MONROE COUNTY BOARD OF EDUCATION
Regular Meeting
January 3, 2019, at 6:00 p.m.
Monroe County Board of Education Office

AGENDA

I. Roll Call

II. Pledge of Allegiance

III. Approval of Agenda/Adjustments

IV. Public Comments

V. Discussion with Monroe County Commission Regarding the Anticipated Continuation of Prevention Resource Officers in Schools in a Future Renewal Levy Call

VI. Policies and Procedures
   a. Dual Credit, final reading
   b. Tobacco Control, first reading, revision

VII. JMHS Student Government Report

VIII. Superintendent’s Report

IX. Consent Items
   a. Approve Minutes from December 18, 2018
   b. Approve Payment of Bills
c. Approve Transfers and Supplements  
d. Approve Performance Agreement with Phil Chalmers  
e. Approve Agreement with Patricia Beasley

X. Old Business  
a. JMHS Quotes for Football Equipment Loan Request

XI. New Business  
a. Student Transfer Request, Brown, two

XII. Personnel Items

XIII. Discussion Items

XIV. Public Comments

XV. Adjournment
**PERSONNEL**

A. **Hires**
   1. Crystal Gammon | Three K Aide, 2018-2019 only | PES
   2. Keri Medler | Substitute Aide | JMHS
   3. Joshua Hitt | General Science/Biology Teacher | PMS
   4. Zachariah J. Elmore | Substitute Teacher, Pending Certification | PMS
   5. Lindsay N. Miller | Substitute Teacher | PES
   6. Lucas M. Preston | Substitute Bus Operator | PES
   7. Kelsey Walker | Extended Day ELA/Math Tutor | PES
   8. Linda Ludwig | Early Literacy/Math After School Tutor | PES
   9. Kimberly Cook | Early Literacy/Math After School Tutor | PES
   10. Jennifer C. Bailey | Substitute Aide | PMS
   11. James Taylor | After School Bus # 1 | PMS
   12. Gary W. Thomas | After School Bus # 2 | PMS
   13. Richard O. Bailey | After School Bus # 3 | PMS

B. **Resignations**
   1. Tami Brown | Volleyball Coach | PMS

C. **Leave of Absence**
   1. Edna M. Weikle | Medical, 12-5-18 through 1-10-19 | PMS
   2. Erin Sowers | Maternity, 2-12-19, 30 work days, approximate | PMS

D. **Designated Sick Leave**
   1. Edna M. Weikle
AGENDA

1. Roll Call

II. Pledge of Allegiance

III. Approval of Agenda/Adjustments

IV. Public Comments

V. Policies and Procedures
a. Dual Credit, Revision, first reading

VI. JMHS Student Government Report

VII. Superintendent’s Report

VIII. Treasurer’s Report

IX. Consent Items
a. Approve Minutes from November 5, 2018, November 7, 2018, November 8, 2018, and November 13, 2018
b. Approve Payment of Bills
c. Approve Transfers and Supplements
X. Student Expulsion Hearing

XI. Old Business
   a. Approve Service Agreement with Martin’s Consulting
   b. Auction of Second Creek School Property
   c. Standard Form of Agreement Between Owner and Architect

XII. New Business
   a. Property Removal of Items Inside Second Creek School
   b. Student Transfer Request, Ross

XIII. Discussion of Mock Safety Drill, Safety Committee, and School Preparedness

XIV. Personnel Items

XV. Discussion Items

XVI. Public Comments

XVII. Adjournment
PERSONNEL

A. Hires
   1. Leah G. Lewis    Substitute Cook

B. Retirements
   1. Linda G. Terry   ECCAT, effective 12-31-18    PES
Monroe County Dual Credit Policy

1.0 Dual Credit

For the purpose of this policy, dual credit is defined as a college-level course of study offered to high school students. Dual credit courses enable high school students to receive, simultaneously, both high school and college level course credit. Dual credit courses may be taught by a full-time college faculty who instruct high school students on campus or by a high school teacher who has been approved by the college to teach the course. A high school student may earn both high school and college credit (dual credit) for the same course upon completion of course requirements.

Dual credit courses achieve multiple purposes. The primary purpose of offering dual credit courses is to deliver high-quality college experiences to high-performing high school students. Dual credit courses also enrich and extend the high school curriculum, provide introductory college coursework, and avoid unnecessary duplication in coursework as students move from high school to college.

2.0 Dual Credit Delivery Methods

Dual credit courses may be delivered on the college campus, the high school, technical center, in a virtual environment, or through a combination of delivery methods.

3.0 Grades and Course Credit for Dual Credit Courses

3.01 The postsecondary institution grading policy will apply to college courses offered for dual credit with the exception of courses that are used in place of graduation requirements.

3.02 If dual credit course is used in place of graduation requirements, the district grading scale will be used.

3.03 College credit will be awarded for courses taken for dual credit upon the student’s completion of the course requirements and will become part of the student’s official college transcript.

3.04 High School credit will also be awarded by the secondary school upon successful completion of the course. The award of a weighted elective high school credit course will be recorded on a postsecondary institution’s transcript.

3.05 All grades earned for college credit by the student in a dual credit course will be recorded on a postsecondary institution’s transcript.
4.0 Tuition and Other Charges

Tuition for dual credit courses will be paid for by the Monroe County Board of Education per board action on May 3, 2018. The student has the responsibility to purchase or rent the approved textbook.

5.0 Student Eligibility

The eligibility of high school students to participate in dual credit courses may vary in accordance with the admission standards of the college or university offering the courses in high school. It is recommended that students have a minimum overall grade point average of 3.0 (on a 4.0 scale) and be recommended by the school principal or his or her official designee.

6.0 Program Structure and Administration

Dual credit will only be awarded for college-level, credit bearing coursework counting for program or degree requirements. Each postsecondary institution must ensure the equivalency of student learning outcomes, consistency, and rigor of courses accepted for dual credit.

Dual credit courses offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. Courses must be approved for dual credit status, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department of the college.

Students enrolled in dual credit courses must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.

7.0 Dual Credit Courses

Requests for additional dual credit courses are submitted to the Director of Curriculum and Instruction by the high school principal. Course requests must show an alignment of the course syllabus and the course requirements of both the institution and the West Virginia Department of Education.
<table>
<thead>
<tr>
<th>New River Community College Course</th>
<th>Monroe County Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 019</td>
<td>Advanced College Algebra</td>
</tr>
<tr>
<td>MATH 110 Trigonometry</td>
<td>Trigonometry / Pre-Calculus</td>
</tr>
<tr>
<td>POSC 200 American Government</td>
<td>Civics</td>
</tr>
<tr>
<td>State and Local Government</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Phlebotomy</td>
<td>Phlebotomy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WVU Institute of Technology Course</th>
<th>Monroe County Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101</td>
<td>English 12</td>
</tr>
<tr>
<td>Psychology 101</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

8.0 Articulated Program

The West Virginia Department of Education, Charleston, WV and Bluefield State College, agree to offer an articulated program allowing students who have completed specific courses in the Health Science Education pathway. Students who complete 0711 Foundations of Health Science, 0715 Advanced Principles of Health Science, and are a completer of a Health Science Education program can transfer credits (8) and waive the requirements for BSC courses HLTH 100 Allied Health Pre-Readiness, HLTH 101 Personal Health and Wellness, HLTH 201 Safety and First Aid, and HLTH Medical Terminology.
9.0 **Other Issues Related to Dual Credit**

9.1 *Earn a Degree Graduate Early (EDGE) Credits:* Students may take approved Career and Technical courses at the Monroe County Technical Center while in high school that convert to a variety of college credits offered through Community and Technical Colleges in West Virginia. Students enrolled in EDGE Courses must passed the approved course with a "B" or higher. EDGE Credits may be applied to a certificate or an Associate's degree. Students should contact the College or University to determine eligibility.

9.2 **Gienville State Collaboration**

High School students (juniors and seniors) are eligible to enroll in college level courses at Gienville State College through the Dual Enrollment Program. This early entrance option allows students to earn both high school and college requirements at the same time—hence the name "dual credit."

A collaboration between Monroe County Board of Education and Gienville State College allows for students to earn: MONROE COUNTY ASSOCIATE OF ARTS GENERAL STUDIES - CRIMINAL JUSTICE EMPHASIS or ASSOCIATE OF ARTS GENERAL STUDIES, or ASSOCIATE OF ARTS GENERAL STUDIES-EDUCATION EMPHASIS, or ASSOCIATE OF ARTS GENERAL STUDIES-BUSINESS EMPHASIS.

All courses GSC offers to you will be credit bearing toward degree completion with the college. The majority of courses offered fill General Education requirements in ALL degree programs. These include: English, Math, History, and Science courses. The Majority of courses offered will transfer and be accepted as degree fulfilling in West Virginia. Students will be academically advised each semester by GSC's Dual Enrollment Counselor.

Revised by Board Action: January 3, 2019
I. Roll Call

a. Mr. Wickline called the meeting to order at 6:00 p.m.

b. Members present in addition to Keith Wickline were Everett Fraley, Danny Lively, Candy Sabol, and Sally Wallace.

II. Pledge of Allegiance

III. Approval of Agenda/Adjustments

a. Mrs. Basile noted that Consent Item b should be removed from the agenda.

Mrs. Sabol made the motion to approve the agenda with the adjustment and the vote to approve was unanimous.

IV. Public Comments

a. Patrick Brown spoke under public comment about a concern he has with JMHS. He has been told that the state police does not have full access to school facilities. He feels that is backwards and the board should want police to have full access to the facilities should something happen. It seems basic rules are being thrown to the wayside. None of this makes sense to Mr. Brown. He feels there are a lot of individuals who might go into the school and it is time for everyone to work together. He feels there needs to be more mock drills since the element of surprise is what an intruder might be looking for. He wondered why FedEx was allowed in the school. He doesn’t know who is making decisions. He also is upset about the volunteer course required. He was never given a piece of paper or anything. He is trying to help students and had the volunteer class and has not been asked one time to help with anything. He is not sure what is going on there and why he isn’t being asked to help. He could assist with band, music, singing, and other extracurricular activities. The school has to make as much effort as educators to include him. He is exhausted and insulted. He is a former field commander at Marshall University and could help JMHS band tremendously. He was also told that favoritism is being shown. He is a talented person and is not being given a chance. Teachers in the elementary at MVS are telling kids they are tattle tales and this prevents students from telling adults that they are being
abused. He feels the school needs to tighten up on the volunteer training and give handouts. He was frustrated about the volunteer training. Everyone needs to take responsibility and work together. If anyone has a title, they need to work for the title.

V. Discussion with Monroe County Commission Regarding the Anticipated Continuation of Prevention Resource Officers in Schools in a Future Renewal Levy Call

a. Bill Miller, speaking for the Monroe County Commission, wants to discuss items in the current contract that they would like to have changed for the next levy and contract. Sheriff Hedrick spoke about the department being short two officers. The PRO position at Peterstown is currently being filled with officers who are working overtime to get the school covered. He would like to rotate officers in and out for a month or so. They would like to see the daily rate changed. They’d like to see the amount the commission is deducted for the officer under the grant be paid half by the grant and half by the county school system. The Sheriff’s Department is short a total of three officers; two PRO’s and one Chief Deputy. The department is unable to fill these positions. Staffing is his largest concern.

