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STANDARD TWO

BUILDING CONSTRUCTION TECHNOLOGY

INTRODUCTION

The building construction technology program committee was responsible for evaluating aspects of the instructional program to determine compliance with standard two criteria. In order to complete its task, the committee reviewed all program files, minutes, outcomes, curriculum, and other documentation. The building construction technology program is a 55 semester credit hour program. A student enrolled on a full-time basis can earn a diploma in four semesters.

Reid State's building construction technology program provides excellent training that enables graduates of the program to obtain and successfully perform the tasks of entry-level positions in this field. The building construction technology program's comprehensive mission is stated in the *College Catalog*:

> *The purpose of the building construction technology program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the building construction profession.*
>
> *The diploma program is intended to produce graduates who are prepared for employment as carpenters, cabinetmakers, and roofers. Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of roofing, framing, safety, cabinet construction, blueprint reading, foundations, interior and exterior finishing, and drywall.*
>
> *Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of building construction technology. The occupational skill preparation should meet the National Center for Construction Education and Research (NCCER) recognized skill standards. The College will ensure program quality through internal certification of graduate competencies and external certification of graduates by the National Center for Construction Education and Research.*

The philosophy and purpose of the building construction technology program is consistent with that of the governing institution.

The admission policy for the program is relevant to a student's ability to complete the academic and occupational requirements. The program is offered during the day on the main campus.

One full-time faculty is employed to provide relevant instruction and educational experiences for Reid State students. The program faculty person enjoys strong and productive relationships with area business and industry representatives. Program outcomes emphasize the success of this program in preparing graduates for entry-level employment in the building construction profession.

The program mission, length, objectives, course requirements, equipment and academic courses integrated into the occupational area are congruent with the institution's mission, labor job market demands, business and industry needs, the requirements of the Alabama State Board of Education, and the mission of the Alabama Community College System.

ANALYSIS

A. *Admissions/Recruiting*

> **1. The institution's admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)**

The institution's admission policy is published in the *College Catalog*, *Student Handbook,* website, and program brochures. Copies of the Reid State Technical *College Catalog* are distributed to high schools in the College service area and many other locations prospective students may frequently visit. The *College Catalog and Student Handbook* and program brochures are on display at all times in the administration and

student services buildings. All students are provided a copy of the *College Catalog* during orientation, at which time college policies and procedures are reviewed in detail **(Exhibit 2-A-1 (a), (b), (c), (d)**.

> **2. For all students admitted to a Vocational English-As-A-Second Language Program, the institution utilized written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See "Vocational English-As-A-Second-Language Programs" in the current edition of the Policies and Rules of the Commission.)**

Reid State Technical College does not offer Vocational English-As-A-Second Language Program.

> **3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)**

The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. The College transfer policy is promulgated by the Alabama State Board of Education and is printed in the *College Catalog* and *Student Handbook* **(Exhibit 2-A-3 (a), (b), (c), (d))**.

An applicant who has previously attended another accredited postsecondary institution will be considered a transfer student and is required to furnish official transcripts of all work attempted at all said institutions. The College also requires the transfer of student documents required of first-time college students. A transfer student who meets requirements for admission to a course creditable toward an associate degree is classified as a degree-eligible student. A transfer student who does not meet these requirements is classified as a non-degree-eligible student. A transfer student must have submitted to the college an application for admission and official transcripts from all

accredited postsecondary institutions attended and an official high school transcript or GED.

A transfer student, whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale, will be admitted on clear academic status. A transfer student, whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale, will be admitted only on academic probation. An applicant who has been academically suspended from another accredited postsecondary institution may be admitted as a transfer student only after following the appeal process established at the college for native students who have been academically suspended. If the transfer student is admitted upon appeal, the student will enter the institution on academic probation.

Students may transfer to different programs within the college, provided they meet the admission requirements for the desired program. Full credit is granted for those courses that have similar course descriptions and theory/laboratory/clinical credit hour requirements.

> **4.** ***The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)***

Transfer credit will be awarded for internal and external transfers based on the published "General Principles for Transfer of Credit" in the *College Catalog*. A course completed at other accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements. Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous formal training. For students admitted on academic

probation, only courses in which they have earned a course grade of C or better will be accepted for transfer. Awarding of transfer credit to fulfill graduation requirements will be based on applicability of the credits to the requirements of the degree sought **(Exhibit 2-A-4 (a), (b))**.

> **5. *Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)***

Admission requirements for building construction technology offer reasonable expectations for successful completion of the occupational program. Students must have a high school diploma or GED, or have documented ability-to-benefit and earn the GED prior to graduation **(Exhibit 2-A-5 (a), (b))**.

Placement exams are additional measures used to determine a student's readiness for college-level academic and occupational coursework **(Exhibit 2 A-5(c))**. The placement tests measure proficiency in reading, writing, and numerical skills. Students who score below requisite cut scores on each subtest are required to enroll in developmental courses in order to develop academic competencies necessary for success in college-level courses. Students whose assessment scores indicate they would benefit from developmental math, reading or writing must complete the courses prior to enrolling in college-level math and English. Students needing developmental reading must enroll in it within the first two semesters.

Students are advised to enroll during their first term for any required developmental course work and to take follow-up college courses in sequence. These policies and procedures are designed to ensure that students can be successful in completing all program requirements.

> **6. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)**

The building construction technology program does not award an associate in applied technology degree.

> **7. An institution that admits students on an "ability to benefit" basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A2)**

For all students admitted on an ability-to-benefit basis, the College has written admissions procedures, applies these uniformly, and provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. Students without a high school diploma or GED may be admitted on the ability-to-benefit basis to the building construction technology program. The admissions procedures are reflected in the *College Catalog and Student Handbook* (**Exhibit 2-A-7 (a), (b)**). This policy is applied uniformly and documentation is maintained in all permanent student files for verification of its application.

Upon student completion of the independently administered standardized test (COMPASS), the students' scores are compared to the federally-approved cut scores for Title IV eligibility. In order for students to qualify for admission and Title IV funds, the following scores are required: COMPASS Numerical (25), Reading (62), Writing (32)

The results of the test are recorded by the independent test administrator and forwarded to the admissions office, which then makes a determination of acceptance to the College and notifies the student of the results. An ability-to-benefit test certification

form is completed by the test administrator and becomes part of the student's permanent record along with the actual test form completed by the student **(Exhibit 2-A-7 (c))**.

The registration services coordinator is responsible for maintaining permanent records of student progress. Computerized transcripts reflect the student's grades in developmental and college courses and subsequent program completion status **(Exhibit 2-A-7 (d))**. Students are required to earn the GED prior to graduation.

> 8. *The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)*

Reid State Technical College's recruiting activities are ethical and are conducted according to standard marketing and recruiting practices. The director of recruiting/ placement and retention is directly responsible for developing and implementing the *Recruitment Plan*. Responsibility for recruiting activities is also spread across the College. All personnel are responsible for distributing materials to locations in their communities and making presentations to local high schools, churches, and vocational centers.

All published materials depict the mission, instructional outcomes, student performance expectations, and completion requirements of each program. The College uses a variety of materials to market programs and services. Colorful brochures, the *College Catalog, Student Handbook*, newspaper advertisements, and website are utilized to inform the student body and community of program offerings **(Exhibit 2-A-8 (a), (b), (c), (d), (e), (f), (g))**. The college's assistant dean of community development/public relations maintains a permanent scrapbook of newspaper advertisements for a historical

record which demonstrates that the college has greatly improved its marketing and public relations campaigns over time.

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9. Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)

Students are informed of building construction technology program costs prior to admission. Information about the program in the *College Catalog* includes the program philosophy, mission statement, program objectives, program costs, tuition rates, admission criteria, certification information, curriculum outline, and course descriptions **(Exhibit 2-A-9 (a))**. The *College Catalog* is distributed at all recruiting activities. It is on display at all times in administration and student services buildings, and all incoming students are provided a copy at the orientation/advising session prior to their first registration.

College brochures list the credit hours required for completion of each program. A program cost sheet is available in the student services building **(Exhibit 2-A-9 (b), (c), (d))**. The total tuition/fee cost for the building construction technology program diploma is as follows:

Tuition	$4,950
Fees	1,210
Books	650
Supplies	500

The College's tuition rate per semester hour is $90, plus a $9 per hour facility fee, $9 per hour technology fee, $1 per hour bond fee, and $3 per hour special building fee.

B. Programs

Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. Reid State Technical College's mission is as follows:

Reid State is committed to provide postsecondary education and training to students from diverse backgrounds and abilities on a non-discriminatory basis in order to prepare an effective workforce and to promote economic growth and community stability. In the spirit of scholarship, collaboration, technological specialization, flexible learning opportunities and personal development, the entire college seeks an improved quality of life for all students.

Building construction technology is congruent with the institutional mission and with the occupational needs of the people served by Reid State Technical College.

Occupational needs of the service area are evaluated through annual reviews of labor market information in order to gauge the continuing necessity and level of demand for each program **(Exhibit 2-B-1 (a), (b))**. Business and industry visits and the program advisory committee provide valuable information that assists the institution in ensuring that the building construction technology program continues to be congruent with the institutional mission and the needs of the community **(Exhibit 2-B-1 (c), (d))**.

The building construction technology program objectives are evaluated continuously. The program advisory committee is used to evaluate program objectives. The building construction technology program has an active advisory committee that meets twice annually. The advisory committee has had the responsibility for conducting

an annual review of the program's mission and content and recommending improvements in terms of curriculum, instructional methods, equipment, supplies and other important program and instructional considerations, as well as assisting the College in ensuring that program content and objectives were regularly updated. Minutes are available to document advisory committee activities **(Exhibit 2-B-2 (a))**.

Employers periodically review program objectives. Employer Verification Forms are completed every year to ensure that bona fide potential employers have the opportunity to evaluate the program content, objectives, range of remuneration, admission criteria, and curriculum to ensure that desirable, relevant, and current practices are included in the program of study **(Exhibit 2-B-2(b))**. Information obtained from Employer Verification forms are also utilized to ensure that relevant and current practices of the profession are addressed in the instructional program

Faculty reviews and adjusts program objectives as a result of feedback received through business and industry visits **(Exhibit 2-B-2(c))**. According to college policy, faculty completes six visits annually and documents their activities on business and industry forms that are forwarded to the human resources/instructional services coordinator. A copy is maintained by the faculty.

> 3. *Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)*

The building construction technology program at Reid State Technical College has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content.

Program outcome objectives are **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communication, computation, and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be able to obtain certification through the National Center for Construction Education and Research.*

4. *Program graduates will be successfully employed in the field.*

5. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed in the individual course syllabi, course guides and curriculum standards, and support attainment of broad program outcome objectives **(Exhibit 2-B-3 (b))**. Business and industry visits are regularly conducted to ensure that current needs of business and industry are considered when defining program content **(Exhibit 2-B-3 (c))**. Faculty also utilize information gained from their participation in professional associations to review and adjust program objectives.

Students' attainment of learning objectives in the building construction technology program is determined through regular evaluation methods. Knowledge tests are given in theory classes, and proficiency exams are utilized to document competency attainment in laboratory courses **(Exhibit 2-B-3 (d))**.

All programs are required to maintain a course notebook for each course in the curriculum. Each course notebook includes the course guide, curriculum standard, syllabus, course outline, handouts and audiovisual materials, sample tests, safety information, student information sheets, and other instructional material **(Exhibit 2-B-3 (e))**.

> **4. A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)**

A systematic process is established to document that the building construction technology program objectives and content are regularly updated. Information is obtained through program advisory committee meetings, informal contact with alumni, employer verification forms, business and industry visits, and participation in professional organizations **(Exhibit 2-B-4 (a), (b), (c))**. The information gained through these resources enables faculty to stay abreast of industry trends such as equipment and modifications to building codes and regulations. Revisions to the program's curriculum are made when necessary to update the program in accordance with industry needs.

> **5. At least every two years, three bona fide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)**

At least every two years, the building construction technology program is reviewed by three bona fide potential employers who review the admission requirements, program content, program length, program objectives, competency tests, instructional materials, method evaluation, and level of skills and/or proficiency required for completion. Employer verification forms are filed in the office of the human resources/instructional services coordinator and maintained by the instructor **(Exhibit 2-B-5)**.

> ***6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)***

Reid State Technical College considers the length and tuition of the building construction technology program in relation to the documented entry-level earnings of completers. Employer verification forms are collected every year in order to document the range of earnings a student can expect upon graduation **(Exhibit 2-B-6 (a))**. According to the Employer Verification form completed in 2010, graduates can reasonably expect to earn $15,000 to $30,000 at entry to the profession.

The tuition is set according to the guidelines from the Alabama State Board of Education. The College's tuition rate is $90 per semester credit hour **(Exhibit 2-B-6 (b))**. The program can be completed in four semesters of full-time enrollment. Total tuition for the 55 credit hour diploma program is $4,950.

> ***7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)***

As specified in the *College Catalog*, the building construction technology program can be completed in four semesters by full-time students. Classes are offered at least once during the specified time frame. All students are provided with a degree plan upon entry, and advisors use these degree plans to plan their schedules of classes each term **(Exhibit 2-B-7 (a), (b), (c), (d))**.

Developmental courses in writing, mathematics, and reading are offered every semester to assist under-prepared students in developing basic skills to ensure success in college-level courses. Students who require developmental coursework are informed by

their advisors that they may take longer to complete the program requirements depending upon their developmental needs.

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8. Associate Degree programs offered must meet the following requirements:

    a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.

    b. The program has a minimum of 60 semester hours or 90 quarter hours.

    c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)

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The building construction technology program does not award the associate in applied technology degree. Students may elect to enroll in the associate in occupational technology degree program with a major in occupational studies. The associate in occupational technology degree program is structured according to the guidelines set forth by the Alabama State Board of Education **(Exhibit 2-B-8 (a))**. The student is required to complete at least 19 semester hours in general education **(Exhibit 2-B-8 (b))**. Students must complete at least 45 hours in a primary technical specialty and 12 – 15 hours in secondary technical specialty, for a total of 76 semester hours for the associate in occupational technology degree in occupational studies **(Exhibit 2-B-8 (c))**.

> *9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:*
> - *a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.*
> - *b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.*
> - *c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.*
> - *d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.*
> - *e. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)*

The building construction technology program offers day classes on the main

campus.

> *10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)*

The semester credit hours are assigned to each course in the building construction

technology program according to the policies of the Alabama State Board of Education

(Exhibit 2-B-10 (a)). One semester hour of theory contains 15 clock hours of lecture, one

semester hour of demonstration lab contains 30 clock hours of laboratory, and one semester

hour of manipulative lab contains 45 clock hours of laboratory **(Exhibit 2-B-10 (b), (c))**.

C. Instruction

> *1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)*

Documentation is available to demonstrate the integration of academic

competencies and occupational skills into the building construction technology

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instructional program **(Exhibit 2-C-1(a))**. The program curriculum includes nine

semester hours of required courses in mathematics, English, and computer literacy as

well as technical concentration theory and laboratory courses **(Exhibit 2-C-1(b))**.

Academic competencies are further developed and applied in workplace skills in the core

technical courses. For example, students must demonstrate mathematical applications in

basic measurements, compute square footage of buildings, compute cubic yard

measurement of concrete and fill dirt, and estimate job costs.

Communication competencies are developed and applied in both theory and

laboratory instruction. This includes application of communication skills to developing

resumes, interpreting handouts and lessons on job applications, preparing for job

interviews, completing safety reports, writing project specifications, and participating in

customer/student interactions. Computer skills are learned and practiced for blueprint

drawing, outlines of specifications, and computing of measurements. Syllabi detail the

applications of workplace academic competencies in work-based learning activities

(Exhibit 2-C-1(c)).

> **2. *The instructional programs provide instruction in the competencies
> essential to success in the occupation, including job knowledge, job skills,
> work habits, and attitudes. (Objective 2-C-2)***

The building construction technology program includes extensive theory and

laboratory instruction designed to develop and refine job knowledge, job skills, work

habits and attitudes. Course descriptions and accompanying objectives illustrate the

emphasis on developing occupational competencies **(Exhibit 2-C-2 (a), (b))**.

Employability skills such as work habits, attitudes, safety, and job orientation are

integrated throughout the curriculum. Students' work habits are objectively evaluated,

and a work habits grade is calculated as a percentage of the final course grade. Criteria

for scoring include punctuality, attendance, proper use of tools, safety, attitude, and other

related skills. Work habits check sheets are utilized to ensure objectivity and consistency

in grading, and students are informed of the composition of the final grade on the course

syllabi **(Exhibit 2-C-2 (c))**.

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3. *The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)*

The sequence of instruction required for completion of the building construction

technology program is effectively organized in order to maximize the learning of

competencies essential to success in the occupation **(Exhibit 2-C-3 (a), (b))**.

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4. *Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)*

Program advisory committees are used to ensure that desirable, relevant, and

current practices of the occupation are being taught. The advisory committee assists the

building construction program in ensuring that desirable, relevant, and current practices

are included in the program. Minutes are available to document committee activities.

Committee membership is comprised of at least three business or industry representatives

external to the College.

Advisory committee meetings are scheduled during the fall and spring semesters. The advisory committee follows a standard agenda, plan of work, and completes an annual checklist to ensure consistent and detailed documentation of activities. The annual checklist provides documentation and verification that committee members have been provided an opportunity to review and discuss program plans, equipment, job placement, facilities, program content, curriculum, and to make necessary recommendations **(Exhibit 2-C-4 (a), (b), (c))**.

> 5. *Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)*

The building construction program advisory committee reviews the appropriateness of the type of instruction to ensure that students have sufficient opportunities to practice and gain competencies with specific skills required for successful completion of the program. This review is documented in the committee's minutes **(Exhibit 2-C-5 (a), (b))**.

> 6. *Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)*

Job-related health, safety, and fire prevention are an integral part of instruction. Safety is stressed throughout the building construction technology program. Each course notebook includes a section on safety **(Exhibit 2-C-6 (a))**. At the beginning of each semester, students are instructed in safety issues and safe job practices. A module in the text is reviewed, and safety videos are shown and discussed with the students. Students are shown fire exits and escape routes, which are clearly marked at each door **(Exhibit 2-C-6 (b))**. A copy of these, along with a diagram of the building and emergency

instructions, is included in each student's building construction technology orientation package. These procedures are continuously discussed in class and lab instruction **(Exhibit 2-C-6 (c))**.

A safety committee comprised of building construction technology students meets each semester. A safety report is completed by this committee and signed by each student **(Exhibit 2-C-6 (d))**. A copy of this report is provided to the Reid State safety committee chairperson who is charged with the follow up of services to address campus safety concerns.

A copy of the College *Safety Manual and Critical Response Plan* is available in each department **(Exhibit 2-C-6 (e))**. The *Safety Manual* contains instructions for safely operating equipment unique to the building construction technology program **(Exhibit 2-C-6 (f))**.

> 7. ***To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)***

To develop skill proficiency, sufficient practice is provided with equipment similar to that currently in use in the occupation. The building construction technology curriculum provides appropriate laboratory practice to develop skill proficiency **(Exhibit 2-C-7 (a))**. The majority of courses offered are taught in the lab environment on industry standard equipment. Assurance that equipment continues to meet industry standards is acquired through business and industry visits and advisory committee meetings **(Exhibit 2-C-7 (b), (c))**. An inventory of equipment is conducted annually, and records are maintained in the business office **(Exhibit 2-C-7 (d))**.

> **8. All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)**

Instruction in classrooms, shops, and laboratories is effectively organized as evidenced by course outlines, lesson plans, competency tests, and/or other instructional materials **(Exhibit 2-C-8)**.

Course notebooks for each course in the building construction technology program are maintained in the instructor's office. The notebooks contain course outlines, lesson plans, course standards, curriculum guides, course syllabi, instructional materials, tests, safety handouts, student information sheets and other information needed to teach each class. The notebooks are useful to faculty and ensure consistency of instruction.

> **9. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)**

The building construction technology program has a published systematic and objective method for evaluating student achievements based on identified occupational competencies. Course syllabi detail the course objectives and evaluation methods. The course syllabi are distributed and explained to every student on the first class meeting **(Exhibit 2-C-9 (a))**.

Knowledge tests are used to evaluate theoretical knowledge acquired in lecture classes, and skill demonstrations are used to evaluate skill proficiency in lab classes **(Exhibit 2-C-9 (b), (c))**. Evaluative tools were developed by NCCER and are used by faculty to measure student achievement and to ensure students have obtained the knowledge required for certification in the National Registry.

The college grading policy is published in the *Student Handbook* and course syllabi **(Exhibit 2-C-9 (d))**. The course grade is calculated according to the identified method and posted to the online grade reporting module.

> 10. *Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)*
> 11. *The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)*
> 12. *All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)*

Building construction does not require a work-based activity.

CHALLENGES AND PROPOSED SOLUTIONS

The building construction technology program provides opportunities for students to obtain exposure to and appreciation of the dynamics of the industry. The program is designed to meet Alabama State Board of Education, Reid State Technical College, and industry standards.

The building construction technology program has undergone a significant metamorphosis in recent years. The faculty has worked diligently to acquire updated program equipment, adopt and implement industry standard curriculum, and redesign the program from a primary emphasis on cabinetmaking to one of building construction. This has been no small task and is still evolving, and the institution is still experiencing "pains" from the curriculum development process from the state to make all building construction programs the same. Live work could significantly improve experiential learning for students if comprehensive construction projects were available. Obviously, such experiences are limited in this geographic region due to unavailability of transportation

and liability issues. The faculty has been working with Habitat for Humanity and area contractors to identify possible avenues to resolve this concern. The College is working to develop projects to simulate live work. Constructing scale models of buildings that would include most components of a simple building structure. Remodeling campus facilities also helps to simulate both residential and commercial building in a live work environment.   A major challenge is the consistent attendance of the advisory committee members.

SUMMARY

The building construction technology program committee finds the program to be well organized, and all activities are documented. Faculty is attempting to resolve identified minor difficulties encountered through the development and implementation of standardized curriculums for all building construction programs across the state.

The program's instruction is well organized and documented, with active input and involvement from business and industry representatives and advisory committee members. The program is congruent with the occupational mission of the college and the needs of the people it serves. The instructional program includes instruction in desirable, relevant, and current practices of the profession.

The building construction technology program has a published purpose statement and program objectives that are evaluated continuously and publicly available. The instructional program is effectively organized as evidenced by course notebooks, course outlines, lesson plans, syllabi, instructional materials, tests, course standards, and curriculum guides.

The building construction technology program has an active advisory committee that documents activities and recommendations of semi-annual meetings in minutes. Faculty actively solicit advice and recommendations from resource personnel through regular business and industry visits, involvement in professional associations, employer verifications forms, employer surveys, and advisory committees.

Program outcomes substantiate a strong program that emphasizes the attainment of entry-level skills, including academic and occupational skill development. Program faculty continually avail themselves of professional development opportunities to maintain and update their professional and teaching skills.

Standard Two

Building Construction Technology

  Admissions

2-A-1(a)	College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)	College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)	Program Brochure
2-A-1(d)	College Website
2-A-2	Non-Applicable
2-A-3(a)	College Transfer Policy, *College Catalog*, p.26
2-A-3(b)	College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)	State Board of Education Policy 801.01
2-A-3(d)	State Board of Education Policy 714.03
2-A-4(a)	College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)	College Transfer of Credits Policy, *Student Handbook,* p. 76
2-A-5(a)	College Admission Policy, *College Catalog,* pp. 21-33
2-A-5(b)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)	Placement Testing Policy, *College Catalog,* p. 32
2-A-6	Non-Applicable
2-A-7(a)	Ability-to-Benefit Policy, *College Catalog, pp.*23
2-A-7(b)	Ability-to-Benefit Policy, *Student Handbook, pp.*74
2-A-7(c)	Assessment Results for Ability-to-Benefit
2-A-7(d)	Student Transcript for Ability-to-Benefit
2-A-8(a)	Recruitment Plan
2-A-8(b)	*College Catalog, p. 77 & 79*
2-A-8(c)	Brochure
2-A-8(d)	Admission Packet
2-A-8(e)	Schedule
2-A-8(f)	Advertising Scrapbook
2-A-8(g)	Reid State Technical College website www.rstc.edu
2-A-9(a)	*College Catalog, p. 77 & 79*
2-A-9(b)	Brochure
2-A-9(c)	Tuition Rates, *College Catalog,* p. 43 and *Student Handbook*, p. 64
2-A-9(d)	Program Cost Sheet

Programs

2-B-1(a)	*Alabama Occupational Trends* for 2016
2-B-1(b)	*Occupational Outlook Handbook*
2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog,* p. 77
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum, *College Catalog,* p. 79
2-B-7(d)	Schedule
2-B-8(a)	Degree Requirement, *College Catalog,* p. 70-71
2-B-8(b)	Degree Requirement, *College Catalog,* p. *70-71*
2-B-8(c)	Degree Requirement, *College Catalog,* p. 70-71
2-B-9	Non-Applicable
2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart
2-B-10(c)	Program Curriculum, *College Catalog,* p. 79

Instruction

2-C-1(a)	Program Curriculum, *College Catalog,* p. 79
2-C-1(b)	ENG100 Vocational Technical English
	MAH101 Vocational Technical Mathematics
	CIS149 Introduction to Computers
2-C-1(c)	Syllabus
2-C-2(a)	Lab Course Syllabus

2-C-2(b)	Theory Course Syllabus
2-C-2(c)	Work Habits Check Sheets

2-C-3(a)	Degree Plan
2-C-3(b)	Program Curriculum, *College Catalog*, p. 79

2-C-4(a)	Advisory Committee Membership List
2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist

2-C-5(a)	Employer Verification Forms
2-C-5(b)	Advisory Committee Guidelines Annual Checklist

2-C-6(a)	Course Notebook (See 2-B-3)
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	Safety Committee Minutes
2-C-6(e)	*Safety Manual*
2-C-6 (f)	Safety Picture

2-C-7(a)	Lab Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory

2-C-8	Course Notebook (See 2-B-3)

2-C-9(a)	Syllabus
2-C-9(b)	Lab & Theory Tests
2-C-9(c)	Student Transcript
2-C-9(d)	College Grading Policy, *Student Handbook*, p. 86

2-C-10	Non-Applicable

2-C-11	Non-Applicable

2-C-12	Non-Applicable

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Building Construction Technology (Diploma)		CIP Code	46.0201

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

**Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):**

TOTAL CLOCK HOURS:	1230	TOTAL SEMESTER CREDIT HOURS:	56	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Clock Classroom	Clock Distance Ed.	Credit	Clock	Credit	Clock	Credit	Clock	Credit
ENG101- English Composition	X	X			15	30	3	0	0	0	0	45	3
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
CIS 149 – Introduction to Computers	X	X			15	30	3	0	0	0	0	45	3
MAH 101 – Vocational Technical Mathematics I	X				45	0	3	0	0	0	0	45	3
CAR 111 – Construction Basics	X				45	0	3	0	0	0	0	45	3
CAR 112 – Floors, Wall, Site Preparation	X				45	0	3	0	0	0	0	45	3
CAR 113 – Floors, Walls, Site Preparation, Lab	X(Lab)				0	0	0	90	3	0	0	90	3
CAR 114 – Construction Basics Lab	X (Lab)				0	0	0	90	3	0	0	90	3
CAR 121 – Introduction to Blueprints	X				45	0	3	0	0	0	0	45	3
CAR122–Concrete and Forming	X				45	0	3	0	0	0	0	45	3
CAR 123 – Concrete and Forming Lab	X (Lab)				0	0	0	90	3	0	0	90	3
CAR 131 – Roof and Ceiling Systems	X				45	0	3	0	0	0	0	45	3
CAR 132 - Interior and Exterior Finish	X				15	0	1	60	2	0	0	75	3
CAR 133 – Roof and Ceiling Systems Lab	X				0	0	0	90	3	0	0	90	3
CAR 201 – Special Projects in Carpentry	X (Lab)				0	0	0	30	1	0	0	30	1
CAR 203 – Special Projects in Carpentry	X (Lab)				0	0	0	90	3	0	0	90	3
CAR 204 – Special Topics in Carpentry	X				15	0	1	60	2	0	0	75	3
CAR 214 – Introduction to Cabinetry	X				15	0	1	60	2	0	0	75	3
CAR 224 – Floor, Wall and Ceiling Specialties	X				15	0	1	60	2	0	0	75	3
CAR 228 – Stairs, Molding and Trim	X				15	0	1	60	2	0	0	75	3
TOTAL ALL COLUMNS					390	60	30	780	26	0	0	1230	56

GRAND TOTALS

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INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution	
Reid State Technical College	
Address	**City/State/Zip**
P O Box 588	Evergreen, AL 36401
Name of Program	
Building Construction Technology (Diploma)	

Model(s) of Delivery of Program

[X] 100% Traditional   [ ] Hybrid   [ ] Distance Education

This program is (check one):

___X__ An Existing Program   _____ A New Program   _____ A Substantially Revised Program

The length of program in:

_____Clock Hours   ___55__ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 6,645.48 _____

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the _Building Construction Technology (Diploma)_ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☐ **100% Traditional** ☐ **Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.

EMPLOYER #1:

Name: David G. Shipp	Title: MANAGER
Company Name: MARVIN'S Building MAt.	Phone Number: 251-867-9998
Address: 1804 Douglas Ave	City/State/Zip: Brewton, Al 36426
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $ annually. 15,000 – 30,000	
Signature:	Date: 9-16-10

EMPLOYER #2

Name: Lynn Blackmon	Title: Owner
Company Name: Blackmon Cust Co	Phone Number: 518 1300
Address: 101 Maratta St N	City/State/Zip: Evergreen Al 36401
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $ annually. 15,000 – 30,000	
Signature:	Date: 9-16-10

EMPLOYER #3

Name: Sam Skipper	Title: Owner
Company Name: Samuel Skipper Const.	Phone Number: 334-374-8187
Address: 1968 Salter Road	City/State/Zip: Mckenzie AL. 36456
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $ annually. 15,500 – 30,000	
Signature: Sam Skipper	Date: 9 – 16 -10

STANDARD TWO

CHILD DEVELOPMENT AND EDUCATION

INTRODUCTION

The purpose of the child development and education program committee was to evaluate the program's content, purpose, objectives, curriculum, and other program documentation to determine compliance with standard two criteria.

The program enjoys a strong reputation in the community and students are actively sought for work based in the community schools and day care centers. The program has a healthy enrollment and classes are offered during day and evening hours at the Workforce Development Center.

The child development and education program's purpose, objectives, admission requirements, program content, and completion requirements are clearly stated in the *College Catalog*. The stated purpose is as follows:

> *The purpose of the child development and education program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the child care profession.*

> *Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of child development and education. The occupational skill preparation should meet the Child Development Association (CDA) recognized skill standards.*

> *The philosophy and purpose of the child development and education program is consistent with that of the governing institution.*

The child development and education faculty actively seeks information from external resources such as the occupational advisory committee, business and industry representatives, professional associations, and employers of program graduates.

ANALYSIS

A. Admissions/Recruiting

> **1. The institution's admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)**

The child development and education program admission policy is clearly stated, published, and available to the public. The policy is published in the *College Catalog*, program brochures, College website, and other Reid State Technical College publications **(Exhibit 2-A-1 (a), (b), (c), (d))**. The policy states:

> *Applicants to this program must complete the application and be at least 16 years of age. Applicants must present official documentation of a high school diploma, in accordance with State Board policy, or GED.*

College publications are distributed to the public via direct mailing and personal distribution during high school recruiting visits, recruiting visits to targeted areas such as public housing, employment offices, unemployment offices, departments of human resources, doctor's offices, churches, stores, and food stamp offices. Publications are also displayed in the student services building, public relations office, administration building, and other campus areas.

> **2. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See Vocational English-As-A Second Language Programs" in the current edition of the Policies and Rules of the Commission).**

Reid State Technical College does not offer Vocational English-As-A- Second-Language.

> **3.** ***The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)***

Reid State Technical College clearly defines and publishes in the *College Catalog* and *Student Handbook* a policy for the transfer of students between programs within the institution and the transfer of students from other institutions **(Exhibit 2-A-3 (a), (b))**. An applicant who has previously attended another duly accredited postsecondary institution will be considered a transfer student and will be required to furnish official transcripts of all work attempted at said institutions. The Alabama State Board of Education Admission Policy #801.01 governs the general admission of transfer, and the Standards of Academic Progress Policy #714.03 governs the academic standards applying to transfer students **(Exhibit 2-A-3 (c), (d))**. The college also requires the transfer of student documents required of first-time college students. A transfer student who meets requirements for admission to a course creditable toward an associate degree is classified as a degree-eligible student. A transfer student who does not meet these requirements is classified as a non-degree-eligible student. A transfer student must have submitted to the College an application for admission, official transcripts from all duly accredited postsecondary institutions attended, and as designated by the college, any other documents required for first-time college students.

A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale will be admitted on clear academic status. A transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale will be admitted only on academic probation. An applicant who has been academically suspended from another duly accredited postsecondary institution

may be admitted as a transfer student only after following the appeal process established at the College for native students who have been academically suspended. If the transfer student is admitted upon appeal, the student will enter the institution on academic probation.

> **4. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)**

Transfer credit will be awarded for internal and external transfers based on the published "General Principles for Transfer of Credit" that states a course completed at other accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements. Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous formal training. For students admitted on academic probation, only courses in which they have earned a course grade of C or better will be accepted for transfer. Awarding of transfer credit to fulfill graduation requirements will be based on applicability of the credits to the requirements of the degree sought **(Exhibit 2-A-4 (a), (b))**.

> **5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)**

Admission requirements for child development and education offer reasonable expectations for successful completion of the program. Applicants to the child development and education program must complete the application procedures and have the high school diploma or GED **(Exhibit 2-A-5 (a), (b))**.

Entering students also must demonstrate readiness for college-level work on the

COMPASS placement exam. Students who score below the standard cut scores are

required to enroll in developmental English or math classes in order to develop the

academic competencies necessary for success in college-level classes **(Exhibit 2-A-5**

(c)). Students whose placement test scores indicate they would benefit from

developmental courses must complete the courses prior to enrolling in college-level math

and English.

> **6. *Students admitted into Associate Degree programs have a high school diploma
>   or its equivalent. (Objective 2-A-2)***

Reid State Technical College follows the Alabama State Board of Education

policy requiring all students admitted to the child development and education program to

have a high school diploma or the equivalent **(Exhibit 2-A-6 (a), (b), (c), (d))**.

> **7. *An institution that admits students on an "ability to benefit" basis has
>   written admission procedures, applies these uniformly, provides documented
>   evidence on how they are used, maintains records on student progress, and
>   regularly evaluates the effectiveness of the procedures used in admitting
>   these students. (Objective 2-A2)***

Reid State Technical College does not admit students on an ability-to-benefit

basis to associate degree programs.

> **8.   *The institution ensure that recruiting activities are ethical and that all
>   materials used in recruiting accurately describe the mission,
>   instructional outcomes, student performance expectations, and
>   completion requirements of each program (Objective 2-A-3).***

Reid State Technical College's recruiting activities are ethical and are conducted

according to standard marketing and recruiting practices. The director of recruiting/

retention and placement has overall responsibility for developing and implementing the

Recruitment Plan **(Exhibit 2-A-8 (a))**. The faculty shares responsibility for recruiting

activities for the child development and education program. Materials are distributed to locations in service area communities, such as public housing, departments of human resource offices, food stamp offices, doctor's offices, employment offices, unemployment offices, and presentations are made at local high schools, churches and vocational centers.

Published materials accurately depict the mission, instructional outcomes, student performance expectations, and completion requirements of the program. The College uses a variety of materials to market the child development and education program. These materials include: colorful brochures, the *College Catalog*, flyers, newspapers and the Reid State Technical College website **(Exhibit 2-A-8 (b), (c), (d), (e), (f), (g))**.

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9.   *Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)*

Students are informed of the costs of the child development and education program prior to admission through a variety of methods. Complete information covering the costs of the program is included in the *College Catalog* **(Exhibit 2-A-9 (a))**. Access to the *College Catalog* is made available to prospective students through recruiting activities, student orientation, and permanent display in the administration and student services buildings. The catalog is also available on the college website. The child development and education program brochure lists the credit hours required for completion of the program**(Exhibit 2-A-9 (b))**. Program cost sheets are also available to students in the student services building **(Exhibit 2-A-9 (c))**.

The College's tuition rate is $90 per semester hour, plus a $9 per hour technology fee, $9 per hour facility fee, $1 per hour bond fee, and $3 per hour special building fee **(Exhibit 2-A-9 (c), (d), (e))**.

B. Programs

> **1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)**

The Child Development and Education program is congruent with the mission of the institution and with the occupational needs of the people served by the institution.

Reid State Technical College's mission is as follows:

> *Reid State is committed to provide postsecondary education and training to students from diverse backgrounds and abilities on a non-discriminatory basis in order to prepare an effective workforce and to promote economic growth and community stability. In the spirit of scholarship, collaboration, technological specialization, flexible learning opportunities and personal development, the entire college seeks an improved quality of life for all students.*

Consequently, the mission of the child development and education program is as follows:

> *The purpose of the Child Development and Education program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the childcare professions.*

As a part of the annual instructional program review process to ensure program relevancy and congruency, occupational needs of the service area are evaluated through annual reviews of labor market information in order to gauge the continuing necessity and level of demand for the program **(Exhibit 2-B-1 (a), (b)**. The College relies on other valuable resources for ensuring the program continues to meet the occupational needs of the people served by the College. These include regular visits to area business and industry and advisory committee feedback **(Exhibit 2-B-1 (d), (e))**.

> **2. The objectives for each educational program are evaluated annually. (Objective 2-B1)**

The child development and education program objectives are evaluated continuously through several methods. The program has an advisory committee that

meets semi-annually and is charged with the responsibility for conducting an annual review of the program's mission and content. The committee recommends improvements in terms of curriculum, instructional methods, equipment, supplies, and other important program and institutional considerations. Activities of the committee are documented in minutes **(Exhibit 2-B-2 (a))**. Employer Verification Forms are completed every year to ensure that bona fide potential employers have the opportunity to evaluate the program content, objectives, range of remuneration, admission criteria, and curriculum to ensure that desirable, relevant, and current practices are included in the child development and education program **(Exhibit 2-B-2 (b))**. Information obtained from Employer Verification forms provides critical information to program faculty to ensure relevancy of the instructional program. Involvement in professional association's assists faculty in ensuring program curriculum is consistent with practice in the profession.

Regular visits to business and industry are another critical means of obtaining recommendations from resource personnel. College policy requires child development and education faculty to make two industry visits per semester **(Exhibit 2-B-2 (c))**. These visits and associated recommendations are documented on Business and Industry Visit forms and forwarded to the office of the human resources/instructional services coordinator. Program faculty continually review and adjust program objectives as a result of feedback received through business and industry visits. A copy is maintained in the permanent Course notebook which is maintained by the lead faculty member of the child development and education program.

> **3. *Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)***

The child development and education program has clearly stated objectives, defined content relevant to the objectives and the current needs of business and industry, and student evaluation based on the program objectives and content.

The program outcome objectives are **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communications, computation, and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be able to obtain certification by the Child Development Association.*

4. *Program graduates will be successfully employed in the field.*

5. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed in the course syllabi and support the attainment of broad program outcome objectives **(Exhibit 2-B-3 (b))**.

Program objectives were developed and are revised in response to the identified needs of business and industry. The faculty maintains close and continuing contact with members of business and industry through periodic visits. Every full-time faculty member is required to make at least two business and industry visits per semester in order to ascertain current needs **(Exhibit 2-B-3 (c))**. These visits are documented on Business and Industry Visit forms that are maintained in course notebooks and by the human resources/instructional service coordinator.

Students are evaluated based on program content and objectives **(Exhibit 2-B-3 (d))**. Knowledge tests are used in lecture classes, and demonstrations and proficiency exams are used to verify skill competencies. Methods of evaluation and grading are identified in course syllabi.

Every Course notebook includes the course guide, curriculum standard tests, syllabus, safety information, student information sheets, and other instructional material. This process ensures the standardization of content for every course taught at Reid State Technical College without respect to time of day, instructor, or location **(Exhibit 2-B-3 (e))**.

> **4. *A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)***

A systematic process is in place to document that the objectives and content of the child development and education program are regularly updated. This has historically been accomplished primarily through the advice of the local occupational advisory committee which meets at least twice annually and documents the review of the program content and objectives in committee minutes **(Exhibit 2-B-4 (a))**. Program content and objectives are adjusted when necessary based on information obtained from business and industry visits, informal contact with alumni and Employer Verification Forms **(Exhibit 2-B-4 (b), (c)).** Information gained from these resources is critically valuable to enabling faculty to incorporate programmatic revisions in response to documented industry needs.

> **5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)**

At least every two years, three bona fide potential employers of the child development and education program graduates review the educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion. Employer Verification Forms are filed in the office of the human resources/instructional services coordinator and in the course notebooks maintained by lead faculty **(Exhibit 2-B-5).** When recommendations are made, they are documented as attachments to the Employer Verification Forms and considered by faculty and administration during planning processes.

> **6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)**

Reid State Technical College considers the length and the tuition of the child development and education program in relation to the documented entry-level earnings of completers. This is accomplished primarily through systematic completion of Employer Verification Forms **(Exhibit 2-B-6 (a))**. The child care associate degree can be completed in six semesters at a cost of $5,850 for tuition. The verified salary range of childcare employees is $14,000 to $60,000 annually. Reid State Technical College tuition is $90 per semester credit hour **(Exhibit 2-B-6 (b))**.

> **7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)**

Courses required for the child development and education program are offered with sufficient frequency for the student to complete the program within the publicized time frame **(Exhibit 2-B-7 (a))**. All courses are offered every other semester, two on-line and two day classes, in order that students have adequate opportunity to enroll for courses required to graduate **(Exhibit 2-B-7 (b))**. The length of the program is documented and advertised in the *College Catalog* and brochures. All students are provided with a degree plan upon entry, and the faculty advisor uses these degree plans to schedule classes each term **(Exhibit 2-B-7 (c), (d))**.

Developmental courses in basic writing, basic mathematics, and developmental reading are offered every semester to assist under-prepared students in developing basic skills to ensure success in college-level courses. The advisors inform students who require developmental coursework that they may take longer to complete the program requirements depending upon their developmental needs.

8. Associate Degree programs offered must meet the following requirements:
   a. *The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.*
   b. *The program has a minimum of 60 semester hours or 90 quarter hours.*
   c. *The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)*

The child development and education two-year program consists of 16 childcare courses, six general education courses, and one college orientation. The associate in the applied technology degree program is structured according to the guidelines set forth by the Alabama State Board of Education stating that the program has a minimum of 60 semester hours **(Exhibit 2-B-8 (a), (b), (c))**.

9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:
   a. *Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.*
   b. *Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.*
   c. *Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.*
   d. *Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.*
   e. *Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)*

The child development and education program offers day and evening classes at the workforce development center. The only distinction between the two is that students

are usually unable to take a full load during evening enrollment, and therefore on average require approximately 2.5 times longer completing the program. The program is qualitatively and quantitatively consistent regardless of time of delivery.   The child development and education evening classes are approved and administered under established institutional policies and procedures and are supervised by the associate dean of instructional programs and division chair who are part of the institutional organization **(Exhibit 2-B-9 (a))**. The associate dean of instructional programs, division chairs, and faculty are responsible for program planning. The evening coordinator supervises evening classes and provides an important communication link between faculty and administration.

Evaluation of faculty, whether adjunct or full-time, is conducted in accordance with College policies published in the *College Policy Manual*. Program evaluation, including data on student enrollment and outcomes, analyzes data on day and evening students as one program and does not distinguish between time of course delivery **(Exhibit 2-B-9 (b))**.

Student academic and financial records are maintained by the College's registration services coordinator and director of financial aid at the main campus. Permanent instructor roll books are stored by the human resources/instructional services coordinator **(Exhibit 2-B-9 (c))**. The child development and education program is not distinguished from programs offered on the main campus **(Exhibit 2-B-9 (d))**. Opportunities are provided for timely and meaningful interactions among faculty and students **(Exhibit 2-B-9 (e))**.

> **10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)**

The child development and education program measures credit hours assigned to each course according to the requirements set forth by the Alabama State Board of Education **(Exhibit 2-B-10 (a))**. A semester hour of theory contains 15 clock hours of lecture, a semester hour of experimental lab contains 30 clock hours of laboratory, and a semester hour of manipulative lab contains 45 clock hours of laboratory. The total clock and credit hours assigned to each course is identified in the *College Catalog* **(Exhibit 2-B-10 (b))**.

C. Instruction

> **1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)**

Academic competencies and occupational skills are integrated into the child development and education program. Occupational competencies are developed through theory and laboratory instruction in the occupational area. Academic competencies in oral and written communication are further developed and refined in work-based learning experiences in courses such as children's literature and language development and program planning for young children. Math competencies are further developed in courses such as children's creative experiences. Students are to develop skill proficiency through laboratory instruction in technical areas of early care, child development, language development, methods and materials for teaching young children, and child health, safety, and nutrition. Occupational skills are developed in the required on-site practicum. Application of workplace competencies in communication, mathematics, and

workplace skills that are developed through the occupational curriculum are identified on the course syllabi **(Exhibit 2-C-1 (a), (b))**.

> **2. *The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)***

The child development and education program provides training in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes **(Exhibit 2-C-2 (a))**. The child development and education program includes extensive theory and laboratory instruction designed to develop and refine job knowledge, job skills, work habits, and attitudes. Course descriptions and accompanying objectives illustrate the emphasis on developing occupational competencies **(Exhibit 2-C-2 (b))**. Employability skills such as work habits, attitudes, safety, and job orientation are integrated throughout the curriculum. Student's work habits are objectively evaluated and a work habits grade is calculated as a percentage of the final course grade. Criteria for scoring include punctuality, attendance, proper use of tools, safety, attitude, and other related skills. Work habits check sheets are utilized to ensure objectivity and consistency in grading, and students are informed of the composition of the final grade in the course syllabi **(Exhibit 2-C-2 (c))**.

> **3. *The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)***

The sequence of instruction required for completion of the child development and education program is effectively organized in order to maximize the learning of competencies essential to success in the occupation **(Exhibit 2-C-3 (a), (b))**.

> *4. Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)*

The child development and education advisory committee meets twice annually and documents its activities in minutes **(Exhibit 2-C-4 (a), (b))**. The advisory committee assists the child development and education faculty in ensuring that desirable, relevant, and current practices are included in the program. Committee membership is comprised of at least three business/industry representatives with a majority of business/industry committee members present at each meeting. Advisory committee meetings are held during spring and fall semesters. This standard meeting time facilitates the regular deposition of minutes in the office of the human resources/instructional services coordinator and in the course notebooks. The child development and education advisory committee follows a standard agenda, plan of work, and format for reporting minutes. This advisory committee completes an annual checklist, providing documentation and verification that committee members have been provided an opportunity to review and discuss program plans, equipment, facilities, program content, curriculum, outcomes, job placement, and to make necessary recommendations **(Exhibit 2-C-4 (c))**.

> **5. *Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)***

The advisory committee reviews, at least annually, the appropriateness of the type of instruction offered within the child development and education program to assure students gain competency with the required skills for successful completion of the program.   Minutes from each meeting are kept on file to document the activities and recommendations of the committee **(Exhibit 2-C-5 (a), (b))**.

> **6. *Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)***

Job-related health, safety, and fire prevention are an integral part of instruction in the child development and education program. Safety is covered as a module and integrated through the inclusion of a section on safety in every course notebook **(Exhibit 2-C-6 (a))**. This ensures consistency of safety instruction in day and evening classes. Evacuation plans and emergency procedures are posted in prominent locations throughout classrooms and labs, included in course notebooks, and reviewed with students each semester **(Exhibit 2-C-6 (b))**. Safety instruction is documented in course syllabi **(Exhibit 2-C-6 (c))**.

