



Faculty Handbook

Williamsburg Technical College

2020

(Revised August 2020)

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INTRODUCTION

1.1 Forward

The purpose of the *Williamsburg Technical College Faculty Handbook* is to present, in a single publication, the policies, procedures, and regulations of the South Carolina Technical College System Office and Williamsburg Technical College most likely to concern and affect faculty. **It is not intended as a substitute for the Policy and Procedures Manual but as a supplement to it.** Many of the policies and procedures are taken directly from the Policy and Procedure Manual of the Technical College System Office; others are summations or extensions of items in the Policy and Procedures Manual; the remaining are policies, procedures, and regulations designed specifically for Williamsburg Technical College, its faculty, and programs. The *Williamsburg Technical College Faculty Handbook* includes information regarding services and programs that may be helpful to the instructor as an employee of Williamsburg Technical College as well as information to aid the instructor in the classroom. All faculty are given access to this handbook through the college's [website](#) and are expected to comply with all guidelines outlined within it. *Changes or revisions to this handbook may occur at any time. Faculty will be notified by memorandum or email when changes or revisions occur.*

The *Faculty Handbook* is a dynamic document. As new policies are approved, or changes to existing policies occur, these will be distributed or made available to Williamsburg Technical College faculty through the college website. The website will include the most current edition of the handbook.

All policies and procedures of the South Carolina Technical College System Office, as stated in the Policy Manual are applicable to Williamsburg Technical College faculty. Nothing in this handbook may contradict system office policy or procedure. If contradiction inadvertently occurs, system office policy and procedure shall take precedence. For a complete and up-to-date version of the South Carolina Technical College System Policy and Procedures manual you may access the documents at the following web site: <https://www.sctechsystem.com/faculty-and-staff/policies-and-procedures/index.html>

Faculty may also access the Williamsburg Technical College Policies and Procedures Manual in its entirety on the college website.

1.2 Williamsburg Technical College

Statement of Purpose

Williamsburg Technical College, a public two-year college granting associate degrees, diplomas, certificates and continuing education units, provides quality, affordable, and accessible learning opportunities so students can gain knowledge and skills to achieve their educational goals and provides training opportunities to meet area business and industry needs in a supportive environment that is fiscally, administratively, and academically sound.

(WTC Area Commission approved May 3, 2010; Reaffirmed September 10, 2018; Commission on Higher Education approved January 3, 2014.)

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Mission

Williamsburg Technical College, a member of the South Carolina Technical College System, is a public, two-year, associate degree, diploma, and certificate granting institution serving Williamsburg County. The mission of Williamsburg Technical College is to offer quality, affordable, and accessible educational opportunities and experiences that enable students to acquire the knowledge and skills to achieve their goals and to encourage economic development in Williamsburg County.

The College offers to residents of Williamsburg County with varying academic skill levels the opportunity for postsecondary vocational, technical, and occupational programs leading directly to employment or maintenance of employment in any of the area's manufacturing firms specializing in textiles, plastics, or metal fabrication. Additionally, Williamsburg Technical College offers postsecondary vocational programs leading directly to employment or maintenance of employment in many of the county's service industries to include cosmetology, nursing, and automotive repair. Associate degree programs are also offered which enable students to gain access through transfer to other postsecondary education.

Through curricular programs and extensive distance education and special programs and in cooperation with business and industry, the College attempts to produce ethical and skilled employees with leadership abilities who are also competent in their fields, capable of adjusting to change, and knowledgeable of current technological advances. Williamsburg Technical College affirms the following values as guides for the institution to fulfill its mission, goals, philosophy, and operational procedures.

The College is committed to:

Students: belief in the capacity of individuals to be productive, to grow, and to achieve their highest potential.

Quality Education: commitment to high standards for educational programs that enhance the personal, social, and economic potential of the individual.

Access: commitment to educational access for all who are eligible and who have the desire and ability to benefit from program offerings.

Contribution to Community: recognition of a partnership with and respect for cultural diversity in the community which supports local civic, economic, educational and cultural needs, and enriches the quality of community life.

Quality Work Environment: commitment to instructional and organizational development which results in open communication and involvement in planning and decision making in an ethical environment.

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Vision Statement

The vision of Williamsburg Technical College is to:

- provide innovative instruction and learning of the highest calibre for higher education and lifelong learning to become the first educational choice of area citizens;
- provide exceptional lifelong learning opportunities to meet the continuing educational challenges of the future;
- make a dramatic impact on the economic development of our community by providing a highly skilled and well-trained workforce to meet the progressive needs of business and industry;
- exemplify a respect for cultural diversity in a student-oriented environment;
- increase educational opportunities for all eligible area citizens by providing maximum accessibility to all College programs;
- support and encourage continued professional growth so that faculty members are equipped to deliver the highest quality teaching and College staff can excel in performing their duties;
- maximize awareness of the College as a dynamic center of learning and achieve the utmost respect and support of our community; and
- enhance the learning environment by providing the best buildings, facilities, and state-of-the-art equipment possible.

(WTC Area Commission approved May 3, 2010; Reaffirmed September 10, 2018; Commission on Higher Education approved January 3, 2014.)

1.3 College History

Williamsburg Technical College, a two-year postsecondary institution located in the Atlantic Coast region of South Carolina, began its educational function in 1969 as “Williamsburg Regional Manpower Training Center” largely through endeavors made by local leaders and officials within Williamsburg County. At its inception, the institution fulfilled the single greatest need in Williamsburg County, the need for a comprehensive manpower training center to provide job training, attract industry and, as a result, attack the poverty, out-migration and unemployment which plagued the county.

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Williamsburg Technical College opened its doors to students during late 1969, representing a new concept in comprehensive education coupled with various supportive services. For the first time in South Carolina, and most particularly Williamsburg County, all the following capabilities and services were available in one concentrated area: technical education, adult education, vocational education for high school students, continuing education for personal enrichment, and the offices of the state Job Service and Vocational Rehabilitation.

On January 31, 1975, by Act of the S. C. Legislature, the institution changed its name from the “Williamsburg Regional Manpower Center” to the Williamsburg Technical, Vocational and Adult Education Center,” a title which at that time more accurately reflected its purpose.

The college became fully accredited in December 1977 by the Commission on Colleges of the Southern Association of Colleges and Schools. Following accreditation, and with approval of the South Carolina Technical College System, (formerly known as the S. C. State Board for Technical and Comprehensive Education) in February 1979 the institution officially became known as Williamsburg Technical College. The college's accreditation was reaffirmed in December 1982, December 1993, and again in December 2002.

The uniqueness of the college and the contributions it has made to the community were recognized during 1976, when the American Revolution Bicentennial Administration selected Williamsburg Technical College as one of 200 projects in the United States for the “Horizons on Display Program,” which recognized the “problem solving capacity in American communities.”

To ensure the potential for each Williamsburg Technical College student to successfully complete the educational programs he is pursuing, the college has embarked on specific steps to create a positive learning environment. During 1977 and 1978, curricula were expanded with associate degrees in the areas of General Technology, General Business and Secretarial Science. In the spring of 1981, the college further expanded its curricula by including the Associate in Arts and the Associate in Science degree college transfer programs. Even today, Williamsburg Technical College continues to revise and update existing curricula to ensure course and program offerings remain abreast of current teaching techniques and industrial trends. Most recently, the college added the Phlebotomy Certificate in fall 2016 and the Mechatronics Certificate in fall 2017. The College also added the Associate in Health Science Degree in Nursing (ADN-RN) program in fall 2018.

Williamsburg Technical College is committed to the statewide technical education philosophy of maintaining an open admissions policy. The college is also dedicated to making vigorous efforts toward eliminating geographic, economic, academic and other barriers that would hinder students' entry into a postsecondary educational setting. The college is committed to helping students discover their abilities and interests and develop them to the fullest extent, consistent with their own goals and capabilities and the needs of society.

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1.4 Organization and Governance

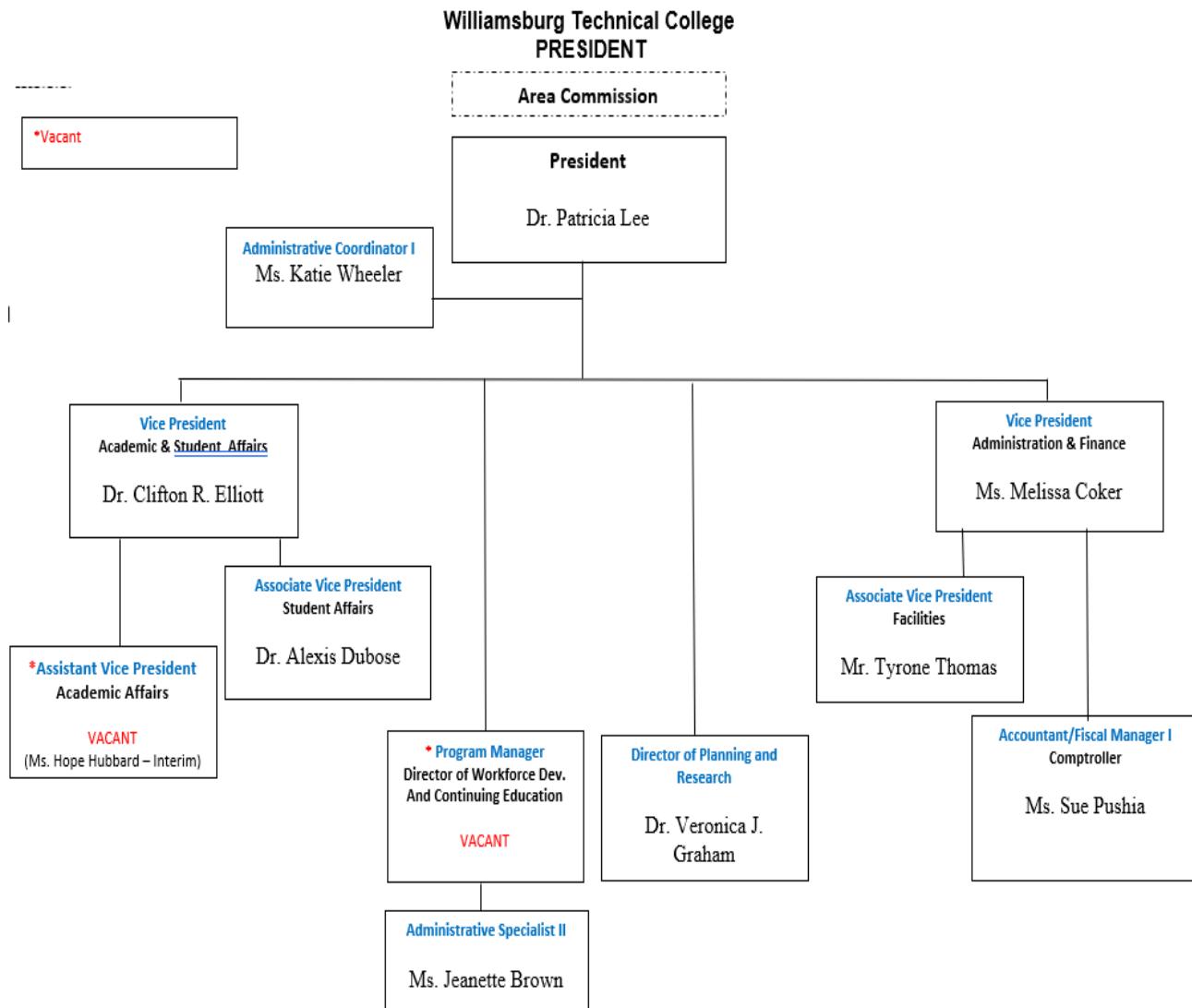
As one of the 16 colleges within the South Carolina Technical College System, Williamsburg Technical College is under the policy and administrative control of the State Board for Technical and Comprehensive Education. This Board establishes policies applicable to the entire system and, where necessary, administrative procedures required to implement these policies.

Williamsburg Technical College Area Commission:

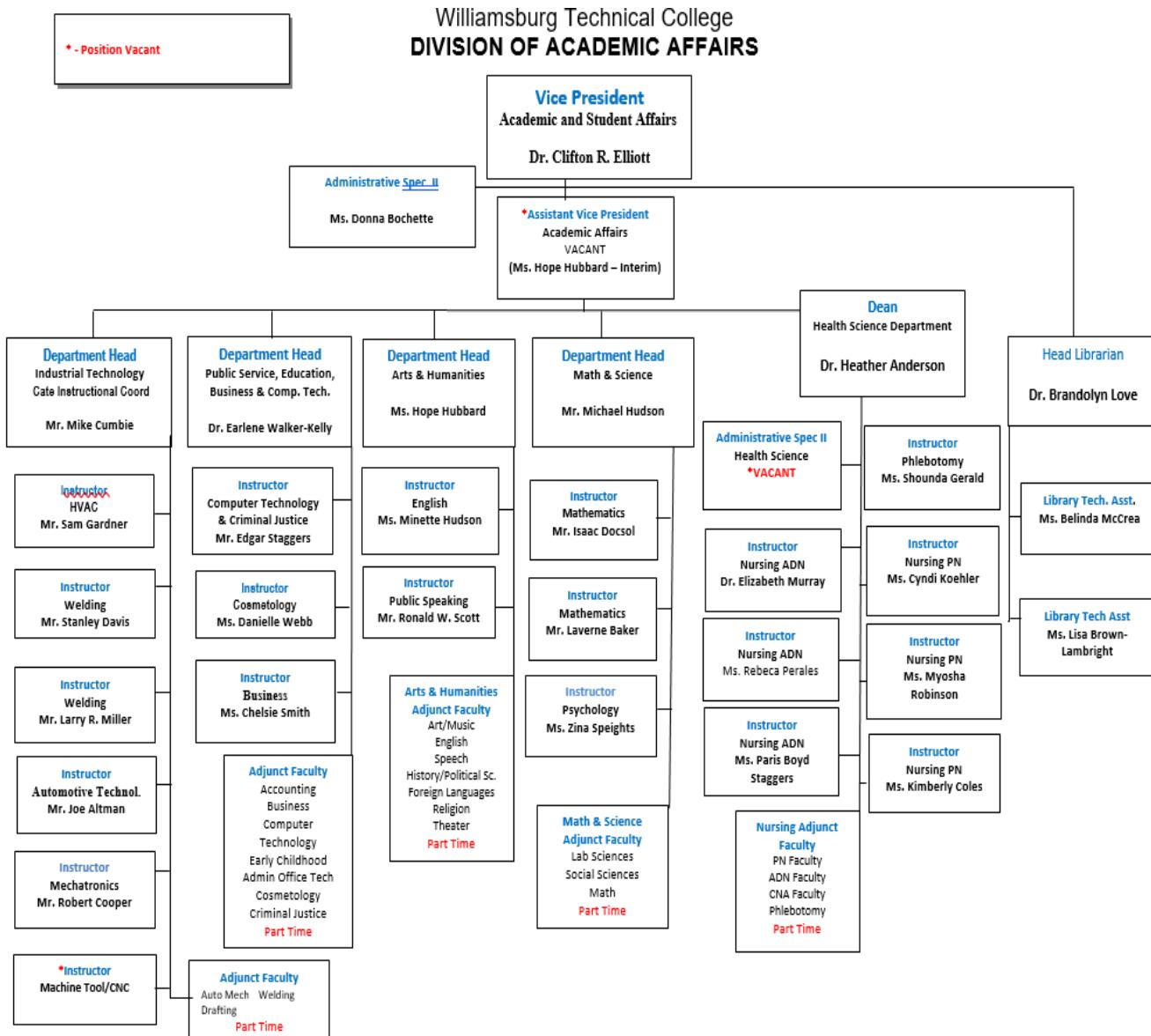
The college is governed by an Area Commission composed of 11 members who are appointed by the Governor upon the recommendation of the Williamsburg County Legislative Delegation. Members are appointed for staggered three-year terms. The Chairman, Vice Chairman, and Secretary/Treasurer are elected annually by the Commission members. The Commission meets on the first Monday of each month.

Among its responsibilities, the commission sets policy for the college consistent with the policies established by the South Carolina Technical College System.