Bill Miller reported that the daily amounts being deducted during the first year were excessive, even though the amount was largely expended to pay for equipment. There needs to be an incentive to work at the school.

Kevin Galford spoke about the requirement for the officers to be certified and how the Sheriff may not be able to cover this because the PRO requires a year’s experience to be eligible. Sheriff Hedrick is a retired trooper, who has been through the State Police Academy, so he is eligible to be in the schools. Some sheriff’s, like the previous sheriff, have never been through police training so they would not be eligible to help out. Training is for 16 weeks for officers before they start their year experience.

Sheriff Hedrick stated that when an officer is absent, they still get paid from the commission but that the commission is currently not being reimbursed from the school system. The Sheriff and county commission will work together to develop a proposal to present to the Board. They will work at their meeting next week and bring a proposal back to the board for consideration. The age requirement for a deputy is 18-45 years.

VI. Policies and Procedures

a. Mrs. Basile recommended approval for final reading of the revised policy, Dual Credit. Mr. Fraley made the motion to approve and the vote to approve was unanimous.

b. Mr. Lively had concerns at the last meeting regarding the revised Tobacco Control Policy. State law is restrictive on what occurs with students and adults. He questioned why the proceedings are different for students and adults. The
Board was provided a copy of state code that outlined the language difference, stating what occurs for adults and students. The code states that tickets will be written for students for each offense and doubled upon the second or third offense. The fines will be doubled and community service time is also increased. Mr. Lively preferred the revised version of the policy. Mr. Wickline noted that the Board did have some leeway with suspending an employee rather than the fines and tickets. Mr. Lively stated he would like the language to increase penalties for adults as well as students. Mrs. Basile stated that the county policy cannot determine court penalties, whether they are increased or decreased. Mr. Wickline suggested the language be changed to allow the Board more flexibility in suspending employees for tobacco use. Instead of the policy stating the employee will be suspended for a certain amount of days, the policy could read differently to allow additional days of suspension if the Board choses to do so.

Mrs. Basile recommended approval of first reading with changing the wordage to include that the employee shall be suspended “at least” one day for first offense, at least three days for the second offense, and at least five days for the third offense. Mr. Lively made the motion to approve with the revised wordage. The vote to approve was unanimous. The revised policy will be placed on a 30 day comment period.

VII. JMHS Student Government Report

a. Channing Carr spoke about goals for the student government organization for the year. The students would like to paint their parking spots. They would also like to develop a mentoring program for ninth graders. The students meet on January 4 and would like to finalize the mentorship program. The goal would be to help ninth graders be successful. The school would also like to develop a “Monroe Day” and include eighth grade move up day on the same day. They would like to start the mentorship at that time with the incoming ninth graders.

VIII. Superintendent’s Report

a. Mrs. Basile announced that Bobbie Tuggle had received a $10,000 grant from MVP for the purchase of Google Expedition Virtual Reality Goggles. The goggles will provide virtual field trips to over 200 expedition sites, such as to outer space and the Great Barrier Reef. The grant will allow the purchase of a classroom set of 30 virtual reality goggles for use at James Monroe. Mrs. Basile congratulated Mrs. Tuggle and thanked MVP for their donation.

b. Clerk of the Works interviews for the James Monroe Safety major improvement project have been scheduled for January 10, and Mrs. Basile hopes to have a name for hire on the January 15 agenda.

c. Mrs. Basile announced that the County Spelling Bee is scheduled for January 17 with make-up day on January 22.
d. The evening of January 22 is scheduled for the second Math Cadre meeting.

e. Mrs. Basile updated the board on the new Peterstown School. Red Sulphur PSD met recently and discussed running sewer lines to the site. The PSD does want to assist with the project and plans a meeting for January 15 at 4 p.m., and invites board members to attend.

f. Mrs. Basile announced that both PES and PMS are electing employees to serve on a planning committee for the new school. A grade level teacher from each grade along with Title I, special education, physical education, music/band, counselor and service personnel will be included, as well as people from service organizations, such as police officers and fire department representatives. Parents and students from both schools will also be included. The large group will meet on January 23, March 6 and April 3. These meetings will allow opportunities for the committee to provide input into the design of the building. From this large group, three teachers will be elected from each school, along with principals and central office directors will visit other new schools in WV and VA. The architect will meet with administrators and directors, as well as representatives from the Monroe Health Center, on February 19, 20 and March 18. Many dates are centered around board meetings, allowing the architect to attend our school board meetings and provide updates to the board.

g. Mrs. Basile provided the board a copy of the county assessor’s tax budget along with a letter from the state tax department. The county receives a copy of the 2% projected tax budget each year.

h. Mrs. Basile stated Mountain View teachers with summative assessment scores above the state average were invited to the meeting to be recognized. She asked Mr. McPherson to assist and stated other teachers from Mountain View plan to attend the next board meeting. Teachers recognized by Mr. McPherson for high student scores on the Summative Assessment were MVS teachers Lorrie Broyles and Kay Diem. Teachers were presented certificates and pictures were taken.

IX. Consent Items

a. Mr. Fraley made the motion to approve the Consent Items with the exception noted above. The vote to approve was unanimous.

b. Consent Items approved were Minutes from December 18, 2018, A Performance Agreement with Phil Chalmers, and an Agreement with Patricia Beasley.

X. Old Business

a. Mrs. Basile recommended approval of the quote from Promaxima in the amount of $8,217.00 for weight room equipment at JMHS in the form of a loan from the board. Mr. Fraley made the motion to approve and the vote to approve was unanimous.

b. Mr. Fraley asked that the present equipment at JMHS be moved to the MVS weight
XI. New Business

a. Mrs. Basile recommended approval of the Student Transfer Request for two Brown students. Mrs. Wallace made the motion to approve and the vote to approve was unanimous.

XII. Personnel Items

a. Mrs. Wallace made the motion to enter Executive Session at 7:05 p.m. under the guidelines of 6-9A-4. The vote to approve was unanimous.

b. Mrs. Sabol made the motion to return to Regular Session at 7:45 p.m. The vote to approve was unanimous.

c. Mr. Wickline asked for a motion to approve all items on the Personnel List with the exception of Hire Number 3. Mrs. Sabol made the motion to approve and the vote to approve was unanimous.

d. Mr. Wickline asked for a motion to approve Hire Number 3. Mrs. Wallace made the motion to approve the hire of Joshua Hitt as General Science/Biology Teacher for JMHS, effective with the 2019-2020 school year. The vote to approve was unanimous.

e. Other Personnel Items included Hires of Crystal Gammon as Three K Aide, at PES for 2018-2019 only; Keri Medler as a Substitute Aide; Zachariah J. Elmore as a Substitute Teacher, Pending Certification; Lindsay N. Miller as a Substitute Teacher; Lucas M. Preston as a Substitute Bus Operator, Kelsey Walker as Extended Day ELA/Math Tutor for PMS; Linda Ludwig and Kimberly Cook as Early Literacy/Math After School Tutors for PES; Jennifer C. Bailey as a Substitute Aide; James Taylor, After School Bus # 1; Gary W. Thomas as After School Bus # 2; and Richard O. Bailey, After School Bus # 3.

f. A Resignation was accepted from Tami Brown as Volleyball Coach for PMS. Leaves of Absence were granted for Edna M. Weikle and Erin Sowers. Edna M. Weikle was approved for Designated Sick Leave.

XIII. Discussion Items

a. Mrs. Wallace stated that she went to the Christmas luncheon at MVS and a fabulous lunch was served. The cooks asked her for help in the kitchen and she feels they need more employees. Mrs. Wallace feels the number of possible positions at the new Peterstown School should be checked. She wants another cook hired at MVS, even with RIF and Transfers that have been discussed. She knows Peterstown will get what they require and feels MVS should, too.

b. Mrs. Wallace also feels that the Special Education Department at
MVS needs another teacher. She stated she feels least restrictive is most restrictive for some students. She feels we need to look at our IEPs and BD students and have some thrown out. She feels some students are not receiving adequate services. She is concerned about science and social studies classes, she feels those teachers are not getting help in those courses. She feels more personnel needs hired at MVS and a task force needs gathered and look at special education. She feels the county needs to put money toward this and hire additional special education teachers. She wants to revisit IEPs and determine if needs are being met.

c. Mrs. Basile stated that when she started this position, the county was 32 employees over the funding formula and the county was in a $1.5 million deficit. The county was at the point where they had to make cuts or the state was going to take over and make the cuts for the county. Since that time, the system has remained pretty close to the funding formula and financially has remained in the black. Mr. Fraley asked the number of personnel presently over the formula.

d. Mrs. Basile replied that as of October 1, the county was three employees over the formula. However, several positions have been added since that time which have increased the number over formula. Enrollment has also declined, making the number over formula increase even higher.

e. Mrs. Sabol asked how many cooks and students were at each school. She stated that personnel seems pretty equal at all schools. Mr. Wickline stated the cooks at other schools have also voiced concerns.

f. Mrs. Wallace noted that these needs should be addressed immediately. She stated that she knows Peterstown will get what they are supposed to get.

g. Mrs. Basile stated that she is happy to post positions, but the Board is going to have to direct her to do so because the county is already over the funding formula and she cannot put the county in a financial bind like they were before. If the board wants this on an agenda for action they need to let Mrs. Basile know.

h. Mr. Wickline noted that vocational training is offered in other states that can help prepare students for volunteer fire departments and EMTs. It will be interesting to see how the legislature may address this issue in West Virginia.

i. Mrs. Sabol noted that at one of the recent Town Hall meetings the legislators discussed how students are not allowed to be involved according to WV Code. They can no longer be junior firemen because of restrictions and safety reasons.

XIV. Public Comments
a. None.

XV. Adjournment

a. Mr. Fraley made the motion to adjourn the meeting at 8:05 p.m. The vote to approve was unanimous.

[Signatures]

President

Secretary
Monroe County Board of Education

Regular Meeting

November 20, 2018

Monroe County Board of Education Office

I. Roll Call
   a. Mr. Wickline called the meeting to order at 6:00 p.m.
   b. Members present were Keith Wickline, Everett Fraley, Danny Lively, Sally Wallace, and Candace Sabol.

II. Pledge of Allegiance

III Approval of Agenda/Adjustments

   a. Mr. Wickline announced that check number 84124 should be voted separately. Mrs. Basile announced that Item VI should be removed from the agenda. Mrs. Sabol made the motion to approve the agenda with the adjustments. The vote to approve was unanimous.

IV. Public Comments

   a. Ben Neal, Band Director for JMHS, stated that the band would like to purchase a box truck to avoid the need to pull trailers when they traveled to events. The band boosters have located a truck at a cost of $4,000. The truck is parked in front of a furniture store in Rich Creek, Virginia. The band plans to keep both trailers they currently have, but could sell one in the future if they do not need it. Band student numbers should increase next year, growing the need for a larger capacity to haul equipment. The band boosters plan to purchase the truck from concession stand receipts. JMHS expects ten new students next year from PMS. Mr. Neal is excited to hear about the band increasing in size. He would like the purchase of the truck placed on the next agenda for action.

   b. Joyce Christian shared a concern with handicap railings on the gymnasium bleachers at JMHS. She stated that railings are unsafe to use to climb the steps, screws are loose, and she had seen one gentleman crawl up the steps. Mrs. Christian did say that Mrs. Weikle had stated that the hand rails are broken.
V. Policies and Procedures
   a. Mrs. Basile stated the policy was being revised to include new courses and remove old language. She recommended approval of the Revision for the Dual Credit Policy for first reading and being placed on a 30-day comment period. Mr. Lively made the motion to approve and the vote to approve was unanimous.

