

Jefferson State Community College Self-Study

Based on Fall 2017

Introduction

Instructions for this section:

Welcome to the ABFSE Self Study in JURA. The Self Study will be submitted and stored in JURA.

For those who have participated in the ABFSE Self study process in the past, this represents a new approach. You are expected to answer a series of questions related to each accreditation standard and to upload documents in support of your responses. An optional summary of compliance efforts for each standard is also available.

The following forms, documents and information are required as an introduction to the Self Study:

- Transmittal Form (Form B-3 from the ABFSE Manual)
- Program And Institutional Data Form (Form B-4 from the ABFSE Manual)
- Description of the Self Study Process
- Historical overview of the program
- Description of remediation of previously cited deficiencies (if applicable).

When you have completed the response to all applicable standards, go to the Additional Information section to submit Summary and Conclusions.

Institutions offering distance learning for funeral service will respond to a series of Appendix E questions in the Additional Information section.

Refer to the ABFSE Accreditation Manual, Appendix C for additional guidance.

Is your institution regionally accredited?

Program Response:

Drop down list answer:

- No
 Yes

Does ABFSE serve as 'gatekeeper' for Title IV eligibility?

Program Response:

Drop down list answer:

- No
 Yes

Can students complete courses via Distance Learning in the accredited program (or program under consideration for accreditation)?

Program Response:

Drop down list answer:

- No
 Yes

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Upload the completed Transmittal Form.
(Form B-3 from the ABFSE Manual)

Program Response:

Files uploaded for this question:

[Transmittal Forms - SS - 2017.pdf](#)

Upload the Program and Institutional Data Form.
(Form B-4 from the ABFSE Manual)

Program Response:

Files uploaded for this question:

[PROG AND INST DATA FORM v2 - 2017.pdf](#)
[PC - 3 - Program Curriculum Page - FSE - SS - 2017.pdf](#)
[SH - 1 - Student Handbook - FSE - SS - 2017.pdf](#)
[CH - 1 - Faculty-CollegeHandbook - FSE - SS - 2017.pdf](#)
[PC - 2 - Program Curriculum Page - FSE - SS - 2017.pdf](#)
[Copy of Curriculum Overview - 2017.pdf](#)
[Copy of Faculty data for SS - 2017.pdf](#)
[JSCC Organization Chart - 2017.pdf](#)
[PC - 1 - Program Curriculum Page - FSE - SS - 2017.pdf](#)
[AS - 2 - Accreditation Statement - FSE - SS - 2017.pdf](#)
[AS - 1 - Accreditation Statement - FSE - SS - 2017.pdf](#)
[CBL - 1 - Constitution-ByLaws - FSE - SS - 2017.pdf](#)
[Accreditation Statement in College - SS - 2017.pdf](#)

Provide a brief description of the self study process at your institution.
Describe the process which produced the information supplied in this self study.
Include the names and titles of individuals involved, their self study committee assignments and the time scheduled followed.
(text OR upload)

Program Response:

Text input answer:

See attached

Files uploaded for this question:

[Brief Description of the Self Study Process - SS - 2017.pdf](#)

Provide a brief historical overview of the program.
(text OR upload)

Program Response:

Text input answer:

See attached

Files uploaded for this question:

[Brief Historical Overview of the Program - SS - 2017.pdf](#)

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Description of remediation.

If the program was previously evaluated, describe what the program has done since the last site visit to address concerns cited by the COA. (text OR upload)

Program Response:

Text input answer:

N/A

STANDARD 1: SPONSORSHIP

Instructions for this section:

A question or series of questions related to the standards and sub-standards follows. The questions are intended to provide focus for your response.

After completing the questions, there is an opportunity to provide a summary of the manner in which the program maintains compliance with the Standards. This summary is OPTIONAL.

The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard and/or to address compliance efforts not covered by the questions.

First complete all questions through Standard 1.8, then return here to submit an optional summary, if appropriate.

AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

1.1 Accreditation is granted to programs within either single-purpose or multi-purpose sponsoring institutions.

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Indicate the type of institution represented in this self study.

Program Response:

Text input answer:

Drop down list answer:

Single purpose

Multi-purpose

Single purpose with distance learning

Multi-purpose with distance learning

If applicable, describe the institutional process required to approve the distance learning program.

Program Response:

Text input answer:

Files uploaded for this question:

[Distance Education - Alabama Community College System.pdf](#)
[Distance Education Degrees - Certificate - SACS - SS - 2017.pdf](#)
[DistanceCorrespondenceEducationSACS - SS - 2017.pdf](#)

1.2 The program/institution must provide evidence that it assumes responsibility for:

1.2.1 curriculum content

Describe the curricular process to demonstrate that the program/institution assumes responsibility for content.

Program Response:

Text input answer:

Jefferson State Community College (JSCC) and its programs and services operate under the policies and procedures of the Alabama Community College System, as established by the Alabama Community College System Board of Trustees. JSCC's President is authorized by Board Policy 701.01 Instructional Quality "...to be responsible for the quality of instructional programs at the institution...." Board Policy 203.02 President: Line of Authority, further details the president's responsibility including but not limited to the day-to-day operation of the institution within applicable state and federal laws. The president is responsible to the Chancellor of the Alabama Community College System.

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The FSE program is primarily responsible for the management and supervision of the program, including curriculum content, planning, coordinating and implementing all aspects of instruction including traditional classroom, online, and clinical instruction/education. The Program Coordinator is directly responsible for the day-to-day operation of the program ensuring that the program continues to provide quality and relevant instruction as per the guidelines, policies and procedures of JSCC, the Alabama Community College System, the American Board of Funeral Service Education, and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The FSE program curriculum consists of one Associate in Applied Science (AAS) Degree program and two certificates (Advanced and Short Certificate). The accredited AAS degree program is a 67 semester credit hour program consisting of 15 hours of general education courses and 52 hours of FSE courses. The certificates, Advanced and Short Certificates are both un-accredited and are 36 and 27 semester credit hours respectively. A copy of the program curriculum, information about the program, and sample copies of curriculum forms are included. (Appendix 1.2 Program Information/Curriculum)

JSCC's Curriculum Committee, an internal committee composed of faculty from across disciplines and select staff, serves as the gatekeeper for curriculum modifications, revisions, and proposed new curriculum/programs. One of the duties of this committee is to "review all College curricula, academic programs and/or course offerings (excluding non-credit offerings) to determine that they are consistent at all instructional campuses/sites and to make recommendations to the Dean of Instruction for adoption, rejection or modification" as per the Jefferson State Community College Curriculum Committee Handbook 2006-2007 Policies and Procedures. The current Program Coordinator of FSE is the Chair of the JSCC Curriculum Committee and is very familiar with policies and procedures of curriculum changes/modifications. All curriculum changes, modifications, and proposals for new courses begin at the program level and are made by program faculty.

Department faculty votes on all proposed curriculum changes before changes are submitted to the Curriculum Committee. Proposed new certificate and degree options must be approved by the ACCS Office, the Alabama Commission on Higher Education (ACHE), and SACSCOC. A Common Course Directory is maintained by the ACCS of all approved courses offered by community and technical colleges in the system, including this program. Any changes made to courses such as credit hours, lab/clinical requirements, course description, course name/number, must be submitted and approved by the ACCS as well as JSCC's Curriculum Committee. The FSE program works closely with its faculty (part-time and full-time), clinical sites, advisory committee, JSCC administrators/staff, and other support services to ensure that students obtain a quality learning experience, and that all program instruction is at the desired level and meets standards.

Files uploaded for this question:

[Appendix 1.2 - Curriculum Committee Procedures - SS - 2017.pdf](#)

[App 1.2 - Catalog - Career Program - SS - 2017.pdf](#)

[App 1.2 - FSE Curriculum Changes - 2011 - SS - 2017.pdf](#)

[App 1.2 - FSE Curriculum Changes - 2012 2 - SS - 2017.pdf](#)

[App 1.2 - FSE Curriculum Changes - 2015 - SS - 2017.pdf](#)

[App 1.2 - FSE Curriculum Changes - 2012 - SS - 2017.pdf](#)

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(text OR upload) Document that any distance learning offerings are institutionally approved and meet institution-wide standards.

Program Response:

Text input answer:

The college follows the same procedures for administering distance education offering as traditional offerings. The ACCS academic and student affairs division provides a ACCS colleges “with leadership and support for the colleges distance education programs by helping online instructors and Distance education administrations:

- Develop, assess, and improve distance education courses and programs
- Enhance technical and instructional skills
- Understand and comply with federal, state, and accrediting agency requirements
- Understand and comply with Board of Trustees policies and procedures
- Understand obligations for state authorizations and the benefits of reciprocity agreements
- Participate in the Southern Regional Education Board’s (SREB’s) Electronic Campus”

The FSE Program ensures that it meets the requirements and standards as the SACSCOC, American Board of Funeral Service Education, the Alabama Community College System and JSCC. Specific guidelines regarding the college’s distance education (DE) offerings, including the DE mission statement, can be found on the college’s website (App 1.2 – DE – Distance Education Website & App 1.2 – DE – Distance Education Mission Statement). A Distance Education Proposal Forms must be completed by the Program’s faculty and/or Program Coordinator in order to develop an online course (App 1.2 – DE – Distance Education Proposal – SS – 2017). The college’s DE Committee meets to review and approve all DE proposals. The Program Coordinator for the FSE Program serves on this DE Committee since its existence. The College follows the SACSCOC Best Practices for Electronically Offered Degrees and Certificates, SACSCOC Distance Education Policy Statement, and SACSCOC Evaluator’s Guide to Reviewing Distance Education Programs (App 1.2 – See Attached)

Files uploaded for this question:

App 1.2 -DE - DistanceCorrespondenceEducationSACS - SS - 2017.pdf
 App 1.2 - DE - Mission Statement - SS - 2017.pdf
 App 1.2 -DE - Distance Educaiton Program Committee Assignment - SS - 2017.pdf
 App 1.2 - DE - Distance Education Website - SS - 2017.pdf
 App 1.2 -DE - Distance Education - Alabama Community College System.pdf
 App 1.2 -DE - Distance Education Degrees - Certificate - SACS - SS - 2017.pdf
 App 1.2 - DE - DistanceLearningCourseProposalForm - SS - 2017.pdf

1.2.2 classroom teaching and clinical education

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Who is responsible for making classroom teaching assignments (name/position)?

Program Response:

Text input answer:

JSCC's President is the hiring authority at the college. JSCC's Program Coordinator for the FSE Program is responsible for making all classroom teaching assignments for the FSE Program. This includes all part-time and full-time instructors.

JSCC's FSE program operates within policies and procedures as established by the ACCS Board of Trustees. ACCS Board Policies 203.02 President Line of Authority, and 701.01 Instructional Quality gives authority to the College's President to be responsible for instructional quality and the day-to-day operation of the Institution. This includes all classroom instruction, clinical education, support services, and activities related to the operation of the College. The FSE program is managed by a Program Coordinator who reports to the Dean. The Program Coordinator is directly responsible for the oversight of the program, including supervision of program faculty, classroom instruction, program, program planning, curriculum, and the daily operation of the program. The Program Coordinator works closely with administration and others to provide a quality learning environment for the FSE students. JSCC Faculty and Staff Handbook Policy 3.3 Academic Responsibility states: "*With academic freedom comes academic responsibility. It is the responsibility of instructors to fulfill their duties as listed in their job descriptions and in the College Handbook. They are also expected to teach their courses according to course outlines that have been developed within each department or division. Instructors should not introduce into their teaching irrelevant material, nor should they promote political, social, or economic opinion.*"

The FSE Program is responsible for ensuring that classroom teaching and clinical experiences are educational in nature and meet requirements of the College, the Board, and SACSCOC. Program faculty consists of both full-time and part-time, as well as clinical instructors. The program offers both distance education and traditional classroom instruction giving students the option of on-campus or distance education. Students gain their clinical experience at John's-Ridout's Funeral Parlor located in the downtown area of Birmingham, Alabama under the instruction of three part-time faculty members of the FSE Program supervised by the full-time faculty member and/or Program Coordinator. The clinical instruction is conducted Monday – Thursday from 8:00 a.m. until 4:00 p.m. during the spring and fall semesters. The classroom instructions are on Tuesdays and Wednesday roughly from 8:00 a.m. until 4:30 p.m.

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Who is responsible for making clinical education teaching assignments (name/position)?

Program Response:

Text input answer:

JSCC's President is the hiring authority at the college. JSCC's Program Coordinator for the FSE Program is responsible for making all classroom teaching assignments for the FSE Program. This includes all part-time and full-time instructors.

1.2.3 appointment and evaluation of faculty

Describe the process for appointment (hiring/firing) of faculty.

Include name/position of the person(s) responsible.

(upload of a prepared response is optional)

Program Response:

Text input answer:

There are two full-time Funeral Service Education faculty members, three part-time instructors and three part-time clinical instructors. The Program Coordinator and full-time faculty member are responsible for the classroom instruction and supervising on-site clinical embalming. All instructors are assigned courses based on past experiences, education, and area of interest or expertise.

Funeral Service

Education Program faculty appointment and evaluation are done in accordance with JSCC policy, ACCS Board Policy, SACSCOC, and the American Board of Funeral Service Education. The President of the College is the hiring authority. All institutional and ACCS policies affecting faculty appointment and evaluation, including ACCS 601.01 Offers of Employment, ACCS 602.02 Posting and Hiring Policy, ACCS 603.02 Contracts: Summer Employment of Salary Schedule D Employees; Jefferson State Community College Faculty and Staff Handbook, Section 5.2 Employment Search Procedures, Section 5.12 Instructor Work Load, Section 5.13 Policy on Granting Release Time, Section 5.21 Personnel Evaluation, Section 5.6 Employment Contract, Section 5.8 Students First Act of 2011, Section 5.9 Fair Labor Standards Act, Section 5.28 Salary Schedules, and others including Section 3.2 Academic Freedom, and Section 3.3 Academic Responsibilities, are clearly described in the JSCC Faculty and Staff Handbook and on the ACCS website at <https://www.accs.cc/>.

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JSCC Faculty and

Staff Handbook *Section 5.6.2 Terms and*

Conditions - Other Faculty defines adjunct faculty, part-time faculty, and affiliate faculty. The FSE Program employs part-time faculty to provide instruction in the program. These faculty must meet the same requirements as full-time faculty and are expected to adhere to the same standards. Part-time faculty are hired on an as needed basis and are not permanent employees. The Program Coordinator of Funeral Service Education is primarily responsible for the screening and selection of part-time faculty. The request for part-time instructors is made by the Program Coordinator of FSE. She makes the request, screens applicants, and recommends her selection. Signatures are obtained from appropriate administrators, and a criminal background check is done before hiring. All faculty including part-time and full-time must submit to a Criminal Background Check before being hired. Part-time Faculty Handbook clearly describes the procedures and requirements for hiring, evaluating, and expectations of Part-time faculty. (Attached: [JSCC Part-Time Faculty Handbook](#))

A faculty roster

form is completed for each full-time and part-time faculty hired by the FSE program. The Program Coordinator of FSE is responsible for completing the Faculty Roster. This form details the faculty member's credentials and qualifications including but not limited to licensure, work experience, affiliations, certifications, and lists the courses that he/she is qualified to teach. The form is signed by the Program Coordinator and the Dean and is placed in the faculty member's Personnel File which is housed in the JSCC Human Resources Office.

All full-time and

part-time faculty are evaluated by the Program Coordinator of FSE. The Program Coordinator is evaluated by the Dean of Career and Technical Education annually. Full-time and part-time faculty of FSE are evaluated by students every semester through the College's Student Evaluation of Instructor form. Annual Performance evaluations are completed by the Program Coordinator for each full-time faculty at or near the end of spring semester each year. Evaluations of part-time faculty consist of a self-evaluation and student evaluation.

Files uploaded for this question:

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College Handbook - 2017.pdf
 5.2 Section - Employment Search Procedures.pdf
 602.02 - Posting and Hiring Policy.pdf
 603.01 Offers of Employment.pdf
 603.02 Summer Employment of Salary Schedule D Employees Policy.pdf
 CollegeHandbook_sec3-2.pdf
 CollegeHandbook_sec3-3.pdf
 CollegeHandbook_sec5-6.pdf
 5.28 section 2017-2018-ACCS-Salary-Schedules.pdf
 CollegeHandbook_sec5-9.pdf
 CollegeHandbook_sec5-13.pdf
 CollegeHandbook_sec5-21.pdf
 CollegeHandbook_sec5-2.pdf
 CollegeHandbook_sec5-8.pdf

Briefly describe the process for evaluating faculty including name/position of the person(s) responsible.

Program Response:

Text input answer:

Annual performance evaluations are required for all college personnel. In keeping with College policy, all full-time faculty at the College are evaluated annually. The evaluation process helps to assure ongoing professional development and competence. Evaluation procedures are published in the JSCC Faculty and Staff Handbook. The FSE Program Coordinator is evaluated by the Dean of Career and Technical Education, Norma Grant Bell, using the attached Faculty Evaluation Form and Addendum. The FSE full-time program faculty member is evaluated annually by the FSE Program Coordinator, Venus Smith, using the Faculty Evaluation Form. Faculty professional development for full-time faculty is planned through the Individual Action Plan (IAP). Each full-time faculty member develops an IAP that consists of goals and a plan for achieving the goals. The IAP is submitted for approval and upon approval, it becomes part of the program's plan for the upcoming year. Evaluations include Student Course Evaluations, IAPs, instruction/teaching, and college participation/involvement.

Students are given the opportunity to evaluate faculty through the College's Student Evaluation of Instructor form. Students are asked to rate instructors on a scale from "strongly agree" to "strongly disagree" and "not applicable or don't know." The areas evaluated include understanding of course objectives and class presentation, instructor attitude toward students and availability for conferences, and classroom atmosphere. Students can also write specific comments and suggestions for improvement. The FSE Program Coordinator and faculty review the forms and make adjustments as necessary in an ongoing effort to improve the quality of education provided. The schedule for evaluations are outlined in the JSCC Faculty and Staff Handbook and is included in (1.2.3 - DE - Personnel Evaluation)

Part-time faculty are evaluated each term utilizing the College's process as noted in the Part-time Faculty Handbook which may be found on the College's Jeffnet. The evaluation process involves three components: (1) Student Evaluation, (2) Self-Evaluation, and (3) Department Chair/Program Coordinator's Review. In addition, the FSE Program Coordinator closely monitors all program faculty to ensure that the quality of instruction is maintained.

Files uploaded for this question:

1.2.3 - DE - Personnel Evaluations_sec5-21.pdf

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Describe how adequate instructor training and support for distance learning is determined.

(text OR upload)

Program Response:

Text input answer:

JSCC provides faculty training to assure that all faculty, full-time and part-time, are qualified and prepared to teach distance education courses. Support and training for faculty who develop and teach distance education courses are offered through the College's Distance Education Department and the Instructional Technology Department. Training and support for faculty are available on an as needed basis as well as scheduled training when necessary. The College's Instructional Technology Specialist conducts training on Blackboard for faculty as requested and occasionally will conduct scheduled training. The Instructional Technology Specialists in the Distance Education Division support the operation of interactive video conference rooms, administer Blackboard and Tegrity servers, provide technical assistance to students and faculty, and provide training workshops for faculty interested in distance education.

The FSE Program Coordinator assists part-time instructors with training and support on how to use various aspects of Blackboard Learn. The Distance Education web page (<http://www.jeffersonstate.edu/programs/distance-education/distance-education-blackboard-tegrity-help/>) provides Blackboard login instructions, contact information for Blackboard technical assistance through helpdesk@jeffersonstate.edu and tutorials designed to assist students in the use of distance education tools, including Blackboard and Tegrity.

Files uploaded for this question:

[Attendees Training for Office 365 - 2017.pdf](#)

[Attendees Training for Bb Learn - 2017.pdf](#)

[Traning Notice Blackboard - 2015.pdf](#)

[Traning Notice Blackboard - 2016.pdf](#)

[Traning Notice for Bb Learn Saas - 2017.pdf](#)

1.2.4 policies and procedures for admission

Provide a brief overview of admissions policies and procedures. Admissions topics will be addressed in detail in response to Standard 10.
(upload is optional)

Program Response:

Text input answer:

ACCS Board of Trustee Policy 801.01 and the Chancellor's Procedures for 801.01 Admission General states: "Colleges are authorized to admit any individual who has satisfied the ACCS admission requirements as prescribed in the procedure of 801.01: Admission: General. Individual programs or courses may have additional, specific prerequisites or admission requirements." Other ACCS Board of Trustee Policies that guide and direct JSCC's admissions process include but are not limited to: Board Policy 800.00 Nondiscrimination, Board Policy 801.04 Admission International Students, Board Policy 801.03 Admission Dual Enrollment Dual Credit, Board Policy 801.02 Admission Accelerated High School Student, and Board Policy 808.01 Student Records. JSCC and the FSE program offer equal opportunity in admission and educational programs, services, and activities in compliance with Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title IX of the Educational Amendments of 1972, and the Americans with Disabilities Act of 1990.

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The admission policies and procedures for JSCC and the FSE program are stated in the 2017-2018 JSCC Catalog and Handbook which is located at www.jeffersonstate.edu/catalogs/, pages 20-29, and page 125 respectively. A hard copy of the JSCC 2017-2018 Catalog and Handbook will be available at the site visit.

College admissions is processed through the JSCC Enrollment Services area which comprises several different areas, such as admissions, records, and financial aid. Students may apply for admission to the College online or on-campus but must complete the enrollment process by submitting appropriate signature page, drivers' license, transcripts and others as required. FSE students must meet the same general admission requirements as other students. There is no admission application fee and JSCC is an open admissions institution. Transcripts are housed in this area and are evaluated by the Records Office. FSE Program Coordinator and faculty review perspective FSE students' transcripts for program admission requirements.

Students are admitted to the Funeral Service Education Program after completing general college admission criteria as provided in the 2017-2018 JSCC Catalog and Student Handbook which can be found at www.jeffersonstate.edu/catalogs/. In addition, students must meet the requirements as established by the FSE program which includes showing evidence of (a) having completed the 15 semester hours of English, Speech, math, social science, and humanities; and (b) have and maintain a current valid apprenticeship with the state board of funeral service within the state that he or she plans to practice. As previously indicated, these requirements may be found in the College's Handbook Admission Procedures Funeral Service Education, page 125.

1.2.5 awarding a diploma, certificate, or degree documenting completion of the program

Indicate which accredited program is offered.

Program Response:

Drop down list answer:

- Baccalaureate degree
- Certificate/diploma
- Associate degree

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Are any unaccredited funeral service/mortuary science programs offered by the institution? Yes/No

Program Response:

Drop down list answer:

no

yes (if yes, answer the next question)

Name the unaccredited program(s) offered.

Program Response:

Text input answer:

Short Term - Certificate in Funeral Service Education - 27 Hours

Long Term - Advanced Certificate in Funeral Service Education - 36 Hours

Does the institution have the authority to issue honorary degrees? Yes/No

Program Response:

Drop down list answer:

no (if no, go to Standard 1.3)

yes (if yes, go to next question - 5)

(text OR upload) If yes, describe the circumstances under which an honorary degree would be issued.

Program Response:

Text input answer:

1.3 The program must provide evidence that clinical experiences assigned each student are educational in nature.

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Where is clinical experience provided? (on-campus, off-campus, etc.)

Program Response:

Text input answer:

The FSE Program provides student with two (2) clinical courses, FSE 203 Embalming Laboratory, and FSE 214 Advanced Restorative Art. Students are required to participate and complete 20 embalming at the off-campus facility, Johns-Ridout's Funeral Parlor located in downtown Birmingham, Alabama, at 2116 University Boulevard, during their fourth (last) semester and Restorative Art lab, held during the summer semester.

Files uploaded for this question:

[Affiliation Agreements - NEW - SS - 2017.pdf](#)

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Describe how the educational nature of clinical experiences is ensured.

Upload supporting documents is optional.

Program Response:

Text input answer:

The FSE Program ensures that the experiences are educational in nature by assigning three part-time instructors to supervise students during the embalming lab. The students are required to submit a detailed embalming case report, minimum standards for embalming competency and Minimum Standards for Embalming Competency ([Appendix - Student Regulation for Embalming Lab](#)).

These forms are signed by the students and a FSE faculty member. Before completing embalming laboratory, the students must demonstrate their technical competence to the qualified faculty member who certifies their proficiency. All forms are placed in the student's file which are housed in the FSE Department. The students are always under the supervision of qualified instructors during clinical experiences. Students are required to attend a fourth semester orientation for FSE 203 Embalming Laboratory, FSE 228 Internship, and FSE 230 Funeral Service Comprehensive Review; and students sign agreements stating that they understand their responsibilities.

The embalming clinical is held Monday - Thursday and students must sign up for embalming laboratory. No more than five (5) students are allowed to sign up for embalming laboratory per day. The full-time faculty is also responsible for Preceptor training each fall semester with the part-time faculty ([Appendix -- Adjunct Lab Preceptor Training and Office Campus Facility Inspection - 2011 -- 2017](#)). The full-time faculty conducts periodic visits to lab. ([Appendix -- Sample Faculty Visit Form](#))

As previously stated, the FSE Program requires students to complete a Restorative Art lab. The lab is held during the summer semester. Students must demonstrate proficiency in facial reconstruction of all facial features and facial proportions as well as some cosmetics applications. A qualified faculty member supervises the course. All distance education students are required to complete no less than six (6) hours of restorative art lab ([Appendix -- Sign In and Out Sheet](#)). Records of students' performance and experiences are maintained in student files.