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2.0 FUNCTIONS AND DUTIES OF COLLEGE FACULTY & ADMINISTRATION

President

The President is responsible for all areas of the institution, including instruction, personnel, plant and facilities, student affairs, fiscal management, and the budget. The President's role is to be the educational leader as well as the institutional chief executive officer. Among the many duties, the President shall be responsible for the following:

- ⇒ Be the presiding officer of the President's Council.
- ⇒ Be a member of the Academic Council.
- ⇒ Be an ex-officio member of all committees.
- ⇒ Exercise such supervision and direction as will promote the best interest of the College and shall have authority as is not reserved by the Area Commission.
- ⇒ Be the official medium of communication through the Chairman to the Area Commission on all matters concerning the College, its faculty, and its students.
- ⇒ With the assistance of appropriate administrative officers, prepare the annual budget and an annual report of the college.
- ⇒ Confer all degrees, diplomas, and certificates for graduation.
- ⇒ Appoint special or standing committees for advice regarding the affairs of the college and to assist in the performance of administrative duties.
- ⇒ Preside at assembly programs or appoint other members of the faculty or student body to attend to this duty.
- ⇒ Be the ex-officio chair of the faculty and preside at faculty meetings.
- ⇒ Be responsible for coordination of the work involved with Institutional Effectiveness of the College.
- ⇒ Responsible for the coordination and conduct of all continuing education programs, courses, and pursuits of the college.

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Vice President for Academic and Student Affairs

The Vice President for Academic and Student Affairs is the chief academic officer of the College responsible directly to the President. The Vice President for Academic and Student Affairs is appointed by the President and is responsible for the scope and quality of academic programs at the College and for directing and overseeing the administration of all programs and departments under the auspices of the Office of Student Affairs including admissions, placement testing, counseling/minority advisement, student activities, student records, and others that may be assigned by the President.. The Vice President shall be responsible for the following:

- ⇒ Be a member of the College faculty, President's Council, Academic Council, and the Joint Division Council. Preside over the Joint Division Council.
- ⇒ Study and recommend academic policies and procedures designed to improve the achievement of the objectives of the College.
- ⇒ Be responsible for the coordination of the work of the academic departments of the College, the Library, and Student Success Center.
- ⇒ Recommend to the President the appointment, reappointment, non-renewal, dismissal, and promotion of personnel assigned to the Academic Affairs division of the college.
- ⇒ Conduct studies of and make recommendations for the improvement of teaching-learning procedures, curricula, courses, academic record keeping, the use of educational media, educational programs, and all other elements of the academic life and work of the College.
- ⇒ Provide leadership for the faculty, encouraging professional development, excellence, and innovation.
- ⇒ Be responsible for overall development and management of the academic department budgets.
- ⇒ Coordinate the preparation of the schedule of classes by the Department Heads and prepare the master schedule for publication.
- ⇒ Assign the instructional space, facilities, and equipment of the College and conduct studies of and recommend improvements in the acquisition and use of same.

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- ⇒ Be empowered to make exceptions, after consultation with the President and appropriate persons or committees concerned, to the academic regulations and requirements as seem to be in the best interest of the student and/or the College.
- ⇒ Study ways and means by which the quality of instruction may be assessed and improved and make recommendations to the President, to appropriate committees, and/or to the faculty of the departments toward this end.
- ⇒ Prepare the Academic and College calendar.
- ⇒ Act as the Transfer Officer of the College, evaluating or coordinating the evaluation with others of all transcripts of students transferring into the College and serving as the liaison between the College and other academic officials from other institutions of higher learning. The Vice President for Academic and Student Affairs shall additionally be responsible for maintaining, coordinating, and distributing all articulation agreements with other institutions. Articulation agreements will be reviewed and revised as necessary within the terms of the agreements.
- ⇒ Be responsible for the scope and quality of student affairs at the College
- ⇒ Be responsible for the promotion of student government and proper student behavior in all areas of the campus. Have responsibility for seeing that proper measures are taken for the preservation of health and the promotion of the safety and welfare of students.
- ⇒ Recommend persons for appointment to his/her staff and shall be responsible for their efficiency.
- ⇒ Direct and supervise the registering of students.
- ⇒ Perform other duties as assigned by the President.

Assistant Vice President for Academic Affairs

The Assistant Vice President for Academic Affairs reports to the Vice President for Academic and Student Affairs and is responsible for the supervision, guidance, and evaluation of the academic division of the College. Duties include the following:

- ⇒ Be a member of the Joint Division Council advising the Vice President for Academic and Student Affairs.
- ⇒ Be responsible for the orientation, evaluation, and professional development of faculty and other personnel within the division.

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- ⇒ Responsible for evaluation, development, coordination, and management of programs to support academic division of college. Develop periodic program reviews in coordination with Department Heads to effectively review, study and develop curriculum and improvements in instruction.
- ⇒ Supervise course loading for full time faculty to include collaboration with supervisors and department heads to set fall, spring, and summer course schedules.
- ⇒ Responsible for coordination with supervisors and department heads to secure and monitor adjunct faculty through recruitment, hiring, and supervision of qualified instructors.
- ⇒ Oversee the procedure for student evaluation of instruction.
- ⇒ Serve as an advocate for faculty (full and part time) concerns.
- ⇒ Provide support for recruitment, development, and retention of the faculty.
- ⇒ Coordinate with faculty to assess classroom effectiveness.
- ⇒ Assist VP and Department Heads with full time faculty performance evaluations.
- ⇒ Provide budget recommendations to supervisors to support faculty needs.
- ⇒ Ensure completion of all necessary reporting in department (ex. leave request, office hours, etc).
- ⇒ Develop operational procedures in compliance with federal, state, accreditation, and college policies and procedures.
- ⇒ Coordinates all aspects of dual enrollment program for college ensuring effective management.
- ⇒ Develop and maintain close partnerships with service area high school administration and counselors.
- ⇒ Coordinate with student affairs to ensure proper testing and placement for prospective high school students.
- ⇒ Coordinate with necessary departments in relation to student records, grades, and attendance rosters, admissions, enrollment records, and payments

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Associate Vice President for Student Affairs

Reporting to the Vice President for Academic and Student Affairs, the Associate Vice President for Student Affairs is responsible for managing the major functions within the Student Affairs Division and is the College's Chief Student Services Officer (CSSO). Primary areas of responsibility include student records, testing services, recruitment, student activities, and the federal TRIO programs. Duties include the following:

- ⇒ Be a member of the Joint Division Council advising the Vice President for Academic and Student Affairs.
- ⇒ Be responsible for the scope and quality of student affairs at the College
- ⇒ Manage the student affairs functions including the supervision of those directly involved in or responsible for student records, recruitment, student activities, testing and the federal TRIO programs.
- ⇒ Maintain the integrity and the accuracy of all student records, including transfer degree audits, transcript services, transfer credit evaluations, and records management, etc.
- ⇒ Responsible for the administration, application, and dispensation of the student disciplinary and grievance process in accordance with the state student code of conduct.
- ⇒ Assist the VP Academic/Student Affairs in the graduation process, to include: processing and reviewing graduation applications, providing statistical data, initiating degree/certificate/diploma printing, etc.
- ⇒ Serve as the college's Title IX and Section 504 Compliance Officer. Responsible for the development of student publications and information related to these regulations.
- ⇒ Direct and supervise the College's onsite and off-site testing programs and services. Serve as liaison to area high schools.
- ⇒ Prepare State and Federal reports to include SSCR, IPEDS, SAP, and other reporting as required.
- ⇒ Assist VP for Academic and Student Affairs with annual budget preparation, budget requests and supervise spending throughout fiscal year for Student Affairs Division.
- ⇒ Be responsible for the supervision of the admission counseling staff who furnish all necessary information to prospective students of the College.

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- ⇒ Assist in the planning and implementation of the student marketing and recruiting efforts of the college.
- ⇒ Compile such information and reports concerning the recruitment and admission of students as may be required by the administration of the College.
- ⇒ Be responsible for the security of student records and their release only to authorized persons in accordance with federal and state laws.
- ⇒ Forward, for evaluation, copies of all transcripts of students transferring into the College to the Vice President for Academic and Student Affairs, record all accepted credit, and notify the student of such accepted credit.
- ⇒ Maintain and distribute as required the official class rolls of students.
- ⇒ Compile such information concerning student enrollment that may be required by the administrators of the College.
- ⇒ Certify the names of all successful candidates for degrees and certificates.

Vice President for Administration and Finance

Subject to the guidance of the President, the Vice President for Administration and Finance is the officer of the College responsible for the business affairs of the College and has custody and control of all its funds, securities, and physical property. Duties include the following:

- ⇒ Be a member of the President's Council.
- ⇒ Maintain modern accounting procedures, conduct audits and inventories, and prepare cost and other statistical reports.
- ⇒ Assist the President in the preparation and execution of the College budget and shall maintain appropriate and adequate financial records.
- ⇒ With the President he/she shall act in the best interests of the College regarding all contracts, records of losses, and insurance.
- ⇒ Responsible for the administration and oversight of all financial aid services to students, including compliance with all regulations required from the Federal Department of Education, the Veteran's Administration, the South Carolina Commission on Higher Education, and all other forms of state or federal student financial aid assistance.

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- ⇒ Receive all funds paid to the College and acknowledge receipt in the name of the College. Both the President and the Vice President for Administration and Finance shall sign checks against all funds deposited in the name of the College.
- ⇒ Cooperate in the business management of all income-producing activities such as the bookstore.
- ⇒ Be responsible for hiring, supervising, and evaluating employees in the area of Fiscal Affairs
- ⇒ Be responsible for the scope, quality, and supervision of plant operations, inventory control, purchasing, public safety, the postal service and other areas assigned by the President.
- ⇒ Perform other duties as assigned by the President.

Director of Planning and Research

The Director of Planning and Research reports to the President and is the primary contact for information related to external college data reporting and internal data collection and reporting. The duties of the Director of Planning and Research include the following:

- ⇒ Write, coordinate information, and assist with grants to support the educational process and pursuits of the college.
- ⇒ Lead the data driven efforts of the college in strategic planning, program evaluation, and institutional effectiveness.
- ⇒ Serve as the college's SACSCOC Liaison and acts as the college's compliance officer with regards to accreditation compliance and reporting.
- ⇒ Write and report the efforts of the college annually in the college's Accountability Document.
- ⇒ Investigate and coordinate potential grant possibilities for the college.
- ⇒ Upon request, assist other offices or departments of the College in conducting research in support of their self-assessment efforts.
- ⇒ Provide general information about the college and its environment which may inform planning, policy formulation, and decision-making personnel.
- ⇒ Serve as the comprehensive source of information about the institution by working closely with other offices where data are generated.

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- ⇒ Chair the Institutional Effectiveness Committee.
- ⇒ Conduct research activities in association with specific planning, policy formulation, or decision situations.
- ⇒ Assemble quantitative and qualitative information, which underlies periodic or ad hoc reviews of programs or organizational units.
- ⇒ Initiate forms and collect required data for annual Program Evaluation of academic programs.
- ⇒ Assume responsibility for the institution's response to national and state statistical surveys such as IPEDS and other requirements.
- ⇒ Perform duties assigned by the President.

Public Information Director

The Public Information Director is the officer of the College serving as the College contact for grant information, the alumni association, the college foundation, and with the news media. The Public Information Director reports to the Director of Planning and Research and is responsible for the content included on the college website, internal and external digital signs, and publications. Duties include the following:

- ⇒ Coordinate all fund-raising activities and serve as liaison between the college and the WTC Foundation Board.
- ⇒ Assist any other officer or department of the College in advertising and promoting the services and activities of the College through all appropriate means.
- ⇒ Advise and assist other offices and departments of the College in the production of promotional and informational materials.
- ⇒ Coordinate photographic services for all of the services listed above.
- ⇒ Organize and conduct campus-wide events as directed by the President of the College.
- ⇒ Perform other duties assigned by the President.

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Academic Department Heads

The Academic Department Heads are full-time faculty of the College leading and coordinating the activities within their department and working toward the improvement of instructional material, equipment, facilities, programs, and courses within the department. Academic Department Heads are appointed by the Vice President for Academic and Student Affairs on an annual basis in August of each year and may receive a one-course load reduction or a stipend to accomplish the administrative duties explained below. The Department Heads report to the Assistant Vice President for Academic Affairs and shall be responsible for the following:

- ⇒ Be a member of the Academic Council.
- ⇒ Preside over periodic departmental meetings and Advisory Council meetings.
- ⇒ Supervise and complete annual evaluations of all full-time faculty in their departments within the scope and guidance provided in State Board for Technical and Comprehensive Education and WTC policy.
- ⇒ Provide input and assistance in the evaluation of part-time faculty teaching within the department.
- ⇒ Make recommendations to the Assistant Vice President for Academic Affairs concerning recruitment, appointment, and assignment of instructional faculty members in the department.
- ⇒ Develop a course schedule each semester by coordinating with the other Department Heads and the Assistant Vice President for Academic Affairs.
- ⇒ Recommend to the Assistant Vice President for Academic Affairs each semester's course offerings, space needs, and number of sections.
- ⇒ Supervise the Department's instructional program and ensure the quality and integrity of day and evening programs and courses taught by either full or part-time faculty.
- ⇒ Review and approve all course syllabi for courses offered within their department.
- ⇒ Review and approve all textbooks selected for use in courses offered with the department.
- ⇒ Coordinate the collection, analysis, and approval of data with the Associate Vice President for Institutional Advancement and the Assistant Vice President for Academic Affairs for annual Program Evaluation and institutional effectiveness (*For more information, see section [3.10.1 Program Evaluation/Review](#).*)

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- ⇒ Provide an adequate system of receiving, maintaining, and inventorying all equipment assigned to the Department.
- ⇒ Coordinate in-service activities of the Department and assist the instructional faculty members in improving their professional development and effectiveness as faculty.
- ⇒ Make recommendations to the Vice President for Academic and Student Affairs and the Curriculum Review Committee concerning departmental offerings, new programs, new courses, and/or revisions to existing curricula.
- ⇒ Manage the instructional budget for the Department.
- ⇒ Make recommendations to the Library Director concerning books, periodicals, digital media, CAI software, and audiovisual aids required to meet the needs of the department.
- ⇒ Advise students pursuing programs within the Department.
- ⇒ Work for the welfare and effectiveness of Department instructors, presenting their needs and grievances to the Assistant Vice President for Academic Affairs.

Dean – Health Sciences Department

Unlike other academic departments where a faculty member from within the department is appointed each year by the Vice President for Academic and Student Affairs, the Health Sciences Department Dean is a separately established position to which a qualified individual meeting the requirements outlined below is hired for this specific purpose in addition to reduced teaching responsibilities. The qualifications and responsibilities are described below:

Qualifications:

The Health Science Department Dean has a minimum of a Master of Science in Nursing degree, administrative experience in an academic department, a sustained record of excellence in teaching, and current licensure as a registered nurse in the State of South Carolina is required.

Responsibilities: The Health Science Department Dean reports to the Assistant Vice President for Academic Affairs and is responsible for the following duties:

Responsibilities:

1. Responsible for program development, curriculum planning and development, departmental purpose, academic innovations, long-range planning, collaborative program planning, and conducting internal reviews and follow-up studies.
2. Responsible for recruiting and recommending appointment of new faculty, evaluating faculty and providing recommendations pertinent to faculty development and excellence in nursing education.

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3. Responsible for administrative duties including, but not limited to: (a) managing departmental budget, (b) maintaining student records, (c) assisting the faculty with professional development activities, (d) promoting progressive developments within the Department and the College, (e) long-range planning, and (g) developing reports.
4. Responsible for developing and maintaining professional relationships with area hospitals, other health care providers and professional organizations which are essential to the Department's programs and purposes.
5. Responsible for providing leadership for promoting and maintaining standards established by the South Carolina Board of Nursing and other accrediting agencies that may or will impact the Department's academic and professional programs.

Program Coordinator

For each academic program, Williamsburg Technical College assigns responsibility for program coordination, as well as for curriculum development and review, to full-time faculty academically qualified in the field. In those degree programs for which no major is identified (ie. Associate in Arts, Associate in Science, and Associate in Applied Science in General Technology), this requirement applies to a curricular area or concentration. The key responsibilities of full-time faculty appointed to be Program Coordinators include advisement of students in the program, development of program curriculum, and oversight of program quality and integrity. To be considered for appointment as a Program Coordinator, the faculty member must be credentialed to teach in the major identified in the academic program. In associate degree programs intended for transfer where no major is identified (such as Associate in Arts or Associate in Science), the faculty member must be qualified to teach in at least one of the disciplines offered as part of the degree. Faculty appointed as Program Coordinator do not receive additional compensation for these duties. Please see [WTC Procedure D-47.1](#) for additional details regarding appointment and qualifications. The name of the appointed Program Coordinator will be published in the College Catalog for each program with the title "Advisor." The duties of the Program Coordinator are listed below:

- ⇒ Advise students in the program.
- ⇒ Make recommendations in the development of the program curriculum.
- ⇒ Recommend program changes when needed to the Curriculum Review Committee.
- ⇒ Assist in the conduct of Advisory Committee meetings.
- ⇒ Assist the Department Head in the creation of the course schedule affecting the academic program.