The child development and education program safety committee is comprised of students and meets regularly to increase awareness of safety issues. This program committee documents their activities in minutes that are maintained on file by the faculty and in the office of the assistant director of admission and records **(Exhibit 2-C-6 (d))**. The College has an institutional *Safety Manual* that specifically addresses the use of

various program equipment. A copy of the *Safety Manual* is on file in the child

development and education program area and reviewed with students each semester

(Exhibit 2-C-6 (e), (f)).

> **7. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. *(Objective 2-C-3)***

The child development and education program provides sufficient practice with

equipment similar to that used in the occupation. Laboratory coursework is documented

in the program curriculum, individual student lab sheets, and in course syllabi **(Exhibit 2-C-7 (a))**. Ample time for laboratory practice is included in each course. A work-based

activity of 90 hours in an approved childcare facility provides critical experiences for

students and ensures that they have opportunity to practice skills that are demanded in the

profession.

Documentation that equipment meets industry standards is maintained **(Exhibits 2-C-7 (b), (c))**.   An inventory of the program instructional equipment is available

(Exhibit 2-C-7 (d)). The budget for the child development and education program is

sufficient to provide for equipment maintenance and purchases annually.

> **8. All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials *(Objective 2-C-4)***

Instruction in the child development and education program is effectively

organized with course outlines, syllabi, lesson plans, tests, and instructional materials.

Course notebooks contain course outlines, course guides, curriculum standards, course

syllabi, instructional materials, tests, safety handouts, student information sheets, lesson

plans, and other instructional materials needed to teach the course **(Exhibit 2-C-8)**. This

notebook system has proven useful to program instructors and ensures consistency of instruction between day and evening classes.

> **9. *The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)***

The College has a systematic and objective method for evaluating student achievement based on identified occupational competencies. A course syllabus details the objectives for each course. Evaluation in each theory or laboratory course is based on achievement of overall objectives. Evaluation methods are identified in the course syllabus, which is distributed to every student at the first class meeting **(Exhibit 2-C-9 (a))**. College grading policies are published in the *College Catalog* and are available to students prior to admission, and is also distributed to every student and reviewed at orientation **(Exhibit 2-C-9 (b))**. Knowledge tests are utilized to evaluate performance in lecture classes and demonstrations and proficiency exams are used to evaluate skill proficiency in lab classes **(Exhibit 2-C-9 (c))**. The course grade is calculated according to the identified method and is recorded on-line at the end of each semester by the individual instructor. The recorded grade becomes a part of the student's permanent transcript **(Exhibit 2-C-9(d))**.

> **10. *Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)***

Each work-based activity has a written training plan and goals for students specifying the particular applications, objectives, and experiences that are to be acquired. A *Work-based Activity Training Plan* is available for students and faculty **(Exhibit 2-C-10)**. The plan includes a training/placement agreement that details duties and

responsibilities expected of the student as well as the learning objectives to be accomplished throughout the work assignment.

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11. *The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)*

The plan includes a form to be used in identifying the on-site employer responsible for supervising the students' learning experiences and participating in the students' written evaluations. Responsibilities of the coordinator/instructors, student, and employer are detailed in the *Work-based Activity Training Plan*. The on-site employer evaluates the student by providing a mid-term progress report. A checkpoint evaluation of student progress is conducted throughout the internship experience. The employer conducts a final internship evaluation. The internship supervisor submits a completed final evaluation sheet to the college instructor. The student conducts a final self-evaluation of their work skills **(Exhibit 2-C-11 (a), (b))**.

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12. *All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)*

The child development and education instructor is responsible for coordinating various aspects of work-based activity, including conversing with the on-site employer representative, making a site visit to check progress, and coordinating the completion of all components of the *Work-based Activity Training Plan* with the on-site representative and program faculty **(Exhibit –C-12 (a) (b))**.

CHALLENGES AND PROPOSED SOLUTIONS

The committee finds the child development and education program to be effectively organized. Major obstacles in student retention are student finance, transportation, and/or family problems. A major challenge is the consistent attendance of the advisory committee members.

SUMMARY

The child development and education program committee determined that the program is in compliance with standard two criteria. Reid State Technical College offers a child development and education program dedicated to providing quality education and training to the students it serves. Great effort and hard work have gone into making the program a success. Cooperation from community, industry, students, and faculty have joined to provide a system, which enables this program to achieve its goals. The utilization of resources such as advisory committees, employers and business and industry representatives ensures the program continues to meet community needs. The child development and education program provides quality educational opportunities that produce graduates who are prepared to teach children, manage facilities, and coordinate curriculum for various types of childcare programs.

The child development and education program provides opportunities for students to obtain exposure to and appreciation for the dynamics of the profession. The program is designed to meet the requirements of the Alabama State Board of Education and Reid State Technical College as well as industry standards.

The child development and education program has a published purpose statement and program objectives that are evaluated continuously and publicly available. The instructional program is effectively organized as evidenced by course notebooks, course outlines, lesson plans, syllabi, instructional materials, tests, course standards, and curriculum guides.

The child development and education program has an active advisory committee that documents activities and recommendations of semi-annual meetings in minutes. Faculty actively solicits advice and recommendations from resource personnel through regular business and industry visits, professional associations, Employer Verification Forms and the advisory committee.

Standard Two

Child Development and Education Exhibits

Admissions

2-A-1(a)	College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)	College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)	Program Brochure
2-A-1(d)	College Website
2-A-2	Non-Applicable
2-A-3(a)	College Transfer Policy, *College Catalog*, p.26-27
2-A-3(b)	College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)	State Board of Education Policy 801.01
2-A-3(d)	State Board of Education Policy 714.03
2-A-4(a)	College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)	College Transfer of Credits Policy, *Student Handbook,* p. 76
2-A-5(a)	College Admission Policy, *College Catalog,* pp. 21-33
2-A-5(b)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)	Placement Testing Policy, *College Catalog,* p. 32
2-A-6(a)	State Board of Education Admission Policy
2-A-6(b)	College Admission Policy, *College Catalog,* pp. 24-25
2-A-6(c)	College Admission Policy, *Student Handbook,* pp. 72
2-A-6(d)	Program Admission Policy, *College Catalog,* pp. 92
2-A-7	Non-Applicable
2-A-8(a)	Recruitment Plan
2-A-8(b)	*College Catalog, p. 92*
2-A-8(c)	Brochure
2-A-8(d)	Admission Packet
2-A-8(e)	Schedule
2-A-8(f)	Advertising Scrapbook
2-A-8(g)	Reid State Technical College website www.rstc.edu
2-A-9(a)	*College Catalog, p. 92*
2-A-9(b)	Brochure
2-A-9(c)	Program Cost Sheet
2-A-9(d)	Tuition Rates, *College Catalog* p. 43-45
2-A-9(e)	Tuition Rates, *Student Handbook*, p. 64

Programs

2-B-1(a)	*Alabama Occupational Trends* for 2016
2-B-1(b)	*Occupational Outlook Handbook*
2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog* p. 92
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum, *College Catalog,* p. 94
2-B-7(d)	Advisee Schedule
2-B-8(a)	Degree Requirements, *College Catalog,* p. 94
2-B-8(b)	Degree Requirements, *College Catalog,* p. 94
2-B-8(c)	Degree Requirements, *College Catalog,* p. 94
2-B-9(a)	Organizational Chart
	Organizational Policy, *College Policy Manual,* p. 11-14
2-B-9(b)	Faculty Evaluation Policy, *College Policy Manual*, p. 21
	Organizational Policy, *College Policy Manual,* p. 11-14
2-B-9(c)	*Student Handbook*, p. 14
2-B-9(d)	Program, *College Catalog* p.92
	Brochure
	College Tuition Policy, *College Catalog,* pp. 43-44
	College Tuition Policy, *Student Handbook*, p. 62-64
	College Refund Policy, *College Catalog,* pp. 44-45
	College Refund Policy, *Student Handbook*, p. 64-65
	College Admission Policy, *College Catalog*, pp. 21-32
	College Admission Policy, *Student Handbook, pp. 67-77*

	Reid State Technical College Website – www.rstc.edu
2-B-9(e)	Office Schedule
	Syllabus
	College Assembly Minutes
	Division Minutes
	College Activities Flyers
2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart

Instruction

2-C-1(a)	Program Curriculum
2-C-1(b)	Syllabi
2-C-2(a)	Lab Course Syllabus
2-C-2(b)	Theory Course Syllabus
2-C-2(c)	Work Habits Check Sheets
2-C-3(a)	Degree Plan
2-C-3(b)	Program Curriculum, *College Catalog*, p. 92
2-C-4(a)	Advisory Committee Membership List
2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist
2-C-5(a)	Employer Verification Forms
2-C-5(b)	Advisory Committee Guidelines Annual Checklist
2-C-6(a)	Course Notebook (See 2-B-3)
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	Safety Committee Minutes
2-C-6(e)	*Safety Manual*
2-C-6(f)	Safety Pictures
2-C-7(a)	Lab Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory
2-C-8	Course Notebook (See 2-B-3)
2-C-9(a)	Syllabus
2-C-9(b)	College Grading Policy, *Student Handbook*, p. 86
2-C-9(c)	Lab and Theory Tests
2-C-9(d)	Student Transcript

2-C-10   *Work-Based Activity Training Plan*

2-C-11(a)   Work-Based Activity Evaluation Checksheet
2-C-11(b)   Student Teacher Self Evaluation Form

2-C-12(a)   Faculty Job Description
2-C-12(b)   Faculty Resume

| Program Name | Child Development and Education (AAT) | | | CIP Code | 19.0708 |

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

Provide total program length in all categories that apply (be sure that these numbers agree with the grand total):

TOTAL CLOCK HOURS:	1080	TOTAL SEMESTER CREDIT HOURS:	65	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Clock Classroom	Clock Distance Ed.	Credit	Clock	Credit	Clock	Credit	Clock	Credit
ENG 101-English Composition I	X	X			15	30	3	0	0	0	0	45	3
PHL 206 – Ethics and Society	X				45	0	3	0	0	0	0	45	3
ORT 100 – Orientation	X				15	0	1	0	0	0	0	15	1
MTH 116 – Mathematical Applications	X				45	0	3	0	0	0	0	45	3
CIS 149 – Introduction to Computers		X			15	30	3	0	0	0	0	45	3
CIS 146 – Microcomputer Applications		X			15	30	3	0	0	0	0	45	3
PSY 200 – General Psychology	X				45	0	3	0	0	0	0	45	3
CGM 100-Introduction to Early Care and Education of Children	X	X			15	30	3	0	0	0	0	45	3
CGM201-Child Growth and Development Principles	X		X		45	0	3	0	0	0	0	45	3
CGM202-Children's Creative Experiences	X		X		45	0	3	0	0	0	0	45	3
CGM203-Children's Literature and Language Development	X		X		45	0	3	0	0	0	0	45	3
CGM204-Methods and Materials for Teaching Children	X		X		30	0	2	30	1	0	0	60	3
CGM205-Program Planning for Educating Young Children	X		X		45	0	3	0	0	0	0	45	3
CGM206-Children's Health and Safety	X	X			15	30	3	0	0	0	0	45	3
CGM208-Administration of Child Development Programs	X		X		45	0	3	0	0	0	0	45	3
CGM209 – Infant and Toddler Education Programs	X		X		45	0	3	0	0	0	0	45	3
CGM210 – Educating Exceptional Children	X		X		45	0	3	0	0	0	0	45	3
CGM211 – Child Development Seminar	X	X			15	0	1	0	0	0	0	15	1
CGM214 – Families and Communities in Early Care and Education Programs	X		X		45	0	3	0	0	0	0	45	3
CGM215 – Supervised Practical Experience in Child Development	X (CL)				0	0	0	0	0	135	3	135	3
CGM217 – Math and Science for Young Children	X		X		45	0	3	0	0	0	0	45	3
CGM221 – Family Child Care	X		X		45	0	3	0	0	0	0	45	3
CGM 224 – School Age Child Care	X		X		45	0	3	0	0	0	0	45	3
TOTAL ALL COLUMNS	X	X	X		765	150	61	30	1	135	3	1090	65

GRAND TOTALS

**Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs**

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution	
Reid State Technical College	
Address	**City/State/Zip**
P O Box 588	Evergreen, AL 36401
Name of Program	
Child Development and Education (AAT)	
Model(s) of Delivery of Program	

☐ 100% Traditional   ☑ Hybrid   ☐ Distance Education

This program is (check one):

__X__ An Existing Program   _____ A New Program   ____ A Substantially Revised Program

The length of program in:

_____ Clock Hours   __65__ Semester Credit Hours   _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 9,025.72

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the _Child Development and Education_ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☐ **100% Traditional** ☑ **Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.

EMPLOYER #1:

Name: Debel Manuel	Title: Child Service Specialist
Company Name: Evergreen Head Start	Phone Number: (251) 578-3149
Address: 107 East Lone	City/State/Zip: Evergreen, Alabama 36401

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 9.00 annually to $18 per hr. annually.

Signature: Debel Manuel, CSS   Date: 9/16/10

EMPLOYER #2

Name: Diann Jones	Title: Childcare Provider
Company Name: Jones Family Childcare	Phone Number: 251-578-1797
Address: 237 Magnolia Hts	City/State/Zip: Evergreen Al 36401

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 8.90 per hr. annually to $ 18.00 per hr. annually.

Signature: Diann Jones   Date: 9-16-2010

EMPLOYER #3

Name: Lynda Davis	Title: Coordinator of Training for Business + Industry
Company Name: Reid State Technical College	Phone Number: 251-578-1462
Address: P.O. Box 588	City/State/Zip: EVERGREEN AL 36401

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 8.90 per hr. annually to $ 18. per hr. annually.

Signature: Lynda Davis   Date: 9-16-2010

STANDARD TWO

COLLISION REPAIR TECHNOLOGY

INTRODUCTION

The purpose of the collision repair technology program committee was to evaluate the program's content, purpose, objectives, curriculum, and other program documentation to determine compliance with standard two criteria. The collision repair technology program is a 55 semester credit hour diploma program that can be completed in four semesters of full-time enrollment.

The collision repair technology purpose, objectives, admission requirements, program content, and completion requirements are clearly stated in the *College Catalog*. The stated purpose is as follows:

> *The purpose of the collision repair technology program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the collision repair profession.*

> *The diploma program is intended to produce graduates who are prepared for entry-level employment as collision repair technicians or refinish technicians. Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of glass replacement, detailing, automotive MIG welding, suspension systems repair, collision repair, and refinishing.*

> *Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of collision repair technology. The occupational skill preparation should meet the Inter-Industry Conference on Auto Collision Repair (I-CAR) recognized skill standards. The college will ensure program quality through internal certification of graduate competencies and external certification of graduates through I-CAR.*

*The philosophy and purpose of the Collision repair
technology program is consistent with that of the governing
institution.*

Success of the program's purpose is accomplished by providing quality,

professional instruction, excellent curricula, and utilizing information obtained from

resources such as occupational advisory committees, business and industry visits,

professional associations, and employer verification forms.

ANALYSIS

A. Admissions/Recruiting

> **1. The institution's admissions policies are clearly stated, published, and
>   made available to students prior to enrollment. (Objective 2-A-1)**

The collision repair technology admission policy is clearly stated, published, and

available to the public. The policy is published in the *College Catalog*, *Student*

Handbook, program brochures, and college website **(Exhibit 2-A-1 (a), (b), (c), (d))**.

The policy states:

> *Applicants to this program must complete the application procedures
> and be at least 16 years of age. While a high school diploma or GED is the
> preferred entry requirement, a non-high school graduate may be
> admitted upon demonstration of ability-to-benefit (ATB) on a
> standardized, federally approved entrance test. Applicants admitted
> under ATB provisions must obtain the GED prior to graduation.*

College publications are distributed to the public via direct mailing and personal

distribution during high school recruiting visits, recruiting visits to targeted areas such as

public housing, employment offices, unemployment offices, departments of human

resources offices, doctor's offices, churches, stores, and food stamp offices. Publications

are also displayed in the student services building, public relations office, administration

building, and other campus areas.

> *2. For all students admitted to a Vocational English-As-A-Second Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See "Vocational English-As-A-Second-Language Programs" in the current edition of the Policies and Rules of the Commission.)*

Reid State Technical College does not offer Vocational English-As-A-Second Language.

> *3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)*

Reid State Technical College clearly defines and publishes a policy for internal and external transfers in the *College Catalog* and *Student Handbook* **(Exhibit 2-A-3 (a, (b))**. An applicant who has previously attended another regionally accredited postsecondary institution is considered a transfer student and is required to furnish official transcripts of all work attempted at said institution. The Alabama State Board of Education Admission Policy #801.01 governs the general admission of transfer students, and the Standards of Academic Progress Policy #714.03 governs the academic standards applying to transfer students **(Exhibit 2-A-3 (c), (d))**. The college requires the transfer of student documents required of first-time college students. A transfer student who meets requirements for admission to a course creditable toward an associate degree is classified as a degree-eligible student. A transfer student who does not meet these requirements is classified as a non-degree-eligible student. A transfer student must have submitted to the College an application for admission and official transcripts from all accredited postsecondary institutions attended and an official high school transcript or GED.

A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale will be admitted on clear academic status. A

transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale will be admitted only on academic probation. An applicant who has been academically suspended from another accredited postsecondary institution may be admitted as a transfer student only after following the appeal process established at the college for native students who have been academically suspended. If the transfer student is admitted upon appeal, the student will enter the institution on academic probation.

> **4. *The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)***

Transfer credit is awarded for internal and external transfers based on the published "General Principles for Transfer of Credit" that states a course completed at other accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements. Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous formal training. For students admitted on academic probation, only courses in which they have earned a course grade of C or better will be accepted for transfer. Awarding of transfer credit to fulfill graduation requirements will be based on applicability of the credits to the requirements of the degree sought.

This policy is applied uniformly without regard to whether the student is transferring between programs at Reid State Technical College or from another institution **(Exhibit 2-A-4 (a), (b))**.

5. *Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)*

Admission requirements for collision repair technology offer reasonable expectations for successful completion of the program. Applicants to the collision repair technology program must complete the application procedures and be at least 16 years of age, and have the high school diploma or GED or demonstrated ability-to-benefit on a standardized, federally-approved entrance test. Students entering on the basis of ability-to-benefit must earn the GED prior to graduation. This criteria was added to strengthen the program and to ensure that students posses the minimum requirements for entry-level work, the high school credential and occupational certification **(Exhibit 2-A-5 (a), (b))**.

Entering students also must demonstrate readiness for college-level work on the COMPASS placement exam. Students who score below the standard cut scores are advised into developmental reading, writing, or math classes in order to develop the academic competencies necessary for success in college-level classes **(Exhibit 2-A-5 (c))**. Students whose placement test scores indicate they would benefit from developmental math or writing must complete the courses prior to enrolling in college-level math and English. Students whose scores indicate a deficiency in reading comprehension must enroll in developmental reading to develop reading competency to assure success in academic and occupational courses. The admission requirements offer reasonable expectations for successful completion of the collision repair technology program.

> **6. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)**

The collision repair technology program does not award an associate in applied technology degree.

> **7. An institution that admits students on an "ability to benefit" basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A2)**

For all students admitted on an ability to benefit basis, the institution has written admissions procedures, applies these uniformly, and provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. Students without a high school diploma or GED may be admitted on the ability-to-benefit basis to the collision repair technology program. The admissions procedures are reflected in the *College Catalog* and *Student Handbook* (**Exhibit 2-A-7 (a), (b)**). This policy is applied uniformly and documentation is maintained in all permanent student files for verification of its application (**Exhibit 2-A-7 (c)**).

Upon completion of the independently administered standardized test (COMPASS), the students' scores are compared to the federally-approved cut scores for Title IV eligibility. In order for students to qualify for admission and Title IV funds, the following scores are required: COMPASS   Numerical (36), Reading (65), Writing (38)

The results of the test are recorded by the independent test administrator and forwarded to the admissions office, which then makes a determination of acceptance to the College and notifies the student of the results. An ability-to-benefit test certification

form is completed by the test administrator and becomes part of the student's permanent record along with the actual test form completed by the student. Students scoring below the requisite cut scores are ineligible for admission.

The registration services coordinator is responsible for maintaining permanent records of student progress. Computerized transcripts reflect the student's grades in developmental and college courses and subsequent program completion status **(Exhibit 2-A-7 (d))**.

> **8.   *The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)***

Reid State Technical College's recruiting activities are ethical and are conducted according to standard marketing and recruiting practices. The director of recruiting/placement and retention has overall responsibility for developing and implementing the *Recruitment Plan*. Responsibility for recruiting activities for the collision repair technology program is shared by the instructor. Materials are distributed to locations in service area communities, such as public housing, departments of human resources offices, food stamp offices, doctor's offices, employment offices, unemployment offices, and presentations are made at local high schools, churches and vocational centers.

All published materials depict the mission, instructional outcomes, student performance expectations, and completion requirements of the program. The college uses a variety of materials to market the collision repair technology program. Some of these are: colorful brochures, the *College Catalog*, newspaper advertisements, and website **(Exhibit 2-A-8 (a), (b), (c), (d), (e), (f), (g))**.

9. *Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)*

Students are informed of the costs of the collision repair technology program prior to admission through a number of means. Complete information covering the costs of the program is included in the *College Catalog* (**Exhibit 2-A-9 (a)**). Access to the *College Catalog* is made available to prospective students through recruiting activities, student orientation, and permanent display in the administration and student services buildings. Program brochures list the credit hours required for completion of the program (**Exhibit 2-A-9 (b)**). Program cost sheets are also available to students in the student services building (**Exhibit 2-A-9 (c)**). The total tuition/fee cost for the collision repair technology program are as follows:

Tuition	$4,950
Fees	1,210
Books	450
Supplies	450

The College's tuition rate is $90 per semester hour, plus a $9 per hour instructional fee, $9 per hour technology fee, $3 per hour special building fee, $1 per hour bond fee (**Exhibit 2-A-9 (d)**).

B.   Programs

> **1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)**

Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. Reid State Technical College's mission is as follows:

> *Reid State is committed to provide postsecondary education and training to students from diverse backgrounds and abilities on a non-discriminatory basis in order to prepare an effective workforce and to promote economic growth and community stability. In the spirit of scholarship, collaboration, technological specialization, flexible learning opportunities and personal development, the entire college seeks an improved quality of life for all students.*

The collision repair technology program is congruent with the institutional mission.

Occupational needs of the service area are evaluated through annual review of labor market information in order to gauge the continuing necessity and level of demand for the program **(Exhibit 2-B-1 (a), (b))**.

The college relies on other valuable resources for ensuring the program continues to meet the occupational needs of the people served by the college. These include regular visits to area businesses and industry and advisory committee feedback **(Exhibit 2-B-1 (c), (d))**.

> **2.   The objectives for each educational program are evaluated annually. (Objective 2-B1)**

The collision repair technology program objectives are evaluated continuously through several methods. The program has an occupational advisory committee that meets semi-annually and is charged with the responsibility for conducting an annual review of the program's mission and content. The committee recommends improvements

in terms of curriculum, instructional methods, equipment, supplies and other important program and institutional considerations. Activities of the committee are documented in minutes **(Exhibit 2-B-2 (a))**. Employer verification forms are completed every year to ensure that bona fide potential employers have the opportunity to evaluate the program's content, objectives, range of remuneration, admission criteria, and curriculum to ensure that desirable, relevant, and current practices are included in the collision repair technology program of study **(Exhibit 2-B-2 (b))**. Program faculty continually review and adjust program objectives as a result of feedback received through business and industry visits **(Exhibit 2-B-2 (c))**.

College policy requires collision repair technology faculty to make two business and industry visits per semester. These visits are documented on business and industry visit forms and forwarded to the office of the human resources/instructional services coordinator. A copy is maintained by the instructor of the collision repair technology program. Faculty involvement in professional associations assists faculty in ensuring program curriculum is consistent with practice in the profession.

> 3. *Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)*

The collision repair technology program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content.

The program outcome objectives are **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communication, computation, and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be able to obtain certification through I-CAR.*

4. *Program graduates will be successfully employed in the field.*

5. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed in the course syllabi, and support the attainment of broad program outcomes objectives **(Exhibit 2-B-3 (b))**.

The faculty maintains close and continuing contact with members of business and industry through periodic visits. Every full-time faculty member is required to make at least two business and industry visits per term in order to ascertain current needs **(Exhibit 2-B-3 (c))**. These visits are documented on business and industry visit forms that are maintained by the human resources/instructional services coordinator. Students are evaluated based on program content and objectives **(Exhibit 2-B-3 (d))**. Knowledge tests are used in lecture classes and demonstrations and proficiency exams are used to verify skill competencies. Methods of evaluation and grading are identified in the course syllabi.

The instructor maintains a course notebook for each course included in the curriculum. Each course notebook includes the course guide, curriculum tests, safety information, student information sheets and other instructional material **(Exhibit 2-B-3 (e))**.

4. *A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)*

A systematic process has been implemented to document that the objectives and content of the collision repair technology program are regularly updated. This has

historically been accomplished primarily through the advice of the collision repair technology advisory committee, which meets at least twice annually and documents the review of the program content and objectives in committee minutes **(Exhibit 2-B-4 (a))**. Program content and objectives are also adjusted when necessary based on information obtained from business and industry visits as well as informal contact with alumni and employer verification forms **(Exhibit 2-B-4 (b), (c))**. Information gained from these resources is valuable so that faculty can make programmatic revisions in response to documented industry needs.

5. At least every two years, three bona fide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

At least every two years, three bona fide potential employers of the collision repair technology program graduates review the educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skill and/or proficiency required for completion. Employer verification forms are filed in the human resources/instructional services coordinator office **(Exhibit 2-B-5)**.

6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)

Reid State Technical College considers the length and the tuition of the collision repair technology program in relation to the documented entry-level earnings of completers. This is primarily accomplished through systematic completion of employer

verification forms **(Exhibit 2-B-6 (a))**. The collision repair technology program can be completed in four semesters at cost of $4,950 for tuition **(Exhibit 2-B-6 (b)**.

The College tuition is $90 per semester credit hour. The length of the program is four semesters.

> 7. ***Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)***

Courses required for the collision repair technology program are offered with sufficient frequency for the student to complete the program within the publicized time frame **(Exhibit 2-B-7 (a))**. Courses are offered at least once during the four semester time frame in order that students have adequate opportunity to enroll for courses required to graduate. The length of the program is documented in the *College Catalog*. All students are provided a degree plan upon entry, and faculty advisors use these degree plans to schedule classes each term **(Exhibit 2-B-7 (b), (c), (d))**.

Developmental courses in reading, writing and mathematics are offered every semester to assist under-prepared students in developing basic skills to ensure success in college-level courses. Students who require developmental coursework are informed by their advisors that they may take longer to complete the program requirements depending upon their developmental needs.

8. Associate Degree programs offered must meet the following requirements:

    a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.

    b. The program has a minimum of 60 semester hours or 90 quarter hours.

    c. c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)

The collision repair technology program does not award the associate in applied technology degree in the major; however, the college awards an associate in occupational technology degree with a major in occupational studies. Students have the opportunity to pair their collision repair technology course work as their primary technical specialty with course work in a secondary technical specialty such as welding technology. This pairing of complementary technical areas is designed to produce graduates who are multi-skilled and are able to function in an increasingly sophisticated workforce. It is also designed to enable graduates to be in a position to more readily advance in employment as they will possess a more comprehensive skill set **(Exhibit 2-B-8 (a))**.

Student are required to complete at least 19 semester hours in general education. Students must complete at least 45 hours in a primary technical specialty and 12 hours in a secondary technical specialty, for a total of 76 semester hours for the associate in occupational technology degree in occupational studies **(Exhibit 2-B-8 (b), (c))**.

> **9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:**
>   a. **Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.**
>   b. **Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.**
>   c. **Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.**
>   d. **Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.**
>   e. **Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)**

The collision repair technology program offers day and evening classes only on the main campus.

> **10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)**

The collision repair technology program measures credit hours assigned to each course according to the requirements set forth by the Alabama State Board of Education **(Exhibit 2-B-10 (a), (b))**. A semester hour of theory contains 15 clock hours of lecture, a semester hour of experimental lab contains 30 clock hours of laboratory, and a semester hour of manipulative lab contains 45 clock hours of laboratory **(Exhibit 2-B-10 (c))**.

C.   Instruction

> **1.   Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)**

Academic competencies and occupational skills are integrated into the collision repair technology program. Students must complete ten semester hours of academic

courses in English, mathematics, and computer as part of the 55 semester hour diploma

program **(Exhibit 2-C-1 (a), (b))**. Occupational competencies are developed through

theory and laboratory instruction in the occupational area using industry standard

Advance Tech curriculum **(Exhibit 2-C-1 (c))**. Students are to develop skill proficiency

through laboratory instruction in technical areas of glass replacement, detailing,

automotive MIG welding, suspension systems repair, and collision repair and refinishing.

Application of workplace competencies in communication, mathematics, and workplace

skills that are developed through the occupational curriculum are identified on course

syllabi.

> **2.   *The instructional programs provide instruction in the competencies
> essential to success in the occupation, including job knowledge, job skills,
> work habits, and attitudes. (Objective 2-C-2)***

The collision repair technology program includes extensive theory and laboratory

instruction designed to develop and refine job knowledge, job skills, work habits and

attitudes. Course descriptions and accompanying objectives illustrate the emphasis on

developing occupational competencies **(Exhibit 2-C-2 (a), (b))**. Employability skills

such as work habits, attitudes, safety and job orientation are integrated throughout the

curriculum. Students' work habits are evaluated and a work habit grade is calculated as a

percentage grade. Criteria for scoring include punctuality, attendance, proper use of tools,

safety, attitude, and other related skills. Work habits check sheets are utilized to ensure

objectivity and consistency in grading, and students are informed of the composition of

the final grade on the course syllabi **(Exhibit 2-C-2 (c))**.

> **3.   The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)**

The sequence of instruction for completion of the collision repair technology program is effectively organized in order to maximize the learning of competencies essential to success in the occupation **(Exhibit 2-C-3 (a), (b))**.

> **4.   Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)**

The collision repair technology program has an active advisory committee that meets twice annually and documents its activities in minutes **(Exhibit 2-C-4 (a), (b))**. The advisory committee assists the college in ensuring that desirable, relevant, and current practices are included in the program. Committee membership is comprised of at least three business or industry representatives. According to the guidelines, the advisory committee meets during the spring and fall semesters. The advisory committee follows a standard agenda plan of work and format for reporting minutes **(Exhibit 2-C-4 (c))**. The advisory committee completes an annual checklist providing documentation and verification that committee members have had an opportunity to review and discuss program plans, equipment, facilities, program content, curriculum outcomes, job placement and to make necessary recommendations.

> **5. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)**

An advisory committee for the collision repair technology reviews the appropriateness of the type of instruction offered within the collision repair technology programs. The advisory committee reviews the program's course offerings and curriculum to ensure that courses relate to the skills necessary for successful completion of the collision repair technology programs **(Exhibit 2-C-5 (a), (b))**.

> **6. Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)**

Job-related health, safety, and fire prevention are an integral part of instruction in the collision repair technology program. Safety is covered as a module and integrated through the inclusion of a section on safety in each course notebook **(Exhibit 2-C-6 (a))**. This ensures consistency of safety instruction in day and evening classes. Evacuation plans and emergency procedures are posted in the classrooms, shop, and included in course notebooks, and reviewed with students each semester **(Exhibit 2-C-6 (b), (c))**.

The College has a standing safety committee that is charged with coordinating an effective safety program that ensures a safe environment for training. This includes regular inspections of shop and classroom areas, reviewing referrals of safety concerns, and making recommendations for suitable corrections. The committee keeps minutes of its meetings and documents other activities related to ensuring safe practices are included in the instructional program.

A collision repair technology safety committee is comprised of students and meets regularly to increase awareness of safety issues. This program committee documents its activities in minutes that are maintained on file by the faculty and safety committee secretary **(Exhibit 2-C-6 (d))**. The College has a *Safety Manual* that was developed to address the use of various program equipment. A copy of the *Safety Manual* is on file in each program area and is available to and reviewed with students each semester **(Exhibit 2-C-6 (e), (f), (g))**.

> 7. *To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)*

The collision repair technology program provides sufficient practice with equipment similar to those used in the occupation. Laboratory coursework is documented in the program curriculum and on course syllabi **(Exhibit 2-C-7 (a))**. Ample time for laboratory practice is included in each course, and students have access to some of the latest equipment available in the industry. Live work provides critical experiences for students and ensures that they have opportunity to develop and refine skills that are demanded in the profession.

Documentation that equipment meets industry standards is maintained through business and industry visits and advisory committee meetings **(Exhibits 2-C-7 (b), (c))**. An inventory of instructional equipment is available that demonstrates the similarity of program equipment to the occupation **(Exhibit 2-C-7 (d))**. Faculty has sufficient budgets to provide for equipment maintenance and purchases annually.

> **8. All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)**

Instruction in the collision repair technology program is effectively organized with course outlines, syllabi, lesson plans, tests, and instructional materials. Course notebooks were created for each course taught in the collision repair technology program. These notebooks contain course outlines, course guides, curriculum standards, course syllabi, instructional materials, tests, safety handouts, student information sheets, lesson plans, and other instructional materials needed to teach the course **(Exhibit 2-C-8)**. This notebook system has proven useful to program instructors and ensures consistency of instruction between day and evening classes.

> **9. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)**

The College has a systematic and objective method for evaluating student achievement based on identified occupational competencies. Course syllabi detail the objectives for every course. Evaluation in each theory or laboratory course is based on achievement of overall objectives. Evaluation methods are identified in the course syllabus, which is distributed to every student on the first class meeting **(Exhibit 2-C-9 (a))**. College grading policies are published in the *Student Handbook* and are available to students prior to admission. The *Student* Handbook is also distributed to every student and reviewed at orientation **(Exhibit 2-C-9 (b))**. Knowledge tests are utilized to evaluate performance in lecture classes and performance or proficiency exams are used to evaluate skill proficiency in lab classes **(Exhibit 2-C-9 (c))**. The course grade is calculated according to the identified method and posted to the online grade reporting module **(Exhibit 2-C-9 (d))**.

> *10. Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)*
> *11. The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)*
> *12. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)*

Collision repair technology does not require a work-based activity.

CHALLENGES AND PROPOSED SOLUTIONS

Although the college accepts live work to assist students to develop the occupational skills required for the profession, the live work is most often comprised of refinishing and painting surfaces. Very few heavily damaged vehicles are available for live work. This limits the experiences students have in repairing collision damage on late model vehicles. The collision repair technology faculty is working with insurance companies and salvage companies to acquire damaged vehicles to be used for training purposes. The faculty is also working to create a rack of damaged vehicle parts to facilitate the development of students' skills in repairing particular types of damage to specific auto parts. This rack method of training will also facilitate competency check offs to be accomplished consistently. A major challenge is the consistent attendance of the advisory committee members.

SUMMARY

The collision repair technology program committee determined that the program is in compliance with standard two criteria. The College offers a collision repair technology program dedicated to providing quality education and training to the students

it serves. Great effort and hard work have gone into making the program a success. Through the utilization of industry standard curriculum and up-to-date equipment, the collision repair technology program continues to provide quality educational opportunities that will produce graduates who are prepared for entry-level employment as collision repair technicians. The collision repair technology program provides opportunities for students to obtain exposure to and an appreciation of the dynamics of the industry.

The collision repair technology program has a published purpose statement and program objectives that are evaluated continuously and publicly available. The instructional program is effectively organized as evidenced by course notebooks, course outlines, lesson plans, syllabi, instructional materials, tests, course standards and curriculum guides.

The collision repair technology program has an active advisory committee that documents activities and recommendations of semi-annual meetings in minutes. Faculty actively solicit advice and recommendations from resource personnel through regular business and industry visits and professional associations.

Program outcomes indicate a strong program that emphasizes the attainment of entry-level skills, including academic and occupational skill development. Program faculty continually avail themselves of professional development opportunities to maintain and update their professional and teaching skills.

Instructional methods and materials emphasize safety. Students have sufficient practice on industry standard equipment to develop job knowledge and skills required of collision repair technicians.

Standard Two

Collision Repair Technology Exhibits

Admissions

2-A-1(a)	College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)	College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)	Program Brochure
2-A-1(d)	College Website
2-A-2	Non-Applicable
2-A-3(a)	College Transfer Policy, *College Catalog*, p.26
2-A-3(b)	College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)	State Board of Education Policy 801.01
2-A-3(d)	State Board of Education Policy 714.03
2-A-4(a)	College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)	College Transfer of Credits Policy, *Student Handbook,* p. 76
2-A-5(a)	College Admission Policy, *College Catalog,* pp. 21-33
2-A-5(b)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)	Placement Testing Policy, *College Catalog,* p. 32
2-A-6	Non-Applicable
2-A-7(a)	Ability-to-Benefit Policy, *College Catalog, pp.*
2-A-7(b)	Ability-to-Benefit Policy, *Student Handbook, pp.*
2-A-7(c)	Assessment Results for Ability-to-Benefit
2-A-7(d)	Student Transcript for Ability-to-Benefit
2-A-8(a)	Recruitment Plan
2-A-8(b)	*College Catalog, p. 80-81*
2-A-8(c)	Brochure
2-A-8(d)	Admission Packet
2-A-8(e)	Schedule
2-A-8(f)	Advertising Scrapbook
2-A-8(g)	Reid State Technical College website www.rstc.edu
2-A-9(a)	*College Catalog, p. 80-81*
2-A-9(b)	Brochure
2-A-9(c)	Program Cost Sheet
2-A-9(d)	Tuition Rates, *College Catalog and Student Handbook*, p. 64

Programs

2-B-1(a)	*Alabama Occupational Trends* for 2016
2-B-1(b)	*Occupational Outlook Handbook*
2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog,* p. 80
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum, *College Catalog,* p. 81
2-B-7(d)	Schedule
2-B-8(a)	Degree Requirements, *College Catalog,* p. 81
2-B-8(b)	Degree Requirements, *College Catalog,* p. 81
2-B-8(c)	Degree Requirements, *College Catalog,* p. 81
2-B-9	Non-Applicable
2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart
2-B-10(c)	Program Degree Requirements, *College Catalog,* p. 81

Instruction

2-C-1(a)	Program Curriculum, *College Catalog,* p. 81
2-C-1(b)	ENG100 Vocational Technical English
	MAH100 Vocational Technical Mathematics
	CIS149 Introduction to Computers
2-C-1(c)	Syllabus

2-C-2(a)	Lab Course Syllabus
2-C-2(b)	Theory Course Syllabus
2-C-2(c)	Work Habits Check Sheets
2-C-3(a)	Degree Plan
2-C-3(b)	Program Curriculum, *College Catalog*, p. 81
2-C-4(a)	Advisory Committee Membership List
2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist
2-C-5(a)	Employer Verification Forms
2-C-5(b)	Advisory Committee Guidelines Annual Checklist
2-C-6(a)	Course Notebook (See 2-B-3)
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	Safety Committee Minutes
2-C-6(e)	*Safety Manual*
2-C-6(f)	Safety Module
2-C-6(g)	Safety Pictures
2-C-7(a)	Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory
2-C-8	Course Notebook (See 2-B-3)
2-C-9(a)	Syllabus
2-C-9(b)	Tests
2-C-9(c)	Student Transcript
2-C-9(d)	College Grading Policy, *Student Handbook*, p. 86
2-C-10	Non-Applicable
2-C-11	Non-Applicable
2-C-12	Non-Applicable

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Collision Repair Technology (Diploma)		CIP Code	47.0603

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

**Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):**

TOTAL CLOCK HOURS:	1275	TOTAL SEMESTER CREDIT HOURS:	55	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
					Clock		Credit	Clock	Credit	Clock	Credit	Clock	Credit
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Classroom	Distance Ed.							
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
CIS 149 – Introduction to Computers	X	X			15	30	3	0	0	0	0	45	3
MAH 101 – Vocational Technical Mathematics I	X				45	0	3	0	0	0	0	45	3
ENG100 – Vocational Technical English I	X				45	0	3	0	0	0	0	45	3
ABR111 – Non-Structural Repair	X		X		15	0	1	60	2	0	0	75	3
ABR 114 – Non-Structural Panel Replacement	X		X		15	0	1	60	2	0	0	75	3
ABR 122 - Surface Preparation	X		X		15	0	1	60	2	0	0	75	3
ABR 123 – Paint Application and Equipment	X		X		15	0	1	60	2	0	0	75	3
ABR 151 – Safety and Environmental Practices	X		X		15	0	1	60	2	0	0	75	3
ABR 154 – Automotive Glass and Trim	X		X		15	0	1	60	2	0	0	75	3
ABR 156 – Automotive Cutting and Welding	X		X		15	0	1	60	2	0	0	75	3
ABR 213 – Automotive Structural Analysis	X		X		15	0	1	60	2	0	0	75	3
ABR 214 – Automotive Structural Repair	X		X		15	0	1	60	2	0	0	75	3
ABR 223 – Automotive Mechanical Components	X		X		15	0	1	60	2	0	0	75	3
ABR 224 – Automotive Electrical Components	X		X		15	0	1	60	2	0	0	75	3
ABR 255 – Steering and Suspension	X		X		15	0	1	60	2	0	0	75	3
ABR 258 – Heating and A/C in Collision Repair	X		X		15	0	1	60	2	0	0	75	3
ABR 261 – Restraint Systems	X		X		15	0	1	60	2	0	0	75	3
ABR 265 Paint Defects and Final Repair	X		X		15	0	1	60	2	0	0	75	3
TOTAL ALL COLUMNS	X	X	X		345	30	25	900	30	0	0	1275	55

GRAND TOTALS

Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution Reid State Technical College	
Address P O Box 588	**City/State/Zip** Evergreen, AL 36401
Name of Program Collision Repair Technology (Diploma)	
Model(s) of Delivery of Program ☐ 100% Traditional ☐ Hybrid ☐ Distance Education	

This program is (check one):

___X___ An Existing Program _____ A New Program _____ A Substantially Revised Program

The length of program in:

_____ Clock Hours ____55___ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 7,395.48

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the _Auto Body Repair_ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☐ **100% Traditional** ☐ **Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.

EMPLOYER #1:

Name: Steve Palmer	Title: Owner
Company Name: Palmer + Sons	Phone Number: 334-222-7777
Address: 798 Carson St	City/State/Zip: Andalusia, Al. 36420

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $18,000 annually to $28,000 annually.

Signature: Steve Palmer   Date: 9-17-10

EMPLOYER #2

Name: Marc Scott	Title: Owner
Company Name: Marc's Paint + Body	Phone Number: 334-374-2044
Address: 102 Scott Rd	City/State/Zip: McKenzie, Al

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $16,000 annually to $27,000 annually.

Signature: Marc Scott   Date: 9-17-10

EMPLOYER #3

Name: Allen Thomas	Title: Owner
Company Name: Thomas Collision	Phone Number: 334-446-3102
Address: EAST Ridgeley St	City/State/Zip: Atmore, Al 36502

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $18,000 annually to $28,000 annually.

Signature: Allen Thomas   Date: 9-17-10

STANDARD TWO

COMMERCIAL TRUCK DRIVING

INTRODUCTION

The commercial truck driving program committee was charged with the responsibility for assessing the extent to which the program complies with standard two criteria for accreditation. In order to accomplish this task, the committee reviewed program files, institutional practices, and conducted interviews with program faculty.

The commercial truck driving program is a 15 semester credit hour short certificate program that prepares students for entry-level employment in the commercial truck driving profession. The program can be completed in only eight weeks. Two classes are offered during the fall and spring semesters and one class during the summer semester. Graduates must obtain the commercial drivers license with appropriate endorsements to be qualified for employment.

The commercial truck driving program purpose, objectives, admission requirements, certification requirements, program content, and completion requirements are clearly stated in the *College Catalog* as follows:

> *The purpose of the commercial truck driving program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the commercial truck driving profession.*

> *The certificate program is intended to produce graduates who are prepared for entry-level employment, upon licensure, as Class "A" commercial truck drivers. Program graduates are to be competent in the technical areas of hours of service regulations, vehicle inspection procedures, basic backing skills, defensive driving techniques, basic driving techniques, and recognition of driving environment hazard.*

*Reid State Technical College will accomplish program
objectives by providing students with a comprehensive technical
training in the core area of commercial truck driving. The
occupational skill preparation is designed to meet the United
States Department of Transportation, Federal Highway
Administration, and Commercial Driver's License (CDL)
recognized skill standards. The college will ensure program
quality through internal certification of graduate competencies
and external licensure of graduates by the Commercial Drivers
Licensure Division.*

*The philosophy and purpose of the commercial truck
driving program is consistent with that of the governing institution.*

ANALYSIS

A. Admissions/Recruiting

> **1. The institution's admissions policies are clearly stated, published, and
> made available to students prior to enrollment. (Objective 2-A-1)**

The commercial truck driving admission policy is clearly stated, published, and

available to the public. The policy is published in the *College Catalog, Student

Handbook*, program brochures, and College website (**Exhibit 2-A-1 (a), (b), (c), (d)**).

The policy states:

> *Applicants to this program must complete the application procedures
> and be 21 years of age. While a high school diploma or GED is the
> preferred entry requirements, applicants who did not receive a high school
> diploma or GED may be admitted upon demonstration of ability-to-benefit on a
> standardized, federally approved entrance test. Additionally, applicants must
> provide a motor vehicle driving record (MVR) free of accidents and other serious
> violations for the last three years. Students will also submit a D.O.T. physical
> and drug screen prior to being allowed to operate a commercial truck. While
> enrolled, students are subject to random drug and alcohol tests in accordance
> with the Department of Transportation Omnibus Transportation Employee
> Testing Act of 1991.*

College publications are distributed to the public via direct mailing and personal

distribution during recruiting visits to targeted areas such as public housing, employment

offices, unemployment offices, departments of human resources, doctor's offices,

churches, stores, and food stamp offices. Publications are also displayed in the student

services building, public relations office, administration building, and other campus

areas.

> **2. *For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See "Vocational English-As-A-Second Language Programs" in the current edition of the Policies and Rules of the Commission.)***

Reid State Technical College does not offer Vocational English-As-A-Second

Language Program.

> **3. *The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)***

Reid State Technical College clearly defines and publishes a policy on transfer of

students between programs within the institution and the transfer of students from other

institutions in the *College Catalog* and *Student Handbook* **(Exhibit 2-A-3 (a), (b))**. An

applicant who has previously attended another accredited postsecondary institution is

considered a transfer student and is required to furnish official transcripts of all work

attempted at said institutions. The Alabama State Board of Education Admission Policy

#801.01 governs the general admission of transfer, and the Standards of Academic

Progress Policy #714.03 governs the academic standards applying to transfer students

(Exhibit 2-A-3 (c), (d).   The College requires the transfer of student documents

required of first-time college students.

A transfer student who meets requirements for admission to a course creditable

toward an associate degree is classified as a degree-eligible student. A transfer student

who does not meet these requirements is classified as a non-degree-eligible student. A transfer student must have submitted to the College an application for admission and official transcripts from all accredited postsecondary institutions attended and an official high school transcript or GED.

A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale will be admitted on clear academic status.

A transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale will be admitted only on academic probation. An applicant who has been academically suspended from another accredited postsecondary institution may be admitted as a transfer student only after following the appeal process established at the College for native students who have been academically suspended. If the transfer student is admitted upon appeal, the student will enter the institution on academic probation.