VI. JMHS Student Government Report
   a. This item was removed from the agenda.

VII. Superintendent’s Report
   a. Mrs. Basile shared JMHS student recognitions with the board. Earning All State Honorable Mention in Soccer were girls Morgan Wylie and Casey Martin, and boys Marcus Breckenridge and Dylan Galford. In volleyball, first team All Coalfield Conference were Gracie Mann, Taylor Sams, and Kelsey Reed. Second Team is Madison Cox and Morgan Boroski with Honorable Mention going to Bayleigh Meadows, Sidney Cozort, and Karissa Hunnicutt. The Humanities Team recently competed at Bluefield State and placed third out of 16 teams. A mechanical technicality prevented them from placing second. This is their first team competition.
   b. Mrs. Basile shared information from Mark Bishop concerning the high tunnel at MVS. The Town of Union and Mon Power have yet to complete new service but should be sending the applications any day.
   c. National Technical Honor Society inductions will be on November 26 at JMHS. All board members are invited to attend.
   d. Mrs. Basile shared an email from Delegate Roy Cooper praising the Band and JROTC for their performance during the Veteran’s Day Ceremony and Parade.
   e. Mrs. Basile shared an email from SSAC officials sent after the JMHS football game at Bluefield praising our athletes for their respect, sportsmanship and manners during the game.
   f. Mrs. Basile commended the special education department throughout the county for receiving 16 out of 16 compliance performance points and 30 out of 33 results driven accountability points of 91%.

VIII. Treasurer’s Report
   a. Mr. Berry provided a copy of the Treasurer’s Report, showing revenue and expenses year to date. Mr. Fraley made the motion to approve the report and the vote to approve was unanimous.

IX. Consent Items
   a. Mr. Lively made the motion to approve the Consent Items with the exception noted above. The vote to approve was unanimous. Consent Items included Minutes from November 5, 2018, November 7, 2018, November 8, 2018, and November 13, 2018;
Payment of Bills, and Transfers and Supplements. The vote to approve was unanimous.

b. Mr. Fraley left the room prior to any action on check number 84124 due to it being payable to a family member. Mrs. Sabol made the motion to approve check number 84124 and the vote to approve was unanimous. Mr. Fraley returned to the room.

X. Student Expulsion Hearing

a. Mr. Fraley made the motion to enter Executive Session under the guidelines of 6-9A-4 at 6:18 p.m. The vote to approve was unanimous.

b. Mrs. Sabol made the motion to return to Regular Session at 7:08 p.m. The vote to approve was unanimous.

c. Mrs. Basile noted that the board had voted in Executive Session to expel one student.

XI. Old Business

a. Mrs. Basile recommended approval of the Agreement with Martin Consulting. Mr. Lively made the motion to approve. Mr. Fraley stated that he is concerned with the contract due to the cost. He is concerned about RIFs even though this money is from a different source. He asked if the county might have someone inside the county that could do the same work. Mr. Wickline agreed with Mr. Fraley in that he does not want to pay $27,000 for a consultant and then have to cut positions. Mr. Fraley asked about waiting to approve the contract until after the RIF and Transfer time had passed. Mrs. Basile stated that the hearings take place in April. The vote to approve was Sabol, yes; Lively, yes; Fraley, Wickline and Wallace voted no. The motion failed.

b. Mrs. Basile discussed options for the board to consider for the auction of the Second Creek property. Mr. Fraley noted that the board would like to get rid of the property as quickly as possible. Mr. Lively noted that with the coming holidays, the Friends of Second Creek should be given 30 days to remove their property. Mr. Fraley made the motion to hold an auction on Friday, January 4, 2019, to sell the Second Creek School property. The vote to approve was unanimous.

c. Mr. Wickline asked for a motion to approve the Standard Form of Agreement Between Owner and Architect. Mrs. Sabol made the motion to approve and the vote to approve was unanimous.

XII. New Business

a. Mr. Wickline asked for a motion to approve allowing thirty days (December 20, 2018) for the Friends of Second Creek to remove their property from the Second Creek School. Mr. Lively made the motion to approve and the vote to approve was unanimous.

b. Mr. Wickline asked for a motion to approve the Student Transfer Request for Ross. Mrs. Wallace made the motion to approve and the vote to approve was unanimous.
XIII. Discussion of Mock Safety Drill, Safety Committee, and School Preparedness

a. Angela Mann presented information regarding the County School Safety Committee and work being done in the school system. The county is planning a mock disaster drill at PES for the 2019 school year. Attendance is best when the drill is planned during a work day. All emergency services agencies are invited to participate. She stated that we have had shooter scenarios, intruders, threats, etc. EMTs treat mock injuries, police secure the scene, fire departments assist with traffic control. Following each drill, a debriefing is held to review and learn from the event. Mr. Fraley would like a chain of command for when administrators are out of the building. Mrs. Mann noted that during the incident at JMHS recently, a substitute administrator was on duty. He would like to have safeguards or someone at the school with some experience if both administrators have to be away at the same time. Mr. Fraley asked Mrs. Mann how, on a scale of 1-10, she feels the county is prepared. She stated she feels we are very well prepared. She recently helped mentor new principals in the state and discussed trainings and things Monroe County does toward school safety and those eight people in her group stated their counties were not nearly as prepared or trained as Monroe. Mr. Fraley asked about what was learned at the conclusion of the last drill and Johnathan McPherson talked about communication difficulties with radios and interior door keys for police. Police have access to the buildings but do not have classroom door keys. Mrs. Mann shared that the key card system at the schools needs replaced. The county is currently obtaining bids for those systems. Mr. Wickline asked about camera systems and if there are areas that need additional cameras. Mr. McPherson stated that last year MVS upgraded camera systems, added new cameras and the box system that operates the cameras. JMHS has four-16 camera boxes. JMHS will need some of those replaced in the future, as well as some at MCTC. Mr. Lively noted it is 100% better than in prior years. He asked if Mrs. Mann feels the staff has had enough training for an active shooter situation. Mrs. Mann noted PMS has upgraded their systems and cameras a little each year. Mrs. Mann has reviewed safety training from 2015 and there were numerous trainings. One of the trainings that she felt was great took place at the federal prison in Beckley, and was hosted by the FBI. Mr. Wickline asked if the teachers who are seeking to be administrators can be
included in the trainings. Mrs. Mann stated that the information is
brought back or sometimes the speakers are brought to the county to
present to the entire county. Mrs. Mann discussed trainings and said that
each year the county has a mock drill. Safety committees are at each
school and there is a county committee as well. The county safety
committee will meet again in December and she invited board members
to participate. Mrs. Mann provided a copy of the minutes from the
October safety meeting. Corporal Wickline, PRO at MVS, has been
instrumental in making changes to the volunteer policy and requiring
background checks. She hopes to make changes to the policy, present to
the board and safety committee.
Bus drivers have reported numerous vehicles running bus stop lights.
Mrs. Mann talked to all the student drivers at JMHS and brought a bus
and showed examples of when students need to stop for the bus.
The pipeline representative will attend our next safety meeting to share
safety concerns with pipeline traffic and concerns once the line is in
place.
Mr. McPherson is updating the safety manual from last school year. The
last time it was updated was 2010 so updates are needed.
School practice drills began in October for lockdown procedures.
Mrs. Mann spoke about various training sessions the county has
participated in or provided which are related to safety.
Mrs. Basile and Mr. McPherson spoke about a phenomenal training they
attended titled, "Why Teens Kill". The county is working to bring this
preparer to the county for all employees, parents and students. Mrs.
Mann spoke about bus safety training that has been provided this year
and procedures when a parent is not present to receive their child from
the bus.
Mrs. Wallace asked about additional things that can be done when the
new school is built. She likes the guard building in Greenbrier County.
Mr. Fraley asked Mrs. Mann to make the key cards and keys a priority.
She stated she hopes to have all quotes back and requests to the board at
the next meeting.

XIV. Personnel Items
a. Mr. Wickline asked for a motion to approve the Personnel List. Mrs.
Sabol made the motion to approve the Personnel List and the vote to
approve was unanimous.
b. Personnel Items are a Hire of Leah G. Lewis as a Substitute Cook and
a Retirement of Linda G. Terry, ECCAT at PES, effective December
31, 2018.

XV. Discussion Items
   a. Mr. Fraley wished everyone a Happy Thanksgiving. Mr. Wickline asked Mrs. Basile to pass along Mrs. Christian’s concerns regarding the handrails on the JMHS gym bleachers. Mr. Wickline asked Mrs. Basile to place the on the next agenda a discussion item and to develop a timeline for the excess levy. Mr. Lively stated a parent of a little league student who plays basketball had complained that the air conditioning was on in the gym at PES and the air was freezing. He asked Mrs. Basile to pass this along to maintenance.

XVI. Public Comments
   a. None.

XVII. Adjournment
   a. Mrs. Wallace made the motion to adjourn the meeting at 8:45 p.m. The vote to approve was unanimous.

[Signatures]
President
Secretary
West Virginia Board of Education
Approval of County Dual Credit Policy

Official request for approval by West Virginia Board of Education (WVBE) for Monroe County’s Dual Credit Policy per WVBE Policy 2510, 5.4.g.3. (Please see page 33 of High School Guidance Document for suggested guidelines for policy development.)

All local policies must be submitted to the West Virginia Department of Education (WVDE) on or before June 1, of the current year so that dual credit may be awarded for the upcoming school year. Upon approval by the WVBE, the policy itself will not need to be resubmitted unless it changes.

The local policy must specifically affirm that a Dual Credit Course (a course that provides students both high school and college credit) shall meet both the specified course content standards for the high school course and the college course requirements.

County Contact Person  Johnathan McPherson
Business Phone (341) 772-3094  E-mail jmcperson@k12.wv.us
County Office Mailing Address  P.O. Box 380 Union, WV 24983

The policy was placed on a public comment period from 11/20/18 to 12/20/18.

The policy was approved by the Monroe County Board of Education on 1/3/2019.

- Please attach electronic copy of official board agenda and minutes
- Please attach electronic copy of dual credit policy
- Please attach course syllabus for each dual credit course

[Signatures and date]

Submit this form and required attachments to: Robert Joey Wiseman, Executive Director of the Office of Middle/Secondary Learning at rjwisema@k12.wv.us.
Dual Credit Policy Template

Scope of Policy – to establish procedures for the awarding of dual credits at the secondary level, as authorized by WVBE Policy 2510: Assuring the Quality of Education: Regulations for Education Programs.

5.4.g.3. County boards of education shall adopt a policy that allows students to earn credit for completion of college courses and other advanced courses outside the school setting. If these courses, including dual credit courses, are used to meet graduation requirements, the county policy and alignment documentation must be reviewed by the WVDE and approved by the WVBE.

