

**NEOSHO COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
MINUTES**

**DATE:** May 13, 2010  
**TIME:** 5:30 P.M.  
**PLACE:** Student Union, Room 209

**PRESENT:** Charlie Boaz  
Patricia Griffith  
Clint Isaac  
Mariam Mih  
David Peter

**ABSENT:** Kevin Berthot

**Administrators/Staff:** Dr. Vicky R. Smith, President  
Dr. Brian Inbody, VP for Student Learning  
Ben Smith, VP for Administration  
Brenda Krumm, Dean of Outreach/Workforce Development  
Eric Tincher, Dean of Student Development  
Dale Ernst, Dean of Ottawa  
Sandi Solander, Business Manager  
Sarah Robb, Faculty Senate President  
Sonja Herman, Faculty Senate Vice President-elect  
Will Jordon, Welding Instructor  
Kent Pringle, Board Attorney  
Terri Dale, Board Clerk

Mr. Peter called the meeting to order at 5:30 p.m. Mr. Peter informed the Board that Mr. Berthot's father had passed away earlier in the day.

### **III. Public Comment**

There were no speakers

### **IV. Approval of the Agenda**

Upon a motion and a second the agenda was approved. Motion passed unanimously.

#### **V. Executive Session-Attorney-Client Privilege**

Upon a motion and a second the Board recessed into executive session for 10 minutes to consult with the attorney about matters protected by attorney-client privilege and to include the President, Vice President for Student Learning and Vice President for Administration. Motion passed. The Board entered executive session at 5:35 p.m.

The Board returned to open meeting at 5:45 p.m.

#### **VI. Consent Agenda**

The following items were approved by consent.

- A. Minutes from April 8 and April 29, 2010
- B. Claims for Disbursement for April 2010
- C. Personnel
- D. Course Inventory Revisions

#### **Agenda Item VI-C: Personnel**

##### **1. Resignation of Assistant Wrestling Coach**

It was the President's recommendation that the Board accept the resignation of Eric Johnson, assistant wrestling coach. Mr. Johnson's resignation was effective April 30, 2010.

##### **2. Resignation of Assistant Softball Coach**

It was the President's recommendation that the Board accept the resignation of Brandy Baze, assistant softball coach, effective April 28, 2010.

##### **3. Resignation of Accounting Specialist**

It was the President's recommendation that the Board accept the resignation of Patricia Recoy, accounting specialist. Ms. Recoy's resignation is effective June 30, 2010.

##### **4. Resignation of Administrative Assistant for Outreach/Workforce Development**

It was the President's recommendation that the Board accept the resignation of Jackie Kinzer, administrative assistant for Outreach/Workforce Development, pending approval of her employment as the Accounts Payable/Payroll Clerk position.

##### **5. Accounts Payable/Payroll Clerk**

It was the President's recommendation that the Board approve the employment of Jackie Kinzer for the Accounts Payable/Payroll Clerk position. Ms. Kinzer has worked as the AA for Outreach and Workforce Development at the College since 2004.

Ms. Kinzer is enrolled in the AAS Management degree at NCCC and has previous experience in data entry and payroll. She will be paid \$10.81 per hour (level III) starting

May 24, 2010.

Agenda Item VI-D: Course Inventory Revisions

Before each semester begins, the Kansas Board of Regents asks coordinated institutions to submit a list of courses that the college is capable of teaching in that semester, but is not compelled to offer. This list of courses is referred to as the course inventory. Each change to the inventory must be approved by the academic department where it originated, the curriculum committee, the Chief Academic Officer, the President of the College and finally, the College Board of Trustees, as per NCCC policy.

The attached program sheet and syllabi reflect the final state program alignment for construction.

Course Inventory Changes for Summer 2010

New Courses

CMCT 105 OSHA 10 Safety Orientation, 1 credit hour  
 CMCT 106 Introduction to Craft Skills, 3 credit hours  
 CMCT 110 Floors, Walls and Ceiling Framing, 4 credit hours  
 CMCT 107 Carpentry Basics, 4 credit hours  
 CMCT 111 Roof Framing, 3 credit hours  
 CMCT 112 Windows, Doors and Stairs, 3 credit hours  
 CMCT 205 Site Layout and Handling and Placing Concrete, 4 credit hours  
 CMCT 206 Drywall, Window, Door and Ceiling Installation, 2 credit hours  
 CMCT 210 Roofing and Exterior Finishes, 4 credit hours  
 CMCT 211 Electrical, HVAC, Drain, Waste and Vent, 4 credit hours

COURSE SYLLABUS

COURSE IDENTIFICATION

Course Prefix/Number: CMCT 105  
 Course Title: OSHA 10 Safety Orientation  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: 1  
 Initiation/Revision Date: Fall 2010  
 Assessment Goal Percentage per Outcome: (70%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course provides students with the best practices for some of the most common and hazardous situations on the job site. It is designed for all students prior to working on the job site.

PREREQUISITE

High school students must complete Tech I prior to enrollment in Construction Technology program.

TEXTS

\*The official list of textbooks and materials for this course are found on Inside NC.

NCCER, Safety Orientation, Module 75501-04, Paperback, Volume 1 4<sup>th</sup> Edition, NCCER Published by Prentice Hall isbn: 978-0-13-163612-5

**COURSE OUTCOMES/ COMPETENCIES (as required)**

1. Demonstrate the knowledge of OSHA. NCCER MODULE 75501-04 SAFETY ORIENTATION
  - a. Explain the role of OSHA in job-site safety.
  - b. Explain OSHA's General Duty Clause and 1926 CFR Subpart C.
  - c. Describe the impact of accidents.
  - d. Identify the four high-hazard areas.
  - e. Demonstrate hazard recognition and risk assessment techniques.
  - f. Explain the basics of construction health.
  - g. Identify basic fall, electrical, fire, trenching, materials handling, and heavy equipment hazards, and explain the general safety procedures associated with them.
  - h. Explain and demonstrate the use of appropriate personal protective equipment.
    - i. Explain and identify the various signs, signals, barricades, markers, and tags used on a job site.
    - j. Demonstrate proper housekeeping procedures.
    - k. Demonstrate an understanding of assured equipment grounding conductor programs and the use of GFCIs.
    - l. Demonstrate and explain general hand- and power-tool safety guidelines.
  - m. Explain your company- or site-specific fall protection procedures and requirements.
  - n. Demonstrate and explain the proper use of ladders and scaffolding.
  - o. Explain the use of work permits and lockout/tagout procedures.
  - p. Demonstrate and explain the emergency procedures for trenching accidents.
  - q. Demonstrate proper manual lifting procedures.
  - r. Identify the hazards of working around or on heavy equipment.
  - s. Describe proper rigging safety procedures.
  - t. Demonstrate use of hand signals.

COURSE OUTLINE

- I. Safety
- II. Procedure & Signals
- III. Hand and Power Tools

- IV. Personal Protective Equipment
- V. Employability Skills

#### INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Review of student applications
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3<sup>rd</sup> party testing examination.

#### GRADING SCALE

On objective materials, the following scale is used:

- 100. % A
- 89. % B
- 70-79 % C
- 69. % D
- 59. % F

NCCER standards will be applied when accessing lab work. Students must meet NCCER levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

#### ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

#### ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

#### CELL PHONE POLICY

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

#### NOTE:

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NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Dean of Student Development*, Chanute Campus, Student Union, 620-431-2820, Ext. 213., or the *Dean, Ottawa Campus, 785-242-2607 ext 312*, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

#### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 106  
 Course Title: Introduction to Craft Skills  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: 3  
 Initiation/Revision Date: Fall 2010  
 Assessment Goal Percentage per Outcome: (70%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. It discusses the causes and results of accidents and the impact of accident costs. It defines safe work procedures, proper use of personal protective equipment, and working with hazardous chemicals. It further identifies other potential construction hazards, including hazardous material exposures, welding and cutting hazards and confined spaces.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in the construction Technology program.

