky continue to be at a high risk for pulmonary impaired patients, therefore requiring a higher amount of Respiratory trained staff among their healthcare provider list. This need for qualified and trained staff support the continued need for the Respiratory Care Technology program at Southern.

Geography has been a barrier for this industry for many years. Until the program's initiation in 2007 students would have to drive over 150 miles a day to obtain an education in Respiratory Care. Many would leave this area and choose to stay in the highly populated cities of Charleston and Huntington rather than staying close to home. For that reason, many hospitals in the underserved rural areas of Logan and Williamson were not able to compete with bigger hospitals for staff and had trouble locating qualified Respiratory Therapists for their facilities. The Respiratory Care Technology program has been able to successfully meet the needs of the communities in the rural areas by training local students and allowing them to work close to home.

Currently the program has seen a very low attrition rate which has been consistently maintained at an average of 26% over the past four years and has had a job placement rate of 93% over the past four years. Many students continue to work in their home areas after completion of this program. Students and employers are asked to survey the program after the graduates have been in their facility at least six months.

Consistency with Mission

The Respiratory Care Technology program continues to work with other programs throughout the college to provide a quality education to the students served. Like many other programs offered in Allied Health, the Respiratory Care Technology program allows the student to take flexible class scheduling opportunities for many of the support courses required even before acceptance into the actual program itself. The support courses are a general mix of education requirements set forth by the mission of the college.

The curriculum supports an array of educational opportunities including critical thinking, oral and written communication, mathematical skills, information technology, science, and cultural, artistic and global perspectives. This array of educational opportunity helps to achieve a well-rounded education for any student who seeks the Associate of Applied Science degree in Respiratory Care Technology. The ability to provide the essential skills required of the Southern RCT student supports the overall mission of a quality education while promoting lifelong learning.

Discontinuance of the program would have a negative impact on the entire community served by Southern. Students would again find themselves leaving the area to gain an education in Respiratory Therapy. The mission of Southern includes providing accessible educational opportunities to students and without the RCT program many would not have the accessibility to gain the education they so deserve. The healthcare industry would suffer from the lack of quality trained individuals to work in their facilities due to a historical deficit of Respiratory Therapists willing to relocate into Southern's area of service.

APPENDIX I

APPENDIX I

Name of Program: Respiratory Care Technology			
Course	Index Number	Course Title	Credit Hours
General Education Courses			
AH	200	Health Care Ethics and Law	1
BS	124	Human Anatomy and Physiology I	4
BS	125	Human Anatomy and Physiology II	4
BS	127	Microbiology for Allied Health	3
BU	205	Business Communications	3
CS	*	Choose 3 hours from any CS course or combination	3
EN	101	English Composition I	3
OR	110	Introduction to College	1
PY	218	Life Span Developmental Psychology	3
Major Courses			
RC	101	Assessment of the Cardiopulmonary Patient	4
RC	102	Respiratory Skills I	4
RC	103	Respiratory Sciences	2
RC	104	Respiratory Skills II	4
RC	106	Cardiopulmonary Pathology	2
RC	110	Cardiopulmonary Pharmacology	3
RC	120	Clinical Rotation I	1
RC	121	Clinical Rotation II	1
RC	122	Clinical Rotation III	1
RC	220	Clinical Rotation IV	2
RC	221	Clinical Rotation V	1
RC	201	Cardiopulmonary Diagnostics	3
RC	202	Cardiopulmonary Diagnostics II	3
RC	210	Mechanical Ventilation	4
RC	211	Mechanical Ventilation II	4
RC	230	Neonatal and Pediatric Therapy	3
RC	232	Respiratory Care Profession	3
Credit Hours Required:			
General Education			25
Major			45
Restricted Electives			
Free Electives			
Total Credit Hours Required For Graduation:			70

**Proposed Curriculum for Fall 2012
Respiratory Care Technology
Associate in Applied Science –
60 Semester Hours**

Recommended Program Sequence

First Year-First Semester			Credit Hours	Total Hours
Dept.	Course No.	Title		
RC	101	Assess the Cardiopulmonary Patient	4	
RC	102	Respiratory Skills I	4	
RC	110	Cardiopulmonary Pharmacology	3	
RC	120	Clinical Rotation I	1	
BS	124	Anatomy and Physiology I	<u>4</u>	
				16
First Year-Second Semester			Credit Hours	Total Hours
Dept.	Course No.	Title		
BS	125	Anatomy and Physiology II	4	
RC	104	Respiratory Skills II	4	
RC	106	Cardiopulmonary Pathology	2	
RC	121	Clinical Rotation II	1	
RC	103	Respiratory Sciences	3	
EN	101	English Composition I	3	
CS	103	Introduction to Applications	<u>1</u>	
				18
First Year-Summer Term				
Dept.	Course No.	Title		
RC	122	Clinical Rotation III	<u>1</u>	
			1	
Second Year-First Semester			Credit Hours	Total Hours
Dept.	Course No.	Title		
AH	203	Communication for the HC Provider	1	
PY	218	Life Span Psychology	3	
RC	201	Cardiopulmonary Diagnostics	3	
RC	210	Mechanical Ventilation I	4	
RC	220	Clinical Rotation IV	<u>2</u>	
				13
Second Year-Second Semester			Credit Hours	Total Hours
Dept.	Course No.	Title		
RC	211	Mechanical Ventilation II	4	
RC	230	Neonatal and Pediatric Therapy	3	
RC	232	Respiratory Care Profession	3	
AH	200	Health Care Ethics and Law	1	
RC	221	Clinical Rotation V	<u>1</u>	
				12
				<u>60</u>

APPENDIX II

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Steven Hall Rank _____ Program Coordinator, Asst. Professor

Check one: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned MBA Date Degree Received 12/8/2008

Conferred by West Virginia University

Area of Specialization Business Administration

Professional registration/licensure 14

Years of employment at present institution 5

Years of employment in higher education 5

Years of related experience outside higher education 10

Non-teaching experience 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>
Spring 2010	RC 210, 220	14
Fall 2010	RC 101, 103, 110, 221, 211	14
Spring 2011	RC 106, 121	14
Fall 2011	RC 210, 220	14

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

Graduate Degree is not available in the field of Respiratory Therapy.

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

WWSRC Winter and Fall Conference yearly, AARC Summer Forum July, 2007 and 2010.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name Stephanie Daniel Rank Instructor

Check one: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned BA Date Degree Received 8/8/2008

Conferred by Marshall University

Area of Specialization Regents BA

Professional registration/licensure 17

Years of employment at present institution 5

Years of employment in higher education 5

Years of related experience outside higher education 17

Non-teaching experience 17

To determine compatibility of credentials with assignment:

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

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	RC 201, 220	14
Fall 2010	RC 102, 221, 211	14
Spring 2011	RC 104, 202, 121	14
Fall 2011	RC 201, 220	14

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

Bachelor Degree is not available in the field of Respiratory Therapy.

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

WVSRC Winter and Fall Conference yearly, AARC Summer Forum July, 2007 and 2010.

APPENDIX III

Appendix III
Program Enrollment and Graduates

Program Enrollment and Graduates

Fall 2007

Applicants	27
Enrolled	16
Graduates	9

Spring 2009

Applicants	36
Enrolled	18
Graduates	13

Fall 2010

Applicants	168
Enrolled	19
Graduates	Will Complete in Spring 2012

Percentage Passage Rates

Year	Number of students taking exam	Number of students passing exam	Percentage of students passing exam
2009	9	9	100%
2010	13	10	77%

APPENDIX IV

Appendix IV
Program Course Enrollment
Respiratory Care Technology

Fall 2007	16
Spring 2008	10
Summer 2008	9
Fall 2008	9
Spring 2009	23
Summer 2009	0
Fall 2009	15
Spring 2010	14
Summer 2010	14
Fall 2010	30
Spring 2011	14

APPENDIX V

APPENDIX V

Divison: Allied Health

AAS

446- Respiratory Technology

Respiratory Technology					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Williamson	F	5	4	4	U
Williamson	F	5	5	5	S
Williamson	F	6	5	6	S
Williamson	F	5	5	6	S
Williamson	F	5	4	5	U
Williamson	F	5	5	6	S
Williamson	F	5	4	7	U
Williamson	F	5	4	6	U
Williamson	F	6	4	5	U
	Summary	47	40	50	
	N=	9	9	9	
	Mean	5.22	4.44	5.56	
	Standard Set	5	5	5	
	Number Who Met Standard (% of Criteria)	9 (100%)	4 (44.4%)	8 (88.8%)	
	Number Who Scored <3 (% of Total for Each Criteria)	0	0	0	
	Number Who Scored 3 (% of Each Criteria)	0	0	0	
	Number Who Scored 4 (% of Each Criteria)	0	5	1	
	Number Who Scored 5 (% of Each Criteria)	7	4	3	
	Number Who Scored 6 (% of Each Criteria)	2	0	4	
	Number Who Scored 7 (% of Each Criteria)	0	0	1	
	Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	4 (44.4%)			
	Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	5 (55.5%)			

Respiratory Tech-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
446	Williamson	410	103	109	104	104	106	106	109
446	Logan	417	109	108	104	106	110	112	105
446	Logan	424	102	111	110	111	106	103	112
446	Williamson	426	101	112	114	109	109	104	108
446	Williamson	434	105	117	112	112	110	109	114
		2111	520	557	544	542	541	534	548
Mean		422	104	111	109	108	108	107	110

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	N	N		N	N	N	N	N	N
446	N	N	N	N	N	N	N	N	N
446	N	N	N	N	N	N	N	N	N
446	P	N	N	M	N	N	P	M	N
446	M	N	N	P	N	N	M	N	N
446	M	N	N	M	N	N	M	N	N

Table 3

Major 446	Proficient	Marginal	Not Proficient
Reading Level I	20%	40%	40%
Reading Level II			100%
Critical Thinking			100%
Writing Level I	20%	40%	40%
Writing Level II			100%
Writing Level III			100%
Mathematics Level I	20%	40%	40%
Mathematics Level II		20%	80%
Mathematics Level III			100%

APPENDIX VI



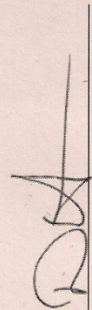
CERTIFICATE OF ACCREDITATION

Date of Issue: July 18, 2011

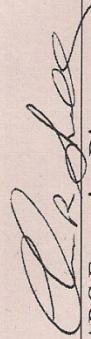
This Certificate of Accreditation is hereby issued by the Commission on Accreditation for Respiratory Care (CoARC), in accordance with the Accreditation Standards for the Profession of Respiratory Care and CoARC Accreditation Policies and Procedures.

Southern West Virginia Community College
Respiratory Care Program
Williamson, WV
AAS Degree
CoARC ID#: 200541

This Certificate of Accreditation is valid until 7/31/2016.


CoARC Chair




CoARC Executive Director

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Technical Studies, Associate in Applied Science degree program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 10, Policy Regarding Program Review.

STAFF MEMBER: Carol A. Howerton

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Engineering and Technology conducted a program review of the Associate in Applied Science Electrical Engineering Technology program during the 2011-2012 academic year.

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program has returned to its initial state and is expected to grow. It will require several years to gather data. The program meets a need in the community, is no cost to the institution, and should continue as is until the next scheduled review in five years. That should provide appropriate time to recruit new students and gather appropriate data for feedback and review.

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

Program with Special Accreditation Program without Specialized Accreditation

Program: Technical Studies, Associate in Applied Science April 17, 2012
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.

- X 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:

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program has returned to its initial state and is expected to grow. It will require several years to gather data. The program meets a need in the community, is no cost to the institution, and should continue as is until the next scheduled review in 5 years. That should provide appropriate time to recruit new students and gather appropriate data for feedback and review.



Signature of person preparing report if other than Department Chair Date
Carl A. Howell 3-27-12

Signature of Department Chair Date
Pamela L. Alderman March 27, 2012

Signature of Dean Date

Signature of Vice President for Academic Affairs Date

Signature of President Date

Signature of Chair, Board of Governors Date

PROGRAM REVIEW

For Occupational Programs Implemented Under the Provisional of Series 37

West Virginia Council for Community and Technical College Education

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

April 17, 2012

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2011-2012

Program Name: Technical Studies, Associate in Applied Science

Hours Required for Graduation: 60

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum has adequate requirements that meet the needs of business and industry.
- Entrance abilities for the students are within community college standards.

Conclusion: Program meets minimum adequacy requirements

B. Viability

- No trends can be established due to curriculum changes.
- Previous history of the program indicates future students seeking the degree will increase.

Conclusion: No conclusion can be drawn on viability due to changes over the past five years.

C. Necessity:

- The program meets a validated industry demand.

Conclusion: The program does meet the minimum requirements for necessity.

D. Consistency with Mission:

- The program does support the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs.

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

- II. Plans for program improvement, including timeline.**
A recruiting effort will be initialized in the high schools to re-energize the articulation and pathways into the program. High School visitations will be scheduled with each vocational center to discuss the program and advantages of completing a college level certificate.
- II. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.**
The last review was conducted in 2007. There were three weaknesses identified in the review. These weaknesses were related to control over specialization courses and coordination among the various centers. Due to the change in the program, no improvements were implemented.
- IV. Five year trend data on graduates and majors enrolled**
Due to the multiple changes in curriculum and management no specific conclusions can be drawn on enrollment trends. It is expected that enrollment will be minimal.
- V. Summary of assessment model and how results are used for program improvement**
The assessment model will be developed on the new curriculum. There is no current assessment program.
- VI. Data on student placement**
There is no data available on student placement.
- VII. Final Recommendation Approved by the Governing Board**
See the attached resolution for Board of Governors Final Recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation
2011-2012

Program: **Technical Studies, Associate in Applied Science**

Date of Last Review: **2007 Program Review**

I. PROGRAM DESCRIPTION

The Technical Studies in Applied Technology, Associate in Applied Science was designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It was designed to provide students with an opportunity to transfer a variety of experiences and vocational credits toward a degree and compliment them with the general education knowledge and business skills necessary for employment in a variety of occupations and allow advancement of careers into a management position. It utilizes partnerships with career/vocational schools and other providers for the delivery of the occupational specialization core.

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 Technical Studies, Associate in Applied Science curriculum consist of 60 semester hours. These include 20 credit hours in a general education core, 13 credit hours in a technical core emphasizing management and leadership along with 27 credits in a specialization area. Students must complete one or more skill sets or occupational specializations. These specializations are offered in cooperation with the local career/vocational centers. Students completing any vocational occupational program may request articulated or EDGE credits for courses by completing a Tech-Prep Course Competency Transfer Form.

This program has undergone multiple curriculum changes over the past five years. The program was originally created by the Technology and Engineering Department for industrial/applied technology skills. In 2007-2008 it was drastically changed to include areas of Mine Management (Business Department), Licensed Practical Nurse—LPN (Nursing Department) and Emergency Medical Services—EMS (Allied Health Department). Management of the program was removed from the

Technology and Engineering Department and placed under the Vice President for Academic Affairs during the 2006-2007 academic year. The vice president also replaced the department chair on the Tech Prep consortium. In subsequent years, Mine Management was developed as a stand-alone program, EMS was reinstated as a stand-alone program, and the LPN program was dropped. The curriculum was returned to its original intent during 2009-2010 academic year with management returned to the Technology and Engineering Department in the current (2011-2012) academic year. The curriculum can be found in Appendix I.

2. Faculty

The program utilizes full-time and part-time faculty to teach the general education and technical core courses. No full-time faculty are assigned to this program for specialization courses. The program utilizes the instruction at the local career/vocational centers for specialization courses.

3. Students

A. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern. All entering students must satisfy a general math and English requirement or take Transitional Studies courses to bring their skills to prerequisite levels of performance. The ACT test can be used to evaluate student placement or performance or the ACCUPLACER test can be taken on campus.

B. Exit Abilities

Exit abilities vary based on the specialization chosen by the student. All students have basic management and computer skills. Specializations at the vocational/career centers are based on various industry certifications such as ASE automotive.

4. Resources

A. Financial

This program does not have any financial requirements.

B. Facilities

This program does not have any special facilities needed for program delivery.

5. Assessment Information

Student achievement in general education and technical core courses is assessed in accordance with the institution's plan for assessment for such courses/programs. There are no assessment measurements for the specialization component beyond industry certification requirements and the EDGE end of year competency testing.

There is no graduate follow-up data or employer satisfaction data available for the program. Surveys were distributed and results maintained by the office of Vice President for Academic Affairs. The individuals directly responsible for data have since left the institution. The data could not be located in existing files.

6. Previous Program Reviews

The initial post audit review was conducted in 2007. The program review was approved with no corrective actions.

7. Advisory Committee

There is no advisory committee for the program. The program however, does utilize the Southern Mountains Tech Prep Consortium for program agreements and articulation of credits.

8. Strengths and Weaknesses

STRENGTHS

- No cost program
- Provides opportunities for students

WEAKNESSES

- Control of vocational curriculum and standards
- Lack of management of the program

B. Viability

1. Program Enrollment and Graduates

Number of Majors per year for previous 5 years

<u>Year</u>	<u>Enrollment</u>
2005-2006	33
2006-2007	30
2007-2008	31
2008-2009	32
2009-2010	15

Enrollment Trends for previous 5 years

The majority of students for the previous years were enrolled in the EMS or LP program. No other significant trend can be made on existing data.

Number of Graduates for previous 5 years

<u>Year</u>	<u>Graduates</u>
2005-2006	1
2006-2007	2
2007-2008	7
2008-2009	2
2009-2010	0

Graduates were equally split between applied technology and EMS. Students originally listed as majors graduated from the stand-alone EMS program.

Enrollment Projections

Previous trends and numbers would indicate that enrollment will continue to be low. A limited number of vocational students seek a full associate degree. The Dean of Career and Technical Programs now attends the Tech Prep consortium meetings. The dean and the chair for the Technology and Engineering Department have initiated new efforts with the vocational/career centers.

2. Program Course Enrollments

This program does not have any courses offered specific to the program. All courses are offered as part of other programs or offered by the vocational/career centers and articulated through EDGE credits.

3. Service Courses

This program does not have any courses offered specific to the program that are used by other programs.

4. Off-Campus/Distance Delivery Classes

This program does not have any courses offered specific to the program. All courses are offered as part of other programs or offered by the vocational/career centers and articulated through EDGE credits.

5. Articulation Agreements (2+2 etc.)

There are no articulation agreements for the program. The program does utilize EDGE articulated credits and articulation agreements between the local county boards of education.

C. Necessity

This program provides a unique opportunity for students with no cost to the institution. No specific data is available on job placement.

D. Consistency with Our Mission

This program directly supports the institution's previous compact and mission in a variety of areas. Major areas of support for the previous compact include the following:

- Courses are offered as dual credit at a number of locations. This supports compact Goal I.B.3.
- Articulation agreements exist with each of the vocational/career centers that offer comparable courses. This supports a number of

compact goals including I.C.3, III.A.1, and III.D.1.

- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports compact goal I.D.2.
- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports compact goals II.A.2. and IV.A.1.
- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports compact goal III.E.

The program will also support the new program by improved advising and encouragement of graduates to increase the graduation rate.

IV. Recommendation

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program has returned to its initial state and is expected to grow. It will require several years to gather data. The program meets a need in the community, is no cost to the institution, and should continue as is until the next scheduled review in 5 years. That should provide appropriate time to recruit new students and gather appropriate data for feedback and review.

APPENDIX I Curriculum

Technical Studies

Associate in Applied Science
Minimum 60 Credit Hours

Purpose

This program is designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It is designed to provide students with the general education knowledge, management skills and technical competencies necessary for employment in a variety of occupations.

Component I - General Education Core: 20 credit hours

CS 102	Computer Literacy	3 credit hours
EN 101	English Composition I	3 credit hours
MT 124	Technical Math	3 credit hours
OR 105	Orientation to Technical Programs	1 credit hour
SP 103	Speech Fundamentals	3 credit hours
	Any lab science	4 credit hours
	Social Science Elective (PY 201 or SO 200)	3 credit hours

Total credit Hours Component I **20 credit hours**

Component II -Technical Core: Minimum of 13 credit hours

TS 274	Applied Technology Capstone	1 credit hours
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Choose 12 hours from:

BU 207	Business Law	3 credit hours
MG 260	Principles of Management	3 credit hours
MG 261	Human Resource Management	3 credit hours
MG 262	Small Business Management	3 credit hours
MG 264	Supervision	3 credit hours
MG 272	Industrial Leadership	3 credit hours
MN 109	Mine Law, Safety, and Health	3 credit hours
MN 115	Introduction to Mine Management	3 credit hours
MN 136	Mine Management and Labor Relations	3 credit hours
MN 150	Mine Foreman Certification	6 credit hours

Total Credit Hours Component II (minimum) **13 credit hours**

Component III Specialization: Minimum of 27 credit hours

Students must complete one or more skill sets or occupational specializations. Areas of specialization are restricted to applied technology concepts and may be offered in cooperation with various third-party providers or local career and technical centers. Some specializations are offered on campus but not all specializations may be available at all locations or at all times. Students must contact the Department Chair for Technology and Engineering to design a customized curriculum for their occupation.

The Tech Prep Vocational Specializations are offered in cooperation with the local vocational/career centers. Students completing any vocational occupational program at one of the vocational or career centers may request articulated or EDGE credits for courses. Students must submit a Tech-Prep Course Competency Transfer Form. Students should contact the Department Chair for Technology and Engineering for details and a complete list of course requirements. Adult students may enroll in the vocational/career programs through Southern. Students should consult with their local center for course availability.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Academic Program Review

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuance of the Technical Studies, Certificate program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 10, Policy Regarding Program Review.