> **4. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)**

Transfer credit will be awarded for internal and external transfers based on the published "General Principles for Transfer of Credit" that states a course completed at other accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements. Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous formal training. For students admitted on academic probation, only courses in which they have earned a course grade of C or better will be accepted for transfer. Awarding of transfer credit to fulfill graduation requirements will be based on

applicability of the credits to the requirements of the degree sought. This policy is
applied uniformly without regard to whether the student is transferring between programs
at Reid State Technical College or from another institution **(Exhibit 2-A-4 (a), (b))**.

> 5. ***Admission requirements offer reasonable expectations for successful
> completion of the occupational programs offered by the institution regardless
> of the delivery mode. (Objective 2-A-2)***

Admission requirements for commercial truck driving offer reasonable
expectations for successful completion of the program. Applicants to the commercial
truck driving program must complete the application procedures and be at least 21 years
of age and have the high school diploma or GED or demonstrated ability-to-benefit on a
standardized, federally approved entrance test **(Exhibit 2-A-5 (a), (b), (c))**.

> 6. ***Students admitted into Associate Degree programs have a high school diploma
> or its equivalent. (Objective 2-A-2)***

The commercial truck driving program does not award an associate degree.

> 7. ***An institution that admits students on an "ability to benefit" basis has
> written admissions procedures, applies these uniformly, provides
> documented evidence on how they are used, maintains records on
> student progress, and regularly evaluates the effectiveness of the
> procedures used in admitting these students. (Objective 2-A2)***

For all students admitted on an ability-to-benefit basis, the institution has written
admissions procedures, applies these uniformly, and provides documented evidence on
how they are used, maintains records on student progress and regularly evaluates the
effectiveness of the procedures used in admitting these students. Students without a high
school diploma or GED may be admitted on the ability-to-benefit basis to the commercial
truck driving program. The admissions procedures are reflected in the *College Catalog*
and *Student Handbook* **(Exhibit 2-A-7 (a))**. This policy is applied uniformly and

documentation is maintained in all permanent student files for verification of its

application **(Exhibit 2-A-7 (b), (c))**.

An ability-to-benefit test certification form is completed by the test administrator

and becomes part of the student's permanent record along with the actual test form

completed by the student. Students scoring below the requisite cut scores are ineligible

for admission.

The registration services coordinator is responsible for maintaining permanent

records of student progress **(Exhibit 2-A-7 (d))**. The assistant dean of students,

counselor and testing coordinator periodically analyze these and other records to

determine the effectiveness of the ability-to-benefit admission policies and procedures.

Individual progress data are reviewed as well as comparisons of retention and graduation

data for regular admit and ability-to-benefit students. Procedural adjustments are made

when needed.

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8. *The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)*

Reid State Technical College's recruiting activities are ethical and are conducted

according to standard marketing and recruiting practices. The director of

recruiting/placement and retention has the responsibility for developing and

implementing the *Recruitment Plan*. Responsibility for recruiting activities for the

commercial truck driving program is shared by the faculty. Materials are distributed to

locations in service area communities, such as public housing, departments of human

resources offices, food stamp offices, doctor's offices, employment offices,

unemployment offices, and presentations are made at local high schools, churches and

vocational centers.

All published materials depict the mission, instructional outcomes, student

performance expectations, and completion requirements of the program. The college

uses a variety of methods to market the commercial truck driving program, such as:

colorful brochures, the *College Catalog*, *Student Handbook,* newspaper advertisements,

and website **(Exhibit 2-A-8 (a), (b), (c), (d), (e), (f), (g))**.

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9.   Prior to admission, students are informed of the costs of the program
and any equipment and services required. (Objective 2-A-3)

Students are informed of the costs of the commercial truck driving program prior

to admission through a number of means. Complete information covering the costs of the

program is included in the *College Catalog* and program brochure **(Exhibit 2-A-9 (a),**

(b)). Access to the *College Catalog* is made available to prospective students through

recruiting activities, student orientation, and permanent display in the administration and

student services buildings.

Program cost sheets are also available to students in the student services building

(Exhibit 2-A-9 (c), (d)). The total tuition/fee cost for the commercial truck driving

program follows:

Tuition & fees	$ 1700.12
Books & materials	$ 50.00
D. O. T. physical & Drug screen	$ 135.00
MVR	$ 5.75

The College's tuition rate is $90 per semester hour, plus a $9 per hour

instructional fee, $9 per hour technology fee, $1 bond fee and $3 special building fee.

B.   Programs

> **1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)**

Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. Reid State Technical College's mission is as follows:

Reid State is committed to provide postsecondary education and training to students from diverse backgrounds and abilities on a non-discriminatory basis in order to prepare an effective workforce and to promote economic growth and community stability. In the spirit of scholarship, collaboration, technological specialization, flexible learning opportunities and personal development, the entire college seeks an improved quality of life for all students.

The commercial truck driving program is congruent with the institutional mission.

The occupational needs of the service area are evaluated through annual reviews of labor market information in order to gauge the continuing necessity and level of demand for the program **(Exhibit 2-B-1 (a), (b))**. The college relies on other valuable resources for ensuring the program continues to meet the occupational needs of the people served by the college. These include regular visits to area business and industry and advisory committee meetings **(Exhibit 2-B-1 (c), (d))**.

> **2.   The objectives for each educational program are evaluated annually. (Objective 2-B1)**

The commercial truck driving program objectives are evaluated continuously through several methods. The program has an advisory committee that meets semi-annually and is charged with the responsibility for conducting an annual review of the program's mission, and content. The committee recommends improvements in terms of curriculum, instructional methods,

equipment, supplies and other important program and institutional considerations. Activities of the committee are documented in minutes **(Exhibit 2-B-2 (a))**. Employer verification forms are completed every year to ensure that bona fide potential employers have the opportunity to evaluate the program's content, objectives, range of remuneration, admission criteria, and curriculum to ensure that desirable, relevant, and current practices are included in the commercial truck driving program of study **(Exhibit 2-B-2 (b))**.

Regular visits to business and industry are another critical means of obtaining recommendations from resource personnel. Faculty review and adjust program objectives as a result of feedback received through business and industry visits **(Exhibit 2-B-2 (c))**. College policy requires commercial truck driving faculty to make two industry visits per semester. These business and industry visits are documented on business and industry visit forms and forwarded to the office of the human resources/instructional services coordinator. A copy is maintained by commercial truck driving instructor. Involvement in professional associations assists faculty in ensuring program curriculum is consistent with practices in the profession.

> **3. _Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)_**

The commercial truck driving program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content.

The program outcome objectives are **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communication, computation, and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be able to obtain Commercial Driver's Licenses with appropriate endorsements.*

4. *Program graduates will be successfully employed in the field.*

5. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed on the course syllabi, and support the attainment of broad program outcome objectives **(Exhibit 2-B-3 (b))**.

Program objectives were developed and are revised in response to the identified needs of business and industry. The faculty maintains close and continuing contact with members of business and industry through periodic visits. Each full-time faculty member is required by college policy to make at least two business and industry visits per semester, in order to ascertain current needs **(Exhibit 2-B-3 (c))**.

Students are evaluated based on program content and objectives **(Exhibit 2-B-3 (d))**. Knowledge tests are used in lecture classes, and proficiency exams are used to verify skill competencies. Methods of evaluation and grading are identified in course syllabi.

Course notebooks are required for each course included in the curriculum. Course notebooks include the course guide, curriculum standards, tests, safety information, student information sheets, and other instructional material. This process ensures the standardization of content for each course taught in the commercial truck driving program **(Exhibit 2-B-3 (e))**.

> **4. A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)**

A systematic process is in place to document that the objectives and content of the commercial truck driving program are current. This has historically been accomplished primarily through the advice of the commercial truck driving advisory committee which meets at least twice annually and documents its review of the program content and objectives in committee minutes **(Exhibit 2-B-4 (a))**. Program content and objectives are also adjusted when necessary based on information obtained from business and industry visits, as well as informal contact with alumni and employer verification forms **(Exhibit 2-B-4 (b), (c))**. Information gained from these resources is critically valuable to enabling faculty to incorporate programmatic revisions in response to documented industry needs.

> **5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)**

At least every two years, three bona fide potential employers of the commercial truck driving program graduates review the educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion. Copies of the completed employer verification forms are filed in the office of the human resources/instructional services coordinator **(Exhibit 2-B-5)**.

6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)

The College considers the length and the tuition of the commercial truck driving program in relation to the documented entry-level earnings of completers. This is primarily accomplished through systematic completion of Employer Verification Forms **(Exhibit 2-B-6 (a))**. The commercial truck driving program can be completed in eight weeks at a cost of $1,625 for tuition. The verified salary range of commercial truck drivers $25,000 to $40,000 annually.

Reid State Technical College's tuition is $90 per semester credit hour **(Exhibit 2-B-6 (b))**. The length of the program is eight weeks. This time frame offers a potential graduate the opportunity to obtain employment in a substantially resourceful allotment of time in contrast with the tuition output.

7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)

Courses required for the commercial truck driving program are offered with sufficient frequency for the student to complete the program within the publicized time frame **(Exhibit 2-B-7 (a), (b))**. A complete course sequence is offered every eight weeks, and students have adequate opportunity to enroll for courses required to graduate **(Exhibit 2-B-7 (c))**. The length of the program is documented and advertised in the *College Catalog* and brochures **(Exhibit 2-B-7 (d))**.

8. Associate Degree programs offered must meet the following requirements:
  a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.
  b. The program has a minimum of 60 semester hours or 90 quarter hours.
  c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)

The commercial truck driving program does not offer an associate degree.

9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:
  a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.
  b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.
  c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.
  d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.
  e. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)

The commercial truck driving program offers classes on the main campus.

10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)

The commercial truck driving program measures credit hours assigned to each

course according to the requirements set forth by the Alabama State Board of Education

(Exhibit 2-B-10 (a)). A semester hour of theory contains 15 clock hours of lecture, a

semester hour of experimental lab contains 30 clock hours of laboratory, and a semester

hour of manipulative lab contains 45 clock hours of laboratory **(Exhibit 2-B-10 (b), (c))**.

C.   *Instruction*

> **1. *Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)***

Academic competencies and occupational skills are integrated into the

commercial truck driving program. Academic competencies are developed through the

work-based learning experiences because of the extremely short length of this

instructional program. For example, oral and written communication skills are developed

in the TRK113 Non-vehicle Activities course which is designed to develop student ability

to perform non vehicle-related activities of the profession, including employer/employee

relations and documentation. Computational skills are developed through logbook

assignments. Grading practices emphasize the importance of academic competencies

(Exhibit 2-C-1 (a), (b), (c)).

Occupational competencies are developed through theory and laboratory

instruction in the occupational area. Students are to develop skill proficiency through

laboratory instruction in technical areas of hours of services regulations, vehicle

inspection procedures, basic backing skills, defense driving techniques, basic driving

techniques, and recognition of driving environment hazards. Application of workplace

competencies in communication, mathematics, and workplace skills that are developed

through the occupational curriculum are identified on course syllabi.

> **2.** ***The instructional programs provide instruction in the competencies***
> ***essential to success in the occupation, including job knowledge, job skills,***
> ***work habits, and attitudes. (Objective 2-C-2)***

The commercial truck driving program provides training in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.   The commercial truck driving program at Reid State Technical College is designed to prepare students with entry-level occupational skills. This includes both theory and laboratory instruction with sufficient practice on lab equipment similar to that found in industry **(Exhibit 2-C-2 (a), (b))**. Students learn fundamental knowledge of the truck driving industry during regular classroom instruction. Then students are able to apply the knowledge to practical experiences during driving range laboratories and on-the-road field experiences. The curriculum was developed to comply with the classroom, driving range, and road experiences recommended by the Department of Transportation. The four-to-one student to instructor ratio required by the Department of Transportation during road experiences ensures students have adequate time to develop job knowledge and skills.

An essential component of the commercial truck driving program is instruction in work habits and work ethics **(Exhibit 2-C-2 (c))**. Every course containing a laboratory component includes a work ethic grade as a percentage of the student's overall final course grade.

> **3.** **The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation (Objective 2-C-2)**

The sequence of instruction for completion of the commercial truck driving program is effectively organized in order to maximize the learning of competencies essential to success in the occupation **(Exhibit 2-C-3 (a), (b))**.

> **4.** **Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)**

The commercial truck driving advisory committee meets twice annually and documents its activities in minutes. The advisory committee assists the college in ensuring that desirable, relevant, and current practices are included in the program. Committee membership is comprised of at least three business or industry representatives. Advisory committee meetings are scheduled throughout the campus during the spring and fall semesters. The commercial truck driving advisory committee follows a standard agenda, plan of work, and format for reporting minutes **(Exhibit 2-C-4 (a), (b), (c))**.

> *5. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)*

The commercial truck driving advisory committee completes an annual checklist and an Employer Verification Forms that document and verify that committee members have been provided an opportunity to review and discuss program plans, equipment, facilities, program content, curriculum outcomes, job placement, and to make necessary recommendations **(Exhibit 2-C-5 (a), (b))**.

> *6. Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)*

Job-related health, safety, and fire prevention are an integral part of instruction in the commercial truck driving program. Safety is emphasized throughout every aspect of the program **(Exhibit 2-C-6 (a))**. Evacuation plans and emergency procedures are posted in prominent locations **(Exhibit 2-C-6 (b))**.

The College has a standing safety committee that is charged with coordinating an effective safety program which ensures a safe environment for training. This includes regular inspections of shop and classroom areas, reviewing referrals of safety concerns, and making recommendations for suitable corrections.

A commercial truck driving program safety committee is comprised of students and meets regularly to increase awareness of safety issues. The committee documents its activities in minutes that are maintained on file by the faculty and safety committee secretary **(Exhibit 2-C-6 (c), (d))**. The College has a *Safety Manual* that was developed to address the use of various program equipment. A copy of the Safety *Manual* is on file

in each program area and is available to and reviewed with students each semester

(Exhibit 2-C-6 (e), (f), (g)).

> 7. *To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)*

The commercial truck driving program provides sufficient practice with equipment similar to that used in the occupation. Laboratory coursework is documented in the program curriculum and on course syllabi **(Exhibit 2-C-7 (a))**. Ample time for laboratory practice is included in each course, and students have access to some of the latest equipment available in the industry. The commercial truck driving program includes more than 100 hours of actual behind-the-wheel driving time for each student during on the road proficiency development. Over-the-road driving provides critical experiences for students and ensures that they have an opportunity to practice skills that are demanded in the profession.

Documentation that equipment meets industry standards is maintained through business and industry visits and advisory committee meetings **(Exhibits 2-C-7 (b), (c))**. An inventory of instructional equipment is available that demonstrates the similarity of program equipment to the occupation **(Exhibit 2-C-7 (d))** Faculty have sufficient budgets to provide for equipment maintenance and purchases annually.

> 8. *All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)*

Instruction in the commercial truck driving program is efficiently organized with course outlines, syllabi, lesson plans, tests, and instructional materials. Course notebooks for each course taught in the commercial truck driving program are maintained by the

lead faculty. These notebooks contain course outlines, course guides, curriculum

standards, course syllabi, instructional materials, tests, safety handouts, student

information sheets, lesson plans and other instructional materials needed to teach the

course **(Exhibit 2-C-8)**.

> **9.** **The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)**

The College has a systematic and objective method for evaluating student

achievement based on identified occupational competencies. Course syllabi detail the

objectives for each course. Evaluation in each theory or laboratory course is based on

achievement of overall objectives. Evaluation methods are identified in the course

syllabus, which is distributed to every student on the first class meeting **(Exhibit 2-C-9**

(a)). Knowledge tests are utilized to evaluate performance in lecture classes and

demonstrations are used to evaluate skill proficiency in lab classes **(Exhibit 2-C-9 (b)**.

College grading policies are published in the *Student Handbook*, which is

available to students prior to admission and is also distributed to every student and

reviewed at orientation **(Exhibit 2-C-9 (c))**. The grading scale, according to institutional

policy, is included in every course syllabus. The course grade is calculated according to

the identified method and posted online to the grade reporting module **(Exhibit 2-C-9**

(d)).

> *9.   Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)*
> *10. The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)*
> *11. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)*

Commercial Truck Driving does not require a work-based activity.

CHALLENGES AND PROPOSED SOLUTIONS

The committee finds the commercial truck driving program to provide training that is responsive to industry needs. Cost to operate the program is quite high, and enrollment fluctuates each term. While the demand for commercial truck drivers is steadily increasing the availability of trained drivers lag behind; therefore, some industry employment demands remain unmet. The College is actively seeking partnership with national transportation companies to provide training for the companies' pre-hires and to solicit referrals from them for prospective students. A major challenge is the consistent attendance of the advisory committee members.

SUMMARY

The commercial truck driving program committee determined that the program is in compliance with standard two criteria. Reid State Technical College offers a commercial truck driving program dedicated to developing entry-level skills for aspiring commercial vehicle operators. The program enjoys a strong reputation for providing graduates who are equipped with the knowledge, skills, and work ethic required of the professional truck driver. Program outcomes reflect the success of this program in

meeting student and industry needs. Cooperation from community, industry, students and faculty have joined to provide a system that enables this program to achieve the goals of producing graduates who are technically proficient and who are capable of obtaining the commercial drivers license with appropriate endorsements.

The commercial truck driving program has a published purpose statement and program objectives that are evaluated continuously and are publicly available. The instructional program is effectively organized as evidenced by course notebooks, course outlines, lesson plans, syllabi, instructional materials, tests, course standards and curriculum guides.

The commercial truck driving program has an active advisory committee that documents activities and recommendations of semi-annual meetings in minutes. Faculty actively solicits advice and recommendations from resource personnel through regular business and industry visits, professional associations, Employer Verifications Forms and the advisory committee.

Program outcomes indicate a strong program that emphasizes the attainment of entry-level skills, including academic and occupational skill development. The instructor uses visits with industry representatives to maintain and update his professional and teaching skills.

Safety instruction is an integral part of the program. The curriculum includes adequate time and industry standard equipment to develop and refine the job knowledge and skills required of entry-level motor commercial vehicle operators.

Standard Two

Commercial Truck Driving

Admissions

2-A-1(a)	College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)	College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)	Program Brochure
2-A-1(d)	College Website
2-A-2	Non-Applicable
2-A-3(a)	College Transfer Policy, *College Catalog*, p.26
2-A-3(b)	College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)	State Board of Education Policy 801.01
2-A-3(d)	State Board of Education Policy 714.03
2-A-4(a)	College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)	College Transfer of Credits Policy, *Student Handbook,* p. 76
2-A-5(a)	College Admission Policy, *College Catalog,* pp. 21-33
2-A-5(b)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)	Placement Testing Policy, *College Catalog,* p. 32
2-A-6	Non-Applicable
2-A-7(a)	Ability-to-Benefit Policy, *College Catalog, pp.*23
2-A-7(b)	Ability-to-Benefit Policy, *Student Handbook, pp.*23
2-A-7(c)	Assessment Results for Ability-to-Benefit
2-A-7(d)	Student Transcript for Ability-to-Benefit
2-A-8(a)	Recruitment Plan
2-A-8(b)	*College Catalog, p. 82-83*
2-A-8(c)	Brochure
2-A-8(d)	Admission Packet
2-A-8(e)	Schedule
2-A-8(f)	Advertising Scrapbook
2-A-8(g)	Reid State Technical College website www.rstc.edu
2-A-9(a)	*College Catalog, p. 82-83*
2-A-9(b)	Brochure
2-A-9(c)	Tuition Rates, *College Catalog and Student Handbook*, p. 64
2-A-9(d)	Program Cost Sheet

Programs

2-B-1(a)	*Alabama Occupational Trends* for 2016
2-B-1(b)	*Occupational Outlook Handbook*

2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog,* p. 82
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Schedule
2-B-7(d)	Program Curriculum, *College Catalog,* p. 83
2-B-8	Non-Applicable
2-B-9	Non-Applicable
2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart
2-B-10(c)	Program Degree Requirements, *College Catalog,* p. 83

Instruction

2-C-1(a)	Program Curriculum, *College Catalog,* p. 83
2-C-1(b)	TRK113 Non-Vehicle Activities
2-C-1(c)	Log Book Page
2-C-2(a)	Lab Course Syllabus
2-C-2(b)	Theory Course Syllabus
2-C-2(c)	Work Habits Check Sheets
2-C-3(a)	Degree Plan
2-C-3(b)	Program Curriculum, *College Catalog*, p. 83

2-C-4(a)	Advisory Committee Membership List
2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist
2-C-5(a)	Employer Verification Forms
2-C-5(b)	Advisory Committee Guidelines Annual Checklist
2-C-6(a)	Course Notebook (See 2-B-3)
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	Safety Committee Minutes
2-C-6(e)	*Safety Manual*
2-C-6(f)	Safety Module
2-C-6(g)	Safety Pictures
2-C-7(a)	Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory
2-C-8	Course Notebook (See 2-B-3)
2-C-9(a)	Syllabus
2-C-9(b)	Tests
2-C-9(c)	Student Transcript
2-C-9(d)	College Grading Policy, *Student Handbook*, p. 86
2-C-10	Non-Applicable
2-C-11	Non-Applicable
2-C-12	Non-Applicable

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Commercial Truck Driving		CIP Code	49.0205

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

**Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):**

TOTAL CLOCK HOURS:	300	TOTAL SEMESTER CREDIT HOURS:	15	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Clock		Credit	Clock	Credit	Clock	Credit	Clock	Credit
					Classroom	Distance Ed.							
TRK 111 – Basic Vehicle Operation	X				45	0	3	30	1	0	0	75	4
TRK 112 – Safe Operating Practices	X				30	0	2	30	1	0	0	60	3
TRK 113 – Non-Vehicle Activities	X				15	0	1	30	1	0	0	45	2
TRK 114 – Vehicle Maintenance	X				15	0	1	30	1	0	0	45	2
TRK 115 – Advanced Operating Practices	X				0	0	0	30	1	0	0	30	1
TRK 116 – Proficiency Development	X				15	0	1	0	0	0	0	15	1
TRK 117 – Commercial Drivers License	X				30	0	2	0	0	0	0	30	2
TOTAL ALL COLUMNS	X				150	0	10	150	5	0	0	300	15

GRAND TOTALS

Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution	
Reid State Technical College	
Address	**City/State/Zip**
P O Box 588	Evergreen, AL 36401
Name of Program	
Commercial Truck Driving (Certificate)	
Model(s) of Delivery of Program	
☐ 100% Traditional ☐ Hybrid ☐ Distance Education	

This program is (check one):

___X___ An Existing Program   _____ A New Program   _____ A Substantially Revised Program

The length of program in:

_____ Clock Hours ____15___ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 1,938.87 _____

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the Commercial Truck Driving program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☑100% Traditional ☐ Hybrid ☐ Distance Education the delivery mode(s) for the program.

EMPLOYER #1:

Name: Inge Johnson	Title: Lease Sales Rep.
Company Name: Penske Truck Rental	Phone Number: 251-438-9722
Address: 1960 S. Broad St.	City/State/Zip: Mobile, Al. 36615

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 2500⁰⁰ annually to $ 3500⁰⁰ annually.

Signature: Inge Johnson	Date: 9-7-10

EMPLOYER #2

Name: Homer Lyons	Title: Conecuh County
Company Name: Conecuh Co. Commissioners	Phone Number: 251 578-7032
Address:	City/State/Zip: Evergreen, AL 36401

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 14,000 annually to $ 20,000 annually.

Signature: Homer Lyons	Date: 09/16/10

EMPLOYER #3

Name: Greg Davis	Title: Owner
Company Name: Davis & Sons LLC	Phone Number: 251 578-1585
Address: 4347 Middle Road	City/State/Zip: Evergreen, AL 36401

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 27,500.00 annually to $ 41,750⁰⁰ annually.

Signature: Greg Davis	Date: 9-16-10

STANDARD TWO

COMPUTER INFORMATION SYSTEMS

INTRODUCTION

Computer Information Systems offers an associate in applied technology degree

program that can be completed in five to six semesters of full-time enrollment. The

program includes major electives to enable students to emphasize computer networking

or microcomputer support training.

The Computer Information Systems program at Reid State Technical College

provides training that enables graduates of the program to obtain and successfully

perform the tasks of entry-level positions in this field. The admission policies to the

program are relevant to a student's ability to complete the academic and occupational

requirements.

The Computer Information Systems program has a published mission statement

that is publicly available and widely distributed. The purpose statement as published is:

> *The purpose of the Computer Information Systems program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the Computer Information Systems profession.*

> *The associate degree program is intended to produce graduates who are prepared for employment as entry-level microcomputer specialists or networking specialists. Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of general computer terminology and concepts, program design and development, system analysis and design, database management, computer installation and maintenance, and computer networking. Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and*

*technical training in the core area of Computer Information
Systems. The occupational skill preparation should meet the
recognized skill standards.*

*The philosophy and purpose of the Computer Information
Systems program is consistent with that of the governing
institution.*

The program mission, length, objectives, course requirements, equipment, and

academic courses integrated into the occupational area are congruent with the

institution's mission, current job market, business and industry visits, and the

requirements of the Alabama State Board of Education.

ANALYSIS

A. *Admissions/Recruiting*

> *1. The institution's admissions policies are clearly stated, published, and
>   made available to students prior to enrollment. (Objective 2-A-1)*

Reid State Technical College admissions policies are clearly stated in the *College

Catalog and Student Handbook*. The admission policy for Computer Information

Systems states:

*Applicants to this program must complete the application procedures.
Additionally, applicants must present official documentation of a high
school diploma or GED, in accordance with Alabama State Board Policy.*

Further requirements for conditional and non-conditional admission are continued

in the *College Catalog* **(Exhibit 2-A-1 (a), (b))**. The College uses a variety of media to

publicize College programs and policies. Media include the *College Catalog*, program

brochures, College website, and news releases **(Exhibit 2-A-1 (c), (d))**.

College publications are distributed to the public via direct mailing and personal

distribution during recruiting visits to high schools and targeted areas such as public

housing, employment offices, unemployment offices, departments of human resources,

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doctor's offices, churches, stores, and food stamp offices. Publications are also displayed

in the student services building, administration building, and other campus areas. The

admission policies at Reid State Technical College comply with the Alabama State Board

of Education policies for admission.

> 2. *For all Students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission, (Objective 2-A-1)(See "Vocational English-As-A-Second-language Programs" in the current edition of the Policies and Rules of the Commission.)*

Reid State Technical College does not offer Vocational English-As-A-Second

Language.

> 3. *The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)*

The College clearly defines and publishes a policy on the transfer of students

between programs within the institution and from other institutions. The Alabama State

Board of Education Admission Policy #801.01 governs the general admission of transfer

students, and the Standards of Academic Progress Policy #714.03 governs the academic

standards applying to transfer students **(Exhibit 2-A-3 (a), (b), (c), (d))**.

An applicant who has previously attended another duly accredited postsecondary

institution will be considered a transfer student and will be required to furnish official

transcripts of all work attempted at all said institutions. The College also requires the

transfer of student documents required of first-time college students. A transfer student

who meets requirements for admission to a course creditable toward an associate degree

is classified as a degree-eligible student. A transfer student who does not meet these

requirements is classified as a non-degree-eligible student. A transfer student must have

submitted to the College an application for admission and official transcripts from all duly accredited postsecondary institutions attended and as designated by the college, any other documents requested for first-time college students.

A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale will be admitted on clear academic status. A transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale will be admitted only on academic probation. An applicant who has been academically suspended from another accredited postsecondary institution may be admitted as a transfer student only after following the appeal process established at the College for native students who have been academically suspended. If the transfer student is admitted upon appeal, the student will enter the institution on academic probation.

> 4. ***The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)***

Transfer credit will be awarded for internal and external transfers based on the published "General Principles for Transfer of Credit" that states a course completed at other accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements. For students admitted on academic probation, only courses in which they have earned a course grade of C or better will be accepted for transfer. Awarding of transfer credit to fulfill graduation requirements will be based on applicability of the credits to the requirements of the degree sought. Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous formal training. This policy is

applied uniformly without regard to whether the student is transferring between programs at Reid State Technical College or from another institution **(Exhibit 2-A-4 (a), (b))**.

> **5. *Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)***

Admission requirements offer reasonable expectation for completion of the computer information systems program. A high school diploma or GED is required for admission to this degree program **(Exhibit 2-A-5 (a))**.   Students are also required to take the COMPASS placement test to determine their readiness for college-level work **(Exhibit 2-A-5 (b))**.   Students who fail to meet the minimum placement scores are placed into developmental coursework to develop academic competencies required for success in computer information systems. Students are not admitted to college-level English or math classes until these academic competencies are developed. These admission, placement testing, and developmental education policies ensure that students possess the basic skills necessary to complete the highly technical and very demanding academic coursework required in this program **(Exhibit 2-A-5 (c))**.

> **6. *Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)***

Reid State Technical College follows the Alabama State Board of Education policy which requires all students admitted to the computer information systems program to have a high school diploma or the equivalent **(Exhibit 2-A-6 (a), (b), (c), (d))**.

> **7. An institution that admits students on an "ability to benefit" basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A2)**

Students in computer information systems are not admitted on an ability-to-benefit basis.

> **8. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)**

Reid State Technical College's recruiting activities are ethical and are conducted according to standard marketing and recruiting practices. The director of recruiting/retention & placement has overall responsibility for developing and implementing the *Recruitment Plan*. Responsibility for carrying out recruiting activities is spread across the College. All personnel are responsible for distributing materials to locations in their communities and making presentations to local high schools, churches, and vocational centers.

Published materials depict the mission, instructional outcomes, and completion requirements of each program.

The College uses a variety of materials to market programs and services. Colorful brochures, the *College Catalog*, website, and newspaper advertisements are employed to inform the College's student body and community of program offerings **(Exhibit 2-A-8 (a),(b), (c), (d), (e), (f), (g))**.

> **9. Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)**

Students are informed of computer information systems program costs prior to admission in several ways. Complete information about all programs is included in the

College Catalog. The *College Catalog* is distributed actively at all recruiting activities.
It is on display at all times in the administration and student services buildings. A copy is
made available to all incoming students during the orientation/advising session prior to
their first registration and it is also located on the college website **(Exhibit 2-A-9 (a))**.
College brochures list the credit hours required for completion of each program and
semester schedule booklets list the credit hours per class **(Exhibit 2-A-9 (b), (c))**.

The program cost sheet for computer information systems is available to all
prospective students in the student services building **(Exhibit 2-A-9 (d))**. The total
tuition/fee cost for the computer information systems associate in applied technology
degree program follows:

Tuition	$6,570.00
Fees	1,651.72
Books	2,500.00
Supplies	350.00

The College's tuition rate per semester hour is $90 plus $9 per hour instructional
fee, and $9 per hour technology fee.

B. Programs

> **1. Occupational education programs offered by the institution are congruent
> with the mission of the institution and with the occupational needs of the people
> served by the institution. (Objectives 2-A-2 and 2-B-1)**

Reid State Technical College's mission is as follows:

*Reid State is committed to provide postsecondary education and
training to students from diverse backgrounds and abilities on a non-
discriminatory basis in order to prepare an effective workforce and to
promote economic growth and community stability. In the spirit of
scholarship, collaboration, technological specialization, flexible
learning opportunities and personal development, the entire college
seeks an improved quality of life for all students.*

The mission of the computer information systems program fully supports the College's mission. The purpose of the computer information systems program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the computer information systems profession. The computer information systems occupational program is congruent with the institutional mission.

Labor market analyses provide information to assist the College in ensuring that the program continues to meet the occupational needs of the service area **(Exhibit 2-B-1 (a), (b))**. Relevancy of the program content is to be ensured by frequent contacts with business and industry representatives and advisory committee meetings **(Exhibit 2-B-1 (c), (d)**.

> **2. *The objectives for each educational program are evaluated annually. (Objective 2-B1)***

The computer information systems program objectives are evaluated annually. The computer information systems program has a local advisory committee that meets twice annually. The committee reviews the mission of the College, content of the program, instructional methods and evaluations, and recommends any changes needed to meet the needs of the public. Minutes are recorded at each meeting and provided to the human resources/instructional services coordinator **(Exhibit 2-B-2 (a))**.

Employer Verification Forms are to be completed at least every two years to ensure bona fide potential employers have the opportunity to evaluate the program content, objectives, range of remuneration, admission criteria, and curriculum to ensure desirable, relevant, and current practices are included in each program of study **(Exhibit 2-B-2 (b))**. Program faculty continually review and adjust program objectives as a result of feedback

received through business and industry visits and advisory committee meetings **(Exhibit 2-B-2 (c))**.

> **3. *Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)***

The computer information systems program at Reid State Technical College has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content.

The computer information systems program outcome objectives are **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communication, computation, and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be able to obtain industry certification.*

4. *Program graduates will be successfully employed in the field.*

5. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed in each course syllabus, course standards, and curriculum guides and support attainment of broad program outcome objectives **(Exhibit 2-B-3 (b))**.

The instructional program content is based on current needs of business and industry. The computer information systems faculty will maintain contact with members of business and industry through periodic visits. Two visits per semester are required by College policy in order to ascertain current needs. Information obtained during these

visits is recorded on business and industry visit forms and filed in the instructor's records and in the office of the human resources/instructional services coordinator **(Exhibit 2-B-3 (c))**.

Students are evaluated based on program content and objectives **(Exhibit 2-B-3 (d))**. Knowledge tests are used to evaluate theoretical knowledge and lab demonstrations are used to verify skill competencies. Methods of evaluation and grading are identified in course syllabi. A course notebook is available for every course included in the curriculum and documents the clearly defined course objectives and course content relevant to course and program objectives **(Exhibit 2-B-3 (e))**. Course notebooks include the syllabus, course outline, course guide, curriculum standard, tests, safety information, lesson plans, student information sheets, and other instructional material. This process ensures the standardization of content for every course taught at Reid State Technical College without respect to time of day, instructor, or location.

> **4.** ***A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)***

A systematic process is in place to document that the objectives and content of the computer information systems program will be regularly updated. The advisory committee members meet twice annually and document their review of program objectives and content in committee minutes **(Exhibit 2-B-4 (a))**.

Program objectives and content will also be updated through information obtained from business and industry visits, informal contact with alumni, and employer verification forms **(Exhibit 2-B-4 (b), (c))**. The information gained from these sources will enable faculty to be aware of current and emerging trends in the profession and industry needs.

5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

At least every two years, three bona fide potential employers will review the computer information systems program and recommend admission requirements, program content, program length, program objectives, instructional materials, competency tests, method of evaluation, and level of skills required for completion. Employer Verification forms are filed in the instructor's office and a copy is sent to the human resources/instructional services coordinator **(Exhibit 2-B-5)**. Recommendations are considered by faculty and the associate dean of instructional programs.

6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)

Reid State Technical College considers the length and tuition of the computer information systems program in relation to the documented entry-level earnings of completers. Employer Verification Forms are collected at least every two years in order to document the range of remuneration a student can reasonably expect to earn upon graduation **(Exhibit 2-B-6 (a))**. The College's tuition is $90 per semester hour. The Computer Information Systems program can be completed in six semesters of full-time enrollment at a cost of $6,570 for tuition **(Exhibit 2-B-6 (b))**.

7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)

The computer information systems program can be completed in the time specified in the *College Catalog* for full-time students. Classes will be offered on a rotating basis to accommodate enrollment each semester and to satisfy perquisites so

students will be eligible to graduate in a timely manner.   All students are provided a

degree plan when they register for classes and advisors use these to plan the students'

schedules each semester **(Exhibit 2-B-7 (a), (b), (c), (d))**.

Developmental courses in writing, mathematics, and reading are offered every

semester to assist underprepared students in developing basic skills to ensure success in

college-level courses. Students who require developmental coursework are informed by

their advisors they may take longer to complete the program requirements depending

upon their developmental needs.

> *8. Associate Degree programs offered must meet the following requirements:*
> *a. The appropriate applied degree title, such as Associate of Applied*
>   *Technology, Associate of Applied Science, Associate of*
>   *Occupational Studies, Associate of Science, or Associate of*
>   *Occupational Technology, is used.*
> *b. The program has a minimum of 60 semester hours or 90*
>   *quarter hours.*
> *c. The program includes a minimum of 15 semester hours or 23*
>   *quarter hours of general education courses, with a minimum of*
>   *one course from each of the following areas: humanities,*
>   *behavioral sciences, natural or applied sciences, and*
>   *mathematics. (Objective 2-B-5)*

The Computer Information Systems program awards an associate in applied

technology degree in the major. An elective portion of the degree program includes

courses from the industrial electricity/electronics program **(Exhibit 2-B-8 (a), (b))**. This

pairing of complementary technical areas is designed to produce graduates who are multi-

skilled and are able to function in an increasingly sophisticated workforce. It is also

designed to enable graduates to more readily advance in employment as they will possess

a more comprehensive skill set.

The associate in applied technology degree program is structured according to the

guidelines set forth by the Alabama State Board of Education. The student is required to

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complete at least 18 semester hours in general education, that includes at least 3 hours in

written composition, 3 hours in humanities and fine arts, 9 hours in natural science and

mathematics, and 3 hours in history, social, or behavioral sciences. Additionally,

students must complete at least 42 hours in a primary technical specialty and 12 hours in

a secondary technical specialty, for a total of at least 73 semester hours for the associate

in applied technology degree **(Exhibit 2-B-8 (c))**.

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9. All programs, regardless of location or time or mode of delivery, are
qualitatively consistent with those offered on the main campus, and must:
> *a. Be approved and administered under established institutional*
>   *policies and procedures and supervised by an administrator who is*
>   *part of the institutional organization.*
> *b. Have appropriate involvement of on-campus administrators*
>   *and faculty in planning, approval, and on-going evaluation.*
> *c. Have individual student records, including period of enrollment,*
>   *financial, and educational program records, permanently*
>   *maintained by the institution at the main campus.*
> *d. Be described in appropriate catalogs, brochures, and/or other*
>   *promotional materials and include tuition/fee charges, refund*
>   *policies, admissions and academic requirements, and information*
>   *technology requirements.*
> *e. Provide for timely and meaningful interaction among faculty and*
>   *students. (Objectives 2-B-6 and 2-B-8)*

The computer information systems program offers day and evening classes only

on the main campus.

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10. A credit hour is equivalent to a minimum of each of the following: one
   semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or
   45 clock hours of work-based activities; or one quarter credit for 10 clock
   hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-
   based activities. (Objective 2-B-7)

The computer information systems program measures its credit/clock hour credit

given for each course according to the requirements set forth by the Alabama State Board

of Education **(Exhibit 2-B-10 (a))**. A semester hour of theory contains 15 clock hours of

lecture, a semester hour of experimental lab contains 30 clock hours of laboratory, and a semester hour of manipulative lab contains 45 clock hours of laboratory. The total clock and credit hours assigned to each course is identified in the *College Catalog* (**Exhibit 2-B-10 (b)**).

C. Instruction

> **1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)**

Academic and occupational competencies are integrated throughout the computer information systems program. This is demonstrated through the inclusion of English, ethics, psychology, and mathematic courses required for the degree (**Exhibit 2-C-1 (a)**). The integration of academic competencies within individual technical courses is documented in the course syllabi.

Students develop competency in the technical areas of general computer terminology and concepts, program design and development, system analysis and design, database management, computer installation and maintenance, and computer networking. Development of these occupational competencies is demonstrated in the program curriculum and course syllabi (**Exhibit 2-C-1 (b)**).

> **2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)**

The computer information systems program is designed to prepare students with entry-level occupational skills. The program includes an emphasis on attitude development and work habits. Development of job knowledge and skills is demonstrated in the program (**Exhibit 2-C-2 (a), (b), (c)**).

> **3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)**

The sequence of instruction required for completion of computer information systems is effectively organized in order to maximize the learning of competencies essential to success in the occupation **(Exhibit 2-C-3 (a), (b))**.

> **4. Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)**

The computer information systems program has an advisory committee to assist the College in ensuring desirable, relevant, and current practices are included in the program. The computer information systems advisory committee is comprised of at least three members external to the institution. A majority of the official members are present at all the meetings. The program advisory committee meets semi-annually and documents its activities in minutes **(Exhibit 2-C-4 (a), (b))**. The committee follows a standard agenda, plan of work, and format for reporting minutes, and completes an annual checklist of activities **(Exhibit 2-C-4 (c))**. The annual checklist provides documentation and verification that committee members have been provided an opportunity to review and discuss program plans, equipment, job placement, program content, curriculum, and to make necessary recommendations.

> **5. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)**

To ensure that relevant and current types of instruction are being used recommendations are sought and documented from the advisory committees. The computer information systems advisory committee is fully utilized to ensure relevant and current practices of the computer information systems profession are included in the instructional program. Their recommendations for program improvements are documented in the committee minutes and are considered by faculty, division chairs and the associate dean of instructional programs during the planning process **(Exhibit 2-C-5 (a), (b))**.

> **6. Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)**

Job-related safety, health, and fire-prevention are an integral part of instruction in computer information systems. A section on safety is included in each course notebook **(Exhibit 2-C-6 (a))**. This ensures consistency of safety instruction for day and evening classes. Evacuation plans and emergency procedures are posted in prominent locations, included in the course notebooks, and reviewed with students each semester **(Exhibit 2-C-6 (b))**. Safety instruction is documented in course syllabi **(Exhibit 2-C-6 (c)**.

The College has a standing safety committee that is charged with coordinating an effective safety program that ensures a safe environment for training. This includes regular inspections of shop and classroom areas, reviewing referrals of safety concerns, and making recommendations for suitable corrections. The *Safety Manual* was

developed to address the use of various equipment specific to College programs. A copy

of the Safety *Manual* is on file in the computer information systems program area and is

reviewed with students each semester **(Exhibit 2-C-6 (d))**. A computer information

systems program safety committee is comprised of students, meets regularly, and

documents committee activities in minutes that are maintained on file in the office of the

assistant director of admission and records **(Exhibit 2-C-6 (e), (f))**.

> **7. *To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)***

The computer information systems program includes ample time for laboratory

practice as necessary on industry standard equipment **(Exhibit 2-C-7 (a))**. The majority

of courses offered are taught in the lab environment. Documentation that equipment

meets industry standards is maintained through business and industry visits and advisory

committee input **(Exhibit 2-C-7 (b), (c))**. An inventory of all equipment is conducted

annually and records are kept by the business office **(Exhibit 2-C-7 (d))**. Instructional

budgets are adequate to support equipment upgrade annually. When necessary, programs

are targeted for the use of restricted funds to upgrade more costly equipment.

> **8. *All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)***

Course notebooks for every course taught in computer information systems are

available. The notebooks contain course outlines, lesson plans, course guides, curriculum

standards, course syllabi, instructional materials, tests, safety handouts, student

information sheets and other information needed to teach each class **(Exhibit 2-C-8)**.

> **9. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)**

The computer information systems program has a systematic and objective method for evaluating student occupational achievements. Course syllabi detail the objectives for each course. Evaluation methods are identified in the course syllabi that are distributed to every student at the first class meeting **(Exhibit 2-C-9 (a))**. Knowledge tests are used to evaluate theoretical knowledge in lecture classes and demonstrations are used to evaluate skill proficiency in lab classes. Grading procedures follow the guidelines for grading in the *Student Handbook* **(Exhibit 2-C-9 (b))**. The course grade is calculated by faculty according to the identified method, recorded on the grade roster, and the College's website interface which enters it on the student's permanent record **(Exhibit 2-C-9 (c), (g))**.

> **10. Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)**
> **11. The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)**
> **12. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)**

The computer information systems program does not include provisions for an externship.

CHALLENGES AND PROPOSED SOLUTIONS

The College is working diligently to develop a strong instructional program that includes the use of distance education and a classroom management system. The Council on Occupational Education gave approval on February 19, 2010 for computer

information systems to deliver distance education. The challenge for the computer information systems program is that it has been difficult to sustain membership to serve on the advisory committee due to conflicts in work schedules and availability.

SUMMARY

The computer information systems program provides opportunities for students to obtain exposure to and appreciation of the dynamics of the industry. The program is designed to meet the requirements of the Alabama State Board of Education and Reid State Technical College, as well as industry standards.

The computer information systems program has a published purpose statement and program objectives that are publicly available. College procedures exist to ensure program objectives will be evaluated continuously when the program is fully established. The instructional program is being effectively organized as evidenced by course notebooks, course outlines, lesson plans, syllabi, instructional materials, tests, course standards, and curriculum guides.

The computer information systems and office systems technology meet as a joint advisory committee that includes industry experts. The committee documents its activities and recommendations during semi-annual meetings. Established College policies and practices will ensure faculty actively solicit advice and recommendations from resource personnel through regular business and industry visits, involvement in professional associations, Employer Verification Forms and the advisory committee.