#### TEXTS

\*The official list of textbooks and materials for this course are found on Inside NC.

NCCER, Core Curriculum Trainee Guide, Paperback, Volume 1 4<sup>th</sup> Edition, NCCER Published by Prentice Hall isbn: 978-0-13-614409-0

#### COURSE OUTCOMES/COMPETENCIES (as required)

1. Demonstrate the fundamentals of Basic Safety. NCCER MODULE 00101-04 – BASIC SAFETY
  - a. Explain the role that safety plays in the construction crafts.
  - b. Describe the meaning of job-site safety.
  - c. Describe the characteristics of a competent person and a qualified person.
  - d. Explain the appropriate safety precautions to take around common job-site hazards.
  - e. Demonstrate the use and care of appropriate personal protective equipment (PPE).
  - f. Properly don and remove personal protective equipment (safety goggles, hard hat, and personal fall protection).
  - g. Follow the safety procedures required for lifting heavy objects.
  - h. Describe safe behavior on and around ladders and scaffolds.
  - i. Explain the importance of Hazard Communications (HazCom) and material safety data sheets (MSDSs).
  - j. Describe fire prevention and firefighting techniques.
  - k. Define safe work procedures to use around electrical hazards.
2. Demonstrate the ability to perform construction math. NCCER MODULE 00102-04 – INTRODUCTION TO CONSTRUCTION MATH
  - a. Add, subtract, multiply, and divide whole numbers, with and without a calculator.
  - b. Use a standard ruler and a metric ruler to measure.
  - c. Add, subtract, multiply, and divide fractions.
  - d. Add, subtract, multiply, and divide decimals, with and without a calculator.
  - e. Convert decimals to percentages and percentages to decimals.
  - f. Convert fractions to decimals and decimals to fractions.
  - g. Explain what the metric system is and how it is important in the construction trade.
  - h. Recognize and use metric units of length, weight, volume, and temperature.
  - i. Recognize some of the basic shapes used in the construction industry, and apply basic geometry to measure them.
3. Demonstrate the ability to correctly use hand tools. NCCER MODULE 00103-04 – INTRODUCTION TO HAND TOOLS
  - a. Recognize and identify some of the basic hand tools used in the construction trade.
  - b. Use hand tools safely.
  - c. Describe the basic procedures for taking care of hand tools.
4. Demonstrate the ability to correctly use power tools. NCCER MODULE 00104-04 – INTRODUCTION TO POWER TOOLS
  - a. Identify power tools commonly used in the construction trades.
  - b. Use power tools safely.
  - c. Explain how to maintain power tools properly.
5. Demonstrate the ability to read and utilize blueprints. NCCER MODULE 00105-04 – INTRODUCTION TO BLUEPRINTS
  - a. Recognize and identify basic blueprint terms, components, and symbols.
  - b. Relate information on blueprints to actual locations on the print.
  - c. Recognize different classifications of drawings.
  - d. Interpret and use drawing dimensions.
6. Demonstrate basic rigging. NCCER MODULE 00106-04 – BASIC RIGGING
  - a. Identify and describe the use of slings and common rigging hardware.
  - b. Describe basic inspection techniques and rejection criteria used for slings and hardware.
  - c. Describe basic hitch configurations and their proper connections.
  - d. Describe basic load-handling safety practices.
  - e. Demonstrate proper use of American National Standards Institute (ANSI) hand signals.
7. Demonstrate basic communication skills. NCCER MODULE 00107-04 – BASIC COMMUNICATION SKILLS
  - a. Demonstrate the ability to interpret information and instructions presented in both written and verbal form.
  - b. Demonstrate the ability to communicate effectively in on-the-job situations using written and verbal skills.
8. Demonstrate basic employability skills. NCCER MODULE 00108-04 – BASIC EMPLOYABILITY SKILLS
  - a. Explain the construction industry, the role of the companies that make up the industry, and the role of individual professionals in the industry.
  - b. Demonstrate critical thinking skills and the ability to solve problems using those skills.
  - c. Demonstrate knowledge of computer systems, and explain common uses for computers in the construction industry.
  - d. Demonstrate effective relationship skills with teammates and supervisors, the ability to work on a team, and appropriate leadership skills.
  - e. Be aware of workplace issues such as sexual harassment, stress, and substance abuse.

#### COURSE OUTLINE

I. Review Basic Safety

II. Introduction to Construction Math

III. Introduction to Hand Tools

- IV. Introduction to Power Tools
- V. Introduction to Blueprints
- VI. Introduction to Basic Rigging
- VII. Introduction to Basic
- VIII. Review Employability Skills

#### INSTRUCTIONAL METHODS

- 1. Lecture
- 2. Audio-Visual aids
- 3. Example and demonstration
- 4. Review of student applications
- 5. Class discussions
- 6. Field trips and guest speakers
- 7. Tests (written)
- 8. Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

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#### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 110  
 Course Title: Floors, Walls & Ceiling Framing  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: 4  
 Initiation/Revision Date: Fall 2010

Assessment Goal Percentage per Outcome: Seventy Percent (70%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

This course covers framing basics as well as the procedures for laying out and constructing a wood floor using common lumber as well as engineered building material. It describes the procedures for laying out and framing walls and ceilings, including roughing-in door and window openings, constructing corners and partition Ts, bracing walls and ceilings, and applying sheathing.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in the construction Technology program.

#### TEXTS

\*The official list of textbooks and materials for this course are found on Inside NC.

NCCER, Carpentry Fundamentals Level 1 Fundamentals Trainee Guide, Hardcover, Volume 1 4<sup>th</sup> Edition, NCCER Published by Prentice Hall isbn: 978-0-13-229268-9

#### COURSE OUTCOMES/ COMPETENCIES (as required)

1. Use the ability to layout and construct the flooring system. MODULE 27105-06 – FLOOR SYSTEMS
  - a. Identify the different types of framing systems.
  - b. Read and interpret drawings and specifications to determine floor system requirements.
  - c. Identify floor and sill framing and support members.
  - d. Name the methods used to fasten sills to the foundation.
  - e. Given specific floor load and span data, select the proper girder/beam size from a list of available girders/beams.
  - f. List and recognize different types of floor joists.
  - g. Given specific floor load and span data, select the proper joist size from a list of available joists.
  - h. List and recognize different types of bridging.
  - i. List and recognize different types of flooring materials.
  - j. Explain the purposes of subflooring and underlayment.
  - k. Match selected fasteners used in floor framing to their correct uses.
  - l. Estimate the amount of material needed to frame a floor assembly.
  - m. Demonstrate the ability to:
    - i. Lay out and construct a floor assembly
    - ii. Install bridging
    - iii. Install joists for a cantilever floor
    - iv. Install a subfloor using butt-joint plywood/OSB panels
    - v. Install a single floor system using tongue-and-groove plywood/OSB panels
2. Show the ability to layout and construct walls, ceiling and roof framing MODULE 27106-06 – WALL AND CEILING FRAMING
  - a. Identify the components of a wall and ceiling layout.
  - b. Describe the procedure for laying out a wood frame wall, including plates, corner posts, door and window openings, partition Ts, bracing, and firestops.
  - c. Describe the correct procedure for assembling and erecting an exterior wall.
  - d. Identify the common materials and methods used for installing sheathing on walls.
  - e. Lay out, assemble, erect, and brace exterior walls for a frame building.
  - f. Describe wall framing techniques used in masonry construction.
  - g. Explain the use of metal studs in wall framing.
  - h. Describe the correct procedure for laying out ceiling joists.
    - a. Cut and install ceiling joists on a wood frame building.
    - b. Estimate the materials required to frame walls and ceilings.