STAFF MEMBER: Carol A. Howerton

RATIONALE FOR THE RECOMMENDATION:

In accordance with West Virginia Code and Council Policy Series 10, *Policy Regarding Program Review*, the Department of Engineering and Technology conducted a program review of the Associate in Applied Science Electrical Engineering Technology program during the 2011-2012 academic year.

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program has returned to its initial state and is expected to grow. It will require several years to gather data. The program meets a need in the community, is no cost to the institution, and should continue as is until the next scheduled review in five years. That should provide appropriate time to recruit new students and gather appropriate data for feedback and review.

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

Program with Special Accreditation

Program without Specialized Accreditation

Program: Technical Studies, Certificate

 Degree and Title

April 17, 2012

 Date

INSTITUTIONAL RECOMMENDATION

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

- x 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:

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program has returned to its initial state and is expected to grow. It will require several years to gather data. The program meets a need in the community, is no cost to the institution, and should continue as is until the next scheduled review in 5 years. That should provide appropriate time to recruit new students and gather appropriate data for feedback and review. +

Signature of person preparing report if other than Department Chair	Date
Signature of Department Chair	Date
Signature of Dean	Date
Signature of Vice President for Academic Affairs	Date
Signature of President	Date
Signature of Chair, Board of Governors	Date

PROGRAM REVIEW

For Occupational Programs Implemented Under the Provisional of Series 37

West Virginia Council for Community and Technical College Education

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

April 17, 2012

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2011-2012

Program Name: Technical Studies, Certificate Program

Hours Required for Graduation: 30

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum has adequate requirements that meet the needs of business and industry.
- Entrance abilities for the students are within community college standards.

Conclusion: Program meets minimum adequacy requirements.

B. Viability

- No trends can be established due to curriculum changes.
- Previous history of the program indicates future students seeking the degree will increase.

Conclusion: No conclusion can be drawn on viability due to changes over the past five years.

C. Necessity:

- The program meets a validated industry demand.
- The program provides a career pathway connection to high schools.

Conclusion: The program does meet the minimum requirements for necessity.

D. Consistency with Mission:

- The program does support the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs.

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

- II. Plans for program improvement, including timeline.**
A recruiting effort will be initialized in the high schools to re-energize the articulation and pathways into the program. High School visitations will be scheduled with each vocational center to discuss the program and advantages of completing a college level certificate.
- II. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.**
The last review was the initial post audit conducted in 2007. There were no identified weaknesses.
- IV. Five year trend data on graduates and majors enrolled**
Due to the multiple changes in curriculum and management no specific conclusions can be drawn on enrollment trends. It is expected that enrollment will be minimal.
- V. Summary of assessment model and how results are used for program improvement**
The assessment model will be developed on the new curriculum. There is no current assessment program.
- VI. Data on student placement**
There is no data available on student placement.
- VII. Final Recommendation Approved by the Governing Board**
See the attached resolution for Board of Governors Final Recommendation and signatures.

**SOUTHERN WEST VIRGINIA COMMUNITY
AND TECHNICAL COLLEGE**

**PROGRAM REVIEW
Program WITHOUT Special Accreditation**

2011-2012

Program: **Technical Studies, Certificate Program**

Date of Last Review: **2007 – Initial Post Audit Review**

I. PROGRAM DESCRIPTION

The Technical Studies in Applied Technology, Certificate Program was designed as a non-transfer program for students completing an occupational specialization at the career/vocational centers. It was designed to provide students with an opportunity to transfer a variety of experiences and vocational credits toward a degree and compliment them with the general education knowledge and business skills necessary for employment in a variety of occupations and allow advancement of careers into a management position. It utilizes partnerships with career/vocational schools and other providers for the delivery of the occupational specialization core.

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 Technical Studies, Certificate Program curriculum consist of 30 credit hours. These include 10 credit hours in a general education core, 6 credit hours in a technical core emphasizing management and leadership along with 14 credits in a specialization area. Students must complete one or more skill sets or occupational specializations. These specializations are offered in cooperation with the local career/vocational centers. Students completing any vocational occupational program may request articulated or EDGE credits for courses by completing a Tech-Prep Course Competency Transfer Form. Adults may also sign up for career/vocational center courses to complete the specialization courses.

This program has undergone multiple curriculum changes over the past five years. The program was originally created by the Technology and Engineering Department for industrial/applied technology skills. In 2007-2008 it was drastically changed to include areas of Mine Management

(Business Department), Licensed Practical Nurse—LPN (Nursing Department) and Emergency Medical Services—EMS (Allied Health Department). Management of the program was removed from the Technology and Engineering Department and placed under the Vice President for Academic Affairs during the 2006-2007 academic year. The vice president also replaced the department chair on the Tech Prep consortium. In subsequent years, Mine Management was developed as a stand-alone program, EMS was reinstated as a stand-alone program, and the LPN program was dropped. The curriculum was returned to its original intent during 2009-2010 academic year with management returned to the Technology and Engineering Department in the current (2011-2012) academic year. The curriculum can be found in Appendix I.

2. Faculty

The program utilizes full-time and part-time faculty to teach the general education and technical core courses. No full-time faculty are specifically assigned to this program for instruction of courses. The program utilizes the instruction at the local career/vocational centers for specialization courses.

3. Students

A. Entrance Abilities

Southern maintains an open door policy for admissions. Any prospective student with a high school diploma or GED may take classes at Southern. All entering students must satisfy a general math and English requirement or take Transitional Studies courses to bring their skills to prerequisite levels of performance. The ACT test can be used to evaluate student placement or performance or the ACCUPLACER test can be taken on campus.

B. Exit Abilities

Exit abilities vary based on the specialization chosen by the student. All students have basic management and computer skills. Specializations at the vocational/career centers are based on various industry certifications such as ASE automotive.

4. Resources

A. Financial

This program does not have any financial requirements.

B. Facilities

This program does not have any special facilities needed for program delivery.

5. Assessment Information

Student achievement in general education and technical core courses is

assessed in accordance with the institution's plan for assessment for such courses/programs. There are no assessment measurements for the specialization component beyond industry certification requirements and the EDGE end of year competency testing.

There is no graduate follow-up data or employer satisfaction data available for the program. Surveys were distributed and results maintained by the office of Vice President for Academic Affairs. The individuals directly responsible for data have since left the institution. The data could not be located in existing files.

6. Previous Program Reviews

The initial post audit review was conducted in 2007. The program review was approved with no corrective actions.

7. Advisory Committee

There is no advisory committee for the program. The program however, does utilize the Southern Mountains Tech Prep Consortium for program agreements and articulation of credits.

8. Strengths and Weaknesses

STRENGTHS

- No cost program
- Provides opportunities for students

WEAKNESSES

- Control of vocational curriculum and standards
- Lack of management of the program

B. Viability

1. Program Enrollment and Graduates

Number of Majors per year for previous 5 years

<u>Year</u>	<u>Enrollment</u>
2005-2006	32
2006-2007	12
2007-2008	7
2008-2009	2
2009-2010	0

Enrollment Trends for previous 5 years

Due to the multiple changes in curriculum and management no specific conclusions can be drawn on enrollment trends.

Number of Graduates for previous 5 years

<u>Year</u>	<u>Graduates</u>
2005-2006	2

2006-2007	2
2007-2008	4
2008-2009	1
2009-2010	0

All graduates were from the original applied technology curriculum.

Enrollment Projections

Previous trends and numbers would indicate that enrollment will continue to be low. The Dean of Career and Technical Programs now attends the Tech Prep consortium meetings. The dean and the chair for the Technology and Engineering Department have initiated new efforts with the vocational/career centers.

2. Program Course Enrollments

This program does not have any courses offered specific to the program. All courses are offered as part of other programs or offered by the vocational/career centers and articulated through EDGE credits.

3. Service Courses

This program does not have any courses offered specific to the program that are used by other programs.

4. Off-Campus/Distance Delivery Classes

This program does not have any courses offered specific to the program. All courses are offered as part of other programs or offered by the vocational/career centers and articulated through EDGE credits.

5. Articulation Agreements (2+2 etc.)

There are no articulation agreements for the program. The program does utilize EDGE articulated credits and articulation agreements between the local county boards of education.

C. Necessity

This program provides a unique opportunity for students with no cost to the institution. No specific data is available on job placement.

D. Consistency with Our Mission

This program directly supports the institution’s previous compact and mission in a variety of areas. Major areas of support for the previous compact include the following:

- Courses are offered as dual credit at a number of locations. This supports compact Goal I.B.3.
- Articulation agreements exist with each of the vocational/career

centers that offer comparable courses. This supports a number of compact goals including I.C.3, III.A.1, and III.D.1.

- This program provides scholarship opportunities to qualified students through the WV Science Engineering and Technology Scholarship. This supports compact goal I.D.2.
- The program was developed to address identified local/regional needs and provides academic as well as non-academic training in technical areas. This supports compact goals II.A.2. and IV.A.1.
- The program emphasizes citizenship and lifelong learning as instructed in OR 105 and supports compact goal III.E.

The program will also support the new program by improved advising and encouragement of graduates to increase the graduation rate.

IV. Recommendation

Based on the program review, the continuation of the program at the current level of activity without corrective action is recommended. The program has returned to its initial state and is expected to grow. It will require several years to gather data. The program meets a need in the community, is no cost to the institution, and should continue as is until the next scheduled review in 5 years. That should provide appropriate time to recruit new students and gather appropriate data for feedback and review.

APPENDIX I - Curriculum

Technical Studies

Certificate

Minimum 30 Credit Hours

Purpose

The Technical Studies program is designed as a non-transfer program for students completing an occupational specialization at the career/ vocational centers. It is designed to provide students with the general education knowledge and technical competencies necessary for employment in a variety of trade skills occupations.

Program Requirements All students in the degree must complete a series of courses in three components.

Component I – General Education: Minimum 10 credit hours

CS 102	Computer Literacy	3 credit hours
EN 101	English Composition I	3 credit hours
OR 105	Orientation to Technical Programs	1 credit hour
SP 103	Speech Fundamentals	3 credit hours

Component II – Technical: Minimum 6 credit hours

BU 207	Business Law	3 credit hours
MG 260	Principles of Management	3 credit hours
MG 261	Human Resources Management	3 credit hours
MG 262	Small Business Management	3 credit hours
MG 264	Supervision	3 credit hours
MG 272	Industrial Leadership	3 credit hours
MN 209	Mine Law, Safety, and Health	3 credit hours
MN 115	Introduction to Mine Management	3 credit hours
MN 136	Mine Management and Labor Relations	3 credit hours
MN 150	Mine Foreman Certification I	6 credit hours

Component III – Specialization: Minimum 14 credit hours

Students must complete one or more skills sets or occupational specializations. Areas of specialization are restricted to applied technology concepts and may be offered in cooperation with various third-party providers or local career and technical centers. Some specializations are offered on campus but not all specializations may be available at all locations or at all times. Students must contact the Department Chair for Technology and Engineering to design a customized curriculum for their occupations.

The Tech Prep Vocational Specializations are offered in cooperation with the local career and technical centers. Students completing any vocational occupational program at one of the career and technical centers may request articulated or EDGE credits for courses. Students must submit a Tech-Prep Course Competency Transfer Form. Students should contact the Department Chair for Technology and Engineering for details and a complete list of course requirements. Adult students may enroll in the career and technical center programs through Southern. Students should consult with their local center for course availability then contact the Department Chair for Technology and Engineering to register for courses.

Community and Technical College System Three-year Post Audit Review of
Occupational Programs Implemented Under the Provision of Series 37 of the
Community and Technical College System

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING APRIL 17, 2012**

ITEM: Post-audit Review of Occupational Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Forensic Psychology and Investigation, Associate in Applied Science degree program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*.

STAFF MEMBERS: Dr. Charles Wood, II
Dr. Cindy McCoy

RATIONALE FOR RECOMMENDATION:

The Forensic Program is a program in transition. Due to the lack of publicity, little is known about the program. However, this program fits well with our Criminal Justice Program. In the new curriculum, the number of General Education classes has been reduced and the number of major courses has been increased. Additionally, the number of credit hours has been decreased to 60 credit hours which brings the program into compliance with the State mandate. In order to provide our students a smooth transition from an associate degree to a four-year degree, a 2+2 Agreement needs to be developed with a baccalaureate degree granting institution which offers a degree in Forensic Psychology and Investigation.

Post-Audit Review

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program (Degree and Title): A.A.S. in Forensic Psychology and Investigation

I. Introduction

The Forensic Psychology and Investigation Program examines the production and application of psychological knowledge to the civil/criminal justice system. Topics covered in the program include, but are not limited to: risk assessment, domestic violence, insanity, suicide, psychological autopsies, and sexual harassment. This program has been a part of Southern West Virginia Community and Technical College's curricular offerings since the Fall of 2009, when the degree program was first initiated at Southern.

The program was presented to the Curriculum and Instruction Committee on December 12, 2008. It was approved and began in the Fall 2009 semester.

II. Goals and Objectives

A. Goals

The goal of the Forensic Program is to provide an additional aspect to our Criminal Justice Program. The program includes both the research endeavor that examines different aspects of human behavior directly related to the legal process (such as: eyewitness memory, jury, decision-making and/or criminal behavior). In addition, the program will stress the practice of psychology within or in consultation with a legal system that will encompass both criminal and civil law and the numerous areas where they interact.

B. Objectives

Therefore, Forensic Psychology encompasses broadly both the production and the application of the knowledge of psychology to the civil and criminal justice systems. Along with embracing the terms and procedures of the criminal system, Forensic Psychology also examines risk assessment, domestic violence, insanity, suicide, psychological autopsies, sexual harassment, and various other topics as the need arises.

Consistent with our broad approach to Forensic Psychology, the intent is to stress and reinforce the Criminal Justice Program with providing additional training in various areas of training and orientation in forensics. The area of forensic psychology must be broad and inclusive, rather than restrictive. The focus thus will be on a variety of roles that forensic personnel can and do play in the criminal legal system.

III. Assessment

- A. The Forensic Program has various elements in place to assess the progress of our students. The students have to apply for the program, and then tracking is completed for each student in the program. Exit exams are given in the major courses that pertain to this Associate program. The program includes hands-on activities to seek to evaluate the student's ability to apply what has been taught in the classroom.
- B. The Forensic Program is concerned about our students' progress. However, since this program has not been in existence for a long time (our first graduate will be in the Spring of 2012), the assessment procedures are in a very elementary stage. Each semester brings some new dimensions to see how to better assess our students.

Educational goals are to prepare our students by providing them the best instructors in this field.

The evaluation of our students is done in a twofold manner: 1) By using exit exams on the major courses in this Associate program and 2) By providing hands-on activities that help the student apply the material in the major courses.

The best example of meeting our goals is that the first graduation of a student from the program will take place in the Spring of 2012.

- C. Due to the short duration of the Forensic Program, there is not enough data from our assessment to be able to cite specific examples.

2009-2010 Assessment Data from the College Website, Page 23

Criminal Justice AAS University Parallel

Table
1

Major	Campus	Total score	Skills Dimension Subscores			
			Critical Thinking	Reading	Writing	Mathmatics
220	Logan	432	110	116	115	105
220	Logan	432	108	120	116	115
	Mean	875	218	236	231	220
		438	109	118	116	110

Table
2

Major	Reading	Critical Thinking	Writing	Mathmatics
220	P M	N	P M M	P M N
220	P M	N	P M N	N N N

Table 3

Major 220	Proficient	Marginal	Not Proficient
Reading Level 1	100%		
Reading Level II		50%	50%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II		100%	
Writing Level III		50%	
Mathmatics Level I	50%		
Mathmatics Level II		50%	50%
Mathmatics Level III			100%

2009-2010 Assessment Data from the College Website, Page 65

Corrections

Table 1

Major	Campus	Total Score	Critical Thinking	Skills Dimension Subcores		
				Reading	Writing	Mathmatics
591	Wyoming	417	107	106	108	106
591	Wyoming	426	111	113	110	104
591	Logan	427	108	115	110	108
591	Logan	436	112	113	115	109
591	Boone	437	112	116	113	110
	Mean	2143	550	563	556	556
		429	110	113	111	111

Table 2

Major	Reading		Critical Thinking	Writing			Mathmatics		
591	P	N	N	P	N	N	M	N	N
591	N	N	N	N	N	N	N	N	N
591	M	N	N	P	M	N	M	N	N
591	M	N	N	N	N	N	N	N	N
591	M	N	N	M	N	N	N	N	N

Table 3

Major 591	Proficient	Marginal	Not Proficient
Reading Level 1	20%	60%	20%
Reading Level II			100%
Critical Thinking			100%
Writing Level I	40%	20%	40%
Writing Level II			100%
Writing Level III			100%
Mathmatics Level I		40%	60%
Mathmatics Level II			100%
Mathmatics Level III			100%

2009-2010 Assessment Data from the College Website, Page 66

Table 1

Law Enforcement

Major	Campus	Total Score	Critical Thinking	Skills Dimension Subcores		
				Reading	Writing	Mathmatics
592	Williamson	413	100	115	106	111
592	Wyoming	421	104	115	110	108
	Mean	834	204	230	216	208
		417	102	115	108	104

Table 2

Major	Reading	Critical Thinking	Writing	Mathmatics
592	M N	N	M N N	N N N
592	M N	N	M N N	N N N

Table 3

Major 592	Proficient	Marginal	Not Proficient
Reading Level 1	100%		
Reading Level II			100%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II			100%
Writing Level III			100%
Mathmatics Level I			100%
Mathmatics Level II			100%
Mathmatics Level III			100%

2011 Assessment Data from the College Website, Page 61

Social Science/Law Enforcement

Table 1

Student Data		Skills Dimension Subscores				
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathmatics
Williamson	752	415	103	106	109	107
	Mean	415	103	106	109	107
		415	103	106	109	107

Table 2

Major	Reading		Critical Thinking	Writing			Mathmatics		
752	Level 1	Level 2	Level 3	Level 1	2	3	Level 1	2	3
	N	N	N	N	N	N	N	N	N

Table 3

	Reading		Critical Thinking	Writing			Mathmatics		
	Level 1	2	Level 3	Level 1	2	3	Level 1	2	3
Proficient	0.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Marginal	0.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Proficient	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

IV. Curriculum

Currently, there are no entrance requirements to be accepted into the program.

Forensic Psychology and Investigation

Associate in Applied Science

60 Semester Hours

Dept/No.	Title	Credit Hours
Support Courses		
BS 115	Human Biology	4
CH 203	Fund. General Organic & Biological Chemistry I	4
CS 104	Using Internet Technology for Research	3
EN 101	English Composition I	3
	Fine Arts Elective	3
IT 102	Cyber Law, Ethnicity and Culture	3
	Literature Elective	3
PY 201	General Psychology	3
MT 130	College Algebra	3
MT 225	Elementary Statistics	3
OR 110	Introduction to College	1
SO 200	Introduction to Sociology	3
SP 103	Speech Fundamentals	3
Major Courses		
CJ 201	Criminal Procedure	3
CJ 202	Criminal Law	3
CJ 203	Criminal Evidence	3
CJ 223	Criminology	3
PY 203	Forensic Psychology	3
PY 204	Psychology of Addiction	3
PY 226	Abnormal Psychology	3

Department Chair: 304.869.7386

Administrative Secretary: 304.896.7430

V. Forensic Program Faculty

Dr. Charles Wood, II, and Kathryn Krasse are the full-time tenured faculty, who teach the Psychology classes included in the Forensic program. Kathryn Krasse also teaches Sociology classes.

Will Alderman, Dr. Charles Keeney, III, and Brandon Kirk, are the full-time term faculty, who teach the Sociology classes.

Sharon Bevins, Elizabeth Collier, Debbie Fields, Robin Browning, Dianna Toler, Teresa Wayman, Ted Williams, and Shelia Combs are the adjunct faculty teaching the Psychology classes.

Linda Workman, Marsha Newman, and Teresa Wayman are the adjunct faculty teaching the Sociology classes.

Sabrina Amick, Robin Browning, Jamie Butcher, and Stephen Baisden teach the Criminal Justice classes included in the Forensic Psychology program.

VI. Enrollment and Graduates

Enrollment and Student Assessment

A total of four students has been enrolled in the AAS Forensic Psychology and Investigation since it began in the Fall 2009 semester.

The first graduate from the AAS program will be in the Spring 2012 semester.

Race Statistics

Three of the students are white, and one student is black.

Age Statistics

The average age range of the students is 24. The students are the ages of 18, 19, 21 and 38.

Gender Statistics

Two males and two females are currently enrolled in the AAS Forensics program.