Standard Two

Computer Information Systems Exhibits

Admissions

2-A-1(a)	College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)	College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)	Program Brochure
2-A-1(d)	College Website
2-A-2	Non-Applicable
2-A-3(a)	College Transfer Policy, *College Catalog*, p.26-27
2-A-3(b)	College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)	State Board of Education Policy 801.01
2-A-3(d)	State Board of Education Policy 714.03
2-A-4(a)	College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)	College Transfer of Credits Policy, *Student Handbook,* p. 76
2-A-5(a)	College Admission Policy, *College Catalog,* pp. 21-32
2-A-5(b)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)	Placement Testing Policy, *Student Handbook,* p. 20
2-A-6(a)	State Board of Education Admission Policy
2-A-6(b)	College Admission Policy, *College Catalog,* pp. 21-32
2-A-6(c)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-6(d)	Program Admission Policy, *College Catalog,* pp. 84
2-A-7	Non-Applicable
2-A-8(a)	Recruitment Plan
2-A-8(b)	*College Catalog, p. 84*
2-A-8(c)	Brochure
2-A-8(d)	Admission Packet
2-A-8(e)	Schedule
2-A-8(f)	Advertising Scrapbook
2-A-8(g)	Reid State Technical College website www.rstc.edu
2-A-9(a)	*College Catalog, p. 84*
2-A-9(b)	Brochure
2-A-9(c)	Tuition Rates, *College Catalog*, p. 43
2-A-9(d)	Program Cost Sheet

Programs

2-B-1(a)	*Alabama Occupational Trends* for 2016
2-B-1(b)	*Occupational Outlook Handbook*

2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog* p. 84
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum, *College Catalog,* p. 86
2-B-7(d)	Schedule
2-B-8(a)	Degree Requirements, *College Catalog,* p. 86
2-B-8(b)	Degree Requirements, *College Catalog,* p. 86
2-B-8(c)	Degree Requirements, *College Catalog,* p. 86
2-B-9	Non-Applicable
2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart

Instruction

2-C-1(a)	Program Curriculum
2-C-1(b)	ENG101 English Composition Syllabus
	MTH116 Mathematical Applications
	MTH100 Intermediate Algebra
	PHL206 Ethics Society Syllabus
	PSY200 General Psychology
	CIS149 Introduction to Computers
2-C-2(a)	Lab Course Syllabus
2-C-2(b)	Theory Course Syllabus
2-C-2(c)	Work Habits Check Sheets

2-C-3(a)	Degree Plan
2-C-3(b)	Program Curriculum, *College Catalog*, p. 86
2-C-4(a)	Advisory Committee Membership List
2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist
2-C-5(a)	Employer Verification Forms
2-C-5(b)	Advisory Committee Guidelines Annual Checklist
2-C-6(a)	Course Notebook
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	Safety Committee Minutes
2-C-6(e)	*Safety Manual*
2-C-6(f)	Safety Pictures
2-C-7(a)	Lab Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory
2-C-8	Course Notebook (See 2-B-3)
2-C-9(a)	Syllabus
2-C-9(b)	College Grading Policy, *Student Handbook*, p. 86
2-C-9(c)	Lab and Theory Tests
2-C-9(d)	Student Transcript
2-C-10	Non-Applicable
2-C-11	Non-Applicable
2-C-12	Non-Applicable

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Computer Information Systems (Degree)		CIP Code	11.0101

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

**Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):**

TOTAL CLOCK HOURS:	1215	TOTAL SEMESTER CREDIT HOURS:	73	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
					Clock					Clock	Credit		
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Classroom	Distance Ed.	Credit	Clock	Credit			Clock	Credit
ENG101- English Composition	X	X			15	30	3	0	0	0	0	45	3
PHL206-Ethics and Society	X				45	0	3	0	0	0	0	45	3
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
MTH116 – Mathematical Applications	X				45	0	3	0	0	0	0	45	3
CIS 146- Microcomputer Applications	X	X			15	30	3	0	0	0	0	45	3
PSY200 - Psychology	X				45	0	3	0	0	0	0	45	3
MTH100 – Intermediate Algebra	X				45	0	3	0	0	0	0	45	3
CIS147 – Advance Microcomputer Applications	X	X			15	30	3	0	0	0	0	45	3
CIS 149 – Introduction to Computers	X	X			15	30	3	0	0	0	0	45	3
DPT 154 – Network Basics	X	X			15	30	3	0	0	0	0	45	3
DPT 207 – Introduction to Web Development	X	X			15	30	3	0	0	0	0	45	3
DPT 249 – Microcomputer Operating Systems	X	X			15	30	3	0	0	0	0	45	3
CIS 268 – Software Support (CORE)	X	X			15	30	3	0	0	0	0	45	3
CIS 269 – Hardware Support (CORE)	X	X			15	30	3	0	0	0	0	45	3
DPT 273 – Introduction to Network Communications (CORE)	X	X			15	30	3	0	0	0	0	45	3
DPT 275 Workstations Administration	X				45	0	3	0	0	0	0	45	3
DPT 276 Server Administration	X				45	0	3	0	0	0	0	45	3
DPT 277 – Network Services Administration	X				45	0	3	0	0	0	0	45	3
DPT 278 – Directory Services Administration	X				45	0	3	0	0	0	0	45	3
DPT 279 – Network Infrastructure Design	X				45	0	3	0	0	0	0	45	3
DPT 280 –Network Security	X	X			15	30	3	0	0	0	0	45	3
ILT 160 – DC Fundamentals	X				15	0	1	60	2	0	0	75	3
ILT 161-AC Fundamentals	X				15	0	1	60	2	0	0	75	3
ILT 162 – Solid State Fundamentals	X				15	0	1	60	2	0	0	75	3
ILT 163 – Digital Fundamentals	X	X			15	15	1	60	2	0	0	75	3
TOTAL ALL COLUMNS	X	X			630	305	65	240	8	0	0	1215	73

GRAND TOTALS

Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution	
Reid State Technical College	
Address	**City/State/Zip**
P O Box 588	Evergreen, AL 36401
Name of Program	
Computer Information Systems (AAT)	
Model(s) of Delivery of Program	
☐ 100% Traditional ☐ ybrid ☐ ance Education	

This program is (check one):

__X__ An Existing Program   _____ A New Program   _____ A Substantially Revised Program

The length of program in:

_____ Clock Hours _____73__ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 11,071.72

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the _Computer Information Systems_ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of **the** ☐ **100% Traditional** ☐ **Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.

EMPLOYER #1:

Name: Sharon Cook	Title: Human Resources Manager
Company Name: Evergreen Transport, LLC	Phone Number: 251-578-5000
Address) 480 Industrial Circle	City/State/Zip Evergreen AL 36401

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $20,000 annually.

Signature: Sharon J. Cook	Date: 9-16-2010

EMPLOYER #2

Name: Erica Lloyd	Title: Registration Clerk/Scheduler
Company Name: Monroe County Hospital	Phone Number: 251-575-3111
Address 1621 S. Alabtre	City/State/Zip Monroeville, AL 36460

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $18,000 annually.

Signature: Erica J. Lloyd	Date: 09/16/2010

EMPLOYER #3

Name: James Pierce	Title: Trainer
Company Name: Sitel	Phone Number: 251 248 2168
Address 6331 County road 13	City/State/Zip Castleberry AL 36432

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $15,200 annually. 18,000

Signature:	Date: 9-16-10

STANDARD TWO

COSMETOLOGY

INTRODUCTION

The cosmetology program committee was charged with the responsibility for thoroughly evaluating all aspects of the instructional program to determine compliance with standard two criteria. The cosmetology program is a 43 semester credit-hour program. Students may earn a diploma in three semesters of full-time enrollment.

The cosmetology program provides students with entry-level skills for employment and for licensure by the Alabama State Board of Cosmetology. The program complies with the requirements of the Alabama State Board of Cosmetology and the requirements of the Alabama State Board of Education. The cosmetology program's comprehensive mission is stated in the *College Catalog* as follows:

> *The purpose of the cosmetology program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge and skills necessary to pass the Alabama Board of Cosmetology Licensure Exam and to obtain entry-level employment in the cosmetology and personal appearance profession.*
>
> *The diploma program is designed to produce graduates who, when licensed, are prepared for an entry-level career as an esthetician, makeup technician, haircolor technician, chemical technician, nail specialist, manicurist, retail sales representative, receptionist, or hairstylist. Other careers that may be obtained through further education in the cosmetology field are beauty consultant for publishing, salon owner, educational specialist or platform artist.*
>
> *Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of wet hairstyling, thermal hairstyling, thermal straightening, hair shaping, hair color, skin care, manicuring and pedicuring, permanent waving, facials, facial makeup, hair removal, and hair relaxing. Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of cosmetology. The program is carefully constructed to provide the student with*

skills and knowledge required for the Alabama Board of Cosmetology licensure examination. The occupational skill preparation should meet the Alabama State Board of Cosmetology recognized skill standards. The College will ensure program quality through internal certification of graduate competencies and external licensure of graduates and program approval by the Alabama Board of Cosmetology.

The philosophy and purpose of the cosmetology program is consistent with that of the governing institution.

Program faculty has strong and productive relationships with area businesses. Program enrollment and subsequent outcomes are healthy and a substantial indicator of program quality. The program is congruent with the College's mission and the occupational needs of the service area.

ANALYSIS

A. Admissions/Recruiting

> **1. The institution's admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)**

The institution's admissions policy is published in the *College Catalog*, *Student Handbook,* program brochures, and College website (**Exhibit 2-A-1 (a), (b), (c), (d)**). These publications are distributed to the public during high school recruiting visits. They are displayed in the student services building, public relations office, administration building, and other campus areas. College publications are distributed at orientation, all recruiting activities, in application folders, and by mass direct mailings.

> **2. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See "Vocational English-As-A-Second Language programs" in the current edition of the Policies and Rules of the Commission).**

Reid State Technical College does not offer Vocational English-As-A-Second Language Program.

> **3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)**

Reid State Technical College's policy on the transfer of students between programs within the institution and the transfer of students from other institutions is published in the *College Catalog* and *Student Handbook* (**Exhibit 2-A-3 (a), (b)**). The Alabama State Board of Education Admission Policy #801.01 governs the general admission of transfer students and subsequent principles for transfer of college credit. The Standards of Academic Progress Policy # 714.03 governs the academic standards applying to transfer students (**Exhibit 2-A-3 (c), (d)**).

An applicant who has previously attended another regionally accredited postsecondary institution is considered a transfer student and is required to furnish official transcripts of all work attempted at all said institutions. The College also requires the transfer of student documents required of first-time college students.

A transfer student who meets requirements for admission to a course creditable toward an associate degree is classified as a degree-eligible student. A transfer student who does not meet these requirements is classified as a non-degree-eligible student. A transfer student must have submitted to the College an application for admission and official transcripts from all duly accredited postsecondary institutions attended and as

designated by the College, any other documents required for first-time college students.

Transfer students whose cumulative grade point average at the transfer institution(s) is

2.0 or above on a 4.0 scale will be admitted on clear academic status. A transfer student

whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a

4.0 scale will be admitted only on academic probation. An applicant who has been

academically suspended from another duly accredited postsecondary institution may be

admitted as a transfer student only after following the appeal process established at the

College for native students who have been academically suspended. If the transfer

student is admitted upon appeal, the student will enter the institution on academic

probation.

> **4. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)**

Transfer credit will be awarded for internal and external transfers based on the

policy entitled "General Principles for Transfer of Credit" published in the *College*

Catalog. A course completed at other accredited postsecondary institutions with a passing

grade will be accepted for transfer as potentially creditable toward graduation

requirements. Credit may be extended based on a comprehensive evaluation of

demonstrated and documented competencies and previous formal training. For students

admitted on academic probation, only courses in which they have earned a course grade

of C or better will be accepted for transfer. Awarding of transfer credit to fulfill

graduation requirements will be based on applicability of the credits to the requirements

of the degree sought. Students may also transfer cosmetology hours or credit units

earned from other accredited schools of cosmetology toward Alabama State Board of

Cosmetology licensure requirements upon verification of earned hours **(Exhibit 2-A-4 (a), (b))**.

> 5. ***Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)***

Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution. In accordance with requirements of the Alabama State Board of Cosmetology and the Alabama State Board of Education, students may be admitted provided they have completed at least the 10th grade and have been promoted to the 11th grade, and pass ability-to-benefit on a federally-approved standardized test. The grade completion requirement is a regulation of the Alabama State Board of Cosmetology. All students without a high school diploma or GED who are admitted to the cosmetology program under the provisions of ability-to-benefit are required to have a high school diploma or GED in order to meet requirements for graduation.

The College follows a policy for mandatory assessment and placement. Students who are admitted to the College must undergo placement testing to determine their readiness for college-level work **(Exhibit 2-A-5 (a), (b))**. The COMPASS assessment test is administered to all applicants. Students who fail to meet the standard cut scores are placed into developmental course work to develop academic competencies required for success in the cosmetology program. Students are not admitted to college-level English or math classes until these academic competencies are developed. Furthermore, students whose scores indicate a deficiency in reading comprehension must take developmental reading within their first two semesters of enrollment to ensure they

develop reading ability necessary for success in college courses. These admission policies and procedures are designed to ensure students succeed in the occupational program, and College resources are dedicated to ensuring their success **(Exhibit 2-A-5 (c))**. An analysis of student grades substantiates the fact that admission requirements offer reasonable expectations for successful completion of the cosmetology program.

> **6. *Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)***

The cosmetology program does not award an associate applied degree.

> **7. *An institution that admits students on an "ability to benefit" basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A2)***

Students without a high school diploma or GED may be admitted on the ability-to-benefit basis to the cosmetology program. For all students admitted on an ability to benefit basis, the institution has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. The admissions procedures are reflected in the *College Catalog* and *Student Handbook* **(Exhibit 2-A-7 (a), (b))**. This policy is applied uniformly and documentation is maintained in all permanent student files for verification of its application **(Exhibit 2-A-7 (c))**. Upon student completion of the independently administered standardized test (COMPASS), the students' scores are compared to the federally-approved cut scores for Title IV eligibility. In order for students to qualify for

admission and Title IV funds, the following scores are required: COMPASS: Pre-

algebra/Numerical (25), Reading (62), Writing (32).

The results of the test are recorded by the testing coordinator and forwarded to the

admissions office which then makes a determination of acceptance to the College and

notifies the student of the results. A copy of the test results become part of the students'

permanent record. Students scoring below the requisite cut scores are ineligible for

admission.

The registration coordinator is responsible for maintaining permanent records of

student progress. Computerized transcripts reflect the student's grades in developmental

and college courses and subsequent program completion status **(Exhibit 2-A-7 (d)).** The

assistant dean of students, counselor, and testing coordinator periodically analyzes the

unduplicated headcount report and other records to determine the effectiveness of the

ability-to-benefit admission policies and procedures. The assistant dean of students,

counselor, and testing coordinator review individual progress data as well as

comparisons of retention and graduation data for regular admit and ability-to-benefit

students. Procedural adjustments are made when needed, such as the requirement that

ability-to-benefit students earn the GED prior to graduation.

8.   The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)

The institution ensures that recruiting activities are ethical and that all materials

used in recruiting accurately describe the mission, instructional outcomes, student

performance expectations, and completion requirements of each program described in

such materials. Reid State Technical College's recruiting activities are ethical and are

conducted according to standard marketing and recruiting practices. All recruiting is

conducted by salaried employees. The director of recruiting/placement and retention has

overall responsibility for developing and implementing the *Recruitment Plan*.

Responsibility for carrying out recruiting activities is spread across the College. All

personnel are responsible for distributing materials to locations in their communities and

making presentations to local high schools, churches, and vocational centers.

Published materials depict the mission, instructional outcomes, student

performance expectations, and completion requirements of each program. The College

uses a variety of materials to market programs and services. Colorful brochures, the

College Catalog, newspaper advertisements, and website are employed to inform the

College's student body and community of program offerings **(Exhibit 2-A-8 (a),(b), (c),**

(d), (e), (f), (g)).

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9. ***Prior to admission, students are informed of the costs of the program***
and any equipment and services required. (Objective 2-A-3)

Students are informed of cosmetology program costs prior to admission in several

ways. Complete information about all programs is included in the *College Catalog* and

Student Handbook. This includes the program philosophy, mission statement, program

objectives, costs, admission criteria, certification information, curriculum outline, course

descriptions, and any other pertinent information. The *College Catalog* is distributed

actively at all recruiting activities. It is on display at all times in administration and

student services buildings, and all incoming students are provided a copy during the

orientation/advising session prior to their first registration **(Exhibit 2-A-9(a))**. College

brochures list the credit hours required for completion of each program **(Exhibit 2-A-9**

(b)).

Program cost sheets are available from student services that detail program costs

(**Exhibit 2-A-9 (c)**). The total tuition/fee cost for the cosmetology program follows:

Diploma		AOT Degree
Tuition	$4,911.36	$7,950.72
Books	400.00	400.00
Supplies	650.00	650.00
Lab Jacket	20.00	20.00

The College's tuition rate per semester hour is $90.00, plus a $9 per hour facility fee, $9 per

hour technology fee, $1 bond fee, and $3 per hour special building fee (**Exhibit 2-A-9 (d)**).

B. Programs

> **1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)**

Occupational education programs offered by the institution are congruent with the

mission of the institution and with the occupational needs of the people served by the

institution. Reid State Technical College's mission is as follows:

> *Reid State is committed to provide postsecondary education and training to students from diverse backgrounds and abilities on a non-discriminatory basis in order to prepare an effective workforce and to promote economic growth and community stability. In the spirit of scholarship, collaboration, technological specialization, flexible learning opportunities and personal development, the entire college seeks an improved quality of life for all students.*

The cosmetology program is congruent with the institutional mission.

Occupational needs of the service area are evaluated through annual

reviews of labor market information in order to gauge the level of demand for

each program (**Exhibit 2-B-1 (a), (b)**). The College relies on valuable

information gathered from business and industry visits and advisory committees

to ensure the cosmetology program continues to meet the occupational needs of the service area **(Exhibit 2-B-1 (c),(d))**.

> 2. *The objectives for each educational program are evaluated annually.*
>   *(Objective 2-B-1)*

Cosmetology educational program objectives are evaluated continuously through several methods. The cosmetology advisory committee meets semi-annually. The advisory committee has the responsibility for conducting an annual review of the program's mission and content and recommending improvements in terms of curriculum, instructional methods, equipment, supplies and other important program and instructional considerations, as well as assisting the College in ensuring that program content and objectives remain up to date. Activities of the committee are documented in minutes **(Exhibit 2-B-2 (a))**.

Employer Verification Forms are completed every year to ensure that bona fide potential employers have the opportunity to evaluate the program content, objectives, range of remuneration, admission criteria, and curriculum to ensure that desirable, relevant, and current practices are included in each program of study **(Exhibit 2-B-2 (b))**. Program faculty continually review and adjust program objectives as a result of feedback received through business and industry visits.

Regular visits to business and industry are another critical means of obtaining recommendations from resource personnel. All full-time faculty are required to make two industry visits per semester **(Exhibit 2-B-2 (c))**. These visits are documented on Business and Industry Visit forms and forwarded to the office of the human resources/instructional services coordinator. A copy is maintained in the cosmetology department. Information gained through biennial Employer Verification Forms is

utilized to ensure the currency and relevancy of practices included in the cosmetology curriculum.

> **3. *Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)***

The cosmetology program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content.

Program outcome objectives are **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communication, computation, and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be able to obtain licensure by the Alabama State Board of Cosmetology.*

4. *Program graduates will be successfully employed in the field.*

5. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed on each course syllabus, and support the attainment of broad program outcome objectives **(Exhibit 2-B-3 (b))**. Objectives are developed and are revised in response to the identified needs of business and industry. Faculty maintain close and continuing contact with members of business and industry through periodic visits. Each full-time faculty member is required to make at least two business and industry visits per semester **(Exhibit 2-B-3 (c))**.

Students are evaluated based on program content and objectives. Knowledge tests are used in lecture classes, and demonstrations are used to verify skill competencies. Methods of evaluation and grading are identified in course syllabi **(Exhibit 2-B-3 (d))**.

The cosmetology program has a course notebook for every course included in the curriculum. Course notebooks include the syllabus, course outline, course guide, curriculum standard, tests, safety information, lesson plans, student information sheets, and other instructional material **(Exhibit 2-B-3 (e))**.

> **4. A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)**

A systematic process is in place to document that the objectives and content of the cosmetology program are updated regularly. This is accomplished primarily through the advice of cosmetology advisory committee members who meet at least twice annually and document their review of program content and objectives in committee minutes **(Exhibit 2-B-4 (a))**. Program objectives and content are also updated through information obtained from business and industry visits and Employer Verification Forms **(Exhibit 2-B-4 (b), (c))**. The information gained from these sources enables faculty to stay abreast of current and emerging trends in the profession and industry needs.

> **5. At least every two years, three bona fide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)**

At least every two years, three bona fide potential employers review the cosmetology program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion **(Exhibit 2-B-5)**. Employer Verification Forms are filed in the office of the human resources/instructional services coordinator.

Reid State Technical College considers the length and tuition of the cosmetology program in relation to the documented entry-level earnings of completers. Employer Verification Forms are collected every year in order to document the range of remuneration a student can reasonably expect to earn upon graduation **(Exhibit 2-B-6 (a))**. The College's tuition which was set by the Alabama State Board of Education is $90 per semester hour **(Exhibit 2-B-6 (b))**. The cosmetology diploma program can be completed in one year of full-time enrollment at a estimated cost of $5981.36 for tuition, fees, books and supplies. The verified salary range of licensed cosmetologists is $15,500 to $42,500 annually.

Courses required for completion of the program are offered with sufficient frequency to permit a student to complete in one year of full-time enrollment as specified in the *College Catalog* **(Exhibit 2-B-7 (a))**. Classes are offered at least once during the specified time frame **(Exhibit 2-B-7 (b))**. Classes are scheduled more frequently when necessary to meet prerequisites in order that students can graduate in a timely manner. Evening courses are offered on demand, and evening enrollment must be sufficient or the classes may be cancelled. Evening classes are offered less frequently, and the student is advised that the program requires longer to complete based on the student's semester course load. Generally, students can complete the evening program within 2.5 times the time frame specified for full-time students. All students are provided with a degree plan

upon entry, and advisors use these degree plans to plan their schedules of classes each

term **(Exhibit 2-B-7 (c), (d))**.

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8. Associate Degree programs offered must meet the following requirements:
   a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.
   b. The program has a minimum of 60 semester hours or 90 quarter hours.
   c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)

The cosmetology program does not award the associate of applied technology

degree in the major. The College has an associate degree in occupational technology with

a major in occupational studies **(Exhibit 2-B-8 (a), (b))**. Students have the opportunity to

pair their cosmetology coursework as their primary technical specialty with coursework

in a secondary technical specialty such as office systems technology or cosmetology

instructor training. This pairing of complementary technical areas is designed to produce

graduates who are multi-skilled and are able to function in an increasingly sophisticated

workforce. It is also designed to enable graduates to be in a position to more readily

advance in employment as they possess a more comprehensive skill set.

The associate in occupational technology degree program is structured according

to the guidelines set forth by the Alabama State Board of Education. The student is

required to complete at least 19 semester hours in general education. Students must

complete at least 36 in a primary technical specialty and 15 hours in a secondary

technical specialty, for a total of 70 semester hours for the associate in occupational

technology degree in occupational studies **(Exhibit 2-B-8 (c))**.

> *9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:*
> *   *a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.*
> *   *b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.*
> *   *c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.*
> *   *d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.*
> *   *e. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)*

The cosmetology program offers day classes only on the main campus.

> *10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)*

The cosmetology program credit hours are measured according to the

requirements set forth by the Alabama State Board of Education **(Exhibit 2-B-10 (a))**.

and the Alabama State Board of Cosmetology A semester hour of theory contains 15

clock hours of lecture, a semester hour of experimental lab contains 30-45 clock hours of

laboratory, and a semester hour of manipulative lab contains 45 clock hours of laboratory

(Exhibit 2-B-10 (c)).

C. *Instruction*

> *1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)*

The cosmetology curriculum integrates academic and occupational competencies.

This is demonstrated through the inclusion of six semester hours of required courses.

English and mathematics are included in the curriculum as well as technical concentration theory and laboratory courses **(Exhibit 2-C-1 (a), (b))**. As noted in the *College Catalog*, oral communication is embedded in ENG 100, Vocational Technical English I and computer skills are embedded in the occupational course COS119 Business of Cosmetology **(Exhibit 2-C-1 (c))**. Application of workplace competencies in communication, mathematics, and interpersonal skills that are developed through the occupational curriculum are identified within the individual course objectives. Students also develop proficiency in the technical areas of wet hairstyling, thermal hairstyling, thermal straightening, hair shaping, hair color, skin care, manicuring and pedicuring, permanent waving, facials, facial makeup, hair removal, and hair relaxing through the inclusion of specific laboratory courses within the occupational curriculum.

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2. *The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)*

The cosmetology program includes competency training to develop job knowledge, job skills, work habits, and attitudes. The cosmetology faculty utilized input from business and industry obtained during on-site employer visits and industry standards to develop the curriculum content and objectives. Cosmetology courses demonstrate instruction in competencies essential to success in the profession, including job knowledge, job skills, work habits and attitudes. Each course containing a laboratory component has specific numbers of skills and tasks which must be completed and is included in the student's overall final course grade **(Exhibit 2-C-2 (a), (b))**. Check sheets are utilized to ensure consistency in grading students **(Exhibit 2-C-2 (c))**. The College demonstrates its concern for the quality of training in terms of providing students with appropriate job knowledge, job skills, work habits, and attitudes. An employability

skills course is included in the curriculum. This course is a culmination of previous work

and emphasizes preparing to search for a job, developing the resume, interviewing, and

attitude.

3. **The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation (Objective 2-C-2)**

The sequence of instruction required for completion of cosmetology is effectively

organized in order to maximize the learning of competencies essential to success in the

occupation **(Exhibit 2-C-3 (a), (b))**.

4. **Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)**

The cosmetology advisory committee assists the College in ensuring that

desirable, relevant, and current practices are included in the program. The cosmetology

advisory committee is comprised of at least three members external to the institution,

meets semi-annually with a majority of official members present, and documents its

activities in minutes **(Exhibit 2-C-4 (a), (b))**.

As with most colleges, requiring and reporting of regular meetings of the advisory

committee has always proved challenging.   Rather than having separate individual

program advisory committees, the committee is structured into a divisional structure. An

advisory committee is in place for the cosmetology and personal care services division,

comprised of external representatives for each of the three programs represented in this division: cosmetology, nail technology, and cosmetology instructor training.

All advisory committees meet during the fall and spring semesters. The advisory committee will follow a standard agenda, plan of work, and format for reporting minutes, and complete an annual checklist of activities **(Exhibit 2-C-4 (c))**. The annual checklist provides documentation and verification that committee members have been provided an opportunity to review and discuss program plans, equipment, job placement, program content, curriculum, and to make necessary recommendations.

> **5. *Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)***

The cosmetology advisory committee division reviews the appropriateness of the type of instruction offered within the cosmetology, nail technology and cosmetology instructor training programs. The advisory committee reviews the program's course offerings and curriculum to ensure that courses relate to the skills necessary for successful completion of the cosmetology, nail technology and cosmetology instructor training programs **(Exhibit 2-C-5 (a), (b))**.

> **6. *Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)***

Job-related safety, health, and fire-prevention are an integral part of instruction in cosmetology. Safety is covered as a module and integrated throughout laboratory exercises. This practice is facilitated through the inclusion of a section on safety in each course notebook **(Exhibit 2-C-6 (a))**. This ensures consistency of safety instruction for day classes. Evacuation plans and emergency procedures are posted in prominent

locations throughout all classrooms and labs, are included in the course notebooks, and reviewed with students each semester **(Exhibit 2-C-6 (b))**. Courses include safety instruction, particularly those with laboratory components. Safety instruction is documented in course syllabi **(Exhibit 2-C-6 (c))**.

The College has a standing safety committee that is charged with coordinating an effective safety program that ensures a safe environment for training. This includes regular inspections of shop and classroom areas, reviewing referrals of safety concerns, and making recommendations for suitable corrections. The *Safety Manual* was developed to address the use of various program specific equipment, including the cosmetology program. A copy of the *Safety Manual* is on file in the cosmetology program area and is reviewed with students each semester **(Exhibit 2-C-6 (d), (e))**.

A cosmetology program safety committee is comprised of students, meets regularly, and documents committee activities in minutes that are maintained on file in the offices of the assistant director of admission and records. As part of the cosmetology orientation, students are introduced to safety procedures. Students will sign a form stating they have been informed on various items concerning the cosmetology program, one of which is general shop safety/evacuation route **(Exhibit 2-C-6 (f), (g))**.

> 7. ***To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)***

To develop skill proficiency, sufficient practice is provided with equipment similar to that currently in use in the occupation. The cosmetology program at Reid State is designed to prepare students with entry-level occupational skills. Laboratory instruction includes practice on industry-standard lab equipment to develop skill

proficiency **(Exhibit 2-C-7 (a))**. The College has devoted fiscal resources to the instructional program in order to keep the equipment to industry standards.

The cosmetology department facility represents a state-of-the-art salon environment, including industry standard equipment. Documentation that equipment meets industry standards is maintained through business and industry visits and advisory committee meetings **(Exhibit 2-C-7 (b), (c))**. An inventory of equipment is conducted annually, and records are maintained in the business office **(Exhibit 2-C-7 (d))**. The faculty has adequate budgets to update equipment annually as needed.

> **8. All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)**

Instruction in the cosmetology program is effectively organized. A course notebook is available. The course notebooks contain course outlines, course guides, curriculum standards, course syllabi, instructional materials, tests, safety handouts, student information sheets, lesson plans, and other instructional materials needed to teach the course **(Exhibit 2-C-8)**. This notebook system has proven useful to program instructors and ensures consistency of instruction between faculty.

> **9. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)**

The College has a systematic and objective method for evaluating student achievement based on identified occupational competencies. Course syllabi detail the objectives for each course in cosmetology. Evaluation in each theory or laboratory course is based on achievement of overall objectives. Evaluation methods are identified in the course syllabus, which is distributed to every student at the first class meeting **(Exhibit 2-C-9 (a))**. College grading policies are published in the *Student Handbook*

which is available to students prior to admission, but is also distributed to and reviewed,

with every student at orientation **(Exhibit 2-C-9 (b))**.

Knowledge tests are utilized to evaluate performance in lecture classes, and

demonstrations are used to evaluate skill proficiency in lab classes **(Exhibit 2-C-9 (c))**.

The course grade is calculated according to the identified method, and posted to the on-

line grade reporting module **(Exhibit 2-C-9 (d))**. Students are required to complete 1200

credit units of specific cosmetology services in order to complete the cosmetology

program and be eligible to sit for the State Board licensure exam. A record of these

services is maintained for each student by program faculty and submitted to the Alabama

State Board of Cosmetology when the student applies for the licensure exam.

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10. Each work-based activity has a written instructional plan for students
      specifying the particular objectives, experiences, competencies, and
      evaluations that are required. (Objective 2-C-6)
11.   The instructional plan designates the on-site employer representative
      responsible for guiding and overseeing the students' learning experiences
      and participating in the students' written evaluations. (Objective 2-C-6)
12. All work-based activities conducted by the institution are supervised by a
      designated employee possessing appropriate qualifications. (Objective 2-C-
      6)

The cosmetology program does not offer a work-based activity.

CHALLENGES AND PROPOSED SOLUTIONS

The cosmetology committee found the program to comply with accreditation

criteria. No significant challenges were identified. This program is healthy in terms of

student outcomes, and the enthusiasm of its faculty for assisting students to achieve their

career goals is certainly a notable program strength.   All cosmetology students without

the high school diploma or GED, who were admitted on the basis of ability-to-benefit, are

required to earn the GED prior to graduation. This requires faculty advisors to work

more closely with students to achieve the goal of earning a GED in a timely fashion. A

major challenge is the consistent attendance of the advisory committee members.

SUMMARY

The cosmetology program has appropriately credentialed and experienced

instructors capable of training students in the essential competencies and skills. Using

aspects of the cognitive, psychomotor, and sometimes affective domains, the student is

provided a diverse educational experience that will enable the individual to perform

successfully as skilled technicians in business and industry. The cosmetology program

has several strengths. Live work projects provide the students with practice in

performing all types of services that students are expected to perform in the profession.

Many industry representatives often visit the College and serve as industry spokespersons

in order that students are knowledgeable and can stay abreast of new techniques and

products.

The program and curriculum are well organized, and activities designed to ensure

compliance with accreditation criteria are well documented. The cosmetology program

provides opportunities for students to obtain exposure to and appreciation of the

dynamics of industry. The program is designed to meet the requirements of the Alabama

State Board of Education, Alabama Board of Cosmetology, and Reid State Technical

College.

The cosmetology program has a published purpose statement and program

objectives that are evaluated continuously and publicly available. The instructional

program is effectively organized as evidenced by course notebooks, course outlines,

lesson plans, syllabi, instructional materials, tests, course standards, and curriculum guides.

The cosmetology program has an active advisory committee that documents activities and recommendations of semi-annual meetings in minutes. Faculty actively solicit advice and recommendations from resource personnel through regular business and industry visits, professional associations, and the cosmetology advisory committee.

Program outcomes substantiate a strong program that emphasizes the attainment of entry-level skills, including academic and occupational skill development. Program faculty continually avail themselves of professional development opportunities to maintain and update their professional and teaching skills.

Standard Two

Cosmetology Exhibits

Admissions

2-A-1(a)	College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)	College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)	Program Brochure
2-A-1(d)	College Website
2-A-2	Non-Applicable
2-A-3(a)	College Transfer Policy, *College Catalog*, p.26
2-A-3(b)	College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)	State Board of Education Policy 801.01
2-A-3(d)	State Board of Education Policy 714.03
2-A-4(a)	College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)	College Transfer of Credits Policy, *Student Handbook,* p. 76
2-A-5(a)	College Admission Policy, *College Catalog,* pp. 21-33
2-A-5(b)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)	Placement Testing Policy, *College Catalog,* p. 32
2-A-6	Non-Applicable
2-A-7(a)	Ability-to-Benefit Policy, *College Catalog, pp.*23, 26, 33
2-A-7(b)	Ability-to-Benefit Policy, *Student Handbook, pp.* 74
2-A-7(c)	Assessment Results for Ability-to-Benefit
2-A-7(d)	Student Transcript for Ability-to-Benefit
2-A-8(a)	Recruitment Plan
2-A-8(b)	*College Catalog, p. 87-89*
2-A-8(c)	Brochure
2-A-8(d)	Admission Packet
2-A-8(e)	Schedule
2-A-8(f)	Advertising Scrapbook
2-A-8(g)	Reid State Technical College website www.rstc.edu
2-A-9(a)	*College Catalog, p. 87-89*
2-A-9(b)	Brochure
2-A-9(c)	Program Cost Sheet
2-A-9(d)	Tuition Rates, *College Catalog*, p. 43-44 and *Student Handbook*, p. 64

Programs
2-B-1(a)	*Alabama Occupational Trends* for 2016

2-B-1(b)	*Occupational Outlook Handbook*
2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog,* p. 88
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum, *College Catalog,* p. 89
2-B-7(d)	Schedule
2-B-8(a)	Degree Requirements, *College Catalog,* p. 74-75
2-B-8(b)	Degree Requirements, *College Catalog,* p. 74
2-B-8(c)	Degree Requirements, *College Catalog,* p. 74-75
2-B-9	Non-Applicable
2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart
2-B-10(c)	Program Degree Requirements, *College Catalog,* p. 89

Instruction

2-C-1(a)	Program Curriculum, *College Catalog,* p. 89
2-C-1(b)	ENG100 Vocational Technical English
	MAH101 Vocational Technical Mathematics
2-C-1(c)	COS119 Business of Cosmetology Syllabus
2-C-2(a)	Lab Course Syllabus
2-C-2(b)	Theory Course Syllabus
2-C-2(c)	Work Habits Check Sheets

2-C-3(a)	Degree Plan
2-C-3(b)	Program Curriculum, *College Catalog*, p. 89
2-C-4(a)	Advisory Committee Membership List
2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist
2-C-5(a)	Employer Verification Forms
2-C-5(b)	Advisory Committee Guidelines Annual Checklist
2-C-6(a)	Course Notebook (See 2-B-3)
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	Safety Committee Minutes
2-C-6(e)	*Safety Manual*
2-C-6(f)	Safety Module
2-C-6(g)	Safety Pictures
2-C-7(a)	Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory
2-C-8	Course Notebook (See 2-B-3)
2-C-9(a)	Syllabus
2-C-9(b)	Tests
2-C-9(c)	Student Transcript
2-C-9(d)	College Grading Policy, *Student Handbook*, p. 86
2-C-10	Non-Applicable
2-C-11	Non-Applicable
2-C-12	Non-Applicable

Program Name	Cosmetology (Diploma)	CIP Code	12.0401

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):

TOTAL CLOCK HOURS:	930	TOTAL SEMESTER CREDIT HOURS:	43	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Clock Classroom	Clock Distance Ed.	Credit	Clock	Credit	Clock	Credit	Clock	Credit
MAH 101 – Vocational Technical Mathematics I	X				45	0	3	0	0	0	0	45	3
ENG100 – Vocational Technical English I	X				45	0	3	0	0	0	0	45	3
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
COS 111- Introduction to Cosmetology	X		X		45	0	3	0	0	0	0	45	3
COS112- Introduction to Cosmetology Lab	X (Lab)		X		0	0	0	90	3	0	0	90	3
COS113 – Theory and Chemical Services	X		X		45	0	3	0	0	0	0	45	3
COS114 – Chemical Services Lab	X (Lab)		X		0	0	0	90	3	0	0	90	3
COS115 – Hair Color Theory	X		X		45	0	3	0	0	0	0	45	3
COS 116 – Haircoloring Lab	X (Lab)		X		0	0	0	90	3	0	0	90	3
COS117 – Basic Spa Techniques	X		X		45	0	3	0	0	0	0	45	3
COS 118 – Basic Spa Techniques Lab	X (Lab)		X		0	0	0	90	3	0	0	90	3
COS 144 – Hair Shaping and Design	X		X		15	0	1	60	2	0	0	90	3
COS 152 – Nail Care Application	X (Lab)		X		0	0	0	90	3	0	0	90	3
COS119 –Business and Cosmetology	X		X		45	0	3	0	0	0	0	45	3
COS167 – State Board Review	X		X		15	0	1	60	2	0	0	75	3
TOTAL ALL COLUMNS	X		X		360	0	24	570	19	0	0	930	43

GRAND TOTALS

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Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution Reid State Technical College	
Address P O Box 588	**City/State/Zip** Evergreen, AL 36401
Name of Program Cosmetology (Diploma)	
Model(s) of Delivery of Program ☒ 100% Traditional ☐ ybrid ☐ ance Education	

This program is (check one):

___X___ An Existing Program _____ A New Program _____ A Substantially Revised Program

The length of program in:

_____ Clock Hours ____43___ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 5,861.36_____

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the _Cosmetology_ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☒**100% Traditional** ☐ **Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.

EMPLOYER #1:

Name: Pam Kilpatrick	Title: Owner / operator
Company Name: Pam's creative styles	Phone Number: 334-376-2423
Address 2465 Palmer	City/State/Zip Georgiana al 36033
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $15,000 annually to $48,000 annually.	
Signature: Pam Kilpatrick	Date: 9-20-2010

EMPLOYER #2

Name: Esther Travis	Title: Owner / operator
Company Name: Glorious Styles LLC	Phone Number: 251-564-2040
Address 3620 Cty. Rd. 42	City/State/Zip Peterman, AL. 36471
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $25,000 annually to $50,000 annually.	
Signature: Esther Travis	Date: 9/20/10

EMPLOYER #3

Name: Ida Frye	Title: Ower, Stylist
Company Name: Fancy Fingers	Phone Number: 368-8550
Address 200 Carver Ave.	City/State/Zip atmore, al 36504
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $27,500 annually to $60,000 annually.	
Signature: Ida Frye	Date: 9/20/2010

STANDARD TWO
INDUSTRIAL ELECTRICITY/ELECTRONICS TECHNOLOGY

INTRODUCTION

The industrial electricity/electronics technology program committee was responsible for evaluating the program to determine compliance with standard two criteria. The committee relied upon documentation, evaluation of program structure and function, and interviews with college personnel and students to gather supportive data. The industrial electricity/electronics technology program offers an associate degree in applied technology that can be completed in five –six semesters of full-time enrollment. Classes are offered during the day and evening only on the main campus. The program includes major electives to enable students to emphasize industrial electrical or computer electronic training.

The industrial electricity/electronics technology program at Reid State Technical College provides excellent training that enables graduates of the program to obtain and successfully perform the tasks of entry-level positions in this field. The admission policies to the program are relevant to a student's ability to complete the academic and occupational requirements. Reid State Technical College is supportive of the industrial electricity/electronics technology program and students.

The faculty in the industrial electricity/electronics technology program are kept abreast of the ever-changing world of industrial electricity/electronics and computer electronics by frequent visits to business and industry, feedback from graduates, surveys of employers of graduates, and community involvement.

The industrial electricity/electronics technology program has a published mission

statement that is publicly available and widely distributed. The purpose statement states

the following:

> *The purpose of the industrial electricity/electronics*
> *technology program is to provide accessible, premium quality*
> *educational opportunities that will provide individuals with the*
> *knowledge, technical skills, and attitudes necessary to obtain*
> *entry-level employment in the electrical, electronics, or computer*
> *fields.*
>
> *The associate degree program is intended to produce*
> *graduates who are prepared for employment as entry-level*
> *industrial electricians, electronics technicians, or computer*
> *industry technicians. Program graduates are to be competent in*
> *the academic areas of communications, mathematics, computer*
> *literacy, and human relations and in the technical areas of*
> *electronics circuit repair, electrical writing, programmable logic*
> *controllers, instrumentation, troubleshooting, preventive*
> *maintenance, and computer system operation, set up and repair.*
> *Reid State Technical College will accomplish program objectives*
> *by providing students with a comprehensive general education and*
> *technical training in the core area of industrial electronics. The*
> *occupational skill preparation should meet the National Center for*
> *Construction Education and Research recognized skill standards.*
> *The college will ensure program quality through internal*
> *certification of graduate competencies.*
>
> *The philosophy and purpose of the industrial*
> *electricity/electronics technology program is consistent with that*
> *of the governing institution.*

The program mission, length, objectives, course requirements, equipment, and academic

courses integrated into the occupational area are congruent with the institution's mission,

current job market, business and industry visits, and the requirements of the Alabama

State Board of Education.

ANALYSIS

A. Admissions/Recruiting

> **1. The institution's admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)**

Reid State Technical College's admissions policies are clearly stated in the *College Catalog and Student Handbook*. To qualify for admission to courses creditable toward an associate degree in applied technology a student must hold a diploma issued by a regionally and/or state accredited high school; or hold a high school diploma and have passed the Alabama High School Graduation Examination; or hold a high school diploma and have achieved a minimum ACT score of 16 or the equivalent score on the SAT or hold a GED certificate issued by the appropriate state education agency. Applicants must be at least 16 years of age to enter the industrial electricity/electronics technology program. Further requirements for conditional and non-conditional admission are continued in the *College Catalog* (**Exhibit 2-A-1 (a), (b)**).

The admission policies are published in the *College Catalog*, *Student Handbook,* brochures, and College website. The admission policies are made available to the public by direct mailing, public distribution, and displayed in the administration and student services buildings on campus (**Exhibit 2-A-1 (c), (d)**).

> **2. For all students admitted to a Vocational English-As-A Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See "Vocational English-As-A-Second Language programs" in the current edition of the Policies and Rules of the Commission.). (Objective 2-A-1)**

Reid State does not offer Vocational English-As-A-Second Language.

> **3. *The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)***

The College clearly defines and publishes a policy on the transfer of students between programs within the institution and from other institutions. The Alabama State Board of Education Admission Policy #801.01 governs the general admission of transfer students and subsequent principles for transfer of college credit. The Standards of Academic Progress Policy #714.03 governs the academic standards applying to transfer students, and each of these policies are published in their entirety in the *College Catalog* and *Student Handbook* (**Exhibit 2-A-3 (a), (b), (c), (d)**).

An applicant who has previously attended another accredited postsecondary institution will be considered a transfer student and will be required to furnish official transcripts of all work attempted at all said institutions. The College also requires the transfer of student documents required of first-time college students.

A transfer student who meets requirements for admission to a course creditable toward an associate degree is classified as a degree-eligible student. A transfer student who does not meet these requirements is classified as a non-degree-eligible student.

A transfer student must have submitted to the College an application for admission, an official transcript from all accredited postsecondary institutions attended, and an official high school transcript or GED. A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale is admitted on clear academic status. A transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale is admitted only on academic probation. An applicant who has been academically

suspended from another accredited postsecondary institution may be admitted as a

transfer student only after following the appeal process established at the College for

native students who have been academically suspended. If the transfer student is

admitted upon appeal, the student will enter the institution on academic probation.

4. ***The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)***

Transfer credit will be awarded for internal and external transfers based on the

published "General Principles for Transfer of Credit."   A course completed at other

accredited postsecondary institutions with a passing grade will be accepted for

transfer as potentially creditable toward graduation requirements. Credit may be

extended based on a comprehensive evaluation of demonstrated and documented

competencies and previous formal training. For students admitted on academic

probation, only courses in which they have earned a course grade of C or better will

be accepted for transfer. Awarding of transfer credit to fulfill graduation

requirements will be based on applicability of the credits to the requirements of the

degree sought **(Exhibit 2-A-4 (a), (b))**.

5. ***Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)***

Admission requirements offer reasonable expectation for completion of the

industrial electricity/electronics technology program. As mandated by the Alabama State

Board of Education a high school diploma or GED is required for admission to this

associate in applied technology degree program.

The College follows a mandatory assessment and placement policy. Students are also required to take the COMPASS placement test to determine their readiness for college-level. Student ability is tested in three domains; reading, writing, and algebra. Students who fail to meet the standard cut scores for entry to English and math courses are placed into developmental coursework to develop academic competencies required for success in the industrial electricity/electronics technology program. Students are not admitted to college-level English or math classes until these academic competencies are developed. They may, however, enroll in some technical courses.

These admission, placement testing, and developmental education policies ensure that students possess the basic skills necessary to complete the highly technical and very demanding academic coursework required in this program. A grade analysis is used to determine the appropriateness of these admission requirements. This provides evidence that students are adequately prepared to successfully complete the occupational program **(Exhibit 2-A-5 (a), (b), (c))**.

> **6. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)**

Reid State Technical College follows the Alabama State Board of Education policy requires that all students admitted to an associate degree program have a high school diploma or the equivalent **(Exhibit 2-A-6 (a), (b), (c), (d))**.

> **7. An institution that admits students on an "ability to benefit" basis has written admissions procedures, applies these uniformly, provides documented evidence of how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students (Objective 2-A2)**

Students are not admitted on an ability-to-benefit basis to the industrial electricity/electronics technology program.

> **8. *The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)***

The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program described in such materials. Reid State Technical College's recruiting activities are ethical and are conducted according to standard marketing and recruiting practices.

The director of recruiting/placement and retention has primary responsibility for developing and implementing the *Recruitment Plan* **(Exhibit 2-A-8 (a))**. Responsibility for carrying out recruiting activities is spread across the College. All personnel are responsible for aggressively distributing materials to locations in their communities and making presentations to local high schools, churches, and vocational centers. All printed and recorded materials accurately depict the mission, instructional outcomes, student performance expectations, and completion requirements of each program. The College uses a variety of materials to market programs and services. Colorful brochures, the *College Catalog*, newspaper advertisements, and news releases are employed to inform the College's student body and community of program offerings **(Exhibit 2-A-8 (b), (c), (d), (e), (f), (g))**.

> **9. *Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)***

Students are informed of industrial electricity/electronic technology program costs prior to admission in several ways. Complete information about this program is included in the *College Catalog* **(Exhibit 2-A-9 (a))**. This includes the program philosophy,

mission statement, program objectives, costs, admission criteria, certification information, curriculum outline, course descriptions, program completion requirements, and any other pertinent information. The *College Catalog* is available in administration and student services buildings, and all incoming students are provided a copy during the orientation/advising session prior to their first registration. College brochures list the credit hours required for completion of each program, and semester schedule on the College website lists the credit hours per class **(Exhibit 2-A-9 (b), (c))**.

Program cost sheets are provided to students in the student services building. The total tuition/fee cost for the industrial electricity/electronic technology program follows **(Exhibit 2-A-9(d))**:

Tuition	$6,660.00
Fees	$1,665.00
Books	$2,500.00
Supplies	$ 348.00

The College's tuition rate per semester hour is $90, plus a $9 per hour facilities fee, $9 per hour technology fee, $1 per hour bond fee, and $3 per hour special building fee.

B. *Programs*

> **1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)**

The industrial electricity/electronics technology program is congruent with the mission of the institution and with the occupational needs of the people served by the institution. Reid State Technical College's mission is as follows:

> *Reid State is committed to provide postsecondary education and training to students from diverse backgrounds and abilities on a non-discriminatory basis in*

order to prepare an effective workforce and to promote economic growth and community stability. In the spirit of scholarship, collaboration, technological specialization, flexible learning opportunities and personal development, the entire college seeks an improved quality of life for all students.

The industrial electricity/electronics technology program is designed to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the electrical, electronics, or computer field. This occupational program is congruent with the institutional mission.

Labor market analyses provide information to assist the College in ensuring that the program continues to meet the occupational needs of the service area **(Exhibit 2-B-1 (a), (b))**. Continuing relevancy of the program content is also ensured through information obtained from frequent contact with business and industry representatives and the industrial electricity/electronics technology advisory committee meetings **(Exhibit 2-B-1 (c), (d))**.

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2. *The objectives for each educational program are evaluated annually.*
   (Objective 2-B1)

The industrial electricity/electronics technology program objectives are evaluated annually. The industrial electricity/electronics technology program has a local advisory committee that meets twice annually. The committee reviews the mission of the College, content of the program, instructional methods and evaluations, and recommends any changes needed to meet the needs of the public. Minutes are recorded at each meeting and kept on file **(Exhibit 2-B-2 (a))**.

Employer Verification Forms are completed by employers who hire Reid State graduates. This process gives the employer the opportunity to evaluate the program content, objectives, admission criteria, and curriculum to ensure that desirable, relevant,

and current practices are included in the program of study **(Exhibit 2-B-2 (b))**. Program

faculty continually review and adjust program objectives as a result of feedback received

from business and industry visits **(Exhibit 2-B-2 (c))**.