#### COURSE OUTLINE

I. Review Safety

II. Floor systems

III. Wall and ceiling framing

#### INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Review of student applications
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 107  
 Course Title: Carpentry Basics  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: 4  
 Initiation/Revision Date: Fall 2010  
 Assessment Goal Percentage per Outcome: Seventy Percent (70%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

This course reviews the history of the trade. Provides an overview of the building materials used in construction work, including lumber, sheet materials engineered wood products, structural concrete, and structural steel. It also describes the various fasteners and adhesives used in construction work.

The course provides detailed descriptions of the hand tools and portable power tools used by carpenters. Emphasis is on safe and proper operation of tools, as well as care and maintenance. Trainees will learn the techniques for reading and using blueprints.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in the construction Technology program.

#### TEXTS

\*The official list of textbooks and materials for this course are found on Inside NC.

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COURSE OUTCOMES/ COMPETENCIES (as required)

1. Discuss & explain the trade of carpentry and skills needs to be successful. MODULE 27101-06 – ORIENTATION TO THE TRADE
  - a. Describe the history of the carpentry trade.
  - b. Identify the aptitudes, behaviors, and skills needed to be a successful carpenter.
  - c. Identify the training opportunities within the carpentry trade.
  - d. Identify the career and entrepreneurial opportunities within the carpentry trade.
  - e. Identify the responsibilities of a person working in the construction industry.
  - f. State the personal characteristics of a professional.
  - g. Explain the importance of safety in the construction industry.
  
1. Explain the use of building materials, fasteners & adhesives. MODULE 27102-06 – BUILDING MATERIALS, FASTENERS, AND ADHESIVES
  - a. Identify various types of building materials and their uses.
  - b. State the uses of various types of hardwoods and softwoods.
  - c. Identify the different grades and markings of wood building materials.
  - d. Identify the safety precautions associated with building materials.
  - e. Describe the proper method of storing and handling building materials.
  - f. State the uses of various types of engineered lumber.
  - g. Calculate the quantities of lumber and wood products using industry-standard methods.
  - h. Describe the fasteners, anchors, and adhesives used in construction work and explain their uses.
  
1. Demonstrate the ability to correctly use of hand and power tools. MODULE 27103-06 – HAND AND POWER TOOLS
  - a. Identify the hand tools commonly used by carpenters and describe their uses.
  - b. Use hand tools in a safe and appropriate manner.
  - c. State the general safety rules for operating all power tools, regardless of type.
  - d. State the general rules for properly maintaining all power tools, regardless of type.
  - e. Identify the portable power tools commonly used by carpenters and describe their uses.
  - f. Use portable power tools in a safe and appropriate manner.
  
1. Demonstrate the ability to read and utilize blueprints. MODULE 27104-06 – READING PLANS AND ELEVATIONS
  - a. Describe the types of drawings usually included in a set of plans and list the information found on each type.
  - b. Identify the different types of lines used on construction drawings.
  - c. Identify selected architectural symbols commonly used to represent materials on plans.
  - d. Identify selected electrical, mechanical, and plumbing symbols commonly used on plans.
  - e. Identify selected abbreviations commonly used on plans.
  - f. Read and interpret plans, elevations, schedules, sections, and details contained in basic construction drawings.
  - g. State the purpose of written specifications.
  - h. Identify and describe the parts of a specification.
  - i. Demonstrate or describe how to perform a quantity take off for materials.

**COURSE OUTLINE**

- I. Orientation to the Trade
- II. Introduction to Building materials, Fasteners & Adhesives
- III. Introduction to Hand and Power tools.
- IV. Introduction to Reading plans and Elevations

**INSTRUCTIONAL METHODS**

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Review of student applications
5. Class discussions
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**STUDENT REQUIREMENTS AND METHOD OF EVALUATION**

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**GRADING SCALE**

On objective materials, the following scale is used:

- 100. % A
- 89. % B
- 70-79 % C
- 69. % D
- 59. % F



NCCER standards will be applied when accessing lab work. Students must meet NCCER levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

#### ATTENDANCE POLICY

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#### ACADEMIC INTEGRITY

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#### CELL PHONE POLICY

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 111  
 Course Title: Roof Framing  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: 3  
 Initiation/Revision Date: Fall 2010  
 Assessment Goal Percentage per Outcome: (70%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

This course describes the various kinds of roofs and contains instructions for laying out rafters for gable roofs, hip roofs, and valley intersections. Coverage includes both stick-built and truss-built roofs.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in Construction Technology program.

#### TEXTS

\*The official list of textbooks and materials for this course are found on Inside NC.

NCCER, Carpentry Fundamentals Level 1 Fundamentals Trainee Guide, Hardcover, Volume 1 4<sup>th</sup> Edition, NCCER Published by Prentice Hall isbn: 978-0-13-229268-9

#### COURSE OUTCOMES/ COMPETENCIES (as required)

1. Show the ability to create roof systems. MODULE 27107-06 – ROOF FRAMING
  - a. Understand the terms associated with roof framing.
  - b. Identify the roof framing members used in gable and hip roofs.
  - c. Identify the methods used to calculate the length of a rafter.
  - d. Identify the various types of trusses used in roof framing.
  - e. Use a rafter framing square, speed square, and calculator in laying out a roof.
  - f. Identify various types of sheathing used in roof construction.
  - g. Frame a gable roof with vent openings.
  - h. Frame a roof opening.
  - i. Erect a gable roof using trusses.

- j. Estimate the materials used in framing and sheathing a roof.

#### COURSE OUTLINE

##### I. Roof Framing

#### INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Review of student applications
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

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#### GRADING SCALE

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- 100. % A
- 89. % B
- 70-79 % C
- 69. % D
- 59. % F

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#### ASSESSMENT OF STUDENT GAIN

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#### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 112  
 Course Title: Windows, Doors and Stairs  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: 3  
 Initiation/Revision Date: Fall 2010

Assessment Goal Percentage per Outcome: (70%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

This course describes the various types of windows, skylights, and exterior doors, and provides instructions for installing them. It also includes instructions for installing weather-stripping and locksets. The course introduces the trainee to the various types of stairs and the common building code requirements related to stairs. The course focuses on the techniques for measuring and calculating rise, run and stairwell openings, laying out stringers, and fabricating basic stairways.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in Construction Technology program.

#### TEXTS

\*The official list of textbooks and materials for this course are found on Inside NC.

NCCER, Carpentry Level 1 Fundamentals Trainee Guide, Hardcover, Volume 1 4<sup>th</sup> Edition, NCCER Published by Prentice Hall isbn: 978-0-13-229-268-9

#### COURSE OUTCOMES/ COMPETENCIES (as required)

1. Explain the types and uses of current windows & exterior doors. MODULE 27109-06 – WINDOWS AND EXTERIOR DOORS
  - a. Identify various types of fixed, sliding, and swinging windows.
  - b. Identify the parts of a window installation.
  - c. State the requirements for a proper window installation.
  - d. Install a pre-hung window.
  - e. Identify the common types of exterior doors and explain how they are constructed.
  - f. Identify the parts of a door installation.
  - g. Identify the types of thresholds used with exterior doors.
  - h. Install a pre-hung exterior door.
  - i. Identify the various types of locksets used on exterior doors and explain how they are installed.
  - j. Install a lockset.
  