A.A.S Forensic Student Schedules Fall 2009-Spring 2012

Student 1

CRN	CLASS TITLE	COURSE	TERM	FACULTY	
536	Basic Mathematics	MT 090	Fall 2010	S Lacek	
669	Introduction to College	OR 110		P Epling	
434	English Composition I	EN 101	Spring 2011	D Ermold	
473	Introduction to Sociology (M)	SO 200		B Kirk	
436	Speech Fundamentals	SP 103		D Ermold	
450	English Composition I	EN 101		V Evans	
656	Pistol & Personal Protection	CJ 230		T Riffe	
571	General Psychology	PY 201		L Stewart	
356	English Composition II	EN 102		V Evans	
569	American Government & Politics	PS 201		B Kirk	
525	Criminal Law	CJ 202		E O'Briant	
208	First Aid	AH 122		C Bishop	
207	CPR	AH 124	C Bishop		
117	Business Law	BU 207	G Hensley		
563	Introductory Algebra I	MT 095	B Slone		
231	Health Care Ethics and Law	AH 200	Summer 2011		
233	Medical Terminology	AH 108		C Lowes	
244	Computer Literacy	CS 102		C Howerton	
203	Introductory Algebra I	MT 095		S Lacek	
204	Introductory Algebra II	MT 096		S Lacek	
164	Speech Fundamentals	SP 103		M Maynard	
246	Art Appreciation	AR 112		D Jeffrey	
281	State And Local Government	PS 202		B Kirk	
104	Criminal Justice Systems	CJ 101		Fall 2011	
590	Cyber Law, Ethics, Culture	IT 102			T Weaver
200	College Math for Gen Education	MT 121		R Farrar	
109	Intro to Law Enforcement	CJ 103		J Lane	
133	Criminal Procedure	CJ 201		S Amick	
119	Criminal Evidence	CJ 203		J Butcher	
124	Criminology	CJ 223		S Baisden	

Student 1 continued schedule

CRN	CLASS TITLE	COURSE	TERM	FACULTY
710	Internship	CJ 290	Spring 2012	C Wood
369	Criminal Investigation	CJ 213		S Baisden
366	Juvenile Delinquency	CJ 217		S Amick
372	Ethics in Criminal Justice	CJ 250		J Lane
375	Traffic Law Enforcement	CJ 280		S Amick
708	History of Terrorism	HM 102		J Thomas

Student 2

CRN	CLASS TITLE	COURSE	TERM	FACULTY
1346	Elementary Spanish I	SN 101	Spring 2009	T Parks
434	English Composition I	EN 101	Fall 2010	D Ermold
329	Intermediate Algebra	MT 123		S Lacek
470	General Psychology	PY 201		L Stewart
309	Lifestyle Intervention	PE 223		P Repass
120	Criminal Procedure	CJ 201		E O'Briant
			Fall 2011	
392	Intro to Sociology	SO 200		T Wayman
635	Intro to College	OR 110		T Wayman
550	General Biology I	BS 101		A Cline
425	English Composition II	EN 102		D Ermold
432	Art Appreciation	AR 112		D Jeffrey
			Spring 2012	
689	Human Biology	BS 115		G Lowes
608	Adobe Flash	IT 102		M Payne
414	En Lit before 1800	EN 200		D Ermold
359	College Algebra	MT 130		R Farrar
453	Elementary Statistics	MT 225		R Farrar

Student 3

CRN	CLASS TITLE	COURSE	TERM	FACULTY
526	Intro to College	OR 110	Fall 2009	J Gray
519	Intro to Algebra I	MT 095		B Slone
514	Beginning Composition	EN 099		M Slater
832	Abnormal Psychology	PY 226		K Krasse
285	General Psychology	PY 201		K Krasse
345	Computer Literacy	CS 102		D Fields

Student 3 was not registered for Fall 2010, Spring 2011, Fall 2011 and is not currently registered for the Spring 2012 semester.

Student 4

CRN	CLASS TITLE	COURSE	TERM	FACULTY
277	Reading Composition	EN 090	Fall 2011	C Wood
284	Basic Mathematics	MT 090		A Vyas
641	Intro to College	OR 110		S Estep
382	General Psychology	PY 201		K Krasse
280	Beginning Composition	EN 099		D Mistich
			Spring 2012	
518	Intro to Algebra I	MT 095		B Slone
545	English Composition I	EN 101		G Trimble
455	Intro to Sociology	SO 200		K Krasse
322	Speech Fundamentals	SP 103		M Maynard

Student 4 was not registered for the Fall 2009, Fall 2010, Spring 2010 and Spring 2011 semesters.

VII. Financial

- A. The students may apply for Federal financial aid. However, there are no scholarships available to the students. Also, there is no program grant money available. The budget for this program is part of the Criminal Justice budget.

B. Textbook and Fee Student Costs

Support Courses	Title	Student Cost
BS 115	Human Biology	\$209.00
CH 203	Fund. General Organic & Biological Chemistry I	\$243.00
	Lab Fee	\$ 53.00
CS 104	Using Internet Technology for Research	NA
EN 101	English Composition I	\$116.00
	Fine Arts Elective	NA
IT 102	Cyber Law, Ethnicity and Culture	NA
	Literature Elective	Est. \$128.00
PY 201	General Psychology	\$139.00
MT 130	College Algebra	\$170.00
MT 225	Elementary Statistics	\$235.00
OR 110	Introduction to College	\$ 45.00
SO 200	Introduction to Sociology	\$138.00
SP 103	Speech Fundamentals	\$ 81.00
Major Courses		
CJ 201	Criminal Procedure	\$211.00
CJ 202	Criminal Law	\$172.00
CJ 203	Criminal Evidence	\$128.00
CJ 223	Criminology	\$200.00
PY 203	Forensic Psychology	\$ 47.00
PY 204	Psychology of Addiction	\$166.00
PY 226	Abnormal Psychology	\$218.00
	Total	\$2,699.00

(Based on new book costs)

A. Student Tuition Costs

Tuition Costs for 60 credit hours is **\$4,608.00** for four semesters).

Total Textbook and Tuition costs are **\$7,307.00**.

VIII. Advisory Committee

The advisory committee has not been selected, due to the low enrollment in the program.

IX. Accreditation:

At the present time, there is no accrediting for the Forensic program.

Appendix I

The majority of the Forensic Psychology and Investigation classes are offered during the Fall and Spring semesters as regular classes. The PY 203 Forensic Psychology class is usually offered in the Fall semester as a weekend class.

BS 115 Human Biology

4 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.

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.

CJ 201 Criminal Procedure

3 Credit Hours

Note: EN 101 is highly recommended but not required.

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

CJ 202 Criminal Law

3 Credit Hours

Note: EN 101 is highly recommended but not required.

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

CJ 203 Criminal Evidence

3 Credit Hours

Note: EN 101 is highly recommended but not required. This course is designed as an introductory course in criminal evidence. This course will help the student understand the requirements needed to admit evidence in a criminal court proceeding.

CJ 223 Criminology

3 Credit Hours

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

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

CS 104 Using Internet Technology for Research and Productivity

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, antivirus 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.

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.

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.

MT 130 College Algebra

3 Credit Hours

Prerequisite: MT 123 or MT124 or MT 128 or a score of 23 or above on the math component of the ACT or minimum acceptable test score on in-house placement test. This course is designed to prepare students for calculus and other higher-level math courses. Topics covered will include: theory and applications of linear, quadratic, polynomial, rational, exponential, and logarithmic functions; equations and inequalities systems of linear and nonlinear equations; matrices and determinants; and conic sections.

MT 225/BU 230 Elementary 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.

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. This one-credit hour course is required for all incoming students with fewer than thirty credit hours from a regionally accredited educational institution. Note: Board of Governors Adult Degree Completion students may not be required to take this course; please see the Dean of Enrollment Management and Student Development for further information.

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: risk assessment, domestic violence, insanity, suicide, psychological, autopsies, sexual harassment, just to name a few.

PY 204 Psychology of Addiction

3 Credit Hours

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

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.

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.

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.

Appendix II

APPENDIX II
Full-time Faculty Data

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

Name: Will Alderman Rank: Assistant Professor

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned M.A. + 18 Date degree received August 2003

Conferred by West Virginia University

Area of Specialization Communication + 18 hours History

Professional registration/licensure NA Years of employment at present institution Twelve

Years of employment in higher education Twelve Years of related experience outside higher education Six

Non-teaching experience WVU 4 H Extension Agent, Small Business Owner

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	HS 104 Western Civilization I	8
	HS 203 West Virginia History	34
	HS 230 American History 1492-1877	35
	HS 240 War in Film	19
	SO 200 Intro to Sociology	24
	SO 200 Intro to Sociology	27
	SO 275 Music Impact on Society	11
2011/Spring	HS 105 Western Civilization II	10
	HS 231 American History since 1877	23
	HS 231 American History since 1877	32
	PS 202 State and Local Government	12
	PS 201 American Gov and Politics	16

Will Alderman's schedule continued:

	SO 200 Intro to Sociology	17
	SO 200 Intro to Sociology	27
<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	HS 104 Western Civilization I	8
	HS 203 West Virginia History	8
	HS 230 American History 1492-1877	11
	HS 230 American History 1492-1877	14
	HS 230 American History 1492-1877	6
	HS 231 American History since 1877	1
	SO 200 Intro to Sociology	31
	HS 275 Cold War	13
2012/Spring	HS 231 American History since 1877	14
	HS 105 Western Civilization II	34
	HS 231 American History since 1877	13
	HS 231 American History since 1877	15
	PS 201 American Gov and Politics	25
	PS 202 State and Local Government	10
	SO 200 Intro to Sociology	10

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

APPENDIX II
Full-time Faculty Data

(No more than TWO pages per faculty member)

Name: Dr. Charles Keeney, III Rank: Instructor

Check one:

Full-time X Part-time _____ Adjunct _____ Graduate Assistant _____
Graduate Assistant _____

Highest degree earned Ph.D Date degree received December 2009

Conferred by West Virginia University

Area of specialization Appalachian History/20th Century U.S. Modern Europe/Labor

Professional registration/licensure NA Years of employment at present institution Three

Years of employment in higher education Ten Years of related experience outside higher
education NA

Non-teaching experience NA

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	HS 104 Western Civilization I	17
	HS 230 American History	14
	SO 200 Intro to Sociology	34
	SO 200 Intro to Sociology	35
	SO 200 Intro to Sociology	31
	SO 215 Human Relations	7
2011/Spring	HS 105 Western Civilization II	28
	HS 231 American History since 1877	35
	HS 203 West Virginia History	29
	PS 201 American Gov and Politics	27
	SO 200 Intro to Sociology	28
	SO 200 Intro to Sociology	30

Dr. Charles Keeney's schedule continued:

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	HS 104 Western Civilization I	16
	HS 203 West Virginia History	27
	HS 230 American History 1492-1877	31
	SO 200 Intro to Sociology	31
	SO 200 Intro to Sociology	32
	SO 215 Human Relations	16
2012/Spring	HS 105 Western Civilization II	15
	HS 203 West Virginia History	19
	HS 231 American History since 1877	38
	HS 295 War in the 20 th Century	25
	PS 202 State and Local Government	9
	SO 200 Intro to Sociology	32

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

APPENDIX II
Full-time Faculty Data

(No more than TWO pages per faculty member)

Name: Brandon Kirk Rank: Instructor

Check one:

Full-time Part-time _____ Adjunct _____ Graduate Assistant _____

Highest degree earned Master of Arts Date degree received May 2010

Conferred by Marshall University

Area of specialization Appalachian and Southern History

Professional registration/licensure Yes Years of employment at present institution Two

Years of employment in higher education Two Years of related experience outside higher
Education Sixteen

Non-teaching experience Sixteen

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	HS 104 Western Civilization I	11
	HS 230 American History 1492-1877	26
	HS 230 American History 1492-1877	29
	HS 104 Western Civilization I	7
	HS 230 American History 1492-1877	23
	SO 200 Intro to Sociology	17
2011/Spring	HS 105 Western Civilization II	12
	HS 231 American History since 1877	30
	HS 105 Western Civilization II	10
	HS 231 American History since 1877	14
	PS 201 American Government and Politics	19
	PS 201 American Government and Politics	7
	SO 200 Intro to Sociology	30

Brandon Kirk's schedule continued:

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	HS 104 Western Civilization I	10
	HS 230 American History 1492-1877	13
	HS 230 American History 1492-1877	8
	HS 104 Western Civilization I	18
	HS 230 American History 1492-1877	14
	HS 230 American History 1492-1877	11
	SO 200 Intro to Sociology	29
2012/Spring	HS 105 Western Civilization II	6
	HS 231 American History since 1877	25
	HS 105 Western Civilization II	9
	HS 231 American History since 1877	11
	HS 231 American History since 1877	7
	PS 201 American Government and Politics	8
	SO 200 Intro to Sociology	28

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

APPENDIX II
Full-time Faculty Data

(No more than TWO pages per faculty member)

Name: Mary Kathryn Krasse Rank: Associate Professor

Check one:

Full-time Part-time _____ Adjunct _____ Graduate Assistant _____

Highest degree earned M.A. Date degree received 17-DEC 1994

Conferred by Morehead State University

Area of specialization Clinical Psychology

Professional registration/licensure NA Years of employment at present institution Seventeen

Years of employment in higher education Seventeen Years of related experience outside
Higher education Six

Non-teaching experience Six

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	9
	PY 201 General Psychology	33
	PY 218 Life Span Development Psychology	28
	PY 226 Abnormal Psychology	18
	SO 200 Intro to Sociology	23
	SO 201 Social Problems I	20
2011/Spring	PY 201 General Psychology	22
	PY 218 Life Span Development Psychology	14
	PY 218 Life Span Development Psychology	19
	PY 224 Human Sexuality	13
	SO 201 Social Problems I	13
	SO 208 Marriage and Family Relations	10
	SO 215 Human Relations	8

Kathryn Krasse's schedule continued:

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	PY 201 General Psychology	37
	PY 201 General Psychology	8
	PY 218 Life Span Development Psychology	17
	PY 226 Abnormal Psychology	13
	SO 200 Intro to Sociology	13
	SO 201 Social Problems I	19
2012/Spring	PY 218 Life Span Development Psychology	26
	PY 218 Life Span Development Psychology	6
	PY 220 Death and Dying	16
	PY 224 Human Sexuality	9
	PY 275 Psychology of Gender	11
	SO 200 Intro to Sociology	22
	SO 220 Race and Gender, Human Identity	9

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

APPENDIX II
Full-time Faculty Data

(No more than TWO pages per faculty member)

Name: Dr. Charles Wood, II Rank: Professor

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

Highest degree earned D.M. Date degree received 1989

Conferred by Texas Christian University

Area of specialization Psychology and Christian Theology

Professional registration/licensure Ordination Years of employment at present institution
Fifteen

Years of employment in higher education Fifteen Years of related experience outside higher
education Forty

Non-teaching experience Ministry

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	38
	CJ/PY 226 Abnormal Psychology	20
	PY 209 Psychology of the Brain	17
	PY 218 Life Span Development Psychology	19
	PY 201 General Psychology	35
2011/Spring	PY 201 General Psychology	34
	PY 218 Life Span Development Psychology	34
	PY 218 Life Span Development Psychology	33
	PY/AH 222 Processes of Dying and Grief	34
	PY 224 Human Sexuality	26
	CJ 223 Criminology	11

Dr. Charles Wood's schedule continued:

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	PY 201 General Psychology	38
	PY 218 Life Span Development Psychology	22
	PY/CJ 226 Abnormal Psychology	34
	PY 232 Intro to Addictionology	9
2012/Spring	AH/PY 222 Processes of Dying and Grief	31
	PY 201 General Psychology	31
	PY 218 Life Span Development Psychology	29
	CJ 290 Internship	8
	PY 224 Human Sexuality	20

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

APPENDIX II
Faculty Data
Adjunct

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

Name: Sabrina Amick Rank: Adjunct Faculty

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

Highest degree earned J.D. Date degree received NA

Conferred by Appalachian School of Law

Area of specialization Law

Professional registration/licensure Yes Years of employment at present institution Three

Years of employment in higher education Three Years of related experience outside
 higher education _____

Non-teaching experience NA

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	NA	
2011/Spring	CJ 217 Juvenile Delinquency	28
2011/Fall	CJ 201 Criminal Procedure	31
2012/Spring	CJ 217 Juvenile Delinquency	17
	CJ 202 Criminal Law	31
	CJ 280 Traffic Law and Enforcement	12

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

APPENDIX II
Faculty Data
Adjunct

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

Name: Stephen M. Baisden Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct Graduate Assistant _____

Highest degree earned MA Date degree received December 18, 2008

Conferred by West Virginia University

Area of specialization Legal Studies

Professional registration/licensure None Years of employment at present institution Two

Years of employment in higher education Two Years of related experience outside higher education Fifteen

Non-teaching experience 15 years with WV DHHR, last 2 years as Hearings Officer

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	CJ 290 Criminal Justice Internship	8
2011/Spring	CJ 290 Criminal Justice Internship	14
2011/Fall	CJ 223 Criminology	15
2012/Spring	CJ 213 Criminal Investigation	26

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Sharon Bevins Rank: Adjunct Faculty

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

Highest degree earned Masters Date degree received December 2004

Conferred by Marshall University

Area of specialization Counseling Professional registration/licensure NA

Years of employment at present institution Five Years of employment in higher education Five
Years of related experience outside higher
education Eleven

Non-teaching experience Eleven

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	39
	PY 218 Life Span Development Psychology	17
	PY 218 Life Span Development Psychology	11
2011/Spring	PY 218 Life Span Development Psychology	20
	PY 233 Psychology of Assessment and Interviewing	8
2011/Fall	PY 201 General Psychology	36
	PY 201 General Psychology	32
	PY 218 Life Span Development Psychology	26
2012/Spring	PY 218 Life Span Development Psychology	15
	PY 218 Life Span Development Psychology	15
	PY 235 Addiction Counseling Practicum	3

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Robin Browning Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned Master of Arts Date degree received 08-06-01

Conferred by Marshall University

Area of specialization Psychology-Diagnosis and Intervention

Professional registration/licensure Supervised Psychologist-Gold Card Years of employment at present institution Two

Years of employment in higher education Two Years of related experience outside higher education NA

Non-teaching experience 20 years

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	NA	
2011/Spring	CJ 213 Criminal Investigation	20
2011/Fall	PY 218 Life Span Development Psychology	12
	PY 210 Pharmacology of Addiction	15
2012/Spring	SO 201 Social Problems I	13

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Jamie L. Butcher Rank: Adjunct Faculty

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

Highest degree earned J.D. Date degree received May 2011

Conferred by WVU College of Law

Area of specialization Law

Professional registration/licensure Yes, Licensed Attorney Years of employment at present
 Institution 1/2 year

Years of employment in higher education 1/2 year Years of related experience outside
 higher education Three

Non-teaching experience Logan Regional Day Report Center

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2011/Fall	CJ 203 Criminal Evidence	24

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Florence Elizabeth Collier Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned MA x 3 Date degree received 1983,1986, 1989

Conferred by Marshall University

Area of specialization Counseling

Professional registration/licensure LPC – 2 Social Worker, ALPS

Years of employment at present institution Fifteen

Years of employment in higher education Fifteen

Years of related experience outside higher education Forty three

Non-teaching experience 43 (Work as Counselor/Director)

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	36
	PY 218 Life Span Development Psychology	16
	SO 200 Intro to Sociology	35
2011/Spring	PY 201 General Psychology	30
	PY 218 Life Span Development Psychology	23
	PY 224 Human Sexuality	16
2011/Fall	PY 201 General Psychology	32
	PY 218 Life Span Development Psychology	13
	PY 226 Abnormal Psychology	10
2012/Spring	PY 201 General Psychology	32
	PY 218 Life Span Development Psychology	24
	PY 224 Human Sexuality	13

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Shelia Combs Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned Master of Arts Date degree received August 11, 2011

Conferred by Marshall Graduate School

Area of specialization Counseling

Professional registration/licensure NA Years of employment at present institution Six

Years of employment in higher education Six

Years of related experience outside higher education five years for Logan Board of Education

Non-teaching experience Thirteen years for Logan Mingo Area Mental Health

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 218 Life Span Development Psychology	20
2011/Spring	SO 208 Marriage and Family Relations	8
2011/Fall	PY 201 General Psychology	15
	PY 234 Case Management	8
2012/Spring	PY 218 Life Span Development Psychology	33

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Debra F. Fields Rank: Adjunct Faculty

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Eds/MS Date degree received Dec 12, 2003

Conferred by Marshall University

Area of specialization Counseling/Ed Specialist

Professional registration/licensure _____ Years of employment at present institution Five

Years of employment in higher education Five Years of related experience outside
higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	38
	PY 203 Forensic Psychology	9
2011/Spring	PY 201 General Psychology	35
2011/Fall	PY 201 General Psychology	34
	PY 203 Forensic Psychology	13
2012/Spring	PY 201 General Psychology	33

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Marsha Newman Rank: Adjunct Faculty

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned M.A. + 45 hours Date degree received June 1995

Conferred by WV Graduate College, Bluefield State

Area of specialization Psychology and Counseling

Professional registration/licensure Years of employment at present institution Eight

Years of employment in higher education Five

Years of related experience outside higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	NA	
2011/Spring	NA	
2011/Fall	SO 200 Intro to Sociology	30
2012/Spring	SO 200 Intro to Sociology	35
	PY 207 Psychology of Adolescence	8

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Dianna Toler Rank: Adjunct Faculty

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

Highest degree earned MA Date degree received Dec. 2000

Conferred by Marshall University

Area of specialization Counseling

Professional registration/licensure NA

Years of employment at present institution Eleven Years of employment in higher education
Eleven

Years of related experience outside higher
education Ten

Non-teaching experience Three

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	44
	PY 207 Psychology of Adolescence	7
2011/Spring	PY 201 General Psychology	24
2011/Fall	PY 201 General Psychology	31
2011/Fall	PY 217 Counseling Skills	12
2012/Spring	PY 201 General Psychology	35

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Teresa Wayman Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned M.Ed. + 9 Date degree received 12/10

Conferred by Lindsey Wilson

Area of specialization Counseling and Human Development/ Concentration in Mental Health Counseling

Professional registration/licensure Passed NCE/ Have not applied for licensure

Years of employment at present institution One Years of employment in higher education One

Years of related experience outside higher education 1 ½ yrs

Non-teaching experience 2 ½ yrs

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2011/Fall	PY 201 General Psychology	25
2011/Fall	SO 200 Intro to Sociology	18
2012/Spring	SO 200 Intro to Sociology	19

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Ted Williams Rank: Adjunct Faculty

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned M.A and M.S. Date degree receive M.A-12/80 M.S-12/95

Conferred by Marshall University

Area of specialization Counseling/Adult Tech. Ed.