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- ⇒ Confer at least annually with part-time faculty teaching in the program to review course syllabi, textbooks, and the overall curriculum.

Library Director

The Library Director is the chief administrator who is responsible for the library and ensures that it is effectively serving the instructional programs of the institution. The director is responsible for the scope and quality of all college library services. The Director reports to the Vice President for Academic and Student Affairs and shall be responsible for the following:

- ⇒ Be a member of the faculty, the Academic Council, and the Joint Division Council.
- ⇒ Have custody of all library materials and equipment.
- ⇒ Be responsible for the acquisition, classification, cataloging and circulation of all library books and materials.
- ⇒ Consult with Department Heads regarding the selection and purchase of books and materials of a technical nature but may select as a professional librarian, reference and other miscellaneous books not clearly within the field of any established Department.
- ⇒ Maintain all records essential to the efficient operation of the library, and make an annual report of its holdings, the extent of their use, and additions thereto.
- ⇒ Maintain library standards in keeping with the standards of the Southern Association of Colleges and Schools and aspire to reach the goals recommended by the national, regional, and state library associations for college libraries.
- ⇒ Recommend persons for appointment to other library staff positions and be responsible for their efficiency and effectiveness.
- ⇒ Prepare an annual budget for the library and present it to the Vice President for Academic and Student Affairs for approval and inclusion in the annual budget of the College.
- ⇒ Allot to the general library and to the subject fields covered by the several Departments the library funds available for the purchase of library materials.
- ⇒ Develop the holdings of the library to include all books, pamphlets, maps, periodicals, charts, music, photographs, prints, manuscripts, rare books or special collections, and other materials purchased by the College or acquired by gifts or in any other manner by the College and preserved for use by students, faculty and staff members, and members of the community. Such materials shall also

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include sound recordings, motion pictures, films and filmstrips, slides, computer-based materials, and other appropriate audio-visual materials.

- ⇒ Review all course syllabi for recommended additional reading and ensure that such material is available for student use and if such holdings are not available, purchase the material within budgetary constraints or add these materials to the annual budget requests for the subsequent fiscal year for review during budget meetings.
- ⇒ Maintain a visitation record of all faculty review of subject collections, noting recommendations for additions or removal. Seek and pursue all methods of faculty input to the library collection.
- ⇒ Develop policies and procedures for efficient and effective library operations both on campus and in support of any classes off-campus and ensure publication of these policies and procedures as appropriate for student and faculty access.
- ⇒ Provide leadership in planning and implementing the use of technology in library operations at Williamsburg Technical College.
- ⇒ Initiate the purchase of books, maps, supplies, and equipment for the library with the completion of a purchase order submitted to the Vice President for Academic and Student Affairs for approval in accordance with business methods approved by the Vice President for Business Affairs.
- ⇒ See that order is maintained in the library and report to the appropriate College official such breaches of conduct as may call for disciplinary action.
- ⇒ Recommend the adoption of such measures as will promote the efficiency and increase the usefulness of the library.

Information Technology Manager

The Information Technology (IT) Manager reports to the Director of Planning and Research and is charged with the responsibility of centralizing the functions of a data base environment. The IT Manager shall be responsible for the following:

- ⇒ Provide membership to the Institutional Effectiveness Committee from his department.
- ⇒ Develop and run a management information system for the College consistent with the philosophy of the President of the College.
- ⇒ Establish specifications for the data base documentation and ensure that computer services and network personnel maintain that documentation in an up-to-date manner.

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- ⇒ Assure the coordination (scheduling) of input data requirements. Users of the college administrative software system must input their data on a timely basis so needed reports for users can be generated.
- ⇒ Integrate the requirements for reports for users within the College.
- ⇒ Perform workshops and in-service training for management and non-management users of data processing services.
- ⇒ Constantly evaluate the IT program to ensure currency and effectiveness.
- ⇒ Be responsible for the scope and quality of administrative computing.
- ⇒ Perform other IT related duties as assigned by the Associate Vice Present for Institutional Advancement.

Full-Time Teaching Faculty

Ultimate responsibility for the implementation of the instructional program rests with the teaching faculty. Excellence in teaching that will inspire and convey the excitement of learning stands foremost among the challenges and responsibilities of the College. The primary responsibility of a faculty member shall be to provide quality instruction. The College expects each faculty member to perform the following:

- ⇒ Conduct classroom instruction at the highest possible level of quality and interest for students thus maximizing the extent of student learning.
- ⇒ Serve as faculty advisors and assist with registration as required.
- ⇒ Serve on standing and special committees
- ⇒ Assist with extra-curricular activities and campus life.
- ⇒ Work with the administration, the students, and the public toward both the quantitative and qualitative growth of the college.
- ⇒ Pursue lifelong learning and continuous professional development.
- ⇒ Experiment freely within the spirit and intent of academic freedom with new techniques, technologies, and procedures to support the development and maintenance of student interest and achievement of stated learning outcomes.

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- ⇒ Files for all full-time and part-time faculty members documenting academic preparation, including official transcripts, professional and work experience, and other qualifications, are located in the Human Resources Office. It is the responsibility of faculty members to provide documentation to keep files current.
- ⇒ Contribute and collaborate with part-time faculty in the continuous development of new programs or course syllabi, revision of existing programs or course syllabi, and general improvement of the curriculum.
- ⇒ Review the applicability and consistency of course syllabi within their teaching discipline by reviewing current syllabi and syllabi from sister technical colleges.
- ⇒ Review and select applicable textbooks for use by the college in the teaching of courses within the faculty member's discipline or, if tasked, a related discipline with the aid of adjunct faculty.
- ⇒ Conduct at least one visit to the Library during each semester and review the holdings and material in the library collection related to their academic discipline and make appropriate recommendations for additions or removal of items in the collection.
- ⇒ Plan and develop efficient procedures for evaluating student learning.
- ⇒ Follow required procedures and policies in respect to all aspects of class management, including careful maintenance of attendance records, submission of reports, and support of college policies in relation to student behavior.
- ⇒ Be available to students outside of the classroom.
- ⇒ Maintain and post office hours that are visible outside their office doors. Provide copies of syllabi and final exams to the Assistant Vice President for Academic Affairs.

Part-time (Adjunct) Teaching Faculty

Williamsburg Technical College relies on the expertise and excellence of the Adjunct faculty members. Each Adjunct should understand the important role he/she plays in the success and growth of the College. Accepting the role of Adjunct faculty member implies acceptance of the following duty expectations:

- ⇒ Conduct classroom instruction at the highest possible level of quality and interest for students thus maximizing the extent of student learning.
- ⇒ Be available to students outside of the classroom.

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- ⇒ Experiment freely within the spirit and intent of academic freedom with new techniques, technologies, and procedures in order that interest will be developed and maintained and learning outcomes will be enhanced.
- ⇒ Contribute to the development of new programs or courses, revision of existing programs or course syllabi, and general improvement to the curriculum to include assistance and collaboration with full-time faculty program coordinators in the development of master course syllabi.
- ⇒ Prepare course syllabi addendums related to specific section policy and procedures in accordance with the guidance provided in this handbook (*For details, please read [3.12 Course Syllabus](#)*).
- ⇒ Conduct at least one visit to the Library during each semester and review the holdings and material in the library collection related to their academic discipline and make appropriate recommendations for additions or removal of items in the collection.
- ⇒ Plan and develop efficient procedures for evaluation of student learning and record these procedures in the course syllabus.
- ⇒ Follow required procedures and policies with respect to all aspects of class management, including careful maintenance of attendance records, submission of reports or forms, and support of college policies related to student behavior.
- ⇒ Files for all full-time and part-time faculty members documenting academic preparation, including official transcripts, professional and work experience, and other qualifications, are located in the Human Resources Office. It is the responsibility of faculty members to provide documentation to keep files current.
- ⇒ Submit to the Assistant Vice President for Academic Affairs, within one week of class start date, the syllabus addendum for each course taught each semester.
- ⇒ Submit to the Assistant Vice President for Academic Affairs a copy of the final exam for each course taught.

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2.1 COLLEGE COUNCILS AND COMMITTEES

The President of Williamsburg Technical College has the authority to form and dissolve committees as needed to support the operation and processes of the College. Committees are generally formed to provide solutions to identified problems, recommend changes to policy and procedure, provide leadership within departments of the college, or work to address other concerns as directed by the President. At Williamsburg Technical College there are many committees, both standing and ad hoc, and through these committees, faculty members have the opportunity to voice their opinions, to make suggestions and to offer recommendations for improvement to the governance of the College.

Following is a list of several of the most important committees of the College and a brief description of its purpose and the administrative officer assigned as its liaison to the President's Council. (*For a by-name listing of Academic Affairs Division committee members, contact the Vice President for Academic and Student Affairs.*) The committees named below are not intended to be an exhaustive list of all committees of the college, but it is a list of those committees most beneficial and important to faculty, serving as a mechanism for faculty input as well as a means for change. For the committees comprised entirely of faculty, the by-laws are also provided for the reference of faculty.

President's Council

Purpose: The President's Council serves as the cabinet of the President of Williamsburg Technical College and provides a means of direct input to the President regarding all matters of the college.

Membership:

President, Chair
Vice President for Academic and Student Affairs
Vice President for Administration and Finance
Assistant Vice President for Academic Affairs
Associate Vice President for Student Affairs
Associate Vice President of Facilities/Operations
Director of Planning and Research
Director of Continuing Education/Workforce Development
Public Information Director

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2.2 COMMITTEES REPORTING TO THE PRESIDENT

C.A.R.E. (Committee for Activities & Recognition of Employees)

Rebecca Dominici, Administrative Liaison

Purpose: The CARE Committee promotes a positive working environment; celebrates employee successes; organizes events and activities for faculty and staff; and raises and allocates funds promoting the goals of CARE. There are six members of the CARE committee leadership team selected from among its members and approved by the president.

College Council

Dr. Patricia Lee, President, Administrative Liaison

Purpose: The College Council provides a forum to discuss, examine and, if applicable, seek solutions to campus issues culminating in the dissemination of information among the campus community to foster team spirit. Membership of the College Council consists of (2) full-time faculty, (1) adjunct faculty, (1) library, (1) IT, (1) business office, (1) facilities, (1) student services, (1) TRIO program, and (1) student.

Institutional Effectiveness

Dr. Clifton Elliott, Administrative Liaison

Purpose: The Institutional Effectiveness Committee leads and monitors performance assessment in order to more systematically set objectives and priorities for planning and budgeting purposes. (Additional information regarding the committee and institutional effectiveness can be found in the WTC IE Process Manual.)

Physical Facilities Committee

Missy Coker, Administrative Liaison

Purpose: The Physical Facilities Committee examines campus buildings and grounds and recommends efficient and cost-effective expenditures or projects to enhance the aesthetics and physical safety and maintenance of the campus.

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Professional Development Committee

Missy Coker, Administrative Liaison

Purpose: The Professional Development Committee develops and implements a campus-wide professional development model regarding general and specific professional development needs.

Recruitment, Retention & Marketing Committee

Rebecca Dominici, Administrative Liaison

Purpose: The Recruitment, Retention and Marketing Committee develops, as needed, activities and a campus-wide plan for recruiting and retaining students in keeping with the overall marketing plan of the college.

The Committee on Services for Students

Dr. Alexis Dubose, Administrative Liaison

Purpose: The Committee on Services for Students will review and assess services provided campus-wide for students and encourage the support from all throughout the college for these services. Services may include, but not be limited to student activities, honor societies, scholarships, nominations for local, state, and national awards, etc.

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2.3 COMMITTEES REPORTING TO THE VP FOR ACADEMIC AND STUDENT AFFAIRS

Following is a list of the committees primarily devoted to academic affairs or the welfare of faculty. The committee by-laws, if applicable, are provided here for faculty use and review.

Joint Division Council

Purpose: The Joint Division Council consists of the divisional or department heads in the Academic and Student Affairs divisions reporting directly to the Vice President for Academic and Student Affairs. The council serves as the Vice President's cabinet and provides coordination, management, and leadership within and between the Academic and Student Affairs divisions of the college.

Membership:

Vice President for Academic and Student Affairs (Chair)
Library Director
Assistant Vice President for Academic Affairs
Associate Vice President for Student Services
Director of One-Stop Center
President (ex-officio)

Academic Council

Purpose: The Academic Council consists of the academic Department Heads reporting to the Assistant Vice President for Academic Affairs and provides coordination, management and leadership in the academic area of the college. The Council reviews matters regarding academic policies and procedures and appropriate recommendations are made to the Vice President for Academic and Student Affairs.

Membership:

Assistant Vice President for Academic Affairs (Chair)
General Business/Computer Technology Department Head
Arts, Science, and Education Department Head
Health Science Department Dean
Industrial /Vocational Technology Department Head
Library Director
Developmental Studies/ASC Department Head

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Vice President for Academic and Student Affairs (ex-officio)

Curriculum Review Committee

By-Laws

Article I: Purpose

The purpose of the Curriculum Review Committee (CRC) is to study the instructional programs of Williamsburg Technical College. Williamsburg Technical College has empowered the CRC to make recommendations to the Vice President for Academic and Student Affairs regarding the following:

- the addition and implementation of new programs
- new courses
- graduation requirements
- prerequisites for courses
- the use of placements tests
- improvements/changes to the college's curriculum programs
- changes to these by-laws

Article II: Membership

The Curriculum Review Committee shall consist of the following:

- All Academic Department Heads
- Dean of Health Sciences
- Assistant Vice President for Academic Affairs (Ex-officio Member)
- Director of Financial Aid (Ex-officio, Nonvoting member)
- Associate Vice President for Student Affairs (Ex-officio, Nonvoting member)
- Vice President for Academic and Student Affairs (Ex-officio, Nonvoting member)

The Vice President for Academic and Student Affairs is a non-seating, nonvoting member of the CRC. The Vice President for Academic and Student Affairs is an approval authority who reviews the minutes and approves recommendations of the CRC before submitting them for final approval by the President.

The Academic Department Heads serve one-year terms to coincide with their appointment as department head that begins on the first day of the fall semester. The Academic Department Heads select a chair by secret ballot at the first meeting of the academic year. The chair is responsible for publishing the minutes and acting as the liaison between the CRC and the Vice President for Academic and Student Affairs.

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Article III: Meetings and Procedures

The CRC shall meet at least once per semester. A recommendation by the CRC requires at least three votes before the chair forwards the recommendation to the Vice President for Academic and Student Affairs for further approval.

The Vice President for Academic and Student Affairs forwards approved recommendations to the President for final approval. All approved changes to curriculum become effective with the subsequent fall term.

Faculty Senate

BY-LAWS

Article I: Name.

The full name of this organization is the Faculty Senate of Williamsburg Technical College.

Article II: Purpose.

The Faculty Senate is the principal agency through which the faculty participates in the governance of Williamsburg Technical College. The Senate shall speak and act as elected representatives of the total faculty, representing the faculty in the governance of the college.

Article III: Membership.

Section 1. Representatives. The Faculty Senate shall consist of three full-time faculty members and two adjunct faculty members. The Faculty Senate shall be elected from the full-time faculty and the adjunct faculty during the fall term faculty orientation meeting. Of the members selected from the full-time faculty, one shall be elected by vote of the full faculty to serve as the Senate Chairperson.

Section 2. Terms of Office. All members shall serve for a term of twelve consecutive calendar months starting at the beginning of the fall semester.

Section 3. Re-election. There are no restrictions on the re-election of members of the Faculty Senate.

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Section 4. Vacancies. If a member cannot serve out his or her full term, the faculty will hold another election to fill the unexpired term.

Article IV: Meetings.

Section 1. Time and Place. The Faculty Senate shall meet at least once a semester. Any senate member or the Vice President for Academic and Student Affairs of the college may call a meeting. The Chairperson determines the time and place of the meetings.

Section 2. Agenda. The Chair sets the agenda. Individuals desiring to present certain matters shall inform the Chairperson of the topic prior to the meeting. The Chairperson has the authority to designate a time period prior to the meeting that this information is due.

Section 3. Minutes. The Chair designates who is responsible for taking the minutes. The Chair approves the final version of the minutes. All faculty members should receive a copy of the approved minutes of each meeting.

Section 4. Recommendations. All recommendations from the Faculty Senate shall be made in writing to the Assistant Vice President for Academic Affairs. The Chair designates who is responsible for preparing and distributing recommendations made by the committee. The Assistant Vice President for Academic Affairs must respond to the Faculty Senate within thirty calendar days regarding the status or disposition of the recommendation.