Dual credit course development - engages secondary and postsecondary teachers of the content area and administrators to determine alignment of the content standards for both the secondary and postsecondary course. The instructor of the dual credit course must provide adequate opportunities for the secondary course content standards to be delivered in the dual credit course. The course syllabus must address both the secondary and postsecondary content.

West Virginia Higher Education Policy Commission (WVHEPC) Series 19 (http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=27377&Format=PDF) must be consulted when developing dual credit courses to ensure compliance with HEPC requirements.

The dual credit course syllabus must provide for 180 days of instruction, clarifying student assignments on dates when college may not be in session, how missed days of instruction at the secondary level will be handled when the college is in session, etc.

Definitions:
Dual Credit Course – A course that provides students both high school and college credit. Such a course must meet both the specified course content standards and objectives for secondary offering and the college course requirements. Dual credit courses may be delivered at the high school, on the college campus, another site not located at the high school or college campus, in a virtual environment, or through a combination of these delivery methods.

Provision for student to recover a “traditional” credit if the dual credit is not earned

How (when and where) the dual credit will be delivered:

How the dual credit will be assessed and graded – what grading scale is used – college or high school; if the college awards the grade, the grading scale may differ from that of Policy 2150 Section 5.4.d Uniform Grading.

Will the dual credit course be used as a substitute for a required course for graduation? If yes, the policy must state the courses impacted. If the dual credit course will only be used for elective credit, it is not necessary to identify the specific courses.

Who pays the tuition? Cost of college text?
Other Issues Related to Dual Credit

Communication with students and parents:
Provision that postsecondary education institutions, other than the one that will award the dual credit, may not recognize the dual credit.

Course Syllabus - Providing detailed information (i.e. syllabus) that shall include the nature of the course, expectations and requirements. Course requirement information must include course prerequisites, admission requirements, course content, grading policy, attendance requirements, course completion requirements, information on adding and dropping courses, tuition and other costs associated with the dual credit course, and other relevant course information.

WVEIS Course Codes for Scheduling
Dual credit courses must list the appropriate 4 digit course code for which high school credit is being given. Dual credit courses must also use an “X” in the sixth digit of the course code. Other college courses without an equivalent high school course code or not being used for graduation credit should use course codes 7676 through 7690 as assigned in the WVEIS Course Code manual. If the college course is a dual credit course being used for elective credit, those courses must also use an “X” in the sixth digit of the course code (e.g. College Psychology, sociology, communications).

Adding Additional Courses to Current Policy
Once a policy is approved by the WVBE, and in place at the county level, counties may add additional dual credit elective courses to their existing policy by submitting documentation of those courses to Veronica Barron at vbarron@k12.wv.us. If the course is being utilized as a required credit proof of county board approval and a course syllabus must be submitted, with a guarantee that both college requirements and state standards required are being met. If actual changes to the policy are made the entire policy would need to be resubmitted to the WVBE for approval.
SYLLABUS FOR

MDST 121L

Principles of Phlebotomy Lab

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

Course Delivery Method: TRAD

HelpDesk contact information: (304) 929-6725
itsupport@newriver.edu

Required Text(s): Phlebotomy Essentials, 6th edition; authors McCall R. & Tankersley, C. Publisher Wolters Kluwer.

Course Materials: (Including hardware and software requirements)

Workbook: Phlebotomy Essentials, 6th edition
Package ISBN#: 978-1-49632-521-1

To access The Point from the publisher, you will need to create an account and use the “Access Code” located on the inside of your front cover. Student resources are available, including power points, images and videos.

To access PrepU, an interactive mastery level and self-quizzing tool, as well as a resource for national certification exam review, you will need the “Class Code” given to you by the instructor. See attached instructions.
Course Learning Outcomes: The following programmatic student learning outcomes are either introduced or reinforced in this course. The successful student will be able to:

1. Describe the organizational structure of the clinical laboratory, the roles of the clinical Laboratory personnel and the types of laboratory procedures performed in the various sections of the clinical laboratory department.
2. Define and explain the purposes of accreditation agencies, regulatory agencies and CLSI standards.
3. Identify and demonstrate accepted practices for infection control, isolation techniques, aseptic techniques and methods for disease prevention.
4. Identify and explain the functions of the major constituents of blood and differentiate among whole blood, serum and plasma.
5. Compare and contrast the properties of arterial blood, venous blood and capillary blood.
6. Describe and demonstrate the legal and ethical importance of proper patient/sample identification.
7. Differentiate timed, fasting, asap and stat specimens regarding timing and patient preparation protocols as related to specimen integrity and patient care.
8. Identify the various types of additives used in blood collection and explain the reason for their use, including the evacuated tube color codes associated with the additives and correct order of draw.
9. Identify the potential sites for the venipuncture, capillary and arterial punctures and differentiate the preferred vs less preferred sites.
10. Name and explain common causes of phlebotomy complications and causes for source of error in specimen integrity.
11. Explain methods for transporting and processing specimens for routine and special testing including sending the specimens out to a reference laboratory.
12. Describe the system for monitoring quality assurance in the collection of blood.
13. Identify and describe the role and environment of the phlebotomist within the health care setting.
14. Demonstrate the proper use of OSHA Standard Precautions and other laboratory safety procedures.
15. Identify the veins of the upper and lower extremities on which phlebotomy is performed.
16. Identify the evacuated tube colors, the associated additives, explain how they work.
17. Explain the order of draw and the rationale for ETS, syringes, butterfly and capillary puncture.
18. Demonstrate the steps in the preparation of the venipuncture site, including proper patient identification and specimen labelling.
19. Demonstrate proper needle insertion and withdrawal techniques, including direction, angle and depths for venipunctures.
20. Interpret a standard test requisition and demonstrate proper specimen transport and specimen processing.

21. Perform a competent and effective venipuncture on a patient using the various techniques.

22. Perform a competent and effective capillary puncture on a patient.

23. Perform a competent and effective blood culture collection using proper aseptic technique.

24. Instruct patients in the proper collection and preservation for various non-blood samples, including urine, semen and stool.

25. Communicate (verbally and nonverbally) effectively and appropriately in the workplace.

26. Demonstrate professionalism by exhibiting punctuality, outstanding attendance, ability to take constructive criticism, ability to follow instructions, and displaying cooperative interpersonal relationships.

**Course Content Outline:**

I. Phlebotomy Equipment  
   a. Metric System  
   b. Syringes and Needles  
   c. Evacuated System/Reuse  
   d. Splattering of Blood  
   e. Collection of Tubes  
   f. Butterfly Collection  
   g. Coagulation  
   h. Anticoagulants  
   i. Tourniquets  
   j. Micro-collection  
   k. Unopette Blood Sample  
   l. Collection Trays

II. Phlebotomy Technique  
   a. Steps in Collection  
   b. Skills in Approaching the Patient  
   c. Patient Identification  
   d. Request Form  
   e. Specimen Labeling and ID
f. Accession of Order
g. Positioning the Patient
h. Selecting the Venipuncture Site
i. Performing a Safe Venipuncture
j. Syringe vs. Evacuated Tube
k. Syringe
l. Evacuated Tube
m. Butterfly Collection
n. Patient Reaction
o. Failed Venipuncture
p. IV’s and Indwelling Lines

III. Pediatric Specimen Collection: Special Consideration
a. Examples of Procedures
b. Vein Blood Collection
c. Proper Restraint Techniques
d. Resistant and Difficult Patients

IV. Specimen Collection: Considerations and Special Procedures
a. Fasting
b. Timed
c. STAT
d. Special Collection Techniques
e. Blood Smear
f. Glucose Testing
g. Bleeding Times
h. Blood Cultures
i. Urine, Semen, Culture, Clean Catch Collection
j. Male Specimens
k. Female Specimens
l. Children
m. 24 Hour Urine Collection
n. Semen Analysis
o. Throat Cultures
p. Fecal Stool

V. Specimen Preparation and Handling
   a. Pre-Analytical Variables
   b. Criteria for Re-collection/Rejection of Specimen
   c. Specimen Preparation/Transportation

VI. Competency
   a. Frequency of Competency Documentation
   b. Limits on Invasive Specimen
   c. Collection Procedures by Phlebotomist
   d. Patient Safety

VII. Age-Specific Care
   a. Phlebotomy Procedures
   b. Practical Evaluation Form
   c. Certification
   d. Phlebotomy Competency Exam

General Education Competencies Addressed in this Course: (Identify the specific competencies that are introduced, reinforced, and/or assessed in this course)

1. Apply critical thinking skills to a variety of subjects
2. Access and use information ethically and legally.
3. Participate in teamwork activities helping the team move forward in relation to the team goals.

Procedures for Evaluation: The student will be evaluated by participation in class, quizzes and completion of Phlebotomy practicum.

Grading Components and Weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>40%</td>
</tr>
<tr>
<td>Phlebotomy Lab Competency Evaluation</td>
<td>50%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>
Grading Scale:

A = 93% - 100%
B = 85% - 92%
C = 77% - 84%
D = 70% - 76
F = below 70%

Attendance: Students are expected to attend class. This is not a regular course but is a job-training course; therefore, you will be expected to have the same conduct and attendance and punctuality as any job. More than (2) two complete absences (lecture and lab) may result in you being dropped from the course at the instructor’s discretion. In addition, if you miss laboratory sessions, you will not earn points for that particular lab. Repeated tardiness and leaving early will result in deduction of points with increasing number of points deducted with each additional occurrence.

Lab Practical’s and Competencies are time consuming to complete and document. This is also your opportunity to practice your skill before performing phlebotomy on actual patients, giving you a greater sense of confidence. Please make every effort to attend and participate. Labs cannot be rescheduled; as other students must be present to practice your skills. Refer to the New River CTC Student Handbook for the policy on attendance.

Homework
You will have various homework assignments throughout the semester, through your workbook and online PrepU. All assignments are expected to be complete on-time. Through PrepU, each week you will be assigned a mastery level homework assignment that consists of a series of questions that you can take as many times as necessary to achieve the designated mastery level (1-8). You will have a week from the day of class to complete this assignment. You must achieve the mastery level assigned to receive the full points awarded. In addition, you will have a self-quiz through PrepU that you can take only once and is timed. I would suggest working on your mastery level before taking the quiz. The quiz is due at midnight the day before the next class.

Exams/Quizzes
Class exams will consist of a variety of types of questions. There will be multiple-choice, matching questions and fill in. These tests will emphasize the lecture material, but you are also responsible for the material covered in the assigned textbooks, even if it is not
discussed in class. It will be impossible to cover all the subject matter in the text, so you must learn some of that material on your own.

Only one (1) class exams can be made up and rescheduled if the student notifies the instructor BEFORE the class starting time. If you miss a second exam, a score of 0 will count in your total. Quizzes are given through PrepU on a weekly basis (up to a week to complete) and cannot be made up or rescheduled. These quizzes and tests will emphasize the lecture material, but you are also responsible for the material covered in laboratory and the assigned textbook material, even if it is not discussed in class. Material from any portion of the course will be considered as possible subject matter for exams and quizzes.

Extra Credit
Under no circumstances will extra credit be given.

Background Check and Drug Test:
Every student must register with Certified Background, Inc. (www.certifiedprofile.com) to register and pay for the background and drug test. This information will be given out on the first day. All forms of payment are accepted except for cash. Failure to comply with this requirement and/or meeting the deadline will have you automatically dropped from the course – no exceptions.