Professional registration/licensure Licensed Professional Counselor/Certified Psychologist

Years of employment at present institution Thirty one

Years of employment in higher education Thirty one Years of related experience outside higher education NA

Non-teaching experience Yes

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	35
2011/Spring	PY 201 General Psychology	21
2011/Fall	PY 201 General Psychology	35
2012/Spring	PY 201 General Psychology	38

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

APPENDIX II
Faculty Data
Adjunct

(No more than TWO pages per faculty member)

Name: Linda Workman Rank: Adjunct Faculty

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned M.A in Agency Counseling Date degree received May 1997

Conferred by WV Graduate College

Area of specialization Counseling

Professional registration/licensure Licensed Professional Counselor (LPC) and Licensed Social Worker (LSW)

Years of employment at present institution 8 years as an adjunct faculty and 6 years as a Student Program Advisor

Years of employment in higher education 8 years as an adjunct faculty and 6 years as a Student Program Advisor

Years of related experience outside higher education 29 years of work experience in Counseling and Social Work and 6 years as a Student Program Advisor.

Non-teaching experience 35 years in Counseling, Social Work, and Advising

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 230 Group Counseling I	10
	SO 201 Social Problems I	28
2011/Spring	PY 231 Group Counseling II	7
2011/Fall	SO 201 Social Problems I	26
2012/Spring	PY 230 Group Counseling I	7
	SO 215 Human Relations	6

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

Appendix III

The Spring 2012 graduation will present the first graduate from the Forensic Psychology and Investigation program. Therefore, no employment follow-up information is available.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING APRIL 17, 2012**

ITEM: Post-audit Review of Occupational Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Forensic Psychology and Investigation, Certificate program with corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*.

STAFF MEMBERS: Dr. Charles Wood, II
Dr. Cindy McCoy

RATIONALE FOR RECOMMENDATION:

The Forensic Program is a program in transition. This program fits well with our Criminal Justice Program. The number of credit hours for the Associate program has been reduced to 60 credit hours. In order to provide our students a smooth transition from a Certificate to an Associate degree to a Baccalaureate degree, a 2+2 agreement needs to be established with a college which offers a four-year degree in Forensic Psychology and Investigation.

Post-Audit Review

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College

Program (Degree and Title): Certificate in Forensic Psychology and Investigation

I. Introduction

The Forensic Psychology and Investigation Program examines the production and application of psychological knowledge to the civil/criminal justice system. Topics covered in the program include, but are not limited to: risk assessment, domestic violence, insanity, suicide, psychological autopsies, and sexual harassment.

This program has been a part of Southern West Virginia Community and Technical College's curricular offerings since the fall of 2009, when the degree program was first initiated at Southern.

The program was presented to the Curriculum and Instruction Committee on December 12, 2008. It was approved and began in the Fall 2009 semester.

II. Goals and Objectives

A. Goals

The goal of the Forensic Program is to provide an additional aspect to our Criminal Justice Program. The program includes both the research endeavor that examines different aspects of human behavior directly related to the legal process (such as: eyewitness memory, jury, decision-making and/or criminal behavior). In addition, the program will stress the practice of psychology within or in consultation with a legal system that will encompass both criminal and civil law and the numerous areas where they interact.

B. Objectives

Therefore, Forensic Psychology encompasses broadly both the production and the application of the knowledge of psychology to the civil and criminal justice systems. Along with embracing the terms and procedures of the criminal system, Forensic Psychology also examines risk assessment, domestic violence, insanity, suicide, psychological autopsies, sexual harassment, and various other topics as the need arises.

Consistent with our broad approach to Forensic Psychology, the intent is to stress and reinforce the Criminal Justice Program with providing additional training in various areas of training and orientation in forensics. The area of forensic psychology must be broad and inclusive, rather than restrictive. The focus thus will be on a variety of roles that forensic personnel can and do play in the criminal legal system.

III. Assessment

- A. The Forensic Program has various elements in place to assess the progress of our students. The students have to apply for the program and then tracking is completed for each student in the program. Exit exams are given in the major courses that pertain to this Certificate program. The program includes hands-on activities to seek to evaluate the student's ability to apply what has been taught in the classroom.
- B. The Forensic Program is concerned about our students' progress. However, since this program has not been in existence for a long time (our first graduate will be in the Spring of 2012), the assessment procedures are in a very elementary stage. Each semester brings some new dimensions to see how to better assess our students.

Educational goals are to prepare our students by providing them the best instructors in this field.

The evaluation of our students is done in a twofold manner: 1) By using exit exams on the major courses in this certificate program and 2) by providing hands-on activities that help the student apply the material in the major courses.

The best example of meeting our goals is the first graduation of a student from the program will take place in the Spring of 2012.

- C. Due to the short duration of the Forensic Program, there is not enough data from our assessment to be able to cite specific examples.

Assessment 2009-2010 Criminal Justice Certificate Website, Page 18

Table 1

Major	Campus	Total Score	Skills Dimension Subcores			
			Critical Thinking	Reading	Writing	Mathematics
57	Logan	425	107	112	113	105

Table 2

Major	Reading	Critical Thinking	Writing	Mathematics
57	M N	N	P N N	N N N

Table 3

Major 57	Proficient	Marginal	Not Proficient
Reading Level 1		100%	
Reading Level II			100%
Critical Thinking			100%
Writing Level I	100%		
Writing Level II			100%
Writing Level III			100%
Mathmatics Level I			100%
Mathmatics Level II			100%
Mathmatics Level III			100%

Assessment 2011 Criminal Justice Certificate Website, Page 15

Table 1

Student Data		Skills Dimension Subscores				
Campus	Major	Total Score	Critical Thinking	Reading	Writing	Mathematics
Logan	57	441	107	115	118	114
	Mean	441	107	115	118	114
		441	107	115	118	114

Table 2

Major	Reading			Critical Thinking	Writing			Mathematics		
57	Level 1	2	3	Level 3	Level 1	2	3	Level 1	2	3
	P	N	N	N	P	M	M	P	M	M

Table 3

	Reading		Critical Thinking	Writing			Mathematics		
	Level 1	2	Level 3	Level 1	2	3	Level 1	2	3
Proficient	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Marginal	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%	0.0%
Not Proficient	0.0%	100.0	100.0%	100.0%	0.0%	0.0%	0.0%	00.0%	100.0%

IV. Curriculum

Currently, there are no entrance requirements to be accepted into the program.

Forensic Psychology and Investigation

Certificate Program

30 Semester Hours

Dept/ No.	Title	Credit Hours
Support Courses		
AH 122	First Aid	2
BS 115	Human Biology	4
EN 101	English Composition I	3
MT 130	College Algebra	3
PY/CJ 226	Abnormal Psychology	3
Major Courses		
CJ 201	Criminal Procedure	3
PY 203	Forensic Psychology	3
CJ 203	Criminal Evidence	3
CJ 213	Criminal Investigations	3
CJ 223	Criminology	3

Department Chair: 304.869.7386

Administrative Secretary: 304.896.7430

V. Forensic Program Faculty

Dr. Charles Wood, II, and Kathryn Krasse are the full-time tenured faculty who teach the Psychology classes included in the Forensic program. Kathryn Krasse also teaches Sociology classes.

Will Alderman, Dr. Charles Keeney, III, and Brandon Kirk, are the full-time term faculty, who teach the Sociology classes.

Sharon Bevins, Elizabeth Collier, Debbie Fields, Robin Browning, Dianna Toler, Teresa Wayman, Ted Williams, and Shelia Combs are the Adjunct faculty teaching the Psychology classes.

Linda Workman, Marsha Newman, and Teresa Wayman are the adjunct faculty teaching the Sociology classes.

Sabrina Amick, Robin Browning, Jamie Butcher, and Stephen Baisden teach the Criminal Justice classes included in the Forensic Psychology program.

VI. Enrollment, Student Assessment, and Graduates

- A. A total of four students has been enrolled in the Certificate Forensic Psychology and Investigation program since it began in the Fall 2009 semester.

Race Statistics

All five students are White.

Age Statistics

One student is age 64, two are 20, one is 23 and one is 21, with the average age being 29.

Gender Statistics

Two male and two female students are enrolled in the program.

- B. Since the program is fairly new, there are no graduates at this time.

Certificate of Forensic Psychology Student Schedules Fall 2009-Spring 2012

Student 1

CRN	CLASS TITLE	COURSE	TERM	FACULTY
479	Reading Composition	EN 090	Fall 2010	E Adams
405	Intro to Sociology	SO 200		C Keeney
488	Basic Mathematics	MT 090		D Glandon
483	Beginning Composition	EN 099		A Kilkenny
494	Intro to Algebra I	MT 095		N Clay
600	English Composition I	EN 101	Spring 2011	T Wood
670	Intro to College	OR 110		D Toler
376	Intro To Algebra II	MT 096		R Farrar
602	Speech Fundamentals	SP 103		M Edwards
269	General Psychology	PY 201		D Fields
471	Principles of Accounting I	AC 111	Fall 2011	G Hensley
398	English Composition II	EN 102		L D'Angelo
107	Intro to Law Enforcement	CJ 103		A Aguirre
121	Criminology	CJ 223		S Baisden
666	Abnormal Psychology	CJ 226		C Wood

Student 1 was not registered for the Fall 2009 and Spring 2010 semesters.

Student 2

CRN	CLASS TITLE	COURSE	TERM	FACULTY
244	Computer Literacy	CS 102	Summer 2011	C Howerton

Student 2 was registered for the Summer 2011 semester only.

Student 3

CRN	CLASS TITLE	COURSE	TERM	FACULTY
402	Abnormal Psychology	PY 226	Fall 2010	C Wood
537	Basic Mathematics	MT 090		J Hughes
670	Intro to College	OR 110		P Epling

Student 3 was registered for the Fall 2010 semester only.

Student 4

CRN	CLASS TITLE	COURSE	TERM	FACULTY
104	Human Anatomy & Physiology	BS 124	Fall 2008	C Puckett
410	Intro to Algebra II	MT 096		R Farrar
347	English Composition II	EN 102		T Wood
368	Theatre Appreciation	TH 112		M Maynard
697	Intro to Algebra II	MT 096	Fall 2010	R Farrar
403	Forensic Psychology	PY 203		D Fields
118	Criminal Procedure	CJ 201		E O'Briant
556	Using Internet Tech	CS 104		M Payne
522	Criminal Law	CJ 202	Spring 2011	E O'Briant
261	English Composition II	EN 102		T Wood
705	Criminology	CJ 223		C Wood
459	Intermediate Algebra	MT 123		S Pidaparthi

Student 4 was not registered for the Fall 2009 and Spring 2012 semesters.

VII. Financial

A. The students may apply for Federal financial aid. However, there are no scholarships available to the students. Also, there is no program grant money available. The budget for this program is part of the Criminal Justice budget.

B. Textbook and Fee Student Costs

Support Courses	Title	Student Cost
BS 115	Human Biology	\$209.00
EN 101	English Composition I	\$116.00
MT 130	College Algebra	\$170.00
OR 110	Introduction to College	\$ 45.00

Major Courses

CJ 201	Criminal Procedure	\$211.00
CJ 213	Criminal Investigations	\$192.00
CJ 223	Criminology	\$200.00
PY 203	Forensic Psychology	\$ 47.00
PY 204	Psychology of Addiction	\$166.00
OR		
PY 218	Lifespan Developmental Psychology	
PY 226	Abnormal Psychology	<u>\$218.00</u>
		\$1,574.00

(Based on new book costs)

Student Tuition Costs

Tuition Costs for 30 credit hours is **\$2,304.00** for four semesters).

Total Textbook and Tuition costs are **\$3,878.00**

VIII. Advisory Committee

The advisory committee has not been selected, due to the low enrollment in the program.

IX. Accreditation:

At the present time, there is no accrediting for the Forensic program.

Appendix I Curriculum

The majority of the Forensic Psychology and Investigation classes are offered during the Fall and Spring semesters as regular classes. The PY 203, Forensic Psychology class is usually offered in the Fall semester as a weekend class.

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.

BS 115 Human Biology

4 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.

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.

MT 130 College Algebra

3 Credit Hours

Prerequisite: MT 123 or MT124 or MT 128 or a score of 23 or above on the math component of the ACT or minimum acceptable test score on in-house placement test. This course is designed to prepare students for calculus and other higher-level math courses. Topics covered will include: theory and applications of linear, quadratic, polynomial, rational, exponential, and logarithmic

CJ 201 Criminal Procedure

3 Credit Hours

Note: EN 101 is highly recommended but not required.

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

CJ 203 Criminal Evidence

3 Credit Hours

Note: EN 101 is highly recommended but not required. This course is designed as an introductory course in criminal evidence. This course will help the student understand the requirements needed to admit evidence in a criminal court proceeding.

CJ 213 Criminal Investigation

3 Credit Hours

Note: EN 101 is highly recommended but not required.

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

CJ 223 Criminology

3 Credit Hours

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

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

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: risk assessment, domestic violence, insanity, suicide, psychological, autopsies, sexual harassment, just to name a few.

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.

Appendix II
Faculty Data

APPENDIX II
Full-time Faculty Data

(No more than TWO pages per faculty member)

Name: Will Alderman Rank: Assistant Professor

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned M.A. + 18 Date degree received August 2003

Conferred by West Virginia University

Area of Specialization Communication + 18 hours History

Professional registration/licensure NA Years of employment at present institution Twelve

Years of employment in higher education Twelve Years of related experience outside higher education Six

Non-teaching experience WVU 4 H Extension Agent, Small Business Owner

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	HS 104 Western Civilization I	8
	HS 203 West Virginia History	34
	HS 230 American History 1492-1877	35
	HS 240 War in Film	19
	SO 200 Intro to Sociology	24
	SO 200 Intro to Sociology	27
	SO 275 Music Impact on Society	11
2011/Spring	HS 105 Western Civilization II	10
	HS 231 American History since 1877	23
	HS 231 American History since 1877	32
	PS 202 State and Local Government	12

Will Alderman's schedule continued:

PS 201 American Gov and Politics	16
SO 200 Intro to Sociology	17

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	HS 104 Western Civilization I	8
	HS 203 West Virginia History	8
	HS 230 American History 1492-1877	11
	HS 230 American History 1492-1877	14
	HS 230 American History 1492-1877	6
	HS 231 American History since 1877	1
	SO 200 Intro to Sociology	31
2012/Spring	HS 275 Cold War	13
	HS 231 American History since 1877	14
	HS 105 Western Civilization II	34
	HS 231 American History since 1877	13
	HS 231 American History since 1877	15
	PS 201 American Gov and Politics	25
	PS 202 State and Local Government	10
SO 200 Intro to Sociology	10	

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

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APPENDIX II
Full-time Faculty Data

(No more than TWO pages per faculty member)

Name: Dr. Charles Keeney, III Rank: Instructor

Check one:

Full-time Part-time _____ Adjunct _____ Graduate Assistant _____
Graduate Assistant _____

Highest degree earned Ph.D Date degree received December 2009

Conferred by West Virginia University

Area of specialization Appalachian History/20th Century U.S. Modern Europe/Labor

Professional registration/licensure NA Years of employment at present institution Three

Years of employment in higher education Ten Years of related experience outside higher
education NA

Non-teaching experience NA

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	HS 104 Western Civilization I	17
	HS 230 American History	14
	SO 200 Intro to Sociology	34
	SO 200 Intro to Sociology	35
	SO 200 Intro to Sociology	31
	SO 215 Human Relations	7
2011/Spring	HS 105 Western Civilization II	28
	HS 231 American History since 1877	35
	HS 203 West Virginia History	29
	PS 201 American Gov and Politics	27
	SO 200 Intro to Sociology	28
	SO 200 Intro to Sociology	30

Dr. Charles Keeney's schedule continued:

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	HS 104 Western Civilization I	16
	HS 203 West Virginia History	27
	HS 230 American History 1492-1877	31
	SO 200 Intro to Sociology	31
	SO 200 Intro to Sociology	32
	SO 215 Human Relations	16
2012/Spring	HS 105 Western Civilization II	15
	HS 203 West Virginia History	19
	HS 231 American History since 1877	38
	HS 295 War in the 20 th Century	25
	PS 202 State and Local Government	9
	SO 200 Intro to Sociology	32

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

APPENDIX II
Full-time Faculty Data

(No more than TWO pages per faculty member)

Name: Brandon Kirk Rank: Instructor

Check one:

Full-time Part-time _____ Adjunct _____ Graduate Assistant _____

Highest degree earned Master of Arts Date degree received May 2010

Conferred by Marshall University

Area of specialization Appalachian and Southern History

Professional registration/licensure Yes Years of employment at present institution Two

Years of employment in higher education Two Years of related experience outside higher
Education Sixteen

Non-teaching experience Sixteen

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	HS 104 Western Civilization I	11
	HS 230 American History 1492-1877	26
	HS 230 American History 1492-1877	29
	HS 104 Western Civilization I	7
	HS 230 American History 1492-1877	23
2011/Spring	SO 200 Intro to Sociology	17
	HS 105 Western Civilization II	12
	HS 231 American History since 1877	30
	HS 105 Western Civilization II	10
	HS 231 American History since 1877	14
	PS 201 American Government and Politics	19
	PS 201 American Government and Politics	7
SO 200 Intro to Sociology	30	

Brandon Kirk's schedule continued:

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	HS 104 Western Civilization I	10
	HS 230 American History 1492-1877	13
	HS 230 American History 1492-1877	8
	HS 104 Western Civilization I	18
	HS 230 American History 1492-1877	14
	HS 230 American History 1492-1877	11
	SO 200 Intro to Sociology	29
2012/Spring	HS 105 Western Civilization II	6
	HS 231 American History since 1877	25
	HS 105 Western Civilization II	9
	HS 231 American History since 1877	11
	HS 231 American History since 1877	7
	PS 201 American Government and Politics	8
	SO 200 Intro to Sociology	28

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

APPENDIX II
Full-time Faculty Data

(No more than TWO pages per faculty member)

Name: Mary Kathryn Krasse Rank: Associate Professor

Check one:

Full-time Part-time _____ Adjunct _____ Graduate Assistant _____

Highest degree earned M.A. Date degree received 17-DEC 1994

Conferred by Morehead State University

Area of specialization Clinical Psychology

Professional registration/licensure NA Years of employment at present institution Seventeen

Years of employment in higher education Seventeen Years of related experience outside
Higher education Six

Non-teaching experience Six

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	9
	PY 201 General Psychology	33
	PY 218 Life Span Development Psychology	28
	PY 226 Abnormal Psychology	18
	SO 200 Intro to Sociology	23
2011/Spring	SO 201 Social Problems I	20
	PY 201 General Psychology	22
	PY 218 Life Span Development Psychology	14
	PY 218 Life Span Development Psychology	19
	PY 224 Human Sexuality	13
	SO 201 Social Problems I	13
	SO 208 Marriage and Family Relations	10
SO 215 Human Relations	8	

Kathryn Krasse's schedule continued:

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	PY 201 General Psychology	37
	PY 201 General Psychology	8
	PY 218 Life Span Development Psychology	17
	PY 226 Abnormal Psychology	13
	SO 200 Intro to Sociology	13
	SO 201 Social Problems I	19
2012/Spring	PY 218 Life Span Development Psychology	26
	PY 218 Life Span Development Psychology	6
	PY 220 Death and Dying	16
	PY 224 Human Sexuality	9
	PY 275 Psychology of Gender	11
	SO 200 Intro to Sociology	22
	SO 220 Race and Gender, Human Identity	9

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

APPENDIX II
Full-time Faculty Data

(No more than TWO pages per faculty member)

Name: Dr. Charles Wood, II Rank: Professor

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

Highest degree earned D.M. Date degree received 1989

Conferred by Texas Christian University

Area of specialization Psychology and Christian Theology

Professional registration/licensure Ordination Years of employment at present institution
Fifteen

Years of employment in higher education Fifteen Years of related experience outside higher
education Forty

Non-teaching experience Ministry

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	38
	CJ/PY 226 Abnormal Psychology	20
	PY 209 Psychology of the Brain	17
	PY 218 Life Span Development Psychology	19
	PY 201 General Psychology	35
2011/Spring	PY 201 General Psychology	34
	PY 218 Life Span Development Psychology	34
	PY 218 Life Span Development Psychology	33
	PY/AH 222 Processes of Dying and Grief	34
	PY 224 Human Sexuality	26
	CJ 223 Criminology	11

Dr. Charles Wood's schedule continued:

<u>Year/Semester</u>	<u>Course Number and Title</u>	<u>Enrollment</u>
2011/Fall	PY 201 General Psychology	38
	PY 218 Life Span Development Psychology	22
	PY/CJ 226 Abnormal Psychology	34
	PY 232 Intro to Addictionology	9
2012/Spring	AH/PY 222 Processes of Dying and Grief	31
	PY 201 General Psychology	31
	PY 218 Life Span Development Psychology	29
	CJ 290 Internship	8
	PY 224 Human Sexuality	20

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

APPENDIX II
Faculty Data
Criminal Justice Adjunct

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

Name: Sabrina Amick Rank: Adjunct Faculty

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

Highest degree earned J.D. Date degree received NA

Conferred by Appalachian School of Law

Area of specialization Law

Professional registration/licensure Yes Years of employment at present institution Three

Years of employment in higher education Three Years of related experience outside
 higher education _____

Non-teaching experience NA

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	NA	
2011/Spring	CJ 217 Juvenile Delinquency	28
2011/Fall	CJ 201 Criminal Procedure	31
2012/Spring	CJ 217 Juvenile Delinquency	17
	CJ 202 Criminal Law	31
	CJ 280 Traffic Law and Enforcement	12

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

APPENDIX II
Faculty Data
Criminal Justice Adjunct

(No more than TWO pages per faculty member)

Name: Stephen M. Baisden Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct Graduate Assistant _____

Highest degree earned MA Date degree received December 18, 2008

Conferred by West Virginia University

Area of specialization Legal Studies

Professional registration/licensure None Years of employment at present institution Two

Years of employment in higher education Two Years of related experience outside higher
education Fifteen

Non-teaching experience 15 years with WV DHHR, last 2 years as Hearings Officer

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	CJ 290 Criminal Justice Internship	8
2011/Spring	CJ 290 Criminal Justice Internship	14
2011/Fall	CJ 223 Criminology	15
2012/Spring	CJ 213 Criminal Investigation	26

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

APPENDIX II
Faculty Data
Psychology Adjunct

(No more than TWO pages per faculty member)

Name: Sharon Bevins Rank: Adjunct Faculty

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

Highest degree earned Masters Date degree received December 2004

Conferred by Marshall University

Area of specialization Counseling Professional registration/licensure NA

Years of employment at present institution Five Years of employment in higher education Five
 Years of related experience outside higher education Eleven

Non-teaching experience Eleven

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	39
	PY 218 Life Span Development Psychology	17
	PY 218 Life Span Development Psychology	11
2011/Spring	PY 218 Life Span Development Psychology	20
	PY 233 Psychology of Assessment and Interviewing	8
2011/Fall	PY 201 General Psychology	36
	PY 201 General Psychology	32
	PY 218 Life Span Development Psychology	26
2012/Spring	PY 218 Life Span Development Psychology	15
	PY 218 Life Span Development Psychology	15
	PY 235 Addiction Counseling Practicum	3

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

APPENDIX II
Faculty Data
Psychology/Criminal Justice Adjunct

(No more than TWO pages per faculty member)

Name: Robin Browning Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned Master of Arts Date degree received 08-06-01

Conferred by Marshall University

Area of specialization Psychology-Diagnosis and Intervention

Professional registration/licensure Supervised Psychologist-Gold Card Years of employment at present institution Two

Years of employment in higher education Two Years of related experience outside higher education NA

Non-teaching experience 20 years

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	NA	
2011/Spring	CJ 213 Criminal Investigation	20
2011/Fall	PY 218 Life Span Development Psychology	12
	PY 210 Pharmacology of Addiction	15
2012/Spring	SO 201 Social Problems I	13

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

APPENDIX II
Faculty Data
Criminal Justice Adjunct

(No more than TWO pages per faculty member)

Name: Jamie L. Butcher Rank: Adjunct Faculty

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

Highest degree earned J.D. Date degree received May 2011

Conferred by WVU College of Law

Area of specialization Law

Professional registration/licensure Yes, Licensed Attorney Years of employment at present
Institution 1/2 year

Years of employment in higher education 1/2 year Years of related experience outside
higher education Three

Non-teaching experience Logan Regional Day Report Center

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2011/Fall	CJ 203 Criminal Evidence	24

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

APPENDIX II
Faculty Data
Psychology/Sociology Adjunct

(No more than TWO pages per faculty member)

Name: Florence Elizabeth Collier Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned MA x 3 Date degree received 1983,1986, 1989

Conferred by Marshall University

Area of specialization Counseling

Professional registration/licensure LPC – 2 Social Worker, ALPS

Years of employment at present institution Fifteen

Years of employment in higher education Fifteen

Years of related experience outside higher education Forty three

Non-teaching experience 43 (Work as Counselor/Director)

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	36
	PY 218 Life Span Development Psychology	16
	SO 200 Intro to Sociology	35
2011/Spring	PY 201 General Psychology	30
	PY 218 Life Span Development Psychology	23
	PY 224 Human Sexuality	16
2011/Fall	PY 201 General Psychology	32
	PY 218 Life Span Development Psychology	13
	PY 226 Abnormal Psychology	10
2012/Spring	PY 201 General Psychology	32
	PY 218 Life Span Development Psychology	24
	PY 224 Human Sexuality	13

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

APPENDIX II
Faculty Data
Psychology/Sociology Adjunct

(No more than TWO pages per faculty member)

Name: Shelia Combs Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned Master of Arts Date degree received August 11, 2011

Conferred by Marshall Graduate School

Area of specialization Counseling

Professional registration/licensure NA Years of employment at present institution Six

Years of employment in higher education Six

Years of related experience outside higher education five years for Logan Board of Education

Non-teaching experience Thirteen years for Logan Mingo Area Mental Health

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 218 Life Span Development Psychology	20
2011/Spring	SO 208 Marriage and Family Relations	8
2011/Fall	PY 201 General Psychology	15
	PY 234 Case Management	8
2012/Spring	PY 218 Life Span Development Psychology	33

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

APPENDIX II
Faculty Data
Psychology Adjunct

(No more than TWO pages per faculty member)

Name: Debra F. Fields Rank: Adjunct Faculty

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned Eds/MS Date degree received Dec 12, 2003

Conferred by Marshall University

Area of specialization Counseling/Ed Specialist

Professional registration/licensure _____ Years of employment at present institution Five

Years of employment in higher education Five Years of related experience outside
 higher education _____

Non-teaching experience _____

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	38
	PY 203 Forensic Psychology	9
2011/Spring	PY 201 General Psychology	35
2011/Fall	PY 201 General Psychology	34
	PY 203 Forensic Psychology	13
2012/Spring	PY 201 General Psychology	33

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

APPENDIX II
Faculty Data
Psychology/Sociology Adjunct

(No more than TWO pages per faculty member)

Name: Dianna Toler Rank: Adjunct Faculty

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

Highest degree earned MA Date degree received Dec. 2000

Conferred by Marshall University

Area of specialization Counseling

Professional registration/licensure NA

Years of employment at present institution Eleven Years of employment in higher education
Eleven

Years of related experience outside higher
 education Ten

Non-teaching experience Three

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	44
	PY 207 Psychology of Adolescence	7
2011/Spring	PY 201 General Psychology	24
2011/Fall	PY 201 General Psychology	31
2011/Fall	PY 217 Counseling Skills	12
2012Spring	PY 201 General Psychology	35

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

APPENDIX II
Faculty Data
Psychology/Sociology Adjunct

(No more than TWO pages per faculty member)

Name: Teresa Wayman Rank: Adjunct Faculty

Check one:

Full-time _____ Part-time _____ Adjunct X Graduate Assistant _____

Highest degree earned M.Ed. + 9 Date degree received 12/10

Conferred by Lindsey Wilson

Area of specialization Counseling and Human Development/ Concentration in Mental Health Counseling

Professional registration/licensure Passed NCE/ Have not applied for licensure

Years of employment at present institution One Years of employment in higher education One

Years of related experience outside higher education 1 ½ yrs

Non-teaching experience 2 ½ yrs

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2011/Fall	PY 201 General Psychology	25
2011/Fall	SO 200 Intro to Sociology	18
2012/Spring	SO 200 Intro to Sociology	19

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

APPENDIX II
Faculty Data
Psychology Adjunct

(No more than TWO pages per faculty member)

Name: Ted Williams Rank: Adjunct Faculty

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned M.A and M.S. Date degree receive M.A-12/80 M.S-12/95

Conferred by Marshall University

Area of specialization Counseling/Adult Tech. Ed.

Professional registration/licensure Licensed Professional Counselor/Certified Psychologist

Years of employment at present institution Thirty one

Years of employment in higher education Thirty one Years of related experience outside higher education NA

Non-teaching experience Yes

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 201 General Psychology	35
2011/Spring	PY 201 General Psychology	21
2011/Fall	PY 201 General Psychology	35
2012/Spring	PY 201 General Psychology	38

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

APPENDIX II
Faculty Data
Psychology Sociology Adjunct

(No more than TWO pages per faculty member)

Name: Linda Workman Rank: Adjunct Faculty

Check one:

Full-time Part-time Adjunct Graduate Assistant

Highest degree earned M.A in Agency Counseling Date degree received May 1997

Conferred by WV Graduate College

Area of specialization Counseling

Professional registration/licensure Licensed Professional Counselor (LPC) and Licensed Social Worker (LSW)

Years of employment at present institution 8 years as an adjunct faculty and 6 years as a Student Program Advisor

Years of employment in higher education 8 years as an adjunct faculty and 6 years as a Student Program Advisor

Years of related experience outside higher education 29 years of work experience in Counseling and Social Work and 6 years as a Student Program Advisor.

Non-teaching experience 35 years in Counseling, Social Work, and Advising

To determine compatibility of credentials with assignment:

- (a). List courses you taught this year 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 and Title</u>	<u>Enrollment</u>
2010/Fall	PY 230 Group Counseling I	10
	SO 201 Social Problems I	28
2011/Spring	PY 231 Group Counseling II	7
2011/Fall	SO 201 Social Problems I	26
2012/Spring	PY 230 Group Counseling I	7
	SO 215 Human Relations	6

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

Appendix III

Since the program is fairly new, there are no graduates at this time.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Post-audit Review of Occupational Programs

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors approve the continuation of the Central Sterile Supply Technician, Certificate program at the current level of activity without corrective action in accordance with the provisions of the West Virginia Council for Community and Technical College Education, Title 135 Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*.

STAFF MEMBER: Judith Curry

RATIONALE FOR THE RECOMMENDATION:

In compliance with Title 135, Procedural Rule, Series 37, *Increased Flexibility for Community and Technical Colleges*, programs started under the provisions of the rule must undergo a post-audit review three years after the initial offering of the course of study. The study was undertaken by the Department of Allied Health and the faculty of the Central Sterile Supply Technician program during the 2011-2012 academic year. The study found that the Central Sterile Supply Technician, Certificate program meets or exceeds all of the standards for a viable program set by the Council for Community and Technical College Education. Student enrollment has increased, program graduates have increased, and graduates gain employment prior to or shortly after graduation.

POST-AUDIT REVIEW

**For Occupational Programs
Implemented Under the Provisional of Series 37**

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Health Care Technology, Certificate, Central Sterile Supply Technician

April 17, 2012

POST AUDIT REVIEW
Southern West Virginia Community and Technical College
Programs Without Specialized Accreditation

Summary of Findings
2011-2012

Program Name: Central Sterile Supply Technician, Certificate

Hours Required for Graduation: 37 currently, 30 beginning fall 2012

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum has adequate requirements that meet the needs of the business and industry.
- The program has established goals and objectives.
- Provides skilled job pathways.
- Entrance abilities for the students are within community college standards.
- The program has appropriately trained faculty.
- The program maintains appropriate assessment tools.

Conclusion: Program meets and exceeds minimum adequacy requirements.

B. Viability

- The program has increasing enrollment.
- Graduates are within expectations for the program.
- Previous history of the program indicates future students seeking the degree will increase.
- The program is a certificate degree program.

Conclusion: Program meets and exceeds minimum viability requirements.

C. Necessity:

- The program meets a validated industry demand.
- The graduates find successful and gainful employment.

Conclusion: The program meets minimum requirements for necessity.

D. Consistency with Mission:

- The program does support the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs

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

II. Plans for program improvement, including timeline.

The Central Sterile Supply Technician receives institutional funds. Grant funds were obtained to support the new program. These funds are adequate to meet the needs of the program.

III. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

Initial Program Review has not been submitted for the Central Sterile Supply Technician Program.

IV. Five year trend data on graduates and majors enrolled

Graduate and employer surveys were mailed six months after graduation; however none were returned. Graduate surveys were then completed via telephone. Employers were not available via telephone to complete surveys. All five of the graduates from the central sterile supply certificate program were surveyed. All students have taken the certification exam and are currently employed in the area of central sterile supply at a hospital in Charleston, WV. The ages of those surveyed range from 21-46 years of age. The salary range is from \$9.85 per hour to \$11.25 per hour. All surveyed were satisfied with their chosen field of study. In the surveyed area of quality of instruction there were four questions. A Likert scale was utilized with 1 being excellent, 2 being good, 3 being fair, and 4 being poor. All responses were excellent to the following questions:

1. Were lab and clinical space adequate?
2. Were available lab and clinical time adequate?
3. Were you prepared for work in your field of study?
4. How would you rate your instruction in this field?

Four of the five students were currently taking continuing education courses and one of the five students was currently taking college courses.

V. Summary of assessment model and how results are used for program improvement

The Central Sterile Supply Technician program utilizes a variety of assessment measures which are reviewed as part of the certificate degree program. Student achievements in general education and support courses are assessed in accordance with the institution's plan for assessment. Beginning in spring 2010, students enrolled in all programs, and who have completed college level English and math, may be selected to take the MAPP exam. Students who opt to take the national certification exam and obtain successful completion of the exam can acquire certification in Central Sterile Supply.

VI. Data on student placement

Two graduates completed all curriculum requirements, support and core courses. These students were awarded a Certificate from Southern and passed their Certification in Central Sterile Supply exam. The students are currently working in field. Three students completed the required four hundred hours in the program to apply and passed the certification exam in this field but did not complete all support courses to be awarded a certificate from Southern. These students are currently employed in the central sterile supply departments of various institutions. Two students completed the core courses to maintain their current positions as technicians in the hospital due to the facility now

requiring certification of the employees.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

POST-AUDIT REVIEW

West Virginia Council for Community and Technical College Education

Institution: Southern West Virginia Community and Technical College
Program: Central Sterile Supply Technician, Certificate

I. Introduction

The Central Sterile Supply Technician program at Southern West Virginia Community and Technical College was designed to introduce the primary responsibilities of a sterile processing technician including practical application of learned concepts and procedures. Experience with instrument identification, preparation, storage, and distribution of supplies and equipment is reflected upon. Four hundred clinical hours are required. The program prepares the student to take the national certification exam. This program also allows individuals currently employed in the Central Sterile Processing Department of a hospital, and who are being required to take the certification exam to maintain their employment, and take only AH 130, AH 135, and AH 160. All other students must take all the required courses in the program (See Appendix I).

Recently there has been national coverage on the news concerning Central Sterile Supply Technicians. On February 22, 2012, the Today Show broadcasted a news clip entitled “Dirty Surgical Instruments, A Problem in the Operating Room.” This was televised to advocate increasing education in the field of Central Sterile Supply (CSS) and enforcement of this by the Center for Public Integrity due to this investigative reporting. The International Association of Healthcare Central Service Material Management supports certification in the field of Central Sterile Supply. New Jersey currently requires certification. New York, Ohio and Pennsylvania introduced legislature in February of 2012 to require certification.

II. Goals and Objectives of the Program

The program goals were developed to meet the goals of the institution while individualizing the needs of the specific program requirements. This program provides the student an opportunity, as well as the ability, to obtain work in many facilities. It also allows individuals currently employed in a Central Sterile Supply Department to maintain their employment.

The following are the program goals developed for the Central Sterile Supply Technician:

1. Communication abilities: Prepare students for alternative methods of providing and obtaining information. They will learn to be effective in oral and written communication.

2. Facility Systems: Prepare students to understand how their role fits into their department, organization, and overall healthcare environment. They will be able to identify how key systems affect the services they perform and quality care they provide.
3. Employability Skills: Prepare students to practice employability skills to enhance their employment opportunities and job satisfaction, and maintain and upgrade those skills as required.
4. Legal Responsibilities: Prepare students to understand and maintain an awareness of the legal responsibilities, limitations, and the implications of their actions within the health care delivery setting.
5. Ethics: Prepare students to know the difference between “right” and “wrong.” In the healthcare environment one must conform to accepted and professional standards of conduct.
6. Safety Practices: Prepare students to understand existing and potential hazards to patients, coworkers, and themselves. Prepare students to prevent injury or illness through safe work practices and consistently follow health and safety policies and procedures.
7. Teamwork: Prepare students to understand the roles and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care. Students will interact effectively and sensitively with all members of their team.
8. Resource Management: Prepare students to understand and practice principles and techniques of resource management. This ensures the careful use of available resources as they make timely decisions.

III. Assessment

The Central Sterile Supply Technician program utilizes a variety of assessment measures which are reviewed as part of the certificate degree program. Student achievements in general education and support courses are assessed in accordance with the institution’s plan for assessment. Beginning in spring 2010, students enrolled in all programs, and who have completed college level English and math, may be selected to take the MAPP exam. Students who opt to take the national certification exam and obtain successful completion of the exam can acquire certification in Central Sterile Supply.

IV. Curriculum

A. Curricula

The curriculum for the certificate degree in Central Sterile Supply Technician originally consisted of a minimum of 37 credit hours. A complete listing of the courses is included in Appendix I. Curriculum changes have been instituted for fall 2012. Please see Appendix I. Curriculum revisions reflect the requirements mandated by the WVCTCS policy 135-11-3 of thirty credit hours for Certificate Programs. The changes are to eliminate Anatomy and Physiology I (BS 124) and Anatomy and Physiology II (BS 125). Essentials of Human Systems (BS 118) will be an addition to the curriculum. This is an anatomy and physiology course with a laboratory component that is taught in one semester. If a student chooses to enroll in BS 124 and BS 125, these courses will be substituted for BS 118. BS 118 will not be substituted for BS 124 and BS 125. Medical Terminology (AH 108) has been eliminated and the content will be delivered in the core course, AH 130 Introduction to Sterile Processing. Introduction to College, OR 110, has been eliminated and the course content will be incorporated in the orientation information for this program.

Entrance Criteria

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

Entrance abilities

There are no program-specific entrance abilities required of students. Those enrolling in the college-level English and math general education courses are required to meet minimum scores on the ACT or Accuplacer exam prior to enrollment in these courses or must successfully complete the Transitional Studies courses to remediate. These requirements suffice for entrance into the Central Sterile Supply Technician program.

Exit abilities

Exit abilities vary based on the track chosen by the student.

B. Course Listing

Course listing, See Appendix I

C. Courses are delivered in a variety of ways. Students may take classes in a traditional classroom setting or via the internet. Most Allied Health courses have a required laboratory and clinical component.

V. Faculty

The Central Sterile Supply Technician program has one full-time faculty member assigned to maintain the program. This faculty member also teaches with the Surgical Technology Coordinator. Full-time faculty members teach the general education and elective course requirements. Full-time Allied Health members teach the technical core. Faculty Data Information can be found in Appendix II.

VI. Enrollment and Graduates

A. Enrollment Data

Number of Majors per year for previous 3 years

Enrollment for this program may be found in Appendix III. Initial enrollment began fall of 2009 and thirteen individuals enrolled in the program. Fall 2010 yielded eight students enrolled in the program. Eleven students were enrolled in the fall of 2011. There are currently seven students enrolled in the spring 2012 semester.

B. Number of Graduates per year for the previous 3 years

Graduate data for the past three years may be found in Appendix IV.

C. Graduate Follow-up data

Two graduates completed all curriculum requirements, support and core courses. These students were awarded a Certificate from Southern and passed their Certification in Central Sterile Supply exam. The students are currently working in field. Three students completed the required four hundred hours in the program to apply and passed the certification exam in this field but did not complete all support courses to be awarded a certificate from Southern. These students are currently employed in the central sterile supply departments of various institutions.

D. Graduate and Employer Satisfaction

Graduate and employer surveys were mailed six months after graduation; however none were returned. Graduate surveys were then completed via telephone. Employers were not available via telephone to complete surveys. All five of the graduates from the central sterile supply certificate program were surveyed. All students have taken the certification exam and are currently employed in the area of central sterile supply at a hospital in Charleston, WV. The ages of those surveyed range from 21-46 years of age. The salary range is from \$9.85 per hour to \$11.25 per hour. All surveyed were satisfied with their chosen field of study. In the surveyed area of quality of instruction there were four questions. A Likert scale was utilized with 1 being excellent, 2 being good, 3 being fair, and 4 being poor. All responses were excellent to the following questions:

1. Were lab and clinical space adequate?
2. Were available lab and clinical time adequate?
3. Were you prepared for work in your field of study?
4. How would you rate your instruction in this field?

Four of the five students were currently taking continuing education courses and one of the five students was currently taking college courses.

VII. Financial

The Central Sterile Supply Technician receives institutional funds. These funds are adequate to meet the needs of the program.

VIII. Advisory Committee

The Central Sterile Processing Technician program does not maintain a separate advisory council. The Allied Health and Business Advisory committees meet annually. At these meetings, the Central Sterile Supply Technician program is addressed. Committee members are provided additional information regarding the program and are afforded the opportunity to provide information and feedback related to the students, the curriculum, and the overall program.

