

WEST VIRGINIA UNIVERSITY AT PARKERSBURG BOARD OF GOVERNORS

MARCH 11, 2009
AGENDA

Members

Cindy Bullock
Keith Burdette
Joe Campbell
Gerard El Char
William H. Hopkins
Curtis Miller

Kennad Lee Skeen, II
Gregory K. Smith
Rock Wilson
Gregory Busch
Violet Mosser
Kim Starkey

Marie Foster Gnage
President



SCHEDULE

West Virginia University at Parkersburg Board of Governors

Wednesday, March 11, 2009

Rooms 2209-2211

3:00 p.m.	Audit Committee	1105 (President's Conference Room)
4:00 p.m.	Administrative Services Committee	1105 (President's Conference Room)
	Academic and Student Services Committee	1211C (Dean's Conference Room)
5:00 p.m.	Dinner	1300 (Community Room)
5:45 p.m.	Board Meeting	2209-2211 (2 nd Floor)
	Possible Executive Session	2212 (MBA Room)

WEST VIRGINIA UNIVERSITY AT PARKERSBURG BOARD OF GOVERNORS
Meeting of March 11, 2009
5:45 p.m.
Room 2209-2211

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| 1. | Call to Order | Board Chair, Joe D. Campbell |
| 2. | Roll Call | Patsy Bee
Executive Assistant to the President |
| 3. | Possible Executive Session under the authority of WV Code §6-9A-4-2A | |
| | <ul style="list-style-type: none"> • HB 3215 Agreements | |
| 4. | Approval of Minutes (January 14, 2009)..... | 5 |
| 5. | Board Chair Report | Chairman Campbell |
| | <ul style="list-style-type: none"> • Nomination Committee for 2009-2010 Officers • Possible Meeting Dates for 2009-2010 | |
| 6. | President’s Report | Dr. Marie Foster Gnage
President |
| | <ul style="list-style-type: none"> • Faculty Senate Presentation | Lew Rutherford
Faculty Senate Representative |
| 7. | Committee Reports | |
| | <ul style="list-style-type: none"> • Executive Committee • Audit Review Committee • Administrative Services Committee • Academic and Student Services Committee | Chairman Campbell
Bill Hopkins
Gerard El Chaar/Greg Smith
Cindy Bullock |
| 8. | Action Items | |
| | <ul style="list-style-type: none"> • Amendment to Policy C-09, “Assignment of Academic Credit/CEU’s and Financing Noncredit Instruction” | Mary Beth Busch, Dean.....10
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| | <ul style="list-style-type: none"> • Proposed Policy E-52, “Capital Spending” | David White, Director.....12
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| | <ul style="list-style-type: none"> • Proposed Policy D-53 “Campus Participation of Students with Felony and Sexual Offense Records “ | Anthony Underwood.....15
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 - AAS in Occupational Studies
 - CP in Surgical Technology
 - AAS in Technical Studies
 - CP in Technical Studies

- Board of Governors Policies.....35
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 - C-35, Accreditation and Degree Standards
 - E-39, Assessment, Payment and Refund of Fees
 - E-48, Bookstores

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Executive Dean Academic Affairs

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Upcoming Events at WVU Parkersburg:

April 21, 2009

The Swingle Singers (Distinguished Performance Series)
7 p.m., Multi-Purpose Room

April 25, 2009

Mystery Dinner Theatre/Art & Heritage Auction
7 p.m. – 10 p.m., Multi-Purpose Room

May 6, 2009

Employee Recognition Brunch
10 a.m., Multi-Purpose Room

May 16, 2009

Commencement
2 p.m., Multi-Purpose Room

12. Next Meeting

Date: June 10, 2009
Location: Room 2209-2211
Time: 5:45 p.m.

13. Adjournment

MINUTES
WEST VIRGINIA UNIVERSITY AT PARKERSBURG
BOARD OF GOVERNORS
January 14, 2009

A meeting of the West Virginia University at Parkersburg Board of Governors was held on November 12, 2008 beginning at 5:45 p.m. in rooms 2209-2211 at WVU Parkersburg. Board members present were: Cindy Bullock, Gregory Busch, Joe Campbell, Gerard El Chaar, William H. Hopkins, Curtis Miller, Violet Mosser, Rock Wilson, and Keith Burdette. Absent were Gregory K. Smith, Kim Starkey, and Kennad Skeen, II. Others present included Dr. Marie Foster Gnage, Patsy Bee, Dr. Rhonda Richards, and Paul Milhoan.

Guests present included administrators, faculty, staff, students and members of the media.

1. Call to Order

Mr. Campbell, Chair of the WVU at Parkersburg Board of Governors, called the meeting to order.

2. Roll Call

Roll Call was taken by Patsy Bee, Executive Assistant to the President, noting that a quorum was present.

3. Executive Session under the authority of WV Code §6-9A-4-2A

No Executive Session was held.

4. Approval of the Minutes

The minutes of the December 9, 2009 conference call meeting were approved upon a motion by Curtis Miller and second by Keith Burdette.

5. Board Chair Report

The Board Chair had no items to report.

6. President's Report

President Gnage provided an update to Board members on events at the college including the announcement of a \$44,000 grant from the West Virginia Department of Environmental Protection for recycling. WVU Parkersburg also received a nearly \$0.5 million dollar grant from the Department of Labor that will focus on health care programs, and asked Dr. Richards to provide additional information about the grant to the Board members.

President Gnage introduced students Brandon Amos, Vice President of Student Government, and Kevin Keith to provide a featured report on Student Government activities to our Board members.

7. Committee Reports

- Executive Committee
 - No report.
- Audit Review Committee
 - The Audit Committee will meet on Wednesday, January 21 at 2:00 p.m. in the President's Conference Room
- Administrative Services Committee
 - The Committee met at 4:00 p.m. on Wednesday, January 14 in the President's Conference Room. Items reviewed were as follows:
 - Title transfers
 - Budget update
 - Contract with the college bookstore and Barnes and Noble
 - Update on the W. T. Grant building
 - Met the new Director of Institutional Technology, Mr. Jeff Wilbur
- Academic and Student Services Committee
 - The Committee met at 4:00 p.m. on Wednesday, January 14 in the President's Conference Room. Items reviewed were as follows:
 - Program approval process
 - Faculty promotion and tenure process
 - Update on grants
 - Retention plan
 - Online program updates
 - FastTrack program through Workforce and Community Education
 - Funding streams accessible through WV Advance
 - Funding available to students for programs through HEAPS
 - Status of the Sexual Offender and Felon Policy
 - Justification and goal of the Student ID Policy
 - Status and areas of focus for the TRIO student support services grant
 - Community participation in Institutional Image Research
 - Enrollment update
 - Technology projects update

8. Action Items

- Cooperative Education Project

Following a report by the WVU Parkersburg Executive Dean for Academic Affairs, Dr. Rhonda Richards, and questions by Board members, Gregg Busch moved for the approval of the following resolution:

Resolved, That the West Virginia University at Parkersburg Board of Governors approves the Cooperative Education Project between West Virginia University at Parkersburg and the University of Ruse, Angel Kanchev, Bulgaria, for the academic year 2009-2010.