2. MODULE 27110-06 – BASIC STAIR LAYOUT
  - a. Identify the various types of stairs.
  - b. Identify the various parts of stairs.
  - c. Identify the materials used in the construction of stairs.
  - d. Interpret construction drawings of stairs.
  - e. Calculate the total rise, number and size of risers, and number and size of treads required for a stairway.
  - f. Lay out and cut stringers, risers, and treads.
  - g. Build a small stair unit with a temporary handrail.

#### COURSE OUTLINE

I. Windows and Exterior Doors

II. Basic Stair Layout

#### INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Review of student applications
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

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#### GRADING SCALE

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- 100. % A
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- 70-79 % C
- 69. % D
- 59. % F

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#### ASSESSMENT OF STUDENT GAIN

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 205  
 Course Title: Site Layout & Handling & Placing Concrete  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: 4  
 Initiation/Revision Date: Fall 2010  
 Assessment Goal Percentage per Outcome: (70%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

The course covers tools, equipment, and procedures for handling, placing, and finishing concrete. It also covers joints made in concrete structures, the use of joint sealants, and form removal procedures. Emphasizes on safety procedures for handling, placing, and finishing concrete are also discussed.

The course covers the principles, equipment, and methods used to perform site layout tasks that require making angular measurements. The task includes laying out building foundation lines and determining elevations by trigonometric leveling. The use of laser instruments, transits, theodolites, electronic distance measurement, and total stations are covered. Reviews of the trade mathematics, including geometry and right-angle trigonometry, needed to perform the calculations related to angular measurements.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in Construction Technology program.

#### TEXTS

\*The official list of textbooks and materials for this course are found on Inside NC.

NCCER, Carpentry Forms Fundamentals Trainee Guide, Hardcover, Volume 1 4<sup>th</sup> Edition, NCCER Published by Prentice Hall isbn: 978-0-13-228600-8

#### COURSE OUTCOMES/ COMPETENCIES (as required)

1. Demonstrate the ability to handle and place concrete. MODULE 27305-07 – HANDLING AND PLACING CONCRETE
  - a. Recognize the various equipment used to transport and place concrete.
  - b. Describe the factors that contribute to the quality of concrete placement.
  - c. Demonstrate the correct methods for placing and consolidating concrete into forms.
  - d. Demonstrate how to use a screed to strike off and level concrete to the proper grade in a form.
  - e. Demonstrate how to use tools for placing, floating, and finishing concrete.
  - f. Determine when conditions permit the concrete finishing operation to start.
  - g. Name the factors that affect the curing of concrete and describe the methods used to achieve proper curing.
  - h. curing.

- i. Properly care for and safely use hand and power tools used when working with concrete.
1. Demonstration of site layout processes. MODULE 27402-08 – SITE LAYOUT II: ANGULAR MEASUREMENT
    - a. Perform calculations pertaining to angular measurements:
    - b. Use the Pythagorean theorem to determine unknown values.
    - c. Use right triangle trigonometry to determine unknown values.
    - d. Convert feet and inches to decimal feet, and vice versa.
    - e. Convert angular measurements stated in decimal degrees to degrees, minutes, seconds, and vice versa.
    - f. Convert azimuth to bearing, and vice versa.
    - g. Convert polar coordinates to rectangular coordinates, and vice versa.
    - h. Convert distance and direction into latitudes and departures.
    - i. Recognize, safely use, and properly care for site layout tools and instruments.
    - j. Describe the use of GPS devices for construction projects.
    - k. Lay out building lines using traditional and radial layout techniques.
    - l. Use trigonometric leveling techniques to determine unknown elevations.

## COURSE OUTLINE

### I. Handle & Placing Concrete

### II. Site Layout

## INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Review of student applications
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

## STUDENT REQUIREMENTS AND METHOD OF EVALUATION

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## GRADING SCALE

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## ASSESSMENT OF STUDENT GAIN

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## COURSE SYLLABUS

### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 206  
 Course Title: Drywall, Window, Door & Ceiling installation  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: 2  
 Initiation/Revision Date: Fall 2010  
 Assessment Goal Percentage per Outcome: (70%)

### CLASSIFICATION OF INSTRUCTION

Vocational

### COURSE DESCRIPTION

This course describes the various types of gypsum drywall, their uses, and the fastening devices and methods used to install them. It contains detailed instructions for installing drywall on walls and ceilings using nails, drywall screws, and adhesives. It also covers fire and sound-rated walls.

It also covers the different types of trim used in finish work and focuses on the proper methods for selecting, cutting and fastening trim to provide a professional finished appearance.

### PREREQUISITE

High school students must complete Tech I prior to enrollment in Construction Technology I and Lab.

### TEXTS

\*The official list of textbooks and materials for this course are found on Inside NC.

NCCER, Carpentry Framing & Finishing Fundamentals Trainee Guide, Hardcover, Volume 1 4<sup>th</sup> Edition, NCCER Published by Prentice Hall isbn: 978-0-13-614410-6

### COURSE OUTCOMES/ COMPETENCIES (as required)

1. Demonstrate basic drywall installation. MODULE 27206-07 – DRYWALL INSTALLATION
  - a. Identify the different types of drywall and their uses.
  - b. Select the type and thickness of drywall required for specific installations.
  - c. Select fasteners for drywall installation.
  - d. Explain the fastener schedules for different types of drywall installations.
  - e. Perform single-layer and multi-layer drywall installations using different types of fastening systems,
  - f. including:
    - i. Nails
    - ii. Drywall screws
    - iii. Adhesives
  - g. Install gypsum drywall on steel studs.
  - h. Explain how soundproofing is achieved in drywall installations.
  - i. Estimate material quantities for a drywall installation.
1. Demonstrate the ability to install windows, doors & ceiling trim. MODULE 27210-07 – WINDOW, DOOR, FLOOR, AND CEILING TRIM
  - a. Identify the different types of standard moldings and describe their uses.
  - b. Make square and miter cuts using a miter box or power miter saw.
  - c. Make coped joint cuts using a coping saw.
  - d. Select and properly use fasteners to install trim.
  - e. Install interior trim, including:
    - i. Door trim
    - ii. Window trim
    - iii. Base trim
    - iv. Ceiling trim
  - a. Estimate the quantities of different trim materials required for selected rooms.

### COURSE OUTLINE

I. Drywall Installation

II. Window, Door & Ceiling Trim

### INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration

4. Review of student applications
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

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#### GRADING SCALE

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- 100. % A
- 89. % B
- 70-79 % C
- 69. % D
- 59. % F

NCCER standards will be applied when accessing lab work. Students must meet NCCER levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 210  
 Course Title: Roofing & Exterior Finishes  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: 4  
 Initiation/Revision Date: Fall 2010  
 Assessment Goal Percentage per Outcome: (70%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

The course covers the common materials used in residential and light commercial roofing, along with the safety practices and application methods for these materials. The course also includes shingles, roll roofing, shakes, tiles, metal, and membrane roofs, as well as the selection and installation of roof vents.

It also covers the various types of exterior siding used in residential construction and their installation procedures, including wood, metal, vinyl, and cement board siding.

**PREREQUISITE**

High school students must complete Tech I prior to enrollment in Construction Technology I and Lab.

**TEXTS**

\*The official list of textbooks and materials for this course are found on Inside NC.