Attire and Hygiene
Scrubs and other clothing must be clean and in good condition and not revealing. For clinicals, scrubs must be worn, if you are taking this class as a pre-requisite for the MLT program maroon or wine-colored scrubs must be worn. Closed-toe and closed-heel shoes must be worn at during lab meetings and clinicals. No dangling jewelry or excessive jewelry allowed (2 piercings per ear and ears only) or any facial piercings. Nails must be clean. Hair must be clean, neatly styled and pulled back if longer than shoulder length. If tattoos are visible, these must be covered with clothing, band aids or cosmetics. Proper hygiene is required at all time, including use of deodorants and other proper daily hygiene regiments. No use of perfume is allowed in lab or during clinicals.

Assessment for Continuous Improvement
Students will be asked to participate in assessment practices by completing a pre/post test at the beginning and end of the course. The pre/post test will consist of a minimum of 50 multiple choice questions. The pre-assessment will be given during the first 2 weeks of class and the post assessment will be given near the end of the course. Results of the pre/post test will be used to analyze the effectiveness of the course and to make needed improvements on curriculum and delivery as a method of improving student learning.
**Classroom/Course Policies**

**Academic Integrity/Honor Code:** As a member of an academic community, you are expected to adhere to an academic code of conduct and not engage in plagiarism, cheating, falsifying information or records, or any other such activity. Failure to adhere to this code of conduct will result in sanctions and/or disciplinary action up to and including dismissal from the College.

**Assignment Submission Guidelines:** Assignments will be given during class. The assignments will be due at the next class meeting with 5% taken off of every late submission.

**Attendance:** You are expected to attend all sessions of course for which you are enrolled. Regular attendance is required for satisfactory completion. There are two types of absences recognized by the College as excused: (1) absence resulting from participation in an activity where you are officially representing the College (institutional); and (2) absence caused by unforeseeable and unavoidable circumstance which is beyond your control. All other absences are considered willful, and will not count as excused. It is your responsibility to provide your Instructor with a proper explanation and documentation of institutional or unavoidable absences. The makeup of any work that was missed is your responsibility, and it is up to your Instructor as to whether or not to accept makeup work for unexcused absences.

**Make-up Testing:** All exams and quizzes will be based on course content as presented in the textbook and the classroom. Exams will be announced prior to the date of the exam. Quizzes may not be announced prior to the date given, but will be based on material presented in the previously scheduled class. Missed exams must be made up prior to the next scheduled class meeting. It is the responsibility of the student to schedule any missed exam. Missed quizzes will receive a grade of zero.

**Participation and Engagement:** In accordance with the guidelines for awarding academic credit, it is expected that you will spend two hours on completing assignments and other activities for every hour of classroom time, lecture, or instructor facilitated event per week.
## Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Syllabi Review and Course Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>Past and Present and the Healthcare Setting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Chapter 3</th>
<th>Infection Control, Safety, First Aid and Personal Wellness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 7</td>
<td>Blood Collection Equipment, Additives and Order of Draw</td>
<td></td>
</tr>
<tr>
<td>Chapter 8</td>
<td>Venipuncture Procedures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Exam</th>
<th>Chapters 1 and 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 4</td>
<td>Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Human Anatomy and Physiology Review</td>
<td></td>
</tr>
<tr>
<td>Chapter 6</td>
<td>The Circulatory System</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Exam</th>
<th>Chapters 3 and 8 on Blackboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Class (will be at my niece’s graduation)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Exam</th>
<th>Chapters 4, 5, and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 2</td>
<td>Quality Assurance and Legal Issues</td>
<td></td>
</tr>
<tr>
<td>Chapter 8</td>
<td>Venipuncture Procedures (Pediatric and Geriatrics)</td>
<td></td>
</tr>
<tr>
<td>Chapter 10</td>
<td>Capillary Puncture Equipment and Procedures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Exam</th>
<th>Chapters 2, 8, and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 9</td>
<td>Preanalytical Considerations</td>
<td></td>
</tr>
<tr>
<td>Chapter 11</td>
<td>Special Collections and Point of Care Testing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Exam</th>
<th>Chapter 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 12</td>
<td>Computers and Specimen Handling and Processing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Exam</th>
<th>Chapters 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 13</td>
<td>Nonblood Specimens and Tests</td>
<td></td>
</tr>
<tr>
<td>Chapter 14</td>
<td>Arterial Puncture Procedures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Exam</th>
<th>Chapter 13 and 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review for Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Week 10 | Exam | Final Comprehensive Exam |
Additional Information

Inclement Weather/Emergency Situations
There are a number of ways to find out if classes are canceled due to inclement weather. You will find complete information in the Inclement Weather and Emergency Procedure in the Student Handbook or on the New River website at the following link: http://www.newriver.edu/images/stories/hr/procedures/procedure_3-inclement_weather_1-2014.pdf.

New River Community and Technical College Social Justice Statement: “Consistent with its comprehensive mission and recognizing that the development of human potential is a fundamental goal in a democratic society, the Board of Governors for New River Community and Technical College promotes an educational system that values cultural and ethnic diversity and understanding; that provides for the preparation of students for full and meaningful participation in a changing world; and that promotes equitable and fair treatment in every aspect of campus life and employment for all persons regardless of race, national origin, gender, sexual preference, sexual orientation, age, religion, veteran status or disability.”

Student Success Centers are located at each campus. Services provided are:
- Tutoring - Individual, group and online options
- Career Counseling
- Academic Advising
- Life Skills Advising
- Disability Services
- Placement Testing
- Make-up testing - appointment required, walk-ins will be accommodated when space is available
- Study Groups
- Workshops

ADA (Americans with Disabilities Act) Services
Students with special needs are encouraged to contact the Educational Counselor in the Student Success Center on their campus before the start of the semester and request accommodations. If you have documented disabilities, you are eligible for ADA accommodations if they meet the conditions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. You must self-identify yourself and provide appropriate written documentation of your disability. If you qualify for services, you should work closely with the Educational Counselor to determine potential accommodations afforded to participate in the academic programs and services. Reasonable modifications in policies, practices, and procedures are implemented to assure equal access to individuals with disabilities. The Educational Counselor will prepare the
“Notification of Need for Accommodation” letters for the faculty contact. Should you experience a temporary disability during the semester, you must provide reasonable and timely notice of a need for accommodations and services substantiated by appropriate documentation. Information provided is treated as confidential and is not released to anyone without your prior consent. Further information is available in the Student Handbook located on the College’s website at: www.newriver.edu/current-students/student-services/student-resources.

Library Services
Library information services are available to all New River Community and Technical College students through the College’s Library located on the Greenbrier Valley Campus, Greenbrier County Public Library, the Summersville Public Library, the Raleigh County Public Library, the Concord University Library, the Princeton Public Library, the Craft Memorial Library in Bluefield, WV and the Bluefield State College Library. Each library is a member of the Mountain Library Network (MLN) and serves all MLN card holders. Library cards for these facilities are free and their collections are available through interlibrary loan. The Greenbrier Valley Campus library web page (http://www.newriver.edu/current-students/library-services) offers electronic library services to all users such as Academic OneFile (full text and summary peer-reviewed journal and popular magazine article databases and the Literature Resource Center) the Lexis-Nexis Academic (full text national and international newspaper articles, legal, business, and biographical databases), the Charleston Newspaper Index (full text), links to regional newspapers, CINAHL (nursing and allied health subjects), and Interlibrary Loan Request forms. MLN affiliated libraries offer journal databases through the West Virginia Library Commission. For further information and assistance, contact the College’s Librarian at (304) 647-6575.

12. **Veteran’s Priority Provisions:** The Jobs for Veterans Act (Public Law 107-288) requires grantees to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service can be found at 20 CFR part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program’s eligibility requirements. Grantees must comply with DOL guidance on veterans’ priority. ETA’s Training and Employment Guidance Letter (TEGL) No. 10-09 (issued November 10, 2009) provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL. TEGL No. 10-09 is available at http://wdr.dol.gov/directives/corr_doc.cfm?DOCN=2816.
SYLLABUS FOR
MDST 120
Principles of Phlebotomy

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

Course Delivery Method: TRAD
HelpDesk contact information: (304) 929-6725
itsupport@newriver.edu

Required Text(s): Phlebotomy Essentials, 6th edition; authors McCall R. & Tankersley, C. Publisher Wolters Kluwer.

Course Materials: (Including hardware and software requirements)
Workbook: Phlebotomy Essentials, 6th edition
Package ISBN#: 978-1-49632-521-1

To access The Point from the publisher, you will need to create an account and use the “Access Code” located on the inside of your front cover. Student resources our available, including power points, images and videos.

New River Community and Technical College provides accessible, affordable, quality education and workforce programs to meet the needs of the region it serves.
To access PrepU, an interactive mastery level and self-quizzing tool, as well as a resource for national certification exam review, you will need the “Class Code” given to you by the instructor.

**Course Learning Outcomes:** The following programmatic student learning outcomes are either introduced or reinforced in this course. The successful student will be able to:

1. Describe the organizational structure of the clinical laboratory, the roles of the clinical Laboratory personnel and the types of laboratory procedures performed in the various sections of the clinical laboratory department.
2. Define and explain the purposes of accreditation agencies, regulatory agencies and CLSI standards.
3. Identify and demonstrate accepted practices for infection control, isolation techniques, aseptic techniques and methods for disease prevention.
4. Identify and explain the functions of the major constituents of blood and differentiate among whole blood, serum and plasma.
5. Compare and contrast the properties of arterial blood, venous blood and capillary blood.
6. Describe and demonstrate the legal and ethical importance of proper patient/sample identification.
7. Differentiate timed, fasting, asap and stat specimens regarding timing and patient preparation protocols as related to specimen integrity and patient care.
8. Identify the various types of additives used in blood collection and explain the reason for their use, including the evacuated tube color codes associated with the additives and correct order of draw.
9. Identify the potential sites for the venipuncture, capillary and arterial punctures and differentiate the preferred vs less preferred sites.
10. Name and explain common causes of phlebotomy complications and causes for source of error in specimen integrity.
11. Explain methods for transporting and processing specimens for routine and special testing including sending the specimens out to a reference laboratory.
12. Describe the system for monitoring quality assurance in the collection of blood.
13. Identify and describe the role and environment of the phlebotomist within the health care setting.
14. Demonstrate the proper use of OSHA Standard Precautions and other laboratory safety procedures.
15. Identify the veins of the upper and lower extremities on which phlebotomy is performed.
16. Identify the evacuated tube colors, the associated additives, explain how they work.
17. Explain the order of draw and the rationale for ETS, syringes, butterfly and capillary puncture.
18. Demonstrate the steps in the preparation of the venipuncture site, including proper patient identification and specimen labelling.
19. Demonstrate proper needle insertion and withdrawal techniques, including direction, angle and depths for venipunctures.
20. Interpret a standard test requisition and demonstrate proper specimen transport and specimen processing.
21. Perform a competent and effective venipuncture on a patient using the various techniques.
22. Perform a competent and effective capillary puncture on a patient.
23. Perform a competent and effective blood culture collection using proper aseptic technique.
24. Instruct patients in the proper collection and preservation for various non-blood samples, including urine, semen and stool.
25. Communicate (verbally and nonverbally) effectively and appropriately in the workplace.
26. Demonstrate professionalism by exhibiting punctuality, outstanding attendance, ability to take constructive criticism, ability to follow instructions, and displaying cooperative interpersonal relationships.