Article V: Voting Procedure.

Voting shall be by a show of hands. In order to be adopted, all resolutions require at least three votes.

Article VI: Amendments.

Changes or amendments to these by-laws require three votes.

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2.4 ACADEMIC PROGRAM ADVISORY COMMITTEES

A critical component in the continued and future success of academic programs offered at Williamsburg Technical College is the Program Advisory Committee. Its vigilance, guidance, and action play a key role in program development and student placement.

The Academic Affairs Division is divided into five departments, related to program clusters offered by the college. The five departments are as follows:

- The Arts and Humanities Department
- The Math and Science Department
- The Public Service, Education, Business and Computer Technology Department
- The Industrial Technology Department
- The Health Sciences Department

Each department has at least one associate degree program. The Arts and Humanities Department and the Math and Science Department are the only departments within the Academic Affairs division with associate degrees leading to transfer to four-year colleges or universities: The Associate in Arts and the Associate in Science. The Associate in Applied Science degree in Early Care and Education, through articulation with South Carolina State University and other state supported universities accepting credit for NAEYC accredited programs, is also considered a transfer possible program with two tracks within the general education component available for students seeking transfer or immediate employment.

The Program Advisory Committees established to guide and support the associate degrees and departments of the Academic Affairs Division are classified as either Business/Industry-Related Advisory Committees or College Transfer Committees. Following are the purpose and procedures for the conduct of these two committees:

2.4.1 Business/Industry-Related Advisory Committees

Purpose: Business/industry-related advisory committees are established with the purpose of providing valuable guidance in program/course development, student recruitment, graduate placement, and the utilization/integration of current technology.

- **Scope:** As a minimum, a separate business/industry-related advisory committee will be established for each department of the Academic Affairs Division with an associate degree categorized as business/industry-related. Currently, the

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departments affected include the Public Service, Education, Business and Computer Technology Department and the Industrial Technology Department.

Membership: Each of the committees established should have a minimum of eight members with the following distribution:

Department Head (Chair)
Faculty Member (1)
Currently Enrolled Student (1)
Former Graduate (1)
Area Industry Representatives (4)

Committees may have membership, however, that exceeds this number.

Member Duties: Inclusion as a member of a program advisory committee carries with it a significant level of responsibility and certain duties, which directly affect the future of programs at the college. Each member of the advisory committee brings to the table individual insights and influence that may assist in developing and improving the programs of the college. Following are a list of duties for ALL members:

- Attend all scheduled meetings.
- Be prepared to offer suggestions and recommendations.
- Be an active and contributing member if given special assignments by the committee.
- Agree to participate in an Advisory Committee Self-Evaluation survey.

The Department Head and industry representatives have special duties beyond and including those described above. Their duties are described below:

The Department Head must:

- Serve as Chair of the Committee or designate a chair.
- Schedule all meetings.
- Designate a recorder of the minutes or serve as recorder.
- Develop a list of members
- Contact all members when meetings are scheduled.
- Distribute copies of all meeting minutes to each member and the Vice President for Academic and Student Affairs.

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The Industry Representatives must:

- Agree to assist in the review and revision of program currency compared to business/industry practices/technology.
- Make recommendations on utilization/integration of technology into the program.
- Agree to assist program faculty and the committee in identifying or participating in professional development opportunities, field placements, or cooperative work experiences for students or faculty within their company.
- Agree to provide assistance with student recruitment and student job placement.

Meetings: All Business/Industry Advisory Committees must meet a minimum of once each academic year. Preferably, the meeting should be conducted in the spring term. *Committees are encouraged to meet once per semester, if possible.*

Meeting Procedures: The Department Head or his/her designee will chair the meeting. The Committee Chair will designate a recorder for the meeting who will have the responsibility of preparing minutes of the meeting. The Chair has the responsibility of preparing the agenda, which should be mailed, emailed or delivered to all members prior to the meeting. Additionally, the chair or his/her designee will have the responsibility of mailing, emailing, or delivering any and all handouts for the meeting and preparing a Self-Evaluation Survey to be administered at the conclusion of the meeting.

Meeting Agenda: As a minimum, the meeting(s) of the Business/Industry Advisory Committee must include the following discussion points on the agenda:

1. Discussion of Program Strengths
2. Discussion of Program Weaknesses
3. Discussion of Technology Currency within the Program
4. Discussion of Means to Utilize/Integrate Technology into the Program.
5. Discussion of Numbers of Graduates and Placement Data
6. Discussion of Potential Opportunities for Program

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Action items for the meeting must include the following:

1. List of Recommended Changes/Revisions to Program
2. List of Recommended Equipment Purchases for Program
3. List of Recommended Personnel/Instructor Needs for Program.
4. List of Numbers of Students offered employment by Industry Representatives and Report on their satisfaction with graduates.
5. A Report on the Numbers of Professional Development, Field Placements, or Cooperative Work Experiences made available by Industry for students or faculty if applicable.
6. A Self-Evaluation of the Advisory Committee, evaluating its effectiveness in its defined role to the institution.

The meeting minutes should address each item listed above with supporting documentation. Copies will be delivered to all members of the committee and to the Vice President for Academic and Student Affairs.

Voting: If a motion is made and seconded, requiring a vote of the committee, a simple majority vote will pass the motion. The chair will not vote unless there is a tie.

Committee Officers: Each Business/Industry Advisory Committee will have two officers: the chair and the recorder. The Department Head will serve as chair or designate a member of the committee as chair or conduct an election of the committee for a chair. The recorder will be appointed by the chair or an election may be held to select a recorder.

Terms of Office: All members and officers will serve a one year term beginning in the fall term and ending in the summer term. It is permissible for members to be re-appointed for another term of service in the following year. There is no restriction on the number of terms one may serve as a member or be elected as an officer.

2.4.2 Transfer Program Advisory Committee

Purpose: The Transfer Program Advisory Committee is established with the purpose of providing valuable guidance in program/course development, student recruitment, and graduate transfer.

Scope: Two departments within the Academic Affairs Division have programs intended for transfer: The Arts and Humanities Department and the Math and Science Department. Since both programs offered in these departments (Associate in Arts and Associate in Science) are intended as university parallel programs, a

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joint advisory committee of both departments is permitted. *With its unique nature, however, the AAS in Early Care and Education may hold advisory committee meetings separate from the Transfer Program Advisory Committee meeting for the purpose of addressing specific program needs beyond the scope of transfer.*

Membership: There must be a minimum of ten members on the Transfer Program Advisory Committee. The composition of the committee should include the following:

Arts and Humanities Department Head (1)
Math and Science Department Head (1)
WTC Transfer Faculty (2)
Currently Enrolled WTC Transfer Program Students (2)
Graduates of WTC Transfer Programs (2)
Four-Year College/University Representatives (2)

Committees may have membership exceeding this number.

Member Duties: Inclusion as a member of a program advisory committee carries with it a significant level of responsibility and certain duties directly affecting the future of transfer programs at the college. Each member of the advisory committee brings to the table individual insight and influence to assist in developing and improving the programs of the college. Following are a list of duties for ALL members:

- Attend all scheduled meetings.
- Be prepared to offer suggestions and recommendations.
- Be an active and contributing member if given special assignments by the committee.
- Agree to participate in an Advisory Committee Self-Evaluation survey.

Committee Officers: The Transfer Program Advisory Committee will have two officers: the Chair and the Recorder. The Arts and Humanities Department Head or the Math and Science Department Head may serve as Chair either by mutual agreement or by appointment by the Assistant Vice President for Academic Affairs. The Recorder will be appointed by the Chair or an election may be held to select a Recorder.

Officer Duties: The Department Head selected as Committee Chair will chair the meeting. The Committee Chair will designate a recorder for the meeting who will have the responsibility of preparing minutes of the meeting. The Chair has the responsibility of preparing the agenda, which should be mailed, emailed or delivered to all members

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prior to the meeting. Additionally, the Chair or his/her designee will have the responsibility of mailing, emailing, or delivering any and all handouts for the meeting and preparing a Self-Evaluation Survey to be administered at the conclusion of the meeting.

Meetings: The Transfer Program Advisory Committee must meet a minimum of once each academic year. Preferably, the meeting should be conducted in the spring term. *The committee is encouraged to meet once per semester, if possible.*

The meetings may be conducted on-campus or on-line or a combination of both.

Meeting Agenda: As a minimum, the meeting(s) of the Transfer Program Advisory Committee must include the following discussion points on the agenda:

1. Discussion of Program Strengths
2. Discussion of Program Weaknesses
3. Discussion of Technology Currency within the Program
4. Discussion of Means to Utilize/Integrate Technology into the Program.
5. Discussion of Numbers of Graduates and Transfer Data
6. Discussion of Potential Opportunities for Program

Action items for the meeting must include the following:

1. List of Recommended Changes/Revisions to Program
2. List of Recommended Equipment Purchases for Program
3. List of Recommended Personnel/Instructor Needs for Program
4. A Self-Evaluation of the Advisory Committee, evaluating its effectiveness in its defined role to the institution.

The meeting minutes should address each item listed above, and copies will be delivered to all members of the committee and to the Vice President for Academic and Student Affairs.

Voting: If a motion is made and seconded, requiring a vote of the committee, a simple majority vote will pass the motion. The chair will not vote unless there is a tie.

Terms of Office: All members and officers will serve a one year term beginning in the fall term and ending in the summer term. It is permissible for members to be re-appointed for another term of service in the following year. There is no restriction on the number of terms one may serve as a member or be elected as an officer.

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2.5 FACULTY AWARDS

There are two awards given annually to honor the contributions of faculty at Williamsburg Technical College.

- (1) *The South Carolina Technical Education Association Educator of the Year Award* is awarded annually to one full-time faculty member. The selectee is chosen by popular vote from the SCTEA membership of the college. To be eligible for the award, the individual must be a full-time faculty member of WTC and a member of SCTEA and not have won the award in the last three years.
- (2) *The Herbert R. Quarles, Jr. Excellence in Teaching Award*, named in memory of Dr. Herbert R. Quarles, Jr., a WTC Adjunct Physics instructor, is awarded annually to a deserving member of the Adjunct Faculty of Williamsburg Technical College.

Eligibility requirements for this award are as follows:

- Must be an adjunct faculty member at WTC.
- Must have taught for a minimum of two semesters at WTC.
- Must not have won the award in the past five years.
- Must demonstrate the following characteristics:

Leadership
Concern for students
Volunteerism
Effective Communication
Classroom innovation
Knowledge of subject matter

Adjunct Faculty members meeting the criteria above are nominated by Department Heads. Department Heads may nominate a maximum of one individual for every four adjunct faculty with primary teaching responsibility within his/her department. A committee composed of three full-time faculty members, the SGA President and the Phi Theta Kappa President select the winner from among the nominations. Formal announcement of the awardee is made during spring commencement.

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3.0 ACADEMIC POLICIES AND PROCEDURES

3.1 Advising

All full-time faculty members are expected to assume the academic advising responsibilities assigned by the Vice President for Academic and Student Affairs. It is the faculty's responsibility to familiarize themselves with the College Catalog, Williamsburg Technical College Faculty Handbook, College Advising Manual and any other documents that list policies, procedures, and requirements relevant to academic advising. New students to the College are initially advised by counselors in the One-Stop Center in Student Affairs. After completion of one semester, students are assigned to a full-time faculty advisor with teaching responsibilities in the student's program of study. Only full-time faculty are authorized to advise students, and faculty advisors are expected to maintain a schedule of office hours throughout the year to ensure accessibility to student advisees. These hours may need to be expanded during early advisement/registration to ensure that all advisees have an opportunity to register early. It is recommended that faculty advisors post a sign-up sheet during pre-registration to facilitate this process. Full-time faculty members are required to be available during regular registration to advise students and are expected to advise as needed for both day and evening programs.

3.2 Classroom Control

Faculty should exercise mature judgment in dealing with student behavior. More often than not, disruptive behavior can be dealt with by reminding students of expectations at the college level. However, students who are disruptive or disrespectful to others can be asked to leave the room and report to the Associate Vice President for Student Affairs. Whether that constitutes an absence is up to the individual instructor. Should the student display behavior that puts the student, teacher, or other students in clear and present physical danger, the Associate Vice President for Student Affairs, the Department Head, the Vice President for Academic and Student Affairs or any other officer of the College should be notified immediately. Students who behave in disruptive or unseemly behavior while classes are changing do not come under the province of the classroom teacher. They can however, be reported to the Associate Vice President for Student Affairs if the behavior causes property damage or disrupts classes while in session. When addressing a disruptive student, please note that touching or pushing a student is not permitted. For additional information regarding student discipline, refer to the *Williamsburg Technical College Catalog*, and the section related to the Student Code of the South Carolina Technical College System.

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3.3 Classroom Emergencies

In any emergency situation, the primary concern of faculty should be the safety of the students under his/her charge. Following is a list of potential hazards and protocols; however, the list is not exhaustive. Faculty must include in the course syllabus procedures for addressing relevant and potential emergencies. Topics for inclusion in the syllabus may include the following scenarios and more:

(a) Tornado: In the event of a Tornado Warning, instructors should leave their classroom, shut the door after all students are out, and direct students to interior hallways and away from all windows. Do not allow students to leave the college building until the storm passes.

(b) Fire: If there is a fire in the building, a fire alarm will sound. Upon hearing the sound of the alarm, faculty should instruct students to leave the building using the evacuation plan posted at the door of each classroom. Instruct students to get at least 500 feet from the building. After all students have left the classroom, close the door and follow the students out of the building, remaining with them until it is safe to return or told to leave.

(c) Bomb Threat: As soon as a bomb threat is received, administrators, staff or faculty are instructed to sound the fire alarm. Upon hearing the alarm, follow the same instructions as those already mentioned for "Fire."

(d) Student Injuries: All student injuries requiring medical care must be reported to the Associate Vice President for Student Affairs or other college administrator immediately. If medical assistance is needed, either call 911 or go to the nearest administrative office and notify personnel to call 911. First Aid Kits are available in the following areas of the college:

- Auto Mechanics Shop
- Business Office
- Computer Lab A (rm. 230)
- Student Success Center
- HVAC Shop
- Library
- Student Affairs Office
- Welding Shop

(e) Snow or Inclement Weather: If snow or ice storms or other inclement weather threatens the closing of schools, faculty should listen to forecasts from local TV and radio stations. If the announcement states that Williamsburg County Schools or County Offices are closed, you may infer that this statement includes

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Williamsburg Technical College. The President makes the decision to close the college and notifies the Public Information Officer who notifies all local stations of the closure. The President will also direct the Business Office to change the voice message of the College telephone system to inform callers of the closure (843) 355-2021.

(f) Active Shooter: In the event of an active shooter on campus, notification may take several forms, including verbal alerts of “SHOOTER ON CAMPUS” or an alarm via electronic messaging systems. If a faculty member is in class and hears either the verbal alert or gun shots, immediately close and lock the door to the classroom and have students move away and out of view of the door window (if installed). Place the security latch magnet over the latch plate. Do not open the door for anyone unless positive identification as a police officer or security officer can be made. Immediately call 911 and notify the police after the door and students have been secured. If students can safely flee the building through a classroom window or door, do so and contact the nearest police officer or campus security personnel. If approaching a police or security officer, faculty and students should keep hands clearly visible at all times and follow all instructions explicitly. When feasible or practical, contact a WTC Administrative Officer and inform him/her of the status and accountability of your class.

3.4 Confidentiality of Student Records

Williamsburg Technical College complies with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Students have the right to inspect and review their own educational records maintained by the institution and to challenge the content of such records on the grounds that they are inaccurate, misleading, or a violation of privacy and other rights. If the college is in violation of the FERPA, a student has the right to file a complaint with the U.S. Department of Education.

Copies of the Family Education Rights and Privacy Act, interpretations of this act by the U.S. Office of Education, and the policies of Williamsburg Technical College concerning the application of the FERPA are available in the Student Affairs Office. The College does not permit unauthorized persons to have access to students' educational records. However, the College, like most institutions, frequently sends out publicity information about students concerning their activities and honors. The Public Information Office will obtain permission from a student before including their name in any publicity releases.

In the absence of any information to the contrary, the College will presume that each student over 18 years of age is emancipated for the purpose of this policy. Parents or guardians of minor students who wish to obtain information about

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students' educational records should obtain the permission of the involved students. A parent may examine the records of a student who is a "dependent" regardless of age. In order for this to happen, however, the student must sign a form (available in the Student Affairs Office) authorizing the parent (or other individual) access to that student's record. It is important to note that phone calls are not permitted. Parents or guardians with authorized access to grades who wish to speak to the instructor must schedule an appointment with the instructor. No information can/will be given over the phone.