NCCER, Carpentry Framing & Finishing Trainee Guide, Hardcover, Volume 1 4<sup>th</sup> Edition, NCCER Published by Prentice Hall isbn: 978-0-13-614410-6

**COURSE OUTCOMES/ COMPETENCIES (as required)****1. Demonstrate the ability to complete roofing applications. MODULE 27202-07 - ROOFING APPLICATIONS**

- a. Identify the materials and methods used in roofing.
- b. Explain the safety requirements for roof jobs.
- c. Install fiberglass shingles on gable and hip roofs.
- d. Close up a valley using fiberglass shingles.
- e. Explain how to make various roof projections watertight when using fiberglass shingles.
- f. Complete the proper cuts and install the main and hip ridge caps using fiberglass shingles.
- g. Lay out, cut, and install a cricket or saddle.
- h. Install wood shingles and shakes on roofs.
- i. Describe how to close up a valley using wood shingles and shakes.
- j. Explain how to make roof projections watertight when using wood shakes and shingles.
- k. Complete the cuts and install the main and hip ridge caps using wood shakes/shingles.
- l. Demonstrate the techniques for installing other selected types of roofing materials.

**1. Demonstrate the ability to finish exteriors. MODULE 27204-07 – EXTERIOR FINISHING**

- a. Describe the purpose of wall insulation and flashing.
- b. Install selected common cornices.
- c. Demonstrate lap and panel siding estimating methods.
- d. Describe the types and applications of common wood siding.
- e. Describe fiber-cement siding and its uses.
- f. Describe the types and styles of vinyl and metal siding.
- g. Describe the types and applications of stucco and masonry veneer finishes.
- h. Describe the types and applications of special exterior finish systems.
- i. Install three types of siding commonly used in your area.

**COURSE OUTLINE****I. Roofing Application****II. Exterior Finishing****INSTRUCTIONAL METHODS**

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Review of student applications
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

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**ASSESSMENT OF STUDENT GAIN**

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**ATTENDANCE POLICY**



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Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

#### ACADEMIC INTEGRITY

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#### CELL PHONE POLICY

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#### NOTE:

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 211  
 Course Title: Electrical, HVAC, Drain, Waste & Vent  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: 4  
 Initiation/Revision Date: Fall 2010  
 Assessment Goal Percentage per Outcome: (70%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

This course covers the basic principles of heat transfer, refrigeration, and pressure-temperature relationships and describes the components and accessories used in air condition systems, and air conditioning, career opportunities in HVAC. It also covers heating fundamentals, types and designs of furnaces and their components, and basic procedures for installing and servicing furnaces.

This course teaches you about power generation and distribution, electrical components, DC circuits, and electrical safety. It also covers the selection, preparation, joining, and support of copper and plastic piping and fittings.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in Construction Technology program.

#### TEXTS

\*The official list of textbooks and materials for this course are found on Inside NC.

NCCER, Construction Technology Trainee Guide, Hardcover, Volume 1 4<sup>th</sup> Edition, NCCER Published by Prentice Hall isbn: 0132292688

#### COURSE OUTCOMES/ COMPETENCIES (as required)

1. Demonstrate electrical safety. MODULE 68112-09 – ELECTRICAL SAFETY
  - a. Recognize safe working practices in the construction environment.
  - b. Explain the purpose of OSHA and how it promotes safety on the job.
  - c. Identify electrical hazards and how to avoid or minimize them in the workplace.
  - d. Explain safety issues concerning lockout/tagout procedures, confined space entry, respiratory protection, and fall protection systems.
  - e. Develop a task plan and a hazard assessment for a given task and select the appropriate PPE and work methods to safely perform the task.
  
1. Demonstrate knowledge of residential wiring. MODULE 68113-09 – RESIDENTIAL ELECTRICAL SERVICES
  - a. Explain the role of the National Electrical Code® in residential wiring and describe how to determine
  - b. electric service requirements for dwellings.
  - c. Explain the grounding requirements of a residential electric service.
  - d. Calculate and select service-entrance equipment.
  - e. Select the proper wiring methods for various types of residences.
  - f. Compute branch circuit loads and explain their installation requirements.
  - g. Explain the types and purposes of equipment grounding conductors.
  - h. Explain the purpose of ground fault circuit interrupters and tell where they must be installed.

- i. Size outlet boxes and select the proper type for different wiring methods.
- j. Describe rules for installing electric space heating and HVAC equipment.
- k. Describe the installation rules for electrical systems around swimming pools, spas, and hot tubs.
- l. Explain how wiring devices are selected and installed.
- m. Describe the installation and control of lighting fixtures.

1. Demonstrate knowledge of HVAC systems. MODULE 68114-09 – INTRODUCTION TO HVAC

- a. Explain the basic principles of heating, ventilating, and air conditioning.
- b. Identify career opportunities available to people in the HVAC trade.
- c. Explain the purpose and objectives of an apprentice training program.
- d. Describe how certified apprentice training can start in high school.
- e. Describe what the Clean Air Act means to the HVAC trade.
- f. Describe the types of regulatory codes encountered in the HVAC trade.
- g. Identify the types of schedules/drawings used in the HVAC trade.

1. Demonstrate knowledge of drain, waste, and vent systems. MODULE 68115-09 – INTRODUCTION TO DRAIN, WASTE, AND VENT (DWV) SYSTEMS

- a. Explain how waste moves from a fixture through the drain system to the environment.
- b. Identify the major components of a drainage system and describe their functions.
- c. Identify the different types of traps and their components, explain the importance of traps, and identify the ways that traps can lose their seals.
- d. Identify the various types of drain, waste, and vent (DWV) fittings and describe their applications.
- e. Identify significant code and health issues, violations, and consequences related to DWV systems.

1. Demonstrate an understanding of plastic and copper pipe and fittings. MODULE 68116-09 – PLASTIC PIPE AND FITTINGS

- a. Identify types of materials and schedules of plastic piping.
- b. Identify proper and improper applications of plastic piping.
- c. Identify types of fittings and valves used with plastic piping.
- d. Identify and determine the kinds of hangers and supports needed for plastic piping.
- e. Identify the various techniques used in hanging and supporting plastic piping.
- f. Properly measure, cut, and join plastic piping.
- g. Explain proper procedures for the handling, storage, and protection of plastic pipes.

1. Demonstrate an understanding of plastic and copper pipe and fittings. MODULE 68117-09 – COPPER PIPE AND FITTINGS

- a. Identify the types of materials and schedules used with copper piping.
- b. Identify the material properties, storage, and handling requirements of copper piping.
- c. Identify the types of fittings and valves used with copper piping.
- d. Identify the techniques used in hanging and supporting copper piping.
- e. Properly measure, ream, cut, and join copper piping.
- f. Identify the hazards and safety precautions associated with copper piping.

#### COURSE OUTLINE

##### I. Electrical Safety

##### II. Residential Elect. Services

##### III. Intro to HVAC

##### IV. Intro to Drain Waste & Vent

##### V. Plastic Pipe & Fittings

##### VI. Copper Pipe & Fittings

#### INSTRUCTIONAL METHODS

1. Lecture
2. Audio-Visual aids
3. Example and demonstration
4. Review of student applications
5. Class discussions
6. Field trips and guest speakers
7. Tests (written)
8. Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3<sup>rd</sup> party testing examination.

#### GRADING SCALE

On objective materials, the following scale is used:

- 100. % A
- 89. % B
- 70-79 % C
- 69. % D

59. % F

NCCER standards will be applied when accessing lab work. Students must meet NCCER levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

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Recognition of Achievement: Mr. Peter introduced Will Jordon, welding instructor for the college. Mr. Jordon introduced three welding students who had competed at the state level. Josh Tull won first in state for a second year and will compete at the national level. James Smith placed 5<sup>th</sup> and Corey Stout placed 6<sup>th</sup> at the state competition. Mr. Jordon thanked the board for their support of this new program.

Faculty Senate Report: Sarah Robb told the Board this would be her last meeting as the faculty senate president. She introduced Sonja Herman who will be vice president of the faculty senate for next year. Ms. Herman is the head athletic trainer for the college.