Course Outline:
1. Introduction to Phlebotomy
   a. History of Phlebotomy
   b. Phlebotomy’s Role in Health Care
   c. Healthcare System and Delivery
   d. Laboratory Departments & their Functions
   e. Laboratory Personnel Levels
   f. Professionalism
   g. Effective Communication - Verbal Vs Nonverbal
   h. Certification vs Licensure
   i. Confidentiality
   j. Competency Assessment
2. Quality Assurance & Legal Issues
   a. National Standard & Regulatory Agencies
   b. Accreditation Agencies
   c. Quality Assurance in Phlebotomy
   d. Quality Assurance Vs Quality Control
   e. Patient Consent
   f. Litigation
3. Infection Control and Safety
   a. Occupational Safety and Health Administration Standards
   b. Nosocomial & HAI
   c. Bloodborne pathogens
   d. Chain of Infection
   e. Infection Control Procedures
f. Laboratory Safety

4. Basic Human Anatomy and Physiology
   a. Body Positions & Planes
   b. Directional Terms
   c. Body Cavities
   d. Body Systems & Functions

5. Circulatory System
   a. Heart
   b. Vascular System
   c. Composition of Blood
   d. Hemostasis
   e. Lymphatic System

6. Blood Collection Equipment
   a. General supplies
   b. Evacuated Tube System
   c. Syringe System
   d. Winged Infusion Set
   e. Evacuated Collection Tubes & Additives
   f. Needle gauges
   g. Order of Draw
   h. Microcollection Equipment

7. Venipuncture Procedures
   a. Steps in Blood Collection Technique
   b. Approaching & Preparing the Patient
   c. Patient Identification
   d. Test Request Form
   e. Selecting the Appropriate Venipuncture Site
   f. Specimen Accessioning & Labeling
   g. Post Phlebotomy Patient Care
   h. Pediatric Procedures
   i. Geriatrics Procedures
   j. Special Patient Considerations

8. Preanalytical Considerations
   a. Basal State
   b. Reference Ranges
   c. Physiological Variables
   d. Problem Sites
   e. Vascular Access Devices
   f. Patient Complications & Conditions
g. Procedural Error Risks
h. Specimen Quality Concerns
i. Troubleshooting Failed Venipuncture

9. Capillary Puncture
   a. Equipment
   b. Capillary Puncture Principles
   c. Procedure
   d. Finger Stick vs. Heel Stick
   e. Neonatal Screening

10. Special Procedures
   a. Blood Bank Specimens
   b. Blood Cultures
   c. Coagulation Specimens
   d. Glucose Testing
   e. TDMs
   f. Therapeutic Phlebotomy
   g. Forensic Specimens
   h. Point of Care

11. Computers, Specimen Handling & Processing
   a. Computers and the LIS
   b. Specimen Handling Procedures
   c. Transporting Specimens
   d. Special Processing Procedures

12. Nonblood Specimens & Tests
   a. Urine Specimens
   b. CSF
   c. Stool collection
   d. Culture swabs
   e. Others

13. Arterial Blood Gases
   a. Site Selection
   b. Allen tests
   c. Equipment & Supplies
   d. Patient preparation
   e. Radial ABG procedure
   f. Patient Complications
   g. Sampling Errors
General Education Competencies Addressed in this Course: *(Identify the specific competencies that are introduced, reinforced, and/or assessed in this course)*

1. Apply critical thinking skills to a variety of subjects.
2. Use appropriate delivery techniques to deliver the compelling message, ensuring that the communicator appears polished and confident.
3. Use information effectively to accomplish a specific purpose.
4. Access and use information ethically and legally.

Eligibility for the **Phlebotomy Technician National Certification** can be achieved through National Health Association after successfully completing MDST 120 / 121L, Phlebotomy Lecture and Lab, which includes a clinical externship. Refer to [www.nhanow.com](http://www.nhanow.com)

**Procedures for Student Assessment:** The purpose of assessment for continuous improvement is to ensure that teaching methods are appropriate to facilitating your understanding of the subject matter and mastery of its application. A variety of assessments will be used throughout the course to allow the Instructor to determine whether you are individually and collectively developing a full understanding of key concepts, theories, and ideas and their application. These assessments will allow the Instructor to modify presentation of the material accordingly.

In this course, the student will be evaluated by participation in the class, attendance and punctuality, adherence to safety procedures, professional performance evaluation (behavior skills), homework assignments, quizzes, exams, and final exam.

The criteria for assessment of class participation is:

**Preparation:** the extent of your reading, analyzing and understanding of the material, demonstrated by contribution to discussion.

**Contribution to discussion:** the extent to which you volunteered answers, asked relevant questions, expressed your own opinions and analyzed the contribution of others.

**Group skills:** the extent to which you allowed others to contribute, avoided class domination, shared ideas with others, assisted others, provided positive feedback to others and exhibited tolerance and respect for others.

**Communication skills:** the quality of your expression, clarity, conciseness, use of appropriate vocabulary, confidence.

**Attendance:** includes punctuality.

**Weighted Assessment of Student Learning for Lecture Section:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Final Comprehensive Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>
Weighted Assessment of Student Learning for **Laboratory Section:**

- Attendance: 25%
- Professional Performance Eval: 25%
- Competencies: 50%

**Grading Scale:**

- A = 93 - 100%
- B = 85 - 92%
- C = 77 - 84%
- D = 70 - 76%
- F = below 70%

**Attendance:** Students are expected to attend class. This is not a regular course but is a job-training course; therefore, you will be expected to have the same conduct and attendance and punctuality as any job. More than (2) two complete absences (lecture and lab) may result in you being dropped from the course at the instructor's discretion. In addition, if you miss laboratory sessions, you will not earn points for that particular lab. Repeated tardiness and leaving early will result in deduction of points with increasing number of points deducted with each additional occurrence.

Lab Practical’s and Competencies are time consuming to complete and document. This is also your opportunity to practice your skill before performing phlebotomy on actual patients, giving you a greater sense of confidence. Please make every effort to attend and participate. Labs cannot be rescheduled; as other students must be present to practice your skills. Refer to the New River CTC Student Handbook for the policy on attendance.

Missed Skills Competencies will be made up ONLY after everyone else in attendance has completed that specific competency. All competencies must be completed before attending your clinicals.

**Homework**

You will have various homework assignments throughout the semester, through your workbook and online PrepU. All assignments are expected to be complete on-time. Through PrepU, each week you will be assigned a mastery level homework assignment that consists of a series of questions that you can take as many times as necessary to achieve the designated mastery level (1-8). You will have a week from the day of class to complete this assignment. You must achieve the mastery level assigned to receive the full points awarded. In addition, you will have a self-quiz through PrepU that you can take only once and is timed. I would suggest working on your mastery level before taking the quiz. The quiz is due at midnight the day before the next class.

- No late homework assignments will be accepted under any circumstances.
- No makeup exams will be taken with the exception of the final exam. The student is responsible for making arrangements to take these exams. Failure to take the final exam will result in an F for the course.
Exams/Quizzes
Class exams will consist of a variety of types of questions. There will be multiple-choice, matching questions and fill in. These tests will emphasize the lecture material, but you are also responsible for the material covered in the assigned textbooks, even if it is not discussed in class. It will be impossible to cover all the subject matter in the text, so you must learn some of that material on your own.

Only one (1) class exams can be made up and rescheduled if the student notifies the instructor BEFORE the class starting time. If you miss a second exam, a score of 0 will count in your total. Quizzes are given through PrepU on a weekly basis (up to a week to complete) and cannot be made up or rescheduled. These quizzes and tests will emphasize the lecture material, but you are also responsible for the material covered in laboratory and the assigned textbook material, even if it is not discussed in class. Material from any portion of the course will be considered as possible subject matter for exams and quizzes.

Extra Credit
Under no circumstances will extra credit be given.

Background Check and Drug Test:
Every student must register with Certified Background, Inc. (www.certifiedprofile.com) to register and pay for the background and drug test. This information will be given out on the first day. Failure to comply with this requirement and/or meeting the deadline will have you automatically dropped from the course – no exceptions.

Attire and Hygiene
Scrubs and other clothing must be clean and in good condition and not revealing. For clinicals, hunter green scrubs must be worn, if you are taking this class as a pre-requisite for the MLT program maroon or wine-colored scrubs must be worn. Closed-toe and closed-heel shoes must be worn at during lab meetings and clinicals. No dangling jewelry or excessive jewelry allowed (2 piercings per ear and ears only) or any facial piercings. Nails must be clean. Hair must be clean, neatly styled and pulled back if longer than shoulder length. If tattoos are visible, these must be covered with clothing, band aids or cosmetics. Proper hygiene is required at all time, including use of deodorants and other proper daily hygiene regiments. No use of perfume is allowed in lab or during clinicals.
## Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabi Review and Course Requirement</td>
</tr>
<tr>
<td></td>
<td>Chapter 1 Past and Present and the Healthcare Setting</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 3 Infection Control, Safety, First Aid and Personal Wellness</td>
</tr>
<tr>
<td></td>
<td>Chapter 7 Blood Collection Equipment, Additives and Order of Draw</td>
</tr>
<tr>
<td></td>
<td>Chapter 8 Venipuncture Procedures</td>
</tr>
<tr>
<td>3</td>
<td>Exam, Chapters 1 and 7</td>
</tr>
<tr>
<td></td>
<td>Chapter 4 Medical Terminology</td>
</tr>
<tr>
<td></td>
<td>Chapter 5 Human Anatomy and Physiology Review</td>
</tr>
<tr>
<td></td>
<td>Chapter 6 The Circulatory System</td>
</tr>
<tr>
<td>4</td>
<td>Exam, Chapters 3 and 8 on Blackboard</td>
</tr>
<tr>
<td></td>
<td>No Class (will be at my niece’s graduation)</td>
</tr>
<tr>
<td>5</td>
<td>Exam, Chapters 4, 5, and 6</td>
</tr>
<tr>
<td></td>
<td>Chapter 2 Quality Assurance and Legal Issues</td>
</tr>
<tr>
<td></td>
<td>Chapter 8 Venipuncture Procedures (Pediatric and Geriatrics)</td>
</tr>
<tr>
<td></td>
<td>Chapter 10 Capillary Puncture Equipment and Procedures</td>
</tr>
<tr>
<td>6</td>
<td>Exam, Chapters 2, 8, and 10</td>
</tr>
<tr>
<td></td>
<td>Chapter 9 Preanalytical Considerations</td>
</tr>
<tr>
<td></td>
<td>Chapter 11 Special Collections and Point of Care Testing</td>
</tr>
<tr>
<td>7</td>
<td>Exam, Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Chapter 12 Computers and Specimen Handling and Processing</td>
</tr>
<tr>
<td>8</td>
<td>Exam, Chapters 11 and 12</td>
</tr>
<tr>
<td></td>
<td>Chapter 13 Nonblood Specimens and Tests</td>
</tr>
<tr>
<td></td>
<td>Chapter 14 Arterial Puncture Procedures</td>
</tr>
<tr>
<td>9</td>
<td>Exam, Chapter 13 and 14</td>
</tr>
<tr>
<td></td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td>10</td>
<td>Exam, Final Comprehensive Exam</td>
</tr>
</tbody>
</table>
Assessment for Continuous Improvement
Students will be asked to participate in assessment practices by completing a pre/post test at the beginning and end of the course. The pre/post test will consist of a minimum of 50 multiple choice questions. The pre-assessment will be given during the first 2 weeks of class and the post assessment will be given near the end of the course. Results of the pre/post test will be used to analyze the effectiveness of the course and to make needed improvements on curriculum and delivery as a method of improving student learning.