Files uploaded for this question:

Sign In and Out Sheet - 2017.pdf
 Student Regulations for Embalming Lab - SS - 2017.pdf
 Sample - Faculty Visit Forms - SS - 2017.pdf
 Lab Preceptor Training - 2011 - 2012 - SS - 2017.pdf
 Lab Preceptor Training - 2013 - 2014 - SS - 2017.pdf
 Lab Preceptor Training - 2012 - 2013 - SS - 2017.pdf
 Lab Preceptor Training - 2015 - 2016 - SS - 2017.pdf
 Lab Preceptor Training - 2017 - 2018 - SS - 2017.pdf

1.4 The sponsoring institution must provide, or arrange for the provision of, all portions of the required curriculum including:

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1.4.1 classroom, laboratory, clinical field experiences

Does the sponsoring institution provide or arrange for all portions of the required curriculum, including classroom, laboratory and field experiences? Yes/No

Program Response:

Drop down list answer:

- no (if no, answer next question - 2)
 yes (if yes, go to Standard 1.4.2)

If the sponsoring institution does not provide or arrange for all portions of the required curriculum, including classroom, laboratory and field experiences, explain who does and why?
 (upload is optional)

Program Response:

Text input answer:

1.4.2 services necessary to support the curriculum in funeral service education as specified in the Standards.

Does the sponsoring institution provide or arrange for all services necessary to support the funeral service curriculum as specified in the standards? Yes/No

Program Response:

Drop down list answer:

- no (if no, answer next question)
 yes

If the sponsoring institution does not provide or arrange for services necessary to support the funeral service curriculum as specified in the standards, explain who does and why?
 (text OR upload)

Program Response:

Text input answer:

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Describe how adequate student training and support for distance learning is assured, if applicable.

(text OR upload)

Program Response:

Text input answer:

The prospective students for the Distance Education (DE) Program receives a brief tutorial during the mandatory orientation for DE. Blackboard Learn also has a tutorial for students needing assistance. DE students can also contact the FSE Program Coordinator or Help Desk.

1.5 The sponsoring institution must demonstrate evidence of sound financial support of the educational program on a current and continuing basis.

Describe how the institution demonstrates evidence of sound financial support of the educational program on a current and continuing basis.

Copies of program and/or institutional budgets must be provided in the response to Standard 5 - Finance.

Program Response:

Text input answer:

The FSE Program is fully supported by the College in all aspects. Each program, including the FSE program, submits a budget annually through the College's strategic planning process. The budgeting process begins at the unit/program level. Program Coordinators and the program faculty assess, and review program needs, develop plans, and determine budgeting needs. The Program Coordinator also informs and obtains feedback from the FSE Program Advisory Committee. The Program Coordinator develops the program's strategic plan which includes the budget and submits to the Dean of Career and Technical Education for review. The College's Budget Committee, whose membership includes the Interim President, Dean of Instruction, Dean of Career and Technical Education, Dean of Enrollment Services, Chief Financial Officer, Dean of Institutional Effectiveness, Associate Dean of Pell City Campus, Associate Dean of Clanton Campus, and the Chief Information Officer. This committee reviews all budget requests for approval. The FSE Program is financially sound and the College provides adequate funding to support the program and its activities. See Appendix Strategic Plan – Funeral Service Education for copies of the FSE Strategic Plans which includes the budget.

1.6 The sponsoring institution must provide written evidence that it is approved by the appropriate governing authority in which it is located, or within which it offers instruction, to award the diploma, certificate, or degree for which it seeks accreditation. In situations in which there are conflicts between an Accreditation Standard and a governmental or institutional requirement, the more stringent rule will be applied.

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Authorization to offer the accredited degree, diploma, certificate, etc. is provided by which state?

Upload a copy of the applicable authorization.

Program Response:

Text input answer:

JSCC receives its degree granting authority from the State of Alabama and the Alabama Community College System Board of Trustees. The Board of Trustees receives its authority through the Code of Alabama 16-60-111.4.

Section 16-60-114 Powers of the Board of Trustees:

The Board shall be authorized to:

Make rules and regulations for the government of community and technical colleges.

1. Prescribe for the community and technical colleges the courses of study to be offered and the conditions for granting certificates, diplomas and/or degrees.
2. Appoint or terminate the employment of the presidents of the community and technical colleges.
3. Direct the expenditure of legislative appropriations of community and technical colleges.
4. Prescribe qualifications for faculty and establish an annual salary schedule and tenure requirements for faculty at community and technical colleges.
5. Accept gifts, donations, and devises and bequests of money and real and personal property for the benefit of community and technical colleges or any one of them.
6. Establish a performance-based allocation process that is equitable and compatible with the services and programs offered by each individual campus.

Number 2 listed above gives the Board of Trustees the authority to, "Prescribe for the community and technical colleges the courses of study to be offered and the conditions for granting certificates, diplomas and/or degrees." The Board of Trustees exercises this authority in Board Policy 712.01. The Policy states: "The board authorizes the college to award associate degrees, certificates, and short-term certificates."

Files uploaded for this question:

[Section 16-60-111.4 - Powers of Board o...pdf](#)
[Chancellor Responsibility for Operation of Colleges - 2017.pdf](#)
[Chancellor Appointment - 2017.pdf](#)
[President Line of Authority Policy - SS- 2017.pdf](#)
[Composition, Appointment, Term of Office - 2017.pdf](#)
[Policies and Procedures - Alabama Community College System - 2017.pdf](#)
[Board of Trustees - Governance Responsibility - 2017.pdf](#)
[Degrees and Certificates Policy - SS - 2017.pdf](#)
[Degrees and Certificates Policy - SS- 2017 - Part I.pdf](#)
[Minutes_02-08-17.pdf](#)
[Minutes_03-15-17.pdf](#)
[Minutes_01-11-2017.pdf](#)
[Minutes_04-12-17.pdf](#)
[Minutes_12-13-17.pdf](#)
[Minutes_August 2016.pdf](#)
[Minutes_December 2016.pdf](#)
[Minutes_July 2016.pdf](#)
[Minutes_Feb 2016.pdf](#)
[Minutes_June 2016.pdf](#)
[Minutes_May 2016.pdf](#)
[Minutes_November 2016.pdf](#)
[Minutes_October 2016.pdf](#)
[Minutes_March 2016.pdf](#)
[Minutes_Sept 2016.pdf](#)
[Minutes - August 2017.pdf](#)
[Minutes - December 2017.pdf](#)
[Minutes - 2017.pdf](#)
[Minutes - January 2016.pdf](#)
[Minutes - September 2017.pdf](#)
[Minutes - November 2017.pdf](#)
[Minutes May 2017.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Do conflicts exist between an Accreditation Standard and a governmental or institutional requirement? Yes/No

Program Response:

Drop down list answer:

- yes (if yes, answer next question - 3)
 no (if no, go to Standard 1.7)

If conflicts exist between an Accreditation Standard and a governmental or institutional requirement, describe how the conflict is addressed.

Upload of supporting documents is optional.

Program Response:

Text input answer:

N/A

1.7 In a program in which more than one institution or organization provides academic and clinical education, the sponsoring institution must provide evidence or properly executed written agreements describing the responsibilities of the respective institution or organizations.

Does more than one institution or organization provide academic and clinical education? (This includes funeral homes that are utilized to satisfy clinical embalming and funeral directing requirements.) Yes/No

Program Response:

Drop down list answer:

- yes (if yes, answer next question - 2)
 no (if no, go to Standard 1.8)

Jefferson State Community College Self-Study

Based on Fall 2017

When more than one institution or organization provides academic and clinical education, describe the arrangement.

Upload copies of properly executed written agreements defining the responsibilities of the respective institution or organizations.

Program Response:

Text input answer:

The FSE Program maintains documents stating shared responsibilities in clinical education. See Appendix Affiliation Agreement & Sample of Internship Agreement FSE for copies of agreements.

Files uploaded for this question:

[Affiliation Agreements - SS - 2017.pdf](#)
[Sample of Internship Agreement FSE 228 - SS - 2017.pdf](#)

1.9 See also Standard 2.8

STANDARD 2: ORGANIZATION AND ADMINISTRATION

Instructions for this section:

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 2.8.5 and then return to this section to submit an optional summary, if appropriate.

AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

2.1 The governing board must be the legally constituted group which holds the assets of the institution in trust. It must be responsible for sustaining the institution, approving its objectives, and implementing and controlling the program.

Jefferson State Community College Self-Study

Based on Fall 2017

Who is the legally constituted group/governing board which holds the assets of the institution in trust?

Describe the group/governing board and its responsibilities.

Provide a copy of the Organizational Chart.

Program Response:

Text input answer:

JSCC is a part of the Alabama Community College System under the control of the Alabama Community College System Board of Trustees. The Board consists of eight voting members, seven of whom represent the state's congressional districts and the eighth an at-large member. There is also one State Board of Education ex-officio member. The Governor serves as the President of the Board. The Alabama Community College System Chancellor is directly responsible to the Alabama Community College System Board of Trustees for the oversight and management of the colleges within the Alabama Community College System. All community and technical colleges are the administrative responsibility of the Chancellor of the Alabama Community College System. The President at each System college is responsible to the Chancellor.

As noted above, The Alabama Community College System Board of Trustees receives its authority through the Code of Alabama 16-60-114.

Section 16-60-114 Powers of the Board of Trustees:

The Board shall be authorized to:

1. Make rules and regulations for the government of community and technical colleges.
2. Prescribe for the community and technical colleges the courses of study to be offered and the conditions for granting certificates, diplomas and/or degrees.
3. Appoint or terminate the employment of the presidents of the community and technical colleges.
4. Direct the expenditure of legislative appropriations of community and technical colleges.
5. Prescribe qualifications for faculty and establish an annual salary schedule and tenure requirements for faculty at community and technical colleges.
6. Accept gifts, donations, and devises and bequests of money and real and personal property for the benefit of community and technical colleges or any one of them.
7. Establish a performance-based allocation process that is equitable and compatible with the services and programs offered by each individual campus.

See Board Policy 101.01 Board of Trustees: Governance Responsibility, Source: Code of Alabama 16-60-111.4. See Board of Trustees: Composition, Appointment, Term of Office.

Files uploaded for this question:

Board of Trustees - Governance Responsibility - 2017.pdf

Composition, Appointment, Term of Office - 2017.pdf

JSCC Organization Chart - 2017-2.pdf

2.2 The authority and responsibility of each organizational component of the sponsoring institution (governing board, campus and program administration, faculty, students) together with the processes by which they function or interrelate, must be clearly described by means of a current constitution, by-laws, or some similar means.

Jefferson State Community College Self-Study

Based on Fall 2017

Provide a list of documents which satisfy Standard 2.2.

Upload a copy of each document (Constitution, By-Laws, etc.) - preferred.
If this is not practical specify in the text response and provide URL to locate the documents.

Program Response:

Text input answer:

The President (Interim President) is the chief administrative official at Jefferson State Community College. JSCC is currently operating under the direction of an Interim President due to the retirement of the former President. The President is directly responsible to the Chancellor of the Alabama Community College System. The Chancellor is responsible to the Alabama Community College System Board of Trustees. See Board Policy 102.02 Chancellor: Responsibility for Operation of the Colleges, and Board Policy Board Policy 203.02 President: Line of Authority.

The President is supported by an administrative staff consisting of the Dean of Instruction, Dean of Career and Technical Education, Dean of Enrollment Services, the Chief Financial Officer, Chief Information Officer, Director of Human Resources, Dean of Institutional Effectiveness, and other administrative personnel. The FSE Program is housed within the Center for Professional, Career and Technical Education. This area is part of the Instructional area of the College and is supervised by the Dean of Career and Technical Education who works closely with the Dean of Instruction. The Coordinator of the FSE Program reports directly to the Dean of Career and Technical Education. She is responsible for the oversight and management of the FSE program and its activities as noted in the attached FSE Program Coordinator Job Description. Both FSE program faculty and students are under the supervision of the FSE Program Coordinator. The Dean of Career and Technical Education and the Dean of Instruction work closely together to oversee the instructional component of the College. There is free flowing communication among the deans, associate deans, department chairs, program coordinators/directors, and other areas including graduation office, student services, distance education, IT, financial services, and others. The Distance Education Department and the FSE Program work together to ensure that the distance education component of the program runs smoothly and meets the needs of the students and meets requirements of the ABFSE, the College, ACCS, and SACSCOC.

FSE program faculty are very involved in the program and provides valuable input and feedback to the program. In addition to teaching and advising students, FSE full-time faculty are actively involved in college committees and activities, including major decision-making committees, such as Distance Education, Curriculum Committee, and ADA. Students can also participate in college committees and activities including student clubs and organizations, and college committees such as the Curriculum Committee, Code of Student Conduct Committee, Environmental Health and Safety Committee, Phi Theta Kappa, Sigma Phi Sigma, Student Government Association, Speech Team, and others.

The FSE Program is given great autonomy and much flexibility to make decisions concerning class offering, course content on FSE courses, curriculum development, hiring adjunct faculty as needed, and marketing and public relations endeavors. The FSE Program works closely with the FSE Program Advisory Committee and obtains valuable feedback and input from them regarding the profession and the program. New members to the committee are recommended by the FSE Program and an official letter of appointment is sent by the College President, the primary decision maker at the College.

Files uploaded for this question:

[Chancellor Responsibility for Operation of Colleges - 2017.pdf](#)
[President Line of Authority Policy - SS-2017.pdf](#)

2.3 The administration of the institution and/or program must:

Jefferson State Community College Self-Study

Based on Fall 2017

2.3.1 provide educational leadership competent to establish conditions providing for good learning opportunities for students, good working conditions for faculty, and good communication processes both inside and outside of the institution/program

Jefferson State Community College Self-Study

Based on Fall 2017

Using one or more examples, demonstrate how leadership provides:

-Good learning opportunities for students.

(narrative response is required; upload of example is optional)

Program Response:

Text input answer:

JSCC is an educational institution directly under the auspices of the Chancellor of the Alabama Community College System. The College operates under the policies and procedures established by the Alabama Community College System Board of Trustees, SACSCOC, and the Alabama Community College System Office. The College also ensures that the FSE Program adheres to the ABFSE standards and operates within the ABFSE standards and requirements.

JSCC is committed to ensuring that students are provided a quality learning experience by (1) providing students with qualified, credentialed FSE faculty; (2) ensuring that the FSE classrooms and laboratories have the instructional equipment/technology, supplies, and materials needed to provide quality classroom and lab instruction; (3) providing financial support and professional leave for FSE faculty to participate in professional development activities; (4) supporting institutional memberships in various funeral service associations and organizations for FSE faculty; (5) supporting FSE faculty participation on professional committees at the local, state, and national levels; and (6) faculty travel to meetings and conferences both in-state and out-of-state.

The FSE Program faculty are very dedicated, experienced, and highly qualified, and makes it a priority to ensure that both the traditional and distance education students receive quality instruction. The FSE Program Coordinator frequently assesses the FSE program technology and equipment, obtain input from program faculty about how to improve or enhance the instructional experience for both distance education and traditional FSE students. For example, in spring semester 2016, the FSE Program Coordinator requested to upgrade classroom instructional technology to include replacing the computer system/ELMO that was used by faculty to teach in both the traditional and online classes. This upgrade allowed the program to enhance instruction by sharing more visuals from textbooks and other sources with online students and accommodate software that had writing capability. At the time, the program was experiencing an increase in its distance education enrollment and the program wanted to make sure that all students received the full experience with as greater ease as possible.

The FSE Program provides students with not only classroom and laboratory experiences but also the opportunity to work while they learn. Students are required to have an apprenticeship to enter the program. This type of arrangement makes classroom learning more relevant and meaningful.

Using one or more examples, demonstrate how leadership provides:

-Good working conditions for faculty.

(narrative response is required; upload of example is optional)

Jefferson State Community College Self-Study

Based on Fall 2017

Program Response:

Text input answer:

The FSE Program is housed in the Harold Martin Building at the JSCC Jefferson Campus. The program has access to clerical and administrative support through the Center for Professional, Career and Technical Education. There is a full-time Office Manager located at the Harold Martin Building and two additional Office Managers available to assist Program faculty with clerical functions/administrative functions. Each program faculty has an office that is fully furnished with the necessary technology needed to perform his/her responsibilities. The teaching load for faculty is determined by the President. The FSE Program Coordinator is provided one class release time to perform the administrative functions of her job. The FSE full-time faculty is required to teach 15 to 16 semester credit hours during the fall and spring semesters and 12 to 13 semester credit hours during the summer semester. Faculty are required to work 35 hours per week (schedule D).

Jefferson State Community College Policy 5.4 Duty Days and Hours of Employment

Faculty and Staff Handbook

Effective Fall, 2002

Revised

5.4 DUTY DAYS AND HOURS OF EMPLOYMENT

Instructors, Librarians and Counselors

Schedule D

9-Month Employment 175 days

3-Month Employment 54 days

Standard Work Week 35 Hours/Week

The working hours for schedule D personnel will vary according to assignment. Instructional personnel are required to submit a schedule of office and class hours to the division chairperson.

Jefferson State Community College Self-Study

Based on Fall 2017

A copy of this schedule is to be posted on the instructor's office door. Additional information relative to hours of employment is contained in the "Instructor Load" section of this handbook.

Non-instructional Personnel*

Schedules A, B, C, E and H

12-Month Employment Average: 260 days

Standard Work Week Monday – Friday

40 Hours/Week

Standard Working Hours 8:00 a.m. - 4:30 p.m.

8:00 a.m. - 4:30 p.m.

Standard Working Hours

The standard work week and standard working hours may vary according to area of assignment. Deviations from the standard work week and standard working hours for individuals require the approval of the appropriate administrator.

JSCC supports faculty by providing professional development, training on new technologies and software, participation in various professional associations, and institutional memberships in select program related professional organizations. There is adequate time outside the classroom to serve individual student needs and to give attention to the aims and objectives of the Program. JSCC provides faculty with the opportunities to serve on various internal and external committees. This gives the faculty member a chance to engage with other instructors across different disciplines and a chance to network for new ideas for the classroom.

Jefferson State Community College Self-Study

Based on Fall 2017

Faculty workload and duties and responsibilities are detailed in JSCC Policy 6.12 Instructor Work Load as noted below:

Jefferson State Community College Policy 5.12 Instructor Work Load

Faculty and Staff Handbook

Effective Fall, 2002

Revised October 17, 2002

5.12 INSTRUCTOR WORK LOAD

The duties of an instructor will be determined by the president, with the understanding that good professional judgment will be exercised. The number of preparations, the number of students taught, and the number of contact hours should be considered in determining instructor loads. No distinction is made between day, extended day, weekend, evening, multi-campus, and off-campus programs. Personnel will be employed to provide education for those enrolled, regardless of the day and time of day. Summer school employment for faculty members is based on student enrollment for the total summer program. Recommendations concerning summer employment are made to the president by the dean of instruction in accordance with State Board of Education policies and college policies.

Each full-time academic instructor shall teach 15 to 16 credit hours per term or the equivalent for the academic year, fall and spring semesters. The maximum number of contact hours per week for a full-time technical instructor shall be determined by the president, but shall not exceed thirty (30). The president will determine equivalent credit hours for non-teaching assignments in accordance with guidelines established by the chancellor.

A full-time instructor may be employed for less than a full teaching load for a summer term. Such instructor, however, must be paid a pro rata amount of Salary Schedule D compensation based on: (1) qualifications and experience; and (2) a full teaching load. A full teaching load for an academic instructor is twelve (12) to thirteen (13) credit hours per term or the equivalent, as determined by the president of the institution. A full teaching load for a technical instructor is thirty (30) contact hours per week or the equivalent, as determined by the president of the institution.

Each faculty is given an employment contract based on JSCC Policy 5.6 Employment Contract. Faculty are compensated based on salary schedule provided by the Alabama Community College System. Each employee including faculty are provided a benefit package in accordance with the Alabama Community College system which includes holidays, insurance, leave with/without pay, teacher retirement system, and others (see Section 6 Benefit Policies and Procedures and Other Information).

The working conditions for FSE faculty are good. For example, the FSE Program Coordinator and faculty have direct access to the Dean, who has an open-door policy to programs under her supervision. The FSE Coordinator has a good working relationship with the FSE Program Advisory Committee, the Distance Education Department, the off-site instructional lab used for embalming, Enrollment Services staff, IT Department, and other departments on campus. This helps program faculty to address problems and concerns with greater ease and within a timely manner.

Jefferson State Community College Self-Study

Based on Fall 2017

Using one or more examples, demonstrate how leadership provides:

-Good communication processes inside the institution/program.
(narrative response is required; upload of example is optional)

Program Response:

Text input answer:

Communication flows freely among the President, Deans, associate deans, department chairs, program coordinators and directors, and the FSE Program. There is also excellent communication between the Program, Academic Services and Student Development. There is a very good line of communication between Financial Services and the Funeral Services Program. There is much cooperation and communication between the various departments on campus and the Funeral Services Program. For example, the FSE Program Coordinator has direct access to the Dean of Career and Technical Education and the Dean of Instruction. Appointments are not necessary to have a meeting with her immediate supervisor to discuss problems or concerns.

Using one or more examples, demonstrate how leadership provides:

-Good communication processes outside the institution/program.
(narrative response is required; upload of example is optional)

Program Response:

Text input answer:

The FSE Program Coordinator works closely with the FSE Program Advisory Committee which consists of funeral service professionals from across the state of Alabama. She has an open line of communication with the members and values the input and feedback provided by them. She communicates with the committee via email, telephone, and U.S. mail. An example of good communication is a conference call meeting that was held recently with the committee. Due to a change in the requirement to hold not one Program Advisory Committee meeting during the academic year but instead two meetings, the FSE Program Coordinator discussed with the Dean of Career and Technical Education ways to satisfy this requirement within a short time frame. Because of the excellent communication with committee members, she was able to schedule a conference call meeting with the members in a short time frame. She utilized the college's telephone system to implement the conference call meeting, submitted the meeting agenda and handouts as well as other correspondence via email to the members, prior to the meeting. Minutes were recorded and the program held a successful meeting.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe institutional policies regarding establishment, organization, funding, and management of distance learning programs that reflect ongoing commitment to such programs.

Program Response:

Text input answer:

JSCC is committed to providing high quality distance education courses and programs and support for distance education faculty and students. The Associate Dean of Distance Education provides administrative oversight and leadership in academic planning, program development and implementation. The Associate Dean of Distance Education works directly with instructional areas of the College to coordinate effective distance education course offerings. The Distance Education Program Committee is composed of faculty and staff from across disciplines representing diverse interests in distance education. This committee monitors the state of the college's distance education offerings. Development of distance education courses starts at the program or department level. The FSE Program Coordinator makes the request by completing the Course Proposal form. This form, once completed, must be approved by the dean or associate dean over that area, the Associate Dean of Distance Education and the dean of instruction. The Instructional Technology Specialist assists the program with the developmental process.

As noted in the College's Organizational Chart, the Associate Dean of Distance Education reports to the Dean of Instruction. Funding for distance education is obtained through the same procedures as other departments and programs. Funds to maintain existing licenses, develop new distance education courses, and purchase new hardware are requested by the Distance Education and the Information Technology Department during the budget planning process.

The FSE Program offered its first internet course in 1998. By 1999 additional FSE courses were developed that led to the offering of the distance learning component, which today has the largest enrollment as compared to the traditional program. The College is committed to continuing to offer distance learning courses. All programs at the College are assessed on a regular basis for viability regardless of the delivery mode. If it is determined that the program does not meet viability standards and requirements as determined by the Alabama Community College System and the Alabama Commission on Higher Education, the College will make the necessary adjustments in accordance with policy.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe how leadership provides a clear and integral relationship between those responsible for distance learning and the mainstream academic structure.
(narrative response is required if distance learning is offered; upload of example is optional)

Program Response:

Text input answer:

The Associate Dean of Distance Education reports directly to the Dean of Instruction. The Dean of Instruction is responsible for overseeing the instructional component of the College. Several Associate Deans along with the Dean of Career and Technical Education also helps to oversee and manage the instructional programs. The Distance Education Department is supervised by the Associate Dean and is responsible for working with programs and academic areas that offer courses and programs via distance education. The Associate Dean of Distance Education also has experience teaching using both the traditional and distance learning format as does the FSE Program Coordinator. The College follows the same procedures for administering distance education offering as traditional offerings. The mainstream academic structure and distance learning work together to ensure that both areas operate within College policy and meet SACSCOC and ACCS policies and procedures. The FSE program's distance learning and traditional offerings also follow the same procedures and the students receive the same credit and learning experience. Distance education courses follow the same course outlines as courses delivered in the traditional manner and are taught by qualified JSCC faculty. Students receive the same course credit for courses delivered as traditional versus distance learning.

Describe the academic qualifications of those responsible for curricular decisions, assessment, and program oversight for distance learning.