IX. Accreditation

There is no accreditation associated with this program.

APPENDIX I

**Appendix I
Current Curriculum
Central Sterile Supply Technician
Certificate
Minimum 37 Credit Hours**

Purpose: The program is designed to introduce the primary responsibilities of a sterile processing technician including practical application of learned concepts and procedures. Experienced instrument identification, preparation, storage, and distribution of supplies and equipment will be taught. Four hundred clinical hours are required. The program will prepare the student to take the national certification exam. Any one working in the Central Sterile Supply Department of a hospital and needing to take the certification exam to maintain their employment may take only AH 130, AH 135, and AH 160. All other students must take all the required courses in the program.

The full Central Sterile Supply Technician Certificate Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

Dept/No. Title Credit Hours

Support Courses

AH 108 Medical Terminology	2
AH 200 Health Care Ethics and Law	1
BS 124 Human Anatomy and Physiology I	4
BS 125 Human Anatomy and Physiology II	4
BS 127 Microbiology	3
CS 103 Introduction to Applications	1
EN 101 English Composition I	3
EN 102 English Composition II	3
OR 110 Introduction to College	1

Major Courses

AH 130 Introduction to Sterile Processing	2
AH 135 Surgical Instrumentation	3
AH 160 Sterile Processing II	2
AH 165 Sterile Processing Practicum	4
AH 167 Sterile Processing Practicum II	4

Appendix I
Proposed for Fall 2012
Central Sterile Supply Technician
Certificate
Minimum 30 Credit Hours

Purpose: The program is designed to introduce the primary responsibilities of a sterile processing technician including practical application of learned concepts and procedures. Experienced instrument identification, preparation, storage, and distribution of supplies and equipment will be taught. Four hundred clinical hours are required. The program will prepare the student to take the national certification exam. Any one working in the Central Sterile Supply Department of a hospital and needing to take the certification exam to maintain their employment may take only AH 130, AH 135, and AH 160 All other students must take all the required courses in the program.

The full Central Sterile Supply Technician Certificate Program is available on the Logan Campus. The Boone/Lincoln, Williamson, and Wyoming/McDowell campuses offer the program support courses only.

Dept/No. Title Credit Hours

Support Courses

AH 200 Health Care Ethics and Law	1
BS 118 Essentials of Human Systems	4
BS 127 Microbiology	3
CS 103 Introduction to Applications	1
EN 101 English Composition I	3
EN 102 English Composition II	3

Major Courses

AH 130 Introduction to Sterile Processing	2
AH 135 Surgical Instrumentation	3
AH 160 Sterile Processing II	2
AH 165 Sterile Processing Practicum	4
AH 167 Sterile Processing Practicum II	4

APPENDIX II

**Appendix II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Judith Curry Rank Assistant Professor
 Check one: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____
 Highest Degree Earned Bachelor of Science in Nursing
 Date Degree Received May 1990
 Conferred by West Virginia University Area of Specialization Nursing
 Professional registration/licensure West Virginia Registered Nurse License
 Years of employment at present institution 13
 Years of employment in higher education 13
 Years of related experience outside higher education 33
 Non-teaching experience 33

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
2010/Spring	SG120 Surgical Technology I	12
	SG 230 Surgical Technology III	9
	AH 160 Sterile Processing II*	7
2010/Fall	SG 100 Introduction to Surgical Technology	15
	SG 101 Surgical Technology Skills	15
	SG 105 Surgical Technology Biomedical	15
	SG 220 Surgical Technology II	7
	SG 210 Surgical Pharmacology	7
	AH 130 Introduction to Sterile Processing*	7
2011/Spring	SG 120 Surgical Technology I	14
	SG 230 Surgical Technology III	7
	AH 160 Sterile Processing II*	3
2011/Fall	SG 100 Introduction to Surgical Technology	14
	SG 101 Surgical Technology Skills	14
	SG 105 Surgical Technology Biomedical	14
	SG 220 Surgical Technology II	11
	SG 210 Surgical Pharmacology	11

*Team Teaching 50%

- (b) If degree is not in area of current assignment, explain.
- (c) Identify your professional development activities during the past five years.
 CPR Certified; Member of: Association of Surgical Technologists, International Association of Healthcare, Central Service Material Management, and National League of Nursing.
 Completed continuing education in areas of pharmacology, surgery, central sterile, infection control instrumentation cleaning, operating room fires and radiation safety.

**Appendix II
Faculty Data**

(No more than TWO pages per faculty member)

Name: Meloney McRoberts Rank Instructor
 Check one: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____
 Highest Degree Earned Associate in Applied Science
 Date Degree Received May 2001
 Conferred by Southern West Virginia Community and Technical College
 Area of Specialization Surgical Technology
 Professional registration/licensure Certified Surgical Technologist
 Years of employment at present institution 4 years as adjunct; full time since fall 2008
 Years of employment in higher education 8
 Years of related experience outside higher education 8
 Non-teaching experience 8

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
2010/Spring	SG 120 Surgical Technology I*	12
	AH 160 Sterile Processing II*	7
	AH 167 Sterile Processing Practicum II	7
2010/Fall	SG 101 Surgical Technology Skills*	15
	AH 130 Introduction to Sterile Processing*	7
	AH 135 Surgical Instrumentation	7
	AH 165 Sterile Processing Practicum I	7
2011/Spring	SG 120 Surgical Technology I*	14
	AH 160 Sterile Processing II*	7
	AH 167 Sterile Processing Practicum III	7
2011/Fall	SG 100 Introduction to Surgical Technology*	14
	AH 130 Introduction to Sterile Processing	3
	AH 135 Surgical Instrumentation	

*Team Teaching 50%

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

- (c) Identify your professional development activities during the past five years.
 CPR Certified; Member of: Association of Surgical Technologists, International Association of Healthcare and Central Service Material Management.
 Completed continuing education in areas of central sterile, infection control, instrumentation cleaning, operating room fires and radiation safety.

APPENDIX III

Appendix III

Enrollment

	Spring	Fall
2009	0	13
2010	9	8
2011	3	11

APPENDIX IV

Appendix IV

Graduates

	Spring
2009	* 0
2010	3 Completed CSS Classes-Passed Certification 2 Achieved Southern Certificate-Passed Certification
2011	2 Completed CSS Classes-Passed Certification 0 Achieved Southern Certificate
2012	7 Slated to Graduate May 2012

*Initial Class Accepted Fall 2009

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Request for final approval of SCP-2165, *Educational Release Time for Classified Employees*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2165, *Educational Release Time for Classified Employees*, following the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance Unit along with the Academic Deans with review of SCP-2165, *Educational Release Time for Classified Employees*. This policy provides a rule for granting and documenting educational release time at Southern West Virginia community and Technical College. The Finance Unit and Executive Council reviewed the policy in December 2011. After the review, minor revisions were made to provide clarity, but reflect no substantial changes in procedure or documentation requirements.

At its February 21, 2012 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-2165, *Educational Release Time for Classified Employees*, for the required 30-day public comment period which ended March 23, 2012. No comments were received at the end of the comment period. Therefore, the staff recommends the Board of Governors grant final approval of the policy as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2165**

SUBJECT: Educational Release Time for Classified Employees

REFERENCE: Title 133, Procedural Rule, West Virginia Higher Education Policy Commission, Series 8, *Personnel Administration*

ORIGINATION: February 17, 2004

EFFECTIVE: February 17, 2004

REVIEWED: December 6, 2011

SECTION 1. PURPOSE

1.1 The purpose of this policy is to provide a rule for granting and documenting educational release time at Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy shall apply to all full time regular classified employees as defined by Title 133, Procedural Rule, Higher Education Policy Commission, Series 8, *Personnel Administration*, who have been employed by Southern West Virginia Community and Technical College for a minimum of six months and are not in a probationary status.

SECTION 3. DEFINITIONS

3.1 None.

SECTION 4. POLICY

4.1 Southern West Virginia Community and Technical College encourages employees to take advantage of educational opportunities for career development and improvement. To achieve this end, a combination of flexible work hours, annual leave, and educational release time may be used to permit employees to attend classes. It shall be the policy of the Board of Governors to allow full time regular classified employees of Southern West Virginia Community and Technical College to receive educational release time in accordance with the provisions provided herein. Southern will provide reasonable opportunity for eligible classified employees to obtain educational release time. However, educational release time is not an entitled benefit nor a guarantee. Educational release time that coincides with the employee's regular work schedule will be deemed credited work time for payroll purposes and should be documented accordingly on the employee time records.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 Part time, casual, and temporary classified employees and faculty are excluded from the provisions of this policy. Full time regular classified employees who are serving in a probationary period are not eligible for educational release time.

SECTION 6. GENERAL PROVISIONS

- 6.1 This policy allows a classified employee to take ONE class per semester during work time, PROVIDING that the needs of the department are such that the employee's absence will not disrupt services. Educational release time may be granted for actual in-class time and reasonable travel time to and from class. A combination of flexible work hours, annual leave, and/or educational release time may be provided for travel time.
- 6.1 Courses must be taken through a regionally accredited institution.
- 6.2 Educational release time may be granted for courses that are job related; and/or in pursuit of undergraduate, graduate, or doctoral studies.
- 6.3 The employee must have been employed for six months prior to the beginning of the term in which the course is taken.
- 6.4 During emergency or overtime situations, the employee must work as assigned.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Primary Responsibility: The Office of Human Resources shall have primary responsibility for the implementation and oversight of the provisions of this policy. Employees and supervisors are responsible as follows:
 - 7.1.1 Employees: Employees are responsible for making requests for educational release time far enough in advance for proper consideration by the supervisor. The appropriate forms must be completed in detail and submitted to the supervisor in accordance with the time frames specified in this policy. Employees are responsible for compliance with all applicable sections of this policy.
 - 7.1.2 Supervisors: Supervisors are responsible for compliance with all applicable sections of this policy.
- 7.2 Procedures:
 - 7.2.1 Requests must be made at least three weeks prior to the beginning of the release time and be made on the appropriate form attached to this policy. Employees are to present the Educational Release Time Request Form to his/her immediate supervisor.
 - 7.2.2 Prior to granting educational release time, the supervisor will consider the number of employees in the department and the number requesting educational release time, to ensure there is no disruption of services. Supervisors will make recommendation for approval or denial to the Unit administrator within five (5) working days.
 - 7.2.3 Within five (5) working days of receipt, the Unit administrator will approve or deny the request. A copy of the final decision will be returned to the supervisor and the original will be sent to Human Resources.
 - 7.2.4 Upon receipt, the Supervisor will provide a copy of the final decision to the requesting employee.
 - 7.2.5 The employee must present evidence of course completion by presenting the end-of-course grade report to the immediate supervisor. The supervisor will forward the report to Human Resources for

inclusion in the personnel file.

- 7.2.6 In the event the classified employee receives a failing grade (unsatisfactory, “F” or other failure designation), or fails to provide evidence of course completion, the employee will be ineligible for educational release time under the terms of this policy for a period of one calendar year from the date on the end-of-course grade report.

SECTION 8. CANCELLATION

- 8.1 None.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: SCP-2165.A, *Educational Release Time Request for Classified Employees*

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

Revision Notes: August 31, 2006 – Policy clarified to reflect practice of allowing educational release time for employees on an improvement plan and added Unit Administrator signature for approval.

December 2012 – Policy reviewed with minor changes.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2165.A, Educational Release Time Request for Classified Employees**

Print Name: _____ Department/Unit: _____

Institution Offering Course: _____

Course Title & Number: _____ Class Time & Days of Week: _____

Start Date: _____ End Date: _____ # Weeks: _____

Class Location: _____ # Credit Hours: _____

1. Travel time to and from employment to class: _____ hours/week
 2. Educational Release Time: _____ hours/week
 3. Time Worked: _____ hours/week
- Total must equal** 37.5 hours/week

Work Schedule: Days/Time in Department

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 AM 9 AM							
10 AM 11 AM							
NOON 1 PM							
2 PM 3 PM							
4 PM 5 PM							
6 PM 7 PM							
8 PM 9 PM							

Employee Rationale: _____

Employee Signature **Date**

SUPERVISOR REVIEW:

Approval Disapproval

Supervisor Signature **Date**

UNIT ADMINISTRATOR REVIEW:

Approval Disapproval

Unit Administrator Signature **Date**

Explanation for Disapproval: _____

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Request for final approval of SCP-2748, *Request for Release Time for Full-time Faculty*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-2748, *Request for Release Time for Full-time Faculty*, following the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance Unit and the Academic Deans with review of SCP-2748, *Request for Release Time for Full-time Faculty*. The purpose of this policy is to establish the policies and procedures governing, granting and processing of requests for release time. This policy was reviewed by the Finance Unit, Academic Deans and Executive Council in December 2011. After the review, minor revisions were made to provide clarity, but reflect no substantial changes in procedure or documentation requirements.

At its February 21, 2012 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-2748, *Request for Release Time for Full-time Faculty*, for the required 30-day public comment period which ended March 23, 2012. No comments were received at the end of the comment period. Therefore, the staff recommends the Board of Governors grant final approval of the policy as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-2748**

SUBJECT: Request for Release Time for Full-time Faculty

REFERENCE: SAA-3000, C# 4-9899 dated March 8, 1999

ORIGINATION: January 28, 1991

EFFECTIVE: January 28, 1991

REVIEWED: December 6, 2011

SECTION 1. PURPOSE

1.1 To establish the policies and procedures governing granting and processing of requests for release time.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This issuance applies to all full-time faculty members of Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

3.1 Release Time — Time a faculty member is granted away from a specified portion of his/her required teaching load of 15 credit hours in order to perform a special or alternative assignment.

3.2 Special/Alternative Assignment — Includes any project or assignment given to a faculty member outside his/her traditional teaching load

SECTION 4. POLICY

4.1 Full-time faculty members may be granted release time from all or a portion of their teaching workload for the purpose of performing special or alternative assignments.

4.2 “*Workload Requirements for Full-time Faculty*” (SCP-2875) maintains that a 100% course load for a semester be 15 credit hours or its equivalent. The “*Release Time Request Form*” (SCP-2748.A) is intended to document the “equivalent” portion of the faculty member’s workload. Any assignment to a full-time faculty member that involves a reduction in the number of credit hours taught for a semester to less than 15 credit hours, must be documented using the “*Release Time Request Form for Full-time Faculty.*”

4.3 Examples of assignments that require a *Release Time Request Form* (SCP-2748.A) be completed include, but are not limited to: Projects approved under the faculty incentive program; election to the faculty senate, faculty advisory council, or other committee membership requiring release from teaching responsibilities; course or curriculum development; and/or developing methods for alternative delivery of courses.

4.4 When released time is granted, the faculty member’s total salary for both the released time assignments and full-time teaching duties shall not exceed one hundred percent (100%) of the total remuneration for his/her

full-time teaching workload. No release time will be approved without adequate documentation that the assignment, program, or project is in alignment with the Institutional mission and needs.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Release time shall be granted based on genuine institutional need and should not be used to meet faculty work loads due to cancelled classes.

SECTION 6. GENERAL PROVISIONS

- 6.1 Release time may be requested by the faculty member or the college administration or as provided by policy.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Request by a Faculty Member.

7.1.1 A faculty member requesting release time from his/her teaching workload to perform a special assignment will complete and submit a *Release Time Request Form* (SCP-2748.A) to the Department Chair including a detailed description of the project to be completed as listed in special instructions. Note: Faculty Senate Chair is not required to submit the detailed description.

7.1.2 The Department Chair will evaluate the request and, if warranted, will recommend approval to the Chief Academic Officer. If release time is denied, the Department Chair will respond in writing to the faculty member with their rationale.

- 7.2 Request by the Department Chair.

7.2.1 The Department Chair will meet with the faculty member to outline the conditions of their release time and document the outcome of the meeting.

7.2.2 The Department Chair will complete and submit the *Release Time Request Form* (SCP- 2478.A) to the Chief Academic Officer including the justification for the project.

- 7.3 Request by other Administrators.

7.3.1 The individual requesting the release time will consult with the Department Chair to ensure coverage of courses can be accomplished.

7.3.2 The individual requesting the release time will complete and submit the *Release Time Request Form* (SCP-2478.A), including the signature of the Department Chair.

- 7.4 The Chief Academic Officer will review the request and forward to the President or his/her designee with a recommendation.

- 7.5 The President or his/her designee is the final approval authority for all requests for release time. The President or his/her designee will return the completed form to the Department Chair with approval or denial.

- 7.6 If approved by the President or his/her designee, the Department Chair will ensure necessary arrangements are made to have all classes fully covered and will ensure that the following distribution of the *Release Time Request Form* (SCP-2478.A) is made:

7.6.1 Original to Human Resources for placement in file.

7.6.2 Copies to Department Chair and Chief Academic Officer.

SECTION 8. CANCELLATION

8.1 SCI 2420

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: SCP-2748.A, *Release Time Request Form for Full-time Faculty*

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

Revision Notes: December 2012 – Policy reviewed with minor changes to reflect current titles.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Request for final approval of SCP-3000, *Distance Learning*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-3000, *Distance Learning*, following the required 30-day public comment period.

STAFF MEMBER: Carol Howerton

BACKGROUND:

This policy was developed as part of a faculty incentive which included the development of best practices for distance learning along with a review of policy in regard to distance learning. It was found that no policies exist which include distance learning components and that no guidelines are in place for the review or approval of distance learning courses.

In preparation for the next accreditation visit and completion of the faculty incentive, a policy was drafted to cover distance learning and presented to the Executive Council. The policy includes the development of a Distance Learning Manual and implementation of *Quality Matters* standards for distance-delivered courses. The policy was reviewed and approved by the Executive Council during its February 2012 meeting.

At its February 21, 2012 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-3000, *Distance Learning*, for the required 30-day public comment period which ended March 23, 2012. No comments were received at the end of the comment period. Therefore, the staff recommends the Board of Governors grant final approval of the policy as presented.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-3000**

SUBJECT: Distance Learning

REFERENCE: Higher Learning Commission of the North Central Association of Colleges and Schools, 2011 Guidelines for the Evaluation of Distance Education (On-Line Learning)¹

ORIGINATION: February 7, 2012

EFFECTIVE: Upon passage by the Board of Governors

REVIEWED: New Policy

SECTION 1. PURPOSE

1.1 The purpose of this policy is to provide guidance for the development, approval, teaching and support for all distance-delivered courses at Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy applies to all distance-delivered courses and programs taught by either full- or part-time faculty at Southern West Virginia Community and Technical College. Distance-delivered courses and programs are those defined by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) in the *Guidelines for the Evaluation of Distance Education (On-Line Learning)* and the regulations of the U.S. Department of Education.

SECTION 3. DEFINITIONS

- 3.1 Correspondence – is a method of course delivery in which all or part of the instructional materials are provided by mail or electronic transmission, including examinations on materials, to students who are separated from the instructor.
- 3.2 Distance-delivered Courses – are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other¹.
- 3.3 Distance-delivered Programs – are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses¹.
- 3.4 FasTrak – is a method of course delivery in which instruction is provided in a compressed time format typically meeting less than the standard trimester.
- 3.5 Hybrid or Blended – is a method of course delivery which combines the traditional face-to-face instructional environment and other methods of delivery that significantly utilize technology to deliver instruction.
- 3.6 Interactive – is a method of course delivery in which all or part of the instruction and interaction with students occurs via closed circuit, interactive classrooms (ICR).

- 3.7 Online – is a method of course delivery in which all or part of the instruction and interaction occurs via internet technologies.
- 3.8 Quality Matters – is a faculty-centered, peer review process designed to certify the quality of online and blended courses.
- 3.9 Traditional – is a method of course delivery in which instruction is provided synchronously in the standard classroom environment requiring students to be physically present in the same location as the instructor.

SECTION 4. POLICY

- 4.1 All distance-delivered courses and programs will meet the standards established in the “Quality Matters” program (QM) and by the College as described in the Distance Learning Manual. This manual shall be developed and maintained by the Office of the Chief Academic Officer within the Academic Affairs Unit and will establish the standards, processes, procedures, and guidelines required for the development, approval, teaching and support for all distance-delivered courses and programs. The standards, processes, procedures, and guidelines shall adhere to the HLC’s 2011 Guidelines for the Evaluation of Distance Education and the Quality Matters program.
- 4.2 Categories of courses and appropriate BANNER codes shall be established and defined for each type of distance-delivered course including but not limited to
 - 4.2.1 online,
 - 4.2.2 correspondence,
 - 4.2.3 hybrid,
 - 4.2.4 web-enhanced,
 - 4.2.5 FasTrak, and
 - 4.2.6 traditional.
- 4.3 The established categories and codes shall be included in the Distance Learning Manual.
- 4.4 The Distance Learning Manual will be reviewed and updated annually.
- 4.5 All distance-delivered courses shall undergo an initial approval and any subsequent renewal process required as provided for in the Distance Learning Manual before they are listed in the course schedule and offered for student enrollment.
- 4.6 All distance-delivered courses shall be comparable to traditional campus-based courses, when applicable, in terms of
 - 4.6.1 syllabi, including learning outcomes,
 - 4.6.2 textbooks,
 - 4.6.3 grading, and
 - 4.6.4 methods of evaluation.
- 4.7 All full and part-time faculty must receive approved training and/or faculty development to meet QM certification for distance-delivered courses as provided for in the Distance Learning Manual prior to being assigned to a distance-delivered course.
- 4.8 Each distance-delivered course shall undergo review every three years for purposes of renewal of approval.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 All distance-delivered courses developed and offered prior to the adoption of this policy must be reviewed and approved based on the standards, processes, procedures and guidelines required by the Distance Learning Manual by no later than the end of the spring 2014 term.
- 5.2 All faculty who have taught distance-delivered courses prior to the adoption of this policy must receive the required training and/or professional development and attain QM certification prior to being assigned any additional distance-delivered courses.