Classroom/Course Policies
Academic Integrity/Honor Code: As a member of an academic community, you are expected to adhere to an academic code of conduct and not engage in plagiarism, cheating, falsifying information or records, or any other such activity. Failure to adhere to this code of conduct will result in sanctions and/or disciplinary action up to and including dismissal from the College.

Assignment Submission Guidelines: Assignments will be given during class. The assignments will be due at the next class meeting with 5% taken off of every late submission.

Attendance: You are expected to attend all sessions of course for which you are enrolled. Regular attendance is required for satisfactory completion. There are two types of absences recognized by the College as excused: (1) absence resulting from participation in an activity where you are officially representing the College (institutional); and (2) absence caused by unforeseeable and unavoidable circumstance which is beyond your control. All other absences are considered willful, and will not count as excused. It is your responsibility to provide your Instructor with a proper explanation and documentation of institutional or unavoidable absences. The makeup of any work that was missed is your responsibility, and it is up to your Instructor as to whether or not to accept makeup work for unexcused absences.

Make-up Testing: All exams and quizzes will be based on course content as presented in the textbook and the classroom. Exams will be announced prior to the date of the exam. Quizzes may not be announced prior to the date given, but will be based on material presented in the previously scheduled class. Missed exams must be made up prior to the next scheduled class meeting. It is the responsibility of the student to schedule any missed exam. Missed quizzes will receive a grade of zero.

Participation and Engagement: In accordance with the guidelines for awarding academic credit, it is expected that you will spend two hours on completing assignments and other activities for every hour of classroom time, lecture, or instructor facilitated event per week.
Additional Information

Inclement Weather/Emergency Situations
There are a number of ways to find out if classes are canceled due to inclement weather. You will find complete information in the Inclement Weather and Emergency Procedure in the Student Handbook or on the New River website at the following link: http://www.newriver.edu/images/stories/hr/procedures/procedure_3-inclement_weather_1-2014.pdf.

New River Community and Technical College Social Justice Statement: “Consistent with its comprehensive mission and recognizing that the development of human potential is a fundamental goal in a democratic society, the Board of Governors for New River Community and Technical College promotes an educational system that values cultural and ethnic diversity and understanding; that provides for the preparation of students for full and meaningful participation in a changing world; and that promotes equitable and fair treatment in every aspect of campus life and employment for all persons regardless of race, national origin, gender, sexual preference, sexual orientation, age, religion, veteran status or disability.”

Student Success Centers are located at each campus. Services provided are:

- Tutoring - Individual, group and online options
- Career Counseling
- Academic Advising
- Life Skills Advising
- Disability Services
- Placement Testing
- Make-up testing - appointment required, walk-ins will be accommodated when space is available
- Study Groups
- Workshops

ADA (Americans with Disabilities Act) Services
Students with special needs are encouraged to contact the Educational Counselor in the Student Success Center on their campus before the start of the semester and request accommodations. If you have documented disabilities, you are eligible for ADA accommodations if they meet the conditions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. You must self-identify yourself and provide appropriate written documentation of your disability. If you qualify for services, you should work closely with the Educational Counselor to determine potential accommodations afforded to participate in the academic programs and services. Reasonable modifications in policies, practices, and procedures are implemented to assure equal access to individuals with disabilities. The Educational Counselor will prepare the
"Notification of Need for Accommodation" letters for the faculty contact. Should you experience a temporary disability during the semester, you must provide reasonable and timely notice of a need for accommodations and services substantiated by appropriate documentation. Information provided is treated as confidential and is not released to anyone without your prior consent. Further information is available in the Student Handbook located on the College’s website at: www.newriver.edu/current-students/student-services/student-resources.

Library Services
Library information services are available to all New River Community and Technical College students through the College’s Library located on the Greenbrier Valley Campus, Greenbrier County Public Library, the Summersville Public Library, the Raleigh County Public Library, the Concord University Library, the Princeton Public Library, the Craft Memorial Library in Bluefield, WV and the Bluefield State College Library. Each library is a member of the Mountain Library Network (MLN) and serves all MLN card holders. Library cards for these facilities are free and their collections are available through interlibrary loan. The Greenbrier Valley Campus library web page (http://www.newriver.edu/current-students/library-services) offers electronic library services to all users such as Academic OneFile (full text and summary peer-reviewed journal and popular magazine article databases and the Literature Resource Center) the Lexis-Nexis Academic (full text national and international newspaper articles, legal, business, and biographical databases), the Charleston Newspaper Index (full text), links to regional newspapers, CINAHL (nursing and allied health subjects), and Interlibrary Loan Request forms. MLN affiliated libraries offer journal databases through the West Virginia Library Commission. For further information and assistance, contact the College’s Librarian at (304) 647-6575.

12. Veteran’s Priority Provisions: The Jobs for Veterans Act (Public Law 107-288) requires grantees to provide priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service can be found at 20 CFR part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service. To obtain priority of service, a veteran or spouse must meet the program’s eligibility requirements. Grantees must comply with DOL guidance on veterans’ priority. ETA’s Training and Employment Guidance Letter (TEGL) No. 10-09 (issued November 10, 2009) provides guidance on implementing priority of service for veterans and eligible spouses in all qualified job training programs funded in whole or in part by DOL. TEGL No. 10-09 is available at http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2816.
COURSE SYLLABUS

PSYC 101: Introduction to Psychology (early enrollment - online)

Instructor: Ms. Jennifer Hudnall
Email: jhudnall@mail.wvu.edu

Required Materials*
* PowerPoints lectures corresponding to each chapter will be posted most weeks. However, they may not provide answers to all quiz questions. You must read the textbook in order to succeed in this class!

Course Objectives
This course serves as an introduction to the diverse collection of scientific, non-scientific, and pseudo-scientific paradigms commonly labeled as “psychology” and provides a broad, general overview of these paradigms. Successful completion of this course will result in the following learning outcomes:

- The student can demonstrate the ways in which psychology is (and is not) a natural science.
- The student can describe how the scientific method is (and is not) employed in psychology.
- The student can describe the potential contributions of biology, learning experience, and context (social and nonsocial) to the understanding of human behavior.
- The student can describe major research findings that are relevant to learning and memory, human development, social influence, and behavior genetics.
- The student can recognize the interpretational pitfalls inherent to non-experimental research.
- The student can distinguish science from pseudoscience in the study of human behavior.
- The student can demonstrate mastery of terminology in psychological methods, concepts, and approaches.
- The student can describe the cultural factors that influence research and practice in psychology.

Class Mechanics
This is NOT a self-paced course. Quizzes and all other assignments have firm due dates. Because this is an online course, weeks will run Sunday through Saturday, so plan accordingly. Due to the online nature of the course, it is understood that technical problems may occasionally occur. Keep in mind that eCampus is shut down weekly for data backup (typically on Sundays), and access will be denied during certain hours. I HIGHLY recommend that you avoid waiting until the last minute to complete quizzes. I understand that personal emergencies, family illnesses, and computer issues do occur. I will accommodate student needs, **within reason**. However, repeated requests will be denied. Ball games, dances, vacations, etc. are not valid reasons to request a quiz or exam be reopened after the due date. In these instances, the quiz should be completed before the event. If you have activities planned that will interfere with this, **you must inform me ahead of time**. This is a WVU/WVUIT course and follows that schedule.
Evaluation of Student Progress
This course will consist of (a) chapter quizzes; (b) a midterm exam; and (c) a final exam.

Quizzes (650 points). Thirteen quizzes (each worth 50 points) will be given. The quizzes will be taken online and are open-book/open-note. The deadline for quizze is 11:59 PM each Saturday (with one exception noted on the schedule). The quiz closes at midnight and will not be reopened.

Midterm Exam (175 points). This exam will cover Chapters 1-7. The deadline is 11:59 PM Friday, March 4. The exam closes at midnight and will not be reopened.

Final Exam (175 points). This exam will cover Chapters 8-16. The deadline is 11:59 PM Friday, May 5. The exam closes at midnight and will not be reopened.

No extra credit is offered in this class, and grades are not scaled. You are expected to complete all quizzes and exams on time.

Final grades are determined according to the following percentages of maximum total points:

- A = 900 - 1000 points
- B = 800 – 899 points
- C = 700 – 799 points
- D = 600 – 699 points
- F = 599 points or less

Communication
You are responsible for all announcements made on eCampus and via email. You are expected to check your MIX/eCampus mail regularly. You are responsible for thoroughly reading instructions. If you have questions throughout the semester, please email me right away. I am here to help you. jhudnall@mail.wvu.edu
DO NOT send messages to me through eCampus. Your message may not be read.

Additional Course Information & Institutional Policies

SOCIAL JUSTICE. West Virginia University and all affiliates are committed to social justice, and do not discriminate on the basis of race, sexual orientation, gender, age, disability, religion, veteran status, color, or national origin. The instructor will maintain a positive learning environment consistent with this commitment to social justice.

DISABILITY. If you have a disability and anticipate the need for accommodation or other assistance in this course, please inform me immediately.

ACADEMIC HONESTY. Students are expected to exhibit honesty and integrity with all forms of evaluation in this course. Failure to do so will result in the most severe consequences allowable by institutional policy. More information about academic integrity and the consequences of cheating and plagiarism can be found in the Student Code, which can be reviewed at: http://campuslife.wvu.edu/r/download/180235
**PSYCHOLOGY AT WVU TECH.** If you would like to major/minor in psychology, or wish to know more about the program offered at WVU Tech and possible careers in the field, please contact your instructor (who is a WVUIT graduate), and visit [http://psychologybhss.wvutech.edu/](http://psychologybhss.wvutech.edu/) for more information. Tech has an exceptional psych program.