Gerard El Chaar seconded the motion. Motion carried.

9. Consent Agenda

Mr. Miller moved for the approval of the following resolutions for all Consent Agenda items:

- Presidential Contract and Compensation Amendment

Resolved, That the West Virginia University at Parkersburg Board of Governors hereby amends President Gnage's 2008-09 contract to reflect an additional increase of \$2,500 in the housing allowance over the amount approved at the December 4, 2008, meeting of the Board of Governors.

- Transfer of Property from WVU Board of Governors to WVU at Parkersburg Board of Governors

Resolved, That the West Virginia University at Parkersburg Board of Governors approves and accepts the transfer by deed of parcels of real estate in Wood County, WV, which comprise WVU at Parkersburg main campus and in Jackson County, WV, which comprise the WVU at Parkersburg satellite campus, from the West Virginia University Board of Governors. And further resolves that the President of WVU at Parkersburg is authorized to execute acceptance of the deeds on behalf of the WVU at Parkersburg Board of Governors.

- Policies B-03, Sabbatical Leave; B-05, Change in Organization; B-08, Holidays; B-13, Part Time Classified Employees; B-17, Ethics; B-22, Faculty and Administrative Productivity; B-24, Employee Leave; B-26, Employee Development; B-27, Work Scheduling; B-32, Annual Increment Payments; B-34, Affirmative Action and Equal Employment Opportunity; B-38, Emeritus Status; B-49, Employment of Minors; B-50, Meal Breaks

Resolved, That the West Virginia University at Parkersburg Board of Governors concurs with non-substantive alterations specific to WVU at Parkersburg with the transfer of WVU Board of Governors Policies 3, 5, 8, 13, 17, 22, 24, 26, 27, 32, 34, 38, 49 and 50 to the WVU at Parkersburg Board of Governors, as re-numbered B-03, B-05, B-08, B-13, B-17, B-22, B-24, B-26, B-27, B-32, B-34, B-38, B-49 and B-50.

Mr. Burdette seconded the motion. Motion carried.

10. Information Items

- Agreements between West Virginia University at Parkersburg and the West Virginia Corrections Academy regarding the Associate in Applied Science Degree in Technical Studies.

Dr. Paul Milhoan, Associate Professor of Manufacturing Technology, and Special Assistant to the Executive Dean of Academic Affairs, reported that on December 4, 2008, West Virginia at Parkersburg entered into two agreements with the West Virginia Corrections Academy covering four program areas for the Associate in Applied Science Degree in Technical Studies. The agreements allow West Virginia Corrections Academy students to pursue four different program areas in the Associate in Applied Science Degree in Technical Studies at West Virginia University at Parkersburg including 1) Correctional Officer – Corrections Emergency Response Team (CERT) or Marksmen/Observer, 2) Correctional Officer – Crisis Negotiator, Case Manager, or Unit Manager, 3) K-9 Handler – Controlled Dangerous

Substance (CDS), or 4) K-9 Handler – Patrol. Corrections academy students couple the basic corrections courses with a group of specialized corrections courses and take 21 hours of general education courses offered by West Virginia University at Parkersburg to complete their degree. As a result of these agreements, the enrollment in our Associate in Applied Science Degree in Technical Studies program has the potential of increasing exponentially.

- Certificate Program in HVAC/R

Dr. Richards, Executive Dean for Academic Affairs, reported that WVU at Parkersburg received funding from the WV Community and Technical College System for a one-year certificate program in Heating, Ventilation, Air-Conditioning, and Refrigeration (HVAC/R). The curriculum for the certificate program was approved by the campus Curriculum Committee at their November 2008 meeting for delivery in Spring 2009.

The HVAC/R is a certificate program designed to meet the standards and skill training necessary to be licensed in West Virginia. All objectives and criteria are aimed at meeting content competencies needed to pass the HVAC/R Technician Certification Examination and the **North American Technician Excellence, Inc. (NATE), the leading certification program for technicians in the heating, ventilation, air-conditioning, and refrigeration (HVAC/R) industry and the only test supported by the entire industry. The program may be completed as a stand-alone certificate program or may be imbedded in the Board of Governors Associate of Applied Science degree program or the AAS in Technical Studies at WVU Parkersburg.**

- Certificate Program in Pharmacy Technician

Dr. Richards reported that WVU at Parkersburg received funding from the WV Community and Technical College System for a one-year certificate program in Pharmacy Technician. The curriculum for the certificate program was approved by the campus Curriculum Committee at their April 2008 meeting for delivery in Fall 2008.

The Pharmacy Technician Program at West Virginia University at Parkersburg is a two-semester Certificate program that will prepare graduates to perform general pharmacy technician skills under the direct supervision of a licensed pharmacist. The program is designed to meet the qualifications for the graduate to sit for the National Certification exam for Pharmacy Technicians. The program is open to any person who holds a high school diploma or GED with no felony convictions.

A pharmacy technician works under the direction of a licensed pharmacist and assists the pharmacist in providing medication and other health care products to patients. Roles of the pharmacy technician vary and depend on State rules and regulations as well as the type of setting employed; retail versus institutional.

11. Next Meeting

Date:	March 11, 2009
Location	Room 2209-2211
Time:	5:45 p.m.

12. Adjournment

With no further business to be discussed, Mr. Burdette moved that the meeting be adjourned. Mr. Miller seconded the motion. The motion passed.

Respectfully submitted,

Patsy J. Bee
Executive Assistant to the President

Joe D. Campbell, Chairman

Keith Burdette, Secretary

**West Virginia University at Parkersburg Board of Governors
Meeting of March 11, 2009**

ITEM: Amendment to Policy C-09, "Assignment of Academic Credit/CEU's and Financing Noncredit Instruction"

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia University at Parkersburg Board of Governors authorizes a notice of rulemaking proposing standards for awarding CEU's to be added to Policy C-09, and hereby authorizes adoption of said amendment without further action by the Board if no substantive changes in the proposal result following the 30-day comment period.

STAFF MEMBER: Mary Beth Busch, Dean
Workforce and Community Education

BACKGROUND:

West Virginia University at Parkersburg recommends a notice of proposed rulemaking for the purpose of amending Policy C-09 to include standards for awarding Continuing Education Units as required by Series 18, Section 2.3 of the WV Higher Education Policy Commission. The standards reflected in the attached amendment are consistent with those adopted by other community and technical colleges in West Virginia. Revisions are reflected by underlining of new text and strike-through of deleted text in the attached copy of the policy.

If no comments are received during the 30-day comment period or if no substantive changes result from comments received, authorization is sought to finalize this policy proposal following the comment period without further action by the Board of Governors.