SECTION 6. GENERAL PROVISIONS

- 6.1 All distance-delivered courses developed and offered by Southern West Virginia Community and Technical College shall be reviewed and approved in accordance with the requirements of the Distance Learning Manual.
- 6.2 All faculty teaching distance-delivered courses are required to undergo training and attain QM certification prior to being assigned to teach a distance-delivered course.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 The Vice President for Academic Affairs and Student Services is responsible for the development, implementation, and maintenance of the Distance Learning Manual and ensuring compliance with the provisions 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

Board of Governors Chair **Date**

President **Date**

Attachments: None.

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

Revision Notes: None. This is a new policy.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Request for final approval for rescission of SCP-3693,
Instructional Schedule Development

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of the rescission of SCP-3693, *Instructional Schedule Development*, following the required 30-day public comment period and its reconstruction as a unit procedure.

STAFF MEMBER: Pamela L. Alderman

BACKGROUND:

Academic Affairs has been charged with the review of several academic policies for the 2011-2012 academic year. SCP-3693, *Instructional Schedule Development*, has been reviewed by the Academic Deans and the Academic Affairs Management Council and they have determined that the policy is, in fact, a procedure. In light of this fact, the Deans recommend that the policy be rescinded, made a procedure, and placed in the Academic Affairs Procedures Manual. This request was reviewed by Executive Council.

At its February 21, 2012 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-3693, *Instructional Schedule Development*, for a 30-day public comment period which ended March 23, 2012. No comments were received at the end of the comment period. Therefore, the staff recommends the Board of Governors grant final approval for the rescission of the policy and its reconstruction as a unit procedure.



**S O U T H E R N W E S T V I R G I N I A
C O M M U N I T Y A N D T E C H N I C A L C O L L E G E
B O A R D O F G O V E R N O R S**

Number:	SCP-3693
Origination:	July 1, 1984
Effective:	July 1, 1984
Reviewed:	September 28, 2005

SUBJECT: Instructional Schedule Development

REFERENCE:

1. PURPOSE

To establish policy and procedures for the development and distribution of the instructional schedule of classes for Southern West Virginia Community and Technical College.

2. SCOPE AND APPLICABILITY

This issuance applies to all campuses, divisions, departments and any other instructional units of the institution.

3. DEFINITIONS

None.

4. POLICY

None.

5. BACKGROUND OR EXCLUSIONS

None.

6. GENERAL PROVISIONS

General information related to registration dates and procedures, fees and refunds, academic calendar and other information required for the instructional schedule shall be provided by the Vice President for Academic Affairs.

7. RESPONSIBILITIES AND PROCEDURES

A. Responsibilities

1. The Vice President for Academic Affairs is responsible for overseeing and coordinating instructional schedule development processes.

Office of the Chief Technology Officer
Office of the Human Resources Administrator
Office of the Academic Division Chairpersons (6 members)
Faculty Senate Chair
Classified Staff Council Chair
Libraries (Harless and Williamson Campus)
Office of the Campus Directors/Managers (Boone, Logan, Williamson, Wyoming)
www.southern.wvnet.edu

Revision Notes: Reviewed September 2005.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Request for final approval of SCP-4710, *Academic Integrity*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-4710, *Academic Integrity*, following the required 30-day public comment period.

STAFF MEMBER: Darrell Taylor

BACKGROUND:

President Joanne Jaeger Tomblin charged the Dean of Enrollment Management and Student Development, in conjunction with the Academic Deans, with review of SCP-4710, *Academic Integrity*, and asked they consider its appropriateness as a policy. The policy was reviewed November/December 2011 by the Dean of Enrollment Management and Student Development and Academic Deans, and discussed during the Executive Council meeting on December 6, 2011.

At its February 21, 2012, meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-4710, *Academic Integrity*, to Southern's constituents and the Chancellor for Community and Technical College Education for a 30-day public comment period which expired March 23, 2012. No comments were received at the end of the comment period. Therefore, the staff recommends the policy as presented to the Board of Governors for consideration for final approval.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-4710**

SUBJECT: Academic Integrity

REFERENCE: None

ORIGINATION: July 1, 1984

EFFECTIVE: July 1, 1984

REVIEWED: November 2011

SECTION 1. PURPOSE

1.1 To establish a policy that outlines Southern's expectations for academic integrity and academic dishonesty.

SECTION 2. SCOPE AND APPLICABILITY

2.1 This policy applies to all students at Southern.

SECTION 3. DEFINITIONS

3.1 Academic Integrity - Academic integrity at Southern is a standard of ethics students are expected to maintain.

3.2 Academic Dishonesty - Academic dishonesty is any practice which gives a student an unfair advantage over another student in the same or similar course of study. It includes, but is not limited to, plagiarism, cheating, fraud, information technology misuse, or any misconduct with regards to academic integrity as defined.

3.3 Plagiarism - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media, or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

3.4 Cheating - The improper taking or tendering of any information or material which shall be used to determine academic credit. Example include but are not limited to the following:

3.4.1 Copying from another student's test or homework paper.

3.4.2 Allowing another student to copy from a test or homework assignment.

3.4.3 Using unauthorized materials during a test, such as the course textbook, notebook, formula lists, notes, or crib sheets, including those stored in a calculator or other electronic device.

3.4.4 Collaborating during an in-class or take-home test with any other person by giving or receiving information without authority.

3.4.5 Having another individual write or plan a paper, including those bought from research paper services.

3.4.6 Submitting the same paper or project in more than one class.

- 3.4.7 Obtaining any part of an examination or assignment before it has been given to the class.
- 3.4.8 Use of any electronic device in class without the expressed permission of the instructor.
- 3.5 Fraud - Fabrication, Forgery, and Obstruction
 - 3.5.1 Fabrication is the use of invented, counterfeited, altered, or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences.
 - 3.5.2 Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.
 - 3.5.3 Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to education resources.
 - 3.5.4 Fraud includes, but is not limited to, the following actions:
 - 3.5.4.1 Providing any signature other than one's own on any College document.
 - 3.5.4.2 Forging or altering the record of any grade in an educational record.
 - 3.5.4.3 Knowingly presenting false information or intentionally misrepresenting one's record.
 - 3.5.4.4 Knowingly providing false statements in any College proceedings.
- 3.6 Misconduct - Misconduct is the intentional violation of college policies by tampering with grades or taking part in obtaining or distributing any part of a test, quiz, or graded assignment. Examples include:
 - 3.6.1 Stealing, buying, downloading, or otherwise obtaining all or part of a test and/or test answers.
 - 3.6.2 Selling or giving away all or part of a test and/or test answers.
 - 3.6.3 Asking or bribing any other person to obtain a test or any information about a test.
 - 3.6.4 Misrepresenting the truth, including handing in computer programs or using computer programs generated by another as one's own work; lying to an instructor to increase a grade; and lying or misrepresenting facts when confronted with an allegation of academic dishonesty.
 - 3.6.5 Changing, altering, or being an accessory to changing and/or altering of a grade in a grade book, on a computer, on a test, on a "change of grade" form, or on other official academic records of the College, which relate to grades.
 - 3.6.6 Continuing to work on an examination or project after the specified time has elapsed.
 - 3.6.7 Information Technology Misuse - Misuse of information technology is disruptive, unethical, or illegal use of the college's computer resources. Misuse of computers also includes disruptive, unethical, or illegal use of the computers of another institution or agency in which students are performing part of their academic program.

SECTION 4. POLICY

- 4.1 Because academic integrity is a cornerstone of the college's commitment to the principles of free inquiry,

students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior are prohibited.

- 4.2 Upon discovering an act of academic dishonesty, the nature of the penalty shall be determined by the instructor. Such penalties may include, but are not limited to, a lowered grade on the assignment, no credit for the assignment, or an exclusion from further participation and a grade of “F” in the course.
- 4.3 Repeated acts of academic dishonesty will be handled by the Chief Academic Officer and will not be tolerated by the institution.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 None.

SECTION 6. GENERAL PROVISIONS

- 6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Within fourteen days after an act of academic dishonesty is discovered, the instructor shall notify the student in writing and include a statement of the penalty imposed.
- 7.2 Within fourteen days (14) after an act of academic dishonesty is discovered, the instructor shall notify the Department Chair and the appropriate academic dean in writing. The instructor shall include copies of any physical evidence and a written report stating the facts of the case and the action taken.
- 7.3 Any student considering himself unfairly treated may use the grievance procedure as stated in the Student Handbook. The grievance procedure must be initiated within fourteen calendar days of the instructor’s notification.
- 7.4 For subsequent or multiple offenses by the student, in addition to being given a grade of “F” in the course in which the academic dishonesty occurred, the student may be expelled from the College by the President on recommendation of the Chief Academic Officer following a judicial hearing. The subsequent offense is not limited to the course in which the initial offense was reported.
- 7.5 The Office of the Chief Academic Officer shall maintain a permanent record of academic dishonesty offenses. A notification shall be available within Banner for evidence in any future judicial hearings regarding academic dishonesty. A hearing board will only receive current evidence on student misconduct, unless prior evidence of misconduct is pertinent to the hearing.
- 7.6 A student who has been given a grade of “F” by an instructor under the College policy on academic dishonesty is not permitted to withdraw from the course with a grade of “W” after academic dishonesty procedures have been initiated by the instructor.
- 7.7 The deadlines set out in the student grievance procedure for grade appeals do not apply to grievances regarding action taken regarding academic dishonesty. The grievance therefore may not be filed in the subsequent term unless that term falls within fourteen calendar days of the instructor’s notification of the student that academic dishonesty procedures have been initiated.

7.8 Penalties assigned for academic dishonesty may not be used as the basis for a subsequent grade appeal.

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

<hr/>	
Board of Governors Chair	Date
<hr/>	
President	Date

Attachments: None.

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

Revision Notes: May 2006 – Revisions provide clarity and reflect changes in current practice. Definitions, responsibilities, and procedures were added to this policy.

November 2011 – Significant revisions to include aspect of integrity and technology advancements. Information referenced in policy from www.spcollege.edu/academicdishonesty and www.centralmichiganuniversity.academicintegritypolicy.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Request for final approval of SCP-5780, *Travel Regulations*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant final approval of SCP-5780, *Travel Regulations*, following the required 30-day public comment period.

STAFF MEMBER: Samuel Litteral

BACKGROUND:

President Joanne Jaeger Tomblin charged the Finance Unit with review of SCP-5780, *Travel Regulations*. This policy implements the guidelines and procedures concerning the governing of in-state, out-of-state and international travel, hereinafter to as "travel," and for reimbursement of expenses to employees, Board of Governors, and non-employees traveling on behalf of Southern West Virginia Community and Technical College.

This policy was reviewed by the Finance Unit and Executive Council in December 2011. After the review, minor revisions were made to the existing policy to provide clarity, but reflect no substantial changes in procedure or documentation requirements.

At its February 21, 2012 meeting, the Southern West Virginia Community and Technical College Board of Governors approved advancement of SCP-5780, *Travel Regulations*, for the required 30-day public comment period which ended March 23, 2012. Comments received were restricted to grammatical and technical corrections. These corrections do not change the content of the document and do not require resubmitting the instrument for additional public comment. Therefore, the staff recommends the policy as presented to the Board of Governors for consideration for final approval.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-5780**

SUBJECT: Travel Regulations

REFERENCE: West Virginia Code §12-3-11; 6B-2-5(2); Title 135, Procedural Rule, West Virginia Council for Community and Technical College Education, Series 29, *Travel*; Federal Regulation §301-11.17

ORIGINATION: September 2002

EFFECTIVE: October 15, 2002

REVIEWED: December 01, 2011

SECTION 1. PURPOSE

1.1 This regulation implements the guidelines and procedures concerning the governing of instate, out-of-state and international travel, hereinafter referred to as “travel,” and for reimbursement of expenses to employees, Board of Governors, and non-employees traveling on behalf of Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

2.1 Travel regulations applicable to all employees, Board of Governors, and non-employees.

2.1.1 Approval to travel shall be secured in advance by the employee according to this regulation. Under no circumstances should an employee travel without proper approval of the spending officer.

2.1.2 Employees are responsible for submitting a travel expense account settlement form, with all required attachments, within sixty days after the last day of approved travel in order to receive reimbursement of expenses.

2.1.3 This regulation shall govern reimbursement of travel expenses to members of the Governing Board when a Board member requests reimbursement for travel expenses.

2.1.4 When non-employees are eligible to receive reimbursement of travel expenses, reimbursement shall be made in accordance with this regulation and the policies and procedures of the institution.

2.1.5 Reimbursements of travel expenses paid from federal, state and private grants shall be governed by the terms and conditions of the grant if they differ from those contained in this regulation; otherwise, this regulation shall govern such reimbursement.

SECTION 3. DEFINITIONS

3.1 None.

SECTION 4. POLICY

4.1 Transportation

4.1.1 Commercial Airlines

4.1.1.1 Allowable reimbursement for commercial airline travel shall include the actual expense or cost for the least expensive logical fare via the most direct route, or a reasonable alternative route if it results in lower fare.

4.1.1.2 Travelers are expected to make advance bookings through a contracted travel service vendor or as otherwise approved by the institution to secure the least expensive airfare possible. Reimbursement may be made to the traveler in advance for airfare purchased from 45 to 180 days before the trip begins. If airfare is reimbursed prior to travel, it must be referenced on the traveler's expense account.

4.1.1.3 In order to receive reimbursement, the traveler must submit the Passenger Itinerary or certified copy of the commercial airline ticket attached to the travel form. Refundable or unused airline tickets shall be returned immediately.

4.1.1.4 Commercial airline tickets for guests of Southern may be direct billed to the institution.

4.1.2 Ground Transportation

4.1.2.1 State Owned Vehicles: The availability and use of Southern's vehicles will be determined by the designated person located at each campus. When available, Southern's vehicles should be considered first.

4.1.2.2 Privately Owned Vehicles: Personally owned vehicles may be used when traveling on College business. Reimbursement will be made and shall not exceed the prevailing rate per mile established by the State of West Virginia. The current applicable rate can be obtained from the Finance Department's web page. This rate is intended to cover all operating costs of the vehicle including fuel, maintenance, depreciation, insurance, etc., and no additional reimbursement will be made.

4.1.2.3 Commercial Rental Vehicles: Commercial rental vehicles may be used when traveling on College business. Travelers will utilize State approved rental car vendors when traveling by air or when departing from College locations. Reimbursement will be made at actual cost for the daily rental fee for a mid-size or smaller vehicle. It is recommended that travelers use their State Corporate Card to secure their rental. The State Corporate Card provides collision damage coverage at no cost for rentals up to 60 days.

4.1.2.4 Rail Service: Rail Service may be used for ground transportation in accordance with the Institution's guidelines and procedures. Travelers are expected to make advanced bookings and use the least expensive logical fare via the most direct route, or other reasonable route that results in a lower fare. Receipts/documentation are required for reimbursement.

4.1.2.5 Miscellaneous Ground Transportation: Miscellaneous ground transportation may be reimbursed in accordance with the Institution's guidelines and procedures.

4.1.2.6 The operator (traveler) of a Southern vehicle must be an employee of Southern and possess a valid operator's license. The operator is personally responsible for any fines and/or penalties resulting from citations, charges, or warrants attributable to operator negligence.

Such fines and/or penalties shall not be a reimbursable expense.

- 4.1.2.7 In cases where a traveler chooses to drive rather than fly while on business, reimbursement will be based on actual in-transit expenses (mileage, hotel, meals, etc.) not to exceed the lowest available commercial airfare plus local transportation to and from the airport. A traveler must secure an itinerary from National Travel's website with fare prior to departure to be attached to travel for reimbursement.
- 4.1.2.8 Roadside assistance services for fleet or rental vehicles, if needed, may be reimbursed at actual reasonable cost. A receipt must be provided and attached to a vendor's invoice within 15 days.
- 4.1.3 Lodging
 - 4.1.3.1 Reimbursement for lodging shall include actual expenses or overnight accommodations, use of a room during daytime, and all applicable taxes and surcharges. Original lodging receipts or certified copies are required for reimbursement.
 - 4.1.3.2 Lodging or a meeting may be direct billed for group travel only. The traveler must reference that lodging was direct billed and provide proof of lodging with final Travel Expense Account Settlement.
 - 4.1.3.3 All group travel must be submitted together to the State Auditor's Office for payment. Therefore, each traveler in the group should submit a Travel Expense Account Settlement form as soon as possible in order not to hold up other group member's travel reimbursement. Also, if you plan not to claim any expenses, you must also inform Southern's accounts payable section.
 - 4.1.3.4 Reimbursement for multiple occupancy, when only one of the travelers is on College business, shall be at the least expensive single room rate. In the event that a single room rate cannot be determined state, "single room rate same as double," on Settlement form.
- 4.1.4 Meals
 - 4.1.4.1 Meal expense reimbursement shall be made in accordance with the Institution's policies and procedures and is limited to actual expenses for food, service, and gratuities up to the applicable maximum daily rate authorized by the Governing Board. Specifically excluded are alcoholic beverages and entertainment expenses.
 - 4.1.4.2 Instate: Maximum daily rate is \$50.00 without receipts.
 - 4.1.4.3 Out-of-State: Maximum daily rate is based on Federal Regulations§301-11.17. On the first and last travel day, Southern employees are only eligible for 75 percent of the total Meal and Incidental Expense Rate for their temporary duty travel location (not the official duty station location). Alcohol and entertainment expenses are specifically excluded. Meals and incidental rates differ by travel location. Examples of incidental expenses are fees and tips given to porters, baggage carriers, bellhops, hotel maids, stewards or stewardesses, and others on ships, and hotel servants; transportation between places of lodging or business and places where meals are taken, if suitable meals cannot be obtained at the temporary duty site; and mailing costs associated with filing travel vouchers and payment of government charge card billings.
 - 4.1.4.4 Reimbursement for meals during same day travel, travel without an overnight stay, is not reimbursable.

4.1.5 Other Expenses

4.1.5.1 Reimbursable Expenses

4.1.5.1.1 Travelers may incur other business related expenses for which reimbursement may be made if appropriate. Such expenses and reimbursement may include, but are not limited to:

- 4.1.5.1.1.1 Baggage handling and gratuities when using public transportation.
- 4.1.5.1.1.2 Baggage storage between appointments.
- 4.1.5.1.1.3 Tolls, garage and parking fees.
- 4.1.5.1.1.4 Communication expenses such as: Long distance calls to the office, facsimiles, access to e-mail.
- 4.1.5.1.1.5 Trips involving multiple days of travel or for single day travel where the traveler is unexpectedly delayed for business reasons, the traveler may make one personal telephone call home per day. Reimbursement shall be made at actual cost not to exceed a reasonable amount, if the call was not made on Southern's cell phone or calling card. The full amount will be reimbursed for all work related calls, if the call was not made on Southern's cell phone or calling card.

4.1.5.2 Non-reimbursable Expenses

4.1.5.2.1 Travelers may incur other expenses for which reimbursement is non-reimbursable. Such expenses may include, but are not limited to:

- 4.1.5.2.1.1 Interest or late charges on credit cards.
- 4.1.5.2.1.2 Laundry fees.
- 4.1.5.2.1.3 Personal flight or baggage insurance.

4.1.6 Form of Payment for Business Travel

4.1.6.1 Corporate Travel Card: Traveler should use the corporate charge card issued by the State of West Virginia and Southern West Virginia Community and Technical College for business related travel expenses when applicable.

4.1.6.2 Cash Advance: Employees may secure a cash advance for business travel only by using the corporate credit card at an ATM. Receipt from the ATM machine is required for reimbursement of the ATM transaction fee and the credit card fee.

4.1.6.3 Direct Billing: A requisition may be used when accepted by the event sponsor. The traveler is responsible for attaching to the Expense Account Settlement receipts, invoices, documentation, etc., for any direct billed fees.

4.1.6.4 Cash Advance from the West Virginia State Auditor's Office: The traveler must follow the State of West Virginia's regulations addressing the Cash Advance.

4.1.6.5 Purchase Card Payments: The Purchase Card will cover the cost of the hotel room, Internet service, and taxes. THIS DOES NOT INCLUDE FOOD, IN ROOM DINNING SERVICE, IN ROOM MOVIES, OR LAUNDRY.

4.1.7 Other Provisions

4.1.7.1 Reimbursement Forms: The form(s) used for reimbursement of travel expenses shall be those promulgated by the Chancellor.

4.1.7.2 Travel Incentives: In accordance with West Virginia Code §6B-2-5(2), employees may use bonus points acquired through frequent traveler programs while traveling on official government business, as long as the employee's participation in the program does not result in an additional cost to the State of West Virginia.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 Any exceptions to this regulation must be explained in writing and approved by the President of Southern West Virginia Community and Technical College.

SECTION 6. GENERAL PROVISIONS

6.1 None.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 Authority and Responsibilities

7.1.1 Authority to manage, approve or disapprove travel and travel related expense is delegated exclusively to the Southern West Virginia Community and Technical College Board of Governors.