No student record or evaluation of a student record should be released to any outside person or agency unless a student signs a release form granting such release or unless the information is considered public information under the Family Educational Rights and Privacy Act of 1974—Public Law 93-380.

Recommendations for students that require statements regarding grades, dates of attendance, part-time/full-time status, conduct evaluation, or any other information not considered public information should be given only after the student has signed a release form.

***IMPORTANT NOTE: A student's name, social security number, or Datatel/Elucian ID number is interpreted as "personally identifiable" and may not be used to post grades in public areas, such as office doors or hallways. The required practice is to not post grades of any kind in any location at any time.**

3.5 Final Examinations

A final examination is to be given during the scheduled final exam period in every course. Exceptions must be approved in advance by the Vice President for Academic and Student Affairs.

It is the appropriate Department Head and/or program coordinator's responsibility to determine the final exam's format, content to be covered, and contribution to the overall course grade. A copy of each final exam is to be kept on file in the Academic Affairs Office. Final exam papers are to be graded and either returned to the students or kept by the faculty member for a minimum of one year.

3.6 Faculty Absence from Class

If a teaching faculty member must miss a class, he/she must notify his/her Department Head or the Office of Academic Affairs as far in advance as possible so that adequate provision can be made for the class. All faculty should have students verify phone numbers/email addresses on class rolls at the beginning of the semester so that an accurate listing can be maintained to notify students of class cancellations, etc. A list of verified phone numbers and email addresses

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should be given to the Administrative Assistant to the Vice President for Academic and Student Affairs within two weeks of each semester.

Adjunct faculty are not compensated for missed class hours.

When a full-time faculty requests approval for sick leave, the request should be submitted through the on-line leave system prior to an anticipated absence (such as an appointment that cannot be scheduled around class time). An unanticipated sick leave request should be submitted as soon as feasible or upon return to work. Absences of three days or more requires a doctor's excuse.

Full-Time Faculty taking Nonscheduled Non-Work days must submit a leave request through the on-line leave system prior to the absence and have the Assistant Vice President for Academic Affairs or appropriate Department Head approval. These type leave situations are strongly discouraged if a class absence will occur.

3.7 Grading System

Williamsburg Technical College uses the uniform grading system of letter grades and interpretations are given in the college catalog under the heading of "Grading System."

Each instructor is free to develop, within limits, his or her unique approach to grading the student's academic performance as long as the grade can be converted to the uniform system at the appropriate time. The grading standards must be conveyed to and understood by the students, and must be applied to all equally and fairly, without prejudice or caprice. The grading standards should be noted in the course grade book for possible future reference and in the course syllabus. The use of make-up examinations is left to the discretion of the instructor, as is using class attendance to determine, in part, the course grade. Graded assignments/examinations should be reviewed with the students, and the student given an opportunity to question his or her grade.

Williamsburg Technical College uses a 4.0 grade-point average system. The following grades have been approved for use and included in the determination of the grade-point average as noted.

- A = Excellent**, (4 grade points).
- B = Above Average**, (3 grade points)
- C = Average**, (2 grade points)
- D = Passing**, (1 grade point)
- F = Failure**, (no grade points). The minimum course requirements were not met. Credits attempted will be used in GPR calculation.

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I = Incomplete, (no grade points). The student has not met course objectives and must remove the “I” grade by the 10th class day of the semester immediately following; otherwise the incomplete will be changed to an “F.”

W = Withdrawal prior to the fifth class of the semester.

WP = Withdrawal while passing. This will not appear as credit attempted.

WF = Withdrawal while failing computes as an “F” and will appear as credit attempted.

AU = Audit; not computed in the GPR

TR = Credit Transferred from another post-secondary institution (grades below “C” will not be accepted). These grades will not be used in the calculation of the GPR.

Transitional (Developmental) Studies (DVS):

DVS courses must assign the following grades which do not generate grade points:

A* = Excellent

B* = Above Average

C* = Average

D* = Passing

F* = Failure

Grade Point Ratio (GPR):

To determine a student’s Grade Point Ratio, the grade point value is multiplied by the credit hours of the course to determine the grade points earned for that course. The grade points earned in each course are added together, and the total is divided by the total credit hours attempted, resulting in the grade point ratio (GPR), which is the measure of the student’s academic progress.

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3.8 Grade Reports

Examination grades and test papers should be graded and reported to students within a reasonable time. Only under rare circumstances, and only with prior approval of the Vice President for Academic and Student Affairs, should written, graded work be withheld from students until the end of the semester.

Grades remain as recorded and can be changed only by the faculty member. In the event the instructor is no longer employed by WTC and contact is impossible, or some other rare and extenuating circumstance exists, the Vice President for Academic and Student Affairs is given the authority to change grades, with a written explanation of the basis for the change placed in the student's official files. To change a grade, faculty should submit a change of grade form (available in the Academic Affairs office).

Each faculty member is responsible for turning in proper grade reports on all students who are officially certified as enrolled in class. These grades are to be submitted on time and in accordance with the instructions provided by the Registrar.

Student grade records/attendance records for any class should be maintained by the faculty member for a period of at least three years. In the event the instructor is no longer employed by the College, the faculty member should submit the grade records/attendance records to the Academic Affairs office or the appropriate Department Head before departure.

3.9 Office Hours

Williamsburg Technical College is committed to providing the best environment possible to support the total development of its students. In support of this philosophy, full-time faculty are expected to provide individual academic advising and academic assistance to students outside of the classroom situation. While part-time faculty are not required or compensated for office hours, they are encouraged to make themselves available to students to assist those having academic difficulties or to refer students to the full-time faculty advisor/program coordinator for help.

To facilitate this process, full-time teaching faculty are required to schedule a minimum of eight office hours per week during fall, spring, and summer semesters, without regard to a faculty member's teaching load. Office hours are to be scheduled at times and locations that will maximize the opportunity for student contact. All office hours will be scheduled, as a minimum, on Monday, Tuesday, Wednesday, and Thursday of each week between the hours of 8:00 a.m. and 6:00 p.m. The combined minimum scheduled office hours for each day shall be two hours. During these office hours, full-time faculty members are to be in a designated location available for drop-in or scheduled visits by students. Office

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hours may be scheduled in one's office, lab, or any other location on campus approved by the Vice President for Academic and Student Affairs. Office hours and locations are to be listed on the syllabus each semester, posted outside of the faculty member's office, and filed with the Assistant Vice President for Academic Affairs. If a faculty member will not be present during a scheduled office hour for personal or professional reasons (e.g. committee meetings), a note is to be posted to inform students. Deviations and exceptions to this rule require written approval by the Vice President for Academic and Student Affairs prior to the class start date of each semester.

Adjunct faculty are not required to maintain set office hours, but they are strongly encouraged to make every possible effort to meet with students either before or after class if a meeting is desired by the student. It is also recommended that adjunct faculty provide students with college email addresses and phone numbers where they can be reached.

All faculty have a voice mail account in which students may leave messages. To activate a voice mail account, contact the Assistant Vice President for Academic Affairs or Mr. Tyrone Thomas, the Associate Vice President for Facilities/Operations.

3.10 Curriculum Development/Revision

Curriculum and course development, changes, and evaluation are responsibilities of every faculty member. Insofar as possible, curriculum development will be accomplished as part of a faculty member's normal workload. Each Department Head and Program Coordinator is responsible for taking the leadership in the scheduling and management of curriculum and course development.

Any faculty member may make a recommendation for the addition, deletion, or change in any College curriculum, course, or program. Recommendations from faculty should be in writing (stating the recommended revision or addition with justification) and given to the Department Head, the Vice President for Academic and Student Affairs, the Assistant Vice President for Academic Affairs, or the Chairperson of the Curriculum Review Committee. (See [Curriculum Review Committee](#))

Revisions, deletions, or additions of courses to the curriculum programs or proposals for new curriculum programs of the College are made through the following steps:

1. A recommendation for revision or addition is made to the Department Head, Vice President for Academic and Student Affairs, the Assistant Vice President for Academic Affairs, or the Chairperson of the Curriculum Review Committee.

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2. Recommendations are reviewed and discussed during scheduled meetings (once per semester) of the Curriculum Review Committee.
3. Recommendations that the CRC have voted to move forward are then given to the Vice President for Academic and Student Affairs, who either accepts or rejects the recommendation.
4. Recommendations that the Vice President for Academic and Student Affairs supports are presented to the President for final approval.
5. All Changes, additions, or deletions of curriculum programs become effective in the subsequent fall term.

3.10.1 Program Evaluation/Review

To coincide with data collected for program evaluation, program learning outcomes assessment, and the system of curriculum review/revision described in 3.10 above, the following steps have been developed to aid in a comprehensive program evaluation/record keeping process:

1. The Director of Planning and Research will collect required enrollment and graduation data in the fall and spring terms.
2. The Director of Planning and Research will initiate the Program Evaluation Forms (*see exhibit on p. 52*) at the beginning of the Institutional Effectiveness cycle in August of each year and record the applicable data on the form.
3. Upon completing the areas of the form related to Institutional Research, he/she will forward the form to the Department Heads who will add data collected or revised from Program Learning Outcomes assessment and submit the form to the Director of Planning and Research.
4. At the end of the cycle in May of each year, the Director of Planning and Research will add any data gathered since the beginning of the cycle related to enrollment or graduates and forward to the Department Heads. The Department Heads will add the results of assessment and the plans for use of the data and return to the Director of Planning and Research.
5. After the form has been returned, reviewed and approved by the Department Head, the Director of Planning and Research will forward to the Vice President for Academic and Student Affairs who will distribute the completed forms to the Assistant VP for Academic Affairs. The Assistant VP for Academic Affairs will maintain a Program Review Book/File in his/her office, containing all program evaluation forms.

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6. The Curriculum Review Committee will review these forms in addition to any other recommended changes to curriculum during scheduled meetings. Preferably, this meeting should occur no later than July of each year, and then follow the procedures established in this Handbook (3.9) for revision to curriculum if warranted.



20xx-20xx Program Assessment

Program: (Program Name)	(Program Description)	
Division: Academic Affairs		
V.P. / Academic Affairs:		
Department: (Name)		
Department Head: (Name)		
Program Coordinator: (Name)		
Enrollment: # (Fall), # (Spring)		
Graduates: # (Year 1), # (Year 2)		
Assessment Summary		
Key Findings (From Former Cycle)	Plan for Improvement (From Current Cycle)	Implementation To be completed at the end of the cycle

STUDENT LEARNING OUTCOMES FOR PROGRAM REVIEW

Program: Name	Division: Academic Affairs	Year: 20XX – 20XX				
A. Student Learning Outcomes	B. Where Students Demonstrate Proficiency	C. Methods for Outcomes Assessment	D. What Demonstrates Proficiency	E. Data Collection Date(s) and Method(s)	F. Actual Results	G. Analysis and Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance for the program?	How and when will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation?	How will you use this information to improve the program

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3.11 Textbooks and Instructor Materials

Textbooks for all courses offered by the college are selected according to practices established by full-time faculty members serving as Department Heads or program coordinators. Departments may select textbooks by individual or committee. Textbooks will be selected for the course. Under no circumstance will different textbooks be selected for different sections of the same course.

When no full-time faculty member is employed by the college in a particular discipline or program, the Department Head will seek input and recommendation from part-time faculty credentialed in the discipline or program. Currency, appropriateness for the learner, and relevance to the course and program are important in choosing textbooks. Since textbooks are expensive and represent a significant cost for students, however, faculty should require students to purchase only those texts that are essential to the course. If a text is considered supplemental to the course material, the Department Head should coordinate with the library to ensure the book is available to students. If free Online Educational Resource (OER) materials are to be used, a statement of this intent should be included on the Textbook Order Form since the form is used not only for purchasing textbooks but also for informing students inquiring of textbook needs.

The Department Head is responsible for all textbook orders given to the bookstore for purchase and will verify that the text to be ordered is the approved text for the course to be offered. Full-time faculty or program coordinators should complete the Textbook Order Form on the College's website and give to the Department Head for approval and signature. The Department Head should then forward the form to the college bookstore for purchase. Textbook orders should be submitted no later than the midterm of the semester prior to the semester in which the course is to be taught. Information to include: (1) title, (2) author(s), (3) edition, (4) publisher, (5) publication year, and (6) ISBN#.

Faculty members are responsible for ordering their own instructional material (*ie. instructor editions, test banks, study guides, etc.*). The bookstore **does not** order instructional material. Most publishers have 800 numbers for the ordering of instructional material free of charge to faculty, and if the faculty member does not have the number, he/she should contact the bookstore for the number of different publishers. Faculty are reminded, however, that it is not the responsibility of the bookstore to order the material. All material ordered should be mailed to the College in care of the Vice President for Academic and Student Affairs or (if permitted by the publisher) the faculty member.

3.12 Course Syllabus

Every course must have a syllabus that conforms to the master course syllabus template. The purpose of the syllabus is to provide a framework for the course. It is

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essential to update a syllabus periodically to keep it current, appropriate for the learner, and relevant to the course. All courses offered by Williamsburg Technical College, as a member of the South Carolina Technical College System, follow system-wide and prescribed course numbers, names, descriptions, and credit value. All courses offered by Williamsburg Technical College will have a standard and uniform course syllabus that conforms to the information in the system catalog of approved courses.

The syllabus is a two-part document provided to all students in a course section during the first week of class. The first part of the syllabus is termed the “master syllabus,” and this part of the total syllabus is not subject to modification by individual faculty members. The master syllabus document is created by the full-time faculty of the college or by program coordinators in consultation and coordination with part-time faculty hired by the college to teach and contribute to the curriculum development of the college in a particular discipline or program. The consultation and collaboration with the part-time faculty will occur annually, as a minimum, and may be accomplished during department meetings following the faculty orientation in August of each year. Additional meetings may be scheduled as necessary by Department Heads or program coordinators.

The second part of the syllabus is termed the “syllabus addendum,” and this portion of the syllabus is subject to modification by individual faculty members. The syllabus addendum will include information specific to a single section and may be tailored to address unique requirements in addition to the requirements of the master syllabus such as weekly schedules of assignments, grading rubrics for assignments, or other classroom behavior policies specific to the individual instructor.

(A) **Master Syllabus:** The master syllabus must contain the following components/information and may not be modified except with Department Head and VP for Academic and Student Affairs approval. Information denoted with an asterisk(*) is determined by the South Carolina Technical College System and may not be modified except by system approval:

1. *Course Number, *Course Title, *Credit Hours (*ie. MGT-101 – Principles of Management – 3 credit hours*)
2. Pre/Co-requisites (if applicable)
3. *Course Description
4. Course Developer (*Credentialed Full-time or Part-time faculty member credited with development of the master course syllabus. Will typically be a full-time faculty member serving as Department Head or Program Coordinator but may be an adjunct instructor compensated to development the syllabus as part of preparation time added to temporary work agreements.*)
5. Student Learning Goals/Objectives – to be stated as student outcomes. (*ie. “At the conclusion of this course the student will be able to _____.”*)
6. Course content

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7. Means of instruction (*ie. lecture, lab, writing, projects, etc*)
8. Revision Date
9. Required textbook/written materials/supplies
10. Institutional Core Competencies
11. College policy on attendance
12. College policy regarding students with disabilities
13. College policy on academic misconduct
14. College policy on grading

(B) ***Syllabus Addendum:*** The syllabus addendum may include the information below and may be customized by the faculty member to meet the needs of specific course sections:

1. Faculty Contact Information (*ie. Office hours, phone number, voice mail number, email address, etc.*)
2. Teaching philosophy/methods
3. Specific evaluation methods
4. Classroom policies (*tardiness, make-up tests, behavior, etc*)
5. Suggested additional readings
6. Assignment schedule as applicable
7. Section policy on attendance

Additionally, the course syllabus will address or conform to the following:

1. Follow a common core or sequence of topics/outcomes necessary within the Department, including the General Education Core Competencies.
2. Be current/relevant to student, community, and discipline needs.
3. Follow a logical organization for student understanding and topic progression.
4. If section policies exceed the minimum College policies, they must be clearly identified in the syllabus (*ie. Attendance Policy more stringent than college policy*).

Instructors are expected to distribute the syllabus to students the first day of class. The syllabus informs students about the instructor's policies, procedures, and expectations as well as assigns students' readings, projects, exams, etc. Clarity, thoroughness, and accuracy are critical elements for at least two reasons: the syllabus is scrutinized during the faculty evaluation process; and the potential exists for students to file a

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grievance based on their perceived breech of agreement if instructors deviate significantly from what has been stated in writing.