Program Response:

Text input answer:

The FSE Program ensures that it meets the requirements and standards as required by the College, ACCS, SACSCOC, and the ABFSE. The academic qualifications for those involved in teaching, assessing, and implementing distance learning courses are the same for traditional courses. JSCC has become one of the leaders in distance education courses among other sister colleges within the Alabama Community College System. The College provides support and training for faculty who develop and teach distance education courses. The distance education faculty members ensure that all FSE online courses meet the institution wide standards as well as the ABFSE standards. The FSE Program ensures that distance education and traditional course curriculum are equivalent to the curriculum from the ABFSE. Class policies, syllabi, course outlines and student course evaluations for distance education courses are reviewed each semester by appropriate administrators. The FSE Program maintains the reliability and integrity of the courses by continuous evaluation of courses and feedback from students and faculty. There are no proctored exams for any FSE exams. The courses are only outsourced by Blackboard Learn. Program faculty develop the distance learning course content, selects institutional resources for Blackboard Learn, and use Blackboard Learn to deliver online instruction.

2.3.2 provide management of resources in support of educational objectives

Jefferson State Community College Self-Study

Based on Fall 2017

Provide examples of fiscal management in support of educational objectives.
Include evidence of support for distance learning initiatives, if applicable.

Program Response:

Text input answer:

The College's Budgeting process is tied to program's objectives. Programs submit goals and objectives as part of their strategic plans. Included in the strategic plan is a budget that allows the programs to request funds needed to meet the goal/objective. For the FSE Program, the FSE Program Coordinator is responsible for managing the budget and reporting on progress made toward accomplishing each goal identified for a given year at the end of the year. The Associate Dean of Distance Education is responsible for managing the budget and reporting on goals progress for the Distance Education Department. Support for distance learning initiatives may be included in the Distance Education Department budget or the FSE Program budget, depending on what is needed.

As evidence of support for distance learning initiatives, a copy of invoices for Blackboard and Tegrity licenses are attached.

Files uploaded for this question:

DE - 2.3.2 - Blackboard Fall 2017 Upgrade and Renewal PO.pdf
DE 2.3.2 - Tegrity Lecture Capture Spring 2017 Renewal PO.pdf

2.3.3 define expectations and quality control requirements of all agencies providing off-campus instruction in the name of the institution

Is off-campus instruction included in the funeral service education program? Yes/No

Program Response:

Drop down list answer:

- no (if no, go to standard 2.3.4)
 yes (if yes, answer next question - 2)

Jefferson State Community College Self-Study

Based on Fall 2017

If "Yes", describe the nature of the instruction that occurs off-campus in the name of the institution.

Program Response:

Text input answer:

The FSE Program has an agreement with Johns Ridout's Funeral Parlor to conduct its embalming lab. A copy of the agreement with Johns Ridout's is included in Appendix - Affiliation Agreement. The FSE Program students are required to have an apprenticeship with a funeral home as part of the admissions requirements. These funeral homes are located in different areas depending on where the student selects. All students enrolled in FSE 228 sign an Internship Agreement and Statement of Purpose, Internship Agreement and other forms included in the FSE 228 Internship course packet. A sample copy of the Internship Agreement FSE 228 course packet is included in Appendix - Internship Agreement. All students Internship Agreements will be available at the site visit.

The FSE Program utilizes Johns Ridout's Funeral Parlor, located in downtown Birmingham at 2116 University Blvd., Birmingham, AL, to conduct its embalming lab. It is the central preparation facility for Service Corporation International's Birmingham cluster. The site cares for approximately 200 human remains each month. It is 3000 square feet and consists of two separate embalming rooms, one walk-in cooler, one large cosmetizing-dressing-casketing area and a large office-storage area. The facility is maintained according to strict OSHA and SCI regulations.

The FSE Program provide three part-time instructors who are licensed funeral directors and embalmers to instruct students during the embalming process. The embalming lab and instructors are evaluated by the students each semester.

Students are required to participate in and complete 20 embalmings during their last semester in the program. The College and the FSE Program has an agreement with this facility to allow our students to satisfy this requirement. The students are under the supervision of qualified FSE program faculty who are licensed funeral directors and embalmers at all times during the time they are at the facility. The FSE Program Coordinator and faculty are responsible for all classroom instruction and on-site clinical embalming.

The embalming clinical is held on a weekly basis and students must sign up for embalming laboratory. No more than five students can sign up for embalming laboratory per day. The students are required to submit a detailed Embalming Case Report, minimum standards for embalming competency and Practical Application Check Sheet. These forms are signed by the student and a faculty member and placed in the student's file. All forms and folders will be available at the site visit.

Files uploaded for this question:

[Sample of Internship Agreement FSE 228 - SS - 2017.pdf](#)
[Affiliation Agreements - NEW - SS - 2017.pdf](#)

Describe the expectations of all agencies providing off-campus instruction in the name of the institution.

Upload copies of applicable affiliation agreements.

Program Response:

Text input answer:

The FSE Program expects Johns Ridout's Funeral Parlor to provide a safe and secure environment that is conducive to learning to allow students to complete the required 20 embalmings.

The FSE Program expects the various funeral homes selected by the students and reviewed/approved by the FSE Program to provide a safe and secure environment that where students may use for funeral directing and embalming apprenticeship to be licensed with their respective state boards.

Jefferson State Community College Self-Study

Based on Fall 2017

2.3.4 establish an expeditious process allowing for communication flow both downward and upward within the organization in order for the administration to assess the achievements of its goals and the needs of its constituents

Describe the communication process in place to facilitate fulfillment of Standard 2.3.4 or describe the typical meeting schedules through which the funeral service program receives information and gives input, as well as other ways in which up/down information and requests are communicated.

Program Response:

Text input answer:

Communication within the college is open flow. The President meets with the College's administrative council which includes the Dean of Instruction, Dean of Career and Technical Education, Dean of Enrollment Services, Dean of Institutional Effectiveness, Associate Dean of Pell City Campus, Associate Dean of Clanton Campus, Chief Financial Officer, and the Chief Information Officer on a monthly basis. The Dean of Instruction holds meetings with the Instructional Administrative Council which includes the Associate Dean of Nursing, Associate Deans of Transfer/General Studies (2), Associate Dean of Clanton Campus, Associate Dean of Pell City Campus, Dean of Institutional Effectiveness, Associate Dean of Distance Education, and the Dean of Career and Technical Education. The Dean of Career and Technical Education meets primarily individually with each Program Coordinator/Director of each program under her supervision and sometimes as a group. Program Coordinators have open access to the Dean of Career and Technical Education who makes herself available as needed. The FSE Program Coordinator and faculty have a close relationship and have an open flow of communication. Information is provided via emails, telephone, face-to-face meetings, and group settings. The College holds campus-wide meetings at the beginning of the fall and/or spring semesters where the President and select others provide updates to faculty and staff.

If applicable, describe the communication process that applies to those involved with providing distance learning.

Program Response:

Text input answer:

The communication process for distance learning staff is the same as for others. The FSE Program faculty teaches both distance learning and traditional so there is no difference in the flow of communication.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe and document the manner in which instructional quality is assured when learning occurs in off campus locations.

Program Response:

Text input answer:

The FSE Program Coordinator and faculty is responsible for supervising the adjunct faculty teaching at the off-campus site used for embalming lab. The FSE adjunct faculty must meet the same qualifications as the FSE program full-time faculty, and must adhere to all requirements of the College, ACCS, SACSCOC, and the ABFSE. Course requirements and evaluations are provided by the FSE Program faculty and must meet the required standards. FSE Program faculty are evaluated by the students semesterly, and full-time faculty are evaluated annually by the appropriate administrator. Adjunct faculty conducts a self-evaluation. Student evaluations are reviewed by the FSE Program Coordinator and faculty and adjustments are made immediately, if necessary. The FSE Program off-campus embalming instructional site currently has a 1:5 clinical embalming case ratio. The Program heavily monitors students' progress and makes adjustments if necessary.

2.5 Multi-purpose

Is funeral service/mortuary science a department or program within a multi-purpose institution? Yes/No

Program Response:

Drop down list answer:

no (if no, go to Standard 2.6 and notify ABFSE office.)

yes (If yes, go to Standard 2.5.1)

2.5.1 A funeral service program within a multi-purpose institution must be administered by a director who has been delegated responsibility for the program. All other employees assigned to the program must report directly or indirectly, to this person.

Provide the name/position (title) of the director/individual who has been delegated responsibility for the program.

Upload a copy of the Job Description for this individual.

Program Response:

Text input answer:

Venus Riley Smith serves as the FSE Program Coordinator. She is a licensed Funeral Director and Embalmer in the state of Alabama. She holds a Bachelors of Science Degree from Virginia State University, a Masters of Education Degree from the University of Montevallo and a Funeral Service Education Degree from Jefferson State Community College.

Files uploaded for this question:

Job Description Program Coordinator - 2017.pdf

Jefferson State Community College Self-Study

Based on Fall 2017

Does the organizational chart provided in response to Standard 2.1 thoroughly describe the flow of authority for the accredited program? Yes/No

Program Response:

Drop down list answer:

yes

no (if no, answer next question - 3)

List the names/titles of other employees who report directly or indirectly, to the person delegated authority for the program (only if the flow of authority is NOT thoroughly demonstrated via the organizational chart).

Program Response:

Text input answer:

The JSCC organizational chart provides a complete description of the flow of authority for the FSE Program. The FSE Program Coordinator supervises the FSE Program full-time and part-time faculty and reports to the Dean of Career and Technical Education who reports to the Interim President.

Jzyk Ennis, full-time FSE Program faculty reports directly to the FSE Program Coordinator. Part-time FSE Program faculty reports directly to the FSE Program Coordinator.

Files uploaded for this question:

DeanCTEOrg.pdf

2.5.2 This officer may also be a member of the teaching faculty, as long as the teaching load is reduced commensurate with administrative duties.

Director/individual delegated the responsibility for the program is a member of the teaching faculty? Yes/No

Program Response:

Drop down list answer:

yes (if yes, answer next question - 2)

no (if no, go to Standard 2.6)

Jefferson State Community College Self-Study

Based on Fall 2017

If "Yes", describe release time or how the teaching load is reduced to comply with Standard 2.5.2.

Program Response:

Text input answer:

The full-time FSE Program Coordinator is given one class release time to perform the administrative functions of the FSE program in accordance with College policy.

Jefferson State Community College Policy 5.13 Policy on Granting Release Time

Faculty
and Staff Handbook Effective
Fall, 2002

Revised

5.13 POLICY ON GRANTING RELEASE TIME

Release time for department chairs will be one (1) class per term.

A program/clinical coordinator of an applied science program will be granted one class release time per term.

Copy of policy will be available at site visit

Other requests for release time must be submitted in writing by the faculty member and have written approval of the department chair and the dean of instruction. Justification for the release time must be submitted along with the request for release time. The Alabama Community College System Policy 608.01 and guidelines for this policy will be considered in determining such release time. Release time is not guaranteed and will be awarded on a semester-to-semester basis.

2.6 Program Administrator credentials

Jefferson State Community College Self-Study

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2.6.1 The program administrator for a program in a multi-purpose institution or the institutional chief administrative officer for a single purpose institution must possess an academic background consistent with the position of leadership held. For those hired after May 1979, this will always involve at least the master's degree, within five years of the date of the initial full-time appointment in funeral service education, from a regionally accredited college or university.

Describe how the academic background of the program director/chief administrative officer is consistent with the position held.

Upload a copy of the above individual's academic transcripts.
(note: The visiting team will verify that original transcripts are on file at the institution.)

Program Response:

Text input answer:

Venus Riley Smith serves as the FSE Program Coordinator. She is a licensed Funeral Director and Embalmer in the state of Alabama. She holds a Bachelors of Science Degree from Virginia State University, a Masters of Education Degree from the University of Montevallo and a Funeral Service Education Degree from Jefferson State Community College. She has several years of experience working in funeral service.

Files uploaded for this question:

[Venus - 2017 - Transcripts - Personnel Folder.pdf](#)

Does the program administrator/director possess at least a Master's degree from a regionally accredited institution? Yes/No

Program Response:

Drop down list answer:

no

yes (if yes, go to Standard 2.6.2)

If no, outline the plan to complete the Master's degree requirement.

Program Response:

Text input answer:

2.6.2 For program administrators earning degrees in colleges or universities outside the United States, the institution awarding the degree must have fulfilled governmental standards which in the judgment of AACRAO are acceptable or similar to those of the ABFSE.

Jefferson State Community College Self-Study

Based on Fall 2017

Did the program administrator earn a degree from a college or university outside the United States? Yes/No

Program Response:

Drop down list answer:

yes (if yes, answer next question - 2)

no (if no, go to Standard 2.7)

Provide evidence that the foreign transcripts have been verified to meet the standards of AACRAO and are similar to those of ABFSE.

Program Response:

Text input answer:

N/A

2.7 Within program policies, provisions must be made for consideration of student views and judgments in those matters in which students have direct and reasonable interest.

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Describe the mechanisms through which students can express their views in those matters of direct interest to them.

Upload documents, or excerpts from relevant documents, to support this response.

Program Response:

Text input answer:

The JSCC Catalog and Student Handbook outlines the channels of communication and due process for students such as the Academic Honesty Code, Exclusion from Class, Code of Student Conduct, College Policies Complaints/Appeals Procedures, Freedom of Expression, College Copyright Policy. "Academic, student, administrative, and compliance issues are examined through established channels of communication. Based upon the nature of a comment or complaint, the student should select and follow the appropriate channel of communication as listed below and in the JSCC 2017-2018 Catalog and Handbook, page 258

1. Academic Issues

A Instructor

B Department Chairperson

C. Dean/Associate Dean

D. Dean of Instruction

E. President

2. Student Issues

A. Dean of Enrollment Services

B. Dean

C. President

3. Administrative Issues

A. Administrative Supervisor

B. Dean

C. President

4 Compliance Issues

A. Compliance Officer

B. President

C. Chancellor, The Alabama Community College System (Title IX complaints only)"

Files uploaded for this question:

Catalog - Page 258.pdf

2.8 In order to provide additional guidance to non-regionally accredited institutions for which the ABFSE acts as "gatekeeper" and to clarify the documents that representatives of the Committee on Accreditation (COA) conducting accreditation-related visits (both regularly scheduled and unannounced) are expected to review, the COA hereby advises all involved of the following expectations:

Jefferson State Community College Self-Study

Based on Fall 2017

Is your institution regionally accredited?

Yes/No

Program Response:

Drop down list answer:

- yes (if yes, go to Standard 2.8.1)
 no (if no, answer next question)

As a non-regionally accredited institution, is ABFSE 'gatekeeper' for Title IV compliance?

Yes/No

Program Response:

2.8.1 The institution is expected to provide or have available on campus for review a complete list of members of the Board of Trustees as well as a list of members of the Advisory Committee.

Upload a list of the members of the Board of Trustees.

Program Response:

Files uploaded for this question:

Board of Trustees - ACCS - SS - 2017.pdf

Upload a list of the Advisory Committee members.

Program Response:

Files uploaded for this question:

Funeral Service Education Advisory Committee - 2017.pdf
 Advisory Board Members - Catalog - SS - 2017.pdf

2.8.2 The institution is expected to provide or have available on campus for review copies of agendas and minutes of Board of Trustees meetings for the two-year period immediately preceding the visit and have available on campus agendas and minutes for prior years.

To facilitate best use of site visit time, upload copies of agendas and minutes of Board of Trustees meetings for the two-year period immediately preceding the visit or account for their absence.

Program Response:

Text input answer:

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Based on Fall 2017

Copies of Board of Trustees Agenda and Minutes - (2016 - 2017)

Files uploaded for this question:

[Agenda_09-14-16.pdf](#)
[Agenda_05-11-16.pdf](#)
[Agenda_06-07-17.pdf](#)
[Agenda_07-12-17.pdf](#)
[Agenda_07-13-16.pdf](#)
[Agenda_08-09-17.pdf](#)
[Agenda_06-08-16.pdf](#)
[Agenda_09-06-17 Preliminary.pdf](#)
[Agenda_08-10-16.pdf](#)
[Agenda_11-08-17\(Final\).pdf](#)
[Agenda_11-09-16.pdf](#)
[Agenda_12-13-17.pdf](#)
[Agenda_12-14-16.pdf](#)
[Agenda_10-12-16\(2\).pdf](#)
[Agenda_01-11-17.pdf](#)
[Agenda_01-12-16.pdf](#)
[Agenda - October 2017.pdf](#)
[Agenda_02-10-16.pdf](#)
[Agenda_02-08-17.pdf](#)
[Agenda_03-15-17.pdf](#)
[Agenda_04-12-17.pdf](#)
[Agenda_03-08-16.pdf](#)
[Agenda_05-10-17.pdf](#)
[Agenda_04-13-16.pdf](#)
[Minutes_02-08-17.pdf](#)
[Minutes_01-11-2017.pdf](#)
[Minutes_04-12-17.pdf](#)
[Minutes_06-07-17.pdf](#)
[Minutes_12-13-17.pdf](#)
[Minutes_August 2016.pdf](#)
[Minutes_December 2016.pdf](#)
[Minutes_Feb 2016.pdf](#)
[Minutes_03-15-17.pdf](#)
[Minutes_June 2016.pdf](#)
[Minutes_July 2016.pdf](#)
[Minutes_May 2016.pdf](#)
[Minutes_November 2016.pdf](#)
[Minutes_March 2016.pdf](#)
[Minutes_Sept 2016.pdf](#)
[Minutes - 2017.pdf](#)
[Minutes_October 2016.pdf](#)
[Minutes - August 2017.pdf](#)
[Minutes - December 2017.pdf](#)
[Minutes - November 2017.pdf](#)
[Minutes - September 2017.pdf](#)
[Minutes - January 2016.pdf](#)
[Minutes April 2016.pdf](#)
[Minutes May 2017.pdf](#)
[Agenda - April 2017.url](#)
[Agenda - August 2016.url](#)
[Agenda - August 2017.url](#)
[Agenda - December 2016.url](#)
[Agenda - December 2017.url](#)
[Agenda - February 2017.url](#)
[Agenda - January 2016.url](#)
[Agenda - July 2016.url](#)
[Agenda - July 2017.url](#)
[Agenda - June 2016.url](#)
[Agenda - June 2017.url](#)
[Agenda - March 2016.url](#)
[Agenda - March 2017.url](#)
[Agenda - May 2016.url](#)
[Agenda - May 2017.url](#)
[Agenda - April 2016.url](#)
[Agenda - November 2017.url](#)
[Agenda - October 2016.url](#)
[Agenda - October 2017.url](#)
[Agenda - September 2016.url](#)
[Agenda - September 2017.url](#)

Jefferson State Community College Self-Study

Based on Fall 2017

[Minures - April 2016.url](#)
[Agenda - November 2016.url](#)
[Minures - August 2016.url](#)
[Minures - August 2017.url](#)
[Minures - December 2016.url](#)
[Minures - December 2017.url](#)
[Minures - February 2016.url](#)
[Minures - February 2017.url](#)
[Minures - January 2016.url](#)
[Minures - January 2017.url](#)
[Minures - July 2016.url](#)
[Minures - July 2017.url](#)
[Minures - June 2016.url](#)
[Minures - April 2017.url](#)
[Minures - March 2017.url](#)
[Minures - May 2016.url](#)
[Minures - May 2017.url](#)
[Minures - November 2016.url](#)
[Minures - November 2017.url](#)
[Minures - October 2016.url](#)
[Minures - October 2017.url](#)
[Minures - September 2016.url](#)
[Minures - September 2017.url](#)
[Minures - March 2016.url](#)

2.8.4 The institution is expected to provide or have available on campus for review copies of all contracts, including management contracts.

Does the institution sub-contract for delivery of any part of the academic program including distance learning?
(See Appendix C of the ABFSE Accreditation and Policy manual for additional guidance.)

Program Response:

Drop down list answer:

- yes (if yes, answer next question - 2)
 no (go to Standard 3)

Describe the nature of applicable contracts.

Program Response:

Text input answer:

N/A

To facilitate best use of site visit time, upload copies of contracts or indicate where they will be available on campus.
The site visit team will review the contracts.

Program Response:

Text input answer:

N/A

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STANDARD 3: AIMS AND OBJECTIVES

Instructions for this section:

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 3.4 and then return to this section to submit an optional summary, if appropriate.

AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

3.1 Each program in funeral service education must have as its central aim recognition of the importance of funeral service personnel as:

Are the 'Aims' as described in Standard 3.1 (3.1.1 - 3.1.5) utilized verbatim by the Program? Yes/No
(note: published Aims and Objectives will be uploaded for Standard 3.3)

Program Response:

Drop down list answer:

- no (if no, go to next question - 2)
 yes (if yes, go to Standard 3.2)

If the answer to the previous question was "No", explain how the aims and objectives adopted by the program cover all of the points in Standards 3.1.1-3.1.5 (Skip if the answer was "Yes".)

Program Response:

Text input answer:

N/A

3.1.1 members of a human services profession

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If the answer to Standard 3.1 was 'No', describe how the program incorporates "recognition of the importance of funeral service personnel as members of a human services profession" into its aims.

Program Response:

Text input answer:

n/a

3.1.2 members of the community in which they serve

If the answer to Standard 3.1 was 'No', describe how the program incorporates "recognition of the importance of funeral service personnel as members of the community in which they serve" into its aims.

Program Response:

Text input answer:

n/a

3.1.3 participants in the relationship between bereaved families and those engaged in the funeral service profession

If the answer to Standard 3.1 was 'No', describe how the program incorporates "recognition of the importance of funeral service personnel as participants in the relationship between bereaved families and those engaged in the funeral service profession" into its aims.

Program Response:

Text input answer:

n/a

3.1.4 professionals knowledgeable of and compliant with federal, state, provincial/territorial, and local regulatory guidelines in the geographic area where they practice

If the answer to Standard 3.1 was 'No', describe how the program incorporates "recognition of the importance of funeral service personnel as professionals knowledgeable of and compliant with federal, state, provincial/territorial, and local regulatory guidelines in the geographic area where they practice" into its aims.

Program Response:

Text input answer:

n/a

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3.1.5 professionals sensitive to the responsibility for public health, safety, and welfare in caring for human remains

If the answer to Standard 3.1 was 'No', describe how the program incorporates "recognition of the importance of funeral service personnel as professionals sensitive to the responsibility for public health, safety, and welfare in caring for human remains" into its aims.

Program Response:

Text input answer:

n/a

3.2 Each program must have at least the following objectives:

Are the 'objectives' as described in Standard 3.2 (3.2.1-3.2.6) utilized verbatim by the Program? Yes/No

Program Response:

Text input answer:

Drop down list answer:

yes (if yes, go to Standard 3.2.6)

no (if no, go to next question - 2)

If the answer to the previous question was "No", explain how the objectives adopted by the program cover all of the elements of Standards 3.2.1-3.2.6 (Skip if the answer was "Yes".)

Program Response:

Text input answer:

3.2.1 to enlarge the background and knowledge of students about the funeral service profession

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If the answer to Standard 3.2 was 'No', describe how the program incorporates "to enlarge the background and knowledge of students about the funeral service profession" into its objectives.

Program Response:

Text input answer:

n/a

3.2.2 to educate students in every phase of funeral service and to help enable them to develop proficiency and skills necessary for the profession, as defined in the Preamble at the beginning of this chapter

If the answer to Standard 3.2 was 'No', describe how the program incorporates "to educate students in every phase of funeral service and to help enable them to develop proficiency and skills necessary for the profession" into its objectives.

Program Response:

Text input answer:

n/a

3.2.3 to educate students concerning the responsibilities of the funeral service profession to the community at large

If the answer to Standard 3.2 was 'No', describe how the program incorporates "to educate students concerning the responsibilities of the funeral service profession to the community at large" into its objectives.

Program Response:

Text input answer:

n/a

3.2.4 to emphasize high standards of ethical conduct

If the answer to Standard 3.2 was 'No', describe how the program incorporates "to emphasize high standards of ethical conduct" into its objectives.

Program Response:

Text input answer:

n/a

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3.2.5 to provide a curriculum at the post- secondary level of instruction

If the answer to Standard 3.2 was 'No', describe how the program ensures that the objective "to provide a curriculum at the post- secondary level of instruction" is achieved.

Program Response:

Text input answer:

n/a

3.2.6 to encourage student and faculty research in the field of funeral service

Upload a list of program courses in which students have assignments requiring research.

Program Response:

Text input answer:

See attached two research projects for students in FSE 223 - Funeral Service Social Science and FSE 206 - Principles of Mortuary Science

Files uploaded for this question:

[FSE 223 Tentative Class Schedule-2017doc.pdf](#)
[FSE 206 - Syllabus - 2018.docx](#)

Briefly explain how faculty are encouraged to do research.

Program Response:

Text input answer:

N/A - Faculty is not required to do research (two year institution)

If the answer to Standard 3.2 was 'No', describe how the program ensures that the objective "to encourage student and faculty research in the field of funeral service" is achieved.

Program Response:

Text input answer:

n/a

3.3 The aims and objectives of the program must be in the published documents – other than brief informational/marketing materials – relating to the funeral service program

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List the documents where the program aims and objectives are published.

Program Response:

Text input answer:

The Aims and Objectives are listed in the JSCC college catalog, FSE Program's Website and FSE Brochures.

Upload a copy of each document on the list.