POLICY C-09
ASSIGNMENT OF ACADEMIC CREDIT/CEU'S AND FINANCING NONCREDIT INSTRUCTION

Section 1. General.

- 1.1. Scope. -- This rule governs assignment of academic credit and CEU's and financing noncredit instruction.
- 1.2. Authority. -- W. Va. Code §18B-2A-4, HEPC Series 18, Section 2.3
- 1.3. Effective Date. –

Section 2. Policy.

- 2.1. All courses and classes offered for academic credit must be acceptable toward a degree or certificate program(s) as approved by the West Virginia University at Parkersburg Board of Governors and/or the institutionally-adopted general education program(s) as set forth in the college ~~or university~~ catalog(s).
- 2.2. Two (2) exceptions may be made to this general policy:
 - 2.2.1 Those courses offered for remedial purposes in the basic academic skills areas (foundation programs).
 - 2.2.2 Certain specialized courses designed to meet the continuing education needs of public and private school personnel.
- 2.3. Courses and classes not qualifying for academic credit may be assigned C.E.U. value. Continuing Education Units (CEUs) may be awarded to participants in courses and classes not qualifying for academic credit.
 - 2.3.1 For the general CEU, CEUs will be awarded to participants based on time spent in instructional and/or educational activities at the rate of one (1) CEU for every 10 hours spent in class or facilitator supervised educational activity. (For purposes of CEU calculation, a 50-minute hour shall be used.) General CEUs may be awarded at one-tenth unit intervals. Participants must attend at least 80% of all class sessions and demonstrate to the satisfaction of the instructor mastery of the material taught according to each class's pre-established learning outcomes. General CEUs may only be awarded in non-credit classes that can document learning outcomes in professional, vocational or technical fields of study.
 - 2.3.2 The college applies to professional associations and/or governing boards for certification to award and/or keep record of professional CEUs within the various professional fields. In this case, the college will adhere to the time, performance, and any other criteria established by the respective governing body that certifies the college and/or its program to offer the professional CEU.
- 2.4. Except as may be specifically so allocated or approved by the West Virginia University at Parkersburg Board of Governors, no state appropriated funds may be utilized for the direct and identifiable costs of noncredit courses and classes. It is expected that course and class fees and/or contract or gift funds will cover all identifiable direct cost of noncredit courses or classes.

**West Virginia University at Parkersburg Board of Governors
Meeting of March 11, 2009**

ITEM: Proposed Policy E-52, "Capital Spending"

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia University at Parkersburg Board of Governors authorizes a notice of proposed rulemaking for adoption of a capital spending policy in accordance with HEPC Series 12 and hereby authorizes adoption of said policy without further action by the Board if no substantive changes in the proposal result following the 30-day comment period.

STAFF MEMBER: Dave White
Director of Facilities and Grounds

BACKGROUND:

West Virginia University at Parkersburg recommends a notice of proposed rulemaking to address the review, approval and prioritization of capital projects as required by Series 12, Section 3.4 of the WV Higher Education Policy Commission. The attached proposed policy will govern the management of WVU at Parkesburg's Facilities Master Plans, Five Year Campus Development Plans and capital projects in excess of \$250,000 consistent with the HEPC rule.

If no comments are received during the 30-day comment period or if no substantive changes result from comments received, authorization is sought to finalize this policy proposal following the comment period without further action by the Board of Governors.

**POLICY E-52
CAPITAL SPENDING**

Section 1. General

- 1.1 Scope: This policy governs the management of WVU at Parkesburg's Facilities Master Plans, Five Year Campus Development Plans and capital projects in excess of \$250,000.
- 1.2 Authority: WV Code §18B-1-6, 18B-1B-4, and 18B-10-8, HEPC Series 12
- 1.3 Effective Date:

Section 2. Purpose

- 2.1 The purpose of this policy is to establish guidelines, delegate appropriate authority and assign responsibility for the governance of capital planning and management activities under the authority of the West Virginia University at Parkersburg Board of Governors. This policy shall also govern the acquisition of facilities, real property, and capital equipment by lease or lease/purchase.

Section 3. Governing Board's Assignment of Responsibility and Process for Review and Approval of Capital Projects.

- 3.1 It shall be the responsibility of the President or his (her) designee to propose to the Governing Board for review and approval all of the following:
- Ten-year facilities master plans
 - Five-year development plans and reports.
 - Capital projects expected to exceed a total of \$250,000.
 - Capital lease or lease /purchase agreements in excess of \$250,000.
 - Acquisition or disposal of real property.
- 3.2 Such projects as cited in section 3.1 above shall be submitted to the Board of Governors through its committee on Administrative Services.
- 3.3 Capital projects including capital leases expected to exceed one million dollars require HEPC approval.
- 3.4 In the event of multiple capital projects exceeding \$250,000, the projects should be recommended in proposed order of priority.
- 3.5 Prior to submission to the HEPC, Facilities Master Plans should be reviewed by the Governing Board to insure that the plans are designed to support the mission and current programs of the college and are realistically consistent with anticipated funding.

- 3.6 Prior to submission to the HEPC, five year campus development plans should be reviewed by the Governing Board to insure that the plans are designed to support the mission and current programs of the college and are realistically consistent with changing conditions and anticipated funding.
- 3.7 Individual Capital Projects exceeding \$250,000 should be reviewed by the Governing Board for funding availability and consistency with the objectives of the current campus five-year development plan or such other justification as may be warranted.
- 3.8 The Governing Board and the institution shall not approve or promote projects involving private sector businesses, which would have the effect of reducing property taxes on existing properties or avoiding, in whole or in part, the full amount of taxes which would be due on newly developed or future properties

**West Virginia University at Parkersburg Board of Governors
Meeting of March 11, 2009**

ITEM: Proposed Policy D-53, "Campus Participation of Students with Felony and Sexual Offense Records"

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia University at Parkersburg Board of Governors authorizes a notice of proposed rulemaking for adoption of a policy on Campus Participation of Students with Felony and Sexual Offense Records and hereby authorizes adoption of said policy without further action by the Board if no substantive changes in the proposal result following the 30-day comment period.

STAFF MEMBER: Anthony Underwood
Dean of Students

BACKGROUND:

The campus of West Virginia University at Parkersburg is a vibrant asset to the greater Mid-Ohio Valley community and a welcoming community in itself. As such we are often host to students, family members of staff and faculty and members of the wider community who are minors. In order to protect these members of our community within the limits of the law we seek to require the registration of sex offenders on campus and provide a means to give them the education to which they are entitled while preventing them from accessing areas, persons, programs and campus employment that are incompatible with their record.

We also seek to track and positively redirect those students who have been convicted of any felony from areas, persons, programs and campus employment that would either be a violation of their status or a clear and immediate risk to the campus community. This standard is to be applied equally to all students, beginning with new students as the self-identifying question will be embedded in all applications for admission.