Syllabi are evaluated by the Department Head and the Assistant Vice President for Academic Affairs each semester. All faculty will submit one copy of the syllabus (*Master Syllabus and Syllabus Addendum*) to the Office of Academic Affairs within the first week of class. Electronic submission of syllabi is acceptable. The Academic Affairs office will distribute the syllabus to the appropriate Department Head who will initiate a Syllabus Review Form, sign, and submit to the Assistant Vice President for Academic Affairs for approval. If errors are found, the syllabus will be forwarded to affected instructors for correction, and depending on the error, corrections should be made and returned to the Department Head within one week. After required edits are made, the Department Head will submit the corrected syllabus to the Office of Academic Affairs. A current copy of each course's syllabus must be submitted to the Office of Academic Affairs where they are kept on file and available for review.

3.13 Faculty Evaluation

All faculty at Williamsburg Technical College will be evaluated on an annual basis by the Assistant Vice President for Academic Affairs. Full-time faculty are covered employees of the South Carolina Technical College System and have additional benefits, rights, and responsibilities as compared to their adjunct faculty counterparts. Sections 3.12.1 and 3.12.2 explain the means of evaluation for each group.

3.13.1 Faculty Evaluation - Full-Time Faculty

The policy of Williamsburg Technical College regarding Full-time Faculty Evaluation is presented below:

The Williamsburg Technical College policy C-14 and procedure C-14.1 regarding the Faculty Performance Management System are available on the College website and are modeled from the South Carolina Technical College System Policies and Procedures. For current data regarding the SC Technical College System Policies and Procedures, you may access the following web-site: <https://www.sctechsystem.com/faculty-and-staff/policies-and-procedures/index.html>

3.13.2 Faculty Evaluation - Adjunct Faculty

Adjunct faculty members are considered "part-time employees" under the policies and procedures of the South Carolina Technical College System and are, therefore, not afforded the same benefits, rights, and responsibilities as full-time employees. Recognizing the need to provide adjunct faculty members with feedback related to

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their performance, a system of evaluation was created and approved by the Academic Council. The evaluation method utilized by Williamsburg Technical College for adjunct faculty was devised with the intent of furthering the improvement of instruction overall. To this end, it is important that faculty be involved with the process. The process described below uses a holistic approach to the evaluation of faculty and utilizes several sources of information for evaluation: student evaluation, supervisor evaluation, and self-evaluation. To record the evaluation, several forms are used and described below:

1. The primary evaluation instruments will be the *Student Evaluation of Faculty Form*. This form is given to every student in every course section every semester. The Director of Planning and Research has primary responsibility for ensuring that the forms are administered and data is collected for each faculty member as well as aggregate data. The results are given to the Vice President for Academic and Student Affairs, the Assistant Vice President for Academic Affairs, individual faculty members evaluated, and Department Heads.
2. Another form utilized in the evaluation process is an *Adjunct Faculty Self-Evaluation Form*. This form closely mirrors the Student Evaluation form and serves as a means of comparing how the faculty member believes he/she is performing and how the students feel he/she is performing. This form will be given to each faculty member in the spring term, completed, signed and returned to the Vice President for Academic and Student Affairs. The Vice President for Academic and Student Affairs will forward signed copies to the Assistant Vice President for Academic Affairs for distribution to the appropriate Department Head.
3. Adjunct faculty will be evaluated by the Assistant Vice President for Academic Affairs prior to the completion of two full academic terms. After the initial evaluation, adjunct faculty will be evaluated annually, normally in the spring term. In conducting the evaluation, the Assistant Vice President for Academic Affairs will complete an *Adjunct Faculty Evaluation Form* (using data from the *Student Evaluation Forms*, the *Self-Evaluation Form*, and data collected related to defined administrative and academic duties in the *Williamsburg Technical College Faculty Handbook*), noting areas of recommended improvement, if needed. The form will be forwarded to each adjunct faculty member to sign and return to the Assistant Vice President for Academic Affairs. The Assistant Vice President will also sign the form and forward a copy to both the adjunct faculty member and the Department Head. Adjunct faculty who disagree with the evaluation will schedule a meeting with

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the Assistant Vice President to discuss discrepancies or errors of fact, and revisions will be made where warranted.

Adjunct faculty are paid an additional quarter-hour per week/per course taught to compensate part-time faculty for administrative and academic requirements of the college, such as syllabus development. These additional 3.75 hours of employment per course in a 15-week term are included in the total hours of employment reflected in the Temporary Employment Agreement signed at the beginning of each term and used to determine total compensation each semester. (*The preparation hours in a 10-week summer term per course are 2.50 hours.*) Since the college values and compensates the expertise of part-time faculty and their contributions to course development, adjunct faculty input into the setting of learning outcomes for courses and programs are important and serve as an ancillary means of faculty evaluation of performance.

During the Faculty Orientation held in August of each year, the faculty will break into departmental groups, and the Department Head and faculty will discuss concerns and problem areas identified in the Student Evaluation of Faculty forms described above which appear to be prevalent within the department or program. The group will establish goals for improvement related to student outcomes, where warranted, and collaborate on revisions to approved course syllabi.

Samples of the forms/evaluations described above are included on the following pages.

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Student Evaluation of Faculty: 20xx FA

Full Time Faculty

Summary

	<i>Very Disatisfied</i>	<i>Disatisfied</i>	<i>Satisfied</i>	<i>Very Satisfied</i>	<i>N/A</i>
1. Satisfaction with the availability of the instructor outside the classroom.	0%	1%	31%	63%	4%
2. The instructor appears to know the subject matter being taught.	0%	2%	24%	74%	0%
3. The instructor presented the subject in a practical way understandable.	1%	2%	28%	68%	1%
4. The instructor is able to get on my level when explaining new concepts.	2%	3%	28%	67%	0%
5. Class participation is encouraged.	1%	2%	29%	68%	0%
6. The instructor is willing to try listen to me when I have problems in the course.	1%	3%	27%	69%	0%
7. The instructor refrains from forcing personal beliefs of religion, politics, or ethics.	1%	1%	27%	71%	0%
8. The instructor does not show favoritism.	2%	2%	30%	64%	0%
9. The class assignments are reasonable.	1%	3%	30%	66%	1%
10. The instructor begins and ends class at the scheduled time.	1%	2%	28%	69%	0%
11. The course has taught me to think and reason more logically.	1%	1%	30%	68%	0%
12. The instructor generally lectures on the material specified in the course objectives.	1%	3%	31%	66%	0%
13. The instructor gives tests covering class lectures and/or assigned readings.	1%	3%	29%	67%	0%
14. The instructor assigns grades fairly.	3%	2%	29%	66%	0%
15. The textbook used is adequate for this course.	1%	1%	27%	71%	0%
16. My program of study is preparing me for a job in the field	1%	0%	28%	69%	1%
	YES	NO	N/A		
17. Did you receive a course syllabus at the beginning of this course?	99%	0%	1%		
18. Do you feel free to ask questions in class?	97%	2%	1%		
19. Do you respect the instructor?	99%	0%	1%		
20. Would you recommend this instructor to continue teaching this course?	97%	2%	2%		
	A	B	C	D or below	N/A
21. What grade do you expect to receive in this class?	41%	41%	13%	2%	3%

Page 1 of 2

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Student Evaluation of Faculty: 20xx FA

Part Time Faculty

Summary

	Very Disatisfied	Disatisfied	Satisfied	Very Satisfied	N/A
1. Satisfaction with the availability of the instructor outside the classroom.	1%	1%	24%	72%	1%
2. The instructor appears to know the subject matter being taught.	1%	1%	23%	76%	0%
3. The instructor presented the subject in a practical way understandable.	1%	3%	24%	71%	0%
4. The instructor is able to get on my level when explaining new concepts.	1%	2%	25%	72%	0%
5. Class participation is encouraged.	1%	2%	25%	73%	0%
6. The instructor is willing to really listen to me when I have problems in the course.	1%	1%	22%	75%	0%
7. The instructor refrains from forcing personal beliefs of religion, politics, or ethics.	1%	1%	23%	74%	0%
8. The instructor does not show favoritism.	1%	2%	22%	75%	0%
9. The class assignments are reasonable.	1%	2%	23%	74%	0%
10. The instructor begins and ends class at the scheduled time.	1%	1%	22%	76%	0%
11. The course has taught me to think and reason more logically.	1%	2%	24%	74%	0%
12. The instructor generally lectures on the material specified in the course objectives.	1%	1%	22%	75%	0%
13. The instructor gives tests covering class lectures and assigned readings.	1%	1%	21%	77%	0%
14. The instructor assigns grades fairly.	1%	1%	22%	75%	0%
15. The textbook used is adequate for this course.	1%	2%	22%	75%	0%
16. My program of study is preparing me for a job in the field	1%	1%	20%	77%	0%
	YES	NO		N/A	
17. Did you receive a course syllabus at the beginning of this course?	98%	1%		0%	
18. Do you feel free to ask questions in class?	98%	0%		0%	
19. Do you respect the instructor?	99%	0%		0%	
20. Would you recommend this instructor to continue teaching this course?	98%	1%		0%	
	A	B	C	D or below	N/A
21. What grade do you expect to receive in this class?	53%	37%	7%	0%	3%

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Williamsburg Technical College
Adjunct Faculty Self-Evaluation Form

Name: (Print) _____ Date: _____

Signature: _____

DIRECTIONS: Using the scale below, please indicate your level of agreement to the statement. Please read each statement carefully. Place the number of your response in the blank.

(1) Strongly Disagree (2) Disagree (3) Agree (4) Strongly Agree

Instructional Responsibilities:

I frequently make myself available to students outside of the classroom through face-to-face contact, e-mail, or phone. _____
I create a classroom environment which welcomes an open exchange of ideas and questions from students. _____
My students respect me both as a person and as an instructor. _____
My test and assignments are tough, but fair. _____
When students do not understand a concept, I try to help them discover the answer on their own. _____
When students successfully complete my course, they are prepared for work or transfer or higher level courses. _____

Please complete the following statement:

My greatest strength in the classroom is _____

The area in which I need most improvement would be _____

On a scale of 1 - 10 (one being the lowest and ten being the highest), how would you rate yourself in making your subjects interesting to your students? _____

How could you make your subject even more interesting to students? _____

Administrative Duties:

YES / NO I submit drop forms in a timely fashion.

YES / NO I give students a syllabus/syllabus addendum.

YES / NO I visit the Library at least once a semester.

YES / NO I submit final grades before the established deadline.

YES / NO I ensure that attendance records/forms are correct before signing.

YES / NO I use WTC student e-mail address to communicate with students.

Revised 07/2018

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Williamsburg Technical College
Adjunct Faculty Evaluation Form

Name of Adjunct Faculty Member: _____

Syllabus:

1. Does the faculty member submit syllabi for review on a timely basis? Yes No Needs Improvement
2. Does the syllabus contain all the required elements? Yes No Needs Improvement
If no, what elements are lacking? _____

List any suggestions on improving the syllabus _____

Record Keeping:

1. Does the faculty member submit Drop slips on a timely basis? Yes No Needs Improvement
2. Does the faculty member submit final grades when due? Yes No Needs Improvement
3. Does the faculty member ensure accuracy of attendance records/forms before signing? Yes No Needs Improvement

Classroom Conduct:

1. The faculty member's and student's opinions of courses agree. Yes No Needs Improvement
2. Students frequently submit/make complaints about the Instructor. Yes No Needs Improvement
If Yes, Explain _____

College Participation:

1. The faculty member attends all orientation meetings, etc. Yes No Needs Improvement
2. The faculty member visits the LRC at least once per semester. Yes No Needs Improvement
3. The faculty member involves him/herself in the IE Process, Curriculum Review, and Student Outcomes. Yes No Needs Improvement

OVERALL EVALUATION:

Using the scale below, enter the overall rating of the instructor in the box.

B=Below Expectations M=Meets Expectations E=Exceeds Expectations

Rater: Write Additional Comments Here:

Signature of Adjunct Faculty Member (DATE)

AVP for Academic Affairs (DATE)

The signature of the adjunct faculty member indicates that this form was reviewed. It does not mean that the adjunct faculty member necessarily agrees with the evaluation. The adjunct faculty member may make additional comments below, and these comments will be retained as part of the permanent record.

Faculty Member Comments:

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3.14 Faculty Teaching Load

The normal teaching load for a full-time faculty member in the fall or spring is fifteen semester credit hours per semester. For full-time technology instructors, loading is based on contact hours. A normal load is considered 20-24 contact hours per week. Contact hours per week are the sum of lecture and lab hours per week. Exceptions must be approved individually by the Vice President for Academic and Student Affairs.

Faculty may request release time from teaching for special projects. These projects may involve curriculum development, development of an innovative teaching approach, special college committee assignment, or other special projects. Release time must be approved by the Vice President for Academic and Student Affairs.

Faculty may be assigned to teach any combination of day/evening/weekend/on-campus/off-campus classes. The assignment of the teaching schedule is the responsibility of the Assistant Vice President for Academic Affairs. If a teaching assignment presents a hardship or is deemed unfair, the faculty member may appeal to the Vice President for Academic and Student Affairs. If not satisfied, the faculty member may appeal to the President.

Full-time faculty members are expected to arrange their schedule to be available on campus to work with individual students, to participate in student advisement and registration, and to contribute to college activities as professionals. Faculty members should recognize that the College requires them to complete tasks that go beyond their activities in the classroom, and many of these tasks require their presence on and off campus.

3.15 Faculty Summer Teaching Load

Summer semester teaching is based on student demand. Faculty are not guaranteed summer teaching assignments. For the summer term, credit loaded faculty are considered fully loaded if teaching 12 credit hours. Contact hour faculty teaching technology courses are fully loaded with 20-24 contact hours per week.

It is the Assistant Vice President for Academic Affairs's responsibility to develop a summer class schedule with the coordination and recommendation of Department Heads. Full-time faculty are to be given preference before the assignment of adjunct faculty. Full-time faculty are compensated for summer teaching based on the following formula:

Summer pay = 1/39 of 39 weeks' pay X each full week of employment = weekly summer pay.

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3.16 Externally Funded Grants and Contracts

Externally funded grants and contracts must relate to the stated purpose of Williamsburg Technical College. To ensure an appropriate balance between grant and contract activity and instruction, the Vice President for Academic and Student Affairs must approve all externally funded grant applications and contracts prior to submission. In accepting funds from outside agencies, Williamsburg Technical College reserves the right to maintain control over instruction and other institutional activities.

3.17 Overload Pay

Williamsburg Technical College administration discourages awarding overload teaching assignments to full-time faculty. However, there are times when this is a necessity. Over-loads must be approved by the Vice President for Academic and Student Affairs. Overload pay shall be computed at the hourly rate paid to adjunct faculty.

3.18 Faculty Professional Development

As professionals, it is essential that faculty engage in lifelong learning and continuous professional development. This requirement is considered the responsibility of each faculty member. Faculty are expected to keep abreast of changes in their teaching discipline and of changes in teaching techniques. One cannot expect to teach the same material in the same manner throughout one's career.

The College has a responsibility to assist faculty whenever reasonable and appropriate with their professional development. Within the policies of the State Board for Technical and Comprehensive Education, the College may provide release time, professional development workshops and seminars, leave with or without pay, tuition reimbursement or remission, and/or travel funds for attendance at conferences, workshops, seminars, etc.

Faculty members should discuss their professional development needs/plans with the Vice President for Academic and Student Affairs. Each Department has a budget for travel. In addition, other College resources may be available to support one's plans. The Vice President for Academic and Student Affairs will be able to advise a faculty member of the applicable policies, procedures, and possible funding.

Every effort should be made to ensure faculty development pursuits do not interfere with scheduled teaching assignments. When classes must be missed, the Assistant Vice President for Academic Affairs is to be notified in advance and must approve plans to ensure students receive equivalent learning experiences in the course.

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Within five working days of the completion of a Professional Development activity (a formal course, workshop, seminar, etc.), faculty must forward a copy of the agenda, grade report, or trip report to the Assistant Vice President for Academic Affairs.

3.19 Academic Freedom and Responsibility

Williamsburg Technical College supports the concept of academic freedom. In the development of knowledge, research endeavors, and creative activities, College faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism. But while a faculty member is entitled to freedom in the classroom in discussing his/her subject, he/she should be careful not to introduce into his/her teaching matters that have no relation to his/her field.