Program Response:

Files uploaded for this question:

Funeral Service Education Brochure - January 2017.pdf
 App 1.2 - Catalog - Career Program - SS - 2017.pdf
 Aim and Objective - FSE Website - SS - 2017.pdf

3.4 The program must assess the achievement of its Aims and Objectives (see also Standard 11).

How often does the program assess the fulfillment of its aims and objectives? (Note: Assessment of program Aims and Objectives will be addressed in Standard 11)

Program Response:

Text input answer:

Drop down list answer:

- annually
 every 3 years
 every 2 years
 other (explain. Use textbox)

Describe the role of distance learning in fulfilling the stated aims and objectives.

Program Response:

Text input answer:

Aims and Objectives are fulfilled in the same manner for traditional and distance education courses.

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Provide evidence that distance learning offerings are consistent with the role and mission of the institution, including goals regarding student success.

Program Response:

Text input answer:

Within the Statement of Philosophy and Purpose found in the college catalog and on the website for the Distance Education within the mission statement for DE course, shows evidence that the college is committed to offerings courses that are consistent with the role and mission of JSCC regarding student success.

Files uploaded for this question:

Statement of Philosophy and Purpose - 2017 - 2018 - JSCC Catalog .pdf
Mission Statement - DE _ Jefferson State Community College.pdf

STANDARD 4: ADMINISTRATIVE PRACTICES AND ETHICAL STANDARDS

Instructions for this section:

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 4.6.5 and then return to this section to submit an optional summary, if appropriate.

AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

4.1 Each institution/program must conduct its business and academic activities in an ethical manner. In this regard, each institution program must

Jefferson State Community College Self-Study

Based on Fall 2017

4.1.1 publish and adhere to a personnel policy assuring equal employment opportunity for all qualified persons; maintain admissions, financial aid, and education services policies for students assuring equal consideration without regard to race, color, sex, national origin, age, disability, marital status, or veterans status; and

Upload the relevant section(s) of an employee handbook and/or other document(s) that address equal employment.
Comments are optional.

Program Response:

Text input answer:

Jefferson State Community College's official publications that contain personnel policies, including equal opportunity, due process and grievance procedures for faculty and students and disciplinary policies are maintained by JSCC's Human Resources division of the college as well as faculty and student handbooks. These items are maintained on the college's website and campus portal for faculty.

The Program Coordinator has an open-door policy with the Dean for individual meeting regarding any concerns or questions regarding policies and procedures of the college and programs.

Files uploaded for this question:

[Faculty Handbook - Statement of Equal Opportunity - 2017.pdf](#)

Upload the relevant section(s) of a student handbook, college catalog or other documents that address the student equality issues of this standard.
Comments are optional.

If applicable, describe how education services policies for students are applied to distance learning.

Program Response:

Text input answer:

JSCC follows the policy set forth by the Alabama Community College System for Distance Education courses.

Files uploaded for this question:

[App 1.2 -DE - Distance Education - Alabama Community College System.pdf](#)
[Statement of Equal Opportunity - 2017 - 2018 - JSCC Catalog .pdf](#)
[601.01 Equal Employment Opportunity.pdf](#)

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Upload the relevant section(s) of the college catalog or other documents that address financial aid.

(note: admissions will be addressed in Standard 10)

Comments are optional.

If applicable, describe how financial aid policies are applied to distance learning.

Program Response:

Text input answer:

Files uploaded for this question:

Financial Aid _ Jefferson State Community College.pdf
FA Statement - 2017 - 2018 - JSCC Catalog .pdf

4.1.2 insure that publications and advertising accurately portray the realities of the program/institution. The catalog of each institution must give as much information as possible to include entire curriculum and program of study containing at least the following:

- 4.1.2.a course names and identification numbers;
- 4.1.2.b summary descriptions and credit hours;
- 4.1.2.c requirements for admission; (provide response in Standard 10)
- 4.1.2.d requirements and processes for withdrawal and graduation;
(provide response in Standard 10)
- 4.1.2.e academic calendars;
- 4.1.2.f grading policies; and
- 4.1.2.g financial policies for tuition, fees, and refunds.

4.1.2.a Upload the relevant portions of the college catalog and/or web pages to demonstrate publication of course names and numbers.
(text response is optional)

Program Response:

Text input answer:

FSE Program's Course Descriptions are on pages 35 - 37

Files uploaded for this question:

JSCC Course Descriptions - SS - 2017.pdf
FSE - Course Descriptions College Catalog - SS - 2017.pdf
FSE - Course Descriptions FSE Website - SS - 2017.pdf

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4.1.2.b If not included in the documentation for 4.1.2.a, upload the relevant portions of the college catalog and/or web pages that contain course descriptions. (note: courses receive detailed evaluation in Standard 6)

If applicable, describe the manner in which the distance learning courses (and/or program) are identified.

Program Response:

Text input answer:

Documentation of Course Descriptions are listed in 4.1.2.a, and attached.

Distance Education Distance Learning courses are identified in the Class Schedule on the JSCC website. See Attached.

Files uploaded for this question:

JSCC Course Descriptions - SS - 2017.pdf
Class Schedules _ Jefferson State Community College.pdf

4.1.2.c Upload the relevant portions of the college catalog and/or web pages that address institutional admission.

If there are additional admission criteria for the funeral service program, describe and upload the relevant portions of the college catalog and/or other documentation that address program admission.

Program Response:

Text input answer:

The FSE Program requirements are listed on the FSE Brochure, Webpage and College Catalog.

Files uploaded for this question:

Funeral Service Education Brochure - January 2017.pdf
Admission Website - JSCC - SS - 2017.pdf
Advising _ Jefferson State Community College.pdf
Catalog - Career Program - SS - 2017.pdf
Admission Requirements _ Jefferson State Community College.pdf

4.1.2.d Upload the relevant portions of the college catalog and/or other documentation to demonstrate that withdrawal policies and procedures and graduation requirements and procedures are published. (text response is optional)

Program Response:

Text input answer:

Files uploaded for this question:

Withdrawal Process - SS - 2017.pdf

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4.1.2.e Upload the academic calendar for two years.

Program Response:

Files uploaded for this question:

[Academic Calendar 2015-2016.pdf](#)
[Academic Calendar 2016-17 _ SS - 2017.pdf](#)
[Academic Calendar 2017-18 _ SS - 2017.pdf](#)
[Academic Calendar JSCCCatalog1516.pdf](#)

4.1.2.f Does the institution use a standard grading policy Yes/No

If "Yes", upload the document and/or web page where the policies are published.

Program Response:

Text input answer:

Drop down list answer:

Yes

No

Files uploaded for this question:

[Grading Policy - SS - 2017.pdf](#)

4.1.2.g List the documents or publications where financial policies for tuition, fees, and refund information are found.

Upload the documents and/or web page where the relevant financial policies are found.

Program Response:

Text input answer:

The policies for tuition, fees and refund are attached and can be found on the JSCC's website and catalog.

Files uploaded for this question:

[Tuition & Fees _Website.pdf](#)
[Tuition & Fees _Jefferson State Community College.pdf](#)

Describe the manner in which distance learning options are communicated.

Program Response:

Text input answer:

The College communicates the access to the distance education options by JSCC's Website and by academic advising office.

Jefferson State Community College Self-Study

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4.2 All practices and procedures must apply equally to all students.

Evidence that policies and practices apply equally to all students should be provided in the response to standard 4.1.1.

If that is true, reply with, "see 4.1.1", and go to standard 4.3

If that is not the case, explain and upload the policy statement. (Do not duplicate your response to 4.1.1)

Program Response:

Text input answer:

See 4.1.1

4.3 Any reference by a program to accreditation in catalogs, bulletins, or other official publications and communication or other media must read as follows The (name of the accredited program) at (name of sponsoring institution) is accredited by the American Board of Funeral Service Education (ABFSE) 992 Mantua Pike, Suite 108, Woodbury Heights, NJ 08097 (816) 233-3747. Web: www.abfse.org NOTE: The reference to accreditation must name the specific program accredited by the ABFSE. (This requirement is particularly important in those institutions offering other areas of instruction which are not accredited, or eligible for accreditation, by the ABFSE.)

LIST the documents or locations where the accreditation statement appears.

Upload copies (of the above documents) and provide the URL for access to the documents.

Include comments, if necessary?

Program Response:

Text input answer:

Accreditation Statements appears on the FSE Program's website and JSCC College Catalog.

(Updated statement in the front of catalog will be changed by site visit, however, it is listed correctly in the Career Program section of catalog)

Files uploaded for this question:

Catalog - Career Program - SS - 2017.pdf
Accreditation Statement - FSE Program - Website.pdf

4.4 ABFSE accredited institutions or programs which choose to offer, in addition to one or more accredited programs, unaccreditable programs must comply with the following procedures:

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Based on Fall 2017

Is an unaccredited program(s) in funeral service/mortuary science offered by your institution. Yes/No

Program Response:

Drop down list answer:

no (if no, go to Standard 4.5)

yes (if yes, proceed to next question - 2)

If yes, describe the unaccredited program(s) offered by the institution and go to 4.4.1.

Program Response:

Text input answer:

The FSE Program offers two certificates in Funeral Service Education:

Short Term Certificate - Funeral Service Education - 27 Hours

Advanced Certificate - Funeral Service Education - 36 Hours

Files uploaded for this question:

Catalog - Career Program - SS - 2017.pdf
 Admission Requirements _ Jefferson State Community College.pdf
 Funeral Service Education Brochure - January 2017.pdf

4.4.1 publications describing the unaccreditable program must contain the following information: “This academic program is designed to meet specific state or professional needs. It is not accredited by the American Board of Funeral Service Education. Students graduating from this program are not eligible to take the National Board Examination or any state board examination for which graduation from an ABFSE accredited program is required.”

If "Yes", an unaccredited program(s) is offered by the institution, upload documents to demonstrate that the required statement in 4.4.1 is provided.

(if answer to 4.4 is 'no', respond n/a and go to Standard 4.5.)

Narrative response is optional.

Program Response:

Text input answer:

Files uploaded for this question:

Funeral Service Education Brochure - January 2017.pdf
 Degrees and Certificates Policy - SS - 2017.pdf
 Degrees and Certificates Policy - SS- 2017 - Part I.pdf
 Admission Requirements _ Jefferson State Community College.pdf
 Catalog - Career Program - SS - 2017.pdf

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4.4.2 In addition, the academic transcript for graduates of unaccreditable programs must carry the statement: “This academic program is designed to meet specific state or professional needs. It is not accredited by the American Board of Funeral Service Education. Students graduating from this program are not eligible to take the National Board Examination or any state board examination for which graduation from an ABFSE accredited program is required.”

Upload a sample transcript of a graduate from an unaccredited/unaccreditable program to demonstrate compliance with Standard 4.4.2.
Narrative response is optional.
(If no unaccredited program is offered, respond with 'n/a')

Program Response:

Text input answer:

See attached

Files uploaded for this question:

NON DEGREE Sample of Transcript - SS - 2017.pdf

4.5 Written policies must exist which ensure due process for students, faculty, and staff, including grievance procedures, clearly defined disciplinary policies, and sexual harassment policies.

Upload documents (or excerpts) which include the policies that address due process for students, faculty and staff.
Narrative response is optional.

Program Response:

Text input answer:

See attached.

Files uploaded for this question:

Employee - CollegeHandbook_Complaint-Resolution-Procedures.pdf

Employee - CollegeHandbook_Harassment-Policy.pdf

4.6 Honesty and integrity are required of all accredited programs and each program will conduct itself in an ethical manner. Violations of ethics include, but are not limited to:

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Describe institutional policies addressing honesty and integrity as outlined in Standards 4.6.1 - 4.6.5.

Upload copies of applicable documents where these policies/procedures are found.

Program Response:

Text input answer:

JSCC students are encouraged to act with integrity in the performance of their academic work. The FSE Program follows the policy set forth by the college regarding students violating the JSCC's Academic Honesty Code.

Files uploaded for this question:

Academic Honesty Code.pdf

4.6.1 Providing false, misleading, or distorted information directly or by omission to the ABFSE or COA;

4.6.2 Engaging in illegal conduct;

4.6.3 Presenting false information to students, faculty, or the public;

4.6.4 Engaging in intentional conduct that is coercive to students or prejudicial to student learning or outcomes

4.6.5 Any other conduct that is generally regarded as unethical in higher education, accreditation of educational programs and institutions, or funeral service.

4.7 See also Standard 5.1 and Standards 2.8 and 12.2 (if applicable) for additional topics subject to Administrative Practices and Ethical Standards.

STANDARD 5: FINANCE

Instructions for this section:

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 5.4 and then return to this section to submit an optional summary, if appropriate.

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AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

5.1 The institution/program must have financial resources which are adequate to provide instruction and facilities in compliance with this manual and to ensure graduation of each class accepted.

Describe the manner in which the institution/program ensures adequacy of financial resources.

Program Response:

Text input answer:

Over the past five years the college has demonstrated an increase to the financial investment to the Funeral Service Education department. The table below shows actual expenditures for Funeral Service Education for the past five years:

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Fiscal Year	Salaries/ Benefits	Other	Total
2012-13	\$ 222,575	\$ 6,244	\$ 228,819
2013-14	\$ 226,385	\$ 20,585	\$ 246,970
2014-15	\$ 225,001	\$ 17,794	\$ 242,795
2015-16	\$ 260,331	\$ 19,703	\$ 280,034
2016-17	\$ 276,251	\$ 29,600	\$ 305,851

Also during the same five-year period, the college's bond principal debt decreased from \$49,890,000 to 27,779,327. This debt was used for the construction of instructional buildings. The decrease in the colleges bond debt illustrates a strengthening in the financial position of the college. The college has experienced operating surpluses since 2010. The college expects to be able to financially meet the changing needs for the educational programs at the college.

Files uploaded for this question:

[Jefferson State's 2016-2017 Audit.pdf](#)

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Upload copies of the funeral service program's budget for the past three years.

(Comments are optional)

Program Response:

Text input answer:

Also included copies of the FSE Program's Strategic Plan (Budget)

Files uploaded for this question:

Strategic Plan Funeral Service 2015-2017 - Revised - SS - 2017.pdf

Strategic Plan Funeral Service 2016-2018 - SS - 2017.pdf

Strategic Plan Funeral Service 2017-2019 - SS - 2017.pdf

If the program offers distance learning, upload copies of budgets that demonstrate adequate support of distance learning.

(Comments are optional)

Program Response:

Text input answer:

Same as traditional

5.2 The learning resources budget shall be adequate for proper support of the curriculum.

Describe how the budget provides adequate funding of learning resources for proper support of the curriculum.

(Note: Basic evaluation of learning resources is addressed in Standard 9)

File upload is optional.

Program Response:

Text input answer:

The Funeral Service Education budget is currently adequate for program needs. The college maintains a contingency to address unanticipated expenditures. Financial Services works closely with each department on financial requests to closely monitor available funds.

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Describe budget considerations given to updating technology for distance learning, if applicable.

Program Response:

Text input answer:

As part of the college's institutional effectiveness process, each program and department is required to prepare a strategic plan which includes a budget. Technology upgrade requests are included in the respective program's budget request. The college's Information Technology Department oversees the college's technology infrastructure designed and deployed to provide reliable delivery of the technical services needed to deliver an effective distance education program. See Appendix

Files uploaded for this question:

Strategic Plan Funeral Service 2015-2017 - Revised - SS - 2017.pdf
 Strategic Plan Funeral Service 2017-2019 - SS - 2017.pdf
 Strategic Plan Funeral Service 2016-2018 - SS - 2017.pdf
 Jefferson State's 2016-2017 Audit.pdf

5.3 Acceptable accounting practices must be employed and the most current audited financial statements must be provided. For departmental programs in comprehensive institutions which are regionally accredited, institutional compliance will be assumed. In such cases, departmental budgets must reflect adequate financial support of the funeral service department. Budget development for the department must be in evidence.

Upload the most current audited financial statements (preferred). If the institution views this information as confidential, it may be made available to the Team Chair during the site visit. If so, specify in your response.

Program Response:

Text input answer:

Jefferson State is audited by the Alabama Department of Examiners of Public Accounts. Included are the audited financial statements for the 2016-2017 year. The college has a system of internal control to ensure that each expenditure is classified under the proper function of the college. These controls also ensure that the college's resources are utilized efficiently to provide the best service to the students that are served by the college. The college prides itself on a long record of good audits.

Files uploaded for this question:

Jefferson State's 2016-2017 Audit.pdf

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Describe the budget process as it moves from the institutional level to the funeral service/mortuary science program.

Program Response:

Text input answer:

Every two years, each program's director/program coordinator is asked to develop a "Unit Strategic Plan." These plans incorporate and reflect the operation of that unit. Each unit's budget needs to reflect the fiscal implications associated with the unit's identified goals and objectives. These Strategic Plans include the staffing, equipment, and other resources needed to accomplish the unit's goals and objectives. Once the Plans are completed, they are reviewed by the Dean level administrator over that department. Each year, the executive budget committee meets to review all budget needs over the base amount. The base consists of the current employee amount along with the previous year's actual supplies and support costs. The executive budget committee is made up of the president and all the Dean level administration.

Once the executive budget committee has agreed on any additions to each program, the additions are sent to Financial Services and incorporated into the institutional budget. In the institutional budget, the revenues are compared to the total expenses to ensure they are balanced. In the case of a deficit, the executive budget committee would reconvene to address any shortages. Since 2010, the college has not experienced any shortages to address.

Financial Services completes the budget and recommends the annual institutional budget to the president for approval. The budget is forwarded to the Chancellor of the Alabama College System for review and final approval of the Alabama Community College System Board of Trustees.

Files uploaded for this question:

[Strategic Plan Funeral Service 2015-2017 - Revised - SS - 2017.pdf](#)

[Strategic Plan Funeral Service 2017-2019 - SS - 2017.pdf](#)

[Strategic Plan Funeral Service 2016-2018 - SS - 2017.pdf](#)

Describe the program input into the budget process.

Include an answer to this question in the response: Are the program director and/or funeral service faculty included in the budget process? Explain the level of involvement.

Program Response:

Text input answer:

Every two years, each program's director/program coordinator is asked to develop a "Unit Strategic Plan." These plans incorporate and reflect the operation of that unit. Each unit's budget needs to reflect the fiscal implications associated with the unit's identified goals and objectives. These Strategic Plans include the staffing, equipment, and other resources needed to accomplish the unit's goals and objectives. Once the Plans are completed, they are reviewed by the Dean level administrator over that department and submitted to the budget committee for review and approval, as applicable. The FSE program coordinator consults with program faculty, both part-time and full-time, to obtain their input to the budgeting process for the FSE program.

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are employed? Yes/No

Do the most current audited financial statements verify that generally acceptable accounting practices (GAAP)

Program Response:

Drop down list answer:

no (if no, explain)

yes

If no, to GAAP question, explain.

Program Response:

Text input answer:

5.4 The financial accounting system for institutions must not be combined with financial affairs of any other organizations.

Yes/No

Is this institution's financial accounting system combined with the affairs of any other entity or organization?

Program Response:

Drop down list answer:

No (if no, go to Standard 6)

yes (if yes, answer next question - 2)

If financial accounting systems are combined, describe plans to come into compliance with Standard 5.4.

Program Response:

Text input answer:

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STANDARD 6: CURRICULUM

Instructions for this section:

The Program and Institution Data Form provided at the start of the Self Study includes a Curriculum Overview. Catalog pages and/or other program materials should match the info provided in the Curriculum Overview.

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 6.13 and then return to this section to submit an optional summary, if appropriate.

AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

6.1 The ABFSE recognizes the Associate Degree, or its equivalent, as the minimum educational standard for

The accredited program (or program proposed for accreditation) is:

Program Response:

Drop down list answer:

- Bachelor degree
- Other
- Associate degree
- Diploma/Certificate

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If other, please describe:

Program Response:

Text input answer:

The FSE Program at Jefferson State Community College offers a non-accredited funeral service education certificate for funeral directing only.

Files uploaded for this question:

App 1.2 - Catalog - Career Program - SS - 2017.pdf

6.1.1 The program in Funeral Service Education must consist of not less than 60 semester (90 quarter or the equivalent where credits are measured by a different means) credits.

For the accredited program(s) specified in Standard 6.1 above, indicate the total number of semester/quarter credits required.

Program Response:

Text input answer:

The Funeral Service Education Program at Jefferson State Community College offers the Associate of Applied Science Degree and two Funeral Service Certificate Programs for funeral directing only (STC C097 – Funeral Service Certificate; Funeral Service Education Advance Certificate – CER C098). These certificates are designed to meet specific state or professional needs and are not accredited by the American Board of Funeral Service Education. The Short Certificate Program consists of 27 semester hours and must be completed in three (3) semesters, and the Advanced Certificate Program consist of 36 semester hours. The Advanced Certificate is offered to students who are interested in embalming theory.

The Associate of Applied Science Degree consists of 67 semester hours and can be completed in four (4) semesters. Each semester consists of 14 weeks except for summer semester which is 10 weeks. The four semesters' coursework includes classroom, laboratory and clinical work. The FSE program accepts new students during the spring (January) and fall (August) semesters. Students that enter the FSE program must meet the 15 semester hours (25 quarter hours) of general education courses prior to enrolling in any FSE courses. The student must also have a valid apprenticeship with a funeral home prior to enrolling in any FSE courses. Students who have previously attended college can transfer the general education courses as long as the college is regionally accredited. The guidelines for admission are described in the Jefferson State Community College Catalog and Student Handbook and the Funeral Service Education website.

6.1.2 The program must be spread over at least three semesters or four quarters or the equivalent where academic periods are measured by a different means.

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For the accredited program(s) specified in response to Standard 6.1 above, indicate the anticipated length of time to program completion in semester or quarter hours.

Program Response:

Text input answer:

The Associate of Applied Science Degree in Funeral Service Education is spread over four semesters. Students are admitted every fall and spring semesters.

See Appendices - B-6 Curriculum Distribution, FSE Brochure, AAS Certificate Requirement Website and Catalog - Career Program

Files uploaded for this question:

Catalog - Career Program - SS - 2017.pdf
 Curriculum Distribution - B-6 Form - 2017.pdf
 Funeral Service Education Brochure - January 2018.pdf
 AAS-Certificate Requirement - Website - SS - 2017.pdf

6.2 The program must have and follow a well-organized curriculum plan.

Identify the delivery modality (on-campus, online, blended) for each program course.

This information is part of the Curriculum Overview in the Program and Institution Data Form.

Program Response:

Text input answer:

The FSE Program delivery modalities are traditional (on campus) and Distance Education (online).

Files uploaded for this question:

FSE_203_16.pdf
 FSE_206_16.pdf
 FSE_207_16.pdf
 FSE_214_16.pdf
 FSE_202_16.pdf
 FSE_145_16.pdf
 FSE_226_16.pdf
 FSE_227_16.pdf
 FSE_228_16.pdf
 FSE_230_16.pdf
 FSE_201_16.pdf
 Copy of Curriculum Overview - 2017.pdf
 Curriculum Distribution - B-6 Form - 2017.pdf
 AAS-Certificate Requirement - Website - SS - 2017.pdf
 FSE_110_16.pdf

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Distance Learning.

Describe the process used to establish that the student who registers in a distance education course or program is the same student who participates in and completes the course or program, and receives the academic credit.

Program Response:

Text input answer:

Upon admission to Jefferson State Community College, each student receives a system generated username and password for the College's web portal and associated Internet resources. Students are prompted to change the default password at initial login. Blackboard Learn is the Learning Management System used by the College to deliver content in distance education courses. Students must use their secure username and password to log in to Blackboard, which can be accessed through the College's web portal or through a direct link.

Further, as published in the [College Catalog & Student Handbook](#), for admissions to an Alabama Community College System institution an applicant must provide:

- One primary form of identification. Examples of primary forms of identification are unexpired Alabama Driver's License or instruction permit, unexpired Alabama identification card, unexpired U.S. Passport, unexpired U.S. Permanent Resident Card, Resident Alien Card-Pre-1997, unexpired Driver's License or instruction permit from another state or possession that verifies lawful presence, dated 2000 and beyond, U.S. Alien Registration Receipt Card (Form I-151) prior to 1978, BIA or tribal identification card with photo, I-797 Form with expiration date, and voter identification card from a state that verifies lawful presence.
- For admissions to an Alabama Community College System institution, all international applicants must provide: a certified original translated and evaluated copy of the student's high school transcript verifying completion status if graduated outside of the United States; a current and valid passport or other official documentation to verify lawful presence; a current photo; a minimum score of 5.5 on the International English Language Testing System (IELTS); a total score of 61 on the Internet-based Test of English as a Foreign Language (TOEFL); a 2A on the Step EIKEN Test in Practical English Proficiency or a total score of 500 on the paper-based TOEFL; a signed notarized statement verifying adequate financial support; receipt of payment of I-901 Student Exchange Visitor Information System (SEVIS) Fee; a medical health history with proof of vaccination; documentation demonstrating adequate health and life insurance, which must be maintained during enrollment. International transfer students must also submit a translated and evaluated transcript from each college attended if graduated outside of the United States and original transcripts from all United States institutions attended.

An applicant who fails to satisfy the requirements above will not be admitted to the institution. Guidelines associated with this policy provide a complete list of acceptable primary forms of identification and VISA information. Applicants should submit the identification referenced above in person. Those applicants unable to present identification in person must submit a legible copy by mail, fax or electronic submission consistent with local institutional policy.

Explain the methods used to verify distance learning student identity.