Under the provisions of the Family Educational Rights and Privacy Act, West Virginia University at Parkersburg may require and disclose information concerning registered sex offenders. Further, any person who is required to register as a sex offender in West Virginia must also provide notice to the institution in which they are enrolled as required under WV State Code §15-12-2(d).

The purpose of this reporting is to ensure that members of the campus community have information available concerning the presence of registered sex offenders and not to create an atmosphere of intimidation. West Virginia University at Parkersburg does not seek to post so registered students anywhere on campus or online, although a link(s) will be provided to government sponsored third-party sites with such information.

Title 133, Series 23 of the West Virginia Higher Education Policy Commission and Title 135, Series 23 of the West Virginia Council for Community and Technical College Education give individual institutions the authority to set admissions standards that are appropriate for their community that are above and beyond system-wide standards, allowing for the screening of students with felonies for purposes of reporting but not exclusion from admission.

Nationally, many institutions are beginning to require some sort of “felony statement” as part of their admissions procedure. With the rise in violent incidents on campuses nationwide and a broader section of the public being encouraged to attend post-secondary education, the need to track, but not prevent the enrollment of, students with a history of felony convictions has become a necessity for campus community safety.

West Virginia University at Parkersburg recommends a notice of proposed rulemaking to adopt a policy concerning campus participation of students with felony and sexual offense records. If no comments are received during the 30-day comment period or if no substantive changes result from comments received, authorization is sought to finalize this policy proposal following the comment period without further action by the Board of Governors.

POLICY D-53
CAMPUS PARTICIPATION OF STUDENTS WITH FELONY AND SEXUAL OFFENSE RECORDS

Section 1. General.

- 1.1. Scope – This Rule regulates the participation of students with felony and sexual offense convictions in extracurricular activities and provides faculty and staff with a procedure for reviewing the appropriateness of student participation in academic activities without violating student privacy.
- 1.2. Authority – Family Educational Rights and Privacy Act; WV State Code §15-12-2(d); HEPC Title 133, Series 23; CTCCE Title 135, Series 23
- 1.3. Effective Date –

Section 2. Purpose

- 2.1. It is the purpose of the Board of Governors to establish and regulate the Student Code of Conduct.
- 2.2. Convicted Felons and Registered Sex Offenders are not barred from enrollment at West Virginia University at Parkersburg.
- 2.3. Limitations on participation in extracurricular activities or class assignments must be reasonable and directly related to areas of potential risk. This policy will exist to protect the campus community and to comply with the West Virginia Code. Use of such information as the policy may generate to harass a student convicted of a felony or a registered sex offender will not be tolerated.

Section 3. Self-Reporting of Felony Convictions

- 3.1. Application – All prospective students must complete a section on all applications that asks if the prospective student has ever been convicted of a felony.
- 3.2. Students who answer in the affirmative will be required to submit a Letter of Explanation to the Office of the Registrar prior to being accepted and prior to being allowed to register for class. Upon receipt of the Letter of Explanation, if the student meets all other admission requirements an acceptance decision will be made.
- 3.3. All registered sex offenders are required to self report their status to the West Virginia University at Parkersburg Police Department upon enrollment. If designated as a registered sex offender after enrollment, the self-reporting must occur within one working day of the designation. Failure to self-report may result in disciplinary action up to and including expulsion.

Section 4. Record Keeping

- 4.1. Letters of Explanation will be kept under a double-lock protocol in two locations consisting, at minimum, of a locked container within a locked office.
 - 4.1.1. The Office of the Registrar will keep the original Letters of Explanation in a separate filing location from all academic and financial records.
 - 4.1.2. The only Student Services personnel that will have access to the Letters of Explanation will be the Registrar and the Dean of Students, on a purposeful, need to know basis.
 - 4.1.3. Certified copies of the Letters of Explanation will be given to the campus police lead officer and such will be the only other institutional officer allowed direct access to the Letters of Explanation files.

Section 5. Records Access

- 5.1. No employee of West Virginia University at Parkersburg, other than the President, Dean of Students, Registrar or campus police lead officer will be allowed to see the Letters of Explanation files.
- 5.2. After initial notification Letters of Explanation may not be accessed without a clear and immediate need to know.

Section 6. Activity Participant Vetting Process

- 6.1. Faculty, staff or administrators may request to have their activity participant list vetted by the Campus Police to screen for potential incompatibility between the proposed activity (academic or extracurricular) and a felony conviction of one of the proposed participants.
- 6.2. If faculty, staff or administrators wish to use this process, a list of participants will be given to the campus police lead officer at least one week before the event.
- 6.3. The campus police lead officer will, in a secure setting, review the list against the Letters of Explanation files to determine if the nature of any felony conviction precludes participation in an institutional activity.
- 6.4. The requesting employee (faculty, staff or administrator) will be supplied with a list of those students whose felony record is incompatible with the scheduled activity.
 - 6.4.1. Upon review of the Dean of Students, student so identified will not be allowed to participate in said extracurricular activity.
 - 6.4.2. If the activity in question is a required academic activity, students so identified should not be allowed to participate and should be provided with an alternate means of assessment.
- 6.5. A determination of incompatibility can be appealed to the Office of the President.
- 6.6. Under no circumstances will the nature of the felony conviction be made known to anyone but the Dean of Students, Registrar or campus police lead officer.

Section 7. Student Employees

- 7.1. Student employees of West Virginia University at Parkersburg should not be placed in any position that would be incompatible with a specific felony conviction. Supervisors or those with hiring authority may use the Activity Participant Vetting Process (Section 6, see above) to determine eligibility.

Section 8. Sex Offenders

- 8.1. Any person who is required to register as a sex offender in West Virginia shall provide notice to the Campus police lead officer as required under WV State Code §15-12-2(d).
- 8.2. Registered/convicted Sex Offenders are prohibited from working in or being upon the premises without authority of any area of the college that is designated to provide service/care to children. This prohibition includes, but is not limited to pre-school or child care facilities, high school or elementary school events, family style community events or performance events that involve minors. Other locations and/or events may be added at the discretion of WVU at Parkersburg Administration.
- 8.3. Supervisors of registered sex offenders should not assign the student employee to an area from which they are prohibited if other employees are available to complete the assignment. If the assignment of the sex offender is essential, their immediate supervisor must escort them for the entire time that they are working in the prohibited location.
- 8.4. Registered Sex Offenders are prohibited from working in and participating in events associated with The Children's Room, campus productions or events that include or are directed at minors. This includes off campus events funded or produced by

West Virginia University at Parkersburg.

- 8.5. Individuals must notify their instructor if an assignment or activity is given that they cannot complete and an alternative assignment will be offered.
- 8.6. The state registry database is made available to alert possible victims of potential danger, not to punish or embarrass offenders. Use of such information to harass a sex offender will not be tolerated.
- 8.7. A hyper-text link to the sex offender registry of the West Virginia State Police will be placed on the web site of the West Virginia University at Parkersburg Campus Police.