The concept of academic freedom must be accompanied by an equally demanding concept of responsibility. The faculty member must fulfill his/her responsibility to society and to his/her profession by manifesting academic competence, professional discretion, and good citizenship. When he/she speaks or writes as a citizen, he/she will be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a professional educator, he/she must remember that the public may judge his/her profession and his/her institution by his/her utterances. Hence, he/she should at all times be accurate, exercise appropriate restraint, and make every effort to indicate that he/she is not an institutional spokesman.

At no times shall the principle of academic freedom prevent the institution from making proper efforts to assure the best possible instruction for all students in accordance with the objectives of the institution.

3.20 Library Services

The college has a library with 18,000+ books, many periodicals, and a variety of audio-visual items (including hardware and software for faculty and students). Faculty are encouraged and welcomed to schedule a library orientation for students by contacting the Library Director.

Faculty members may place books on reserve in the Library for their students. Audio-visual hardware is on hand to checkout for classroom use. A conference room is in the Library and may be reserved in advance. Internet is accessible for use. The book collection holdings are on-line and can be accessed by computer. The college uses the Primo/Alma cloud based Integrated Library System, which is a state of the art management platform

Other computer reference resources available on-line include the following:

Academic Search Premier – A multi-disciplinary database that provides full text for more than 4,600 journals, including full text for nearly 3,900 peer-reviewed titles.

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Business Source Premier – This online database provides full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles.

Ferguson's Career Guidance Center – A database that includes 3,400 jobs and 94 industries, invaluable advice on career skills, thousands of resource entries, and more.

CINAHL Plus with Full Text – A comprehensive source of full text for nursing & allied health journals, providing full text for more than 770 journals indexed in CINAHL.

In addition to those listed above, the Williamsburg Technical College Library has over 50 electronic databases for students to access 24/7

The hours of operation are as follows:

Monday-Thursday	8:00 a.m. – 8:00 p.m.
Friday	8:00 a.m. - 1:00 p.m.
Saturday & Sunday	Closed

For additional and more current information about the Williamsburg Technical College Library, please click [\(here\)](#).

3.20.1 Faculty Borrowing Privileges

Books from the circulating collection may be checked out and used as long as needed. If an item borrowed by a faculty member is needed by another library user, the faculty member will be requested to return the item as soon as possible. Once every academic year, faculty members may be asked to confirm that they have in their possession any item that library records show they have borrowed.

3.20.2 Faculty Recommendations to Selection and De-selection of Library Holdings

All faculty are required to make at least one visit to the Library each semester and review the material available within the Library related to their teaching discipline. Upon visiting the Library, faculty must complete a Faculty Library Visitation Form available at the checkout desk in the Library and included on the following page. On this form, faculty may make recommendations for future purchases as well as recommendations for items to be removed from the library collection. The faculty member and the Library Director must sign the form, and the Library Director will forward a copy of the signed form to the Vice President for Academic and Student Affairs for inclusion in the faculty member's file. Faculty and college employees may also use the *Purchase Recommendations for Library Material Form* available at the checkout desk in the Library and may be reproduced as needed.

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WTC Faculty Library Visitation

I, _____ have inspected the section of the WTC Library's collection which pertains to my area of teaching. I have also conferred with the LRC Director and suggest the following:

No action needs to be taken at this time. Library/LRC resources are adequate in supporting my teaching endeavors.

Titles recommended for future library purchase (*attach additional page if needed*):

Books:

Periodicals (Magazines and Journals):

AV Materials:

Electronic Resources:

Titles recommended for removal from the WTC Library collection:

Additional Comments:

Instructor

Date

LRC Director

Date

CC: Dr. Clifton R. Elliott

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3.20.3 Reserve Materials

Faculty members may place materials, either their own or library-owned, on reserve for use by the students in their classes. A faculty member placing an item on reserve should specify the borrowing conditions (i.e., in library use only, 24 hours, etc.).

3.20.4 Inter-Library Loan

ILL service is available to faculty and students who require the use of materials not available at Williamsburg Technical College's library. A user fills out a request form, and every effort is made to obtain the item in a timely manner.

3.20.5 Reference Assistance

Reference assistance is normally available at any hour the Library is open. Every attempt will be made to provide requested information within a reasonable response time.

3.20.6 Bibliographic Instruction for Students and Faculty

Faculty members who make a library assignment are encouraged to make arrangements to bring their classes to the library for a session of formal bibliographic instruction that can be tailored to the particular needs of the assignment. Contact the Library Director to schedule a time and discuss the assignment.

3.20.7 Audio-Visual Materials and Equipment

Faculty members may use A.V. materials and equipment in the library or check them out if they prefer.

3.20.8 Collection Development

The primary collection development policy of the Library is to acquire materials that support the curriculum of Williamsburg Technical College. A complete copy of the policy will be furnished upon request. A copy is also available at the library circulation desk. Every reasonable attempt will be made to purchase materials recommended by faculty members. Faculty members should make requests for library purchases on the Faculty Library Visitation Form and the Director of the Learning Resources Center will forward your requests to the Vice President for Academic Affairs.

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3.21 Student Success Center (SSC)

The Student Success Center's function at Williamsburg Technical College is to identify, develop, implement and deliver comprehensive and consistent academic support services to all WTC students and faculty. The services are designed to help each student reach his/her academic potential by stressing individual development in learning. The center provides the following programs and services, and all are available to WTC students at no charge:

- ***Tutoring*** - Tutoring will occur in the Student Success Center by appointment. Requests must be made at the Student Success Center. Students may receive tutoring in more than one subject. Faculty are encouraged to refer students for tutoring and /or to become tutors.
- ***Test Proctoring*** – Faculty may request proctoring of students taking make-up tests. Faculty MUST coordinate in advance for this service with the SSC Director.
- ***Computer Support*** – Students can utilize SSC's computers to type research papers, projects or other assignments utilizing Microsoft Office Professional suite.
- ***Academic Counseling, Reference Materials, Study Aids*** – Current sample tests, quizzes, term papers, books and videos for various courses are available as instructors donate materials.

The Student Success Center is currently located in room 222 of the Administration Building (Building A).

You may contact the Student Success Center at (843) 355-4122 or -4124.

3.22 Class Attendance Policy

Student attendance and participation in all class sessions play a vital role in successful completion of a course. Students are responsible for attending all scheduled meetings in the courses in which they are enrolled until they have completed all course requirements. When absent, students are expected to communicate with faculty members and are responsible for all material covered and for all assignments made in all classes. An absence is defined as nonattendance for any reason. Because absence from class is detrimental to the learning process, course instructors may use reasonable

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academic penalties which reflect the importance of work missed. The course syllabus must specify attendance requirements for the course.

Students must attend during the first two weeks of class or inform the instructor of their intent to attend to remain on the class roster. Class rosters will be final as of the end of the second week of classes. Instructors must report all changes, including no shows, by the end of the second week.

A student may withdraw from a class at any time by completing a withdrawal form in the Student Services Office. A student who has not withdrawn from class by the end of the second week of scheduled classes will receive a letter grade as stated in the course syllabus. A student may withdraw with a grade of WP only if the student formally requests the withdrawal by completing the withdrawal form in the Student Services Office before the last date to receive a WP grade. If the student quits participating in a course and fails to file a withdrawal form by the withdrawal deadline for the semester, the student will receive a grade of F, which will significantly reduce GPA. The instructor may not assign a WP grade unless the student officially withdraws. If the student properly withdraws from a course before the last date to drop with a WP, the student will receive a WP grade. Faculty must maintain attendance records of students in order to record the last date of attendance for those students who stop attending and receive a grade of "F."

To comply with federal rules and regulations, changes in enrollment for veteran students must be reported. All veteran students will be coded on the class rosters to assist faculty with tracking the attendance of these student types. When a veteran student's absences exceed two consecutive weeks of scheduled meetings after the drop/add period, or when the student fails to complete consecutive assignments, quizzes, or tests, the instructor must submit an attendance report to the Veterans Affairs Office indicating the last day the student participated in an academic activity. The College will not remove a veteran student from the course roster. All students must initiate withdrawal from the course. If the student returns to class after an absence of more than two weeks, it is the student's responsibility to notify the VA Office to request reinstatement of VA benefits for the class.

3.23 Authorized Class Absence

Williamsburg Technical College's policy regarding class absences allows no authorized class absence. However, allowances and exceptions are made in the case of field trips and college sponsored activities. Planning for field trips scheduled by faculty members must have approval of the Vice President for Academic and Student Affairs.

The faculty member planning the field trip or activity must submit, for the Vice President for Academic and Student Affairs' approval, the Official Class Absence Statement form on the following page. (Faculty members should make copies of the form in this handbook as needed and include cell phone contact information for students.)

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OFFICIAL CLASS ABSENCE STATEMENT

Students listed below are scheduled to participate in the following event.

EVENT: _____

Participation will require their absence from class

FROM _____ TO: _____
DATE Time DATE Time

It is requested that all absences during the time indicated be excused.

List of Students:

Requested by: _____

Sponsor

Approved: _____

Vice President for Academic and Student Affairs

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3.24 Academic Early Warning System

Williamsburg Technical College uses the Academic Early Warning System to help students with academic problems in courses.

The purpose of the Academic Warning System is:

1. To inform a student of poor academic performance in a class as early as possible during the semester.
2. To facilitate one-on-one contact between the student and the faculty member teaching the class.
3. To assist the student in improving academic performance through one or more of the following:
 - a. Contact with faculty member
 - b. Referral to the Student (Academic) Success Center
 - c. Referral to other potential providers of assistance

The Academic Warning System is initiated through the attached form entitled “Academic Performance Notice.” This form is to be completed and distributed by the faculty member when in his/her judgment a student is in danger of poor academic performance in the class. It is to be issued to a student as often as the faculty member deems appropriate. Forms are available in the Academic Affairs office or the Student Success Center.

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WILLIAMSBURG TECHNICAL COLLEGE
Academic Performance Notice

Please print

To: _____
Student _____ Date _____

I am concerned about your performance in:

Course name _____ Course number _____

Currently:

<input type="checkbox"/> your course progress is below average	<input type="checkbox"/> you are not paying attention
<input type="checkbox"/> you have missed too many classes (<i>see below</i>)	<input type="checkbox"/> you have been talking excessively
<input type="checkbox"/> you have been tardy too often	<input type="checkbox"/> you have incomplete assignments
<input type="checkbox"/> you have been leaving class too early	<input type="checkbox"/> other (<i>please explain below</i>)

To improve your performance in this course, you need to:

<input type="checkbox"/> see me after class.	<input type="checkbox"/> be on time
<input type="checkbox"/> attend classes	<input type="checkbox"/> talk as appropriate
<input type="checkbox"/> pay attention	<input type="checkbox"/> complete assignments
<input type="checkbox"/> remain for entire class	
<input type="checkbox"/> take this form to the Academic Success Center for assistance (<i>please list areas needing tutoring below</i>)	

My goal is for you to be successful in this course. However, the responsibility for learning is yours. I urge you to heed this notice and take the steps necessary to improve your course performance.

Faculty name (*please print*) _____ Faculty signature _____

White: Student Records

Yellow: Instructor

5.2019 DE/DB

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3.25 Faculty Disciplinary Actions

As explained in the section on [Part-time \(Adjunct\) Teaching Faculty](#) full-time and adjunct instructors of the college have different rights, responsibilities and duties. A major difference in those rights concern matters related to disciplinary action.

Full-time faculty members are full-time employees of the state and, as such, may have grievance rights under the policies and procedures of the South Carolina Technical College System, and any disciplinary action must comply with stated policy. Full-time faculty members are on probation for the first two academic years after being hired. During this probationary period, faculty may be dismissed for cause OR no cause. Following the probationary period, dismissal proceedings of full-time faculty must adhere to the policy and procedures outlined by the Technical College System. Dependent upon the reasons for dismissal following the probationary period, full-time faculty may have grievance rights.

As part-time employees, adjunct instructors do not have these rights. Adjunct instructors are hired as temporary employees of the college, and no guarantee of employment beyond the inclusive dates of the temporary employment agreement exist. Dismissal may occur during a term, however, if performance or behavior is deemed unsatisfactory.

For full-time faculty, Williamsburg Technical College and the South Carolina Technical College System utilize a progressive discipline plan, the details of which may be seen in the Director of Human Resources Office or may be accessed at the [Technical College System](#) website.

As a general rule, however, the progressive discipline plan uses the following as a guide:

1 st Step	=	Oral Warning
2 nd Step	=	Written Warning
3 rd Step	=	Suspension w/o pay followed by Probation
4 th Step	=	Dismissal

There are certain actions or behaviors, however, that may result in immediate termination and could by-pass the steps outlined above. Some of these actions or behaviors are listed below:

- ➔ Theft
- ➔ Intentional Damage to College Property
- ➔ Drinking Alcoholic Beverages on Campus
- ➔ Possessing a Firearm on Campus

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- ➔ Fighting with a Student or Other Employee
- ➔ Falsifying Official Documents
- ➔ Sexual Harassment of a Student or Employee
- ➔ Inappropriate/Intimate Relationships with Students
- ➔ Any civil or criminal action which may bring dishonor to the college.
- ➔ Failure to immediately notify the college of an arrest or conviction of a criminal charge.

The list above is not intended to be an exhaustive list and should not be interpreted as such. As a guiding rule, however, faculty are expected to comply with all South Carolina Technical College System and Williamsburg Technical College policies and procedures.

3.26 Off-Campus Courses

Williamsburg Technical College currently offers select technology certificate programs at approved off-campus sites in Hemingway and Greeleyville. These programs and sites are associated with Dual Enrollment courses for high school students.

Faculty assigned to the course must comply with all policies and procedures of Williamsburg Technical College, the South Carolina Technical College System, and the *Williamsburg Technical College Faculty Handbook* in the conduct of these courses regardless of location. All high schools in the area are within 30 minutes driving time of Williamsburg Technical College main campus.

3.27 Students with Special Needs

If a student has identified him/herself with the Student Affairs Division as Learning Disabled (LD) or physically disabled, and he/she wishes special accommodations for tests (i.e., oral exam, etc.), faculty should follow the guidelines below:

1. Contact the Student Success Center to coordinate testing at 355-4122 or the Student Affairs Office at 355-4169.
2. Give pertinent information to the SSC Director ONLY (*i.e., student's name, test to be administered, what method requested, when to be given, and the date/time the faculty member will deliver the test to the SSC Director*).
3. ONLY the SSC Director should be given the information, and ONLY the director may administer the test in whatever form it is to be given.
4. Faculty and staff are reminded that release of protected student information is **strictly forbidden** regarding **any** student.

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For additional information about students with special needs contact Dr. Alexis Dubose, Associate Vice President for Student Affairs, at 355-4170.

3.28 Credit Faculty Hiring Practices and Credentials Review

When full-time faculty vacancies are identified, the following procedural guidelines, adopted from the South Carolina Technical College System Policy and Procedures Manual, will be followed:

Procedural Guidelines

1. Identification and Advertisement of Faculty Positions:

The Department Head or Vice President for Academic and Student Affairs may initially identify a faculty vacancy and initiate the position fill request form from the Office of Human Resources (HR). Once identified, the Vice President for Academic and Student Affairs will contact HR to advertise the position in appropriate publications or collect from HR any unsolicited applications (if any exist).

2. Initial Screening and Interviewing of Applicants:

The Office of Human Resources will collect all applications and perform an initial screening of the applicants with the Vice President for Academic and Student Affairs. It is the responsibility of the Office of Human Resources to contact applicants and establish an interview date. Once a pool of applicants has been selected for interview, the Assistant Vice President for Academic Affairs will assemble an interview committee of at least three faculty, including the department head who shall interview each applicant. The Office of Human Resources will assemble an interview packet for each member of the interview committee including a resume and copies of transcripts.

3. Selection Procedures:

The interview committee will interview each faculty candidate and make a recommendation to the Vice President for Academic and Student Affairs who will review the packet and credentials and make a recommendation to the President for hiring*. Prior to selection, the Department Head and Assistant Vice President for Academic Affairs will initiate a *Credit Faculty Credentials Form* and include this form in the candidate's packet.

Insofar as possible, adjunct faculty hiring practices will follow the same guidelines as stated above. However, time constraints may inhibit the advertisement, screening, and selection steps as outlined. When a short notice need is identified, every effort will be made to advertise the opening and interview a pool of candidates. In the absence of sufficient time to conduct all of the steps above, the Vice President for Academic and

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Student Affairs, Assistant Vice President for Academic Affairs, and Department Head will jointly work to identify credentialed individuals and select the best candidate if more than one exists. As a minimum, however, the *Credit Faculty Credentials Form* must be completed, signed, and included in the adjunct's credential file.