7.1.2 The Governing Board may also delegate authority to the President to act as designee for authorizing and approving travel and travel related expenses as may be required. All such authorizations and approvals shall be made according to the provisions of this regulation.

7.1.3 The President may also delegate authority to others within her or his respective institution to act as her/his designee for authorizing and approving travel and travel related expenses. All such authorization and approvals shall be made in accordance with the provisions of this rule.

7.1.4 Travel may be authorized only for official business and only if the College has the financial resources to reimburse the traveler for travel expenses.

7.1.5 The responsibility to audit a traveler's Expense Account Settlement lies with this Institution. Approval of a traveler's Expense Account Settlement by the Institution means that the expense settlement meets all criteria established for reimbursement. The Institution shall audit and submit an accurate Travel Expense Account Settlement for reimbursement to the State Auditor's Office within a reasonable amount of time after receiving such Settlement from the traveler.

7.1.6 The responsibility of the traveler is to file a Travel Expense Account Settlement form with the Finance Department. The traveler must have the Folio from the hotel, a badge from the conference, receipts for transportation, if applicable, parking receipts, and toll receipts for reimbursement.

SECTION 8. CANCELLATION

8.1 Any previous policy being superseded.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None.

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

Revision Notes: December 2011 — Minor revisions were made to provide clarify and reflect changes in management responsibilities. Revisions reflect no substantial changes in procedure or documentation requirements.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Request for approval of revisions to SCP-1091, *Classified Staff Council Constitution*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-1091, *Classified Staff Council Constitution*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

STAFF MEMBER: Virginia Stepp

BACKGROUND:

The Classified Staff Council reviewed SCP-1091, *Classified Staff Council Constitution*, at its December 7, 2011, meeting and approved the revisions to the policy for the Board's approval. The revisions made to the Constitution are to allow for proxy voting at meetings, to address issues with excessive absenteeism, and to allow for electronic voting pertaining to nominations and elections.

Following this review, the Classified Staff Council recommends 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-1091**

SUBJECT: Classified Staff Council Constitution

REFERENCE: WV Code §18B-6-6

ORIGINATION: November 18, 2003

EFFECTIVE: November 18, 2003

REVIEWED: ~~March 4, 2009~~ December 7, 2011

SECTION 1. PURPOSE

- 1.1 To establish the Classified Staff Council of Southern West Virginia Community and Technical College (hereinafter referred to as the Classified Staff Council), to identify representation for the Classified Staff Council, and set out election procedures for the same.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy applies to all classified employees of Southern West Virginia Community and Technical College.
- 2.2 All employees who are covered by the West Virginia Higher Education Policy Commission's Job Evaluation Program are eligible to participate/vote in the Classified Staff Council and its activities.

SECTION 3. DEFINITIONS

- 3.1 Classified Staff Council — An elected body whose purpose is to represent classified staff, to consider and recommend policy regarding staff welfare, and individual staff suggestions and problems.

SECTION 4. POLICY

- 4.1 Functions of the Classified Staff Council shall include, but not be limited to the following:
- 4.1.1 Represent classified staff interest in working hours; hiring, promotion and salary policies; representation to college and professional organizations; classified staff development; and other issues of concern which may arise involving the classified staff individually or collectively.
 - 4.1.2 Set the agenda for all classified staff meetings and all other special purpose meetings of the Classified Staff Council.
 - 4.1.3 Schedule and conduct elections.
 - 4.1.4 Review and make recommendations as necessary regarding the annual performance appraisal evaluative process, instruments, etc.
 - 4.1.5 Ensure awareness of concerns of classified staff within the college community, administration, and

the Board of Governors.

- 4.1.6 Foster good morale and satisfaction of an informed classified staff.
- 4.1.7 To support and foster Southern's effort in accomplishing its mission.

4.2 Membership

4.2.1 The Classified Staff Council shall consist of 16 voting members representing the following geographic and primary occupational activity distribution:

- 1—Logan Campus
- 1—Williamson Campus
- 1—Boone/Lincoln Campus
- 1—Wyoming/McDowell Campus
- 1—Advisory Council of Classified Employees Representative
- 1—Classified Staff Council Chairperson
- 2—Administrative / Managerial Sector
- 2—Professional / Non-teaching Sector
- 2—Paraprofessional Sector
- 2—Secretarial / Clerical Sector
- 2—Physical Plant / Maintenance Sector

4.2.2 Each must be a member of the classified staff and shall be elected to serve a two-year term, which begins on the first day of July of each odd-numbered year. Resignations must be in writing to the Classified Staff Council Chairperson with copies to each of the other members.

4.2.3 Board of Governors representative will serve as an ex-officio, non-voting member.

4.3 Meetings

4.3.1 All classified employees shall meet ~~on the last working Friday~~ in April of each odd-numbered year.

4.3.2 Rules of Order – The rules contained in Robert's Rules of Order shall govern the Classified Staff Council unless otherwise stated by this constitution or agreed upon by the Classified Staff Council.

4.3.3 The Classified Staff Council shall meet no less than once monthly. Any classified staff member may petition the Classified Staff Council to meet or hear proposals or complaints. At any regular or special meeting, a majority of the elected members shall constitute a quorum. All meetings are open to all Classified Staff.

4.3.4 Members of the Classified Staff Council may vote on issues either in person ~~or~~, by electronic means, or by written proxy if that proxy is presented to the Council Chairperson or Secretary prior to the meeting. Proxy votes shall be considered in establishing a quorum. A proxy form shall be developed by the members of the Classified Staff Council.

4.3.5 The President of the institution shall meet at least quarterly with the Classified Staff Council.

4.3.6 The Governing Board shall meet at least annually with the Classified Staff Council.

4.4 Committees

4.4.1 Standing.

4.4.2 Nominating.

4.4.3 Program and Entertainment.

4.4.4 Ad hoc committees shall be appointed by the Chair as the need arises to examine items of particular concern to the Classified Staff Council. Such committees may include any Classified Staff personnel but shall be chaired by a Classified Staff Representative.

4.5 Reporting of Council Resolutions and Decisions

4.5.1 The Classified Staff Council, through the regular meetings, shall report directly to the Classified Staff body. In areas regarding the welfare of the entire college, the Classified Staff Council through its representative, shall report directly to the President.

4.6 Absenteeism

4.6.1 Any Classified Staff Council member who misses three (3) consecutive meetings without notifying the Chairperson or Secretary of their absence and without presenting a proxy will be subject to dismissal from their elected position on the Classified Staff Council, and the individual from the same geographic location and/or primary occupational activity who ranked next highest in the vote tally shall be appointed in their place.

SECTION 5. BACKGROUND OR EXCLUSIONS

5.1 None.

SECTION 6. GENERAL PROVISIONS

6.1 Ratification

6.1.1 The Classified Staff Council Constitution shall be ratified upon two-thirds approval of Classified Staff members as defined in 2.1 Scope and Applicability.

6.2 Amendments

6.2.1 The Classified Staff Council Constitution shall be amended upon two-thirds majority approval of Classified Staff.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

7.1 Nominations

7.1.1 During ~~the last week of March or the first week of April,~~ March of each odd-numbered year, ballots will be submitted to all classified staff personnel for the purpose of nominating individuals for the position of Representative to Advisory Council of Classified Employees, Chairperson to the Classified Staff Council, Classified Staff Representative to the Institutional Board of Governors and other positions to which the classified staff are represented on college councils and committees. The

ballots must be returned to the staff representative at each location by 4:00 p.m. on the last working day of the week.

7.1.2 Those nominated will be contacted by Classified Staff Council members, and their willingness to serve if elected. Nominations must be confirmed in writing or email. Upon notification, nominated individuals will be given twenty-four hours in which to confirm/decline their desire to be placed in nomination; those who do not respond in writing will be omitted from the election ballot.

7.1.3 Those who are confirmed nominees will be placed on the official election ballot.

7.2 Election

7.2.1 Sample ballots listing all classified staff, segregated by geographic location and primary occupational activity, shall be distributed to all classified staff personnel at least two (2) weeks prior to the election during the first or second week of April. Anyone wishing to have their name stricken from the list or added, in the event it did not appear, must contact the Vice-Chairperson of the Classified Staff Council during the same week.

7.2.2 Actual ballots will be distributed in ~~the third week of April~~ inviting each classified staff member to vote for representation for their geographic location and primary occupational activity. Elected members shall take office on July 1, each odd-numbered year.

7.2.3 The individual receiving the highest number of votes in each geographic location and primary occupational activity shall be declared elected, based on the number of representatives allowed as established in section 4.2.

7.2.4 In the event of a resignation, the individual from the same geographic location and/or primary occupational activity who ranked next highest in the vote tally shall be appointed.

7.3 Election Ballots

7.3.1 The election ballot will be developed by the Classified Staff Council from the names of those nominated and confirmed. The ballots will be distributed for a final vote at the classified staff meeting as specified in section 4.3.1 for the positions of Chairperson of Classified Staff Council, Representative to the Advisory Council of Classified Employees, Classified Staff Representative to the Institutional Board of Governors, and any other positions to which staff are represented on college councils and committees.

7.4 Absentee Balloting

7.4.1 Absentee ballots will be pre-printed. Those who request to vote by absentee ballot must present an approved leave request form or valid reason as determined by the Vice-Chairperson or designee. The ballot must be returned to the Vice-Chairperson or designee on Friday before the scheduled election.

7.4.2 Absentee ballots will be opened at a meeting called by the Chairperson of the Classified Staff Council or by the Vice-Chair of the Classified Staff Council before the scheduled election.

7.4.3 Legitimate Excuse – Only those classified staff members who have an approved sick/annual leave request, who are required to be away from the institution on college business, or those required to remain on campus to maintain normal office operations will be permitted to vote by absentee ballot.

7.5 Electronic Nominations and Elections

7.5.1 Nominations and elections for the position of Representative to the Advisory Council of Classified Employees, Chairperson to the Classified Staff Council, Classified Staff Representative to the Institutional Board of Governors and other positions to which classified staff are represented on college councils or committees may be conducted electronically as deemed appropriate and feasible by the members of the Classified Staff Council.

7.6 Council Officers

7.6.1 Titles

7.6.1.1 There shall be three officers of the Classified Staff Council.

7.6.1.1.1 Chairperson who will be elected at large by the Classified Staff.

7.6.1.1.2 Vice-Chairperson who will be elected at the first meeting of the Classified Staff Council.

7.6.1.1.3 Secretary who will be elected at the first meeting of the Classified Staff Council.

7.6.2 Duties

7.6.2.1 The Chairperson shall perform the following duties:

7.6.2.1.1 Preside over all Classified Staff Council meetings.

7.6.2.1.2 Represent the Classified Staff Council at the College meetings.

7.6.2.2 The Vice-Chairperson shall, in the absence or disability of the Chairperson, act in his/her stead. In addition, shall be responsible for conducting elections.

7.6.2.3 The Secretary shall perform the following duties:

7.6.2.3.1 Preserve a record of the proceedings.

7.6.2.3.2 Post minutes and other relevant materials in the library for the members of the classified staff.

7.6.2.3.3 Preserve all election records.

7.6.2.3.4 Respond, with consent of the Classified Staff Council, to all correspondence.

SECTION 8. CANCELLATION

8.1 Supercedes SCI 1672, Classified Staff Council Constitution and SCI 1672.01, Classified Staff Council Constitution Appendix.

SECTION 9. REVIEW STATEMENT

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

SECTION 10. SIGNATURES

Board of Governors Chair **Date**

President **Date**

Attachments: None

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

Revision Notes: November 18, 2003 – Policy originated; Supercedes SCI 1672 and SCI 1672.01.

December 13, 2006 – Revisions reflect no substantial changes in procedure or documentation requirements. Revisions were made to coincide with changes in WV Code concerning meetings and membership.

March 4, 2009 – Revisions are to clarify membership representation with no substantial changes in procedures.

December 7, 2011 – Revisions are to allow for proxy voting at meetings, to address issues with excessive absenteeism, and to allow for electronic voting pertaining to nominations and elections.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
MEETING OF APRIL 17, 2012**

ITEM: Request for approval of revisions to SCP-4000, *The Basic Guidelines and Standards for Admissions*

RECOMMENDED RESOLUTION: *RESOLVED*, That the Southern West Virginia Community and Technical College Board of Governors grant approval for the distribution of SCP-4000, *The Basic Guidelines and Standards for Admissions*, to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

STAFF MEMBER: Allyn Sue Barker

BACKGROUND:

The new policy, SCP-4000, *Basic Guidelines and Standards for Admissions*, was brought before the Board of Governors on August 16, 2011 to be distributed to Southern's constituencies and the Chancellor for Community and Technical College Education for a 30-day comment period. No comments were received at the end of the comment period and the Board approved the aforementioned policy on October 13, 2011.

Since that time, new Federal Legislation has discontinued the eligibility for Title IV funds for ability to benefit students (students without a high school diploma or GED) who first enroll in a program on or after July 1, 2012. Due to this legislation and other issues within the policy that needed clarification, adjustments to the current policy were needed. The Enrollment Management and Student Development Unit reviewed and made changes to the current policy and brought the policy before the Executive Council on March 7, 2012.

As a result of these reviews, revisions were made to the current policy to address the federal financial assistance guidelines and to clarify other admission requirements. Therefore, the staff recommends that the Board of Governors advance this policy to Southern's constituents and the Chancellor for Community and Technical College Education for the required 30-day public comment period.

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
BOARD OF GOVERNORS
SCP-4000**

SUBJECT: Basic Guidelines and Standards for Admissions

REFERENCE: West Virginia Code §§ 18B-1-1A; 18B-2B-6; 18B-3C-2;
Title 135, Procedural Rule, West Virginia Community and Technical College Education,
Series 23, *Basic Guidelines and Standards for Admissions at Community and Technical
Colleges*

ORIGINATION: August 16, 2011

EFFECTIVE: October 13, 2011

REVIEWED: March 6, 2012

SECTION 1. PURPOSE

- 1.1 The purpose of this policy is to establish basic guidelines and standards for admissions at Southern West Virginia Community and Technical College.

SECTION 2. SCOPE AND APPLICABILITY

- 2.1 This policy is applicable to all citizens seeking admission into Southern West Virginia Community and Technical College.

SECTION 3. DEFINITIONS

- 3.1 Regular Students (Degree Seeking Students) - Individuals with a high school diploma or GED who are seeking a certificate and/or associate degree.
- 3.2 Re-entry Students - Students who interrupt their studies by failing to register and attend classes during a fall or spring trimester and wish to re-enter the College.
- 3.3 Non-degree Seeking Students - Students who take credit courses for personal enrichment, job improvement, or other reasons and are not seeking a degree or certificate.
- 3.4 Transfer Students - Students who have attended other accredited post-secondary institutions and enter and enroll at Southern.
- 3.5 Transient Students - Students who are officially enrolled and in good academic standing at other post-secondary institutions and want to enroll for courses at Southern.
- 3.6 Early Entry High School Students - Students still enrolled in high school who may enroll in courses at Southern provided they meet course prerequisites and complete the admission procedures.
- 3.7 Conditional Admission Students - Persons eighteen years of age or older who do not have a high school diploma or GED, may be admitted and enroll in classes on a conditional basis. ~~have been determined able to benefit from study at the community college level, but~~ Their progress and credit hours earned shall

be regularly evaluated to ~~determine whether their performance indicates an ability to continue their studies.~~

- 3.8 Home School Students - For purposes of admission to Southern, home school students with appropriate documentation (GED scores) will be ~~considered as possessing a high school diploma.~~ admitted as degree seeking students.

SECTION 4. POLICY

- 4.1 Southern West Virginia Community and Technical College is an “open admissions” institution and supports the philosophy that residents should have access to higher education opportunities commensurate with their abilities and interests.
- 4.2 Admission to Southern is open to persons age eighteen and older ~~and able to benefit from study at the community college level.~~ This policy provides specific information related to admission requirements for the various classification of students.

SECTION 5. BACKGROUND OR EXCLUSIONS

- 5.1 Admission to Southern does not imply eligibility for, nor guarantee admission to, any specific program of study for which more stringent admission requirements are established.

SECTION 6. GENERAL PROVISIONS

- 6.1 Those who possess a high school diploma or General Educational Development (GED) equivalency may enroll as certificate degree or associate degree-seeking students.
- 6.2 ~~Others persons may enroll as certificate degree or associate degree-seeking students on an ability to benefit basis, but shall be regularly evaluated to determine whether their performance indicates an ability to continue their studies.~~
- 6.3 Students seeking transfer admission or readmission to a community and technical college must meet the institution’s basic admission standards.
- 6.4 Early admission standards for high school students enrolling in community colleges are subject to the requirements of Section 135-19-6 of Title 135, Series 19, Guidelines for Offering Early Enrollment Courses for High School Students.
- 6.5 Copies of high school transcripts, health records and transcripts of previous college work are not required for admission to community colleges; but any student seeking academic credit, a certificate, and/or an associate degree must submit GED scores or high school transcripts and/or previous college transcripts.
- 6.6 Participation in certain federal, state, and/or institutional financial aid programs or admission to specific academic programs do require copies of high school transcripts, GED scores and/or prior college work be provided. Individuals are encouraged to check with the appropriate institutional officials to determine the documents required for participation in, or admission to such programs.
- 6.7 Official transcripts must be provided, if a student has earned credits at another institution. ~~If a student wants credit for prior college work completed, then official transcripts must be provided.~~
- 6.8 In addition to general institutional admission requirements, certain limited enrollment programs have

specific admission requirements. Those applying for admission to these programs must comply with the general admission requirements as well as those of the specific program.

- 6.9 State law provides that any male person who has attained the age of eighteen (18) years of age may not enroll in a state-supported institution of post-secondary education unless he is in compliance with the Military Selective Service Act (50 U. S. Code, Appendix §451, et seq. and the amendments thereto).
- 6.10 A male person may not receive a loan, grant, scholarship, or other financial assistance for post-secondary higher education funded by state revenue, including federal funds or gifts and grants accepted by this State, or receive a student loan guaranteed by the State unless he is in compliance with the Military Selective Service Act.

SECTION 7. RESPONSIBILITIES AND PROCEDURES

- 7.1 Re-entry students are required to submit a re-admissions application.
 - 7.1.1 Re-entry students are ~~only~~ required to re-submit transcripts if he/she has earned additional credits at another institution ~~and are seeking a certificate degree and/or associate degree and want those additional credits articulated.~~
- 7.2 Non-degree seeking students must submit a completed application form for admission..
 - 7.2.1 An official academic transcript from any college attended can be articulated for the purpose of meeting course prerequisite requirements.
 - 7.2.2 If non-degree seeking student wants to change their status to regular degree seeking and ~~want have attended another any previous college course work articulated toward a certificate and/or associate degree,~~ then they must present an official transcript of all previous college work to the Records Office.
- 7.3 Transfer Students may transfer to Southern from other accredited post-secondary institutions and must complete an application for admission.
 - 7.3.1 The transfer student must submit a completed application for admission.
 - 7.3.1.1 ~~If transfer~~ Transfer students ~~want previous college course work articulated toward a certificate and/or associate degree, then they~~ must present an official transcript of all previous college work to the Records Office.
 - 7.3.2 An evaluation will be made of each transcript, and the student will be notified by the Registrar of those courses transferable and the amount of credit granted/recognized for each.
 - 7.3.3 Students who transfer and apply transfer credit toward an associate degree must complete fifteen of the last twenty-three hours of the associate degree program at Southern.
 - 7.3.4 Students who transfer and apply transfer credit toward a certificate program must complete a minimum of one-third of the total hours required in the certificate program at Southern.
 - 7.3.5 A student who is receiving federal financial assistance and fails to acknowledge attendance at any college or university in which he/she has been registered may be subject to disciplinary action.
- 7.4 Transient Students may enroll for courses at Southern provided they submit forms completed by their

home college stating the courses to be taken and that the students are in good standing.

7.4.1 The completed transient form must be submitted to the Records Office.

7.4.2 If the student is receiving financial aid he/she must have a consortium agreement signed by both the home institution and Southern's financial assistance office.

7.5 Early Entry High School Students may enroll in courses at Southern provided they meet course prerequisites and complete the admission procedures.

7.5.1 Early Entry students must complete Southern's Early Entry Application with consent form signed by the high school principal or counselor and parent or legal guardian.

7.5.2 The student must have a 3.0 (B) grade point average unless he/she is participating in a special project such as the College Transitions Initiative.

7.5.3 High school students may enroll for no more than seven (7) credit hours per trimester.

7.5.4 Early Entry students must meet course prerequisites before registering.

7.5.5 Exceptions to the minimum requirements requires the authorization by the appropriate Academic Dean or his/her designee for any high school students with less than a 3.0 (B) grade point average or seeking to enroll for more than seven credit hours per trimester.

7.6 Conditionally admitted students must complete all required transitional courses and pass the GED before being admitted as a regular degree-seeking student.

7.6.1 A maximum of twelve credit hours may be taken as a conditionally admitted student.

7.6.2 Conditionally admitted students are not eligible to receive any federal or state financial assistance.

7.7 Home schooled students applying for admission as a regular (degree seeking) student must provide the results of any assessments, such as GED score, and other required documentation ~~required by the State Department of Education and/or local Board of Education.~~

7.8 Southern is not certified to admit or enroll international students under the rules of ~~Immigration and Naturalization Services~~ Immigration and Customs Enforcement within the U.S. Department of Homeland Security.

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