Ms. Robb told the Board that faculty are busy with finals and assessment. She thanked them for the opportunity to report at the monthly meetings.

Vice President for Student Learning: Dr. Brian Inbody distributed a written report from the Student Learning Division. He told the Board that for 2009-10 credit hour enrollment was up 12.68% over the prior year. He attributed the increase to on-line classes and the Ottawa campus. Dr. Inbody thinks the trend will continue as enrollment for summer 2010 is up about 25% over summer 2009.

Dr. Inbody reported that the first set of scores have been received from the English Comp I CAAP tests. Scores are not at the national average but they are improving.

Dr. Inbody reported on changes from the Higher Learning Commission's accreditation process. Those changes include pathways, collaborations, role of consultant evaluators, additional locations, the definition of a credit hour, the definition of distance education, transfer credit policy, student identification and the state's authority over higher education.

Dr. Inbody also reported on clubs on campus. He said that each club has criteria to actively recruit new members, there must be an educational component to the meetings, must complete at least two community service events each year and file a report of the club activities during the year. Sponsor's get a stipend and each club gets a \$500 budget, which is renewable if needed.

Ottawa Update: Ben Smith, project manager for the Ottawa Educational Facility, distributed a written report for the Board to review. He told the Board that he and Dr. Smith attended the Ottawa Planning Commission meeting on May 12. The planning commission voted to approve the preliminary site plan and plat as submitted.

Mr. Smith will attend the Ottawa City Commission on May 17<sup>th</sup> where the preliminary site plan and plat will be submitted to the City Commission. Mr. Smith presented the project timeline dates and estimates as follows:

- May 17<sup>th</sup> – City Council study session will hear information about NCCC project
- May 27<sup>th</sup> - Finish Construction Documents for Permit Submittal/Bidding
- June 2<sup>nd</sup> – Official Groundbreaking at 5:00 pm
- Early June – Receive comments from Dept of Agriculture regarding work in Floodplain and address those concerns-resubmit as necessary
- Mid June – Begin detailed design work on street improvements to Logan Street (this will be on going thru much of Fall/Winter 2010 because of KDOT review process – construction work probably summer 2011)
- Late June – Loyd Builders to receive bids, Bartlett & West to address any comments on construction documents-resubmit as necessary
- End of June – Turn dirt
- July/Aug – Planning Commission & City Commission meetings for Final Plat document

Treasurer's Report: Sandi Solander distributed the Monthly Financial Statement and a Cash Balance Comparison report. Receipts for the month were \$1,582,837 which was financial aid and grant draw-downs. The cash balance at the end of April was \$7,390,425.58.

President's Report: Dr. Vicky Smith reminded the Board of upcoming events:

May 14

- Nursing Pinning—5:00 PM—Memorial Auditorium—Arrive between 4:30 and 4:45 so we can line you up.
- Dinner—6:00 PM—Alliance Room (3<sup>rd</sup> floor of City Hall)
- Graduation—7:00 PM—Memorial Auditorium—Start to line up between 6:30 and 6:45

May 15

- GED Graduation—2:00 PM—Sanders Auditorium—can arrive about 10 minutes before ceremony and go back stage

Dr. Smith reported that Bud Moore and Craig Knight, faculty for the Energy Auditor program, were on the KOAM morning show Wednesday, May 12<sup>th</sup>. Dr. Smith showed the clip from the program.

Dr. Smith distributed a memo from Diane Duffy, VP for Finance for KBOR. The memo outlines the specifics of what monies higher education will receive for 2010-2011. The legislature kept the appropriation at the FY 2006 level so the state could continue to receive federal stimulus monies.

The legislature has suspended the State's support of the issuance of deferred maintenance interest free bonds for the next two year. They do not appear to have rescinded support for the deferred maintenance tax credit program also passed in 2007. Dr. Smith said the College has targeted raising those monies to be used to construct the Center for Sustainable Energy.

Under new HLC and Department of Education rules and regulations, the College must submit a request to change the status when the College provides more than 50% of a certificate or degree at a site other than the Chanute campus. That rule required the College to ask for "additional location" status for the new Ottawa Campus, USD 413 /Chanute High School, Mercy Hospital in Independence, and USD 290/Ottawa High School. Dr. Inbody has personally taken the lead on authoring the request for change. The programs that are more than 50% at Chanute High School are Welding and Construction Technology. The program at Mercy Hospital is the LPN Nursing program, the program at Ottawa High School is Welding, and, of course, the new campus in Ottawa, since the address is changing.

Dr. Smith received a letter this week from the HLC in which they indicated that the staff will recommend to the HLC Institutional Action Council that NCCC's requested change be approved and that the Statement of Affiliation Status be amended to note the four additional locations and that a site confirmation visit be conducted in fall 2010. They are still requesting that NCCC fill out more forms as a result of this recommendation.

The College received a little over \$139,000 of federal stimulus monies from KBOR. The monies needed to be used on deferred maintenance. Most of the funds, but a few dollars remain and will be spent on the following projects, which will be completed this summer.

- \$8,800 est.—Replacing the 11 original windows in the student union and bookstore that are single pane with 1 inch insulated low-e glass windows
- \$6,600—Completing several small concrete replacement jobs from the Capital Improvement Plan, most notably the entrance sidewalk to NeoKan
- 

Dr. Smith anticipates that the state will distribute the federal stimulus monies for FY 2011 in the fall for the same amount--\$139,000.

Each year the College conducts an institutional climate survey of all NCCC employees to ascertain their perceptions on various aspects of the College. More than 135 employees responded to the survey. Copies of the survey questions, results and comments were distributed and Dr. Smith made the following comments. Each question had the following scoring options.

- 1 = Strongly Agree
- 2 = Agree
- 3 = Neither Agree or Disagree
- 4 = Disagree
- 5 = Strongly Disagree
- na = Don't Know/Doesn't Apply—no value assigned

None of the questions resulted in a score of 3-6. Most of the responses' scores fell between 1 and 2, or Strongly Agree or Agree. Some questions resulted in a score between 2 and 3 or Agree or Neither Agree or Disagree. Comments were made by some respondents and the comments are included in the document. Only 20-25 individuals of the 135 respondents chose to make a comment.

The Executive Committee is reviewing the results and looking in particular at those questions whose score fell between 2 and 3 to see on what the College needs to work.

The first section, after the demographic questions section, asked questions about Teaching and Learning. Note that "Excellent Teaching is expected at this college..." had the highest score at 1.67. Two areas had scores above 2: 1). "Institutional publications reflect diversity in the student body, faculty and staff" at 2.3; and 2). "Library resources meet the teaching needs..." at 2.42.

The second section on Teaching and Learning showed that "Assessment of student learning outcomes is important for curriculum improvement..." was the high score with 1.71. Six areas in this section had a score of 2 or above. The lowest score, of 2.68, was in response to the question, "This College currently has adequate resources overall to accommodate increased enrollments."

The third section deals with questions about the Administration and Student Services. The question receiving the highest score in this section at 1.76 was, "Administrators demonstrate integrity in their daily work." Not far behind that question was the score for the question, "I am confident of the board of trustee's ability to govern this institution..." with a score of 1.97. Eleven questions received a score above 2. The lowest scoring question with a score of 2.56 was, "The college bookstore effectively meets the coursework needs of students."