Program Response:

Text input answer:

Upon admission to Jefferson State Community College, each student receives a system generated username and password for the College's web portal and associated Internet resources. Students are prompted to change the default password at initial login. Blackboard Learn is the Learning Management System used by the College to deliver content in distance education courses. Students must use their secure username and password to log in to Blackboard, which can be accessed through the College's web portal or through a direct link.

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etc.) Explain the methods used to control examination conditions for distance learning courses. (security, time limits,

Program Response:

Text input answer:

Instructors use a variety of methods to control exam conditions. Among these are proctored exams, written assignments and exams that can be submitted through the SafeAssign for plagiarism detection service included in the college's Blackboard license, time exams and quizzes, and randomized questions. Item 11 of the college's Academic Honesty Code specifically addresses conduct in distance education courses.

All FSE distance education students must come to the campus to complete midterms and finals.

Files uploaded for this question:

[Academic Honesty Code From 2017-2018-Student-Handbook.pdf](#)

Describe the processes that protect student privacy, and notify students of any projected additional student charges associated with verification of student identify at the time of registration or enrollment.

Program Response:

Text input answer:

Jefferson State Community College complies with the Family Educational Rights Privacy Act (FERPA) of 1974, which relates to that section of Public Law 93-380 (H.R. 69) entitled "Protection of the Rights of Privacy of Parents and Students." In complying with FERPA, the College does not differentiate between those students enrolled in distance education courses or programs and traditional classroom students.

Notification of Rights under FERPA

FERPA affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure.
4. FERPA assigns rights to students once they reach eighteen years of age or enroll in a postsecondary institution. Included in these rights is the right to release information. A person, other than the student, requesting information on a student must submit written authorization from the student. Students requesting information must present photo identification before the information will be released to them.
5. Students who feel that this policy has been applied unfairly to their situation have the right to appeal. In the event the matter is not resolved, the student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Jefferson State Community College to comply with the requirements of FERPA. Written complaints should be directed to: The Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SE, Washington, DC 20202-4605; (202) 260-3887, FAX (202) 260-9001.
6. Jefferson State Community College complies with the provisions of the Family Educational Rights and Privacy Act of 1974, which relates to that section of Public Law 93-380 (H.R. 69), entitled "Protection of the Rights of Privacy of Parents and Students." This Act affords students certain rights with respect to their educational records and includes, but is not limited to, the right to consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure.

The College considers a student's name, dates of attendance, major field of study, participation in officially recognized activities, degrees and awards received as public information and available for disclosure without a student's written consent. The College will also comply with requests for information in accordance with the Solomon Amendment. Additional information defined as directory inventory by FERPA may be released in accordance with state and federal requirements without a student's written consent.

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Disclosure is permitted to representatives of the College with legitimate educational reasons to review a student's educational record. A school representative is a person employed by the College in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the College has contracted, such as an attorney, auditor, or collection agent; a person serving on the Jefferson State Foundation; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school representative in performing his or her tasks.

Students who do not want any public or directory information released to representatives independent of the College may complete a [Non-Disclosure Information Form](#) available in the Enrollment Services Office at all locations. Students are also asked during the application process to sign a non-disclosure statement if they do not want any public or directory information released.

The College recognizes that the National Student Clearinghouse, a not-for-profit corporation organized under the laws of Virginia, provides a nationwide, central repository for information on the enrollment status of postsecondary education students. The College has appointed the Clearinghouse its agent for purposes of reporting information on the enrollment status of its students to Eligible Requestors. In accordance with the Family Educational Right and Privacy Act of 1974 and the Student Right-to-Know and Campus Security Act of 1990, the College provides the Clearinghouse with an electronic listing containing the enrollment status of all its students.

Jefferson State Community College does not charge an additional fee associated with verification of student identity. The following statement is published on the [Distance Education website](#) informing students that there will be no charges for identity verification:

Students enrolled in distance education courses at Jefferson State Community College do not pay an additional charge associated with verification of student identity.

Describe procedures used to acquaint instructors and students when new software or systems are adopted.

When a student or instructor proceeds from one course or program to another, is it necessary to learn another software program or set of technical procedures?

Program Response:

Text input answer:

Training is provided for instructor when new software is implemented. It is not necessary to learn another software program from one course to the another.

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Provide examples of regular and substantive interaction between instructor-student and student-student in distance learning courses.

Describe how appropriate interaction is assured.

How is timely instructor response to student assignments assured?

Program Response:

Text input answer:

Instructor use a variety of methods to facilitate content related interactions in distance education courses. Among these are feedback provided when instructors graded submitted assignments, and interactions that occur during on-campus activities, including, tests, speeches, lab meetings, and help sessions. Many instructors incorporate regular discussions where students must regularly post, and respond to student posts. Most instructors teaching distance education courses also teach traditional courses, and are available for office hours to students in courses of all modalities. The college's Office 365 agreement includes Skype for Business, which can be used for web conferences. Tegrity lecture capture also includes collaboration features that allow students to identify and discuss particular portions of recorded content with other students and the instructor. Instructors are generally expected to reply to student emails within 48 hours, and are expected to provide timely feedback to student assignments in courses of all modalities. The college has an established structure and process for complaints that is independent of course modality, and can be utilized by students if they believe an instructor is not responding in a timely manner.

The program

coordinator for the Funeral Service Education Program at Jefferson State Community College serves as the distance education liaison or distance education coordinator. She is responsible for all Funeral Service Education course shells for full-time and part-time faculty, uploading course material, audio lecture recording, assist in communication with part-time faculty and students for faster response, any concerns, issues, and the overall proper handling of the courses. The full-time and part-time instructor must return emails and calls within 24 to 48 hours. To insure part-time instructors, return calls and emails within the appropriate times, the Program Coordinator is CC on all initial emails. The full-time faculty member is responsible for uploading of course exams for their courses taught. At the end of each semester all courses are evaluated by the students when a ClassClimate student evaluation of instructor link is added to each course shell.

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Summarize student and instructor feedback regarding the success of the distance learning program.

Upload examples of survey instruments used, as applicable.

Program Response:

Text input answer:

The Funeral Service Education Program uses the student feedback to make improvements within the FSE Program. However, the college periodically conduct a general survey of distance education courses.

The college's student evaluation of instructor process applies to courses of all modalities.

Files uploaded for this question:

2010-2011.pdf
 2011-2012.pdf
 2012-2013.pdf
 2013-2014.pdf
 201540-Summer.pdf
 201610-Fall.pdf
 201640-Summer.pdf
 201630-Spring.pdf
 201710-Fall.pdf
 201740-Summer.pdf
 201730-Spring.pdf
 201810-Fall.pdf

Survey of Students In Internet Courses - Sample.pdf

Describe how the institutional staffing structure supports the distance learning program.

Program Response:

Text input answer:

The Associate Dean of Distance Education works with department chairs, program coordinators and individual faculty to monitor all distance education courses, insuring that high quality distance education courses are offered, and the course standards are achieved. The college provides faculty training to assure that all faculty, full-time and part-time, are qualified and prepared to teach distance education courses.

The FSE Program continues to maintain the reliability and integrity of the courses by continuous evaluation of course and feedback from students and faculty. The courses are only outsourced by Blackboard Learn. The FSE Program does not utilize any proctoring services for any FSE exams. Jefferson State Community College's faculty select institutional resources for Blackboard Learn, develop the course content and use Blackboard Learn to deliver online instruction.

6.2.1 The plan must follow a logical sequence and result in a diploma or degree appropriate to the length and depth of the curriculum.

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Upload material to document the sequence of the curriculum and demonstrate that the curriculum follows a logical plan.

Program Response:

Files uploaded for this question:

Curriculum Distribution - B-6 Form - 2017.pdf
 Funeral Service Education Certificate Contract - New Students-Fall - .pdf
 Funeral Service Education Certificate Contract - New Students-Spring- .pdf

6.2.2 Semester or quarter credit hours must be assigned to all courses and apportioned appropriately.

Upload course descriptions to demonstrate the credit hours assigned to each funeral service course. This should correspond to the info provided in response to Standard 4.1.2.

Program Response:

Text input answer:

The Jefferson State Community College Catalog and Student Handbook lists and describes the courses for the Funeral Service Education Program's concentration. The Funeral Service Education Program listing can be found in the college's Catalog and Student Handbook. Course descriptions for FSE courses may be found in the back of the catalog and the FSE website.

Appendix - Course Description College Catalog

Appendix - Course Description FSE Website

Files uploaded for this question:

FSE - Course Descriptions College Catalog - SS - 2017.pdf
 FSE - Course Descriptions FSE Website - SS - 2017.pdf

6.2.3 A syllabus must be available for each course offered in the program. Each syllabus must include written course objectives and must be distributed to students at the beginning of that course. The course objectives must be reviewed on a continuing basis.

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Upload the syllabus for EACH funeral service course offered.
Syllabus must include course objectives.

Program Response:

Text input answer:

Appendix - All FSE and BIO syllabus

Files uploaded for this question:

[BIO_111_16.pdf](#)
[FSE_110_16.pdf](#)
[FSE_145_16.pdf](#)
[FSE_201_16.pdf](#)
[FSE_202_16.pdf](#)
[FSE_101_16.pdf](#)
[FSE_206_16.pdf](#)
[FSE_207_16.pdf](#)
[FSE_213_16.pdf](#)
[FSE_214_16.pdf](#)
[FSE_223_16.pdf](#)
[FSE_225_16.pdf](#)
[FSE_226_16.pdf](#)
[FSE_227_16.pdf](#)
[FSE_228_16.pdf](#)
[FSE_230_16.pdf](#)
[FSE_203_16.pdf](#)

What verification can be offered that the syllabus is distributed at the start of each course?

Program Response:

Text input answer:

The Funeral Service Education Program provides students each semester with course syllabi that contain course objectives. Students are able to print the syllabi from Blackboard Learn via the guest account or their individual accounts. The course syllabi are given to students on a semester basis during the course enrollment at the beginning of the semester.

Appendix - Orientation First Day Orientation - 2018

Files uploaded for this question:

[Tradition Orientation - First Day Orientation - 2018.pdf](#)

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How often are course objectives reviewed?

Program Response:

Text input answer:

Course objectives are reviewed on a continual basis. Course evaluations are administered to students every semester.

6.2.4 All required prerequisite courses must be clearly indicated in institutional publications.

Does the program have required prerequisite courses? Yes/No

Program Response:

Drop down list answer:

yes (if yes, answer next questions - 2 and 3)

no (if no, go to Standard 6.3)

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If yes, describe the prerequisites.

Program Response:

Text input answer:

The FSE Program requires that prospective students complete 15 semester hours of general education courses prior to admission to the FSE Program. All FSE Program prerequisites courses are listed on the College's website, in the FSE brochure and listed in the College's catalog. The FSE Program is very hands on with answering program requirements via email and telephone to all prospective FSE students. The FSE Program has two components, the general education and the FSE coursework. All FSE courses have the FSE or BIO prefixes.

General Education:

Required Degree Courses: (15 hours)

English Composition I - 3 hours

English Composition II, or Speech 106 or 107 3 hours

Math 100, 110 or 116 or greater 3 hours

Psychology or Sociology 200 3 hours

Humanities and Fine Arts Elective: (Art, Humanities, Religion, Theater Arts, Philosophy, Literature, Music, Foreign, Language) 3 hours

Total: 15

All students are required to sign a contract to enter the Funeral Service Education Program. This contract charts their academic progress through the four (4) semesters (Appendix – Funeral Service Contract – Fall & Spring) If the student fails to complete the program within the four semesters, the student may apply for a three semester extension (Appendix – Application for Program Extension) if the student have a cumulative grade point average of 2.0 or better. If the student does not have a 2.0 GPA or they do not complete the program within the three semester extension, the student will be dismissed from the Funeral Service Education Program. All general education courses are reviewed prior to admission to the FSE Program by a FSE faculty advisor.

Files uploaded for this question:

[App 1.2 - Catalog - Career Program - SS - 2017.pdf](#)
[AAS-Certificate Requirement - Website - SS - 2017.pdf](#)
[Funeral Service Education Brochure - January 2017.pdf](#)
[Funeral Service Education Certificate Contract - New Students-Fall - .pdf](#)
[Funeral Service Education Certificate Contract - New Students-Spring- .pdf](#)
[Application for Program Extension - Exhibit 4.pdf](#)

Upload relevant publications that demonstrate course and program prerequisites.

Narrative comments are optional.

Program Response:

Text input answer:

Files uploaded for this question:

[Catalog - Career Program - SS - 2017.pdf](#)
[Funeral Service Education Brochure - January 2017.pdf](#)
[AAS-Certificate Requirement - Website - SS - 2017.pdf](#)
[FSE - Course Descriptions FSE Website - SS - 2017.pdf](#)
[FSE - Course Descriptions College Catalog - SS - 2017.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

6.2.5 The curriculum undertaken by funeral service education students must consist of at least two components: general education coursework and courses in Funeral Service Education (the "major").

Upload a completed Form B-6 for each accredited (or under consideration for accreditation) funeral service program designated in Standard 6.1.

Program Response:

Files uploaded for this question:

Curriculum Distribution - B-6 Form - 2017.pdf

Jefferson State Community College Self-Study

Based on Fall 2017

6.2.6 At least 25% of the total credits must be in general education, non-technical courses.

The completed Form B-6 previously submitted should provide the necessary documentation to support this standard.

N/A is an acceptable response when General Education is properly designated on Form B-6.

Narrative comments are optional.

Program Response:

Text input answer:

Form B-6 is submitted

6.3 The manner of inclusion of ABFSE stipulated content is left to the individual program to decide, provided the minimum content as stipulated in the following is included. Some of the current ABFSE content areas may be counted toward the general education component, as long as they are not counted toward any other portion of the ABFSE requirements. For the purpose of this Standard, general education courses are those in which the instructional content is not narrowly focused on the specific knowledge, skills, and techniques unique to the Funeral Service profession. The minimum requirements for the Funeral Service Education degree program must include:

Form B-6, previously uploaded, should provide the necessary documentation to evaluate compliance with Standards 6.2.5, 6.2.6, and 6.3-6.8 for each accredited program (or program under consideration) .

Narrative comments are optional.

Program Response:

Text input answer:

Form B-6, previously uploaded.

6.4 Public Health and Technical 14 minimum semester (21 quarter) credits. The curriculum must involve a distribution of study in the following content areas:

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Form B-6 is utilized in evaluation of Standard 6.4.

If applicable, describe any curricular changes made since the last site and/or re-accreditation visit.

Program Response:

Text input answer:

No changes

If applicable, describe any difficulties encountered with maintaining compliance with the curriculum distribution as identified in Standard 6.4.

Program Response:

Text input answer:

No difficulties

If applicable, discuss future plans for curricular change.

Program Response:

Text input answer:

Currently, no future plans

6.4.1 Chemistry, for Funeral Service

Describe how/where Chemistry content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Chemistry content is covered in Public Health and Technical and content covered in FSE 207 - Thanatochemistry - See Form B-6

6.4.2 Microbiology

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Describe how/where Microbiology content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Microbiology content is covered in Public Health and Technical in FSE 206 - Principles of Mortuary Science - See Form B-6

6.4.3 Human Anatomy

Describe how/where Human Anatomy content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Human Biology content is covered in General Education under BIO 111 - Human Biology. See Form B-6

6.4.4 Pathology

Describe how/where Pathology content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Pathology is not a formal course however, information is covered in FSE 202 - Embalming II.

6.4.5 Restorative Art

Describe how/where Restorative Art content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Restorative Art content is covered in FSE 213 - Restorative Art I and FSE 214 - Advanced Restorative Art in Public Health and Technical - See Form B-6

6.4.6 Embalming

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Describe how/where Embalming content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Embalming content is covered in FSE 201 - Embalming I and FSE 202 - Embalming II in Public Health and Technical - See Form B-6

6.5 Business Management and Professional 16 minimum semester (24 quarter) credits. The curriculum must involve a distribution of study in the following content areas:

Form B-6 is utilized in evaluation of Standard 6.5.

If applicable, describe any curricular changes made since the last Team visit.

Program Response:

Text input answer:

No changes to curricular for 6.5

If applicable, describe any difficulties encountered with maintaining compliance with the curriculum distribution as identified in Standard 6.5.

Program Response:

Text input answer:

No difficulties

If applicable, discuss future plans for curricular change.

Program Response:

Text input answer:

N/A

6.5.1 Accounting

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Describe how/where Accounting content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Basic Accounting Principles content is covered in Business Management - See Form B-6

6.5.2 Funeral Service Management

Describe how/where Funeral Service Management content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Funeral Service Management I and II content is covered in Business Management - See Form B-6

6.5.3 Funeral Merchandising

Describe how/where Funeral Merchandising content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Funeral Merchandising is not a formal course however content is covered in FSE 225 and 226 - Funeral Service Management I and II in the Business Management section See Form B-6

6.5.4 Cremation

Describe how/where Cremation content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

No formal cremation course but information is covered in FSE 110 - Funeral Service Law & Ethics, FSE 225 and 226 - Funeral Service Management I and II

6.5.5 Funeral Directing

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Describe how/where Funeral Directing content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Funeral Directing content is covered in FSE 101 - Funeral Directing in the Business Management section - See Form B-6

6.5.6 Small Business Management

Describe how/where Small Business Management content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Small Business Management is covered in the FSE 225 and 226 - Funeral Service Management I and II courses.

6.5.7 Professional or Business Communications

Describe how/where Professional or Business Communications content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

No formal communication course is currently offered other than SPH - 106/107 - Oral Communication (Speech) in the General Education offerings

6.5.8 Federal Trade Commission

Describe how/where Federal Trade Commission content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Federal Trade Commission is covered in the FSE 225 - Funeral Service Management I and FSE 110 - Funeral Service Law & Ethics course under Legal, Ethical, Regulatory - See Form B-6

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6.6 Social Sciences/Humanities 6 minimum semester (9 quarter) credits. The curriculum must involve a distribution of study in the following content areas:

Form B-6 is utilized in evaluation of Standard 6.6.

If applicable, describe any curricular changes made since the last Team visit.

Program Response:

Text input answer:

No changes to curricular

Text input answer:

No changes to curricular

Text input answer:

No changes to curricular

If applicable, describe any difficulties encountered with maintaining compliance with the curriculum distribution as

identified in Standard 6.6.

Program Response:

Text input answer:

No difficulties

Text input answer:

No difficulties

Text input answer:

No difficulties

If applicable, discuss future plans for curricular change in this area.

Program Response:

Text input answer:

n/a

Text input answer:

n/a

Text input answer:

n/a

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6.6.1 Sociology

Describe how/where Sociology content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Sociology content is covered in a formal Sociology course under General Education, Funeral Service Sociology is covered in Funeral Service Social Sciences.

6.6.2 History of Funeral Service and Embalming

Describe how/where History of Funeral Service and Embalming content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

History of Funeral Service and Embalming content is covered in the Funeral Directing and Embalming I course - See Form B-6

6.6.3 Funeral Service Psychology and Counseling

Describe how/where Funeral Service Psychology and Counseling content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Funeral Service Psychology and Counseling content is covered in Funeral Service Social Sciences under Social Sci/Humanities - See Form B-6

6.7 Legal, Ethical, Regulatory 3 minimum semester (4 quarter) credits. The curriculum must involve a distribution of study in the following content areas:

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Form B-6 is utilized in evaluation of Standard 6.7.

If applicable, describe any curricular changes made since the last site and/or re-accreditation visit.

Program Response:

Text input answer:

No changes to curricular

If applicable, describe any difficulties encountered with maintaining compliance with the curriculum distribution as identified in Standard 6.7.

Program Response:

Text input answer:

No difficulties

If applicable, discuss future plans for curricular change in this area.

Program Response:

Text input answer:

N/A

6.7.1 Funeral Service Law

Describe how/where Funeral Service Law content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Funeral Service Law is covered in the Funeral Service Law & Ethics course under Legal, Ethical, Regulatory - See Form B-6

6.7.2 Business Law

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Describe how/where Business Law content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Business Law is covered in Funeral Service Law & Ethics under Legal, Ethical, Regulatory - See Form B-6

6.7.3 Ethics

Describe how/where Ethics content is covered in the accredited program, IF not demonstrated via Form B-6 and the response to Standards 4.1.2 and 6.2.3.

Program Response:

Text input answer:

Ethics is covered in the Funeral Service Law and Ethics course under Legal, Ethics, Regulator - See Form B-6

6.8 General Education Each associate degree student must earn a minimum of 60 (90 quarter) credits; each bachelor degree student must earn a minimum of 120 (180 quarter) credits of which at least 25% of the total credits required by the program for earning a degree must be in general education, non-technical, courses. In addition, each student must complete sufficient general education credits to meet graduation requirements for the Associate Degree (or its equivalent) or Baccalaureate Degree as described by each state or province/territory and institution if the student is enrolled in a degree program. In addition to the statement in Standard 6.3 that some of the current ABFSE content area may be counted toward the general education component, as long as they are not counted toward any other portion of the ABFSE requirements, General Education courses may be drawn from the following areas:

Form B-6 is utilized in evaluation of Standard 6.8.

Describe any curricular changes made since the last site and/or re-accreditation visit.

If none, explain.

Program Response:

Text input answer:

CIS 130 and CIS 146 were added to the curricular. Students will now have the option of completing, CIS 130, 146 or 227 (Computer Principles and Funeral Service Applications) covered in the General Education section.

This changes help to limit substitution of the FSE 227 course.

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Curriculum distribution provided in Form B-6 should demonstrate compliance with Standard 6.8.

If applicable, use this space to discuss difficulties fulfilling the General Education requirements.

Program Response:

Text input answer:

no difficulties

Discuss future plans for curricular change, if applicable.

Program Response:

Text input answer:

n/a

6.8.1 Accounting

6.8.2 Business

6.8.3 Computer Applications

6.8.4 Speech

6.8.5 English

6.8.6 History

6.8.7 Mathematics

6.8.8 Psychology

6.8.9 Religion

6.8.10 Sociology

6.9 The Embalming is a requirement of the curriculum:

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6.9.1 Each student must actively participate in at least ten (10) embalmings in order to fulfill the clinical embalming component of the curriculum. These Embalming cases may either be completed in an on-campus setting or at an off-campus instructional site. There shall be no more than five (5) students per case receiving credit for a specific embalming. There may be additional students observing; however, they may not interrupt or interfere with the embalming process or distract the preceptor while the embalming is in process.

To fulfill the clinical embalming component of the curriculum, in how many embalming cases must each student actively participate?
(location where embalming occurs is addressed in Standard 6.9.6)

Program Response:

Text input answer:

At the beginning of each semester of embalming laboratory, students participating in the FSE 203 Embalming Laboratory course must attend an in-person 4th Semester Orientation with Dr. Ennis. During the orientation, Dr. Ennis explains standard 6.9 and opens the class for discussion on days that students must attend lab due to work or class schedules. FSE 203 meets Monday, Tuesday, Wednesday, and Thursday of each week. As Standard 6.9.1 caps student participation to five students per lab day, only five students are allowed any given lab day. Should there be a conflict at orientation and more than five students want a day, names of the students are placed in a container and the first five student names drawn by Dr. Ennis are given that day. Students have always worked out the schedules and drawing of names was not necessary. Should there be a semester in which more than twenty (20) students are registered for lab, we have an arrangement with the lab preceptors that includes: 1) students rotate days so that no more than five attends one lab day, or 2) students will fill in lab days once the first set of students complete the requirements of the course (usually around midterm of the course).

Lab preceptors are trained in annual orientation of Standard 6.9 and the requirement of no more than five students per lab day. Should a non-scheduled student show up unannounced or by mistake, lab preceptors know

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that the student must be dismissed from lab to comply with the standard. This has not occurred due to lab orientation(s) and assignment of lab days for students. Due to previous and continued compliance with Standard 6.9.1, no further plan for improving or revising the standard is required.

If students may complete embalming cases both on-campus and/or at an off-campus site, explain the arrangement.

Program Response:

Text input answer:

Student only utilize the off campus site.

Describe how the program ensures compliance with Standard 6.9.1. If there is written documentation for the program's practices, upload a copy.

Program Response:

Text input answer:

Yes, copies of the student Embalming case reports and documentation are on file and available at the site visit.

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6.9.2 Active participation means hands-on learning and must include, at a minimum, the following tasks:

6.9.2.a raising vessels

6.9.2.b mixing fluids

6.9.2.c injecting fluids

6.9.2.d aspiration

6.9.2.e suturing incisions

6.9.2.f posing features

Hands-on learning for embalming requires active participation in the tasks cited in 6.9.2 a-f above.

Are all of the tasks included on the program's case report? Yes/No

(note: a copy of the case report will be uploaded with the response to Standard 6.9.4)

Program Response:

Drop down list answer:

yes (if yes, go to Standard 6.9.3)

no (if no, answer next question)

If no, explain the absence of any required task and plans to correct the omission.

Program Response:

Text input answer:

6.9.3 Credit for individual cases will be allowed for only those students actively participating: No embalming case credit shall be given for those students observing the case. The number of observing students must be limited to ten (10) unless a video system or amphitheater is large enough to accommodate additional students without interfering with those students actively participating.

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Does the program allow students to observe embalmings done by others?

(Narrative comments are optional.)