**West Virginia University at Parkersburg Board of Governors
Meeting of March 11, 2009**

ITEM: Tuition and Fees

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia University at Parkersburg Board of Governors approves the proposed tuition and fees for WVU at Parkersburg for 2009-10.

STAFF MEMBER: Marie Foster Gnage, President

BACKGROUND:

President Gnage will present the recommended tuition and fee schedule for West Virginia University at Parkersburg and will answer any questions board members may have about the schedule.

The proposed tuition and fees schedule is in compliance with the guidelines established by the WV Council for Community and Technical College Education. It has been reviewed with the Student Government Association leaders.

Upon approval by the Board of Governors, the tuition and fee schedule for WVU at Parkersburg is to be filed with the WV Council for Community and Technical College Education for review and approval.

**West Virginia University at Parkersburg Board of Governors
Meeting of March 11, 2009**

ITEM: Five-Year Program Reviews: AAS in Criminal Justice, AAS in Occupational Studies, CP in Surgical Technology, AAS in Technical Studies, and CP in Technical Studies

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia University at Parkersburg Board of Governors approves the recommendations of the Outcomes Assessment Committee regarding program reviews for 2008-09.

STAFF MEMBER: Rhonda Richards
Executive Dean of Academic Affairs

BACKGROUND:

As a requirement of Title 135, Series 10 of the West Virginia Council for Community and Technical College Education, "Policy Regarding Program Review," WVU at Parkersburg has conducted an internal and external review of five programs slated for review this academic year in accordance with the procedures outlined in Board of Governors Policy C-01. The internal review consisted of review by a standing academic committee—the Outcomes Assessment Committee—and an external review by the WVU Associate Provost for Academic Programs. At these levels of review, all five programs were recommended for continuance.

Attached are the recommendations of the Outcomes Assessment Committee upon their review of comprehensive self-studies for each of these five programs. The external review concurred with the Committee's recommendations and is also attached. The recommendations are as follows:

- Criminal Justice (AAS) – Continuation with specific actions required
- Occupational Studies (AAS) – Continuation with recommendations
- Surgical Technology (Certificate Program) – Continuation with specific actions required
- Technical Studies (AAS) – Continuation with recommendations
- Technical Studies (Certificate Program) – Continuation with recommendations

In accordance with Series 10, the Board's decision regarding these program reviews will be submitted to the Chancellor by May 31.

West Virginia University at Parkersburg
PROGRAM REVIEW SUMMARY REPORT
2008-2009

Program Title and Degree: Criminal Justice, AAS Degree
Year of Last Review: 2003

Introduction:

The Criminal Justice AAS at WVU at Parkersburg has been through a number of changes over the five years since the last review including changes in core program requirements. The program is in the process of hiring a new faculty coordinator. The current full-time faculty member has considerable experience in law enforcement. In addition, adjunct faculty members from the community provide expertise and strong credentials. Strengths noted include the addition of a new Criminal Justice lab, online offering of CJ courses, active student organizations, and use of an external Advisory Committee.

Documentation of Continuing Need:

The self study quoted statistics from the *Occupational Outlook Handbook* that predicts continuing need for law enforcement employees throughout the coming 10 years. No local data on turnover or retirement trends for local law enforcement agencies were included.

The presumption is made that since a career ladder path is available for graduates of the program to continue into the Regents Bachelor of Arts with a Criminal Justice Area of Emphasis, there will continue to be interest in the associate degree program. A previous bachelor's completion (2+2) opportunity with WV State College (now WV State University) was discontinued since the last program review was conducted.

The self study mentioned a new program that is or was being developed in Forensic Science, but it seems to have been shelved for now. It is not clear from the report whether that program would be a sub-set of the existing AAS in Criminal Justice or a new standalone program. It is also unclear what impact the introduction of that program would have on the existing enrollment of the CJ program or its continuing need.

Assessment Information Related to Expected Student Learning Outcomes and the Achievement of the Program's Objectives:

Uniform course syllabi for each CJ and other required courses for completion of the AAS were included in the self study document. Notations on the syllabi were vague as to assessment.

Data was presented from an **institution-wide survey of graduates** for CJ majors. It is not clear when that study was conducted or how many respondents were included in the data collected. From that report, most respondents reported being satisfied with their career preparation at WVUP (65%) and with the training they received in CJ (83%). More than 45% were employed full-time; 33% were continuing their educations. Most (67%) respondents reported that their work was directly related to their degree program at WVUP.

The strongest external data provided in the self study came from the "**WorkKeys**" testing that was conducted at the institution level with data for CJ graduates. Satisfactory scores were identified for the 5-year period for Applied Math, Reading for Information, and Locating Information. While these are helpful, they assess only general work-related skills and do not provide detailed assessment of CJ-related skills required for success in the discipline.

Plans to Improve Quality and Productivity of the Program:

Changes were made to the AAS in Criminal Justice as a result of input provided from the Department's external Advisory Committee. Advising sheets for the old and new degrees were included but no narrative highlighted the changes that were made.

Plans were apparently made to add a new degree in Forensic Science but were not continued. The report did not indicate if that program was an attempt to improve quality or to increase enrollment.

Efforts were made to increase student access (and thereby productivity) to the degree by providing the entire degree online. Some courses were offered online, but there is no indication that the goals to provide the entire program online were reached or if that would, in fact, increase the quality of the program.

Five-Year Trend Data on Enrollment and Degrees Awarded:

Raw enrollment data for the past 5 years was included in the self study, but no specific trend analysis was included. There was a notation that enrollment fluctuations had been influenced by changes in the Coordinator for the program during the 5 years reviewed. It was noted that the enrollment has stabilized in recent years.

There was no evidence of graduation rates or how long it typically takes students to complete the Associate in Applied Science degree. No data was provided as to how many students have matriculated through the RBA at WVUP or through the previous arrangement with WV State.

Review Committee Recommendation:

The Outcomes Assessment Committee recommends continuation of the program with specific actions as follows:

Update assessment data and present a new plan for student and programmatic assessment after 2 years.

- Improve data collection methods and frequency and create better documentation and reporting for the assessment that was conducted.
 - **Program-Level Assessment:**
 - Try to find an external exam or licensing process that would validate students' learning at the program level. (ETS has a Major Fields Test in Criminal Justice for bachelor's programs, but there may be similar assessments for associate degree programs available.)
 - Include specific data and trend analysis on student graduation rates, how long it takes students to complete the AAS degree, and what percentage of them go on into the RBA or other similar programs for completion of a bachelor's degree.
 - Include evidence of how the Advisory Committee is used to improve program quality.
 - Consider including meeting minutes and recommendations made by the Advisory Committee that address ways to improve the program with more detail about how their recommendations were implemented.
 - Provide more detail and specificity of the way the Internship Capstone course is used to assess program learning.