The fourth section continued with Administration and Student Services' question. The highest score at 1.82 in this section went to the question, "The College's relationships with other institutions of higher education are conducted ethically." The next highest two scores dealt with the administration. The question, "Generally speaking, I have confidence in the administrators at this college..." with a score of 1.83, and the question "The administrators at this college are competent..." with a score of 1.84. The question about the Board, "Generally speaking, I have confidence in the board of trustees of this college..." had a score of 1.86. There were twelve scores above 2. In this section the employees indicates with a score of 2.34 that "The College administration values my comments and concerns..." and with a score of 2.52 (the lowest in this section), "I believe I have adequate input into the College decision-making process...." These results have given the administration pause and will be discussed a retreat to review how to involve the faculty and staff more in providing input and participating in the decision-making process.

The fifth section asked questions about the employees daily work experiences. The question receiving the highest score at 1.54 was, "I am familiar with the board policy that prohibits sexual harassment at work." There were four questions that scored above 2. The lowest score at 2.29 was given to the question, "I receive adequate financial support from the college for my professional development."

The last sections of the survey asked two questions about the vision, the mission, and the purposes/purposes subsection of the College. They were, "Is the (vision, mission, purposes, etc.) appropriate..." and "Is the college fulfilling the (vision, mission, purposes, etc.)...." All responses were above the score of 2 except for four. The four and their scores are:

- "The college has open communication."—2.03
- "The college provides for the development of leaders."—2.11
- "The college is committed to diversity."—2.0
- "The college provides for cultural enrichment."—2.16

The very last question on the survey was, "I am satisfied with the overall quality of this institution." Of the responses, 93.1% either Agreed (60.0%) or Strongly Agreed (33.1%) or 121 of the 130 respondents were satisfied with the quality of the institution. Only 4 individuals disagreed that they were satisfied with the quality of the institution. This represented 3.1%. Another 3.8% or 5 individual neither agreed nor disagreed.

The College was approached by a doctoral study group in WSU's Educational Leadership program about whether the College would like to have the group do research for the College. Dr. Smith agreed and asked that the study was designed so NCCC could gather perceptions about the College from external stakeholders. Last week the students and their professor presented the research results to the College. A copy of their research report was provided to Trustees.

The three questions posed and asked to be answered by the research were:

1. What are external stakeholders' perceptions of the value of NCCC to the service area?
2. What are the external stakeholders' perceptions of NCCC's future role for the service area?
3. What recommendations do the external stakeholders have for NCCC to achieve this role?

What the study found was that in communities that hosted a campus, i.e., Chanute and Ottawa, the perceptions of the stakeholders were very positive and the stakeholders felt they knew about the College, supported the College's role in the community, and felt they were communicated with adequately by the College. In non-host communities, Erie, Garnett, and St. Paul, the stakeholders' perceptions were that the College did not communicate about the College in their communities, did not appear to want to build relationships outside the host communities and other community colleges spent more time in their communities than NCCC did.

One bright spot at both host and non-host communities was the College's concurrent enrollment programs in the high schools, which received many positive comments. They praised as well Brenda Krumm, who was mentioned in a positive light several times.

The Executive Committee and other strategic staff will be going on a retreat in June to review both the WSU report as well as the Employee Survey to identify actions to be taken to improve the institutional effectiveness in the areas identified in the reports as not meeting "premier" standards.

Agenda Item VIII-A: Finalize topics for May 20, 2010 Board Retreat

Topics for the May 20 retreat will include the budget, employee survey results, and Wichita State University study.

**Agenda Item IX.-A: Retired Senior Volunteer Program (RSVP) Sponsorship**

**Recommendation**

**History:** In 1961 The White House Conference on Aging called attention to the continuing need of older people for useful activity. This conference led to the passage of the Older Americans Act of 1965 which was amended in 1969 creating the Retired and Senior Volunteer Program. In the 1970's and 1980's the program grew and changed and ultimately in 1993, the Corporation for National Service was established to provide opportunities to improve local, state, and national communities through service. The Corporation oversees three large initiatives, one of which is the National Senior Service Corps. The Retired Senior Volunteer Program is one of three programs in the National Senior Service Corps, through which Americans 55 years of age and older contribute their skills and experience through volunteerism.

**Purpose of RSVP:** RSVP serves dual purposes: First, engaging persons 55 and older in volunteer service to meet critical community needs; and second, to provide a high quality experience that will enrich the lives of volunteers.

**Goals of RSVP:** RSVP promotes the engagement of older persons as community resources in planning for community improvement and in delivery of volunteer services. Achievement of RSVP's purpose is facilitated by coordination of the resources of the Corporation for National Service (CNS), the RSVP sponsor, and the community to fulfill the goals of RSVP:

1. Develop a variety of opportunities for community service for older people willing to share their experience, abilities, and skills for the betterment of their community and themselves.
2. Ensure that volunteer assignments are made consistent with the interests and abilities of the volunteers and the needs of the community served.
3. Ensure that volunteers are provided needed orientation, in-service instruction, individual support and supervision, and recognition for their volunteer service.
4. Provide reasonable opportunity for community and volunteer involvement and support in development, operation, and appraisal of the RSVP project.
5. Develop local support to supplement available federal sources and ensure that the program expenditures are incurred at the lowest possible cost consistent with the effective operation of the project, as required by CNS legislation.
6. Cooperate with agencies and organizations involved in the fields of aging and voluntarism.
7. Develop a sound, locally-controlled senior volunteer program with continuing community support.

**Sponsorship of the RSVP Program:** Tri Valley Developmental Services (TVDS) is currently the sponsor of RSVP. New administration at TVDS analyzed the purpose and goals of RSVP, and determined RSVP's purposes and goals are substantially different from the purposes and goals of TVDS. As a result, TVDS is relinquishing sponsorship of RSVP effective June 30, 2010.

Characteristics of an RSVP Sponsor	Does NCCC Possess this Characteristic?
1. A dedicated interest in or involvement with efforts to resolve community problems.	YES
2. Good working relationships with a variety of community agencies and organizations.	YES
3. Experience in developing volunteer service opportunities, particularly those that demonstrate impact.	YES
• A strong base of local financial support and the capacity to develop additional sources of local funding.	YES – Can be fiscal agent for grants and other fund-raising efforts done by RSVP staff
• An established commitment and past experience in	YES

improving the quality of life for older adults in the community.	
• The capability to employ project staff with the experience and skill to assume direct responsibility for project management.	YES
• A governing body or agency board that understands and endorses the project's nature and purpose.	YES
• The capability to establish and manage the program in a way that ensures fiscal and programmatic quality controls, compliance with Corporation policies and procedures, and accomplishment of stated goals.	YES
• Established personnel and compensation policies.	YES

Service Area: The local RSVP project serves the following counties: Neosho, Woodson, Allen, and Bourbon.

Staff: The current RSVP project has three paid positions:

Full-time Director \$33,040 + full benefits

West Volunteer Coordinator (15/hrs/wk) \$9,126 – no benefits

East Volunteer Coordinator (20/hrs/wk) \$13,125 – no benefits

Starting July 1, 2010 the West Volunteer Coordinator will increase from 15 hours/week to 25 hours/week. After December 30, 2010 the East Volunteer Coordinator position will end.

Office Needs: The Chanute staff (Director and West Volunteer Coordinator) will share an office in the Neo-Kan building, in the grant hallway. Staff will come with general office setup including desks, chairs, file cabinet, shelves and computers. NCCC will need to provide telephones for these staff members.

The East Volunteer works out of a home office.

Budget: The Corporation for National and Community Service (CNCS) awards funds to RSVP projects. The local RSVP project is funded in the amount of \$62,485 annually through June 30, 2011.

The local RSVP project has fundraised an additional \$15,250 annually from small grants, newsletter sponsors, poinsettia sales, Kansas City shopping trips, Big 12 Ticket raffle, Branson Trip and sponsorship of the volunteer luncheon.

In addition, the local RSVP project was recently awarded a SEK-CAP grant to assist with salaries. The amount of that grant that will be available from July 1, 2010 until December 31, 2010 is \$15,177.