***Once hired all faculty (full-time or part-time) will have a maximum of 30 days in which to produce official transcripts or face possible termination.**

On the following page is a copy of the *Credit Faculty Credentials Form*, and included in Appendix A is the ***Faculty Credentials Guidelines*** for all courses offered by Williamsburg Technical College.

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Williamsburg Technical College

Faculty Credentials Verification Form

Name (Last, First MI): _____

Permanent Temp. **Disciplines Approved for Teaching:**

(May use course prefixes; indicate if Transfer or Non-Transfer, or Dev.)

Educational Credentials

College/University	Degree	Major	Transcript Received/date (HR Signature)

If required credential, List Semester Hours in Discipline

College/University	Course	Course Title	Credit	GR/ UG
Total Sem. Hours				

Applicable Work History or Professional/Trade Certifications:**Additional Justification Required:** Yes No

(If yes, attach Justification Documentation)

Meets SACS Guidelines: Yes No

Completed by: _____ (Date)

Approval: _____ Vice President for Academic and Student Affairs (Date)

Approval: _____ President (If Justification Required) (Date)

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APPENDIX A

APPENDIX: A

FACULTY CREDENTIALS GUIDELINES

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FACULTY CREDENTIALS

- General Guidelines -

Williamsburg Technical College uses the following as general minimum credentialing guidelines:

- (A) TRANSFER: Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: A doctorate or master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline or a master's degree with a combination of graduate credit, undergraduate credit, and work experience supporting the credential to teach in the discipline.
- (B) Non-TRANSFER: Faculty teaching post-secondary courses not designed for transfer to the baccalaureate degree should have a credential at least at the level in which they are teaching or demonstrated competencies in the teaching discipline through a combination of work experience, education, and/or certification in the discipline or field. In the industrial technology or manufacturing technologies, the minimum credential may be a certificate in the discipline and five to seven years work experience.
- (C) DEVELOPMENTAL (DVS): Faculty teaching transitional or developmental non-credit remedial courses: A baccalaureate degree in a discipline related to their teaching assignment.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	ACC – (Accounting)			
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
ACC-101 ACC-102	X X			<p>Master's degree with a major in accounting. OR Master's degree + 18 graduate semester hours in accounting. OR Master's degree in related business field with possession of CPA certification.</p>
ACC-111 ACC-240		X X		<p>Bachelor's degree in accounting. OR Bachelor's degree in related business field with five or more years of documented work experience in accounting or auditing.</p>

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	ACR – (Air Conditioning)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
ACR – 101		X		Certificate in the field of heating, ventilation, air conditioning and refrigeration.
ACR – 106		X		
ACR – 107		X		
ACR – 110		X		
ACR – 120		X		
ACR – 131		X		
ACR – 140		X		
ACR – 206		X		
ACR – 210		X		
ACR – 225		X		
ACR – 240		X		

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	AHS – (Allied Health Science)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
AHS -- 101		X		An associate's degree in nursing and RN licensure
AHS – 102		X		
AHS – 104		X		
AHS – 105		X		
AHS – 106		X		
AHS – 108		X		
AHS – 110		X		
AHS – 116		X		
AHS – 117		X		
AHS – 125		X		
AHS – 126		X		
AHS – 136		X		
AHS – 138		X		
AHS – 148		X		
AHS – 160		X		
AHS – 205		X		
AHS – 208		X		
*****	*****	****	*****	*****
AHS – 141		X		A certificate in phlebotomy with licensure as a phlebotomist.
AHS – 143		X		
AHS – 146		X		

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	ANT – (Anthropology)			
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
ANT - 101	X			18 graduate semester hours in anthropology or social anthropology plus a master's degree OR A master's degree with a major in anthropology.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	ART – (ART)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
ART – 101	X			18 graduate semester hours in art + master's degree
ART – 111	X			OR
ART – 112	X			A master's degree with a major in art, art history, art education, or art studio.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	AUT – (Auto Mechanics)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
AUT – 103		X		
AUT – 105		X		
AUT – 112		X		
AUT – 115		X		
AUT – 121		X		
AUT – 131		X		
AUT – 142		X		
AUT – 146		X		
AUT – 149		X		
AUT – 151		X		
AUT – 152		X		
AUT – 156		X		
AUT – 159		X		
AUT - 162		X		

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	BAF – (Finance)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
BAF – 101 BAF - 215		X X		Bachelor's degree in business administration, accounting, or related business field. OR Academic preparation coupled with work experience (minimum academic degree must be at the same level at which the faculty member is teaching.)

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	BCT – (Building Construction Trades) & MSY – (Masonry)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
BCT – 101		X		A certificate in the field of construction trades with seven years teaching or work experience in the field.
BCT – 102		X		
BCT – 105		X		
BCT – 106		X		
BCT – 112		X		
BCT – 151		X		
BCT – 201		X		
BCT – 203		X		Documented special competence in the field of construction. (i.e. Licensed building contractor or minimum of seven years related work experience in construction).
MSY - 101		X		

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	BIO – (Biology)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
BIO – 101	X			18 graduate semester hours in biology, botany, zoology or related natural science subfield + master's degree
BIO – 102	X			OR
BIO – 201	X			A master's degree with a major in biology, botany, zoology or a related natural science subfield.
BIO – 202	X			
BIO - 225	X			
BIO – 210	X			A master's degree with a major in biology, botany, zoology or a related natural science subfield.
BIO – 211	X			OR
				A master's degree with 18 graduate semester hours in biology or anatomy and physiology
				OR
				A doctor of chiropractic degree

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	BUS – (Business)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
BUS – 101		X		Appropriate academic preparation in the fields of accounting, business, management or a related business field at the baccalaureate level
BUS – 110		X		
BUS – 140		X		
BUS – 220		X		
BUS – 240		X		
				OR
				Academic preparation coupled with work experience (minimum academic degree must be at the same level at which the faculty member is teaching.)
BUS – 121		X		Appropriate academic preparation in the fields of business, management, or law at the baccalaureate level
				OR
				Academic preparation coupled with work experience (minimum academic degree must be at the same level at which the faculty member is teaching.)

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	CHM – (Chemistry)		
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
CHM – 110	X			18 graduate semester hours in chemistry + master's degree
CHM – 111	X			OR A master's degree with a major in chemistry.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	COL – (College Skills)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
COL – 103		X		Appropriate academic credential at the baccalaureate level with experience teaching, counseling, or advising adult learners in the post-secondary environment.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	COS – (Cosmetology)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
COS – 101		X		Appropriate academic preparation in the field of cosmetology at the diploma or certificate level
COS – 106		X		
COS – 108		X		
COS – 110		X		OR
COS – 112		X		
COS – 114		X		Documented special competence (i.e. licensed cosmetologist / nail technologist) in the field.
COS – 116		X		
COS – 120		X		
COS – 131		X		AND
COS – 132		X		
COS – 133		X		
COS – 135		X		Possession of a current cosmetology or nail technology instructor license from the South Carolina State Board of Cosmetology
COS – 136		X		
COS – 137		X		
COS – 206		X		
COS – 210		X		
COS – 220		X		
COS – 222		X		
COS – 224		X		

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	CPT – (Computer Technology) & IST – (Information Systems Technology)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
CPT – 101 CPT – 170	X X			<p>18 graduate semester hours in computer science, computer information systems, computer resource management, management information systems, computer engineering or information technology + master's degree</p> <p>OR</p> <p>A master's degree with a major in computer science, computer information systems, management information systems, computer engineering or information technology.</p>
CPT – 102 CPT – 172 CPT – 174 CPT – 208 CPT – 210 CPT – 242 CPT – 264 CPT – 265 CPT – 270 CPT – 276 IST – 225		X X X X X X X X X X X		<p>A bachelor's degree in computer science, computer science education, computer resource management, computer technology, or computer information systems</p> <p>OR</p> <p>Academic preparation coupled with work experience in networking, operating systems, database, spreadsheets</p>

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	ECD – (Early Childhood Development)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
ECD – 101	X			18 graduate semester hours in education, elementary education, or early childhood development + master's degree.
ECD – 102	X			
ECD – 105	X			
ECD – 107	X			
ECD – 108	X			
ECD – 109	X			
ECD – 131	X			
ECD – 132	X			
ECD – 133	X			
ECD – 135	X			
ECD – 200	X			
ECD – 201	X			
ECD – 203	X			
ECD – 205	X			
ECD – 207	X			
ECD – 237	X			
ECD – 243	X			
ECD – 251	X			
ECD – 260	X			

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	ECO – (Economics)			
Course	Transfer	Non-Transfer	Developmental	Minimum Requirements

ECO – 210 ECO – 211	X X			18 graduate semester hours in macroeconomics, microeconomics, economics or related areas + master's degree OR A master's degree with a major in economics
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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	EEM – (Electricity / Electronics)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
EEM – 107		X		Academic preparation at the associate degree level in electricity, electronics, or advanced manufacturing (mechatronics).
EEM – 115		X		
EEM – 116		X		
EEM – 117		X		
EEM – 121		X		
EEM – 123		X		
EEM – 140		X		
EEM – 145		X		
EEM – 165		X		
EEM – 170		X		
EEM – 215		X		
EEM – 235		X		
EEM – 240		X		
EEM – 261		X		
EEM – 271		X		
EEM – 273		X		
EEM – 274		X		

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	EGR – (Safety)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
EGR – 105 EGR – 175		X X		Academic preparation at the associate degree level in an industrial technology field with training in OSHA safety requirements. OR Academic preparation coupled with at least five years' work experience in an industrial setting with experience in OSHA requirements

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	EGT – (Engineering and Technology)			
Course	Transfer	Non-Transfer	Developmental	Minimum Requirements

EGT – 104		X		Appropriate academic preparation at the certificate level in the fields of drafting, industrial technology, or engineering
EGT – 105		X		
EGT – 106		X		
EGT – 111		X		
EGT – 112		X		
EGT – 123		X		
EGT – 125		X		
EGT – 133		X		
EGT – 151		X		
EGT – 152		X		
EGT – 155		X		
EGT – 172		X		
EGT – 220		X		
EGT – 252		X		
EGT – 265		X		
EGT – 270		X		

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	ENG – (English)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
ENG – 101	X			
ENG – 102	X			18 graduate semester hours in English, literature or applied linguistics + master's degree
ENG – 201	X			OR
ENG – 202	X			
ENG – 203	X			
ENG – 205	X			
ENG – 206	X			
ENG – 208	X			
ENG – 209	X			
ENG – 236	X			
ENG – 155		X		Baccalaureate degree in English, literature, language arts or a related education degree

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	ENG – (Developmental English)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
ENG – 031			X	Baccalaureate degree in English, foreign language, communications, linguistics, other appropriate language arts fields or a related degree with substantial course work in English skills and education
ENG – 032			X	
ENG – 011			X	
ENG – 012			X	AND Either teaching experience in one of these fields or graduate training in remedial education.

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	HIS – (History)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
HIS – 101	X			18 graduate semester hours in history or related discipline in social or political science + master's degree
HIS – 102	X			
HIS – 115	X			
HIS – 201	X			
HIS – 202	X			OR A master's degree with a major in history.

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	HSS – (Humanities)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
HSS - 205		X		Appropriate academic credential at the baccalaureate level with an emphasis in the humanities or social sciences.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	IET – (Industrial Engineering Technology)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
IET - 223		X		<p>Appropriate academic preparation in the fields of industrial maintenance, occupational technology, industrial electricity or industrial engineering.</p> <p>OR</p> <p>Academic preparation coupled with industrial work experience and/or certification in OSHA industrial safety requirements (minimum academic degree must be at the same level at which the faculty member is teaching.)</p>

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	MAT – (Mathematics)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
MAT – 110	X			18 graduate semester hours in math or statistics + master's degree
MAT – 111	X			OR
MAT – 120	X			
MAT – 130	X			
MAT – 140	X			
MAT – 141	X			A master's degree with a major in math or statistics
MAT – 155		X		Baccalaureate degree in mathematics, mathematics education, or statistics
MAT – 101		X		
MAT – 102		X		

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	MAT – (Developmental Math)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
MAT – 031			X	Baccalaureate degree in mathematics, mathematics education, statistics
MAT – 032			X	
MAT – 011			X	
MAT – 012			X	OR A related degree with substantial mathematics course work through trigonometry or calculus AND Either teaching experience in one of these fields or graduate training in remedial education.

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	MGT – (Management)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
MGT – 101		X		Appropriate academic preparation in the fields of business, business administration, management, human resource management or a related business field at the baccalaureate level
MGT – 120		X		
MGT – 150		X		
MGT – 201		X		

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	MKT – (Marketing)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
MKT– 101		X		Appropriate academic preparation in the fields of business, business administration, management, marketing or a related business field at the baccalaureate level OR Academic preparation coupled with five years' marketing work experience.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	MTT – (Machine Tool Technology)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
MTT – 101		X		
MTT – 111		X		
MTT – 112		X		
MTT – 121		X		
MTT – 122		X		
MTT – 123		X		
MTT – 124		X		
MTT – 141		X		
MTT – 145		X		
MTT – 147		X		
MTT – 251		X		

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	MUS – (Music)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
MUS -105	X			18 graduate semester hours in music or music education + master's degree OR A master's degree with a major in music, music appreciation, or music education.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	NUR – (Nursing)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
NUR – 101		X		
NUR – 106		X		
NUR – 120		X		
NUR – 201		X		
NUR – 210		X		
NUR – 214		X		
NUR – 220		X		
NUR – 217		X		
NUR – 221		X		

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	PHS – (Physical Science)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
PHS – 101 PHS – 102	X X			18 graduate semester hours in physical science, astronomy, geology, chemistry or physics + master's degree OR A master's degree with a major in physical science, astronomy, geology, chemistry, or physics.

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	PHY – (Physics)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
PHY – 201	X			18 graduate semester hours in physics or electrical engineering + master's degree
PHY – 202	X			OR A master's degree with a major in physics or electrical engineering.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	PNR – (Practical Nursing)			
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
PNR – 110		X		
PNR – 120		X		
PNR – 130		X		
PNR – 140		X		
PNR – 155		X		
PNR – 170		X		
PNR – 182		X		

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	PSC – (Political Science)		
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
PSC – 201	X			18 graduate semester hours in political/social science or history + master's degree
PSC – 215	X			OR Master's degree in political science, social science, or history

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	PSY – (Psychology)		
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
PSY – 201	X			18 graduate semester hours in psychology + master's degree
PSY – 203	X			
PSY – 212	X			OR
PSY – 230	X			A master's degree with a major in psychology.

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	RDG – (Developmental Reading)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
RDG – 031			X	Baccalaureate degree in English, literature, language arts, education, or a related degree
RDG – 032			X	
RDG – 011			X	
RDG – 012			X	AND Either teaching experience in one of these fields or graduate training in remedial education.

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	REL – (Religion)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
REL – 101	X			18 graduate semester hours in religion, philosophy, divinity or theology + master's degree OR A master's degree with a major in religion, divinity, philosophy, or theology.

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	SOC – (Sociology)		
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
SOC – 101	X			18 graduate semester hours in sociology + master's degree
SOC – 102	X			
SOC – 205	X			
SOC – 206	X			
SOC – 210	X			
SOC – 215	X			
SOC – 230	X			A master's degree with a major in sociology.

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WILLIAMSBURG TECHNICAL COLLEGE
ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	SPA – (Spanish)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
SPA – 101	X			18 graduate semester hours in Spanish + master's degree
SPA – 102	X			OR
SPA – 201	X			A master's degree with a major in Spanish.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	SPC – (Public Speaking)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
SPC – 205	X			18 graduate semester hours in public speaking, English, rhetoric, oration, or a mass communication related discipline + master's degree OR A master's degree with a major in public speaking, English, rhetoric, or mass communications.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	THE – (Theatre)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
THE – 101	X			18 graduate semester hours in drama or theatre + master's degree OR A master's degree with a major in theatre or drama.

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WILLIAMSBURG TECHNICAL COLLEGE

ACADEMIC AND PROFESSIONAL PREPARATION OF FACULTY

Credentialing Parameters by Discipline/Courses

DISCIPLINE AREA:	WLD – (Welding)
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Course	Transfer	Non-Transfer	Developmental	Minimum Requirements
WLD – 101		X		Appropriate academic preparation in the field of welding at the associate degree level.
WLD --102		X		
WLD – 103		X		
WLD – 104		X		
WLD – 106		X		
WLD – 110		X		
WLD – 111		X		
WLD – 113		X		
WLD – 116		X		
WLD – 132		X		
WLD – 134		X		
WLD – 136		X		
WLD – 141		X		
WLD – 142		X		
WLD – 145		X		
WLD – 154		X		
WLD – 204		X		
WLD – 228		X		
WLD – 229		X		

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