- **Student Assessment:**
 - Update Uniform Course Syllabi with assessment information that gives clear direction to full- and part-time faculty as to which assessment techniques should be used in each course.
 - Consider conducting a specific graduate follow-up study for CJ major AAS completers and those who continue to the RBA Area of Emphasis in CJ.
 - Consider conducting a survey of employers who have hired CJ graduates.
- Other input assessment data: Include summary data on what percentage of faculty teaching in the required CJ courses are full-time and part-time.

Rationale:

Assessment activities are vague and do not reflect a true evaluation at the student, course, or programmatic level. The program seems strong and viable, but the assessment data is not adequate to demonstrate that viability to external agencies.

**WVU at Parkersburg Outcomes Assessment Committee Program Review
Recommendations for WVUP Board of Governors
2008-2009**

Program Title and Degree: AAS in Occupational Development

Year of Last Review: 2003

Introduction:

The AAS in Occupational Development program recently was placed in the new Office of Non-traditional Programs with a full time director who plans to aggressively market this program. This program relies heavily on general education faculty and on-site training in the workplace. This is a state-wide program involving colleges with the United States Department of Labor, Bureau of Apprenticeship Training, in Charleston.

Documentation of Continuing Need:

This program averages 16 students per year. This places WVU-P third in the state among Community and Technical Colleges for students enrolled in this degree program. It represents a unique program and has significant potential for growth. There are 606 approved apprenticeship programs throughout the state which represents a large potential market for this program. A workplace/higher education collaborative may be essential in our changing local and global economy and workforce.

Assessment Information Related to Expected Student Learning Outcomes and the Achievement of the Program's Objectives:

Entry and exit assessment was mentioned in terms of evaluating student learning in the general education requirements but no data was presented. There is also no mention of ongoing assessment of student learning in the technical component. Due to the customized nature of the degree, student learning objectives are individual to the specific Apprenticeship program agreement and cannot be stated as global program student learning objectives. However, the degree requirements need to be stated with improved clarity as they are for other technical degrees. There is no formal evaluation of student and employer satisfaction, however, informal feedback from employers has been very positive.

Plans to Improve Quality and Productivity of the Program:

A new Non-Traditional Program office is planned for fall of 2008 with a full time director who plans to increase marketing of this program to employers in our service region. A full time director will also ensure that program requirements remain up-to-date as well as focus on strengthening the program.

Five-Year Trend Data on Enrollment and Degrees Awarded:

Enrollment data, graduation data and placement data were included. This program has a low enrollment at present, as it is business generated but as noted above, has great potential for growth. The majority of the cost associated with this program is born by business and industry, creating a very cost efficient program despite low enrollment.

Review Committee Recommendation:

Continuation of the program at the current level of activity with the following recommendations:

1. Articulate degree requirements more clearly as they are for the other technical degrees and certificates, particularly in the general education requirements.
2. Assess student and employer satisfaction in a more systematic and formal way.
3. Include data on the results of the exit assessment of student learning for the general education components.
4. Track students who enter the program in terms of completion/graduation rates.

Rationale:

This program is vital to marketing training to local business and industry. It is a state-wide program offered at WVU-P and is clearly consistent with our mission and the directives of SB 653.

**WVU at Parkersburg Outcomes Assessment Committee Program Review
Recommendations for WVUP Board of Governors
2008-2009**

Program Title and Degree: Surgical Technology, Certificate
Year of Last Review: 2003-2004

Introduction:

The Surgical Technology Certificate program is currently in the process of selecting a new director/coordinator. The program is under review, particularly to address the problem of less than desirable success rates on the certification exam. Strengths include strong employer satisfaction and good employment rates among recent graduates.

Documentation of Continuing Need:

As indicated in the self-study, this program is the only one of its kind in the seven county service region of the college, and as such, is the main supplier of trained surgical technicians for area hospitals. Enrollment has been steady over the past few years, with a modest increase for the current semester. Bureau of Labor Statistics information is included, indicating increasing demand for surgical technicians over the next few years.

Assessment Information Related to Expected Student Learning Outcomes and the Achievement of the Program's Objectives:

Course syllabi were included for each of the courses in the program. As such, grading scales and course requirements were outlined, but no specific information on course outcomes assessment was provided.

Information was provided concerning two exams given at the completion of the program. Scores from the Program Assessment Exam are provided for years 2004 through 2008. Out of 52 students taking this exam, 3 scored "insufficient" and 12 scored "minimal". The other exam discussed is the National Certification Exam for Surgical Technologists. In the past two years, 10 of the 20 students who took this exam passed. Information from previous years is sketchy, since students were not required by the program to take this exam. Currently students are assessed a fee to cover the cost of the exam, so participation is 100%. Information from graduate satisfaction surveys was presented indicating strong satisfaction until the last two years, then a decline, perhaps related to the poor Certification Exam performance. The self-study outlines efforts currently underway to address this issue, both by better aligning the curriculum with these exams, and better preparation in terms of general test-taking strategies. Employer satisfaction surveys included are quite positive. The study includes data showing that nearly all graduates seeking employment find it within one year.

Five Year Trend Data on Enrollment and Degrees Awarded:

Enrollment data shows an average of about 8 FTE (full time equivalent) per semester, with no significant overall increase or decrease for the five year period. The self-study indicates that recruitment efforts this past summer have increased enrollments for the current semester. Graduation rates have fluctuated between 40% and 73%, and are seen as problematic. Some corrective action has been taken, but it is a bit soon to see the effects.

Review Committee Recommendation:

The Outcomes Assessment Committee recommends continuation of the program with specific actions as follows:

Submit to the Outcomes Assessment Committee in two years a follow up report specifically addressing any changes in the graduation rate and performance on the Program Assessment Exam and Certification exam.

Include updated Uniform Course Syllabi with assessment information that gives clear direction to full and part time faculty as to which assessment techniques should be used in each course.

Rationale: The need for this program in the seven county service region is clear. Though there are problems with attrition and with the failure rate on the certification exam, employability of graduates and employer satisfaction with those graduates suggest that the program overall succeeds. The selection of a new director/coordinator and continuing internal review of the specific curriculum will hopefully alleviate these problems.

**WVU at Parkersburg Outcomes Assessment Committee Program Review
Recommendations for WVUP Board of Governors
2008-2009**

Program Title and Degree: AAS in Technical Studies

Year of Last Review: 2003

Introduction:

The AAS in Technical Studies program recently was placed in the new Office of Non-traditional Programs with a full time director who plans to aggressively market this program. This program relies heavily on general education faculty and on-site training in the workplace. At the current time this program is being used by employees of ALCAN/Century in Ravenswood, students at Meredith Manor International Equestrian Centre and Washington County Career Center. It represents a unique partnership arrangement between WVU-P and the business and industry in the service region.

Documentation of Continuing Need:

Although the number of students averages 11 students per year, the program is unique and has significant potential for growth. A workplace/higher education collaborative may be essential in our changing local and global economy and workforce.