The chart on the following page shows the revenue from all three sources: the RSVP grant, the SEK-CAP grant, and fundraising. The only guaranteed funds are the RSVP grant and the SEK-CAP grant. SEK-CAP funds end in December 2010 and the current RSVP grant cycle ends June 30, 2011. Activities to be funded out of fundraising efforts will only occur if funds are raised.

Recommendation: It is recommended that Neosho County Community College submit an application to take over sponsorship of the Retired Senior Volunteer Program effective July 1, 2010. The primary reason for the recommendation is the fact the RSVP purpose blends nicely with the vision, mission and purposes of Neosho County Community College. Additionally, office space is currently available in the Neo-Kan Building. NCCC will retain 8% of the RSVP grant to cover indirect costs associated with sponsoring RSVP. All direct costs such as telephone, copy, postage, mileage will be charged to the RSVP program.

Sponsorship of the RSVP program will benefit NCCC by providing a cadre of senior volunteers to assist with various functions and events on campus, enhance senior citizen relationships with NCCC, and promote goodwill between NCCC and the community.

The application for sponsorship is a competitive process and applications are due May 18, 2010.

Resolution 2010-36

RESOLVED, that the Board of Trustees of Neosho County Community College approves the College making application to become the sponsor for the Retired Senior Volunteer Program.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

ACCOUNT NUMBER	DESCRIPTION	BUDGET- from RSVP Grant \$62,485	BUDGET- from SEK-CAP Grant \$15,177	Anticipated Fundraising Funds From Poinsettia Sales, Newsletter Sponsorships, Big 12 Ticket Raffle, Luncheon Sponsors \$9,800	Total Budget
5 5150 000	Director Salary (\$33,040 + 2% raise anticipated for 2010/11)	\$ 33,701.00			\$ 33,701.00
5 5150 000	PT Salaries				\$ 22,227.14
	Judy @Chanute \$11.70/hr + 2% raise = \$11.93 ( 25 hrs/week) July 1 - Dec 31, 2010 (650 hrs)	\$ -	\$ 7,754.50		

Marlene @Ft. Scott \$12.62/hr +2% raise = \$12.87 (20 hrs/week) July 1 - Dec 31, 2010 ( 522 hrs)		\$ -	\$ 6,718.14		
Judy @Chanute \$11.70/hr + 2% raise = \$11.93 (25 hrs/week) Jan 1 - June 30, 2011 (650 hrs)		\$ 7,754.50			
5 5950 000	Fringe Benefits	\$ 8,882.13			\$ 8,882.13
6 6010 000	Travel	\$ -		\$ 2,100.00	\$ 2,100.00
6 6040 000	Vehicle Mileage	\$ 1,200.00			\$ 1,200.00
6 6110 000	Postage - coded	\$ 1,250.00			\$ 1,250.00
6 6120 000	Printing - off campus work	\$ 50.00			\$ 50.00
6 6130 000	Advertising	\$ 100.00			\$ 100.00
6 6220 000	Insurance/Liability	\$ 800.00			\$ 800.00
6 6260 000	Conference - registration fees	\$ 300.00			\$ 300.00
6 6320 000	Telephone	\$ 600.00			\$ 600.00
6 6430 000	Copier Lease/	\$ 1,000			\$ 1,000.00
6 6820 000	Dues/Memberships	\$ 100.00			\$ 100.00
6 6410 000	Lease/Rental (storage shed, etc)	\$ 650.00			\$ 650.00
7 7000 000	Supplies - banquets	\$ 900.00			\$ 900.00
7 7010 000	Office Supplies - use in the office	\$ 123.37		\$ 1,176.63	\$ 1,300.00
7 7070 000	Food \$200 + 1000 for banquets	\$ -		\$ 1,200.00	\$ 1,200.00
7 7190 000	Other, such as stipends	\$ 75.00			\$ 75.00
	Indirect Costs (8% )	\$ 4,999.00			\$ 4,999.00
	<b>TOTALS</b>	\$ 62,485.00	\$ 14,472.64	\$ 4,476.63	\$ 81,434.27

Agenda Item IX.-B: Bids for Soft Drink Vendor

The current soft drink agreement effective July 1, 2001 between The Pepsi Bottling Group and Neosho County Community College, for the Chanute Campus, will expire June 30, 2010. Snack Master vending service has been the total vending company for over 10 years after the bottling companies were asked to leave due to poor service.

Bid specifications were developed for exclusive soft drink dispensing rights on the Chanute and Ottawa campuses and sent out to:

- Pepsi Bottling Group-Tulsa, OK
- Fort Scott Coca Cola Bottling Co-Fort Scott
- Dr Pepper Seven Up Bottling Group-Fort Scott
- Canteen Vending-Lenexa
- Drink-O-Mat Company-Topeka
- Snack Master-Edgerton
- Kansas Vending Facility-Topeka
- Schmidt Vending Inc-Topeka

The following bids were received:

<u>Pepsi Bottling Group-Chanute and Ottawa Campuses</u>					<u>Snack Master-Ottawa Campus Only</u>		
	<u>Elements 3 Year Partnership Summary</u>				<u>Three Years</u>		<u>Year 1</u>
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Total</u>			<u>Year 1</u>
Annual Funding	\$4,000	\$4,000	\$4,000	\$12,000	10% Drink Commission on all drink sales		\$1,200
Full Service Vending Commissions Based off 900 cases each year, \$1.50 Mech rate 20% commission	\$6,600	\$6,600	\$6,000	\$19,200			
Gatorade Sideline Kits	\$1,800	\$1,800	\$1,800	\$5,400			

Product Donations	\$850	\$850	\$850			\$2,550	All three bids specified no cost to NCCC for equipment use, maintenance, or relocation other than the floor space required and utilities.
Total	\$13,250	\$13,250	\$12,650			\$39,150	
<u>Pepsi Bottling Group-Chanute and Ottawa Campuses</u>							It was the President's recommendation that the Board accepts the 5 year bid with a total income value of \$79,250 from Pepsi Bottling Group.
<u>Elements 5 Year Partnership Summary</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Total</u>	
Annual Funding	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000	Resolution 2010-37
Full Service Vending Commissions Based off 900 cases each year, \$1.50 Mech rate 25% commission	\$8,200	\$8,200	\$8,200	\$8,200	\$8,200	\$41,000	
Gatorade Sideline Kits	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$9,000	RESOLVED, that the Board of Trustees of Neosho County Community College approves the five year bid with a total income value of \$79,250 from Pepsi Bottling Group.
Product Donations-100 cases per year	\$850	\$850	\$850	\$850	\$850	\$4,250	
Total	\$15,850	\$15,850	\$15,850	\$15,850	\$15,850	\$79,250	Upon a motion and a second the above resolution was approved. Motion passed unanimously.

Agenda Item IXC: Executive Session-Employer/Employee Negotiations

Upon a motion and a second the Board recess into executive session for 10 minutes to discuss matters relating to employer-employee negotiations and to include the President, Vice President for Student Learning, Vice President for Administration, Business Manager and the College Attorney. Motion passed. The Board entered executive session at 7:15 p.m.

The Board returned to open meeting at 7:25 p.m.

Upon a motion and a second the Board returned to executive session for 5 minutes to continue discussions relating to employer-employee negotiations and to include the President, Vice President for Student Learning, Vice President for Administration, Business Manager and the College Attorney. Motion passed. The Board entered executive session at 7:26 p.m.

The Board returned to open meeting at 7:31 p.m.

Agenda Item IX-A: Adjournment

Upon a motion and a second the meeting adjourned at 7:32 p.m.