### Tentative course schedule

Below is an approximate schedule. Note that this schedule is tentative and may change. Any changes will be announced on eCampus and via email. If you have trouble keeping track of due dates, let technology assist you! Put reminders in your phone, laptop, etc. **I am not responsible for reminding you of deadlines.** Please note, this course follows WVU’s schedule. Plan accordingly.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Assignment*</th>
<th>Quiz due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 16-19</td>
<td>Introductory Activities</td>
<td>---</td>
</tr>
<tr>
<td>Aug. 20-26</td>
<td>Ch. 1 (Psychology as a Science) pp. 3-14; 18-26</td>
<td>Aug. 26</td>
</tr>
<tr>
<td>Aug. 27 – Sept. 2</td>
<td>Ch. 2 (Research Methods)</td>
<td>Sept. 2</td>
</tr>
<tr>
<td>Sept. 3-9</td>
<td>Ch. 3 (Nature and Nurture)</td>
<td>Sept. 9</td>
</tr>
<tr>
<td>Sept. 10-16</td>
<td>Ch. 4 (The Nervous System)</td>
<td>Sept. 16</td>
</tr>
<tr>
<td>Sept. 17-23</td>
<td>Ch. 5 (Consciousness &amp; Drugs)</td>
<td>Sept. 23</td>
</tr>
<tr>
<td>Sept. 24-30</td>
<td>Ch. 7 (Learning and Conditioning)</td>
<td>Sept. 30</td>
</tr>
<tr>
<td>Oct. 1-7</td>
<td><em><strong>MIDTERM EXAM</strong></em></td>
<td>Fri., Oct. 6</td>
</tr>
<tr>
<td>Oct. 8-14</td>
<td>Ch. 8 (Sociocultural Context)</td>
<td>Oct. 14</td>
</tr>
<tr>
<td>Oct. 15-21</td>
<td>Ch. 9 &amp; 10 (Intelligence &amp; Memory)</td>
<td>Oct. 21</td>
</tr>
<tr>
<td>Oct. 22-28</td>
<td>Ch. 11 (Stress and Emotion)</td>
<td>Oct. 28</td>
</tr>
<tr>
<td>Oct. 29 – Nov. 4</td>
<td>Ch. 13 (Lifespan Development)</td>
<td>Nov. 4</td>
</tr>
<tr>
<td>Nov. 5-11</td>
<td>Ch. 14 (Personality)</td>
<td>Nov. 11</td>
</tr>
<tr>
<td>Nov. 12-18</td>
<td>Ch. 15 (Psychological Disorders)</td>
<td>Nov. 18</td>
</tr>
<tr>
<td>Nov. 19-25</td>
<td><em><strong>FALL BREAK</strong></em></td>
<td>***</td>
</tr>
<tr>
<td>Nov. 26 – Dec. 2</td>
<td>Ch. 16 (Treatment &amp; Therapy)</td>
<td>Dec. 2</td>
</tr>
<tr>
<td>Dec. 3-9</td>
<td><em><strong>FINAL EXAM</strong></em></td>
<td>Dec. 9</td>
</tr>
</tbody>
</table>

* We will skip Chapters 6 and 12.
Syllabus for
POSC 218
State and Local Governments
(3-0-3)

Course Description
This course provides a survey of American state and local governments, with emphasis on federalism, federal and state relations, interstate regulations, and the structure and political processes of state and local governments. Pre-requisite(s): NONE. Co-requisite(s): NONE.

Course Delivery Method:
This course is offered in the Online learning format. Internet access and updated hardware and software are imperative.

HelpDesk contact information: For assistance with your account or access to New River services, contact the Help Desk at 304-929-6725 or itsupport@newriver.edu.

Required Text(s)

Course Materials
Supplemental materials and other resources may be available on the course site in BlackBoard.
Learning Outcomes

Upon successful completion of this course, you will be able to:

- Describe the political landscape of the states and communities in the United States.
- Discuss the underlying principles of federalism and their implications in the operation of state and local government.
- Assess the challenges in balancing national and state powers and the consequences for policy making.
- Describe the various players in state and local government and their respective powers, roles, and responsibilities.
- Discuss the influence of people, entities, and processes on political behavior.
- Describe the role of state and local government in addressing political issues such as taxation, civil rights, education, health, welfare, and the economy.

Course Content Outline

I. Democracy and Federalism
   a. Democracy and constitutionalism in the states
   b. States, communities, and American federalism

II. Politics, participation, parties and campaigns
   a. Politics in states and communities
   b. Participation in state politics
   c. Parties and campaigns in the states

III. Political players
   a. Legislators in state politics
   b. Governors in state politics
   c. Bureaucratic politics in states and communities
   d. Courts, crime, and correctional policy

IV. Community politics
   a. Governing America’s communities
   b. Participation in community politics
   c. Metropolitics: conflict in metropolis
   d. Community power, land use, and the environment

V. Political issues
   a. Taxation and finance
   b. Civil rights
   c. Education
General Education Competencies Addressed in this Course:

- **Communicating effectively in writing** – using content to illustrate mastery of the subject matter; using sources to develop ideas that are appropriate for the discipline; using language that communicates meaning to others; appraising audience, purpose, and the circumstances surrounding the writing assignments; applying a wide range of conventions (organization, context, presentation, format, and style) **Will be assessed through writing assignments and term paper**

- **Thinking Critically** – identifying issues and problems; selecting, evaluating, and using information to explore a point of view; analyzing context and assumptions; formulating a position; determining logical outcomes and conclusions **Will be assessed through writing assignments by asking students to take basic course material and applying it to new situations and responding critically.**

- **Demonstrating Information Literacy** – determining the extent of information needed to address a problem or complete an assignment; accessing the needed information; evaluating information and its sources critically; using information to accomplish a specific purpose; using information legally and ethically **Will assessed by requiring students to do research for the final term paper. Sources are evaluated and founded to be academically sound.**

- **Applying Ethical Reasoning** – analyzing core beliefs and their origins; explaining different ethical perspectives; recognizing ethical issues; applying ethical perspectives, theories, and frameworks; evaluating different ethical perspectives and concepts **Students will be required through the discussion format to apply ethical reasoning to real world situations and draw conclusions and support these conclusions with sound reasoning.**

Procedures for Evaluation

Grading Components and Weights:

There are five types of assignments that you will be expected to complete, and a total of 1,000 points is available:

**Discussion Board Posts 30%** (300 pts; 15 posts and responses; 20 pts per week)

**Analytic Essays 25%** (250 pts; 5 essays; 50 pts per entry)
Research Paper 17.5% (175 pts; analysis and synthesis of analytic essays)

Quizzes 22.5% (225 pts; 15 points weekly)

Other Assignments 5% (50 pts; Personal Introduction, 25 pts; Plagiarism Quiz, 25 pts)

(NOTE: Please see separate documents in the START HERE section of the BlackBoard course site for guidelines on preparing and submitting discussion board posts, essays, quizzes, and the research paper. These documents will also give greater detail on how each type of assignment will be evaluated and graded)

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>900 – 1,000 pts</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>800 – 899 pts</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>700 – 799 pts</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>600 – 699 pts</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>599 pts or less</td>
</tr>
</tbody>
</table>

Assessment for Continuous Improvement

The purpose of assessment for continuous improvement is to ensure that teaching methods are appropriate to facilitating your understanding of the subject matter and mastery of its application. A variety of assessments will be used throughout the course to allow the Instructor to determine whether you are individually and collectively developing a full understanding of key concepts, theories, and ideas and their application. These assessments will allow the Instructor to modify presentation of the material accordingly.

Classroom/Course Policies

Academic Integrity/Honor Code: As a member of an academic community, you are expected to adhere to an academic code of conduct and not engage in plagiarism, cheating, falsifying information or records, or any other such activity. Failure to adhere to this code of conduct will result in sanctions and/or disciplinary action up to and including dismissal from the College.

Assignment Submission Guidelines (including acceptance of late submissions)

Attendance: Attendance in an online course is predominantly measured by the amount of time that you spend participating in required activities and completing assignments. This may include reading and analyzing the textbook, reviewing supplemental materials posted on the course site (videos,
scholarly articles, etc.), responding to discussion board questions and scenarios, completing quizzes, blogging, journaling, conferencing, writing essays, and other interactive activities.

**Make-up Work**

All assignments will have a specified due date and late submissions will only be accepted with Instructor permission based on extenuating circumstances. All late submissions, if accepted, will be subject to a reduction in grade.

**Participation and Engagement:** In accordance with the guidelines for awarding academic credit, it is expected that you will spend AT LEAST two hours per week on completing assignments and other activities for every hour of Instructor facilitated events per week.

**Additional Information Inclement Weather/Emergency Situations**

Because the course is offered in the Online learning format, cancellations due to inclement weather would be extremely rare (caused predominantly by wide-spread power outages). Therefore, the information on Inclement Weather/Emergency Situations is included as reference only.

There are a number of ways to find out if classes are canceled due to inclement weather. You will find complete information in the Inclement Weather and Emergency Procedure in the Student Handbook or on the New River website at the following link:

http://www.newriver.edu/images/stories/hr/procedures/procedure_3-inclement_weather_1-2014.pdf

**New River Community and Technical College Social Justice Statement:** “Consistent with its comprehensive mission and recognizing that the development of human potential is a fundamental goal in a democratic society, the Board of Governors for New River Community and Technical College promotes an educational system that values cultural and ethnic diversity and understanding; that provides for the preparation of students for full and meaningful participation in a changing world; and that promotes equitable and fair treatment in every aspect of campus life and employment for all persons regardless of race, national origin, gender, sexual preference, sexual orientation, age, religion, veteran status or disability.”

**Student Success Centers are located at each campus. Services provided are:**

- Tutoring - Individual, group, and online options
- Career Counseling
- Academic Advising
- Life Skills Advising
- Disability Services
- Placement Testing
• Make-up testing - appointment required, walk-ins will be accommodated when space is available
• Study Groups
• Workshops

**ADA (Americans with Disabilities Act) Services**

Students with special needs are encouraged to contact the Educational Counselor in the Student Success Center on their campus before the start of the semester and request accommodations. If you have documented disabilities, you are eligible for ADA accommodations if they meet the conditions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. You must self-identify yourself and provide appropriate written documentation of your disability. If you qualify for services, you should work closely with the Educational Counselor to determine potential accommodations afforded to participate in the academic programs and services. Reasonable modifications in policies, practices, and procedures are implemented to assure equal access to individuals with disabilities. The Educational Counselor will prepare the “Notification of Need for Accommodation” letters for the faculty contact. Should you experience a temporary disability during the semester, you must provide reasonable and timely notice of a need for accommodations and services substantiated by appropriate documentation. Information provided is treated as confidential and is not released to anyone without your prior consent. Further information is available in the Student Handbook located on the College’s website at: [www.newriver.edu/currentstudents/student-services/student-resources](http://www.newriver.edu/currentstudents/student-services/student-resources).

**Library Services**

Library information services are available to all New River Community and Technical College students through the College’s Library located on the Greenbrier Valley Campus, Greenbrier County Public Library, the Summersville Public Library, the Raleigh County Public Library, the Concord University Library, the Princeton Public Library, the Craft Memorial Library in Bluefield, WV and the Bluefield State College Library. Each library is a member of the Mountain Library Network (MLN) and serves all MLN card holders. Library cards for these facilities are free and their collections are available through interlibrary loan. The Greenbrier Valley Campus library web page ([http://www.newriver.edu/current-students/library-services](http://www.newriver.edu/current-students/library-services)) offers electronic library services to all users such as Academic OneFile (full text and summary peer-reviewed journal and popular magazine article databases and the Literature Resource Center) the Lexis-Nexis Academic (full text national and international newspaper articles, legal, business, and biographical databases), the Charleston Newspaper Index (full text), links to regional newspapers, CINAHL (nursing and allied health subjects), and Interlibrary Loan Request forms. MLN affiliated libraries offer journal
databases through the West Virginia Library Commission. For further information and assistance, contact the College’s Librarian at (304) 647-6575.