Assessment Information Related to Expected Student Learning Outcomes and the Achievement of the Program's Objectives:

Entry and exit assessment was mentioned in terms of evaluating student learning in the general education requirements, but there is no mention of ongoing assessment of student learning in the technical component. Due to the customized nature of the degree, student learning objectives are individual to the specific employer contract and cannot be stated as global program student learning objectives. There is no formal evaluation of student and employer satisfaction, however, informal feedback from employers has been very positive.

Plans to Improve Quality and Productivity of the Program:

A new Non-Traditional Program office is planned for fall of 2008 with a full time director who plans to increase marketing of this program to employers in our service region. A full time director will also ensure that program requirements remain up-to-date as well as focus on strengthening the program.

Five-Year Trend Data on Enrollment and Degrees Awarded:

Enrollment data, graduation data and placement data were included. This program has a low enrollment at present, as it is business generated but as noted above, has great potential for growth. The majority of the cost associated with this program is born by business and industry, creating a very cost efficient program despite low enrollment.

Review Committee Recommendation:

Continuation of the program at the current level of activity with the following recommendations:

1. Articulate degree requirements more clearly as they are for the other technical degrees and certificates, particularly in the general education requirements.
2. Assess student and employer satisfaction in a more systematic and formal way.
3. Include data on the results of the exit assessment of student learning for the general education components.
4. Track students who enter the program in terms of completion/graduation rates.

Rationale:

This program is vital to marketing training to local business and industry. It is a state-wide program offered at WVU-P and is clearly consistent with our mission and the directives of SB 653.

**WVU at Parkersburg Outcomes Assessment Committee Program Review
Recommendations for WVUP Board of Governors
2008-2009**

Program Title and Degree: Certificate in Technical Studies

Year of Last Review: 2003

Introduction:

The Certificate in Technical Studies program recently was placed in the new Office of Non-traditional Programs with a full time director who plans to aggressively market this program. This program relies heavily on general education faculty and on-site training in the workplace.

Documentation of Continuing Need:

Although the number of students in this program is small, the program is unique and has significant potential for growth. A workplace/higher education collaborative may be essential in our changing local and global economy and workforce.

Assessment Information Related to Expected Student Learning Outcomes and the Achievement of the Program's Objectives:

Entry and exit assessment was mentioned in terms of evaluating student learning in the general education requirements, but there is no mention of ongoing assessment of student learning in the technical component. There also is no data included showing the results of the entry and exit assessment. Due to the customized nature of the certificate, student learning objectives are individual to the specific employer contract and cannot be stated as global program student learning objectives. There is no formal assessment of employer or student satisfaction, however, informal feedback from employers has been very positive.

Plans to Improve Quality and Productivity of the Program:

A new Non-Traditional Program office is planned for fall of 2008 with a full time director who plans to increase marketing of this program to employers in our service region. A full time director will also ensure that program requirements remain up-to-date as well as focus on strengthening the program.

Five-Year Trend Data on Enrollment and Degrees Awarded:

Enrollment data, graduation data and placement data were included. This program has a low enrollment at present, as it is business generated but as noted above, has great potential for growth. The majority of the cost associated with this program is born by business and industry, creating a very cost efficient program despite low enrollment.

Review Committee Recommendation:

Continuation of the program at the current level of activity with the following recommendations:

1. Assessment of student and employer satisfaction should be conducted in a more formal and systematic manner.
2. Data from exit assessments for students in the program should be reported.
3. Improve the clarity of the curriculum description

Rationale:

This program is vital to marketing training to local business and industry. It is a state-wide program offered at WVU-P and is clearly consistent with our mission.

18 February 2009

West Virginia University-Parkersburg Board of Governors
WVU-P
300 Campus Drive
Parkersburg, WV 26104-8647

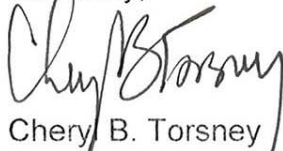
Dear Members of the Board,

WVU-Parkersburg Executive Dean Rhonda Richards has asked me to provide assistance by acting as an external reviewer for this year's WVU-P program review. I am happy to do so.

Please know that it appears that the review process has been followed: each of the five reviews reaching my desk contains a self-study, appropriate institutional recommendation, and summary report. These are all in relatively good order. (I would, however, have liked to have seen faculty information for instructors, even if they are general education instructors and not instructors specific to the program. Including such documentation would have given the reader some evidence of the qualifications of the instructors for the students in all of the programs being reviewed.)

I concur with the general recommendations for continuation of all five programs. My specific comments are attached.

Sincerely,



Cheryl B. Torsney
Associate Provost for Academic Programs
Professor of English

Academic Affairs
Research
Extension and Public Service
Information Technology

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Evaluation of WVU-P's 2008-09 Program Review

Conducted by Cheryl B. Torsney
Associate Provost for Academic Programs
West Virginia University

1. Certificate in Technical Studies: Clearly this program is consistent with WVU-P's mission. It is also customized for particular employers. Those givens do not exempt this program from developing a clear curriculum and from participating in outcomes assessment. At the very least, student and employer satisfaction should be evaluated in a longitudinal fashion. While the enrollment is quite low at this point, it will surely grow, making learning outcomes assessment all the more important for accountability. It's nice to read that general satisfaction is good; however, this assessment is strictly anecdotal.

I recommend a two-year progress report addressing the Review Committee's Recommendations.

2. AAS in Technical Studies: This program offers the logical next step in the educational process for students completing the Certificate in Technical Studies. It, too, needs additional attention to student learning outcomes assessment.

I recommend a two-year progress report addressing the Review Committee's Recommendations.

3. Certificate in Surgical Technology: As the Rationale states, "The need for this program in the seven county service region is clear." The failure rate on the certification exam, however, is of great concern. The new Director will have much work to do to improve the quality of this important program.

I concur with the two-year assessment progress report addressing the Review Committee's Recommendations.

4. AAS in Occupational Development: As noted in the Program Review Recommendations, assessment of this program gets only a nod. Although the degree is customized, some formal evaluation must be put in place. Informal feedback is not data. Because this program has great potential for growth, now is the time to implement a real assessment plan. A full-blown plan does not have to be created de novo; however, it should be relatively easy to construct a useful qualitative instrument to measure student and employer satisfaction, at the very least.

I recommend a two-year progress report addressing the Review Committee's Recommendations.

5. AAS in Criminal Justice:

This is a significant program that needs additional stability. The hope is that the newly-hired director will be a strong leader who can take the program to the next level of quality. To reach that level, the new director will need to place additional focus on student learning outcomes assessment.