Program Response:

Text input answer:

Drop down list answer:

no (if no, go to Standard 6..9.4)

yes (if yes, go to next question)

If yes, describe the observation process and explain how the program ensures that only participants receive credit.

Upload applicable program policy, if not done previously.

Program Response:

Text input answer:

6.9.4 Embalming case reports validating the tasks performed by the student are required. Each case report must include:

- 6.9.4.a details of embalming treatments
- 6.9.4.b case analysis, as well as types and quantities of embalming fluids used
- 6.9.4.c a detailed list of the student's participation in the case
- 6.9.4.d a form that is uniform in nature as adopted by each program which is signed by both the student and preceptor

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Describe how embalming case reports are used to validate the tasks performed by each student.

Program Response:

Text input answer:

Individual case reports that have been created, standardized, and approved by the FSE program (**sample provided**) are required from each student for each case in which they participate in FSE 203 Embalming Laboratory. Students are not allowed to use their own case reports. The completed FSE program case reports for all students contain all required elements of Standard 6.9.4a to 6.9.4d and are available for review by the site visit team.

Files uploaded for this question:

Student Regulations for Embalming Lab - SS - 2017.pdf
 SAMPLE Copy of Student Regulations for Embalming Lab - SS - 2017.pdf

Upload a sample Embalming Case Report to demonstrate compliance with 6.9.2 and 6.9.4. (During the site visit the team will review completed case reports for the past 7 years.)

Program Response:

Files uploaded for this question:

Embalming Case Report - SS - 2017.pdf

6.9.5 The program must provide substantive evidence of the technical competence of each graduating student. Such certification must be performed by a qualified faculty member as defined in Standards 7.2.1, 7.2.2, and 7.2.4a.

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Provide a list of qualified faculty members who perform embalming certification.
(Credentials of faculty members will be evaluated in response to Standard 7)

Program Response:

Text input answer:

The primary qualified faculty member responsible for certification of students for technical competence is Mr. Darrin Dunn.

In the event Mr. Dunn is unable to perform his duties, Dr. Ennis or Ms. Smith will serve as the qualified faculty member to observe students in lab and perform the certification. Standard 6.9.2 is used as the minimum qualifications, along with general observation of student progress, to determine technical competence. This is a minimum qualification with the intent that the student will grow the technical skills necessary in post-graduation apprenticeships/internships and initial licensure. The qualified faculty member will observe a student successfully complete the required procedures in Standard 6.9.2. Upon successful completion, the qualified faculty member will complete and sign the "Minimum Standards for Embalming Competency" form. This form is faxed by Mr. Dunn to Dr. Ennis where it is placed in the FSE 203 student file available for review by the site visit team.

Files uploaded for this question:

Student Regulations for Embalming Lab - SS - 2017.pdf
Darrin - 2017 - Embalmer License.pdf
Darrin - 2017 - Resume.pdf
Darrin - 2017 - Transcripts and Personnel Folder.pdf
Darrin - 2017 - Funeral Director License.pdf

Where is certification of embalming competency performed?

Program Response:

Drop down list answer:

- off-campus
 on-campus
 either (go to next question)

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If either location is suitable for certification of embalming competency, explain the policy/procedure.

(Upload of policy is optional.)

Program Response:

Text input answer:

n/a

Describe how embalming competency is determined.

(Upload of documentation is optional.)

Program Response:

Text input answer:

The primary qualified faculty member responsible for certification of students for technical competence is Mr. Darrin Dunn. In the event Mr. Dunn is unable to perform his duties, Dr. Ennis or Ms. Smith will serve as the qualified faculty member to observe students in lab and perform the certification. Standard 6.9.2 is used as the minimum qualifications, along with general observation of student progress, to determine technical competence. This is a minimum qualification with the intent that the student will grow the technical skills necessary in post-graduation apprenticeships/internships and initial licensure. The qualified faculty member will observe a student successfully complete the required procedures in Standard 6.9.2. Upon successful completion, the qualified faculty member will complete and sign the "Minimum Standards for Embalming Competency" form. This form is faxed by Mr. Dunn to Dr. Ennis where it is placed in the FSE 203 student file available for review by the site visit team.

6.9.6 Embalming cases may be completed in an on-campus setting or at an off-campus instructional site.

Where are embalming cases completed?

Program Response:

Drop down list answer:

- off-campus site
 on-campus facility
 either/both

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If students may complete embalming cases both on-campus and/or at an off-campus site, explain the arrangement.

Program Response:

Text input answer:

The FSE 203 Embalming Laboratory course is taught at a single off-campus lab site, Johns Ridout's Funeral Parlors, in downtown Birmingham, Alabama. It is the central care facility for Service Corporation International in the Birmingham metro area. This has been our lab site for decades and is the best option for our students. This site allows our students access to all causes and manners of deaths while ensuring that the standard operating procedures of the FSE program are uniform and consistent.

If off-campus locations are utilized, please specify:

Program Response:

Drop down list answer:

- funeral homes
- medical school
- other
- medical examiner
- hospital

6.9.7 If preceptors are used, there must be an identified certification process in place and proper documentation that each preceptor has been properly oriented about the school's requirements concerning knowledge base, competency, and evaluation of student procedures and criteria. The training must include an on- or off-campus workshop and/or a manual pertaining to the training and methods of evaluation. In addition, preceptors must meet the requirements of Standard 7.2.4a and be certified as indicated in Standard 7.3.

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Are preceptors used? Yes/No

(Note: Review of preceptor credentials occurs in Standard 7)

Program Response:

Drop down list answer:

Yes (if yes, answer next questions 2-6)

No (if no, go to Standard 6.9.8)

If "Yes", to previous question, describe the preceptor CERTIFICATION process.

Program Response:

Text input answer:

Jefferson State employs three (3)

adjunct faculty lab preceptors under the supervision of Dr. Ennis, and ultimately Ms. Smith as Program Coordinator.

Mr. Darrin Dunn and Mr. Jon Higginbotham are the two regular lab preceptors, and Mr. Heath Bowen is the "Emergency/Back Up" preceptor if either of the two other preceptors are unavailable.

Like all Jefferson State faculty and staff (full and part-time), the lab preceptors must complete annual sexual harassment training provided by the college. In the fall semester of each academic year, Dr. Ennis schedules a site visit at the off-campus lab site to conduct training with the three lab preceptors.

In this training, Dr. Ennis covers relevant information that includes the following:

- Updated college catalogs and handbooks, including student general safety (Standard 10)
- Review of student duties and responsibilities for FSE 203 Embalming Laboratory
- Review and signing current of job descriptions and review of preceptor duties and responsibilities
- Review of ABFSE standards related to the FSE 203 course, off-campus lab site, and adjunct faculty (Standards 6, 7, 8, and 10)
- Review of outcomes assessments, including student evaluations from previous semesters
- Review of policies and procedures, as well as, forms used in the FSE 203 course
- Open

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time for discussion about previous lab semesters and concerns that the lab preceptors may have

In addition to training, Dr.

Ennis will also perform a site inspection for general OSHA compliance and will request the following documents to ensure compliance with state and federal agencies:

- Copy of current Alabama embalmer's licenses for the lab preceptors
- Copy of current Alabama funeral establishment license
- Copy of the most recent inspection by the Alabama Board of Funeral Service
- Copy of the results of a recent formaldehyde monitoring for the lab site
- Copy of a hazardous waste disposal manifest

In addition to the annual lab

preceptor training, Ennis and Smith will make numerous announced and unannounced site visits and communicate with the lab preceptors by telephone throughout the academic year. These protocols are reviewed and updated annually prior to the annual lab preceptor training or as needed in the interim.

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Describe the preceptor ORIENTATION process.

Program Response:

Text input answer:

Dr.

Ennis will perform a site inspection for general OSHA compliance and will request the following documents to ensure compliance with state and federal agencies:

- Copy
of current Alabama embalmer's licenses for the lab preceptors
- Copy
of current Alabama funeral establishment license
- Copy
of the most recent inspection by the Alabama Board of Funeral Service
- Copy
of the results of a recent formaldehyde monitoring for the lab site
- Copy
of a hazardous waste disposal manifest

In addition to the annual lab

preceptor training, Ennis and Smith will make numerous announced and unannounced site visits and communicate with the lab preceptors by telephone throughout the academic year. These protocols are reviewed and updated annually prior to the annual lab preceptor training or as needed in the interim.

How often are the orientation processes reviewed and updated?

Program Response:

Text input answer:

Annually

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Upload a copy of the preceptor orientation materials.

Program Response:

Files uploaded for this question:

Acknowledgment of Receipt.pdf
 Embalming textbook justification at Johns Ridouts.pdf
 FSE 203 2017 Adjunct Faculty Training Agenda.pdf
 FSE 203 Call Section Log Sheet.pdf
 Minimum Standards for Embalming Competency (3).pdf
 Off-campus facility inspection form.pdf
 Annual Training Cover Sheet.pdf

Provide evidence that preceptor orientation and training occur.

Program Response:

Text input answer:

See attached.

Due to file size years, 2014 - 2015 & 2016 - 2017 would not load. Hard copies will be on file at site visit.

Files uploaded for this question:

Lab Preceptor Training - 2011 - 2012 - SS - 2017.pdf
 Lab Preceptor Training - 2013 - 2014 - SS - 2017.pdf
 Lab Preceptor Training - 2012 - 2013 - SS - 2017.pdf
 Lab Preceptor Training - 2015 - 2016 - SS - 2017.pdf
 Lab Preceptor Training - 2017 - 2018 - SS - 2017.pdf

6.9.8 Off-campus instructional sites where students receive college credit are to be physically visited by a representative of the program and approved prior to the start of instruction. Instruction includes management, funeral directing and clinical. These visits must occur at least biennially or prior to each use if the use occurs intermittently over a period of several years. Visits must also occur whenever physical changes to the facility are reported. Inspections of off-campus instruction sites must ensure the location has a valid, current license. In addition, inspections must ensure that off-campus sites are clean and adequate for instructional purposes. The inspection must ensure that appropriate equipment and protocols (drench shower, eye wash station, SDS [formerly MSDS] and blood borne pathogen program, ventilation system, proper protective equipment, etc.) are in place and functioning.

Are off-campus instructional sites utilized? Yes/No

Program Response:

Drop down list answer:

- No (if no, go to Standard 6.9.9)
 Yes (if yes, answer questions 2-6)

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If "Yes" to previous question, describe the process used to inspect the off-campus sites.

Program Response:

Text input answer:

The off-campus instructional embalming lab site is visited by Ennis and Smith. These visits include announced and unannounced visits. Students and lab preceptors are made aware of the potential for random visits to ensure compliance with FSE program accreditation standards, as well as, policies and procedures. When a visit is made, time is taken to speak with the adjunct lab faculty to assess the students, the lab, and operations of the lab. Likewise, time is taken to speak to or observe any students who may be attending the lab for the same reasons. The unannounced visits serve to ensure that ABFSE accreditation standards and FSE policies and procedures are in force, as well as, the overall general safety and conducive learning environment for our students. After the lab visit, Ennis or Smith write up a summary of the visit and it is reviewed and signed by both Ennis or Smith and a lab preceptor. Any findings are addressed immediately with students and faculty and again in orientations. This procedure of site visits is continually evaluated and monitored to ensure general student safety and compliance will all standards, policies, and procedures.

Upload a sample copy of the most recent form(s) used to document the inspection process.

Program Response:

Files uploaded for this question:

[Sample -Completed of Recent Visit -SS - 2017.pdf](#)
[Sample - Site Visit - SS - 2017.pdf](#)

How effective is the inspection process to ensure that students are in a proper environment?

Program Response:

Text input answer:

The inspection process is very effective for the embalming lab.

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Discuss plans for improving or revising the inspection process, including correction of any deficiencies, if noted.

Program Response:

Text input answer:

No current plans for improving inspection process unless improvements are suggested.

Affiliation agreements are necessary when students complete the clinical experience in funeral homes or other off-campus sites.
Upload a list of all facilities/locations with whom the program currently maintains an affiliation agreement.

Program Response:

Files uploaded for this question:

[Affiliation Agreements - SS - 2017.pdf](#)

6.9.9 Signed affiliation agreements must be maintained by each program. The agreements must include a stated process for interrupting the clinical experience and recourse dismissal of a student from clinical experience and a clear definition of what is to be expected of the preceptor and what is provided by the program.

Describe how the affiliation agreement complies with the expectations of Standard 6.9.9.

Program Response:

Text input answer:

The affiliation agreement covers concerns in standard 6.9.9

Upload a sample copy of the affiliation agreement(s) currently in use.
(Site visit team will inspect all signed affiliation agreements. See next question.)

Program Response:

Files uploaded for this question:

[Affiliation Agreements - SS - 2017.pdf](#)

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If practical, upload copies of all signed affiliation agreements currently in use OR designate that they will be available for inspection by the site visit team.

Program Response:

Text input answer:

Files uploaded for this question:

[Affiliation Agreements - SS - 2017.pdf](#)

If applicable, discuss plans for correction of any deficiencies noted as well as plans (if any) for improving or revising the affiliation agreement and its use.

Program Response:

Text input answer:

n/a

6.9.10 In addition, each student must participate in an on-campus course in which the application of Restorative Art principles is practiced in a laboratory setting.

Describe how the program handles the on-campus application of Restorative Art principles. If applicable, be sure to address differences that may exist between traditional v. on-line delivery, if any.

Program Response:

Text input answer:

The Funeral Service Education Program offers Restorative Art laboratory during the summer semester on the Jefferson Campus in a designated room for students. Traditional and Distance Education (DE) students must demonstrate proficiency in facial reconstruction on all facial features (ears, nose, eyes and mouth) and facial proportions as well as some cosmetics applications. Qualified faculty member supervises the course on a weekly basis. All distance learning students are required to complete no less than six hours of restorative art lab. A sign-in sheet is maintained and kept in DL students' files. Distance Learners are welcome to come to class each week with the traditional students. A rubric is given to students at the beginning of the semester for grading purposes and to make sure course objectives are met.

Files uploaded for this question:

[Sign In and Out Sheet - 2017.pdf](#)

[Canon Rubric - Canon - 2017.pdf](#)

6.10 Participation in Funeral Directing is a requirement of the curriculum. Each student must actively participate in the funeral tasks included in this standard.

Describe the process utilized to ensure active student participation in the funeral tasks required in Standard 6.10.

Program Response:

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Text input answer:

The Funeral Service Education

Program offers an Internship course for students during their fourth semester. Students

are

required

to attend a fourth semester orientation for FSE 203, 228 and FSE 230. Students

sign agreements stating that they

understand

their responsibilities. The Internship

course allows students to receive credit completing certain job-related

objectives

that must be fulfilled to earn 3 semester hours of credit working at the

funeral home. These

objectives will be

determined by the faculty advisor

in the FSE Program and agreed upon by the student and funeral home supervisor.

All out of

class learning, or independent

study experience is relating to some facet of a student's regular academic

program. All activities,

skills, or knowledge to be

learned by the student which is outlined on The Internship Agreement Form

should be stated in such

manner that they can be measured

and/or evaluated quantitatively and qualitatively.

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To follow Standard 6.9.8, a FSE Program advisor or representative visits all funeral homes of students that participate in the

Internship course ([SEE Sample FSE 228 Internship Packet](#)) for funeral directing only. The FSE Program advisor personally contact all funeral home supervisors explaining the course objective and the student's task for the course. Signed agreements and forms are kept for

accreditation purposes for each student participating in the Internship course. Completed files are available to members at site visit.

Upload a copy of the policy/procedures used to document student participation.

Program Response:

Files uploaded for this question:

[Sample of Internship Agreement FSE 228 - SS - 2017.pdf](#)

6.10.1 Active participation means hands-on learning and must include, at a minimum, the tasks enumerated in 6.10.2 – 6.10.7.

6.10.7.: Provide an explanation of how students demonstrate active participation in the tasks enumerated in 6.10.2 –

Program Response:

Text input answer:

See attached forms that demonstrate active participation in the tasks enumerated in 6.10.2 - 6.10.7.

Completed forms will be available at site visit (unable to load due to size)

Files uploaded for this question:

[Sample of Internship Agreement FSE 228 - SS - 2017.pdf](#)

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6.10.2 Students must utilize the following forms:

6.10.2.a First call sheet

6.10.2.b Arrangement worksheet

6.10.2.c FTC-compliant General Price List

6.10.2.d FTC-compliant Casket Price List

6.10.2.e FTC-compliant Outer Burial Container Price List

6.10.2.f Embalming Authorization form

6.10.2.g Cremation Authorization form

Provide an explanation of how students in your program utilize the forms specified in 6.10.2 as part of the learning process.

Program Response:

Text input answer:

Students are required to complete the task in 6.10.2 as part of their learning process. Managing supervisors sign off that the task was completed.

Signed copies available at site visit

6.10.3 First call - Students must demonstrate the process of receiving five (5) first calls. This can be done in a simulation setting.

Jefferson State Community College Self-Study

Based on Fall 2017

Provide an explanation of how students demonstrate the process of receiving five (5) first calls.

Program Response:

Text input answer:

Students are required to complete the task in 6.10.2 as part of their learning process. Managing supervisors sign off that the task was completed.

Signed copies available at site visit

6.10.5 Arrangement Conference - Students must participate (observe or assist) in five Arrangement Conferences. If done in a simulation setting, no more than 5 students may receive credit at one time (during 1 simulation).

Provide an explanation of how students in your program participate (observe or assist) in five Arrangement Conferences.

Program Response:

Text input answer:

Students are required to complete the task in 6.10.5 as part of their learning process. Managing supervisors signs off that the task was completed.

Signed copies available at site visit

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6.10.6 As part of the Arrangement Conference requirement in 6.10.5, students must prepare the following at least one time:

6.10.6.a Death Certificate

6.10.6.b Burial Transit permit

6.10.6.c Social Security form (Statement of Death by Funeral Director)

6.10.6.d Death notice

6.10.6.e Obituary

6.10.6.f FTC-compliant Statement of Funeral Good and Services Selected

6.10.6.g Veterans flag application, Burial benefits forms, and headstone/marker forms

Provide an explanation of how students in your program fulfill the Arrangement Conference requirements of 6.10.6.a-g.
(if this information is included in the response to 6.10.5, indicate and move to next standard)

Program Response:

Text input answer:

Students are allowed to active participate in the Arrangement Conference, observe conference or simulate the arrangement conference process.

Files uploaded for this question:

Sample of Internship Agreement FSE 228 - SS - 2017.pdf

6.10.7 Funeral Observation - Students must observe five funeral related services. Three of the five must be from the following list: Liturgical, Non-liturgical, Secular, Chapel, Graveside, Military, Fraternal, Memorial (without the deceased), Direct Cremation, or Other (describe). To receive credit, the student will be required to provide documentation of the service (via service folder, obituary, prayer card, or other artifacts), his/her level of participation in the activity and designate the participants involved. (clergy, celebrant, FD, family, or others). This may not be done in a simulation setting.

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Provide an explanation of how students in your program fulfill the Funeral Observation requirements of Standard

6.10.7.

Program Response:

Text input answer:

Students are required to complete the task in 6.10.7 as part of their learning process. Managing supervisors sign off that the task was completed.

Signed copies available at site visit

6.10.8 Documentation of student participation must be maintained by the program for at least seven years.

Site visit teams will review the documentation of student participation.

Who is responsible to maintain the documentation records?

Program Response:

Text input answer:

The FSE Program's Program Coordinator, Venus Riley Smith

6.11 Each program must append Form B-6, (found in Appendix B) "Curriculum Distribution by ABFSE Content Area," to its Self study.

Curriculum Distribution by ABFSE Content Area should be uploaded in response to Standard 6.2.5.

Program Response:

Text input answer:

Form B-6, Curriculum Distribution is loaded in Standard 6.2.5

Files uploaded for this question:

Curriculum Distribution - B-6 Form - 2017.pdf

6.12 Instruction must be at a level generally held commensurate with postsecondary education and directed toward the individual growth of each student in areas such as independent thought, resourcefulness, and scientific inquiry.

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Describe how concepts such as independent thought, resourcefulness, and scientific inquiry are incorporated into the program to insure instruction at a post secondary level.

Program Response:

Text input answer:

Independent thought, resourcefulness and scientific inquiry are incorporated into the FSE Program via the student's required apprenticeship and program curriculum.

Describe how the institution ensures compliance with copyright laws.

Program Response:

Text input answer:

As per the JSCC college handbook, as located on Jeffnet, the College follows Copyright Law 1976,

"With regard to the use and duplication of copyrighted materials, Jefferson State Community College abides by Sec. 107 and Sec. 110 of the 1976 Copyright Act and all guidelines established through consensus of copyright owners or legal precedent pertaining to use of copyrighted materials by non-profit educational institutions. Jefferson State Community College will not indemnify employees prosecuted for copyright infringement. The text of Sec. 107 (fair use of copyrighted materials by nonprofit educational institutions) and Sec. 110 (exemption of certain performances and displays) as well as guidelines pertaining to the use and duplication of print, audiovisual materials, and music are available in the Learning Resources Center and by accessing the U.S. Copyright Office website: <http://www.loc.gov/copyright>. The use and duplication of computer based materials are subject to contracts or agreements established at the time of purchase. Jefferson State abides by and adheres to all aspects of the 1976 Copyright Act."

6.13 Students must be evaluated at reasonable intervals and kept informed of their progress in a timely fashion.

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Describe the manner in which the program assures that students are evaluated at reasonable intervals and kept informed of their progress in a timely fashion.

Program Response:

Text input answer:

There are several ways the FSE Program evaluates students progress. A syllabus is provided to all students at the beginning of the courses (traditional and Distance Learners), it outlines the course expectations. Students are given weekly quizzes in several courses that helps them to maintain grades in the course, as well as, the Distance Learners are given quizzes and a gradebook is maintained by Blackboard 9. Students are also given midterm exam as well as final exams. The exam also helps to determine if students are maintaining and understanding the course material. Faculty and students have an open-door policy to ask questions and get help with course material, in the event students do not feel they will be successful in the course, the students are able to drop the course prior to final exams. Students must also maintain a GPA of 2.0 to avoid any academic suspension from Jefferson State.

STANDARD 7: FACULTY

Instructions for this section:

Complete the Faculty Chart in Appendix B.

Collect transcripts and licenses (as appropriate) for faculty and preceptors. Photo copies should be uploaded to the Self Study as directed. Original transcripts must be available for site team review during the visit.

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 7.3.3, then return to this section to submit an optional summary, if appropriate.

Upload the Faculty Chart from Appendix B.

Chart should be self-explanatory. Use text input to provide clarification, if necessary.

Program Response:

Text input answer:

Files uploaded for this question:

[PROG AND INST DATA FORM v2 - 2017.pdf](#)
[Faculty Data for Self study - 2017.pdf](#)
[Funeral Services Faculty Rosters - Faculty Exhibit - SS-2017.pdf](#)
[Copy of Curriculum Overview - 2017.pdf](#)

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AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

7.1 The faculty must be adequate in

Describe how the number, credentials and experience of the faculty contribute to the success of the program.

(note: Preceptor credentials will be evaluated in Standard 7.3)

Program Response:

Text input answer:

The Funeral Service Education Program has experienced steady, consistent growth in the number of students we service. Currently the program consists of two full-time faculty members, three part-time instructors, and three part-time clinical instructors. The program coordinator and faculty member are responsible for the classroom instructions and on-site clinical embalming. All instructors are assigned courses based on past experiences, education, and area of interest or expertise.

The FSE Program Coordinator is Venus Riley Smith. Ms. Smith holds a Bachelor's of Science Degree from Virginia State University, a Masters of Education Degree from the University of Montevello, and an Associate of Applied Science Degree in Funeral Service Education from Jefferson State Community College. Ms. Smith is a dually licensed Funeral Director & Embalmer in the state of Alabama. The Program Coordinator is currently on a 9-month faculty Letter of Appointment from September – May and 3-month Letter

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of Appointment from June – August. She is responsible for 12-13 semester credit hours during the 9-month appointment and 9-10 semester credit hours during the 3-month appointment.

The other full-time faculty in the FSE Program is, Jzyk S.

Ennis, PhD. Dr. Ennis holds a Bachelor's of Sciences Degree from Auburn University, a Master's of Public Administration from the University of Alabama at Birmingham, a Doctoral Degree in Adult Education from Auburn University and an Associate of Applied Science Degree in Funeral Service Education from Jefferson State Community College. He is dually licensed in the state of Alabama and Georgia as a Funeral Director & Embalmer. Currently, Dr. Ennis is on a 9-month faculty Letter of Appointment from September – May and 3-month Letter of Appointment from June – August. He is responsible for 15-16 semester credit hours during the 9-month appointment and 12 -13 semester credit hours during the 3-month appointment.