> **3. *Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)***

The industrial electricity/electronics technology program at Reid State Technical

College has clearly stated objectives, defined content relevant to these objectives and the

current needs of business and industry, and student evaluation based on the program

objectives and content.

The industrial electricity/electronics technology program outcome objectives are

as follows **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communication, computation, and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be able to obtain certification through the National Center for Construction Education and Research.*

4. *Program graduates will be successfully employed in the field.*

5. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed in the individual course syllabi, course guides, and

curriculum standards and support attainment of broad program outcome objectives

(Exhibit 2-B-3 (b)).

The instructional program content is based on current needs of business and

industry. The industrial electricity/electronics technology instructors stay abreast of the

changes taking place in industry by continuing contact with business and industry

representatives. Two visits per semester are required by College policy in order to ascertain current needs, and information obtained during these visits is recorded on Business and Industry Visit forms and filed in the instructor's records and in the office of the human resources/instructional services coordinator **(Exhibit 2-B-3 (c))**.

Students are evaluated based on program content and objectives. Knowledge tests are used to evaluate theoretical knowledge, and lab demonstrations are used to verify skill competencies. Methods of evaluation and grading are identified in course syllabi **(Exhibit 2-B-3 (d))**.

Course notebooks are required for every course included in the curriculum. Course notebook includes the syllabus, course outline, course guide, curriculum standard, tests, safety information, lesson plans, student information sheets, and other instructional material. This process ensures the standardization of content for every course taught at Reid State Technical College without respect to time of day, instructor, or location **(Exhibit 2-B-3 (e))**.

> **4. *A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)***

A systematic process is in place to document that the objectives and content of programs are current. This is done by the advisory committee which meets twice annually and documents their review of program objectives and content **(Exhibit 2-B-4 (a))**.

Program objectives and content are also updated through information obtained from business and industry visits, informal contact with alumni, and Employer Verification Forms **(Exhibit 2-B-4 (b), (c))**.

> **5. At least every two years, three bona fide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)**

At least every two years, three bona fide potential employers review the industrial electricity/electronics technology program and recommend admission requirements, program content, program length, program objectives, instructional materials, competency tests, method of evaluation, and level of skills required for completion. Employer Verification forms are filed in the office of the human resources/instructional services coordinator **(Exhibit 2-B-5)**.

> **6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)**

The institution considers the length and tuition of program in relation to the verified potential earnings of its graduates. Employer Verification Forms document the range of earnings a student can expect to earn upon graduation **(Exhibit 2-B-6 (a))**. The tuition is set according to the guidelines from the Alabama State Board of Education **(Exhibit 2-B-6 (b))**.

The industrial electricity/electronics technology associate degree program can be completed in five-six semesters. The range of remuneration graduates can reasonably expect in this area is $20,000 to $40,000. Tuition is $90 per semester hour. The total estimated cost for 5-6 semesters is $11,173 which includes tuition, insurance, technology fees, building fees, diploma fee, books, and supplies.

Courses required for each program are offered with sufficient frequency for students to complete the program within the publicized time frame. The industrial electricity/electronics technology program can be completed in five-six semesters of full-time enrollment. Classes are offered at least twice each year to accommodate enrollment each semester **(Exhibit 2-B-7 (a))**. All students are provided a degree plan when they register for classes, and advisors use these to plan the students' schedules each semester **(Exhibit 2-B-7 (b), (c), (d))**.

Developmental courses in writing, mathematics, and reading are offered every semester to assist under prepared students in developing basic skills to ensure success in college-level courses. Students who require developmental coursework are informed by their advisors that they may take longer to complete the program requirements depending upon their developmental needs.

The industrial electricity/electronics technology program awards an associate in applied technology degree and requires a minimum of 74 semester hours for program

completion. According to requirements of the Alabama State Board of Education, the

general education core required for the degree is 19 semester hours in Areas I through IV,

which includes one hour of orientation. In Area I, students must earn three hours in

written composition. In Area II, students must earn three to six hours in fine arts and

humanities, for a total of six hours in Areas I and II.   In Area III, students must earn nine

credit hours in natural science and mathematics, and in Area IV three credit hours in

history, social and behavioral sciences **(Exhibit 2-B-8 (a),(b), (c))**. Courses to satisfy

these general education core requirements in the industrial electricity/electronics

curriculum include: English, ethics and society, intermediate algebra, mathematical

applications, microcomputer applications, and general psychology. Students are required

to complete 55 semester hours in a core technical concentration.

> *9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:*
>   *a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.*
>   *b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.*
>   *c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.*
>   *d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.*
>   *e. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)*

The industrial electricity/electronics technology program offers day and evening

classes on the main campus.

> **10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)**

The credit/clock hours assigned to each course in the industrial electricity/ electronics technology program are measured according to the requirements set forth by the Alabama State Board of Education (**Exhibit 2-B-10 (a)**). That is, a semester hour of theory contains 15 clock hours of lecture, a semester hour of experimental lab contains 30 clock hours of laboratory, and a semester hour of manipulative lab contains 45 clock hours of laboratory. The total clock and credit hours assigned to each course are identified in the *College Catalog* (**Exhibit 2-B-10 (b), (c)**).

C.   *Instruction*

> **1. *Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)***

Academic and occupational competencies are integrated throughout the industrial electricity/electronics technology program. This is demonstrated through the inclusion of a required general education core consisting of 18 semester hours in English, psychology, ethics, computer and mathematics courses required for the associate in applied technology degree (**Exhibit 2-C-1 (a)**). The integration of academic competencies within individual technical courses is documented in the course syllabi. Applications of workplace competencies in communication, mathematics, and workplace skills within the technical curriculum are identified on course syllabi (**Exhibit 2-C-1 (b)**). These academic competencies are further developed and refined through applications in work-based learning.

Students also receive instruction to develop proficiency in the technical areas of electronic circuits repair, electrical wiring, programmable logic controllers, instrumentation, troubleshooting, preventive maintenance, and computer system operation and repair. Development of these occupational competencies is demonstrated in the program curriculum and course syllabi **(Exhibit 2-C-1 (c))**.

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2. ***The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)***

The instructional program provides training in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. The industrial electricity/electronics technology program is designed to prepare students with entry-level occupational skills. Included in the students' training is a major emphasis on attitude development and work habits. Each course containing a laboratory component includes a grade for work ethics as a percentage of the student's overall final grade. This is documented in the course syllabi. Development of job knowledge and job skills is accomplished through lecture and complementary laboratory courses **(Exhibit 2-C-2 (a), (b), (c))**.

The College demonstrates its concern for the quality of training in terms of providing students with appropriate job knowledge, job skills, work habits, and attitudes.

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3. ***The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)***

The sequence of instruction required for completion of the industrial electricity/electronics technology program is effectively organized in order to maximize

the learning of competencies essential to success in the occupation **(Exhibit 2-C-3 (a),**

(b)).

> *4. Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)*

The industrial electricity/electronics technology advisory committee actively

ensures that relevant and current practices are being taught. The committee is made up of

three external members from the industry and meets twice annually as evidenced by the

minutes recorded at each meeting. Advisory committee meetings are held during the fall

and spring semesters. Minutes are recorded and kept in the program notebook in the

lead faculty office **(Exhibit 2-C-4 (a), (b))**. The advisory committee follows a standard

agenda, format for reporting minutes, and completes an annual checklist verifying that

committee members have had an opportunity to review and discuss program plans,

equipment, job placement, facilities, program content, curriculum, objective, and to make

necessary recommendations **(Exhibit 2-C-4 (c))**.

> *5. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)*

The industrial electricity and electronics advisory committee reviews the course

syllabi and curriculum on bi-annual basis. Program courses are reviewed for

applicability with the needs of local industry. The committee examines course materials, for example, Mastering PLC learning activity packets, worksheets, and hands on experiments to make sure the materials meets and exceeds the needs of industry **(Exhibit 2-C-5 (a), (b))**.

> **6. *Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)***

Job-related safety, health, and fire-prevention are an integral part of instruction in industrial electricity/electronics technology. Safety is integrated throughout laboratory exercises. This practice is facilitated through the inclusion of a section on safety in each course notebook **(Exhibit 2-C-6 (a))**. This ensures consistency of safety instruction for day and evening classes. Evacuation plans and emergency procedures are posted in prominent locations throughout laboratory and classroom areas, included in the course notebooks, and reviewed with students each semester **(Exhibit 2-C-6 (b))**. Courses include safety instruction, particularly those with laboratory components, and safety instruction is documented in course syllabi **(Exhibit 2-C-6 (c))**.

The College has a standing safety committee that is charged with coordinating an effective safety program that ensures a safe environment for training. This includes regular inspections of shop and classroom areas, reviewing referrals of safety concerns, and making recommendations for suitable corrections. The *Safety Manual* specifically addresses the use of various equipment specific to the industrial electricity/electronics technology program. A copy of the *Safety Manual* is on file in the industrial electricity/electronics technology program area and is reviewed with students each semester **(Exhibit 2-C-6 (d))**. An industrial electricity/electronics technology safety committee is comprised of students that meets regularly, and documents committee

activities in minutes that are maintained on file by the college's safety committee

secretary and program faculty **(Exhibit 2-C-6 (e), (f))**.

> 7. *To develop skill proficiency, sufficient practice is provided with equipment*
> *and materials similar to those currently used in the occupation. (Objective*
> *2-C-3)*

To develop skill proficiency, sufficient practice is provided with equipment

similar to that currently in use in the occupation. The industrial electricity/electronics

technology program includes ample time for laboratory practice on industry standard

equipment **(Exhibit 2-C-7 (a))**. The majority of courses offered are taught in the lab

environment. Documentation that equipment meets industry standards is maintained

through business and industry visits and advisory committee meetings **(Exhibit 2-C-7**

(b), (c)). An inventory of all equipment is conducted annually and records are

maintained by the business office **(Exhibit 2-C-7 (d))**. Instructional budgets are

adequate to support equipment upgraded annually. When necessary, programs are

targeted for the use of restricted funds to upgrade more costly equipment.

> 8. *All instruction is effectively organized as evidenced by course outlines,*
> *lesson plans, competency tests, and other instructional materials. (Objective*
> *2-C-4)*

Instruction in classrooms, shops, and laboratories is effectively organized as

evidenced by course outlines, lesson plans, competency tests, and/or other instructional

materials. A course notebook for each course taught in industrial electricity/electronics

is maintained in the faculty offices. Course notebooks contain course outlines, lesson

plans, course guides, curriculum standards, course syllabi, instructional materials, tests,

safety handouts, student information sheets, and other information needed to teach each

class. The notebooks are useful to faculty and ensure consistency of instruction between day and extended day classes **(Exhibit 2-C-8)**.

> **9.** *The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)*

The industrial electricity/electronics technology program has a published systematic and objective method for evaluating student occupational achievements. Course syllabi detail the objectives for each course. Evaluation methods are identified in each course syllabus that is distributed to and reviewed by every student during the first class meeting **(Exhibit 2-C-9 (a))**. Knowledge tests are used to evaluate theoretical knowledge in lecture classes, and demonstrations or proficiency exams are used to evaluate skill proficiency in lab classes **(Exhibit 2-C-9 (b))**.

Grading procedures follow the guidelines for grading in the *College Catalog and Student Handbook* **(Exhibit 2-C-9 (c), (d))**.

> **10.** *Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)*
> **11.** *The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)*
> **12.** *All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)*

The industrial electricity/electronics technology does not include provisions for work-based activity.

CHALLENGES AND PROPOSED SOLUTIONS

New industries in south Alabama are requesting a skilled workforce to fill positions rather than entry level employees. Therefore, the curriculum requires constant

modifications to meet industry requirements. A major challenge is the consistent attendance of the advisory committee members.

SUMMARY

The industrial electricity/electronics technology program provides opportunities for students to obtain exposure to and appreciation of the dynamics of the industry. The program is designed to meet the requirements of the State Board of Education and Reid State Technical College and industry standards.

The industrial electricity/electronics technology program has a published purpose statement and program objectives that are evaluated continuously and publicly available. The instructional program is effectively organized as evidenced by course notebooks, course outlines, lesson plans, syllabi, instructional materials, tests, course guides, and curriculum standards.

The industrial electricity/electronics technology program has an active advisory committee that documents activities and recommendations of semi-annual meetings in minutes. Faculty actively solicit advice and recommendations from resource personnel through regular business and industry visits, professional associations, Employer Verifications Forms, and advisory committees.

Program outcomes substantiate a strong program that emphasizes the attainment of entry-level skills, including academic and occupational skill development. Program faculty continually avail themselves of professional development opportunities to maintain and update their professional and teaching skills.

Standard Two

Industrial Electricity/Electronics Technology Exhibits

Admissions

2-A-1(a)   College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)   College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)   Program Brochure
2-A-1(d)   College Website

2-A-2   Non-Applicable

2-A-3(a)   College Transfer Policy, *College Catalog*, p.26-27
2-A-3(b)   College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)   State Board of Education Policy 801.01
2-A-3(d)   State Board of Education Policy 714.03

2-A-4(a)   College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)   College Transfer of Credits Policy, *Student Handbook,* p. 76

2-A-5(a)   College Admission Policy, *College Catalog,* pp. 21-33
2-A-5(b)   College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)   Placement Testing Policy, *College Catalog,* p. 32

2-A-6(a)   State Board of Education Admission Policy 801.01
2-A-6(b)   College Admission Policy, *College Catalog,* pp. 21-33
2-A-6(c)   College Admission Policy, *Student Handbook,* pp. 67-77
2-A-6(d)   Program Admission Policy, *College Catalog,* pp. 98-99

2-A-7   Non-Applicable

2-A-8(a)   Recruitment Plan
2-A-8(b)   *College Catalog, p. 98-99*
2-A-8(c)   Brochure
2-A-8(d)   Admission Packet
2-A-8(e)   Schedule
2-A-8(f)   Advertising Scrapbook
2-A-8(g)   Reid State Technical College website www.rstc.edu

2-A-9(a)   *College Catalog, p. 98-99*
2-A-9(b)   Brochure
2-A-9(c)   Tuition Rates, *College Catalog and Student Handbook*, p. 64
2-A-9(d)   Program Cost Sheet

Programs
2-B-1(a)   *Alabama Occupational Trends* for 2016

2-B-1(b)	*Occupational Outlook Handbook*
2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog,* p. 98
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum, *College Catalog,* p. 99-100
2-B-7(d)	Schedule
2-B-8(a)	Degree Requirements, *College Catalog,* p. 99-100
2-B-8(b)	Degree Requirements, *College Catalog,* p. 99-100
2-B-8(c)	Degree Requirements, *College Catalog,* p. 99-100
2-B-9	Non-Applicable
2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart
2-B-10(c)	Program Degree Requirements, *College Catalog,* p. 99-100

Instruction

2-C-1(a)	Program Curriculum
2-C-1(b)	ENG101 English Composition I Syllabus
	MTH116 Mathematical Applications
	MTH100 Intermediate Algebra
	PHL206 Ethics & Society Syllabus
	PSY200 General Psychology
	CIS146 Microcomputer Applications
2-C-1(c)	Syllabus

2-C-2(a)	Lab Course Syllabus
2-C-2(b)	Theory Course Syllabus
2-C-2(c)	Work Habits Check Sheets
2-C-3(a)	Degree Plan
2-C-3(b)	Program Curriculum, *College Catalog*, p. 99-100
2-C-4(a)	Advisory Committee Membership List
2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist
2-C-5(a)	Employer Verification Forms
2-C-5(b)	Advisory Committee Guidelines Annual Checklist
2-C-6(a)	Course Notebook (See 2-B-3)
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	Safety Committee Minutes
2-C-6(e)	*Safety Manual*
2-C-6(f)	Safety Pictures
2-C-7(a)	Lab Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory
2-C-8	Course Notebook (See 2-B-3)
2-C-9(a)	Syllabus
2-C-9(b)	College Grading Policy, *Student Handbook*, p. 86
2-C-9(c)	Lab and Theory Tests
2-C-9(d)	Student Transcript
2-C-10	Non-Applicable
2-C-11	Non-Applicable
2-C-12	Non-Applicable

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Industrial Electricity/Electronics Technology (Degree – AAT)	CIP Code	47.0105

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

Provide total program length in all categories that apply (be sure that these numbers agree with the grand total):

TOTAL CLOCK HOURS:	1440	TOTAL SEMESTER CREDIT HOURS:	74	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	Classroom	Online	Audio/ VideoTape	Correspon-dence	Clock Classroom	Clock Distance Ed.	Credit	SHOP/LAB Clock	SHOP/LAB Credit	WORK-BASED ACTIVITIES Clock	WORK-BASED ACTIVITIES Credit	TOTALS Clock	TOTALS Credit
ENG101- English Composition	X	X			15	30	3	0	0	0	0	45	3
PHL206-Ethics and Society	X				45	0	3	0	0	0	0	45	3
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
MTH116 – Mathematical Applications	X				45	0	3	0	0	0	0	45	3
CIS 146- Microcomputer Applications	X	X			15	30	3	0	0	0	0	45	3
PSY200 - Psychology	X				45	0	3	0	0	0	0	45	3
MTH100 – Intermediate Algebra	X				45	0	3	0	0	0	0	45	3
ILT 104 – Industrial Instrumentation	X				45	0	3	0	0	0	0	45	3
ILT105 – Industrial Instrumentation Lab	X (Lab)				0	0	0	60	2	0	0	60	2
ILT117 – Principles of Construction Wiring	X				15	0	1	60	2	0	0	75	3
ILT 127 – Microcomputer Fundamentals		X			15	30	3	0	0	0	0	45	3
ILT129 – Personal Computer Hardware		X			15	15	2	30	1	0	0	60	3
ILT135 – Local Area Networks (LANS)	X				30	0	2	30	1	0	0	60	3
ILT 160 – DC Fundamentals	X				15	0	1	60	2	0	0	75	3
ILT161- AC fundamentals	X				15	0	1	60	2	0	0	75	3
ILT 162 Solid State Fundamentals	X				15	0	1	60	2	0	0	75	3
ILT163 – Digital Fundamentals	X	X			0	15	1	60	2	0	0	75	3
ILT166 – Motors and Transformers I	X				30	0	2	30	1	0	0	60	3
ILT167 –AC/DC Machinery and Controls I	X				30	0	2	30	1	0	0	60	3
ILT169 – Hydraulics/Pneumatics	X				30	0	2	30	1	0	0	60	3
ILT 194 – Introduction to Programmable Logic Controllers	X				30	0	2	30	1	0	0	60	3
ILT195 – Troubleshooting Techniques I	X				30	0	2	30	1	0	0	60	3
ILT196 – Advanced Programmable Logic Controllers	X				30	0	2	30	1	0	0	60	3
ILT216 – Industrial Robotics	X				45	0	3	0	0	0	0	45	3
ILT217 – Industrial Robotics Lab	X (Lab)				0	0	0	60	2	0	0	60	2
ILT229 – PC Repair		X			15	30	3	0	0	0	0	45	3
TOTAL ALL COLUMNS	X	X			630	150	52	660	22	0	0	**1440**	**74**

GRAND TOTALS

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution	
Reid State Technical College	
Address	**City/State/Zip**
P O Box 588	Evergreen, AL 36401
Name of Program	
Industrial Electricity/Electronics Technology (AAT)	
Model(s) of Delivery of Program	
☐ 100% Traditional ☑ Hybrid ☐ Distance Education	

This program is (check one):

__X__ An Existing Program _____ A New Program _____ A Substantially Revised Program

The length of program in:

_____ Clock Hours ___74__ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 10,678.60 _____

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*
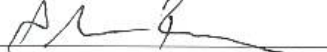
NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the _Industrial Electricity/Electronics Technology_ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☐ **100% Traditional** ☐ **Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.
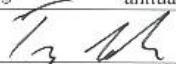
EMPLOYER #1:

Name: Adam Rigby	Title: Cad Cam Programmer
Company Name: Long Leaf Machining LLC	Phone Number: 251- 867 8477
Address Industrial Park	City/State/Zip Brewton, Al 36426
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 32,000 annually to $ 43,000 annually.	
Signature:	Date: 9/16/10

EMPLOYER #2

Name: Eric Copeland	Title: Electrician / Mainta.
Company Name: Power South	Phone Number: 334 427-3000
Address 2027 East 3 Notch St	City/State/Zip Andalusia, Al 36421
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $ annually.	
Signature: Eric Copeland	Date: 9-16-2010

EMPLOYER #3

Name: Trey Coker	Title: Lead Electrician
Company Name: Coker Electric	Phone Number: 334 391 5484
Address 115 Mckenzie St	City/State/Zip Greenville, Al 36037
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $ annually.	
Signature:	Date: 9-16-10

STANDARD TWO

NAIL TECHNOLOGY

INTRODUCTION

The nail technology program is an 19 hour semester credit hour program. A student may earn a certificate in one semester of full-time enrollment or two semesters of part-time enrollment.

The program has a published purpose statement as follows:

> *The purpose of the nail technology program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the nail technology profession. The certificate program is designed to produce graduates who, when licensed, are prepared for entry-level careers as manicurists, nail technicians, nail artists, or receptionists.*

> *Program graduates are to be competent in the technical areas of manicuring, pedicuring, artificial nail applications, and nail design. Reid State Technical College will accomplish program objectives by providing students with comprehensive technical training in the core area of nail technology. The program is carefully constructed to provide the student with skills and knowledge required for the Alabama Board of Cosmetology licensure examination. The occupational skill preparation should meet the Alabama Board of Cosmetology recognized skill standards. The college will ensure program quality through internal certification of graduate competencies and external licensure of graduates and programs approval by the Alabama Board of Cosmetology.*

> *The philosophy and purpose of the nail technology program is consistent with that of the governing institution.*

The nail technology program prepares students with entry-level skills for employment and preparation for licensure. Students are required to be licensed by the Alabama State Board of Cosmetology prior to employment. The program complies with the requirements of the Alabama State Board of Cosmetology, the Alabama State Board

of Education, and the mission of The Alabama Community College System. The program was developed in response to, and is congruent with, the occupational needs of the service area.

ANALYSIS

A. Admissions/Recruiting

> **1. The institution's admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)**

The institution's admissions policy is published in the *College Catalog*, *Student Handbook*, program brochures, and College website **(Exhibit 2-A-1 (a), (b), (c), (d))**. These publications are distributed to the students during high school recruiting visits. They are displayed in the student services building, public relations office, administration building, and other campus areas. College publications are distributed at orientation, all recruiting activities, in application folders, and by mass direct mailings.

> **2. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See "Vocational English-As-A-Second Language Programs" in the current edition of the Policies and Rules of the Commission.)**

Reid State Technical College does not offer Vocational English-As-A-Second Language Program.

> **3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)**

Reid State Technical College's policy on the transfer of students between programs within the institution and the transfer of students from other institutions is published in the *College Catalog* and *Student Handbook* **(Exhibit 2-A-3 (a), (b))**. The

Alabama State Board of Education Admission Policy #801.01 governs the general admission of transfer students and subsequent principles for transfer of college credit. The Standards of Academic Progress Policy # 714.03 governs the academic standards applying to transfer students **(Exhibit 2-A-3 (c), (d))**.

An applicant who has previously attended another regionally or Council on Occupational Education accredited postsecondary institution will be considered a transfer student and will be required to furnish official transcripts of all work attempted at all said institutions. The College may also require the transfer of student documents required of first-time college students.

A transfer student who meets requirements for admission to a course creditable toward an associate degree is classified as a degree-eligible student. A transfer student who does not meet these requirements is classified as a non-degree-eligible student. A transfer student must have submitted to the College an application for admission and official transcripts from all regionally accredited postsecondary institutions attended. A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale will be admitted on clear academic status. A transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale will be admitted only on academic probation.

An applicant who has been academically suspended from another accredited postsecondary institution may be admitted as a transfer student only after following the appeal process established at the College for native students who have been academically suspended. If the transfer student is admitted upon appeal, the student will enter the institution on academic probation.

> **4. *The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)***

Transfer credit will be awarded for internal and external transfers based on the policy entitled "General Principles for Transfer of Credit" published in the *College Catalog*. A course completed at other accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements. Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous formal training. For students admitted on academic probation, only courses in which they have earned a course grade of C or better will be accepted for transfer. Awarding of transfer credit to fulfill graduation requirements will be based on applicability of the credits to the requirements of the degree sought. Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous formal training. Students may also transfer hours or credit units earned from other accredited schools toward Alabama State Board of Cosmetology licensure requirements upon verification of earned hours **(Exhibit 2-A-4 (a), (b))**.

> **5. *Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)***

Admission requirements offer reasonable expectations for successful completion of the nail technology program. In accordance with requirements of the Alabama State Board of Cosmetology and the Alabama State Board of Education, students may be admitted provided they have completed at least the 10th grade and have been promoted to the 11th grade and pass ability-to-benefit on a federally-approved standardized test

(Exhibit 2-A-5 (a)). The grade requirement is a regulation of the Alabama State Board of Cosmetology **(Exhibit 2-A-5 (b))**.

The College follows a policy for mandatory assessment and placement. Students who are admitted to the College must undergo placement testing to determine their readiness for college-level work **(Exhibit 2-A-5 (c))**. The COMPASS assessment test is administered to all applicants. Students who fail to meet the standard cut scores are strongly advised to take developmental course work to develop academic competencies required for success in the nail technology program. Developmental courses are optional for nail technology students since it is a short certificate program requiring only one semester for completion and contains no academic core courses. These admission policies and procedures are designed to ensure that students succeed in the occupational program and that college resources are dedicated to ensuring their success. An analysis of student grades indicates the admission requirements offer reasonable expectations for successful completion of the nail technology program.

> **6.** ***Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)***

The nail technology program does not award an associate degree.

> **7.** ***An institution that admits students on an "ability to benefit" basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A2)***

For all students admitted on an "ability-to-benefit" basis, the institution has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. Students without a high

school diploma or GED and having completed the 10th grade, with promotion to the 11th grade may be admitted on the ability-to-benefit basis to the nail technology program. The admissions procedures are reflected in the *College Catalog* and *Student Handbook* **(Exhibit 2-A-7 (a), (b))**. This policy is applied uniformly and documentation is maintained in all permanent student files for verification of its application.

Upon completion of the independently administered standardized test (COMPASS), the students' scores are compared to the federally-approved cut scores for Title IV eligibility. Students may be classified as admitted and eligible for Title IV based on the following assessment score: COMPASS: Numerical Skills (25), Reading Skills (62), Writing Skills (32).

The results of the test are recorded by the testing coordinator and forwarded to the admissions office, which then makes a determination of acceptance to the College and notifies the student of the results. A copy of the test results becomes part of the student permanent record **(Exhibit 2-A-7 (c))**.

The registration coordinator is responsible for maintaining permanent records of student progress. Computerized transcripts reflect the student's grades in developmental and college courses and subsequent program completion status **(Exhibit 2-A-7 (d))**. The assistant dean of students, counselor, and testing coordinator periodically analyzes these and other records to determine the effectiveness of the ability-to-benefit admission policies and procedures.   The assistant dean of students, counselor, and testing coordinator review individual progress data as well as comparisons of retention and graduation data for regular admit and ability-to-benefit students.

> **8.** *The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)*

The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program described in such materials. Reid State Technical College's recruiting activities are ethical and are conducted according to standard marketing and recruiting practices. The director of recruitment/placement and retention has overall responsibility for developing and implementing the *Recruitment Plan*. Responsibility for carrying out recruiting activities is spread across the college. All personnel are responsible for distributing materials to locations in their communities and making presentations to local high schools, churches, and vocational centers.

Published materials depict the mission, instructional outcomes, student performance expectations, and completion requirements of each program. The College uses a variety of materials to market programs and services. Colorful brochures, the *College Catalog*, newspaper advertisements, and the College website are employed to inform the college student body and community of program offerings **(Exhibit 2-A-8 (a), (b), (c), (d), (e), (f), (g))**.

> **9.** *Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)*

Students are informed of the nail technology program costs prior to admission in several ways. Complete information about all programs is included in the *College Catalog* **(Exhibit 2-A-9 (a))**. This includes the program philosophy, mission statement, program objectives, costs, admission criteria, certification information, curriculum

outline, course descriptions, and any other pertinent information. The *College Catalog* is distributed actively at all recruiting activities. It is on display at all times in the administration and student services buildings, and all incoming students are provided a copy during the orientation/advising session prior to their first registration. College brochures list the credit hours required for completion of each program **(Exhibit 2-A-9 (b))**.

Program cost sheets are available from student services that detail program costs **(Exhibit 2-A-9 (c))**. The total tuition/fee cost for the nail technology program are as follows **(Exhibit 2-A-9 (d))**:

Tuition & Fees	$2213.12
Books	400.00
Tools & Supplies	375.00
Lab Jacket	20.00

The College's tuition rate per semester hour is $90, plus a $9 per hour facility fee, $9 per hour technology fee, $1 per hour bond fee and a $3 per hour special building fee.

B.   *Programs*

1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)

Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. Reid State Technical College's mission is as follows:

> *Reid State is committed to provide postsecondary education and training to students from diverse backgrounds and abilities on a non-discriminatory basis in order to prepare an effective workforce and to promote economic growth and community stability. In the spirit of scholarship, collaboration, technological specialization, flexible learning opportunities and personal development, the entire college seeks an improved quality of life for all students.*

The nail technology program is congruent with the institutional mission.

Occupational needs of the service area are evaluated through annual reviews of labor market information in order to gauge the continuing necessity and level of demand for each program **(Exhibit 2-B-1 (a), (b))**. Assessment of service area demand for this program is based on labor market statistics, but also upon historical class sizes in elective nail technology courses in the cosmetology curriculum. Analysis of occupational needs of the service area in the future will be based on business and industry visits and program advisory committee reviews **(Exhibit 2-B-1 (c), (d))**.

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2. *The objectives for each educational program are evaluated annually. (Objective 2-B1)*

The nail technology program objectives are evaluated annually. Employer Verification Forms are completed at least every year to ensure that bona fide potential employers have the opportunity to evaluate the program content, objectives, range of remuneration, admission criteria, and curriculum to ensure that desirable, relevant, and current practices are included in each program of study **(Exhibit 2-B-2 (a), (b))**. Program faculty continually review and adjust program objectives as a result of feedback received through business and industry visits and advisory committee meetings **(Exhibit 2-B-2 (c))**.

> **3. Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)**

The nail technology program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry and student evaluation based on the program objectives and content.

Individual program outcome objectives are as follows **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communicates computation and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be able to obtain licensure by the Alabama State Board of Cosmetology.*

4. *Program graduates will be successfully employed in the field.*

5. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed on each course syllabus and support the attainment of broad program outcome objectives **(Exhibit 2-B-3 (b))**.

Objectives are developed and revised in response to the identified needs of business and industry. The faculty maintains close and continuing contact with members of business and industry through periodic visits. Full-time faculty members are required by policy to make at least two business and industry visits per semester **(Exhibit 2-B-3 (c))**.

Students are evaluated based on program content and objectives **(Exhibit 2-B-3 (d))**. Knowledge tests are used in lecture classes, and demonstrations or proficiency exams are used to verify skill competencies. Methods of evaluation and grading are identified in course syllabi. A course notebook, which documents the clearly defined

course objectives and course content relevant to course and program objectives, is available for each course included in the curriculum. Each course notebook includes the syllabus, course outline, course guide, curriculum standard, tests, safety information, lesson plans, student information sheets, and other instructional material **(Exhibit 2-B-3 (e))**.

> **4. A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)**

A systematic process is in place to document that the objectives and content of the nail technology program are regularly updated. The program faculty will conduct an annual review of the program including reviewing program mission objectives, outcomes, syllabi, content, and key performance indicators.

Program objectives and content will also be updated through information obtained from business and industry visits and Employer Verification Forms **(Exhibit 2-B-4 (a), (b), (c))**. The information gained from these sources will enable faculty to be aware of current and emerging trends in the profession and of industry needs.

> **5. At least every two years, three bona fide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)**

At least every two years, three bona fide potential employers will review the nail technology program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion **(Exhibit 2-**

B-5). Employer Verification Forms are filed in the human resources/instructional

services coordinator.

> ### 6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)

Reid State Technical College considers the length and tuition of the nail

technology program in relation to the documented entry-level earnings of completers.

Employer Verification Forms are collected every year in order to document the range of

remuneration a student can reasonably expect to earn upon graduation **(Exhibit 2-B-6**

(a)). The College's tuition is $90 per semester credit hour, **(Exhibit 2-B-6 (b))**. The nail

technology program can be completed in one semester of full-time enrollment or two

semesters of part-time enrollment at an estimated cost of $2,988.12 for tuition, fees,

books and supplies. The verified salary range of licensed nail technicians is $15,500 to

$32,600 annually.

> ### 7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)

Courses required for completion of the program are offered with sufficient

frequency to permit a student to graduate in one semester of full-time enrollment or two

semesters of part-time enrollment as specified in the *College Catalog* **(Exhibit 2-B-7**

(a)). Classes are offered at least once during the specified time frame **(Exhibit 2-B-7**

(b)). Evening courses are offered on demand, and evening enrollment must be sufficient

or the classes may be cancelled. Evening classes are offered in sequence over a two-

semester sequence that permits evening students to graduate in a timely manner. All

students are provided a degree plan upon entry, and advisors use these degree plans to

plan their schedules of classes each semester **(Exhibit 2-B-7(c), (d))**.

> **8. Associate Degree programs offered must meet the following requirements:**
>> **a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.**
>> **b. The program has a minimum of 60 semester hours or 90 quarter hours.**
>> **c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)**

The nail technology program does not offer an associate degree.

> **9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:**
>> **a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.**
>> **b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.**
>> **c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.**
>> **d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.**
>> **e. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)**

The nail technology program offers day classes summer semester only on the

main campus.

> **10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)**

The nail technology program credit hours are measured according to the

requirements set forth by the Alabama State Board of Education and the Alabama State

Board of Cosmetology **(Exhibit 2-B-10 (a), (b))**. A semester hour of theory contains 15

clock hours of lecture, a semester hour of experimental lab contains 30-45 clock hours of

laboratory, and a semester hour of manipulative lab contains 45 clock hours of laboratory

(Exhibit 2-B-10 (c)).

C.   *Instruction*

> **1.   *Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)***

The nail technology curriculum integrates academic and occupational

competencies. The nail technology program is a certificate program of 19 credit hours in

technical coursework. Consequently, academic competencies are developed within the

technical core courses in an applied context **(Exhibit 2-C-1 (a))**. Academic

competencies are also developed in a required Business of Cosmetology course in which

students complete resumes, develop computer skills, and develop interpersonal

workplace skills **(Exhibit 2-C-1 (b))**. Application of workplace competencies in

communication, mathematics, and interpersonal skills that are developed through the

occupational curriculum are identified within the individual course objectives. Students

also to develop proficiency in the technical areas of manicuring, pedicuring, artificial nail

applications, and nail design.

> **2.   *The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)***

The nail technology program includes competency training to develop job

knowledge, job skills, work habits, and attitudes. The program includes specific lab and

theory courses designed to develop job knowledge and job skills. Each course containing

a laboratory component includes a grade for work habits as a percentage of the student's

overall final course grade **(Exhibit 2-C-2 (a), (b))**.   An employability skills course is

included in the curriculum. This course is the culmination of previous work and

emphasizes preparing to search for a job, developing the resume, interviewing, and

attitude **(Exhibit 2-C-2 (c))**.

> **3.   *The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)***

The sequence of instruction required for completion of the nail technology

program is effectively organized in order to maximize the learning of competencies to

success in the occupation **(Exhibit 2-C-3 (a), (b))**.

> **4.   *Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)***

The cosmetology advisory committee assists the department in ensuring that

desirable, relevant, and current practices are included in the nail technology program.

The advisory committee is comprised of at least three members external to the institution,

including a representative for nail technology, meets semi-annually, and documents its

activities in minutes **(Exhibit 2-C-4 (a), (b))**. The committee follows a standard agenda,

plan of work, and format for reporting minutes, and completes an annual checklist of

activities **(Exhibit 2-C-4 (c))**. The annual checklist provides documentation and

verification that committee members have been provided an opportunity to review and

discuss program plans, equipment, job placement, program content, curriculum, and to make necessary recommendations.

> **5. *Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)***

The cosmetology advisory committee division reviews the appropriateness of the type of instruction offered within the cosmetology, nail technology and cosmetology instructor training programs. The advisory committee reviews the program's course offerings and curriculum to ensure that courses relate to the skills necessary for successful completion of the cosmetology, nail technology and cosmetology instructor training programs **(Exhibit 2-C-5 (a), (b))**.

> **6. *Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)***

Job-related safety, health, and fire-prevention are an integral part of instruction in cosmetology. Safety is integrated and demonstrated throughout theory and laboratory exercises. This practice is facilitated through the inclusion of a section on safety in each course notebook **(Exhibit 2-C-6 (a))**. This ensures consistency of safety instruction for day and evening classes. Evacuation plans, fire extinguishers, and emergency procedures are posted in prominent locations throughout all classrooms and labs are included in the course notebooks, and reviewed with students each semester **(Exhibit 2-C-6 (b))**. Courses include safety instruction, particularly those with laboratory components, and safety instruction is documented in course syllabi **(Exhibit 2-C-6 (c)**.

The College has a standing safety committee that is charged with coordinating an effective safety program that ensures a safe environment for training. This includes

regular inspections of shop and classroom areas, reviewing referrals of safety concerns, and making recommendations for suitable corrections. The *Safety Manual* was developed to address the use of various program specific equipment. A copy of the *Safety Manual* is on file in the nail technology program area and is available to students **(Exhibit 2-C-6 (d))**. A nail technology program safety committee is comprised of students, meets regularly, and documents committee activities in minutes that are maintained on file in the office of the assistant director of admissions and records and program faculty **(Exhibit 2-C-6 (e), (f), (g))**.

> **7.** ***To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)***

To develop skill proficiency, sufficient practice is provided with equipment similar to that currently in use in the occupation. The nail technology program at Reid State is designed to prepare students with entry-level occupational skills. Laboratory instruction includes practice on industry-standard lab equipment to develop skill proficiency **(Exhibit 2-C-7 (a))**. Students are required to perform lab services on each other and on clients in order to gain necessary occupational competencies. Salon tables, mannequin hands, airbrush equipment, and industry standard supplies are used to develop skill proficiency and to prepare students for State Board licensure. Documentation that equipment meets industry standards is maintained through business and industry visits and advisory committee meetings **(Exhibit 2-C-7 (b), (c))**. An inventory of equipment is conducted annually, and records are maintained in the business office **(Exhibit 2-C-7 (d))**. Faculty have adequate budgets to update equipment annually as needed.

> **8. All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)**

Instruction in the nail technology program is effectively organized. A course notebook is available for each course. The course notebooks contain course outlines, course guides, curriculum standards, course syllabi, instructional materials, tests, safety handouts, student information sheets, lesson plans, and other instructional materials needed to teach the course **(Exhibit 2-C-8)**. This notebook system has proven useful to program instructors and ensures consistency of instruction between day and evening faculty.

> **9. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)**

The College has a systematic and objective method for evaluating student achievement based on identified occupational competencies. Course syllabi detail the objectives for each course in nail technology. Evaluation in each theory or laboratory course is based on achievement of overall objectives. Evaluation methods are identified in the course syllabus, which is distributed to every student at the first class meeting **(Exhibit 2-C-9 (a))**. College grading policies are published in the *Student Handbook* which is available to students prior to admission and is also distributed to and reviewed with all students during orientation **(Exhibit 2-C-9 (b))**.

Knowledge tests are utilized to evaluate performance in lecture classes, and demonstrations or proficiency exams are used to evaluate skill proficiency in lab classes **(Exhibit 2-C-9 (c))**. Students are required to complete 600 credit unit hours of specific nail technology services in order to complete the nail technology program and be eligible to sit for the State Board licensure exam. A record of these services is maintained for

each student by program faculty and submitted to the Alabama State Board of

Cosmetology when the student applies for the licensure exam. The course grade is

calculated according to the identified method and posted on-line to the grade reporting

module **(Exhibit 2-C-9 (d))**.

> 10.   *Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)*
> 11. *The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)*
> 12. *All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)*

The nail technology program does not require a work-based activity.

CHALLENGES AND PROPOSED SOLUTIONS

Any new instructional program requires nurturing over a period of time to

develop quality and successful program outcomes. This program's potential is

strengthened by having the benefit of experience of full-time cosmetology faculty.

Faculty are challenged to ensure learning experiences are meaningful, relevant and

directly associated with course objectives. Faculty have successfully met this challenge

as indicated by the licensure rates. A major challenge is the consistent attendance of the

advisory committee members.

SUMMARY

Instruction is effectively organized as evidenced by course outlines, lesson plans,

syllabi, instructional materials, course standards, curriculum guides, and competency

tests.

The nail technology program has a functional advisory committee, and faculty rely on information obtained through documented business and industry visits to modify program content and objectives as needed.

The nail technology program has a published mission and objectives, and admission policies and program cost information that are made available to students prior to admission.

Standard Two

Nail Technology Exhibits

Admissions

2-A-1(a)	College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)	College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)	Program Brochure
2-A-1(d)	College Website
2-A-2	Non-Applicable
2-A-3(a)	College Transfer Policy, *College Catalog*, p.26
2-A-3(b)	College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)	State Board of Education Policy 801.01
2-A-3(d)	State Board of Education Policy 714.03
2-A-4(a)	College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)	College Transfer of Credits Policy, *Student Handbook,* p. 76
2-A-5(a)	College Admission Policy, *College Catalog,* pp. 21-33
2-A-5(b)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)	Placement Testing Policy, *College Catalog,* p. 32
2-A-6	Non-Applicable
2-A-7(a)	Ability-to-Benefit Policy, *College Catalog, pp.* 23, 26, 33
2-A-7(b)	Ability-to-Benefit Policy, *Student Handbook, pp.*74
2-A-7(c)	Assessment Results for Ability-to-Benefit
2-A-7(d)	Student Transcript for Ability-to-Benefit
2-A-8(a)	Recruitment Plan
2-A-8(b)	*College Catalog,* p. 103-105
2-A-8(c)	Brochure
2-A-8(d)	Admission Packet
2-A-8(e)	Schedule
2-A-8(f)	Advertising Scrapbook
2-A-8(g)	Reid State Technical College website www.rstc.edu
2-A-9(a)	*College Catalog, p. 103-105*
2-A-9(b)	Brochure
2-A-9(c)	Tuition Rates, *College Catalog and Student Handbook*, p. 64
2-A-9(d)	Program Cost Sheet

Programs

2-B-1(a)	*Alabama Occupational Trends* for 2016

2-B-1(b)	*Occupational Outlook Handbook*
2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog,* p. 103
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum, *College Catalog,* p. 105
2-B-7(d)	Schedule
2-B-8	Non-Applicable
2-B-9	Non-Applicable
2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart
2-B-10(c)	Program Degree Requirements, *College Catalog,* p. 105

Instruction

2-C-1(a)	Program Curriculum, *College Catalog,* p. 105
2-C-1(b)	COS119 Business of Cosmetology Syllabus
2-C-2(a)	Lab Course Syllabus
2-C-2(b)	Theory Course Syllabus
2-C-2(c)	Work Habits Check Sheets
2-C-3(a)	Degree Plan
2-C-3(b)	Program Curriculum, *College Catalog*, p. 105
2-C-4(a)	Advisory Committee Membership List

2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist
2-C-5(a)	Employer Verification Forms
2-C-5(b)	Advisory Committee Guidelines Annual Checklist
2-C-6(a)	Course Notebook (See 2-B-3)
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	Safety Committee Minutes
2-C-6(e)	*Safety Manual*
2-C-6(f)	Safety Module
2-C-6(g)	Safety Pictures
2-C-7(a)	Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory
2-C-8	Course Notebook (See 2-B-3)
2-C-9(a)	Syllabus
2-C-9(b)	Tests
2-C-9(c)	Student Transcript
2-C-9(d)	College Grading Policy, *Student Handbook*, p. 86
2-C-10	Non-Applicable
2-C-11	Non-Applicable
2-C-12	Non-Applicable

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Nail Technology		CIP Code	12.0401

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

**Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):**

TOTAL CLOCK HOURS:	465	TOTAL SEMESTER CREDIT HOURS:	19	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Clock		Credit	Clock	Credit	Clock	Credit	Clock	Credit
					Classroom	Distance Ed.							
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
COS 152 – Nail Care Application	X (Lab)		X		0	0	0	90	3	0	0	90	3
COS119 –Business and Cosmetology	X		X		45	0	3	0	0	0	0	45	3
COS167 – State Board Review	X		X		15	0	1	60	2	0	0	75	3
COS151 –Nail Care	X		X		15	0	1	60	2	0	0	75	3
COS 153 – Nail Art	X		X		15	0	1	60	2	0	0	75	3
COS 154 Nail Art Applications	X (Lab)		X		0	0	0	90	3	0	0	90	3
TOTAL ALL COLUMNS	X		X		105	0	7	360	12	0	0	465	19

GRAND TOTALS

Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution Reid State Technical College	
Address P O Box 588	**City/State/Zip** Evergreen, AL 36401
Name of Program Nail Technology	
Model(s) of Delivery of Program ☒ 100% Traditional ☐ Hybrid ☐ Distance Education	

This program is (check one):

___X___ An Existing Program _____ A New Program _____ A Substantially Revised Program

The length of program in:

_____Clock Hours _____19___ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 2,988.12_____

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the Nail Technology_____program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☒ **100% Traditional** ☐**Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.

EMPLOYER #1:

Name: Pam Kilpatrick	Title: Owner / operator
Company Name: Pam's Creative Styles	Phone Number: 334-376-2423
Address: 2465 Palmer Av	City/State/Zip: Georgiana al 36033

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 12,000 annually to $ 30,000 annually.

Signature: Pam Kilpatrick   Date: 9/20/2010

EMPLOYER #2

Name: Ida Faye	Title: Owner / Stylist
Company Name: Fancy Hair Cty. Salon	Phone Number: 368-8550
Address: 200 Capper ave	City/State/Zip: Atmore, al 36502

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 22,000 annually to $ 50,000 annually.

Signature: Ida Faye   Date: 9/20/10

EMPLOYER #3

Name: Diane F. Shipper	Title: Owner / Stylist
Company Name: Advanced Appearances	Phone Number: (251) 578-4446
Address: 510 Liberty Hill	City/State/Zip: Evergreen, AL 36401

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 28,500 annually to $45,000 annually.

Signature: Diane F Shipper   Date: Sept 20, 2010

STANDARD TWO

NURSING ASSISTANT/HOME HEALTH AIDE

INTRODUCTION

The nursing assistant/home health aide program committee was responsible for

evaluating all documents and instructional practices to determine compliance with

standard two criteria. The nursing assistant/home health aide program has undergone

numerous changes. Such changes include revised curricula, reduced program length, and

content revisions.

The program prepares students with entry-level skills. The one semester

certificate program emphasizes care of residents in a long-term facility and in the home.

A certificate is awarded upon completion of 16 semester hours. The program's

comprehensive mission is stated in the *College Catalog* as follows:

> *The purpose of the nursing assistant/home health aide program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment.*
>
> *The certificate program is intended to produce graduates who are prepared for entry-level employment as nursing aides, certified nursing assistants (CNAs), long-term care nursing assistants, and home health aides. Program graduates are to be competent in the technical areas of patient care in long-term care facilities and in home settings.*
>
> *Reid State Technical College will accomplish program objectives by providing students with technical training in the core area of nursing assistant and home health care. The occupational skill preparation should meet the OBRA and the Foundation for Hospice and Home Care recognized skill standards.*
>
> *The college will ensure program quality through internal certification of graduate competencies, external certification of graduates and program accreditation by the Foundation for Hospice and Home Care.*
>
> *The philosophy and purpose of the nursing assistant/home health aide program is consistent with that of the governing institution.*

The program's mission and goals are accomplished through professional instruction, eager students, excellent curricula, utilization of occupational advisory committee, and business and industry visits to ensure currency and relevancy of program content.