The Review Committee Recommendation, that the program present a new plan for student and programmatic assessment in two years' time, is spot on. Yes: the program needs to find an assessment tool to measure student learning at the program level. Yes, a trend analysis of graduation rates from the AAS and from a follow-up four-year RBA degree, must be conducted. Yes, the internship needs to be appropriately assessed. The Advisory Committee can assist, but only if it is kept informed and attention is paid to its recommendations. Yes, syllabi need to include assessment information, i.e., statements of student learning outcomes and how those outcomes will be measured. With a new leader and focused attention to assessment, the AAS in Criminal Justice has the opportunity to lay its claim as a premier program at WVU-P.

**West Virginia University at Parkersburg Board of Governors
Meeting of March 11, 2009**

ITEM: Policies C-07, Grade Point Averages; C-23, Credit for Public School Service; C-35, Accreditation and Degree Standards; E-39, Assessment, Payment and Refund of Fees; E-48, Bookstores

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia University at Parkersburg Board of Governors concurs with non-substantive alterations specific to WVU at Parkersburg with the transfer of WVU Board of Governors Policies 7, 23, 35, 39 and 48 to the WVU at Parkersburg Board of Governors, as re-numbered C-07, C-23, C-35, E-39, E-48.

STAFF MEMBER: Debbie Richards, Special Assistant to the President for Policy and Social Justice

BACKGROUND:

As directed by H.B. 3215, effective July 1, 2008, policies adopted by the West Virginia University Board of Governors will continue in effect for WVU at Parkersburg until they are rescinded, revised, altered or amended by the West Virginia University at Parkersburg Board of Governors.

Non-substantive alterations are proposed in the attached list of WVU Board of Governors Policies to make the documents specific to WVU at Parkersburg.

In addition, a re-numbering system to organize policies into functional categories will result in updated numbers for these policies, as reflected on the attached list. The 30-day review period is not required for non-substantive alterations of transferred policies.

With the consent of the WVU at Parkersburg Board of Governors the edited versions of these policies will be posted on the Board's web page, as required.

Policy C-07, Grade Point Averages

- Deleted “all campuses of” (Section 1.1)
- Changed “*West Virginia University*” to “*West Virginia University at Parkersburg*” (Section 1.1)
- Under Effective Date, added “(*Transferred from WVU Board of Governors on July 1, 2008*)” (Section 1.3)
- Changed references to plural institutions to “the institution” (Sections 4.1, 4.2, 4.3)

Policy C-23, Credit for Public School Service

- Changed “*West Virginia University Board of Governors*” to “*West Virginia University at Parkersburg Board of Governors*” (Section 1.1)
- Under Effective Date, added “(*Transferred from WVU Board of Governors on July 1, 2008*)” (Section 1.3)
- Changed “Each campus in the WVU system” to “*West Virginia University at Parkersburg*” (Section 2.1)

Policy C-35, Accreditation and Degree Standards

- Changed “*West Virginia University Board of Governors*” to “*West Virginia University at Parkersburg Board of Governors*” (Section 1.1)
- Changed “*West Virginia University*” to “*West Virginia University at Parkersburg*” (Sections 1.1, 2.1)
- Under Effective Date, added “(*Transferred from WVU Board of Governors on July 1, 2008*)” (Section 1.3)
- Changed “Office of Academic Affairs” to “Executive Dean of Academic Affairs” (Section 3.1)

Policy E-39, Assessment, Payment and Refund of Fees

- Changed “*West Virginia University*” to “*West Virginia University at Parkersburg*” (Sections 1.1, 4.1, 5.3)
- Under Effective Date, added “(*Transferred from WVU Board of Governors on July 1, 2008*)” (Section 1.3)
- Changed “*West Virginia University Board of Governors*” to “*West Virginia University at Parkersburg Board of Governors*” (Section 2.5)
- Deleted “*and graduate students enrolled for nine or more hours*” (Section 3.1)
- Deleted “*and graduate students taking fewer than nine credit hours in a regular time period (semester) shall have their fees reduced pro rata based upon one ninth of the full-time rate per credit hour.*” (Section 3.2)
- Deleted “*such as Extended Learning,*” (Section 4.1)
- Changed “*Vice President for Administration and Finance or designee*” to “*Chief Financial Officer*” (Section 4.1)

Policy E-48, Bookstores

- Changed “*West Virginia University and regional campuses*” to “*West Virginia University at Parkersburg*” (Sections 1.1, 2.1)
- Under Effective Date, added “(*Transferred from WVU Board of Governors on July 1, 2008*)” (Section 1.3)
- Changed “*West Virginia University*” to “*West Virginia University at Parkersburg*” (Section 2.1)
- Changed “*University’s*” to “*college’s*” (Section 3.1.4.1)

**West Virginia University at Parkersburg Board of Governors
Meeting of March 11, 2009**

ITEM: Sabbatical Leaves for 2009-10

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Marie Foster Gnage, President

BACKGROUND:

Two applications for Sabbatical Leave have been approved for the coming academic year by the President of West Virginia University at Parkersburg in accordance with Board of Governors Policy B-03.

Phil McClung, Ed.D., Professor of Psychology, will be on Sabbatical Leave during the Fall 2009 semester to investigate best practices in classroom assessment strategies, to investigate program assessment methods for the RBA Psychology emphasis, to develop a cultural psychology course, to investigate critical thinking strategies and to develop an online course in human development. These activities will increase the effectiveness of Dr. McClung's teaching and accountability for the RBA focus in psychology and will provide valuable information to the Outcomes Assessment Committee. The cultural psychology class will enhance the institution's global studies initiative and the online human development course will increase options in a number of programs, including the online general education. Finally, critical thinking is an area needing research not only for Dr. McClung's personal development, but for the development of teaching strategies at WVU Parkersburg.

Cynthia Gissy, M.A., Associate Professor of Education, will be on Sabbatical Leave during the Spring 2010 semester for the purpose of completing her doctoral dissertation. The topic being explored in the dissertation is "Teacher Attitudes Toward Professional Development in a Single County of WV: A Comparative Study." This study will focus on the history and definition of professional development school partnerships, school culture, educational leadership, and teacher attitudes. There is a potential for multiple benefits to WVU at Parkersburg as a result of this Sabbatical Leave. Not only will Ms. Gissy's attainment of a terminal degree help the Education Division meet program accreditation requirements, her modeling the role of a lifelong learner to colleagues and teacher candidates will also be beneficial. Ms. Gissy's knowledge of best practices will be current and there will be many opportunities to share the work from her study on the college, local, state and national levels.

**West Virginia University at Parkersburg Board of Governors
Meeting of March 11, 2009**

ITEM: Certificate in Basic and Advanced Leadership

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Rhonda Richards, Executive Dean

BACKGROUND:

The Business and Economics Division and the Social Sciences Division collaborated to offer an innovative certificate program in Leadership. This program offers the candidate an opportunity to complete coursework in a career ladder format at two levels: the undergraduate certificate in Basic Leadership and the degree certificate in Advanced Leadership. Coursework includes an internship opportunity with the WVU Parkersburg Leadership Academy and offers content in business management, leadership dynamics, psychology, and communications.