The FSE Program currently has six part-time instructors of which three (3) are clinical instructors and the other three (3) are classroom instructors. The part-time classroom instructors are: Ms. Susan Davidson, Mrs. Michelle Beasley, and Ms. DeNedra Peasant. The part-time clinical instructors are: Mr. Heath Bowen, Mr. Dunn, and Mr. Jon Higginbotham. The Program Coordinator is responsible for certifying that all faculty (full and part-time) members possess the appropriate credentials for the courses they are assigned. For example,

- Ms. Susan Davidson holds a Bachelor's of Science Degree from the University of Montevallo and a Master's of Science Degree from Samford University. She teaches one class per semester, BIO 111 Survey of Human Biology (fall), FSE 206 Principles of Mortuary Sciences (spring), and FSE 207 Thanatochemistry (summer).
- From Spring 2012 until Spring 2016, Ms. BryOnda Williams taught FSE 145 Basic Accounting Principles for Funeral Service. She holds a Bachelor's of Science Degree in Operations Management from the University of Alabama Birmingham and an Associate of Applied Science Degree in Funeral Service Education from Jefferson State Community College,. She is a licensed Funeral Director and Embalmer.
- In Spring 2017, the FSE Program hired Mrs. Michelle Beasley to replace Ms. Williams. Mrs. Beasley teaches only during the spring semesters. She holds a Bachelor's of Science Degree in Business Administration from Auburn University and an Associate of Applied Science Degree in Funeral Service Education from Jefferson State Community College, She is dually licensed as a Funeral Director and Embalmer.
- In Fall

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2017, the FSE Program hired Ms. DeNedra Peasant to teach FSE 227 Computer Principles and Funeral Service Application, fall semester only. Ms. Peasant is also currently a full-time instructor in the Business and Information System area at Jefferson State. She holds a Bachelor's of Science Degree in Business Administration from Miles College and a Master's Degree in Education from Alabama A & M University.

- Mr. Heath Bowen, Mr. Darren Dunn, and Mr. Jon Higginbotham are the clinical embalming instructors hired by the program to teach for FSE 203 Embalming Laboratory. These instructors are all graduates of Jefferson State Community College's Funeral Service Education Program each holds a current and valid state of Alabama Funeral Directors and Embalmers license. In addition to the above credentials, Mr. Darren Dunn holds a Bachelor's Degree from Jacksonville State University, and is responsible for certifying students for embalming clinicals. The clinical embalming instructors are supervised by the FSE Program Coordinator and the FSE full-time faculty members on a semester by semester basis

All FSE faculty are selected in accordance with policy

and procedures as set by the College, ACCS, SACSCOC, and the ABFSE.

Files uploaded for this question:

[Copy of Faculty data for SS - 2017.pdf](#)
[Faculty Data for Self study - 2017.pdf](#)

If applicable, discuss the qualifications of faculty teaching distance learning courses, in the context of Standards

7.1.1-7.1.4.

Program Response:

Text input answer:

The qualifications of faculty teaching distance learning courses meets the same standards as traditional instructor and meet standard 7.1.1-7.1.4

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Describe the orientation and training programs available to faculty teaching via distance learning.

Program Response:

Text input answer:

Training is completed by the Program Coordinator for faculty teaching distance education courses. All part-time instructors have a one on one meeting with Program Coordinator to discuss course offering, curriculum, Blackboard Learn, policies and complete an needed form for the college. Jzyk Ennis, full-time faculty meets annually to conduct preceptor training with embalming lab instructor, training is conducted at the clinical site.

Project any changes in the faculty based on credentials, qualifications, and/or on planned revisions in the curriculum.

Program Response:

Text input answer:

No current projection of changes.

7.1.1 number,

7.1.2 education,

7.1.3 competence, and

7.1.4 experience to implement effectively the program of instruction.

7.2 Members of the teaching faculty must be qualified in accordance with certain degree and professional requirements, as follows:

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Describe institutional policies to address such issues as workload, compensation, intellectual property rights, and faculty evaluation.

Provide separate analysis for those faculty using distance learning technologies?

Program Response:

Text input answer:

The institutional policies for workload, compensation, property rights and faculty evaluation has been covered in previous standards.

Faculty teaching distance education is the same as the traditional instructors.

Files uploaded for this question:

Jzyk - 2017 - Funeral Director License.pdf
 Jon - 2017 - Resume.pdf
 Jon - 2017 - Transcript and Personnel Folder.pdf
 Jon - 2017 - Embalmer License.pdf
 Jon - 2017 - Funeral Director License.pdf
 Heath - 2017 - Vitae.pdf
 Heath - 2017 - Funeral Director License.pdf
 Heath - 2017 - Embalmer License.pdf
 Heath - 2017 - Transcript and Personnel Folder.pdf
 Jzyk - 2017 - Transcripts - Personnel Folder.pdf
 Jzyk - 2017 - Embalmer License.pdf
 Heath - 2017 - Resume.pdf
 DeNedra - 2017 - Transcripts and Personnel Folder.pdf
 Darrin - 2017 - Transcripts and Personnel Folder.pdf
 Darrin - 2017 - Resume.pdf
 Darrin - 2017 - Embalmer License.pdf
 Darrin - 2017 - Funeral Director License.pdf
 Funeral Services Faculty Rosters - Faculty Exhibit - SS-2017.pdf
 Copy of Faculty data for SS - 2017.pdf
 Venus - 2017 - Resume.pdf
 Venus - 2017 - Transcripts - Personnel Folder.pdf
 Venus - 2017 - Embalmer License.pdf
 Venus - 2017 - Funeral Director License.pdf
 Susan - 2017 - Resume.pdf
 Susan - 2017 - Latest Transcript.pdf
 Susan - 2017 - Transcripts and Personnel Folder.pdf
 Michelle - 2017 - Resume.pdf
 Michelle - 2017 - Transcript and Personnel Folder.pdf
 Michelle - 2017 - Embalmer License.pdf
 Michelle - 2017 - Funeral Director License.pdf
 Jzyk - 2017 - Vitae.pdf

7.2.1 All full- or part-time faculty initially appointed after September 1, 1969, as funeral service educators must have a bachelor's or higher degree from a regionally accredited college or university.

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Ensure that faculty with Bachelor's degree only are properly identified on the chart in 7.1. (from Appendix B)

Be sure these individuals are aware of the Master's degree requirement in Standard 7.2.2.
Include list of courses taught by each faculty member in this category.

Program Response:

Text input answer:

Files uploaded for this question:

Funeral Services Faculty Rosters - Faculty Exhibit - SS-2017.pdf
Copy of Curriculum Overview - 2017.pdf
Copy of Faculty data for SS - 2017.pdf

7.2.2 As of May 1, 1979, all newly- and re-appointed full-time faculty must earn a master's degree from a regionally accredited college or university within five years of their initial appointment date. Faculty who fail to meet the five-year requirement may not be allowed to teach until the degree is awarded. For faculty earning degrees in colleges or universities outside the United States, the institution awarding the degree must have met degree standards which in the judgment of AACRO are acceptable or similar to those of ABFSE.

Are there any full-time faculty who do not possess the master's degree? Yes/No

Program Response:

Text input answer:

n/a

Drop down list answer:

yes (if yes, go to next question)

no (if no, skip to Standard 7.2.4)

Identify the faculty members who have not completed the master's degree and specify the plan to accomplish that goal.

Program Response:

Text input answer:

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Ensure that date of initial employment is provided for any faculty without a Master's degree.

Program Response:

Text input answer:

7.2.3 The only exception to the above is in the category of laboratory assistant, guest lecturer, clinical instructor, preceptor, or comparable positions. Individuals in such categories must serve under the direct supervision of a qualified member of the faculty, as above.

If applicable, upload a list of laboratory assistants, guest lecturers, clinical instructors, or comparable positions used by the program. Include course assignments. (preceptors are addressed in Standard 7.3)

Program Response:

Text input answer:

n/a

Describe how laboratory assistants, guest lecturers, clinical instructors, or comparable positions serve under direct supervision of a qualified faculty member.

Program Response:

Text input answer:

n/a

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7.2.4 In addition to above degree requirements, faculty in specific areas must be meet the following criteria:

- 7.2.4.a a qualified faculty member in embalming is one who holds a valid license that entitles him/her to practice embalming in the state in which he/she is teaching, who has had sufficient specialized training and at least one year of experience as an embalmer, and who has graduated from an institution of funeral service education accredited by the American Board or its predecessor or, for programs outside the U.S., has graduated from a post-secondary funeral service program equivalent to ABFSE-accredited programs;
- 7.2.4.b a qualified faculty member in mortuary management is one who has graduated from an institution of funeral service education accredited by the American Board or its predecessor or, for programs outside the U.S., from a post-secondary funeral service program equivalent to ABFSE accredited programs, holds a funeral director's license, or its legal equivalent, and has had sufficient specialized training and experience in funeral service practice to enable him/her to give proper instruction;
- 7.2.4.c a qualified faculty member in restorative art is one who has graduated from an institution of funeral service education accredited by the American Board or its predecessor, or for programs outside the U.S., from a post-secondary funeral service program equivalent to ABFSE accredited programs;
- 7.2.4.d a qualified faculty member in other required or elective courses is one who has sufficient specialized education or experience in these subjects to enable proper instruction to be provided;
- 7.2.4.e all personnel serving as off-campus preceptors must be licensed as Funeral Directors, Embalmers, or both, and, after January 1, 1989, embalming preceptors must be graduates of ABFSE accredited programs or, for programs outside the U.S., graduates of a post-secondary funeral service program equivalent to ABFSE accredited programs.

Ensure that the list of faculty members from Appendix B accurately designates status as full-time/part-time, licensed or not, master's degree or not and teaching assignments.

Program Response:

Text input answer:

Files uploaded for this question:

Funeral Services Faculty Rosters - Faculty Exhibit - SS-2017.pdf

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file.) Upload copies of faculty transcripts and current licenses. (Site visit team will verify that original transcripts are on

Program Response:

Files uploaded for this question:

Jon - 2017 - Embalmer License.pdf
 Jon - 2017 - Transcript and Personnel Folder.pdf
 Jzyk - 2017 - Embalmer License.pdf
 Jzyk - 2017 - Funeral Director License.pdf
 Jzyk - 2017 - Transcripts - Personnel Folder.pdf
 Jon - 2017 - Funeral Director License.pdf
 Michelle - 2017 - Funeral Director License.pdf
 Michelle - 2017 - Transcript and Personnel Folder.pdf
 Michelle - 2017 - Embalmer License.pdf
 Heath - 2017 - Embalmer License.pdf
 Heath - 2017 - Funeral Director License.pdf
 Heath - 2017 - Transcript and Personnel Folder.pdf
 Venus - 2017 - Embalmer License.pdf
 Venus - 2017 - Funeral Director License.pdf
 Venus - 2017 - Transcripts - Personnel Folder.pdf
 Darrin - 2017 - Embalmer License.pdf
 Darrin - 2017 - Funeral Director License.pdf
 Darrin - 2017 - Transcripts and Personnel Folder.pdf

Do faculty teaching embalming have the qualifications specified in 7.2.4.a? Yes/No

Program Response:

Text input answer:

Drop down list answer:

- yes (if yes, skip to 7.2.4.b)
 no (if no, explain)

Do faculty teaching mortuary management have the qualifications specified in 7.2.4.b? Yes/No

Program Response:

Text input answer:

Drop down list answer:

- yes (if yes, go to 7.2.4.c)
 no (if no, explain)

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Do faculty teaching restorative art have the qualifications specified in 7.2.4.c? Yes/No

Program Response:

Text input answer:

Drop down list answer:

- no (if no, explain)
 yes (if yes, go to 7.2.4.d)

Do faculty teaching other required or elective courses have appropriate qualifications as specified in 7.2.4.d?

Yes/No

Program Response:

Text input answer:

Drop down list answer:

- no (if no, explain)
 yes (if yes, go to 7.3)

7.3 Preceptor credentials must be certified in one of the following ways by the program:

Does the program utilize preceptors? Yes/No

Program Response:

Drop down list answer:

- no (if no, skip to Standard 7.4)
 yes (if yes, go to next question)

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How are preceptor credentials certified?

(see Standard 7.3.1-7.3.3)

Narrative comments are optional.

Program Response:

Text input answer:

The FSE 201 and FSE 202 Embalming I & II courses (distance education and traditional courses) are taught by FSE full-time faculty, Dr. Jzyk Ennis. Dr. Ennis is a graduate of JSCC's FSE Program, is a licensed funeral director and embalmer for over 25 years and managed a funeral home for several years prior to joining the FSE faculty. Dr. Ennis is assigned to and is responsible for the FSE 203 Embalming Laboratory course. Each year he conducts the preceptor training with the Clinical Embalming instructors. The training is completed before the semester starts and is conducted at the clinical site (John's Ridouts Funeral Parlor). To verify that each preceptor meets the requirements, current and valid licenses are reviewed on the Alabama Board of Funeral Service website. Dr. Ennis is also responsible for the FSE 225 and FSE 226 Funeral Management I and Funeral Service Management II - FSE 223 Funeral Service Social Science and FSE 101 Funeral Directing courses. Dr. Ennis meets all standards to teach FSE courses, Venus Smith, FSE Program Coordinator, teaches the FSE 213 Restorative Art, and FSE 110 Law & Ethics for Funeral Services distance education and traditional courses. Ms. Smith meets the requirement of this standard, Mrs. Michelle Beasley, a FSE part-time instructor, teaches the FSE 145 - Basic Accounting Procedures Procedures for Funeral Service. She has an additional certification as a Certified Public Accountant with the state of Alabama and manages a funeral home full-time. She meets all requirements of this standard.

See Attached Resume, transcripts and copies of state board issued licenses for:

Heath Bowen

Darrin Dunn

Jon Higginbotham

Drop down list answer:

- License (7.3.2)
- Combination (explain)
- Official transcripts (7.3.1)
- State website (7.3.3)

Jefferson State Community College Self-Study

Based on Fall 2017

Upload list of preceptors currently affiliated with the program.

(Site visit team will verify preceptor credentials)

Narrative comments are optional.

Program Response:

Text input answer:

See Lab Preceptor Training from 2011 - 2018

Affiliation Agreement with Funeral Home - Johns Ridout's Funeral Parlor

Files uploaded for this question:

Lab Preceptor Training - 2017 - 2018 - SS - 2017.pdf
 Lab Preceptor Training - 2015 - 2016 - SS - 2017.pdf
 Lab Preceptor Training - 2011 - 2012 - SS - 2017.pdf
 Lab Preceptor Training - 2013 - 2014 - SS - 2017.pdf
 Lab Preceptor Training - 2012 - 2013 - SS - 2017.pdf
 Darrin - 2017 - Funeral Director License.pdf
 Darrin - 2017 - Embalmer License.pdf
 Darrin - 2017 - Transcripts and Personnel Folder.pdf
 Darrin - 2017 - Resume.pdf
 Heath - 2017 - Embalmer License.pdf
 Heath - 2017 - Resume.pdf
 Heath - 2017 - Transcript and Personnel Folder.pdf
 Heath - 2017 - Funeral Director License.pdf
 Jon - 2017 - Embalmer License.pdf
 Jon - 2017 - Resume.pdf
 Jon - 2017 - Transcript and Personnel Folder.pdf
 Jon - 2017 - Funeral Director License.pdf
 Alabama Board of Funeral Service - www.fsb.alabama.gov.pdf

7.3.1 Have on file an official transcript from the accredited funeral service institution from which the preceptor graduated plus a copy of his or her state license;

7.3.2 Have on file a copy of the preceptor's license from the State Board of Funeral Service and Embalming (if the state requires graduation from an ABFSE accredited program)

If this method to certify preceptor credentials is utilized, upload a copy of the applicable state requirement(s) that mandates graduation from an ABFSE accredited program as a requirement for licensure.

Response is necessary ONLY if this method to certify preceptor credentials is used.

Program Response:

Text input answer:

See attached

Files uploaded for this question:

Jon - 2017 - Funeral Director License.pdf
 Darrin - 2017 - Funeral Director License.pdf
 Alabama Board of Funeral Service - www.fsb.alabama.gov.pdf
 Darrin - 2017 - Embalmer License.pdf
 Heath - 2017 - Embalmer License.pdf
 Heath - 2017 - Funeral Director License.pdf
 Jon - 2017 - Embalmer License.pdf

Jefferson State Community College Self-Study

Based on Fall 2017

7.3.3 Have on file a copy of (or be able to provide access to) verification from the State web site that the preceptor is licensed in the state (if the state required graduation from an ABFSE accredited program) with the name of the preceptor and date of the issuance of the license maintained by the program.

Site visit time is best utilized when this info is uploaded to the Self study.

Program Response:

Text input answer:

Lab Preceptor Training for 2014 - 2015 & 2016 - 2017 will not load due to size. Hard copies will be on file on site visit.

Files uploaded for this question:

Alabama Board of Funeral Service - www.fsb.alabama.gov.pdf

Lab Preceptor Training - 2011 - 2012 - SS - 2017.pdf

Lab Preceptor Training - 2013 - 2014 - SS - 2017.pdf

Lab Preceptor Training - 2012 - 2013 - SS - 2017.pdf

Lab Preceptor Training - 2015 - 2016 - SS - 2017.pdf

Lab Preceptor Training - 2017 - 2018 - SS - 2017.pdf

7.4 The program must give evidence of active development of high quality faculty, and the involvement of the faculty in the conduct of the academic program including maintaining the standards and conditions pertaining to instruction and research.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe how the development of high quality faculty is accomplished.

Be sure to include the specific efforts focused on distance learning, if applicable.

Program Response:

Text input answer:

Jefferson State provides opportunities for faculty professional development to include but not limited to attendance at funeral service related workshops, conferences, professional meetings, and national/state/local committee participation Individual Action Plan (IAP) funding is available to help support faculty professional development. Each full-time faculty is given \$500 annually for professional development. Opportunities for other development are provided through special funding including grants. Both full-time faculty members are actively involved in the funeral service profession, and in-state, and national associations. The information obtained at these meetings is shared among each other and to the students. The full-time faculty members occasionally participate and represent the college and associations by speaking at community and civic groups' meetings, and high school career days. The Funeral Service Education Program is also a provider for Continuing Education hours for licensees in the state. Educational seminars are given at least once a year to help maintain the standards and requirements of the profession to licensees.

Jefferson State Community College's Institutional Effectiveness department is responsible for providing evaluations for instructors. All FSE instructors are evaluated every semester by students. The full-time instructors are evaluated annually by administration. Each year full and part-time instructors are responsible for completing a certificate of completion for Discrimination and Sexual Violence, Harassment Prevention (Campus Security) and Statement of Economic Interest (Alabama Ethics Commission). All part-time instructors except for the clinical embalming instructors are very familiar with Distance Education courses.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe how the institution involves faculty in the conduct of the academic program including maintaining the standards and conditions pertaining to instruction and research.

Program Response:

Text input answer:

Jefferson State Community College's Institutional Effectiveness department is responsible for providing evaluations for instructors. All FSE instructors are evaluated every semester by students. The full-time instructors are evaluated annually by administration. Each year full and part-time instructors are responsible for completing a certificate of completion for Discrimination and Sexual Violence, Harassment Prevention (Campus Security) and Statement of Economic Interest (Alabama Ethics Commission). All part-time instructors except for the clinical embalming instructors are very familiar with Distance Education courses.

7.5 Instructional support for faculty, in the form of library facilities, office facilities, development leave (with or without pay) involvement in program planning, etc., must be in evidence.

Describe and provide evidence of the instructional support available for faculty.

Be sure to address specific efforts focused on distance learning, if applicable.

Program Response:

Text input answer:

Jefferson State Community College provides tremendous support to the FSE faculty and is a huge supporter of its faculty and their progression in their field of study. The College provides appropriate resources and support to the FSE Program so that it may carry out the goals and objectives of the Program and the College. Instructional support is provided through (1) ensuring that faculty has the funding needed to support professional development and continuing education activities, (2) sufficient office facilities, (3) classroom and lab facilities that are equipped with the necessary equipment and supplies needed to ensure student learning, (4) library facilities that support program courses and can be used as a resource to aid with class preparation and student learning, (5) appropriate leave benefits that support personal and professional development, (6) involvement in program planning that allows for faculty led program modifications, adjustments, and additions needed to effect

Jefferson State Community College Self-Study

Based on Fall 2017

program improvement, (7) teaching load that is reasonable and fair, (8) technology resources and support required to ensure that both traditional and distance learning classes are implemented in accordance with required standards, (9) training and support on new technology/software implemented campus-wide, and (10) appropriate student services support such as records, financial aid, tutoring, ADA accommodations, etc. to assist with providing appropriate student advising.

The support services and facilities are of high quality, and currently the FSE Program has adequate facilities for which to implement the program. The college has a designated intranet site called "Jeffnet" that the faculty has access to. This site provides various reports, forms, College Handbook, Salary Schedule, Employee Training information, Family Medical Leave Act, Curriculum forms, and an array of information for new and current instructors (part-time and full-time) and employees. The instructors have access to library tutorials for themselves and their students that can be used to support research initiatives and supplement instruction. The College supports professional growth and development for faculty through its leave and travel policies and funding to the extent permitted by funds available. Leave to attend professional development activities is a routinely granted by the institution if appropriate, and professional leave without pay is available for up to one year for full-time tenured faculty. See JSCC Policy 6.10 Leaves without Pay and JSCC Policy 6.7 Leaves with Pay.

The Funeral Service Education faculty is responsible for all program planning. The administration and Curriculum Committee reviews and approve plans submitted by FSE faculty. All curriculum changes are voted on by the department before Curriculum Committee approval. In the case of some embalming laboratory and internship programs, students are involved in planning. The FSE Advisory Board (Committee) is always informed of curriculum changes.

Jefferson State Community College Self-Study

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7.6 Student-teacher ratios must be available for review and must not exceed 30:1 overall (full-time equivalent per federal/state guidelines/definitions) in the funeral service program, no more than 25:1 headcount for laboratory sessions, and 5:1 headcount for each clinical embalming case. No instructor may supervise more than 3 embalming cases at any one time.

Upload class rosters and/or other evidence to document compliance with Standard 7.6 - student-teacher ratios.

Provide current class rosters plus 2 previous years.

Narrative comments are optional.

Program Response:

Text input answer:

The Funeral Service Education Program enrollments on average 45 to 50 students per year. The current student to teacher ratio is within the American Board of Funeral Service Education standard of 1:30. Additional course sections were added to maintain the instructor to student ratio.

Files uploaded for this question:

fse214-2017-de.pdf
 fse223-2016-de.pdf
 fse223-2016.pdf
 fse225-2017-de.pdf
 fse226-2016.pdf
 fse101-2017.pdf
 fse225-2017.pdf
 fse226-2017.pdf
 fse226-2017-de.pdf
 fse227-2016.pdf
 fse228-2016.pdf
 fse228-2016-fa.pdf
 fse228-2017.pdf
 fse230-2016.pdf
 fse230-2016-fall.pdf
 fse230-2017.pdf
 fse230-2017-sum.pdf
 bio111-2-2017-de.pdf
 fse101-2017-de.pdf
 fse226-2016-de.pdf
 fse227-2017.pdf
 fse223-2017-de.pdf
 bio111-2017-de.pdf
 bio111-2017.pdf
 fse110-2017.pdf
 fse223-2017.pdf
 fse230-2017-fall.pdf
 fse228-2017-fall.pdf
 fse110-2017-de.pdf

Jefferson State Community College Self-Study

Based on Fall 2017

Are any changes to faculty planned?

Program Response:

Text input answer:

no current plans to change faculty

STANDARD 8: FACILITIES

Instructions for this section:

In the collective responses to Standard 8 you will describe the facilities used by the funeral service program.

In a multi-department institution, other campus facilities need only be described if they are specifically used for funeral service education. Description of computers and related software will be discussed in Standard 9 - Library and Learning Resources.

Upload documents and/or photos to support your description, as appropriate.

The site visit team will visit the facilities and a sample of off-campus instructional sites.

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 8.2.4 and then return to this section to submit an optional summary, if appropriate.

After you complete your response to 8.2.4, return to answer the following:

Evaluate the overall effectiveness and adequacy of the on-campus facilities and equipment used by funeral service.

Program Response:

Text input answer:

For any perceived weaknesses, discuss plans for improvement or enhancement.

Program Response:

Text input answer:

No perceived weaknesses

Jefferson State Community College Self-Study

Based on Fall 2017

AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

8.1 Classrooms, laboratories, and other areas used for instruction must be properly equipped, adequate in number and size, and supplied for quality instruction to support the aims and objectives of the program and to meet the needs of students. For funeral service education the following is required:

Does the program have it's own dedicated classroom and lab space? Yes/No

Program Response:

Drop down list answer:

yes

no (if no, go to next question)

If 'No', discuss how funeral service conducts its educational program in the shared space.

Program Response:

Text input answer:

n/a

Jefferson State Community College Self-Study

Based on Fall 2017

8.1.1 classrooms and laboratories must be properly lighted, heated, ventilated, cleaned, and furnished with, or have available, the equipment and supplies necessary for lectures to enable the educational program to be carried out;

Upload photos to demonstrate the arrangement and equipment in the classroom(s) used by the program.
(note: classrooms will be visited by the site team.)

Program Response:

Text input answer:

See attached photos

Files uploaded for this question:

Annual Security Report 2015.pdf

Annual Security Report 2016.pdf

IMG_9677.JPG

IMG_9676.JPG

IMG_9673.JPG

IMG_9681.JPG

IMG_9700.JPG

IMG_9702.JPG

IMG_9703.JPG

IMG_9701.JPG

IMG_9704.JPG

IMG_9705.JPG

IMG_9706.JPG

IMG_9707.JPG

IMG_9709.JPG

IMG_9708.JPG

IMG_9710.JPG

IMG_9699.JPG

8.1.2 laboratories must be furnished with sufficient equipment and supplies to permit students to work in small groups or individually. Sufficient equipment and supplies must be available to carry on all research and instruction mentioned in program/institution publications. Equipment and supplies must be replaced as required and upgraded to maintain currency with funeral service practice.