ANALYSIS

A.   Admissions/Recruiting

> **1. The institution's admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)**

The institution's admission policies are published in the *College Catalog*, *Student Handbook,* website, and program brochures **(Exhibit 2-A-1 (a), (b), (c), (d))**. Copies of the *College Catalog* are distributed to high schools in the College's service area and many other locations. The *College Catalog*, *Student Handbook,* and program brochures are on display at all times in the administration and student services buildings. All students are provided a copy of the *College Catalog* during orientation, at which time college policies and procedures are reviewed in detail.

> **2.   For all students admitted to a Vocational English-As-A-Second Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See "Vocational English-As-A-Second-Language Programs" in the current edition of the Policies and Rules of the Commission.)**

Reid State Technical College does not offer Vocational English-As-A-Second Language Program.

The institution clearly defines and publishes a policy on the transfer of students between programs within the institution, and the transfer of students from other institutions. The College's transfer policy is promulgated by the Alabama State Board of Education and is printed in the *College Catalog* and *Student Handbook* **(Exhibit 2-A-3 (a), (b), (c), (d))**.

An applicant who has previously attended another duly accredited postsecondary institution will be considered a transfer student and is required to furnish official transcripts of all work attempted at all said institutions. The College also requires the transfer of student documents required of first-time college students.

A transfer student who meets requirements for admission to a course creditable toward an associate degree is classified as a degree-eligible student. A transfer student who does not meet these requirements is classified as a non-degree-eligible student. A transfer student must have submitted to the College an application for admission and official transcript from all duly accredited postsecondary institutions attended and as designated by the College, any other documents required for first time college students.

A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale will be admitted on clear academic status. A transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale will be admitted only on academic probation. An applicant who has been academically suspended from another duly accredited postsecondary institution may be admitted as a transfer student only after following the appeal process established

at the College for native students who have been academically suspended. If the transfer

student is admitted upon appeal, the student will enter the institution on academic

probation.

> **4. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)**

Transfer credit is awarded for internal and external transfers based on the

published "General Principles for Transfer of Credit" in the *College Catalog*. A course

completed at other accredited postsecondary institutions with a passing grade is accepted

for transfer as potentially creditable toward graduation requirements. Credit may be

extended based on a comprehensive evaluation of demonstrated and documented

competencies and previous formal training For students admitted on academic probation,

only courses in which they have earned a course grade of C or better will be accepted for

transfer. Awarding of transfer credit to fulfill graduation requirements will be based on

applicability of the credits to the requirements of the degree sought **(Exhibit 2-A-4 (a),

(b))**.

> **5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)**

Admission requirements offer reasonable expectations for successful completion

of the nursing assistant/home health aide program. Applicants of the nursing

assistant/home health aide program must complete the application procedures and be at

least 16 years of age and score at acceptable levels on the standardized placement test.

Students who score below the requisite cut scores for program entry are required to enroll

in developmental courses to begin developing the academic competencies required for

success in college-level courses. While a high school diploma or GED is the preferred

entry requirement, applicants who did not receive a high school diploma or GED may be

admitted upon demonstration of ability-to-benefit on a standardized, federally approved,

entrance test **(Exhibit 2-A-5 (a), (b))**. These policies are designed to ensure that students

can be successful in completing the program. These requirements offer reasonable

expectations for student success in view of the program content, competencies to be

mastered, and expectations of area employers **(Exhibit 2-A-5 (c))**.

> *6. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)*

The nursing assistant/home health aide program does not offer an associate

degree.

> *7. An institution that admits students on an "ability to benefit" basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A2)*

For all students admitted on an ability-to-benefit basis, the institution has written

admissions procedures, applies these uniformly, provides documented evidence on how

they are used, maintains records on student progress, and regularly evaluates the

effectiveness of the procedures used in admitting these students. Students without a high

school diploma or GED may be admitted on the ability-to-benefit basis to the nursing

assistant/home health aide program. The admission procedures are reflected in the

College Catalog and *Student Handbook* **(Exhibit 2-A-7 (a), (b))**. This policy is applied

uniformly and documentation is maintained in all permanent student files for verification

of its application **(Exhibit 2-A-7 (c))**.

Upon completion of the testing coordinator standardized test (COMPASS), the students' scores are compared to federally-approved cut scores for Title IV eligibility. In order for students to qualify for admission and Title IV funds the following scores are required: COMPASS: Pre-algebra/Numerical (25), Reading (62), Writing (32).

The results of the test are recorded by the independent test administrator and forwarded to the admissions office, which then makes a determination of acceptance to the College and notifies the student of the results. A copy of the test results becomes part of the student's permanent record.

The registration services coordinator is responsible for maintaining permanent records of students' progress. Computerized transcripts reflect each student's grades in developmental and College courses and subsequent program completion status **(Exhibit 2-A-7 (d))**. The assistant dean of students, counselor, and testing coordinator review individual progress data as well as comparisons of retention and graduation data for regular admit and ability-to-benefit students.

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8. ***The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)***

Reid State Technical College's recruiting activities are ethical and are conducted according to standard marketing and recruiting practices. The director of recruiting/placement and retention is directly responsible for developing and implementing the *Recruitment Plan*. Responsibility for recruiting activities is spread across the College. All personnel are responsible for distributing materials to locations in their communities and making presentations to local high schools, churches, and vocational centers.

Published material depict the mission, instructional outcomes, student performance expectations, and completion requirements of each program. The College uses a variety of materials to market programs and services: colorful brochures, the *College Catalog*, *Student Handbook*, newspaper advertisements, and website are utilized to inform the student body and community of program offerings **(Exhibit 2-A-8 (a), (b), (c), (d), (e), (f), (g))**. The associate dean of community and workforce development/public relations and marketing maintains a permanent scrapbook of newspaper advertisements for a historical record.

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9.   Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)

Students are informed of nursing assistant/home health aide program costs prior to admission in several ways. Information about the nursing assistant/home health aide program is published in the *College Catalog*. This includes the program philosophy, mission statement, program objectives, program costs, tuition rates, admission criteria, certification information, curriculum outline, course descriptions, and any other pertinent information. The *College Catalog* is distributed at all recruiting activities. It is on display at all times in administration and student services buildings, and all incoming students are provided a copy at the orientation/advising session prior to their first registration **(Exhibit 2-A-9 (a))**. College brochures list the credit hours required for completion of each program **(Exhibit 2-A-9 (b))**.

A program cost sheet is available to all students in the student services building **(Exhibit 2-A-9 (c))**. The total tuition/fee cost for the nursing assistant/home health aide program follows **(Exhibit 2-A-9 (d))**:

Required Fees

Tuition	$ 1440.00
Insurance	5.12
Fees	352.00
Liability Insurance	15.00
Diploma Fee	15.00
Drug Testing/Background Checks	95.00
State Board Fee	$ 100.00
Physical	$ 100.00
Total Fees	$ 2042.12

Required Tools/Supplies

Nursing assistant/home health aide:
Nursing Shoes
Watch
2-Uniforms
Nursing Kit

Total Tools/Supplies	$300.00

Required Books

Total Books	$ 250.00

Estimated Total Amount   **$2672.12**

The College's tuition rate per semester hour is $90 (Exhibit 2-A-9 (d)).

B.   Programs

> *1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)*

Reid State Technical College's mission is as follows:

Reid State is committed to provide postsecondary education and training to students from diverse backgrounds and abilities on a non-discriminatory basis in order to prepare an effective workforce and to promote economic growth and community stability. In the spirit of scholarship, collaboration, technological specialization, flexible learning opportunities and personal development, the entire college seeks an improved quality of life for all students.

The nursing assistant/home health aide is congruent with the institutional mission and

with the occupational needs of the people served by Reid State Technical College.

Occupational needs of the service area are evaluated through annual reviews of labor market information in order to gauge the continuing necessity and level of demand for each program **(Exhibit 2-B-1 (a), (b))**. Feedback business and industry visits and the program advisory committee provide valuable information that assists the institution in ensuring that the nursing assistant/home health aide program continues to be congruent with the institutional mission and the needs of the community **(Exhibit 2-B-1 (c), (d))**.

2. *The objectives for each educational program are evaluated annually.*
   (Objective 2-B1)

The nursing assistant/home health aide program objectives are evaluated continuously. The advisory committee is used to evaluate program objectives. The nursing assistant/home health aide advisory committee is active and meets twice annually. The advisory committee conducts an annual review of the program's mission, program content, and program objectives and recommends improvements in curriculum, instructional methods, equipment, and supplies. Minutes are available to document advisory committee activities **(Exhibit 2-B-2 (a))**.

Employers periodically review program objectives. Employer Verification Forms are completed every year to ensure that bona fide potential employers have the opportunity to evaluate the program content, objectives, range of remuneration, admissions criteria, and curriculum to ensure that desirable, relevant, and current practices are included in the program of study **(Exhibit 2-B-2 (b))**. Information obtained from Employer Verification Forms are utilized to ensure that relevant and current practices are included in the instructional program.

Faculty reviews and adjusts program objectives as a result of feedback received through business and industry visits. The nursing assistant/home health aide faculty

makes two required industry visits per semester **(Exhibit 2-B-2(c))**. A copy is maintained by faculty.

> ***3. Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)***

The nursing assistant/home health aide program at Reid State Technical College has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content.

Program outcome objectives are **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communication, computation, and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be able to obtain certification through the Nurse Aide Competency Evaluation Services (NACES).*

4. *Program graduates will be successfully employed in the field.*

5. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed in the individual course syllabi, course guides, and curriculum standards and support attainment of broad program outcome objectives **(Exhibit 2-B-3 (b))**.

Business and industry visits are conducted regularly to ensure that current needs of business and industry are considered when defining program content **(Exhibit 2-B-3 (c))**. Faculty also utilizes information gained from their participation in professional associations to review and adjust program objectives. Students' attainment of learning objectives in the nursing assistant/home health

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aide program is determined through regular evaluation methods. Knowledge tests are given in theory classes, and demonstration or proficiency exams are utilized to document competency attainment in laboratory courses **(Exhibit 2-B-3 (d))**.

All programs are required to maintain course notebooks for each course in the curriculum. Each course notebook includes the course guide, curriculum standard, syllabus, course outline, handouts and audiovisual materials, sample tests, safety information, student information sheets, and other instructional material. This process ensures the standardization of content for each course **(Exhibit 2-B-3 (e))**.

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4. A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)

A systematic process is established to document that the nursing assistant/home health aide program objectives and content are regularly updated. Information is obtained from advisory committee meetings, informal contact with alumni, Employer Verification Forms, business and industry visits, and participation in professional organizations **(Exhibit 2-B-4 (a), (b), (c))**. The information gained through these resources enables faculty to stay abreast of industry trends.

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5. At least every two years, three bona fide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

At least every two years, three bona fide potential employers of the nursing assistant/home health aide program graduates review the educational program and recommend admission requirements, program content, program length, program

objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion **(Exhibit 2-B-5)**.

> **6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)**

The length of the program is one semester (15 weeks). This time frame offers a potential graduate the opportunity to obtain employment quickly. Tuition is set according to the guidelines of the Alabama State Board of Education. Reid State Technical College's tuition is $90 per semester hour. Total tuition for the 16 credit hour, one semester program is $1440.00. The total for fees associated with the program is $352. According to the Employer Verification Forms completed in 2010, graduates can reasonably expect to earn approximately $8.00 -$9.00 per hour at an entry level position **(Exhibit 2-B-6 (a), (b))**.

> **7. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)**

Courses required for the nursing assistant/home health aide program are offered in the spring and fall semesters. New students can enter in the fall or spring semester and complete the program in one semester. The length of the program is documented and advertised in the *College Catalog* and program brochures **(Exhibit 2-B-7 (a), (b), (c), (d))**.

> *8. Associate Degree programs offered must meet the following requirements:*
>> *a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.*
>> *b. The program has a minimum of 60 semester hours or 90 quarter hours.*
>> *c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)*

The nursing assistant/home health aide program does not offer an associate

degree.

> *9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:*
>> *a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.*
>> *b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.*
>> *c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.*
>> *d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.*
>> *e. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)*

The nursing assistant/home health aide program offers day classes on the

extended campus site at the Workforce Development Center, 300 Jaguar Road,

Evergreen, Alabama. The program is qualitatively and quantitatively consistent

regardless of time of delivery.   The nursing assistant/home health aide classes are

approved and administered under established institutional policies and procedures and are

supervised by the associate dean of instructional programs and division chair who are

part of the institutional organization **(Exhibit 2-B-9 (a))**. The associate dean of

instructional programs, division chairs, and faculty are responsible for program planning.

Evaluation of faculty, whether adjunct or full-time, is conducted in accordance

with College policies published in the *College Policy Manual*. Program evaluation,

including data on student enrollment and outcomes, analyzes data on students and does

not distinguish between time of course delivery **(Exhibit 2-B-9 (b))**.

Student academic and financial records are maintained by the College's

registration services coordinator and director of financial aid at the main campus.

Permanent instructor roll books are stored by the human resources/instructional services

coordinator **(Exhibit 2-B-9 (c))**. The nursing assistant/home health aide program is not

distinguished from programs offered on the main campus **(Exhibit 2-B-9 (d))**.

Opportunities are provided for timely and meaningful interactions among faculty and

students **(Exhibit 2-B-9 (e))**.

> **10. A credit hour is equivalent to a minimum of each of the following: one**
> **semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or**
> **45 clock hours of work-based activities; or one quarter credit for 10 clock**
> **hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-**
> **based activities. (Objective 2-B-7)**

The semester credit hours assigned to each course in the nursing assistant/home

health aide program are assigned to the policies of the Alabama Board of Education

(Exhibit 2-B-10 (a)). A semester hour of theory contains 15 clock hours of lecture, a

semester hour of demonstration lab contains 45 clock hours of laboratory, a semester

hour of manipulative lab contains 45 clock hours of laboratory **(Exhibit 2-B-10 (b), (c))**.

C.   Instruction

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1.   Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)

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Academic competencies and occupational skills are integrated throughout the nursing assistant/home health aide program. The program is one semester and math and English are not a part of the curriculum. The college has integrated communication and mathematical skills within the occupational curriculum. Academic skills are developed in applied contexts. For example, students are required to apply mathematical skills to the computation of intake and output and measuring height and weight. Students are required to apply oral and written communication skills in communicating with clients and co-workers and in maintaining client records. The development and application of these workplace competencies are demonstrated on course syllabi **(Exhibit 2-C-1 (a), (b))**.

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2.   The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)

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Occupational skill development is the primary emphasis of the nursing assistant/home health aide program. The program contains theory classes designed to introduce students to the practical knowledge they must have while developing the related occupational skills. Laboratory and clinical practice provide students with sufficient opportunity to develop and master occupational skills required for success. The nursing assistant/home health aide program provides training in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. The nursing assistant/home health aide program is designed to prepare students with entry-level occupational skills. Extensive theory and laboratory instruction are designed to develop and refine job knowledge, job skills, work habits, and attitudes

(Exhibit 2-C-2 (a), (b), (c)). An essential component of the nursing assistant/home health

aide program is the instruction in work habits and work ethics. Each course containing a

laboratory component includes an evaluation work ethics as a portion of the student's

clinical component.

> 3. *The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)*

The sequence of instruction required for completion of the nursing assistant/home

health aide program is effectively organized in order to maximize the learning of

competencies essential to success in the occupation **(Exhibit 2-C-3 (a), (b))**.

> 4. *Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)*

An advisory committee for the health careers division includes the nursing

assistant/home health aide program. The health careers division advisory committee

ensures that desirable, relevant, and current practices are included in the program

(Exhibit 2-C-4 (a), (b)). Committee membership is comprised of health care

representatives from each program represented in the division. A majority of the

members are present for the meetings. Advisory committee guidelines ensure that

advisory committees meet at appointed times throughout the year, follow a standard

agenda and plan of work, and complete an annual checklist of activities **(Exhibit 2-C-4 (c))**.

> **5. *Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)***

The annual checklist provides documentation that committee members have had an opportunity to review and discuss program plans, equipment, job placement, facilities, program content, curriculum, and to make necessary recommendations **(Exhibit 2-C-5 (a), (b))**.

> **6. *Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)***

Job-related health, safety, and fire prevention are an integral part of instruction in the nursing assistant/home health aide program. Safety is integrated throughout the curriculum, and a section on safety is included in each course notebook **(Exhibit 2-C-6 (a))**. This ensures consistency of safety instruction in all courses. Evacuation plans and emergency procedures are posted in prominent locations, included in course notebooks, and reviewed with students each semester **(Exhibit 2-C-6 (b))**. Courses include safety instruction, particularly those with laboratory components. Safety instruction is documented in course syllabi **(Exhibit 2-C-6 (c))**.

The College has a standing safety committee that is charged with coordinating an effective safety program that ensures a safe environment for training. This includes regular inspections of laboratory and classroom areas, reviewing referrals of safety concerns, and making recommendations for suitable corrections. The College has a *Safety Manual* that was developed to address the use of various program equipment. A copy of

the *Safety Manual* is on file in each program area and reviewed with students each

semester **(Exhibit 2-C-6 (d))**. The nursing assistant/home health aide program safety

committee is comprised of students and meets regularly to increase awareness of safety

issues. This program committee meets regularly and documents their activities in minutes

that are maintained on file in the office of the assistant director of admission and records

and program faculty **(Exhibit 2-C-6 (e), (f))**.

> **7. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)**

The nursing assistant/home health aide program has a fully equipped lab. Ample

time for laboratory practice is included in each course **(Exhibit 2-C-7 (a))**. Students

have access to standard industry equipment.

Documentation that equipment meets industry standards is maintained through

business and industry visits and advisory committee meetings **(Exhibit 2-C-7 (b), (c))**.

The faculty has adequate budgets to update equipment annually as needed. An inventory

of instructional equipment is conducted annually and computerized records are

maintained by the business office **(Exhibit 2-C-7 (d))**.

> **8. All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)**

Instruction in classrooms, shops, and laboratories are effectively organized as

evidenced by course outlines, lesson plans, competency tests, and/or instructional

materials, as found in the course programs. A course notebook is maintained for each

course taught in the nursing assistant/home health aide program. Course notebooks

contain course outlines, course guides, curriculum standards, course syllabi, instructional

materials, tests, safety handouts, student information sheets, lesson plans, and other

instructional materials **(Exhibit 2-C-8)**. This notebook system has proven useful to

program instructors and ensures consistency of instruction.

> **9.** ***The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)***

The College has a systematic and objective method for evaluating student

achievement based on identified occupational competencies. Course syllabi detail the

objectives for each course. Evaluation in each theory or laboratory course is based on

achievement of overall objectives. Evaluation methods are identified in the course

syllabus, which is distributed to every student at the first class meeting **(Exhibit 2-C-9**

(a)). Knowledge tests are used to evaluate performance in lecture classes, and

demonstrations or proficiency exams are used to evaluate skill proficiency in lab classes

(Exhibit 2-C-9 (b)). Students must complete specific tasks in order to receive

equivalency certificates from the Foundation for Hospice and Home Care, The American

Heart Association, and The National Safety Council.

The course grade is calculated according to the identified method, and posted to

the on-line grading module **(Exhibit 2-C-9 (c))**. College grading policies are published in

the *Student Handbook* that is available to students prior to admission, but is also

distributed to and reviewed with all students at orientation **(Exhibit 2-C-9(d))**.

> 10. *Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)*
> 11. *The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)*
> 12. *All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)*

The nursing assistant/home health aide program does not require a work-based activity.

CHALLENGES AND PROPOSED SOLUTIONS

The nursing assistant/home health aide program committee determined that the program complies with standard two criteria. Integration of academic competencies into the program is an identified challenge. Nursing assistant/home health aide is a one semester program. Separate math and English courses are not part of the curriculum, and this group of students as a whole requires greater emphasis on the development of communication and computation skills. The College proposes addressing the challenge in a variety of ways. The first is to increase the level of preparedness of students upon entry of the program. This is to be accomplished through placement testing to assess student ability in math, writing skills, and reading skills. Students who demonstrate basic skill deficiencies are encouraged to enroll in prerequisite developmental courses to develop academic competencies. The second method is to identify on course syllabi the communication and computation skills that are needed.

Academic competencies are integrated in the instructional program by modular instruction designed to develop the student's ability to apply math and communication

skills. Students will be required to complete a letter of application, resume, and employment application using proper grammar, vocabulary, and spelling.

While the cost of the program remains challenging, students may receive other methods of financial assistance along with the Title IV Federal Aid Programs. These may include but are not limited to Leadership Scholarships and Academic Scholarships. The student must first meet eligibility requirements according to *The Reid State Technical College Catalog.* Another challenge is the attrition rate that varies from semester to semester. Students leave the program of study for various reasons: lack of funds, lack of day care, or lack of transportation. There is a great demand for certified nursing assistants, especially in the nursing home and the home health environment. Some of the students have secured jobs before their graduation date. The high demand for the nursing assistant helps to justify the cost of the program. A solution for the rising cost of college fees is to provide the student with an itemized total cost analysis of the program. Any student who needed financial assistance and qualify for assistance according to the *College Catalog* will be referred to the director of financial aid.

SUMMARY

Reid State Technical College offers a one semester nursing assistant/home health aide program dedicated to providing quality education and training to prepare students for entry-level employment. Cooperation from community, industry, students and faculty provide a system that ensures this program's ability to achieve its goals.

The College relies upon appropriately credentialed faculty, advisory committees, employers, resource personnel, and industry standard equipment and curricula to ensure that the nursing assistant/home health aide program provides quality educational

opportunities that produce graduates who are prepared for entry-level employment as nursing aides, certified nursing assistants, long-term care nursing assistants, and home health aides. The nursing assistant/home health aide program provides opportunities for students to obtain exposure to and appreciation of the dynamics of the industry. The program is designed to meet the requirements of the State Board of Education, Reid State Technical College and industry standards.

The nursing assistant/home health aide program has a published statement and program objectives that are evaluated continuously and are publicly available. The instructional program is effectively organized as evidenced by course outlines, lesson plans, syllabi, instructional materials, tests, course standards, and curriculum guides.

The nursing assistant/home health aide program has an active advisory committee that documents activities and recommendations of semi-annual meetings. Faculty solicit advice and recommendations from resource personnel through regular business and industry visits, professional associations, Employer Verifications Forms, and advisory committees.

The nursing assistant/home health aide program outcomes substantiate a strong program that emphasizes the attainment of entry-level skills, including academic and occupational skill development. Program faculty continually avail themselves of professional development opportunities to maintain and update their professional and teaching skills.

Standard Two

Nursing Assistant/Home Health Aide Exhibits

Admissions

2-A-1(a)	College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)	College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)	Program Brochure
2-A-1(d)	College Website
2-A-2	Non-Applicable
2-A-3(a)	College Transfer Policy, *College Catalog*, p.26
2-A-3(b)	College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)	State Board of Education Policy 801.01
2-A-3(d)	State Board of Education Policy 714.03
2-A-4(a)	College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)	College Transfer of Credits Policy, *Student Handbook,* p. 76
2-A-5(a)	College Admission Policy, *College Catalog,* pp. 21-33
2-A-5(b)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)	Placement Testing Policy, *College Catalog,* p. 32
2-A-6	Non-Applicable
2-A-7(a)	Ability-to-Benefit Policy, *College Catalog, pp.* 23, 26, 33
2-A-7(b)	Ability-to-Benefit Policy, *Student Handbook, pp.*74
2-A-7(c)	Assessment Results for Ability-to-Benefit
2-A-7(d)	Student Transcript for Ability-to-Benefit
2-A-8(a)	Recruitment Plan
2-A-8(b)	*College Catalog,* p. 106-109
2-A-8(c)	Brochure
2-A-8(d)	Admission Packet
2-A-8(e)	Schedule
2-A-8(f)	Advertising Scrapbook
2-A-8(g)	Reid State Technical College website www.rstc.edu
2-A-9(a)	*College Catalog, p. 106-109*
2-A-9(b)	Brochure
2-A-9(c)	Program Cost Sheet
2-A-9(d)	Tuition Rates, *College Catalog and Student Handbook*, p. 64

Programs

2-B-1(a)	*Alabama Occupational Trends* for 2016
2-B-1(b)	*Occupational Outlook Handbook*
2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog,* p. 107
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum, *College Catalog,* p. 109
2-B-7(d)	Program Brochure
2-B-8	Non-Applicable
2-B-9(a)	Organizational Chart
	Organizational Policy, *College Policy Manual,* p. 11-14
2-B-9(b)	Faculty Evaluation Policy, *College Policy Manual*, p. 21
	Organizational Policy, *College Policy Manual,* p. 11-14
2-B-9(c)	*Student Handbook*, p. 14
2-B-9(d)	Program, *College Catalog* p.92
	Brochure
	College Tuition Policy, *College Catalog,* pp. 43-44
	College Tuition Policy, *Student Handbook*, p. 62-64
	College Refund Policy, *College Catalog,* pp. 44-45
	College Refund Policy, *Student Handbook*, p. 64-65
	College Admission Policy, *College Catalog*, pp. 21-32
	College Admission Policy, *Student Handbook, pp. 67-77*
	Reid State Technical College Website – www.rstc.edu

2-B-9(e)	Office Schedule
	Syllabus
	College Assembly Minutes
	Division Minutes
	College Activities Flyers

2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart
2-B-10(c)	Program Degree Requirements, *College Catalog,* p. 109

Instruction

| 2-C-1(a) | Program Curriculum, *College Catalog,* p. 109 |
| 2-C-1(b) | Syllabus |

2-C-2(a)	Lab Course Syllabus
2-C-2(b)	Theory Course Syllabus
2-C-2(c)	Work Habits Check Sheets

| 2-C-3(a) | Degree Plan |
| 2-C-3(b) | Program Curriculum, *College Catalog*, p. 109 |

2-C-4(a)	Advisory Committee Membership List
2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist

| 2-C-5(a) | Employer Verification Forms |
| 2-C-5(b) | Advisory Committee Guidelines Annual Checklist |

2-C-6(a)	Course Notebook (See 2-B-3)
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	*Safety Manual*
2-C-6(e)	Safety Committee Minutes
2-C-6(f)	Safety Pictures

2-C-7(a)	Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory

| 2-C-8 | Course Notebook (See 2-B-3) |

2-C-9(a)	Syllabus
2-C-9(b)	Tests
2-C-9(c)	Student Transcript
2-C-9(d)	College Grading Policy, *Student Handbook*, p. 86

2-C-10   Non-Applicable

2-C-11   Non-Applicable

2-C-12   Non-Applicable

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Nursing Assistant/Home Health Aide		CIP Code	51.3902

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. **For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.**

Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):

TOTAL CLOCK HOURS:	345	TOTAL SEMESTER CREDIT HOURS:	16	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Clock Classroom	Clock Distance Ed.	Credit	Clock	Credit	Clock	Credit	Clock	Credit
ORT 100 - Orientation	X		X		15	0	1	0	0	0	0	15	1
NAS 120 – Fundamentals of Nursing Assistance/Home Health Aide	X		X		75	0	5	60	2	0	0	135	7
NAS121 – Fundamentals of Nursing Assistance/Home Health Aide Clinical	X (CL)				0	0	0	90	3	0	0	90	3
NAS115 – CPR & Basic First Aide	X		X		15	0	1	30	1	0	0	45	2
HPS 105 – Medical Terminology	X		X		30	0	2	30	1	0	0	60	3
TOTAL ALL COLUMNS	X		X		135	0	9	210	7	0	0	345	16

GRAND TOTALS

Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution	
Reid State Technical College	
Address	**City/State/Zip**
P O Box 588	Evergreen, AL 36401
Name of Program	
Nursing Assistant/Home Health Aide (Certificate)	
Model(s) of Delivery of Program	

☑ 100% Traditional   ☐ Hybrid   ☐ Distance Education

This program is (check one):

___X___ An Existing Program   _____ A New Program   _____ A Substantially Revised Program

The length of program in:

_____ Clock Hours   __16__ Semester Credit Hours   _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 2,749.12 _____

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the ~~Nursing Assistant/~~ ~~Home Health Aide~~ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☑ 100% Traditional ☐ Hybrid ☐ Distance Education the delivery mode(s) for the program.

EMPLOYER #1:

Name: Margaret Godwin	Title:
Company Name: Evergreen Medical Center	Phone Number: 251-578-0148
Address: 101 Crestview	City/State/Zip: Evergreen Al 36401
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 8.00/hr annually to $ 9.00/hr ~~annually~~.	
Signature: Margaret Godwin	Date: 9/16/10

EMPLOYER #2

Name: Marlo Wolff	Title: Director
Company Name: Evergreen Home Care	Phone Number: 251-578-6800
Address: 308 South Main Street	City/State/Zip: Evergreen, AL 36401
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 8.00 hr annually to $ 9.00 hr annually.	
Signature: Marlo Wolff, RN	Date: 9-16-10

EMPLOYER #3

Name: Patricia Noble	Title: Staff Development
Company Name: Evergreen Nursing Home & Rehab	Phone Number: 251-578-3783
Address: 100 Sanders Drive	City/State/Zip: Evergreen, AL 36401
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $ 850 ~~annually~~ 17680.00. Zn	
Signature: Noble RN	Date: 9/16/10

STANDARD TWO
OFFICE SYSTEMS TECHNOLOGY

INTRODUCTION

The office systems technology program committee was responsible for evaluating the extent to which the program complies with standard two criteria. Committee members evaluated program documentation in determining compliance. The office systems technology program at Reid State Technical College provides excellent training that enables graduates of the program to obtain and successfully perform the tasks of entry-level positions in this field. The program admission policy is relevant to a student's ability to complete the program's academic and occupational requirements. Reid State Technical College is supportive of the office systems technology program and students.

The program mission and objectives are clearly stated in College publications as follows:

> The purpose of the office systems technology program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the general, medical, and legal office professions.

> The associate degree program is intended to produce graduates who are prepared for employment as entry-level bookkeepers, secretaries, data entry clerks, word processors, receptionists, general clerical clerks, office managers, legal, medical or office administrative assistants. Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of word processing, information management, records management, data entry, keyboarding, document production, office management, and accounting.

> Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of office systems technology. The occupational skill preparation should meet the International Association of Administrative Professionals (IAAP) recognized skills standards. The

college will ensure program quality through certification of graduate competencies and Office Proficiency Assessment Certification (OPAC).

The philosophy and purpose of the office systems technology program is consistent with that of the governing institution.

Program faculty frequently visit businesses and industry, obtain feedback from graduates and employers of graduates, and maintain involvement in their communities as a means of ensuring the program content reflects the needs of business and the community. The program's mission, length, objectives, course requirements, equipment, and academic courses are congruent with the institution's mission, labor market needs, the requirements of the Alabama State Board of Education, and the mission of the Alabama Community College System.

The office systems technology program includes a variety of degree for students. The options are office administrative assistant, legal administrative assistant, and medical administrative assistant.

The associate in applied technology degree has proven to be a viable program option for students and has enhanced the program's visibility and attractiveness in the community. The office systems technology program has enjoyed a strong reputation for quality training for many years, and the program reorganization has contributed to an even greater reputation for the comprehensive skills and knowledge students possess at graduation. The office systems technology program was accredited by the Association of Collegiate Business Schools and Programs (ACBSP) in 2001. The office systems technology program will be evaluated in 2011 for reaffirmation by the Association of Collegiate Business Schools and Programs (ACBSP).

ANALYSIS

A. Admissions/Recruiting

> **1. The institution's admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)**

Reid State Technical College's admissions policies are clearly stated and made available to students prior to enrollment. All admission policies relating to degree, certificate, non-credit, and dual enrollment are published in the *College Catalog*, *Student Handbook*, program brochures, and College website, **(Exhibit 2-A-1 (a), (b), (c), (d))**. These publications are distributed to the public during high school recruiting visits, and displayed in the student services building, public relations office, administration building, and other campus areas. College publications are distributed at orientation, during all recruiting activities, in application folders, and by mass direct mailings.

The admission policy for the office systems technology program states:

> *Applicants to this program must complete the application procedures. Additionally, applicants must present official documentation of a high school diploma or GED, in accordance with State Board policy.*

> **2. For all students admitted to a Vocational English-As-A-Second Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1)(See "Vocational English-As-A-Second-Language Programs" in the current edition of the Policies and Rules of the Commission.)**

Reid State Technical College does not offer Vocational English-As-A-Second Language.

> **3. *The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)***

The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. The College transfer policy is promulgated by the Alabama State Board of Education and is printed in the *College Catalog* (**Exhibit 2-A-3 (a), (b), (c), (d)**).

An applicant who has previously attended duly another accredited postsecondary institution is considered a transfer student and is required to furnish official transcripts of all work attempted at all said institutions. The College also requires the transfer of student documents required of first-time college students. A transfer student who meets requirements for admission to a course creditable toward an associate degree is classified as a degree-eligible student. A transfer student who does not meet these requirements is classified as a non-degree-eligible student. A transfer student must have submitted to the College an application for admission and official transcripts from all duly accredited postsecondary institutions attended and as designated by the College, any other documents required for first-time college students.

A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale is admitted on clear academic status. A transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale is admitted on academic probation. An applicant who has been academically suspended from another duly accredited postsecondary institution may be admitted as a transfer student only after following the appeal process established at the

College for native students who have been academically suspended. If the transfer student is admitted upon appeal, the student enters the institution on academic probation.

Students may transfer to different programs within the institution provided they meet the admission requirements for the desired program. Full credit is granted for those courses that have similar course descriptions and theory/laboratory/clinical credit hour requirements.

4. ***The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)***

Transfer credit is awarded for internal and external transfers based on the published "General Principles for Transfer of Credit" that state a course completed at other accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements. Credit may be extended based on a comprehensive evaluation of demonstrate and documented competencies and previous formal training. For students admitted on academic probation, only courses in which they have earned a course grade of "C" or better will be accepted for transfer. Awarding of transfer credit to fulfill graduation requirements will be based on applicability of the credits to the requirements of the degree sought **(Exhibit 2-A-4 (a), (b))**.

5. ***Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)***

The admission requirements offer reasonable expectations for the students' successful completion of their programs of study. Placement exams are additional measures used to determine a student's readiness for college-level academic and

occupational course work. The placement tests measure proficiency in reading, writing, and numerical skills. Students who score below requisite cut scores on each subtest are required to enroll in developmental courses in order to develop academic competencies necessary for success in college-level courses. Students whose assessment scores indicate they would benefit from developmental math, reading or writing must complete the courses prior to enrolling in college-level math and English. Students needing developmental reading must enroll in it within the first two semesters. Students are advised to enroll during their first term for any required developmental course work and to take follow-up college courses in sequence. These policies and procedures are designed to ensure that students can be successful in completing all program requirements **(Exhibit 2-A-5 (a), (b), (c))**. The program degree plan provides evidence that admission policies offer reasonable expectations for program completion.

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6. ***Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)***

Reid State Technical College follow the policies of the Alabama State Board of Education requirement that all students admitted into associate degree programs have a high school diploma or GED. Reid State Technical College complies with this policy **(Exhibit 2-A-6 (a), (b), (c), (d))**. The office systems technology program offers the associate in applied technology degree with majors available in office administrative assistant, legal administrative assistant, and medical administrative assistant.

> *7. For all students admitted on an "ability to benefit" basis, the institution has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A2)*

Students in office systems technology are not admitted on an ability-to-benefit basis.

> *8. The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)*

The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program described in such materials.

The College has a continuous recruitment schedule that involves students, faculty and administrators. Reid State Technical College's recruiting activities are ethical and are conducted according to standard marketing and recruiting practices. The director of recruiting/retention & placement has overall responsibility for developing and implementing the *Recruitment Plan*. Responsibility for carrying out recruiting activities is spread across the College.

All personnel are responsible for distributing materials to locations in their communities and making presentations to local high schools, churches, and vocational centers. Published materials depict the mission, instructional outcomes, student performance expectations, and completion requirements of each program. The College uses a variety of materials to market programs and services. Colorful brochures, the *College Catalog*, newspaper advertisements, are utilized to inform the student body and

community of program offerings **(Exhibit 2-A-8 (a), (b), (c), (d), (e), (f), (g))**. The

College maintains a permanent scrapbook of newspaper advertisements for historical

records.

9.	**Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)**

Students are informed of program costs prior to admission in several ways.

Complete information about the office systems technology program is in the *College*

Catalog. This includes the program philosophy, mission statement, program objectives,

costs, admission criteria, certification information, curriculum outline, course

descriptions, and any other pertinent information. The *College Catalog* is available at all

recruiting activities. It is on display at all times in the administration and student services

buildings, and all incoming students are encouraged to access the College Catalog on the

College website **(Exhibit 2-A-9 (a))**. College brochures list the credit hours required for

completion of each program, and semester schedule on the college website lists the credit

hours per class **(Exhibit 2-A-9 (b), (c))**.

A program cost sheet is available to all students in the student services building

(Exhibit 2-A-9 (d)). The total tuition/fee cost for the office systems technology majors

for Fall 2010 are as follows:

	Office Administrative Assistant	Legal Administrative Assistant	Medical Administrative Assistant
Tuition	$5,760.00	$6,030.00	$6,030.00
Fees	1,408.00	1,474.00	1,474.00
Books	2,500.00	2,500.00	2,500.00
Supplies	260.00	260.00	260.00

B. Programs

> **1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)**

The office systems technology program is congruent with the mission of the institution and with the occupational needs of the people served by the institution.   Reid State Technical College's mission is as follows:

> *Reid State is committed to provide postsecondary education and training to students from diverse backgrounds and abilities on a non-discriminatory basis in order to prepare an effective workforce and to promote economic growth and community stability. In the spirit of scholarship, collaboration, technological specialization, flexible learning opportunities and personal development, the entire college seeks an improved quality of life for all students.*

The office systems technology program is congruent with the institutional mission and the occupational needs of the community.

As part of the annual instructional program review occupational needs of the service area are evaluated through annual reviews of labor market information **(Exhibit 2-B-1 (a), (b))**. Business and industry visits, and the program advisory committee provide valuable information that assists the institution in ensuring that the office systems technology program continues to be congruent with the institutional mission and the needs of the community **(Exhibit 2-B-1 (c), (d)**.

> **2. The objectives for each educational program are evaluated annually. (Objective 2-B1)**

The objectives for the office systems technology program are evaluated annually. Evidence of this is reflected in the office systems technology advisory committee meeting minutes and Employer Verification Forms. Minutes of previous meetings are maintained by the division chair in the program notebook.

The program advisory committee has the responsibility for conducting an annual review of the program's mission and curriculum content and recommending improvements in terms of curriculum, instructional methods, equipment, supplies and other important program and instructional considerations, as well as assisting the office systems technology department in ensuring that program content and objectives are up to date **(Exhibit 2-B-2 (a))**.

Employers periodically review program objectives. Employer Verification Forms are completed every year to ensure that bona fide potential employers have the opportunity to evaluate the program content, objectives, range of remuneration, admission criteria, and curriculum to ensure that desirable, relevant, and current practices are included in the program of study. Information obtained from Employer Verification Forms is utilized to ensure that relevant and current practices are addressed in the instructional program **(Exhibit 2-B-2 (b))**.

Faculty continually review and adjust program objectives as a result of feedback received through business and industry visits. Regular visits to business and industry are another critical means of obtaining recommendations from resource personnel. Faculty are required by College policy to complete two visits each semester and document their activities on Business and Industry Visits forms that are forwarded to the human resources/instructional services coordinator **(Exhibit 2-B-2 (c))**.

> **3.** ***Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)***

The office systems technology program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content.

The office systems technology program outcome objectives are **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communication, computation, and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be successfully employed in the field.*

4. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed in the individual course syllabi, course guides, and curriculum standards and support attainment of broad program outcome objectives **(Exhibit 2-B-3 (b))**.

Business and Industry visits are regularly conducted to ensure that current needs of business and industry are considered when defining program content **(Exhibit 2-B-3 (c))**.

Students' attainment of learning objectives in the office systems technology program is determined through regular evaluation methods. Knowledge tests are given in theory classes and demonstration or proficiency exams are utilized to document competency attainment **(Exhibit 2-B-3 (d), (e))**.

> **4. A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)**

A systematic process is in place to document that the objectives and content of programs are regularly updated. The advisory committee members meet twice annually and document their review of program objectives and content in committee minutes **(Exhibit 2-B-4 (a))**. Program objectives and content are also updated through information obtained from business and industry visits, informal contact with alumni, and Employer Verification Forms **(Exhibit 2-B-4 (b), (c))**.

> **5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)**

At least every two years three bona fide potential employers review the office systems technology program. These employers have the opportunity to recommend revisions to admission requirements, program content, length, objectives, tests, instructional materials, equipment, methods of evaluation, and level of skills or proficiency that are required for program completion **(Exhibit 2-B-5)**.

> **6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)**

Reid State Technical College considers the length and tuition of each program in relation to the documented entry-level earnings of completers. Employer Verification Forms are collected at least every two years in order to document the range of remuneration a student can reasonably expect to earn upon graduation **(Exhibit 2-B-6 (a))**. According to the Employer Verification Form completed in 2010, office

systems technology graduates can expect to earn $18,000 to $27,000 per year at graduation.

The College also considers the length of the program in relation to the verified potential earnings of graduates. The office systems technology program can be completed in five – six semesters of full-time attendance.

The College's tuition rate is $90 per semester credit hour, which has been approved by the Alabama Department of Postsecondary Education for all community and technical colleges **(Exhibit 2-B-6 (b))**. Total tuition for the 67 credit hour, five – six semester associate degree program is $6,030 and the 64 credit hour associate degree program is $5,760.

<div style="border:1px solid">

7. *Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)*

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Office systems technology offers classes in sufficient frequency for the student to complete the program of study as outlined in the *College Catalog* and program brochure. All students are provided with a degree plan upon entry, and advisors use these degree plans to plan their schedules of classes each term **(Exhibit 2-B-7 (a), (b))**. Evening classes are offered less frequently, and the student is advised that the program requires longer to complete based on the student's semester course load. Generally, students can complete courses within 2.5 times the time frame specified for full-time students. Courses are offered based on demand, and evening enrollment must be sufficient or the classes are subject to cancellation. Transcripts, degree plans, and a yearly academic schedule provide evidence that students progress through the program in an orderly and timely manner **(Exhibit 2-B-7 (c), (d))**.

Developmental courses in writing, mathematics, and reading are offered every

semester to assist underprepared students in developing basic skills to ensure success

in college-level courses. Students who require developmental coursework are

informed by their advisors that they may require longer to complete the program

requirements depending upon their developmental needs.

> *8. Associate Degree programs offered must meet the following requirements:*
> *   a. The appropriate applied degree title, such as Associate of*
> *   Applied Technology, Associate of Applied Science, Associate*
> *   of Occupational Studies, Associate of Science, or Associate of*
> *   Occupational Technology, is used.*
> *   b. The program has a minimum of 60 semester hours or 90*
> *   quarter hours.*
> *   c. The program includes a minimum of 15 semester hours or 23*
> *   quarter hours of general education courses, with a minimum of*
> *   one course from each of the following areas: humanities,*
> *   behavioral sciences, natural or applied sciences, and*
> *   mathematics. (Objective 2-B-5)*

Reid State Technical College is authorized to award the associate in applied

technology degree in office systems technology by the Alabama State Board of

Education. The office systems technology program awards an associate in applied

technology degree with options in office administrative assistant, legal administrative

assistant, and medical administrative assistant **(Exhibit 2-B-8 (a))**. The degree requires a

minimum of 67 semester hours for program completion in medical and legal

administrative assistant and 64 semester hours in office administrative assistant for

program completion. According to requirements of the Alabama State Board of

Education, the general education core required for the degree is 19 semester hours in

Areas I through IV, which includes college orientation. In Area I, students must earn

three to six hours in written composition. In Area II, students must earn three to six

hours in fine arts and humanities, for a total of seven hours in Areas I and II.   In Area III,

students must earn 9 credit hours in natural science and mathematics, and in Area IV,

three credit hours in history, social, and behavioral sciences **(Exhibit 2-B-8 (b))**. Courses

to satisfy these general education core requirements in the office systems technology

curriculum include: English, ethics and society, mathematical applications, computer

navigations, and general psychology. Students are required to complete 39 semester

hours in a core technical concentration and 9 semester hours in major electives with a

legal or medical emphasis. A major elective with an office emphasis requires 6 semester

hours **(Exhibit 2-B-8 (c))**.

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9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:
- *a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.*
- *b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.*
- *c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.*
- *d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.*
- *e. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)*

The office systems technology program offers day and evening classes on the

main campus.

> **10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)**

The credit/clock hours assigned to each course in the office systems technology program are measured according to the requirements set forth by the Alabama State Board of Education **(Exhibit 2-B-10 (a))**. A semester hour of theory contains 15 clock hours of lecture, a semester hour of experimental lab contains 30 clock hours of laboratory, and a semester hour of manipulative lab contains 45 clock hours of laboratory. The total clock and credit hours assigned to each course are identified in the *College Catalog* **(Exhibit 2-B-10 (b))**.

C.   Instruction

> **1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)**

Academic and occupational competencies are integrated into the office systems technology program. This is demonstrated through the inclusion of required general education courses in the associate degree and certificate programs. The degree program includes 18 semester hours of core general education course work in English, mathematical applications, ethics and society, general psychology, and computers navigations **(Exhibit 2-C-1 (a), (b), (c), (d), (e), (f))**.

Academic competencies are further developed and applied in learning experiences in the core technical courses. For example, students apply math skills in calculator and accounting classes. They apply and refine oral and written communication skills in developing business communications, telephone and reception skills, and performing the functions in an office environment. Instruction emphasizes the development of

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occupational skills. Students are taught how to use office machines such as computers, calculators, copiers, and transcription equipment as well as common software packages that are pre-requisites for entry-level employment in the office administration profession.

> 2. ***The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)***

The instructional program provides training in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. Lab projects and office simulations are used for students to develop requisite skills. Students are required to dress professionally one day a week in certain courses. Specific courses are included in the program curriculum to develop work habits and attitudes. For example, SET218 Office Procedures emphasizes the development of "work habits, attitudes, and professionalism" **(Exhibit 2-C-2 (a))**.

Job knowledge and job skills are developed through extensive theory and laboratory instruction that is designed to develop each student's technical proficiency. The program includes courses in word processing, keyboarding, machine transcription, office procedures, accounting, financial recordkeeping, records management, computer applications, business law, spreadsheets, and Office Proficiency Assessment and Certification (OPAC). The structure and delivery of these courses ensure students possess fundamental job knowledge and skills upon graduation **(Exhibit 2-C-2 (b), (c))**. The College demonstrates its concern for the quality of training in terms of providing students with appropriate job knowledge, job skills, work habits, and attitudes.

> **3. The sequence of instruction required for program completion (lecture, lab, and work-based activities is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)**

The sequence of instruction required for completion of the office systems technology program is effectively organized in order to maximize the learning of competencies essential to success in the occupation **(Exhibit 2-C-3 (a), (b))**.

> **4. Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)**

An occupational advisory committee is used by the office systems technology program to ensure that desirable, relevant, and current practices of the occupation are being taught. The office systems technology advisory committee is composed of representatives from business and industry. The advisory committee meets at least twice a year with a majority of official committee members present, and minutes are available to document activities and recommendations.

Advisory committee meetings are scheduled throughout the campus during the fall and spring. The office systems technology advisory committee follows a standard agenda, plan of work, and completes an annual checklist to ensure consistent and detailed documentation of activities. The annual checklist provides documentation and verification that committee members have been provided an opportunity to review and

discuss program plans, equipment, job placement, facilities, program content, curriculum, and to make necessary recommendations **(Exhibit 2-C-4 (a), (b), (c))**.

> **5. *Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)***

The advisory committee reviews the curriculum of the office systems technology program as to the types of instruction offered in the program. The specific skills needed for successful completion are also shared; such as the words per minute required in the keyboarding courses and the scores required for Office Proficiency Assessment Certification (OPAC) **(Exhibit 2-C-5 (a), (b))**.

> **6. *Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)***

Job-related health, safety, and fire-prevention are an integral part of instruction. This practice is facilitated through the inclusion of a section on safety in each course notebook. This ensures consistency of safety instruction for day and evening courses. Safety procedures for operating office equipment and ensuring a safe environment are discussed continuously during instructional time. Building evacuation routes, emergency procedures, fire extinguishers, first aid kits, and safety signs are clearly posted in prominent locations, and students are made aware of these each semester **(Exhibit 2-C-6 (a), (b))**.

The College has a standing safety committee that is charged with coordinating an effective safety program that ensures a safe environment for learning and for making recommendations for improvements. The College has a *Safety Manual* that is on file in each program area and is reviewed with students. The *Safety Manual* includes a section

for each program with information for safely operating common office machines and equipment and increasing awareness of safety issues. The program has a safety committee comprised of students which meets regularly to increase awareness of safety issues. The office systems technology safety committee documents its activities and recommendations in minutes that are maintained on file in the assistant director of admission and records **(Exhibit 2-C-6 (c), (d), (e), (f))**.

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7. *To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)*

To develop skill proficiency, sufficient practice is provided with similar equipment that is currently in use in the workplace. The majority of courses contain a laboratory component. The office systems technology program has two computer labs and an electronic calculator classroom. Students also have access to the College's state-of-the-art copier machine to develop skill proficiency **(Exhibit 2-C-7 (a), (b), (c), (d))**.

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8. *All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)*

Instruction in the classrooms and laboratories is effectively organized as evidenced by course outlines, lesson plans, competency tests, and/or other instructional materials. Course syllabi and assignment sheets are provided to each student at the beginning of each semester. Lesson plans are maintained by instructors, and course notebooks are available for each course. These course notebooks contain lesson plans, syllabi, course outlines, course standards, curriculum guides, safety information, tests, and other instructional materials. The course notebooks ensure consistency of instruction between day and evening faculty **(Exhibit 2-C-8)**.

> **9. *The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)***

The College has a systematic and objective method for evaluating student achievement based on identified occupational competencies. Course syllabi detail the objectives for every course in office systems technology. Evaluation in each theory course is based on achievement of overall objectives. Evaluation methods are identified in the course syllabus, which is distributed to every student at the first class meeting **(Exhibit 2-C-9 (a))**. College grading policies are published in the *Student Handbook* which is available to students prior to admission and which is also distributed to and reviewed with all students at orientation **(Exhibit 2-C-9 (b))**. Knowledge tests are utilized to evaluate performance in lecture classes and demonstrations or proficiency exams are used **(Exhibit 2-C-9 (c))**. The course grade is calculated according to the identified method and posted on-line to the grade reporting module **(Exhibit 2-C-9 (d))**.

> **10. *Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)***
>
> **11. *The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)***
>
> **12. *All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)***

The office systems technology program does not require a work-based activity.

CHALLENGES AND PROPOSED SOLUTIONS

The office systems technology program has experienced some challenges as a result of enrollment increases and curriculum revisions. The associate degree includes

options in office systems technology, legal administrative assistant, medical administrative assistant and office administrative assistant. This has created a burden in terms of the increased need for adjunct faculty for both day and evening classes, for more classroom space, and for more computer lab space. Applications continue to be received for additional adjunct faculty to be hired.   As funds become available, new computers will be purchased for a new lab. Another challenge of the office systems technology program is the non-attendance of advisory council committee members at the bi-annual committee meetings. Our plans are to resolve this challenge by replacing some previously non-attending members.

SUMMARY

The office systems technology program committee found that the program complies with standard two criteria. The office systems technology program provides opportunities for students to obtain exposure to and appreciation of the dynamics of industry. The program is designed to meet the requirements of the Alabama State Board of Education, Reid State Technical College, and industry standards.

The office systems technology program has a published purpose statement and program objectives that are evaluated continuously and are publicly available. The instructional program is effectively organized as evidenced by course notebooks, course outlines, lesson plans, syllabi, instructional materials, tests, course standards, and curriculum guides.

The office systems technology advisory committee documents activities and recommendations of semi-annual meetings in minutes. Faculty actively solicit advice and recommendations from resource personnel through regular business and industry

visits, professional associations, Employer Verifications Forms, and advisory committees.

Program outcomes substantiate a strong program that emphasizes the attainment of entry-level skills, including academic and occupational skill development. Program faculty continually avail themselves of professional development opportunities to maintain and update their professional and teaching skills.

Standard Two

Office Systems Technology Exhibits

Admissions

     2-A-1(a)   College Admission Policy, *College Catalog*, pp. 21-33
     2-A-1(b)   College Admission Policy, *Student Handbook, pp. 67-77*
     2-A-1(c)   Program Brochure
     2-A-1(d)   College Website

     2-A-2   Non-Applicable

     2-A-3(a)   College Transfer Policy, *College Catalog*, p.26
     2-A-3(b)   College Transfer Policy, *Student Handbook,* pp. 74-76
     2-A-3(c)   State Board of Education Policy 801.01
     2-A-3(d)   State Board of Education Policy 714.03

     2-A-4(a)   College Transfer of Credits Policy, *College Catalog,* p. 27
     2-A-4(b)   College Transfer of Credits Policy, *Student Handbook,* p. 77

     2-A-5(a)   College Admission Policy, *College Catalog,* pp. 21-32
     2-A-5(b)   College Admission Policy, *Student Handbook,* pp. 67-77
     2-A-5(c)   Placement Testing Policy, *Student Handbook,* p. 32

     2-A-6(a)   State Board of Education Admission Policy
     2-A-6(b)   College Admission Policy, *College Catalog,* pp. 21-32
     2-A-6(c)   College Admission Policy, *Student Handbook,* pp. 67-77
     2-A-6(d)   Program Admission Policy, *College Catalog,* pp. 110

     2-A-7   Non-Applicable

     2-A-8(a)   Recruitment Plan
     2-A-8(b)   *College Catalog, p. 110*
     2-A-8(c)   Brochure
     2-A-8(d)   Admission Packet
     2-A-8(e)   Schedule
     2-A-8(f)   Advertising Scrapbook
     2-A-8(g)   Reid State Technical College website www.rstc.edu

     2-A-9(a)   *College Catalog, p. 110*
     2-A-9(b)   Brochure
     2-A-9(c)   Tuition Rates, *Student Handbook*, p. 64
     2-A-9(d)   Program Cost Sheet

Programs
     2-B-1(a)   *Alabama Occupational Trends* for 2016
     2-B-1(b)   *Occupational Outlook Handbook*

2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog* p. 110
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum, *College Catalog,* p. 112-114
2-B-7(d)	Schedule
2-B-8(a)	Degree Requirements, *College Catalog,* p. 112-114
2-B-8(b)	Degree Requirements, *College Catalog,* p. 112-114
2-B-8(c)	Degree Requirements, *College Catalog,* p. 112-114
2-B-9	Non-Applicable
2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart

Instruction

2-C-1(a)	Program Curriculum
2-C-1(b)	ENG101 English Composition Syllabus
2-C-1(c)	MTH116 Mathematical Applications
2-C-1(d)	PHL206 Ethics Society Syllabus
2-C-1(e)	PSY200 General Psychology
2-C-1(f)	SET110 Computer Navigation Syllabus
2-C-2(a)	SET 218 Office Procedures Syllabus
2-C-2(b)	SET240 Certified Professional Secretary Review Syllabus
2-C-2(c)	Work Habit Checksheet

2-C-3(a)	Degree Plan
2-C-3(b)	Program Curriculum, *College Catalog*, p. 112-114

2-C-4(a)	Advisory Committee Membership List
2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist

2-C-5(a)	Employer Verification Forms
2-C-5(b)	Advisory Committee Guidelines Annual Checklist

2-C-6(a)	Course Notebook (See 2-B-3)
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	Safety Committee Minutes
2-C-6(e)	*Safety Manual*
2-C-6(f)	Safety Pictures

2-C-7(a)	Lab Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory

2-C-8	Course Notebook (See 2-B-3)

2-C-9(a)	Syllabus
2-C-9(b)	College Grading Policy, *Student Handbook*, p. 86
2-C-9(c)	Lab and Theory Tests
2-C-9(d)	Student Transcript

2-C-10	Non-Applicable

2-C-11	Non-Applicable

2-C-12	Non-Applicable

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Office Systems Technology: Office Administrative Assistant Degree (AAT)	CIP Code	52.0401

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):

TOTAL CLOCK HOURS:	960	TOTAL SEMESTER CREDIT HOURS:	64	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
	Classroom	Online	Audio/ VideoTape	Correspon- dence	Clock Classroom	Clock Distance Ed.	Credit	Clock	Credit	Clock	Credit	Clock	Credit
ENG101- English Composition	X	X			15	30	3	0	0	0	0	45	3
PHL206-Ethics and Society	X				45	0	3	0	0	0	0	45	3
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
MTH116 – Mathematical Applications	X				45	0	3	0	0	0	0	45	3
PSY200 - Psychology	X				45	0	3	0	0	0	0	45	3
SET 110 – Computer Navigation	X		X		45	0	3	0	0	0	0	45	3
SET 232-The Computerized Office	X				45	0	3	0	0	0	0	45	3
SET101 – Beginning Keyboarding	X				45	0	3	0	0	0	0	45	3
SET127 – Business Law	X	X			15	30	3	0	0	0	0	45	3
SET 135 – Financial Recordkeeping	X				45	0	3	0	0	0	0	45	3
SET136 – Advanced Financial Recordkeeping	X				45	0	3	0	0	0	0	45	3
SET103 – Intermediate Keyboarding	X				45	0	3	0	0	0	0	45	3
SET138 – Records and Information Management	X				45	0	3	0	0	0	0	45	3
SET130 – Electronic Calculations	X				45	0	3	0	0	0	0	45	3
SET245-Data Entry	X				45	0	3	0	0	0	0	45	3
SET218 – Office Procedures	X				45	0	3	0	0	0	0	45	3
SET125 – Basic Word Processing	X				45	0	3	0	0	0	0	45	3
SET126 – Advanced Word Processing	X				45	0	3	0	0	0	0	45	3
SET243 – Spreadsheet Applications	X				45	0	3	0	0	0	0	45	3
SET200 – Machine Transcription	X		X		45	0	3	0	0	0	0	45	3
SET240 – Certified Professional Secretary Review	X				45	0	3	0	0	0	0	45	3
SET 137 – Computerized Financial Recordkeeping	X				45	0	3	0	0	0	0	45	3
TOTAL ALL COLUMNS	X	X	X		900	60	64	0	0	0	0	960	64

GRAND TOTALS

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Office Systems Technology: Legal Administrative Assistant (AAT)	CIP Code	52.0401

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):

TOTAL CLOCK HOURS:	1005	TOTAL SEMESTER CREDIT HOURS:	67	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
					Clock								
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Classroom	Distance Ed.	Credit	Clock	Credit	Clock	Credit	Clock	Credit
ENG101- English Composition	X	X			15	30	3	0	0	0	0	45	3
PHL206-Ethics and Society	X				45	0	3	0	0	0	0	45	3
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
MTH116 – Mathematical Applications	X				45	0	3	0	0	0	0	45	3
PSY200 - Psychology	X				45	0	3	0	0	0	0	45	3
SET 110 – Computer Navigation	X		X		45	0	3	0	0	0	0	45	3
SET 232-The Computerized Office	X				45	0	3	0	0	0	0	45	3
SET101 – Beginning Keyboarding	X				45	0	3	0	0	0	0	45	3
SET127 – Business Law	X	X			15	30	3	0	0	0	0	45	3
SET 135 – Financial Recordkeeping	X				45	0	3	0	0	0	0	45	3
SET136 – Advanced Financial Recordkeeping	X				45	0	3	0	0	0	0	45	3
SET103 – Intermediate Keyboarding	X				45	0	3	0	0	0	0	45	3
SET138 – Records and Information Management	X				45	0	3	0	0	0	0	45	3
SET130 – Electronic Calculations	X				45	0	3	0	0	0	0	45	3
SET245-Data Entry	X				45	0	3	0	0	0	0	45	3
SET218 – Office Procedures	X				45	0	3	0	0	0	0	45	3
SET125 – Basic Word Processing	X				45	0	3	0	0	0	0	45	3
SET126 – Advanced Word Processing	X				45	0	3	0	0	0	0	45	3
SET243 – Spreadsheet Applications	X				45	0	3	0	0	0	0	45	3
SET200 – Machine Transcription	X		X		45	0	3	0	0	0	0	45	3
SET240 – Certified Professional Secretary Review	X				45	0	3	0	0	0	0	45	3
SET203 – Legal Office Procedures	X				45	0	3	0	0	0	0	45	3
SET201 – Legal Terminology	X	X			15	30	3	0	0	0	0	45	3
TOTAL ALL COLUMNS	X	X	X		905	90	67	0	0	0	0	1005	67

GRAND TOTALS

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Office Systems Technology: Medical Administrative Assistant (AAT)	CIP Code	52.0401

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

**Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):**

TOTAL CLOCK HOURS:	1005	TOTAL SEMESTER CREDIT HOURS:	67	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Clock Classroom	Clock Distance Ed.	Credit	Clock	Credit	Clock	Credit	Clock	Credit
ENG101- English Composition	X	X			15	30	3	0	0	0	0	45	3
PHL206-Ethics and Society	X				45	0	3	0	0	0	0	45	3
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
MTH116 – Mathematical Applications	X				45	0	3	0	0	0	0	45	3
PSY200 - Psychology	X				45	0	3	0	0	0	0	45	3
SET 110 – Computer Navigation	X		X		45	0	3	0	0	0	0	45	3
SET 232-The Computerized Office	X				45	0	3	0	0	0	0	45	3
SET101 – Beginning Keyboarding	X				45	0	3	0	0	0	0	45	3
SET 135 – Financial Recordkeeping	X				45	0	3	0	0	0	0	45	3
SET136 – Advanced Financial Recordkeeping	X				45	0	3	0	0	0	0	45	3
SET103 – Intermediate Keyboarding	X				45	0	3	0	0	0	0	45	3
SET138 – Records and Information Management	X				45	0	3	0	0	0	0	45	3
SET130 – Electronic Calculations	X				45	0	3	0	0	0	0	45	3
SET245-Data Entry	X				45	0	3	0	0	0	0	45	3
SET218 – Office Procedures	X				45	0	3	0	0	0	0	45	3
SET125 – Basic Word Processing	X				45	0	3	0	0	0	0	45	3
SET126 – Advanced Word Processing	X				45	0	3	0	0	0	0	45	3
SET243 – Spreadsheet Applications	X				45	0	3	0	0	0	0	45	3
SET200 – Machine Transcription	X		X		45	0	3	0	0	0	0	45	3
SET240 – Certified Professional Secretary Review	X				45	0	3	0	0	0	0	45	3
SET214 – Medical Office Procedures	X				45	0	3	0	0	0	0	45	3
SET211 – Medical Terminology	X	X			15	30	3	0	0	0	0	45	3
SET215 – Health Information Management	X				45	0	3	0	0	0	0	45	3
TOTAL ALL COLUMNS	X	X	X		945	60	67	0	0	0	0	1005	67

GRAND TOTALS

EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution Reid State Technical College	
Address P O Box 588	**City/State/Zip** Evergreen, AL 36401
Name of Program Office Systems Technology Legal (AAT)	
Model(s) of Delivery of Program ☑ 100% Traditional ☐ ybrid ☐ ance Education	

This program is (check one):

___X___ An Existing Program   _____ A New Program   _____ A Substantially Revised Program

The length of program in:

_____ Clock Hours   ___67___ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 10,249.72

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the _Office Systems Technology_____ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☑ **100% Traditional** ☐ **Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.

EMPLOYER #1:

Name: Jacquie Sanford	Title: Contractor
Company Name: Jacquies Title é Abstract Co	Phone Number: (334) 453·0365
Address: P.O. Box 64	City/State/Zip: McKenzie AL 36456
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 19,760 annually to $ 24,960 annually.	
Signature: Jacquie Sanford	Date: 9/16/10

EMPLOYER #2

Name: Kenneth Bledsoe	Title: Vice President
Company Name: Bank of Evergreen	Phone Number: 251-578-2250
Address: 146 West Front Street	City/State/Zip: Evergreen, AL 36401
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 18,760 annually to $ 23,000 annually.	
Signature: Kenneth Bledsoe	Date: 9/16/10

EMPLOYER #3

Name: Sandra Jackson	Title: Business Office Director
Company Name: Evergreen Medical Center	Phone Number: 251-578-2480
Address: 101 Crestview Ave	City/State/Zip: Evergreen, AL 36401
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 20,000⁰⁰ annually to $ 27000⁰⁰ annually.	
Signature: Sandra Jackson	Date: 9/16/10

EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution Reid State Technical College	
Address P O Box 588	**City/State/Zip** Evergreen, AL 36401
Name of Program Office Systems Technology (AAT)	
Model(s) of Delivery of Program ☑ 100% Traditional ☐ Hybrid ☐ Distance Education	

This program is (check one):

___X___ An Existing Program _____ A New Program _____ A Substantially Revised Program

The length of program in:

_____ Clock Hours ____64___ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 9,973.72

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the _Office Systems Technology_ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☑ **100% Traditional** ☐ **Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.

EMPLOYER #1:

Name: Sandra Jackson	Title: Business Office Director
Company Name: Evergreen Medical Center	Phone Number: 251-578-2480
Address: 101 Crestview Ave	City/State/Zip: Evergreen, AL 36401

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 20,000.00 annually to $ 27000.00 annually.

Signature: Sandra Jackson   Date: 9/16/10

EMPLOYER #2

Name: Kenneth Bledsoe	Title: Vice President
Company Name: Bank of Evergreen	Phone Number: 251-578-2250
Address: 146 West Front Street	City/State/Zip: Evergreen, AL 36401

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 18,760 annually to $ 23,000 annually.

Signature: Kenneth Bledsoe   Date: 9/16/10

EMPLOYER #3

Name: JACQUIE SANFORD	Title: CONTRACTOR
Company Name: JACQUIE'S TITLE & ABSTRACT Co	Phone Number: (334) 453.0365
Address: P.O. BOX 64	City/State/Zip: McKENZIE AL 36456

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 19,760 annually to $ 24,960 annually.

Signature: Jacquie Sanford   Date: 9/16/10

EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution	
Reid State Technical College	
Address	**City/State/Zip**
P O Box 588	Evergreen, AL 36401
Name of Program	
Office Systems Technology Medical (AAT)	
Model(s) of Delivery of Program	
☑ 100% Traditional ☐ Hybrid ☐ Distance Education	

This program is (check one):

___X___ An Existing Program _____ A New Program _____ A Substantially Revised Program

The length of program in:

_____Clock Hours ___67___ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 10,249.72 _____

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the Office Systems Technology program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☑100% Traditional ☐Hybrid ☐ Distance Education the delivery mode(s) for the program.

EMPLOYER #1:

Name: Kenneth Bledsoe	Title: Vice President
Company Name: Bank of Evergreen	Phone Number: 251-578-2250
Address 146 West Front Street	City/State/Zip Evergreen, AL 36401

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 18,760 annually to $23,000 annually.

Signature: Kennett Bledsoe   Date: 9/16/16

EMPLOYER #2

Name JACQUIE SANFORD	Title: CONTRACTOR
Company Name: JACQUIES TITLE & ABSTRACT Co	Phone Number: (334) 453.0365
Address P.O. Box 64	City/State/Zip MCKENZIE AL 36456

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 19,760 annually to $ 24,960 annually.

Signature: Jacquelyn Sanford   Date: 9/16/10

EMPLOYER #3

Name: Sandra Jackson	Title: Business Office Director
Company Name: Evergreen Medical Center	Phone Number: 251-578-2480
Address 101 Crestview Ave	City/State/Zip Evergreen AL 36101

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 20,000.00 annually to $ 27,30500 annually.

Signature: Sandra Jackson   Date: 9/16/10

STANDARD TWO
PRACTICAL NURSING

INTRODUCTION

The practical nursing program committee was charged with the responsibility for assessing the extent to which this program complies with the accreditation criteria for educational programs. The practical nursing program at Reid State Technical College provides excellent training that prepares students for licensure and enables graduates of the program to obtain and successfully perform the tasks of entry-level positions in the nursing field.

The program can be completed in three semesters of full-time enrollment during the day. A student is awarded the diploma upon satisfactory completion of the 49 credit hour program. The practical nursing program is offered on the main campus and the instructional site in Atmore, Alabama, approximately 40 miles south of the main campus. The program is qualitatively and quantitatively consistent without regard to location or time of delivery.

The admission policies to the program are relevant to the student's ability to complete the academic and occupational requirements. The comprehensive practical nursing program mission is stated in the *College Catalog* as follows:

The purpose of the practical nursing program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge and technical skill necessary to pass the National Council for Licensure Examination and subsequently to obtain entry-level employment in the practical nursing profession. The practical nursing graduate will be capable of providing safe care to individuals and/or groups with common health problems.

The diploma program is intended to produce graduates who are prepared for employment as entry-level licensed practical nurses in hospitals, nursing homes, home health agencies, doctors' offices, clinics, and as occupational health nurses. Program

graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of maternity, pediatrics, geriatrics, and adult health. They must also have the foundation to function at the level of a practical nurse in surgery, outpatient departments, intensive care units, community health and general nursing care units.

Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of practical nursing. The occupational skill preparation should meet the Alabama State Board of Nursing recognized skill standards. The college will ensure program quality through internal certification of graduate competencies and external licensure of graduates and program approval by the Alabama Board of Nursing.

The philosophy and purpose of the practical nursing program is consistent with that of the governing institution.

The practical nursing faculty are kept abreast of the ever-changing world of nursing by frequent visits to business and industry, active involvement in professional associations, feedback from graduates and employers of graduates, community involvement, and annual review by the Alabama State Board of Nursing. Program licensure and placement outcomes emphasize the success of this program in preparing students for employment in the nursing profession.

The program mission, length, objectives, course requirements, equipment and academic courses integrated into the occupational area are congruent with the institution's mission, current job market, business and industry needs, and the requirements and mission of the Alabama Community College System.

ANALYSIS

A.   Admissions/Recruiting

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*1. The institution's admissions policies are clearly stated, published, and
   made available to students prior to enrollment. (Objective 2-A-1)*

The admission policies of the institution are clearly stated and published in the

College Catalog, *Student Handbook,* program brochures, and college website **(Exhibit 2-**

A-1 (a), (b), (c), (d)). These publications are distributed to the public during high school

recruiting visits, and they are displayed in the student services building, administration

building, and other campus areas. College publications are distributed at orientation,

during all recruiting activities, in application packets, and online. The admission policy

for prospective students to enter the practical nursing program states:

> *Applicants to this program must complete the application procedures, present*
> *official documentation of a high school diploma in accordance with State Board*
> *Policy, or GED, and meet the minimum admission standards for the practical*
> *nursing program.*

The COMPASS placement test is administered to all applicants. A student may

retest only once each semester and a fee of $8.00 is charged for the second testing. The

examination measures reading comprehension, language skills, and numerical skills. A

score of 76 is required for reading, 62 for writing, and 36 for numerical skills. This will

continue through the pilot phase of TEAS-V testing. Students who have passed the

placement test are admitted without regard to age, religion, creed, ethnic origin, marital

status, race, sex, or any disability that permits attainment of program objectives.

Students who score below the standard cut scores, but within a specified range in

each subtest area on COMPASS, are advised to take required developmental courses. If

the student passes the developmental course with a "C" or better, the student can then be

admitted to the practical nursing program without having to retest on the Compass except for the reading portion. The COMPASS reading score is used as part of the point allocation system when ranking students for admission eligibility.

Starting fall 2010, the TEAS (the Test of Essential Academic Skills) testing will be done on all nursing applicants. The cost of the test will be $30.00 and will be the responsibility of the student. Completion of the TEAS test must have been taken prior to application. No cut-off score will be established for the TEAS-V until data is gathered from the pilot study, then a cut-off score could be determined as the admission criteria, or the actual score made by the student will be calculated into the compilation of points and used to rank students for eligibility. The total number of points possible on the TEAS is 150. The TEAS score is good for three (3) years. A student may repeat the TEAS-V (or current version) once during any semester admission time frame. The student must wait at least six (6) weeks between taking each test. A student's score on a previous version of the TEAS test may be considered at the discretion of each college if it is within the three year time frame. The program began TEAS testing fall semester 2010.

All admitted students are required to have a satisfactory physical exam completed by a licensed physician or nurse practitioner before being allowed in the clinical area. The physical requirements include proof of current immunizations including MMR, Tetanus vaccination and a two-step tuberculosis skin test. The physician or nurse practitioner must confirm that the student is physically and mentally competent to safely perform the essential functions needed to participate in the learning activities and to safely perform as a practical nurse. These essential functions are published in the *College Catalog*. All health requirements and proof of completion of a

current CPR Provider C course are required before any student is admitted to the clinical area. Each practical nursing student is required to purchase student liability insurance upon entry to the program. A group plan is available at minimal cost through the college.

Reid State Technical College is contractually obligated to comply with requirements set forth by agencies used for clinical rotations. Students will be subject to criminal background checks at their own expense prior to attending the first clinical rotation. A "Consent for Release of Information" form must be signed to authorize the criminal history record check and the release information to the clinical agencies. The Human Resources Director (or designee) of the clinical agency will make the determination whether a student can attend clinical or not, depending on the results of the background check.

Students may have to submit to more than one criminal background check during their clinical experience. The background screening is good for only one year. If a student gets out of progression, then the background screening will have to be updated each year. The cost of the background check is the responsibility of the student. Results are confidential and submitted directly to the health careers' department and the clinical agencies. Any student denied clinical access by a clinical affiliate will be withdrawn from the program.

Students are required to abide by the policies, procedures and rules of behavior of the institutions from which the student obtains clinical rotations. Students will be required to undergo drug and alcohol testing prior to the first clinical experience. Students will also be subject to random drug testing and drug or alcohol testing for "cause". Students will be responsible for the cost of such testing. Students who test

positive for drugs (that cannot be confirmed by a MRO) or alcohol will be withdrawn

from the nursing program. Substance abuse (drug and alcohol) screening is good for only

one year. If a student gets out of progression, then the screening will have to be updated

once a year.

> **2. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission. (Objective 2-A-1) (See "Vocational English-As-A-Second-Language Programs" in the current edition of the Policies and Rules of the Commission.**

Reid State Technical College does not offer Vocational English-As-A-Second

Language Program.

> **3. The institution clearly defines and publishes a policy on the transfer of students between programs within the institution and the transfer of students from other institutions. (Objective 2-A-1)**

Reid State Technical College's policy on the transfer of students between

programs within the institution and the transfer of students from other institutions is

published in the *College Catalog* and *Student Handbook* **(Exhibit 2-A-3 (a), (b))**. The

Alabama State Board of Education Admission Policy #801.01 governs the general

admission of transfer students and subsequent principles for transfer of college credit.

The Standards of Academic Progress Policy #714.03 governs the academic standards

applying to transfer students **(Exhibit 2-A-3 (c), (d))**.

> **4. The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)**

The policy on transfer of credit to the practical nursing program states that

transfer credit is available for students based on the applicant's official transcript records

that must be on file with the College. Transfer credit for nursing coursework will be

allowed if it is not more than one year old and meets the nursing program's course criteria. No limitations on time frame are imposed on general education coursework. Transfer credit is not guaranteed, and is offered on an individual basis upon review of course content and determination of transferability by the health careers chairperson or designee. Transfer students must be currently enrolled in the practical nursing program from which they are transferring. The policy is also stated in the *Practical Nursing Handbook* **(Exhibit 2-A-4 (a), (b))**.

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5. *Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)*

Practical nursing admission requirements offer reasonable expectations for successful completion of the program. The Alabama State Board of Nursing requires practical nursing students to have a high school diploma or GED upon admission. The admission policies for practical nursing are outlined in the *College Catalog* and also in the *Practical Nursing Handbook* **(Exhibit 2-A-5 (a), (b))**. Students who are admitted to the practical nursing program are required to take the COMPASS placement test to determine their readiness for college-level work **(Exhibit 2-A-5 (c))**. Beginning fall semester 2010, TEAS testing will be done in addition to the COMPASS testing. Students who fail to meet the standard cut scores on the COMPASS are provided an opportunity to enroll in developmental courses. The utilization of a placement test ensures that only students who demonstrate academic competencies are admitted to the program, thereby assuring that students possess the academic skills necessary for success in this rigorous program of study.

> 6. **Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)**

      The practical nursing program does not offer an associate degree.

> 7. **An institution that admits students on an "ability to benefit" basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A2)**

      The practical nursing program does not admit students on an ability-to-benefit

basis.

> 8. **The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)**

      Recruiting activities for the College, including the practical nursing program, are

ethical and are conducted according to standard marketing and recruiting practices. The

director of recruiting/placement and retention has the overall responsibility for

developing and implementing the *Recruitment Plan*. Responsibility for carrying out

recruiting activities is shared throughout the College. All personnel are responsible for

distributing materials to locations in their communities and making presentations to local

high schools, churches, and vocational centers.

      All published materials depict the mission, instructional outcomes, student

performance expectations, and completion requirements of each program. The practical

nursing program section of the *College Catalog* has the following headings: *Purpose;*

Philosophy; Organizing Framework; Threads Integrated Throughout the Curriculum;

Nursing Program Outcomes; Nursing Program Objectives; Employment Outlook;

Admission Requirements; Essential Function;, Legal Limitations: Eligibility for Clinical

Rotations, Licensure, and Employment; Criminal Background Checks: Eligibility for

Clinical Rotations; Drug Screening; Licensure Requirements; Progression Policy;

Grading Policy/Scale; and Program Cost.

The College uses a variety of materials to market programs and services. Colorful

brochures, the *College Catalog*, *Student Handbook,* newspaper advertisements, and

website are employed to inform the student body and community of program offerings.

The College maintains a permanent scrapbook of newspaper advertisements for a

historical record (**Exhibit 2-A-8 (a), (b), (c), (d), (e), (f), (g)**).

> **9. Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)**

Students are informed of practical nursing program costs prior to admission in

several ways. Complete information about the cost of the practical nursing program is

included in the *College Catalog*. The *College Catalog* is distributed at all recruiting

activities. It is on display at all times in the administration and student services buildings,

and all incoming students are provided a copy at the orientation/advising session prior to

their first registration (**Exhibit 2-A-9 (a)**). College brochures list the credit hours

required for completion of the practical nursing program (**Exhibit 2-A-9 (b), (c)**). The

total tuition/fee cost for the practical nursing program is as follows:

Tuition	$ 4410.00
Fees	1078.00
Books	900.00
Supplies	500.00
Hepatitis Inoculation	150.00
Drug Testing/Background Checks	69.00
ABON Application	85.00
Temporary Permit Fee	50.00
NCLEX Application Fee	200.00
Insurance	15.36
Diploma Fee	15.00
Liability Insurance	15.00
Physical Exam	100.00
ATI Assessment Fees	275.00
	$7862.36

A program cost sheet is available and displayed in the student services building

(Exhibit 2-A-9 (d)).

B.   Programs

> **1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)**

Reid State College's mission is:

Reid State is committed to provide postsecondary education and training to students from diverse backgrounds and abilities on a non-discriminatory basis in order to prepare an effective workforce and to promote economic growth and community stability. In the spirit of scholarship, collaboration, technological specialization, flexible learning opportunities and personal development, the entire college seeks an improved quality of life for all students.

The practical nursing program is congruent with the mission of the institution.

The health careers advisory committee and faculty review the mission of the Reid

State nursing program semi-annually to ensure that it is consistent with the overall school

purpose and goals and that it reflects actual practices. Practical nursing program faculty

and College administration rely on information obtained through job market analyses,

business and industry visits and the division advisory committee to ensure the program

continues to meet the needs of the community and service area **(Exhibit 2-B-1 (a), (b),**

(c), (d)).

> **2.   The objectives for each educational program are evaluated annually. (Objective 2-B1)**

The practical nursing program objectives are evaluated continuously through

several methods. The health careers advisory committee meets twice annually and has

the responsibility for conducting an annual review of the program's mission, program

content, program objectives the curriculum, instructional methods and equipment **(Exhibit 2-B-2 (a))**.

Employer Verification Forms are completed at least annually to ensure that potential employers have the opportunity to evaluate the program content, objectives, range of remuneration, admission criteria, and curriculum to ensure that relevant and current practices are included in the program **(Exhibit 2-B-2 (b))**. Information obtained from Employer Verification Forms is utilized to ensure that relevant and current practices are addressed in the instructional program. Practical nursing faculty review and adjust program objectives as a result of feedback received through business and industry visits **(Exhibit 2-B-2 (c))**.

Faculty are required by college policy to complete visits each semester and to document their activities on Business and Industry Visit Forms that are forwarded to the human resources/instructional services coordinator. A copy is maintained by the division chair.

The Alabama State Board of Nursing no longer conducts a site visit every five years to evaluate the practical nursing program. Instead, evaluation is based on the annual report to the Board of Nursing and an eighty percent passage rate of all first-time takers of NCLEX-PN. The detail required in the report ensures that a thorough annual review of the program has been conducted. If the practical nursing program's passage rate drops below eighty percent during the period of October 1 through September 30 of each year, then an on-site visit could be conducted by the Board of Nursing.

> **3.** *Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)*

The practical nursing program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content **(Exhibit 2-B-3 (a))**. The Alabama Community College System has standardized all two-year curricula across the state.

Course objectives and content are listed on individual course syllabus and support the attainment of overall program objectives **(Exhibit 2-B-3 (b))**.

The practical nursing faculty meets with advisory committee members semi-annually to evaluate the objectives and content of the program. Relevancy and currency of program, course objectives, and content are ensured through a variety of methods. Practical nursing faculty maintain close and continuing contact with members of business and industry through periodic visits. Contact with graduates and employers of graduates are other valuable means of ensuring program relevancy and currency. The director of recruiting/retention & placement conducts student follow-up periodically. Information gathered from graduates and employers is compiled and provided to the instructors. Instructors maintain personal contact with former graduate students and employers through correspondence and visits to facilities where graduates are employed. Each of these information gathering methods assists faculty in staying abreast of the needs of business and industry in the practical nursing field and in maintaining relevancy of instruction program objectives and content **(Exhibit 2-B-3 (c))**.

Evaluation based on program objectives and content is accomplished in a variety of ways. Written exams evaluating theoretical and practical knowledge are utilized in theory classes. Exams, competency checklists, and skill demonstrations are utilized in laboratory and clinical classes **(Exhibit 2-B-3 (d))**. Methods for evaluating are outlined in course syllabi, which are provided to students at the first class meeting.

Course notebooks for each course in the curriculum includes the course guide, plan of instructions (POI's), curriculum standard, syllabus, course outline, handouts and audiovisual materials, sample tests, safety information, student information sheets, and other instructional material. This process ensures the standardization of content for each course taught at Reid State Technical College without respect to time of day, instructor, or location **(Exhibit 2-B-3 (e))**.

> **4. *A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)***

A systematic process is in place to ensure that objectives and content of the practical nursing program are updated regularly. A variety of methods are utilized to accomplish this. The health careers advisory committee meets twice annually and evaluates the program content and objectives. Minutes are available to document committee activities **(Exhibit 2-B-4 (a))**.

An annual report is filed with the Alabama State Board of Nursing. This report requires an extensive review of all program documentation and activities. The Board of Nursing no longer requires an on-site visit every five years unless the Annual Report is inadequate and the passage rate drops below eighty percent for all first time takers for a period of one year. These processes ensure systematic reviews of program content.

Business and industry visits are utilized by faculty to identify current and emerging trends in the healthcare profession. Each faculty member is required by college policy to make two business and industry visits each semester. Information gathered from these visits is recorded on business and industry visit forms and filed in the course notebook maintained by the division chair, with a copy forwarded to the human resources/instructional services coordinator **(Exhibit 2-B-4 (b))**.

Employer Verification Forms are completed at least once each year. Recommendations for program curricula or admission policy changes are considered by program faculty and administration **(Exhibit 2-B-4 (c))**.

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5. At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)

At least every two years, three bona fide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, methods of evaluation, and level of skills and/or proficiency required for completion and appropriateness of the delivery mode for the program. The Employer Verification Forms are filed in the office of human resources/instructional services and maintained by the division chairperson **(Exhibit 2-B-5)**.

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6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)

Reid State considers the length and the tuition of the practical nursing program in relation to the documented entry level earnings of completers. Employer Verification Forms are collected every year in order to document the range of remuneration a student

can reasonably expect to earn upon graduation **(Exhibit 2-B-6 (a))**. The College's tuition

is $90 per semester hour **(Exhibit 2-B-6 (b))**. The total cost for the practical nursing

program is $7,862.36. The 50 credit hour practical nursing program can be completed in

3 semesters of full time attendance in the day program.

> **7. *Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)***

Courses are offered at least once during the specified time frame, and those

classes offered in sequence are scheduled more frequently in order that students can

complete general education requirements and graduate in a timely manner.

Developmental courses in writing, math, and reading are offered each semester to assist

underprepared students in developing academic competencies to enable them to be

unconditionally accepted to the practical nursing program and to progress to Level I

nursing courses. Students who require developmental coursework are informed by their

advisors that they may take longer to complete the program requirements depending upon

their developmental needs. All students are provided with a degree plan upon entry, and

advisors use these degree plans to plan the students' classes each semester **(Exhibit 2-B-7 (a), (b), (c))**.

The main campus accepts enrollment for Level I students in the day program in

fall and spring semesters. The Atmore site also accepts enrollment for Level I students in

the day program in fall and spring semesters. Students on both campuses can elect to take

BIO201 (Human Anatomy & Physiology I), BIO202 (Human Anatomy & Physiology II),

MTH116 (Mathematical Applications), and ENG101 (English) in the summer semester in

preparation for fall admission. A sequence of courses to be offered by semester on each

campus is published in the practical nursing handbook **(Exhibit 2-B-7 (d), (e))**.

> *8. Associate Degree programs offered must meet the following requirements:*
> *a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.*
> *b. The program has a minimum of 60 semester hours or 90 quarter hours.*
> *c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)*

The practical nursing program does not offer an associate degree.

> *9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:*
> *a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.*
> *b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.*
> *c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.*
> *d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.*
> *e. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)*

The practical nursing program is offered on two sites, at the main campus in Evergreen and at an instructional site 40 miles away located in Atmore, Alabama. Both sites offer full-time and part-time day classes. Classrooms for the Atmore site are located on the Atmore Campus of Jefferson Davis Community College at 6574 Highway 21 North, Atmore, Alabama. The Atmore program was initiated in 1981 to meet the demands of employers and students in that area, and it has been very successful.

The off-campus program follows the practical nursing program mission and is qualitatively and quantitatively consistent with the day program at the Evergreen campus. The practical nursing program, including the off campus site, is approved and administered under established institutional policies and procedures and are supervised by all administrators who are integral parts of the College's organizational structure **(Exhibit 2-B-9 (a))**.

The nursing curriculum is the same for both sites and is supervised by the health careers division chair, whose office is on main campus. The Atmore site has a site coordinator who functions under the division chairperson. The division chair, the associate dean of instructional programs, business manager, dean of the college and the college president make periodic visits to the Atmore site and have input into planning of activities, approval for building expenditures, and on-going evaluation. Faculty members teach on both campuses **(Exhibit 2-B-9 (b))**.

Permanent records of all students, including Atmore students, concerning financial aid, enrollment, and transcripts are available in the student services building on the main campus **(Exhibit 2-B-9 (c))**. The Atmore campus is described in the *College Catalog,* brochures, and other promotional materials that include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements **(Exhibit 2-B-9 (d))**. Atmore students and faculty are included in student activities, college assemblies, nursing pinning ceremonies, and other activities on main campus that promote meaningful interaction among faculty and students **(Exhibit 2-B-9 (e)**.

10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)

The practical nursing program measures credit hours according to the requirements set forth by the Alabama State Board of Education. A semester hour of theory contains 15 clock hours of lecture, a semester hour of lab contains 45 clock hours of laboratory, and a semester hour of clinical contains 45 clock hours **(Exhibit 2-B-10 (a), (b), (c))**.

C. Instruction

1.   Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)

Academic and occupational competencies are integrated throughout the practical nursing program. This is demonstrated by the inclusion of required courses in English, biology and mathematics in the curriculum **(Exhibit 2-C-1 (a), (b))**. The instructional lesson plans incorporate academic and occupational competencies within the actual lesson structure. Comprehensive examinations and check-off examinations demonstrate the incorporation of academic and occupational competencies within the program. Academic competencies are further developed and applied in work-based learning in the core technical courses. For example students must demonstrate application of mathematical skills in computing drug dosages, recording patient vital signs, and developing nutrition plans. Communication competencies are developed and applied throughout the program. Students must utilize oral and written communication skills in developing care plans, patient teaching, and charting nurses' notes. Computer skills are developed through integrated modules in particular theory classes.

Occupational skills are developed through theory, laboratory, and clinical instruction designed to develop student competence in maternity, pediatrics, geriatrics, and adult health. Student learning experiences are also designed to develop student competence to function at the level of a practical nurse in surgery, outpatient departments, intensive care units, and general nursing care units **(Exhibit 2-C-1(c))**.

> **2.   *The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)***

The practical nursing program provides training in the competencies essential to success in the practical nursing profession, including job knowledge, job skills, work habits, and attitudes. As published in the *College Catalog,* curriculum outline, course descriptions, and program policies, the practical nursing program includes instruction designed to develop job knowledge, job skills, work habits, attitudes and practice as a safe, competent practical nurse. The program curriculum is developed upon the approved competencies of the National League for Nursing. That is, program graduates who posses and demonstrate skill in assessment, planning, implementation, and evaluation and have the ability to function as a member of the discipline **(Exhibit 2-C-2 (a))**.

An essential component in the practical nursing program is the development of occupational competencies, including work habits and work ethics. Course descriptions included in the Plan of Instruction (POI) for each course provide outlined modules with specific objectives that the faculty integrate to ensure that the student develops occupational competencies **(Exhibit 2-C-2 (b), (c))**. Comprehensive examinations and check-off examinations of skill demonstrations illustrate the development of job knowledge, skill, and work habits training that are essential for success in the practical nursing occupation **(Exhibit 2-C-2 (d), (e))**. Information obtained through business and

industry visits, and advisory committee meetings influence the practical nursing program content by enabling faculty to maintain contact with current workplace practices in the practical nursing profession.

> **3.** ***The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)***

The sequence of instruction required for completion of the practical nursing program is effectively organized in order to maximize the learning of competencies essential to success in the occupation **(Exhibit 2-C-3 (a), (b))**.

> **4.** ***Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)***

The health careers program utilizes an occupational advisory committee to ensure that desirable, relevant, and current practices within the practical nursing program are taught. The practical nursing advisory committee is composed of at least three members external to the institution, meets at least twice annually, and keeps minutes of each meeting to document the activities and recommendations **(Exhibit 2-C-4 (a), (b))**. The health careers division advisory committee includes representatives for the practical nursing, the nursing assistant/home health aide, and health sciences programs. The majority of the members are present for the meetings. The program's advisory committee follows a standard agenda, an annual program of work, meets during the

spring and fall semesters, completes an annual checklist, and documents their activities in

minutes **(Exhibit 2-C-4 (c))**. The checklist provides verification and documentation that

committee members have been provided an opportunity to review and discuss program

plans, equipment, facilities, job placement, program content, and curriculum, and to make

necessary recommendations.

The health careers advisory committee is fully utilized to ensure that relevant and

current practices of the practical nursing profession are included in the instructional

program. Their recommendations for improvements or expansions are documented in the

committee minutes.

> **5. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)**

The advisory committee reviews, at least annually, the appropriateness of the type

of instruction offered within the practical nursing program to assure students gain

competency with the required skills for successful completion of the program. The

committee meets twice annually to discuss current practices and makes recommendations

for improvements to the practical nursing curriculum. Minutes from each meeting are

kept on file to document the activities and recommendations of the committee. Faculty

integrates the identified changes as allowed by the Department of Postsecondary

standards **(Exhibit 2-C-5 (a), (b))**.

> **6. Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)**

The practical nursing program ensures job-related health, safety, and fire-

prevention are an integral part of instruction. Developing each student's skill as a safe

practitioner is critically important in the practical nursing program as faculty prepare students to enter the healthcare profession. Students are continually taught and, must demonstrate, appropriate protocol to ensure safety for themselves and their patients. Individual courses, for example, include information about protecting themselves from bloodborne pathogens. Students are taught how to safely move immobile patients and to safely administer medications. Individual course syllabi illustrate the inclusion of instruction in safe practices within the curriculum **(Exhibit 2-C-6 (a))**.

A *College Safety Manual* is on display in every College department, and it contains a section for each instructional program **(Exhibit 2-C-6 (b))**. The *Safety Manual* contains specific instructions for safely operating equipment specific to the nursing program. The program conducts frequent safety committee meetings to involve students and to develop their awareness of a safe environment. These meetings are documented in the program safety committee meeting minutes **(Exhibit 2-C-6 (c))**. The meetings cover, among other things, emergency and evacuation information. Fire extinguishers and building evacuation plans are located throughout the facility, and students are oriented to them each semester **(Exhibit 2-C-6 (d))**.

The *Practical Nursing Handbook* provides job-related health and safety information **(Exhibit 2-C-6 (e))**. The *Handbook* is distributed through the bookstore each semester to new students and reviewed with them by faculty. Course syllabi, lesson plans, and course descriptions illustrate emphasis on and integration of safety instructions within the program **(Exhibit 2-C-6 (f), (g))**.

> **7. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)**

The practical nursing program provides sufficient practice with equipment similar to that currently in use in the healthcare professions. The curriculum includes required skill and clinical courses in which students must practice on the equipment to develop skill proficiency **(Exhibit 2-C-7 (a))**. Documentation is compiled on check-off sheets that reflect each student's practice time. A large proportion of nursing coursework includes laboratory practice and clinical instruction.

The nursing lab's are equipped with basic healthcare equipment such as beds, sinks, wheelchairs, blood pressure machines, and mannequins to provide practice to develop skill proficiency. Students participate in extensive clinical experiences at local hospitals, doctors' offices, and nursing homes to develop and refine their skills as healthcare practitioners. These clinical experiences are provided on industry standard equipment since they occur in the actual healthcare setting.

Lesson plans demonstrate integration of sufficient practice with equipment on a regular basis. Assurance that lab equipment continues to meet industry standards is maintained through regular business and industry visits and advisory committee meetings **(Exhibit 2-C-7 (b), (c))**. An inventory of equipment is conducted annually, and records are maintained in the business office **(Exhibit 2-C-7 (d))**.

> **8. All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)**

Practical nursing faculty effectively organize instruction in the classroom and laboratories. A course notebook is required for each course in the curriculum. Course notebooks contain the course syllabus, course guide, curriculum standard, course outline,

lesson plans, sample tests, safety information, and instructional material **(Exhibit 2-C-8 (a))**. Course notebooks ensure consistency of instruction without regard to faculty, location, or time of course delivery. Evidence of the organization of instruction is provided in the detailed structure of the course outlines and lesson plans. The examinations used within the practical nursing curriculum are of a relevant nature and coincide with the instructional material being taught from the lesson plans. Syllabi demonstrate course content and expectations, and are provided to students on the first class meeting **(Exhibit 2-C-8 (b))**. Nursing assignments include on-line tests each semester. The NCLEX live review class is provided onsite, main campus at the end of fall and spring semesters.

> **9. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)**

Practical nursing has a published systematic, objective, and equitable method of evaluating student achievement based on required competencies. Evaluation methods are identified in the course syllabus that is distributed to each student at the first class meeting **(Exhibit 2-C-9 (a))**. Practical nursing grading policies are program specific and are defined and published in the *College Catalog* that is provided to students prior to admission and in the *Practical Nursing Handbook* **(Exhibit 2-C-9 (b), (c))**.

Course syllabi detail course objectives, method of evaluation, and composition of the final grade in addition to the grading scale. Evaluation in each course is based on the course objectives, and the type of course determines the method by which student competencies are evaluated. For example, lecture courses utilize knowledge tests whereas laboratory classes utilize skill demonstrations to evaluate skill proficiency. The course grade is calculated according to the identified method and is recorded on-line at

the end of each semester by the individual instructor. The recorded grade becomes a part of the student's permanent transcript **(Exhibit 2-C-9 (d))**.

> *10. Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)*
>
> *11. The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)*
>
> *12. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)*

The practical nursing program does not require a work-based activity.

CHALLENGES AND PROPOSED SOLUTIONS

The Alabama Board of Nursing requires that programs maintain an eighty percent or higher passage rate for first-time takers of the NCLEX-PN. The importance of maintaining the NCLEX-PN passage rates at eighty percent for first-time takers of NCLEX continues to be an ongoing issue that faculty must remain cognizant of in order to ensure the program remains viable.

Although the program continues to have approval for an evening program, evening classes have not been viable due to limited student interest. However, the enrollment in day classes for both the Evergreen and Atmore sites has increased. This increase in enrollment provides the challenge of finding adequate space to accommodate the growing number of students on both campuses.

Retention remains a challenge for the practical nursing program. Since the college has an open enrollment, students enroll in the nursing program, which may not be committed or prepared to handle the rigorous nursing curriculum. Faculty continues to implement strategies aimed at improving retention.

Present economic issues have led to proration in the two-year college system. As a result, the number of scholarships available to nursing students has decreased. This decrease in scholarships impedes some students from completing the practical nursing program.

The future challenge for the nursing program will be with the implementation of the TEAS exam as the standardized nurse entrance test beginning in fall 2010. Even though the TEAS will be piloted in fall 2010, cut-off scores have not yet been determined. Once cut-off scores are established, the faculty believes that the number of students eligible for admission will decrease. Another deterrent with the TEAS is that students will have to pay $30 before the exam can be administered.

SUMMARY

The practical nursing committee determined that the program complies with standard two criteria. The practical nursing program is designed to meet the requirements of the Alabama State Board of Education, Reid State Technical College, Alabama State Board of Nursing, and industry standards. The program is approved by the Alabama State Board of Nursing. Upon satisfactory completion of the program, the student is eligible to apply to the Alabama State Board of Nursing, or the board of nursing in another state, to take the National Council of Licensure Examination - Practical Nursing (NCLEX-PN).

Detailed program information including program mission, curriculum, entrance and graduation requirement policies, and program objectives are published in the *College Catalog*, which is widely distributed and publicly available online. Students are informed of program cost and requirements prior to entry.

The curriculum is designed to prepare the beginning practical nurse with the skills to provide safe and effective nursing care to individuals and/or groups. The program is effectively organized and meets the documented needs of the healthcare industry. Program faculty enjoy strong relationships with resource personnel who provide valuable information on which faculty rely to ensure the practical nursing program includes relevant and current practices of the healthcare profession. Program length and cost are reasonable in relation to the graduate's anticipated entry-level earnings.

The practical nursing program has an active advisory committee that documents activities and recommendations of semi-annual meetings in minutes. Faculty actively solicit advice and recommendations from resource personnel through regular business and industry visits, professional associations, Employer Verification Forms, and advisory committees.

Program outcomes substantiate a strong program that emphasizes attainment of entry-level skills, including academic and occupational skill development. Program faculty continually avail themselves of professional development opportunities to maintain and update their professional and teaching skills.

Standard Two

Practical Nursing Exhibits

Admissions

2-A-1(a)	College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)	College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)	Program Brochure
2-A-1(d)	College Website
2-A-2	Non-Applicable
2-A-3(a)	College Transfer Policy, *College Catalog*, p.26
2-A-3(b)	College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)	State Board of Education Policy 801.01
2-A-3(d)	State Board of Education Policy 714.03
2-A-4(a)	College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)	College Transfer of Credits Policy, *Student Handbook,* p. 76
2-A-5(a)	College Admission Policy, *College Catalog,* pp. 21-33
2-A-5(b)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)	Placement Testing Policy, *College Catalog,* p. 32
2-A-6	Non-Applicable
2-A-7	Non- Applicable
2-A-8(a)	Recruitment Plan
2-A-8(b)	*College Catalog,* p. 115-124
2-A-8(c)	Brochure
2-A-8(d)	Admission Packet
2-A-8(e)	Schedule
2-A-8(f)	Advertising Scrapbook
2-A-8(g)	Reid State Technical College website www.rstc.edu
2-A-9(a)	*College Catalog, p. 115-125*
2-A-9(b)	Brochure
2-A-9(c)	Tuition Rates, *College Catalog and Student Handbook*, p. 64
2-A-9(d)	Program Cost Sheet

Programs

2-B-1(a)	*Alabama Occupational Trends* for 2016
2-B-1(b)	*Occupational Outlook Handbook*
2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes

2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog,* p. 117-118
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum
2-B-7(d)	Schedule
2-B-7(e)	Program Sequence, *Practical Nursing Handbook*
2-B-8	Non-Applicable
2-B-9(a)	Organizational Chart
	Organizational Policy, *College Policy Manual,* p. 11-14
2-B-9(b)	Faculty Evaluation Policy, *College Policy Manual*, p. 21
	Organizational Policy, *College Policy Manual,* p. 11-14
2-B-9(c)	*Student Handbook*, p. 14
2-B-9(d)	Program, *College Catalog* p. 115-125
	Brochure
	College Tuition Policy, *College Catalog,* pp. 43-44
	College Tuition Policy, *Student Handbook*, p. 62-64
	College Refund Policy, *College Catalog,* pp. 44-45
	College Refund Policy, *Student Handbook*, p. 64-65
	College Admission Policy, *College Catalog*, pp. 21-32
	College Admission Policy, *Student Handbook, pp. 67-77*
	Reid State Technical College Website – www.rstc.edu
2-B-9(e)	Office Schedule
	Syllabus
	College Assembly Minutes
	Division Minutes
	College Activities Flyers

2-C-9(c)   *Practical Nursing Handbook*
2-C-9(d)   Student Transcript

2-C-10   Non-Applicable

2-C-11   Non-Applicable

2-C-12   Non-Applicable

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Practical Nursing (Diploma)		CIP Code	51.3901

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):

TOTAL CLOCK HOURS:	990	TOTAL SEMESTER CREDIT HOURS:	50	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	INSTRUCTION DELIVERY METHOD (Check One or More)				CLASSROOM/ LECTURE			SHOP/LAB		WORK-BASED ACTIVITIES		TOTALS	
	Classroom	Online	Audio/ VideoTape	Correspon-dence	Clock Classroom	Clock Distance Ed.	Credit	Clock	Credit	Clock	Credit	Clock	Credit
ENG101- English Composition	X	X		X	15	30	3	0	0	0	0	45	3
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
MTH116 – Mathematical Applications	X				45	0	3	0	0	0	0	45	3
BIO 201 – Human Anatomy and Physiology I	X				45	0	3	30	1	0	0	75	4
BIO 202 – Human Anatomy and Physiology II	X				45	0	3	30	1	0	0	75	4
NUR102 – Fundamentals of Nursing	X		X		45	0	3	90	3	0	0	135	6
NUR103 – Health Assessment	X (Lab)		X		0	0	0	30	1	0	0	30	1
NUR104 – Introduction to Pharmacology	X (Lab)		X		0	0	0	30	1	0	0	30	1
NUR105 – Adult Nursing	X		X		75	0	5	90	3	0	0	135	8
NUR106 – Maternal and Child Nursing	X		X		60	0	4	30	1	0	0	90	5
NUR107 – Adult/Child Nursing	X		X		75	0	5	90	3	0	0	165	8
NUR108 – Psychosocial Nursing	X		X		30	0	2	30	1	0	0	60	3
NUR109 Role Transition for the Practical Nurse	X		X		30	0	2	30	1	0	0	60	3
TOTAL ALL COLUMNS	X	X	X		480	30	34	480	16	0	0	990	50

GRAND TOTALS

EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution Reid State Technical College	
Address P O Box 588	**City/State/Zip** Evergreen, AL 36401
Name of Program Practical Nursing (Diploma)	
Model(s) of Delivery of Program ☐ 100% Traditional ☐ Hybrid ☐ Distance Education	

This program is (check one):

__X__ An Existing Program _____ A New Program _____ A Substantially Revised Program

The length of program in:

_____ Clock Hours _____50___ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 7,862.36 _____

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the _Practical Nursing_ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☐ **100% Traditional** ☐ **Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.

EMPLOYER #1:

Name: Robert C. Ellis	Title: DON
Company Name: D.W. McMillan Memorial Hosp.	Phone Number: 251-867-8061
Address P.O. Drawer 908	City/State/Zip Brewton AL 36427
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 22,400 annually to $ 28,000 annually.	
Signature: _Robert L._	Date: 5/17/10

EMPLOYER #2

Name: Margaret Godwin	Title: ER Nurse Manager
Company Name:	Phone Number:
Address 101 Crestview Ave	City/State/Zip Evergreen Al 36401
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ 12.50 per hour annually to $ annually.	
Signature: Margaret Godwin	Date: 9/16/10

EMPLOYER #3

Name: Englewood HCC/Lori Carlin	Title: RN MDS Coordinator
Company Name: Crowne Mgt	Phone Number: 575-3285
Address 2046 S Ala Ave	City/State/Zip Monroeville AL
Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $ annually to $ annually.	
Signature: Lori Carl	Date: 0916 10

STANDARD TWO
WELDING TECHNOLOGY

INTRODUCTION

The welding technology program committee was responsible for evaluating all aspects of the instructional program to determine compliance with standard two criteria. In order to complete its task, the committee reviewed program files, minutes, outcomes, curriculum, and other documentation. The welding technology program is a 55 semester credit hour program. A student enrolled on a full-time basis can earn a diploma for pipe welding in four semesters.

The welding technology program at Reid State Technical College provides excellent training that enables graduates of the program to obtain and successfully perform the tasks of entry-level positions in this field. The welding technology program's comprehensive mission is stated in the *College Catalog* as follows:

> *The purpose of the welding technology program is to provide accessible, quality educational opportunities that will provide individuals with the knowledge, technical skills, and attitudes necessary to obtain entry-level employment in the welding profession.*

> *The diploma program is intended to produce graduates who are prepared for employment as entry-level structural and/or pipe welders. Program graduates are to be competent in the academic areas of communications, mathematics, computer literacy, and human relations and in the technical areas of cutting processes, blueprint, SMAW and GMAW/FCAW structural welding and SMAW and GTAW/FCAW pipe welding to applicable standards.*

> *Reid State Technical College will accomplish program objectives by providing students with a comprehensive general education and technical training in the core area of welding technology. The occupational skill preparation should meet the American Welding Society recognized skill standards. The college will ensure program quality through internal certification of graduate competencies and external certification of graduates by the American Welding Society.*

The philosophy and purpose of the welding technology program is consistent with that of the governing institution.

The admission policies for the program are relevant to a student's ability to complete the academic and occupational requirements. The program is offered during day and evening hours only on the main campus.

Two full-time faculty are employed to provide quality instruction and educational experiences for Reid State students. Program faculty enjoy strong and productive relationships with area business and industry representatives. Program outcomes emphasize the success of this program in preparing graduates for entry-level employment in the welding profession.

The program mission, length, objectives, course requirements, equipment and academic courses integrated into the occupational area are congruent with the institution's mission, labor job market demands, business and industry needs, the requirements of the Alabama State Board of Education, and the mission of the Alabama Community College System.

ANALYSIS

A. Admissions/Recruiting

1. The institution's admissions policies are clearly stated, published, and made available to students prior to enrollment. (Objective 2-A-1)

The institution's admission policies are printed in the *College Catalog*, *Student Handbook,* website, and program brochures. Copies of the *College Catalog* are distributed to high schools in the service area and many other locations where prospective students may frequent. Additionally, the *College Catalog*, program brochures, and other informational material are on display at all times in the administration and student

services buildings. All students are provided a copy of the *College Catalog* during

orientation, at which time College policies and procedures are reviewed in detail (**Exhibit**

2-A-1 (a), (b), (c), (d)).

> **2. *For all students admitted to a Vocational English-As-A-Second-***
> ***Language Program, the institution utilizes written admission procedures***
> ***that comply with policies established by the Commission. (Objective 2-A-***
> ***1) (See "Vocational English-As-A-Second-Language Programs" in the***
> ***current edition of the Policies and Rules of the Commission.)***

Reid State Technical College does not offer Vocational English-As-A-Second

Language Program.

> **3. *The institution clearly defines and publishes a policy on the transfer of***
> ***students between programs within the institution and the transfer of***
> ***students from other institutions. (Objective 2-A-1)***

The institution clearly defines and publishes a policy on the transfer of students

between programs within the institution and the transfer of students from other

institutions. The College transfer policy is promulgated by the Alabama State Board of

Education and is printed in the *College Catalog* and *Student Handbook* (**Exhibit 2-A-3**

(a), (b),(c), (d)).

An applicant who has previously attended another accredited postsecondary

institution is considered a transfer student and is required to furnish official transcripts of

all work attempted at all said institutions. The college also requires the transfer of

student documents required of first-time college students.

A transfer student who meets requirements for admission to a course creditable

toward an associate degree is classified as a degree-eligible student. A transfer student

who does not meet these requirements is classified as a non-degree-eligible student. A

transfer student must have submitted to the college an application for admission and

official transcripts from all accredited postsecondary institutions attended and an official high school transcript or GED.

A transfer student whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale is admitted on clear academic status. A transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale is admitted only on academic probation. An applicant who has been academically suspended from another accredited postsecondary institution may be admitted as a transfer student only after following the appeal process established at the College for native students who have been academically suspended. If the transfer student is admitted upon appeal, the student will enter the institution on academic probation.

Students may transfer to different programs within the institution provided they meet the admission requirements for the desired program. Full credit is granted for those courses that have similar course descriptions and theory/laboratory/clinical credit hour requirements.

> **4. *The institution clearly defines and publishes a policy on the transfer of credits that includes a statement of the criteria established by the institution regarding the transfer of credit earned at another institution. (Objective 2-A-1)***

Transfer credit is awarded for internal and external transfers based on the published "General Principles for Transfer of Credit." A course completed at other accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements. Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous formal training. For students admitted on academic probation, only courses in which they

have earned a course grade of "C" or better will be accepted for transfer. Awarding of transfer credit to fulfill graduation requirements will be based on applicability of the credits to the requirements of the degree sought **(Exhibit 2-A-4 (a), (b))**.

> 5. ***Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode. (Objective 2-A-2)***

Admission requirements for welding technology offer reasonable expectations for successful completion of the occupational program. Students must have a high school diploma or GED or have documented ability-to-benefit and earn the GED prior to graduation.

Placement exams are additional measures used to determine a student's readiness for college-level academic and occupational course work. The placement tests measure proficiency in reading, writing, and numerical skills. Students who score below requisite cut scores on each subtest are required to enroll in developmental courses in order to develop academic competencies necessary for success in college-level courses. Students whose assessment scores indicate they would benefit from developmental math, reading, or writing must complete the courses prior to enrolling in college-level math and English. Students needing developmental reading must enroll in it within the first two semesters. Students are advised to enroll during their first term for any required developmental course work and to take follow-up college courses in sequence. These policies and procedures are designed to ensure that students can be successful in completing all program requirements **(Exhibit 2-A-5 (a), (b). (c))**.

> **6. Students admitted into Associate Degree programs have a high school diploma or its equivalent. (Objective 2-A-2)**

The welding technology program does not award an associate in applied technology degree.

> **7. An institution that admits students on an "ability to benefit" basis has written admissions procedures, applies these uniformly, provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. (Objective 2-A2)**

For all students admitted on an ability to benefit basis, the institution has written admissions procedures, applies these uniformly, and provides documented evidence on how they are used, maintains records on student progress, and regularly evaluates the effectiveness of the procedures used in admitting these students. Students without a high school diploma or GED may be admitted on the ability-to-benefit basis to the welding technology program. The admissions procedures are published in the *College Catalog* and *Student Handbook* (**Exhibit 2-A-7 (a), (b)**). This policy is applied uniformly and documentation is maintained in all permanent student files for verification of its application.

Upon student completion of the independently administered standardized test (COMPASS), the students' scores are compared to the federally-approved cut scores for Title IV eligibility. In order for a student to qualify for admission and Title IV funds the following scores are required: COMPASS   Pre-algebra /Numerical (25), Reading (62), Writing (32)

The results of the test are recorded by the independent test administrator and forwarded to the admissions office, which then makes a determination of acceptance to the College and notifies the student of the results. An Ability-to-Benefit Test

Certification form is completed by the test administrator and becomes part of the student's permanent record along with the actual test form completed by the student **(Exhibit 2-A-7 (c))**.

The registration services coordinator is responsible for maintaining permanent records of student progress. Computerized transcripts reflect the student's grades in developmental and college courses and subsequent program completion status **(Exhibit 2-A-7 (d))**.

> 8. *The institution ensures that recruiting activities are ethical and that all materials used in recruiting accurately describe the mission, instructional outcomes, student performance expectations, and completion requirements of each program. (Objective 2-A-3)*

Reid State Technical College's recruiting activities are ethical and are conducted according to standard marketing and recruiting practices. The associate dean of workforce development/public relations is directly responsibility for developing and implementing the *Marketing/Recruitment Plan*. Responsibility for recruiting activities is shared throughout the College. All personnel are responsible for distributing materials to locations in their communities and making presentations to local high schools, churches, and vocational centers.

Published materials depict the mission, instructional outcomes, student performance expectations, and completion requirements of each program. The College uses a variety of materials to market programs and services. Colorful brochures, the *College Catalog*, *Student* Handbook, newspaper advertisements, and website are utilized to inform the student body and community of program offerings **(Exhibit 2-A-8 (a), (b), (c), (d), (e), (f), (g))**. The associate dean of workforce development/public relations maintains a permanent scrapbook of newspaper advertisements for a historical record,

and the College has greatly improved its marketing and public relations campaigns over time.

> **9. Prior to admission, students are informed of the costs of the program and any equipment and services required. (Objective 2-A-3)**

Students are informed of welding technology program costs prior to admission. Information about the program in the *College Catalog* includes the program philosophy, mission statement, program objectives, program costs, tuition rates, admission criteria, certification information, curriculum outline, course descriptions, and any other pertinent information. The *College Catalog* is distributed at all recruiting activities. It is on display at all times in administration and student services buildings, and all incoming students are provided a copy at the orientation/advising session prior to their first registration **(Exhibit 2-A-9(a))**.

College brochures list the credit hours required for completion of each program **(Exhibit 2-A-9 (b))**. A program cost sheet is available in the student services building **(Exhibit 2-A-9 (c))**. The total tuition/fee cost for the Welding technology program follows **(Exhibit 2-A-9 (d)** :

Tuition	$4,950
Fees	1,210
Books	465
Supplies	125

The College's tuition rate per semester hour is $90, plus a $9 per hour facility fee, $9 per hour technology fee, $1 per hour bond fee, and $3 per hour special building fee.

B.   *Programs*

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1. Occupational education programs offered by the institution are congruent with the mission of the institution and with the occupational needs of the people served by the institution. (Objectives 2-A-2 and 2-B-1)

</div>

Occupational education programs offered by the institution are congruent with the

mission of the institution and with the occupational needs of the people served by the

institution. Reid State Technical College's mission is as follows:

> *. . . to provide postsecondary occupational education on a nondiscriminatory basis for individuals who desire to prepare for entry-level employment, advancement, or retraining in a career field. The training should meet the needs and standards of business, industry, and the professions, and also, afford reasonable expectation of gainful employment.*

Welding technology is congruent with the institutional mission and with the occupational

needs of the people served by Reid State Technical College.

Occupational needs of the service area are evaluated through annual reviews of

labor market information in order to gauge the continuing necessity and level of demand

for each program **(Exhibit 2-B-1 (a), (b))**.   Business and industry visits and the program

advisory committee provide valuable information that assists the institution in ensuring

that the welding technology program continues to be congruent with the institutional

mission and the needs of the community **(Exhibit 2-B-1 (c), (d))**.

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**2.   The objectives for each educational program are evaluated annually.
(Objective 2-B1)**

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The welding technology program objectives are evaluated continuously. The

welding technology advisory committee review and evaluate program objectives. The

welding technology advisory committee meets twice annually. The advisory committee

has had the responsibility for conducting an annual review of the program's mission and

content and recommending improvements in the curriculum, instructional methods,

equipment, and supplies. Minutes are available to document advisory committee

activities **(Exhibit 2-B-2 (a))**.

Employers periodically review program objectives.   Employer verification forms

are completed every year to ensure that bona fide potential employers have the

opportunity to evaluate the program content, objectives, range of remuneration,

admission criteria, and curriculum to ensure that desirable, relevant, and current practices

are included in the program of study **(Exhibit 2-B-2 (b))**. The faculty reviews and

adjusts program objectives as a result of feedback received through business and industry

visits **(Exhibit 2-B-2 (c))**.

> **3. *Each occupational education program has clearly stated objectives, defined content relevant to these objectives and the current needs of business and industry, and student evaluation based on the program objectives and content. (Objective 2-B-2)***

The welding technology program at Reid State Technical College has clearly

stated objectives, defined content relevant to these objectives and the current needs of

business and industry, and student evaluation based on the program objectives and

content.

Program outcome objectives are **(Exhibit 2-B-3 (a))**:

1. *Program graduates will be proficient in communication, computation, and interpersonal skills.*

2. *Program graduates will be technically proficient.*

3. *Program graduates will be able to obtain certification by the American Welding Society.*

4. *Program graduates will be successfully employed in the field.*

5. *Employers of program graduates will be satisfied with their education and training.*

Course objectives are listed in the individual course syllabi, course guides and curriculum standards and support attainment of program outcome objectives **(Exhibit 2-B-3 (b))**. Business and Industry visits are regularly conducted to ensure that current needs of business and industry are considered when defining program content **(Exhibit 2-B-3 (c))**. Faculty also utilizes information gained from their participation in professional associations to review and adjust program objectives.

Students' attainment of learning objectives in the welding technology program is determined through regular evaluation methods. Knowledge tests are given in theory classes, and demonstration or proficiency exams are utilized to document competency attainment in laboratory courses **(Exhibit 2-B-3 (d))**.

Industry standard curriculum developed by the National Center for Construction Education and Research (NCCER) was adopted for the welding technology program. The welding department maintains a course notebook for each course in the curriculum. Each course notebook includes the course guide, curriculum standard, syllabus, course outline, handouts and audiovisual materials, sample tests, safety information, student information sheets, and other instructional material. This ensures the standardization of content for each course **(Exhibit 2-B-3 (e))**.

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4. *A systematic process has been implemented to document that the objectives and content of programs are current. (Objective 2-B-2)*

A systematic process is established to document that the welding technology program objectives and content are regularly updated. Information is obtained from advisory committee meetings, informal contact with alumni, Employer Verification Forms, business and industry visits and participation in professional organizations

(Exhibit 2-B-4 (a), (b), (c)). The information gained through these resources enables faculty to stay abreast of industry trends.

> *5. At least every two years, three bona fide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

At least every two years, the welding technology program is reviewed by three bona fide potential employers who recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, method evaluation, and level of skills and/or proficiency required for completion. Employer verification forms are filed in the office of the human resources/instructional services coordinator and maintained by program faculty **(Exhibit 2-B-5)**.

> *6. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

Reid State Technical College considers the length and tuition of the welding technology program in relation to the documented entry-level earnings of completers. Employer verification forms are collected every year in order to document the range of earnings a student can expect to earn upon graduation **(Exhibit 2-B-6 (a))**. According to the employer verification form completed in 2010 graduates can reasonably expect to earn from $54,000 to $74,000 at entry to the profession.

The tuition is set according to the guidelines from the Alabama State Board of Education. The College's tuition rate is $90 per semester credit hour **(Exhibit 2-B-6 (b)**. Total tuition for the 55 credit hour, four semester diploma program is $6,025.48.

> **7. *Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. (Objective 2-B-3)***

Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame. As specified in the *College Catalog*, the welding technology program can be completed in four semesters by full-time students. Classes are offered at least once during the specified time frame. All students are provided with a degree plan upon entry, and advisors use these degree plans to plan their schedules of classes each semester **(Exhibit 2-B-7 (a), (b))**. Evening classes are offered less frequently, and the student is advised that the program takes longer to complete based on the student's semester course load. Generally, students can complete courses within 2.5 times the time frame specified for full-time students. Courses are offered based on demand, and evening enrollment must be sufficient or the class is subject to cancellation. Transcripts provide evidence that students' progress through the program in an orderly and timely manner **(Exhibit 2-B-7 (c), (d))**.

Developmental courses in writing, mathematics, and reading are offered every semester to assist under prepared students in developing basic skills to ensure success in college-level courses. Students who require developmental coursework are informed by their advisors that they may take longer to complete the program requirements depending upon their developmental needs.

> *8. Associate Degree programs offered must meet the following requirements:*
>   *a. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used.*
>   *b. The program has a minimum of 60 semester hours or 90 quarter hours.*
>   *c. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics. (Objective 2-B-5)*

The welding technology program does not award the associate in applied technology degree. The college awards the associate in occupational technology degree. Students may elect to enroll in the associate in occupational technology degree program with a major in occupational studies. The associate in occupational technology degree program is structured according to the guidelines set forth by the Alabama State Board of Education **(Exhibit 2-B-8 (a))**. The student will be required to complete at least 18 semester hours in general education, with at least 3 hours in written composition, 3 hours in humanities and fine arts, 9 hours in natural science and mathematics, and 3 hours in history, social, or behavioral sciences **(Exhibit 2-B-8 (b))**. Students must complete at least 30 hours in a primary technical specialty and 12 hours in a secondary technical specialty, for a total of at least 60 semester hours for the associate in occupational technology degree in occupational studies **(Exhibit 2-B-8(c))**.

> *9. All programs, regardless of location or time or mode of delivery, are qualitatively consistent with those offered on the main campus, and must:*
> *a. Be approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization.*
> *b. Have appropriate involvement of on-campus administrators and faculty in planning, approval, and on-going evaluation.*
> *c. Have individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus.*
> *d. Be described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements.*
> *e. Provide for timely and meaningful interaction among faculty and students. (Objectives 2-B-6 and 2-B-8)*

The welding technology program offers day and evening classes only on the main

campus.

> *10. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities. (Objective 2-B-7)*

The semester credit hours assigned to each course in the welding technology

program are awarded according to the policies of the Alabama State Board of Education

(Exhibit 2-B-10 (a)). A semester hour of theory contains 15 clock hours of lecture, a

semester hour of demonstration lab contains 30 clock hours of laboratory, a semester

hour of manipulative lab contains 45 clock hours of laboratory **(Exhibit 2-B-10 (b), (c))**.

C. Instruction

> *1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area. (Objective 2-C-1)*

Documentation is available to demonstrate the integration of academic

competencies and occupational skills into the welding technology program **(Exhibit 2-C-**

1 (a)). The program curriculum includes nine semester hours of required courses in mathematics, English, and computer literacy as well as technical concentration theory and laboratory courses **(Exhibit 2-C-1 (b))**.

Academic competencies are developed and applied in work based learning in the core technical courses. For example, students must demonstrate application in basic measurements, calculate gas flow rates, and estimate job costs. Communication competencies are developed and applied in both theory and laboratory instruction. This includes application of communication skills to developing resumes, interpreting handouts and lessons on job applications, preparing for job interviews, completing safety reports, writing project specifications, and participating in customer/student interactions. Computer skills are learned and practiced for blueprint drawing, outlines of specifications, and computing of measurements. Syllabi detail the applications of workplace academic competencies in work-based learning activities **(Exhibit 2-C-1 (c))**.

> **2.** *The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes. (Objective 2-C-2)*

The welding technology program includes extensive theory and laboratory instruction designed to develop and refine job knowledge, job skills, work habits and attitudes. Course descriptions and accompanying objectives illustrate the emphasis on developing occupational competencies **(Exhibit 2-C-2 (a), (b))**. Employability skills such as work habits, attitudes, safety and job orientation are integrated throughout the curriculum. Students' work habits are evaluated and a work habit grade is calculated as a percentage of the final grade. Criteria for scoring include punctuality, attendance, proper use of tools, safety, attitude, and other related skills. Work habits check sheets are

utilized to ensure objectivity and consistency in grading, and students are informed of the composition of the final grade on the course syllabi **(Exhibit 2-C-2 (c))**.

> **3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is effectively organized in order to maximize the learning of competencies essential to success in the occupation. (Objective 2-C-2)**

The sequence of instruction required for completion of the welding technology program is effectively organized in order to maximize the learning of competencies essential to success in the occupation **(Exhibit 2-C-3 (a), (b))**.

> **4. Occupational advisory committees appointed for each program or program area are used to ensure that desirable, relevant, and current practices of each occupation are being taught. Each committee (a) is composed of at least three members, all being external to the institution and representative of the geographical service area covered by the program area; (b) meets at least twice annually with a majority of official members present; and (c) keeps minutes of each meeting to document their activities and recommendations. The occupational advisory committee may also perform the functions of the institutional advisory committee if only one occupational advisory committee is required for the institution. (Objectives 2-B-2 and 2-C-2)**

Program advisory committees are used to ensure that desirable, relevant, and current practices of the occupation are being taught. Committee membership is comprised of at least three business or industry representatives. The advisory committee is organized according to established guidelines. Advisory committee meetings are scheduled throughout the campus during the fall and spring. The welding program advisory committee follows a standard agenda, plan of work, and completes an annual checklist to ensure consistent and detailed documentation of activities. The annual checklist provides documentation and verification that committee members have been provided an opportunity to review and discuss program plans, equipment, job placement, facilities, program content, curriculum, and to make necessary recommendations. Information

obtained from employer verification forms is utilized to ensure that relevant and current

practices are addressed in the instructional program **(Exhibit 2-C-4 (a), (b))**.

Regular visits to business and industry are another critical means of obtaining

recommendations from resource personnel. Faculty are required by college policy to

complete six visits annually and document their activities on business and industry forms

that are forwarded to the human resources/instructional services coordinator. A copy is

maintained by the faculty **(Exhibit 2-C-4 (c))**. .

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5. *Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program. (Objectives 2-B-7 and 2-C-4)*

The welding program advisory committee reviews the appropriateness of the type

of instruction to ensure that students have sufficient opportunities to practice

and gain competencies with specific skills required for successful completion of the

program. This review is documented in the committee's minutes **(Exhibit 2-C-5 (a),**

(b)).

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6. *Job-related health, safety, and fire-prevention are an integral part of instruction. (Objectives 2-C-2 and 2-C-3)*

Job-related health, safety, and fire prevention are an integral part of instruction.

Safety is stressed throughout the welding technology program. Each course notebook

includes a section on safety **(Exhibit 2-C-6 (a))**. At the beginning of each semester, the

students cover a safety module in the text, and safety videos are shown and discussed

with the students. Textbooks and application of safety practices in the laboratory are also

used. Students are shown fire exits and escape routes, which are clearly marked at each

door **(Exhibit 2-C-6 (b))**. These procedures are continuously discussed in class and lab instruction **(Exhibit 2-C-6 (c))**.

A safety committee comprised of welding technology students meets each semester. A safety report is completed by this committee and signed by each student **(Exhibit 2-C-6 (d))**. A copy of this report is provided to the Reid State safety committee chairperson who is charged with following up on services to address campus safety concerns. A copy of the *Safety Manual* is available in the department and contains a section for safely operating equipment in the welding technology program **(Exhibit 2-C-6 (e))**.

> 7. ***To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation. (Objective 2-C-3)***

To develop skill proficiency, sufficient practice is provided with equipment similar to that currently in use in the occupation. The Welding technology curriculum provides appropriate laboratory practice to develop skill proficiency **(Exhibit 2-C-7 (a))**. The majority of courses offered are taught in the lab environment on industry standard equipment.

Assurance that equipment continues to meet industry standards is acquired through business and industry visits and advisory committee meetings **(Exhibit 2-C-7 (b), (c))**. An inventory of equipment is conducted annually, and records are maintained in the business office **(Exhibit 2-C-7 (d))**.

> 8. ***All instruction is effectively organized as evidenced by course outlines, lesson plans, competency tests, and other instructional materials. (Objective 2-C-4)***

Instruction in classrooms, shops, and laboratories is effectively organized as evidenced by course outlines, lesson plans, competency tests, and/or other instructional

materials. The standard curriculum from the National Center for Construction Education

and Research (NCCER) are used which includes standard lesson plans, performance and

knowledge tests, and instructional materials.

Course notebooks for each course in the welding technology program are

maintained by the faculty. The course notebooks contain course outlines, lesson plans,

course standards, curriculum guides, course syllabi, instructional materials, tests, safety

handouts, student information sheets and other information needed to teach each class.

The course notebooks are useful to faculty and ensure consistency of instruction between

day and evening classes **(Exhibit 2-C-8)**.

> **9.** ***The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies. (Objective 2-C-5)***

The welding technology program uses a systematic, objective, and equitable

method for evaluating student achievements based on required competencies. Course

syllabi detail the course objectives and evaluation methods. The course syllabi are

distributed and explained to every student on the first class meeting **(Exhibit 2-C-9 (a))**.

Knowledge tests are used to evaluate theoretical knowledge acquired in lecture classes,

and skill demonstrations or proficiency exams are used to evaluate skill proficiency in lab

classes **(Exhibit 2-C-9 (b))**. Evaluative tools were developed by NCCER and are used

by faculty to measure student achievement and also to ensure students have obtained the

knowledge required for certification in the National Registry.

The College grading policy is published in the *Student Handbook* and course

syllabi **(Exhibit 2-C-9 (c))**. The course grade is calculated according to the identified

method and posted on the online grade reporting module **(Exhibit 2-C-9 (d))**.

> *10. Each work-based activity has a written instructional plan for students specifying the particular objectives, experiences, competencies, and evaluations that are required. (Objective 2-C-6)*
> *11. The instructional plan designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations. (Objective 2-C-6)*
> *12. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications. (Objective 2-C-6)*

The welding technology program does not require a work-based activity.

CHALLENGES AND PROPOSED SOLUTIONS

The welding technology program provides opportunities for students to obtain exposure to and appreciation of the dynamics of the industry. The program is designed to meet Alabama State Board of Education, Reid State Technical College, and industry standards. The welding technology program committee finds the program to be well organized, and all activities are documented.

The National Center for Construction Education and Research (NCCER) curriculum is being utilized in the welding program. The Alabama Department of Postsecondary Education has made revisions to the curriculum in the attempt to make all welding programs uniform across the state. Reid State Technical College's welding program has undergone some changes to meet these requirements. A major challenge is the consistent attendance of the advisory committee members.

SUMMARY

The welding technology program provides opportunities for students to obtain exposure to and appreciation of the dynamics of the industry. The program is designed to meet the requirements of the State Board of Education and Reid State Technical College and industry standards.

The welding technology program has a published purpose statement and program objectives that are evaluated continuously and publicly available. The instructional program is effectively organized as evidenced by course notebooks, course outlines, lesson plans, syllabi, instructional materials, tests, course standards, and curriculum guides.

The welding technology program has an active advisory committee that documents activities and recommendations of semi-annual meetings in minutes. Faculty actively solicit advice and recommendations from resource personnel through regular business and industry visits, professional associations, employer verifications forms, employer surveys, and advisory committees.

Program outcomes substantiate a strong program that emphasizes the attainment of entry-level skills, including academic and occupational skill development. Program faculty continually avail themselves of professional development opportunities to maintain and update their professional and teaching skills.

Standard Two

Welding Technology Exhibits

Admissions

2-A-1(a)	College Admission Policy, *College Catalog*, pp. 21-33
2-A-1(b)	College Admission Policy, *Student Handbook, pp. 67-77*
2-A-1(c)	Program Brochure
2-A-1(d)	College Website

2-A-2	Non-Applicable

2-A-3(a)	College Transfer Policy, *College Catalog*, p.26
2-A-3(b)	College Transfer Policy, *Student Handbook,* pp. 74-76
2-A-3(c)	State Board of Education Policy 801.01
2-A-3(d)	State Board of Education Policy 714.03

2-A-4(a)	College Transfer of Credits Policy, *College Catalog,* p. 27
2-A-4(b)	College Transfer of Credits Policy, *Student Handbook,* p. 76

2-A-5(a)	College Admission Policy, *College Catalog,* pp. 21-33
2-A-5(b)	College Admission Policy, *Student Handbook,* pp. 67-77
2-A-5(c)	Placement Testing Policy, *College Catalog,* p. 32

2-A-6	Non-Applicable

2-A-7(a)	Ability-to-Benefit Policy, *College Catalog, pp.* 23, 26, 33
2-A-7(b)	Ability-to-Benefit Policy, *Student Handbook, pp.* 74
2-A-7(c)	Assessment Results for Ability-to-Benefit
2-A-7(d)	Student Transcript for Ability-to-Benefit

2-A-8(a)	Recruitment Plan
2-A-8(b)	*College Catalog, p. 126-127*
2-A-8(c)	Brochure
2-A-8(d)	Admission Packet
2-A-8(e)	Schedule
2-A-8(f)	Advertising Scrapbook
2-A-8(g)	Reid State Technical College website www.rstc.edu

2-A-9(a)	*College Catalog, p. 126-127*
2-A-9(b)	Brochure
2-A-9(c)	Tuition Rates, *College Catalog and Student Handbook*, p. 64
2-A-9(d)	Program Cost Sheet

Programs

2-B-1(a)	*Alabama Occupational Trends* for 2016
2-B-1(b)	*Occupational Outlook Handbook*

2-B-1(c)	Business and Industry Visits
2-B-1(d)	Advisory Committee Minutes
2-B-2(a)	Advisory Committee Minutes
2-B-2(b)	Employer Verification Forms
2-B-2(c)	Business and Industry Visits
2-B-3(a)	Program Objectives, *College Catalog,* p. 126
2-B-3(b)	Syllabi
2-B-3(c)	Business and Industry Visits
2-B-3(d)	Tests
2-B-3(e)	Course Notebook
2-B-4(a)	Advisory Committee Annual Checklist
2-B-4(b)	Business & Industry Visits
2-B-4(c)	Employer Verification Forms
2-B-5	Employer Verification Forms
2-B-6(a)	Employer Verification Forms
2-B-6(b)	State Board of Education Tuition Table
2-B-7(a)	Student Transcript
2-B-7(b)	Degree Plan
2-B-7(c)	Program Curriculum, *College Catalog,* p. 127
2-B-7(d)	Schedule
2-B-8(a)	Degree Requirement, *College Catalog,* p. 76
2-B-8(b)	Degree Requirement, *College Catalog,* p. *76*
2-B-8(c)	Degree Requirement, *College Catalog,* p. 76
2-B-9	Non-Applicable
2-B-10(a)	State Board of Education Policy 705.01
2-B-10(b)	Credit Clock Hour Chart
2-B-10(c)	Program Curriculum, *College Catalog,* p. 127

Instruction

2-C-1(a)	Program Curriculum, *College Catalog,* p. 127
2-C-1(b)	ENG100 Vocational Technical English
	ENG101 English Composition
	MAH101 Vocational Technical Mathematics
	CIS149 Introduction to Computers
2-C-1(c)	Syllabus
2-C-2(a)	Lab Course Syllabus
2-C-2(b)	Theory Course Syllabus
2-C-2(c)	Work Habits Check Sheets

2-C-3(a)	Degree Plan
2-C-3(b)	Program Curriculum, *College Catalog*, p. 127
2-C-4(a)	Advisory Committee Membership List
2-C-4(b)	Advisory Committee Minutes
2-C-4(c)	Advisory Committee Guidelines Annual Checklist
2-C-5(a)	Employer Verification Forms
2-C-5(b)	Advisory Committee Guidelines Annual Checklist
2-C-6(a)	Course Notebook
2-C-6(b)	Emergency Procedures
2-C-6(c)	Syllabus
2-C-6(d)	Safety Committee Minutes
2-C-6(e)	*Safety Manual*
2-C-6(f)	Safety Pictures
2-C-7(a)	Lab Syllabus
2-C-7(b)	Business and Industry Visits
2-C-7(c)	Advisory Committee Guideline Annual Checklist
2-C-7(d)	Equipment Inventory
2-C-8	Course Notebook
2-C-9(a)	Syllabus
2-C-9(b)	Lab & Theory Tests
2-C-9(c)	College Grading Policy, *Student Handbook*, p. 86
2-C-9(d)	Student Transcript
2-C-10	Non-Applicable
2-C-11	Non-Applicable
2-C-12	Non-Applicable

CLOCK HOUR/CREDIT HOUR CHART

Program Name	Welding Technology (Diploma)		CIP Code	48.0508

Instructions: Refer to the Commission's definition of clock/credit hour measurement in the latest edition of the *Handbook of Accreditation*. For programs measured in credit hours, provide both clock and credit hour information. List all courses offered within the program. Make additional copies of this page as needed.

Provide total program length in all categories that apply
(be sure that these numbers agree with the grand total):

TOTAL CLOCK HOURS:	1290	TOTAL SEMESTER CREDIT HOURS:	55	TOTAL QUARTER CREDIT HOURS:	N/A

COURSE NAME (Use one line for each course within the program.)	Classroom	Online	Audio/ VideoTape	Correspon- dence	Classroom	Distance Ed.	Credit	Shop/Lab Clock	Shop/Lab Credit	Work-Based Activities Clock	Work-Based Activities Credit	Totals Clock	Totals Credit
ORT 100 - Orientation	X				15	0	1	0	0	0	0	15	1
ENG100 – Introductory Technical English or ENG101- English Composition	X				45	0	3	0	0	0	0	45	3
CIS 149 – Introduction to Computers	X	X			15	30	3	0	0	0	0	45	3
MAH 101 – Vocational Technical Mathematics I	X				45	0	3	0	0	0	0	45	3
WDT108 – SMAW Fillet/OFC	X		X		30	0	2	30	1	0	0	60	3
3WDT122 – SMAW Fillet/OFC Lab	X (Lab)				0	0	0	90	3	0	0	90	3
WDT109 – SMAW Fillet/PAC/CAC	X		X		30	0	2	30	1	0	0	60	3
WDT123 – SMAW Fillet/PAC/CAC Lab	X (Lab)				0	0	0	90	3	0	0	90	3
WDT120 – Shielded Metal Arc Grooves Welding	X		X		30	0	2	30	1	0	0	60	3
WDT125 –Shielded Metal Arc Grooves Welding Lab	X (Lab)				0	0	0	90	3	0	0	90	3
WDT119 – Gas Metal Arc/Flux Cored Arc Welding Theory	X		X		30	0	2	30	1	0	0	60	3
WDT124 – Gas Metal Arc/Flux Cored Arc Welding Lab	X (Lab)				0	0	0	90	3	0	0	90	3
WDT 217 – SMAW Carbon Pipe	X		X		15	0	1	60	2	0	0	75	3
WDT257 – SMAW Carbon Pipe Lab	X (Lab)				0	0	0	90	3	0	0	90	3
WDT110 – Industrial Blueprint Reading	X		X		45	0	3	0	0	0	0	45	3
WDT115 – GTAW Carbon Pipe	X		X		15	0	1	60	2	0	0	75	3
WDT155 – GTAW Carbon Pipe Lab	X (Lab)				0	0	0	90	3	0	0	90	3
WDT116 – STAW Stainless Pipe	X		X		15	0	1	60	2	0	0	75	3
WDT 156 – GTAW Stainless Pipe Lab	X (Lab)				0	0	0	90	3	0	0	90	3
TOTAL ALL COLUMNS	X		X		330	30	24	930	31	0	0	1290	55

GRAND TOTALS

Commission of the Council on Occupational Education
EMPLOYER PROGRAM VERIFICATION FORM
for Postsecondary Programs

INSTRUCTIONS:
- Complete this form for **each service area** served by the program*
- This form **must** be signed by an employee who is in position to make hiring decisions on behalf of the employer.

Name of Institution	
Reid State Technical College	
Address	**City/State/Zip**
P O Box 588	Evergreen, AL 36401
Name of Program	
Welding Technology (Diploma)	
Model(s) of Delivery of Program	

X 100% Traditional ☐ Hybrid ☐ Distance Education

This program is (check one):

___X___ An Existing Program _____ A New Program _____ A Substantially Revised Program

The length of program in:

_____ Clock Hours ___55___ Semester Credit Hours _____ Quarter Credit Hours _

The amount of tuition and fees charged for the total program is: $ 6,845.48

Excerpt from the Handbook of Accreditation, Standard 2 – Educational Programs:

5. *At least every two years, three bonafide potential employers review each educational program and recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and level of skills and/or proficiency required for completion, and appropriateness of the delivery mode for the program. (Objectives 2-B-2 and 2-B-4)*

6. *The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers. (Objective 2-B-2)*

NOTE: Job Corps Centers may use the Vocational Evaluation System (VES) Report in place of the COE Employer Program Verification Form.

*For programs that include a distance education mode of delivery that recruit students outside the service area(s) of an institution's physical location(s), a market needs analysis or other demographic data which demonstrates demand for the program may be submitted.

EMPLOYERS' VERIFICATION STATEMENT:

We have reviewed the Welding Technology _____ program and recommended requirements for: admissions, program content, program length, program objectives, competency tests, instructional materials, equipment, method of evaluation, and the skills and/or proficiency required for completion and appropriateness of the ☐ **100% Traditional** ☐ **Hybrid** ☐ **Distance Education** the delivery mode(s) for the program.

EMPLOYER #1:

Name: Kelly Cotton	Title: Project Manager
Company Name: RayCo	Phone Number: 334-418-6940
Address 3810 Highway 41 South	City/State/Zip Selma, AL. 36701

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $48 000 annually to $52 000 annually.

Signature: Kelly Cotton   Date: 12-17-10

EMPLOYER #2

Name: Wiley Cobb	Title: Manager
Company Name: WESCO	Phone Number: 251-867-5155
Address 1005 South Blvd.	City/State/Zip Brewton, AL. 36426

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $48 000 annually to $52 000 annually.

Signature: WCobb   Date: 12-17-10

EMPLOYER #3

Name: Tony Bryant	Title: Manager
Company Name: M.I.G	Phone Number: 251-867-2900
Address 1371 South Blvd	City/State/Zip Brewton, AL. 36426

Verified range of remuneration (based on year-round, full-time employment) that can reasonably be expected by completers who enter this field upon completion of the program is from $48 000 annually to $52 000 annually.

Signature: Tony Bryant   Date: 12/17/10

* Salary based on 40 hrs per week
Per Diem not included