Jefferson State Community College Self-Study

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How does the program define 'sufficient' equipment and supplies?

Upload documents to support your description, as appropriate.

Program Response:

Text input answer:

The Funeral Service Education Program's library is equipped with a Dell computer, U-shaped conference style tables, whiteboard cabinet, storage closet and freelance chairs. This area is equipped with professional journals and newspapers. All faculty offices are equipped with Dell computers, printers, desk, a fax machine and filing cabinets for storage. The classroom accommodates 35 to 40 students at one time, ceiling LCD projector, lectern, wall mounted whiteboard, chalkboard, projector screen, freelance chairs, tables, and a computer/kiosk donated by Matthew-Aurora Funeral Solutions. The classroom has proper lighting, ventilation and adequate space for groups. Instructors use Tegrity software to record lectures that are posted on Blackboard for distance education and traditional students.

The Harold C. Martin Building has a computer lab that is shared with the Building Science Program. It is equipped with new Dell computers to accommodate 20 networked computer stations, wall mounted whiteboard, LCD projector, drop down projector screen, and rolling chairs for the Building Science program. The embalming laboratory is located in the rear area of the basement near the receiving and storage room. It is equipped with a stainless steel autopsy table, desk, chair, filing cabinet, lockable wall cabinets, porcelain embalming table, embalming machine, and classroom style desk and chair combination. The restorative art laboratory is equipped for 24 workstations and chairs, restorative art materials, cosmetic mask and trauma heads, portable TV/DVD cart and lockable floor and wall cabinets. The Funeral Service Education Program has a merchandising room. The room is equipped with merchandise from several casket vendors such as Matthew-Aurora Funeral Solutions, Batesville Casket Company and Vantage Vaults. The room is furnished with a casket for display, display vaults, urns, burial garments and cut casket.

Files uploaded for this question:

[IMG_9681.JPG](#)
[IMG_9704.JPG](#)
[IMG_9702.JPG](#)
[IMG_9703.JPG](#)
[IMG_9701.JPG](#)
[IMG_9700.JPG](#)
[IMG_9705.JPG](#)
[IMG_9706.JPG](#)
[IMG_9707.JPG](#)
[IMG_9709.JPG](#)
[IMG_9710.JPG](#)
[IMG_9708.JPG](#)
[IMG_9699.JPG](#)

Describe the budget and replacement policy for equipment and supplies.

Program Response:

Text input answer:

The budget and replacement policy is similar to all other request, the FSE Program Coordinator contacts maintenance regarding any issues or concerns within the building or department. An employee from maintenance comes to inspect and result any issues or concerns. The college handles the repairs.

Jefferson State Community College Self-Study

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Upload photos of the laboratory (or laboratories) utilized by the program.
(note: laboratories will be visited by the site team)

Program Response:

Text input answer:

Files uploaded for this question:









8.1.3 All facilities must satisfy federal, state, provincial/territorial, and local regulations.


IF the program utilizes a process (checklist, written policy, etc.) to determine that facilities satisfy federal, state, provincial/territorial, and local regulations, please describe and upload a copy.


Program Response:


Text input answer:


JSCC and the FSE Program meet all federal, state and local regulations.


Files uploaded for this question:











8.1.4 Each program must maintain an on-campus embalming/preparation space either fully functional or for demonstration purposes. The embalming space must be of sufficient size to accommodate at least one preparation table. It must have an electric embalming machine, instruments, and real or simulated chemicals. In the case of a demonstration lab, it must adequately reflect an actual functional embalming laboratory.

On-campus embalming/preparation space is:

Program Response:

Drop down list answer:

demonstration only

fully functional

Jefferson State Community College Self-Study

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Describe the on-campus embalming facility and how it is used by the program.

Upload additional photos to illustrate compliance with the expectations of 8.1.4, as appropriate.

Program Response:

Text input answer:

The embalming laboratory is located in the rear area of the basement near the receiving and storage room. It is equipped with a stainless steel autopsy table, desk, chair, filing cabinet, lockable wall cabinets, porcelain embalming table, embalming machine, and classroom style desk and chair combination.

Files uploaded for this question:

IMG_9679.JPG
 IMG_9678.JPG
 IMG_9680.JPG

8.2 Off-Campus Instructional Sites: Instruction at off-campus locations is generally in the form of practicum, internship, or embalming instruction. Whenever students receive program credit for work carried out off the main campus, the following facilities requirements must be in effect:

Does the program utilize off-campus instructional sites? Yes/No

Program Response:

Text input answer:

Drop down list answer:

- yes (if yes, address standards 8.2.1-8.2.4)
 no (if no, return to Standard 8 and respond to summary questions.)

8.2.1 funeral homes in which off-campus instruction takes must be licensed by the appropriate authorities;

Jefferson State Community College Self-Study

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Upload a list of facilities where off-campus instruction takes place.
Designate if the instruction is embalming, funeral directing or both.

Program Response:

Text input answer:

Files uploaded for this question:

John Ridouts - 2014 Inspection - SS - 2017.pdf
John Ridouts - 2015 Inspection - SS - 2017.pdf
Johns Ridout Establishment License - SS - 2017.pdf
John Ridouts - 2017 Establishment - SS - 2017.pdf

Describe how licensure of the facility is verified.

Upload evidence that all current off-campus sites used by the program have current licenses.

Program Response:

Text input answer:

The FSE Program Coordinator and full-time faculty verifies licensure by reviewing each establishment status by visiting to the state board's website.

Files uploaded for this question:

John Ridouts - 2014 Inspection - SS - 2017.pdf
John Ridouts - 2015 Inspection - SS - 2017.pdf
John Ridouts - 2016 Inspection - SS - 2017.pdf
John Ridouts - 2017 Establishment - SS - 2017.pdf
John Ridouts - 2017 Inspection - SS - 2017.pdf
Johns Ridout Establishment License - SS - 2017.pdf

8.2.2 off-campus instruction must take place in locations which offer adequate learning space for students involved. In the case of instruction in embalming, preparation room facilities must be of sufficient size to allow for satisfactory participation by each student involved;

Jefferson State Community College Self-Study

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Describe how off-campus instruction sites are selected and evaluated for compliance with Standard 8.2.2 prior to the assignment of students to the sites.

Program Response:

Text input answer:

The instructional sites used by the Funeral Service Education student's for the funeral directing and embalming apprenticeship varies depending on the employment locations. All FSE students are required to have an active apprenticeship with their various state boards to enroll in the FSE Program. All sites are licensed funeral establishments with their prospective state boards. The FSE Program Coordinator or FSE Representative completes on site funeral home inspections for funeral directing and in most cases the FSE Representative are the Executive Director and Assistant Executive Director for the Alabama Board of Funeral Service. With the consent of the funeral home owner, the FSE Program Coordinator can receive copies of the funeral home annual inspection directly from the state board. All paperwork is signed by FSE Representative, Program Coordinator and Funeral Home Owner. All students enter into an agreement with their funeral home and FSE Program to receive 3 credit hours at the funeral home upon completion of the FSE 228 course. These agreements are part of the student's internship package (See - FSE 228 Sample Package).

All Files will be available at site visit - (Unable to load due to size)

Files uploaded for this question:

[FSE 228 - Sample Package - SS - 2017.pdf](#)

For current sites, upload copies of the forms used to verify that off-campus instructional sites are inspected before students are assigned to them. Inspection should include compliance with Standards 8.2.2 and 8.2.4.

Program Response:

Text input answer:

Copies of Funeral Home Inspections will be available at the site visit. Unable to load due to size.

Files uploaded for this question:

[Funeral Home Evaluation Form Assignment - SS - 2017.pdf](#)

8.2.3 the program must have written affiliation agreements with each off-campus instructional site. Each agreement must specify the responsibilities of the program/institution and the instructional site relative to supervision and instruction of students and liability. Where appropriate, and in accordance with institutional policies, personnel at the instructional site may be given adjunct faculty appointments by the institution; and

Jefferson State Community College Self-Study

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If off-campus instructional sites are utilized, upload a sample of the affiliation agreement.

Attach copies of all signed agreements, if practical. The site visit team will review the signed documents.

Indicate whether or not personnel at the instructional sites have adjunct faculty appointments.

Program Response:

Text input answer:

See attached

Files uploaded for this question:

[Affiliation Agreements - SS - 2017.pdf](#)
[Part-time Faculty Information - SS - 2017.pdf](#)
[Funeral Services Faculty Rosters - Faculty Exhibit - SS-2017.pdf](#)

8.2.4 all facilities must satisfy federal, state, and local regulations.

How does the program assure that off- campus instructional facilities satisfy federal, state, and local regulations?

Program Response:

Text input answer:

The FSE Program verifies that the off campus facility is licensed and check for inspections from the state board. OSHA inspection is also verified. Signed affiliation agreements with the funeral home, Johns-Ridout's Funeral Parlor are on file in the FSE Program Coordinator's office.

Provide an evaluation of the overall adequacy of the off-campus instructional sites and the instruction and supervision of the students placed in those settings.

Discuss plans for improvement or remediation of any deficiencies, if noted.

Program Response:

Text input answer:

To comply with the ABFSE standards, a visit is conducted at the off-site locations to verify that the students are provided a safe learning environment. Copies of off-site visit is housed within the FSE Program department and will be available for site visit.

Currently, there are no deficiencies.

STANDARD 9: LIBRARY / LEARNING RESOURCES

Instructions for this section:

Learning resources include computer resources, collections of books, periodicals and reference materials. Description of the system used to catalog library materials is not expected.

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 9.3.3 and then return to this section to submit an optional summary, if appropriate.

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AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

9.1 Learning resources, including computer resources, collections of books, periodicals, and reference materials must be both sufficient in scope and readily accessible to students to provide adequate support to the Funeral Service Education curriculum.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe the Library holdings that pertain to the program, including books, periodicals and electronic internal and external databases.

Upload documents to support the description, as necessary.

Program Response:

Text input answer:

The Jefferson State Community College Learning Resource Centers [LRC] support the educational needs of all members of the college community - students, faculty, staff, alumni, and guests. The Libraries have four physical locations, Jefferson Campus, Shelby-Hoover Campus, St. Clair – Pell City Campus and Chilton - Clanton Campus with networked computer areas for student use, printing and copying services, designated periodicals area, and study tables and carrels. Our collection of print and electronic books, journals, research databases, streaming video and other media, has been developed to enhance the curriculum, and library staff are available to assist users with accessing and using these resources.

A snapshot of the resources and services includes four physical campus locations; a comprehensive interactive content management platform providing access to all resources [<http://library.jeffersonstate.edu/HOME>]; multiple forms of communication with professional librarians; online interactive tutorials including library orientations and tutorials on using the resources and website; over 85,000 print volumes organized according to the Library of Congress Classification; over 200,000 electronic book titles; 66 premier research and reference databases; browsing collection of print journals and newspapers at each campus location; and reserve copies of many textbooks.

Files uploaded for this question:

[Home Library Page - SS - 2017.pdf](#)
[Library Databases A to Z.pdf](#)

Evaluate the adequacy of learning resources for student instruction and research and for faculty research. (The focus for this standard is the Funeral Service Education program only.)

Program Response:

Text input answer:

In support of the

Jefferson State Community College Self-Study

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Funeral Service Education Program, the LRCs provide the following:

- Direct link on Blackboard to the Orientation to the JSCC Libraries for the Funeral Service Education Students.

- Print
 - books and electronic books in Funeral Service Education topics including the funeral industry; Thanatochemistry; Microbiology; Emerging Infectious Diseases; Psychology; Death and Dying; Cultural Competence; Public Health; Small Business Administration; Business Ethics; Business Law.
- Academic
 - Success resources including the following interactive modules in PrepStep for Two Year Colleges:
 - Core Math & Science Skills
 - Core English Skills
 - College Success Skills
 - Computer & Technology Skills Training
- Streaming
 - video content from Films On Demand which includes additional academic success content; cultural competence; psychology; and more.
- Active
 - subscriptions in both print and electronic format to core journals in Funeral Service Education as well as titles in Public Health, Psychology, and Business. The Funeral Service Education Program Coordinator also sends duplicate copies of journals to the library for student use.
- Active
 - subscriptions to premier research databases; a full list is provided as part of this document; those with specific content related to Funeral Service Education include:
 - Associates Program Source Plus
 - Academic Search Complete
 - Business Source Complete
 - CINAHL Complete
- Active
 - subscriptions to online reference resources with study guides and material in Anatomy; Biology; Chemistry; Microbiology; Psychology; and Public Health issues:
 - Credo Reference Online
 - Ovid Nursing Solution
 - R2 Digital Library

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Funeral Service Education

students are required to use the library resources for specific projects within the program. The LRC provides the distance education students a direct link to the Orientation for the FSE students. Specifically, students are required to use library resources for the Funeral Service Social Science research paper and the Principles of Mortuary Science assignment.

The libraries holdings in both social sciences and the sciences are exceptional. Casual reading and interest reading concerning the funeral service industry can be satisfied via the print journals in funeral service along with a vast collection of electronic journals in funeral service, public health, psychology, and more.

Files uploaded for this question:

[FSE_LibGuide_AcademicSuccess.pdf](#)
[Orientation to the JSCC Libraries for Funeral Service Education Students.pdf](#)

9.2 Computer resources include computer assisted instruction materials as well as access to internet resources. The learning resources program should provide access to external computer databases.

Jefferson State Community College Self-Study

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Describe the computer and other learning resources that are available to faculty and students.

Upload photos and other documents if they help to support your discussion.

Program Response:

Text input answer:

The Learning Resource Centers provide computer assisted instruction at all campus locations. This instruction includes information literacy sessions, orientations to the library and content specific to courses or programs, and instruction on the use of the library's content management platform [<http://library.jeffersonstate.edu/HOME>] which is the point of entry to all library resources, regardless of format. This instruction is conducted through group or class workshops, one-on-one instructional sessions, and through the library's website utilizing interactive tutorials. All Jefferson State students have access to any of these services from any location and off campus access is provided via remote authentication.

The Learning Resource Centers provide online reference services during all open hours via an interactive messaging services accessible on every page of the library's website. This service also includes a comprehensive self-service Knowledge Base whereby students can receive instructions and answers to library related questions. When the messaging service is not being monitored, the Knowledge Base is automatically queried.

Describe any funeral specific software used to supplement instruction or available for student and faculty use.

Program Response:

Text input answer:

See the attached database available to faculty and students. Again, journals and magazine are available for students to complete assignments. No software is dedicated to the FSE Program.

Files uploaded for this question:

[Library Databases A to Z.pdf](#)
[Orientation to the JSCC Libraries for Funeral Service Education Students.pdf](#)

9.3 Since quality and availability affect program outcomes, learning resources must be accessible to students outside of regular classroom hours. The program must require student utilization of these resources.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe how students, both distance and campus-based, can utilize library and learning resources. Include discussion of any applicable orientation programs.

Program Response:

Text input answer:

Funeral Service Education students are required to use the library resources for specific projects within the program. The LRC provides the distance education students a direct link to the Orientation for the FSE students. Specifically, students are required to use library resources for the Funeral Service Social Science research paper and the Principles of Mortuary Science assignment, chat option is available if needed. The libraries holdings in both social sciences and the sciences are exceptional. Casual reading and interest reading concerning the funeral service industry can be satisfied via the print journals in funeral service along with a vast collection of electronic journals in funeral service, public health, psychology, and more.

Files uploaded for this question:

[Library Databases A to Z.pdf](#)
[FSE_LibGuide.pdf](#)
[FSE_LibGuide_AcademicSuccess.pdf](#)
[Orientation to the JSCC Libraries for Funeral Service Education Students.pdf](#)

Are learning resources available on a 24/7 basis? Yes/No

Comment is optional.

Program Response:

Text input answer:

Students are unable to access physical learning resources after LRC hours, however, the LRC provides students with a chat option for students to communicate with the resources center.

Drop down list answer:

- no
 yes

Jefferson State Community College Self-Study

Based on Fall 2017

Provide examples of how the program requires student use of learning resources?

Program Response:

Text input answer:

FSE 206, Principles of Mortuary Science and 223 , Funeral Service Social Science, have assignment that require students to utilize the learning resource center. See the attached syllabi/tentative schedule for the courses.

Files uploaded for this question:

FSE 206 - Syllabus - 2018.pdf
FSE 223 Tentative Class Schedule-2017doc.pdf

9.3.1 An acquisition policy relevant to Funeral Service Education must be in place and funeral service personnel must be involved with the annual acquisitions related to this program.

Upload a copy of the acquisition policy.

Evaluate the effectiveness of the policy.

Program Response:

Text input answer:

The acquisitions policies of the Learning Resource Centers require a review of all career program resources annually. In collaboration with faculty and administrators in the Funeral Service Education program, new resources are reviewed and selected. Additionally, the Learning Resource Centers provide access to online forms for collection development including a form to request acquisitions based upon course, department, or program and a form to request a collection analysis for any department or program. The library's technology suite allows for constant interaction and communication between all areas of the campus communities and this greatly enhances our collaboration with faculty across all four campuses and distance education.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe the involvement of funeral service program personnel with the annual acquisitions related to this program.

Program Response:

Text input answer:

The FSE department has an active relationship with the Learning Resource Center. The Program Coordinator currently serves on the Learning Resource Committee. The LR Committee purpose is threefold:

1. To introduce you to the vast library resources available to you and your students so that you may share this information with your colleagues and department chairs.
2. To notify you of any changes in library resources and services as well as any new content – again so that you may share with your colleagues.
3. Provide opportunities to you and your colleagues to actively engage in collection development and library services development.

The FSE department is involved in the annual acquisition of learning resource material. The Director of the Learning Resource Center consults with the FSE department on what is needed for the FSE Program. Faculty and Staff can also submit a form to the LRC for recommendation of material, this form goes directly to the LRC Director.

Files uploaded for this question:

[Recommend Materials for LRC.pdf](#)

9.3.2 Sufficient space must be devoted to learning resources to provide for the needs of students in Funeral Service Education and must be accessible during reasonable hours and administered by qualified staff.

Evaluate the space devoted to learning resources in terms of student use, accessibility to students and staffing.

Upload a copy of printed library/learning resource hours.

Program Response:

Text input answer:

The Jefferson Campus

LRC is in the northeastern section of Birmingham, on the second floor of the

James B. Allen Library Building, which was constructed in 1966 and later

additional units were added in 1984.

The Jefferson Campus LRC amenities includes:

- Seating
capacity of over 250 via study tables spread liberally throughout the library
- Study
carrels, group study rooms, separate multi-media classroom
- Current

Jefferson State Community College Self-Study

Based on Fall 2017

Periodicals Area with casual furniture [couches, armchairs, small tables]

- Networked
computers with printing
- Wi-fi
- Photocopying
- Course
Reserves [course material for use in library only]
- Designated
selective repository for government documents

The Shelby-Hoover

Campus LRC is in the southwestern part of JSCC service area, on the first floor

of the General Studies Building, opened January 1993. The Shelby-Hoover Campus amenities includes:

- Seating
capacity of approximately 120
- Study
carrels, a group study room, individual study rooms
- Current
Periodicals Area with casual furniture
- Networked
computer lab with printing
- Wi-fi
- Photocopying
- Course
Reserves [course material for use in library only]

Jefferson State Community College Self-Study

Based on Fall 2017

The St. Clair – Pell

City LRC is in the eastern part of the JSCC service area, on the first floor of

the St. Clair - Pell City Center. Their

amenities include:

- Seating
capacity of approximately 45
- Networked
computers with printing
- Two
open computer labs
- Wi-fi
- Photocopying
- Course
Reserves [course material for use in library only]

The Chilton – Clanton

LRC is located on the first floor of the Chilton - Clanton Center. Their amenities include:

- Seating
capacity of approximately 45
- Networked
computers with printing
- Two
open computer labs
- Wi-fi
- Photocopying
- Course
Reserves [course material for use in library only]

Jefferson State Community College Self-Study

Based on Fall 2017

All Learning Resource Centers are staffed with professional librarians holding the Master's degree in Library and Information Science from universities accredited by the American Library Association. The Shelby and Chilton-Clanton Campus contact person is Ms. Barbara Goss, the Jefferson Campus contact person is Mr. Kevin Aldridge and the St. Clair – Pell City Campus contact is Ms. Clare King. The hours of operation are Monday through Thursday from 7:30 am to 9:00 pm and Friday from 7:30 am to 4:00 pm. Hours are posted at each campus LRC as well as on the library's content management platform [<http://library.jeffersonstate.edu/HOME>].

Files uploaded for this question:

Hours - LRC - SS - 2017df.pdf

9.3.3 Learning resources must be catalogued according to a recognized standard method.

Jefferson State Community College Self-Study

Based on Fall 2017

Identify the recognized standard method used to catalog learning resources.

Program Response:

Text input answer:

The collections maintained at all campus Learning Resource Centers are cataloged according to the Anglo-American Cataloging Rules in its latest format utilizing modern standards and formats. The collections are organized using the Library of Congress Classification System and based upon Library of Congress Subject Headings. All print and electronic materials are fully cataloged and accessible through the library's content management platform. This platform utilizes the Springshare LibGuides Content Management System and fully integrates the EBSCO Discovery Service search and discovery tool. The library's LibGuides CMS is accessible from any internet connection and is fully operational from desktops, tablets, or smart phone technology. In addition, the JSCC Libraries LibGuides [<http://jeffersonstate.libwizard.com/Embed-LibGuides>] content can be embedded seamlessly into the college's, Blackboard, learning management system. The Funeral Service Education Program utilizes the system. All students, traditional, hybrid, or distance education, have access to the library's vast resources regardless of location or course delivery.

Files uploaded for this question:

[LRC -Embedding LibGuides Into Blackboard.pdf](#)

STANDARD 10: STUDENTS

Standard 10 addresses seven sub categories:

Admissions; Attendance, Promotion, Graduation; Student Health and Safety; Guidance and Student Involvement; Records and Reports; Policies; Transfer Credit Policy.

Instructions for this section:

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 10.7 and then return to this section to submit an optional summary, if appropriate.

Jefferson State Community College Self-Study

Based on Fall 2017

Evaluate the general effectiveness of the services and policies discussed in Standard 10 for both classroom students and distance students (if applicable).

Programs offering distance learning will address Appendix E questions regarding this standard at the end of the Self study.

Program Response:

Text input answer:

AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

10.1 Admissions: The admissions requirement for the program must be publicly stated in institutional publications including the catalog and must be administered as published. The program/institution must recognize and follow ethical practices in student admissions and other student-related matters and so advise the public by publishing in its program information either its own statement of ethical practices which must include key elements of widely recognized and available documents describing such practices or specifically referring in program materials to its adherence to recognized documents on ethical practice (e.g. documents available from the American Association of Collegiate Registrars and Admissions Officers [AACRAO] and from several of the regional accrediting agencies. At Appendix I is a representative document from the Middle States Commission on Higher Education). In addition to the above, the following Standards must be met.

Upload the relevant portions of college publications that address institutional admission.

Include the URL.

(This should match info provided in response to 4.1.2.c.)

Program Response:

Text input answer:

Jefferson State Community College Self-Study

Based on Fall 2017

Jefferson State Community College is in compliance with the above accreditation admissions standards. The college's admissions policies are published and standardized at each location including Jefferson, Shelby-Hoover, St. Clair-Pell City, Chilton-Clanton and Distance Education and are consistent with the college's Vision and Statement of Philosophy and Purpose to "endeavor to make collegiate education accessible to all who seek it and in a manner consistent with the vision, mission, goals, and objectives of the Alabama College System." Admissions policies are published in the Jefferson State Community College 2016-2017 Catalog and Student Handbook (pages 20-31) and are in compliance with the admissions policies and guidelines outlined by the Alabama Community College System. The Alabama Community College System (ACCS) is overseen by the Chancellor under the authority of the Alabama Community College System Board of Trustees. It is the vision of the Alabama Board of Education to "develop an educated, prosperous population by providing an affordable pathway to help citizens of any walk or stage of life succeed through quality education. In accordance with the ACCS (Admissions Policy 801.01), the college's admissions policies ensure persons who can benefit from higher education have the opportunity to enroll. A comprehensive review of publications used in admissions is conducted several times each year to ensure admissions policies and practices are uniform and disseminated throughout print and electronic publications and are communicated widely to prospective students and constituents at all locations of the college.

Enrollment Services along with the Admissions, Advising and Retention Department is responsible for maintaining and implementing published admissions policies. Jefferson State Community College's admissions policies are implemented consistently at all locations (Jefferson, Shelby-Hoover, Chilton-Clanton, St. Clair-Pell City) including Distance Education. There are three methods to apply for admission to Jefferson State Community College. Students may complete the online application available from the college's webpage; complete a paper admissions application in person at one of the four locations (Jefferson, Shelby-Hoover, Chilton-Clanton, St. Clair-Pell City); download a PDF version of the application to complete and mail in or submit in person. The college has trained admissions personnel at the Jefferson, Shelby-Hoover, Chilton-Clanton and St. Clair-Pell City locations to assist students in completing applications and to process the completed admissions applications. Consistency among campuses and sites is maintained with all admissions personnel through regular videoconference meetings to discuss admissions issues such as modifications and updates in the student information system (BANNER), Family Educational Rights and Privacy Act (FERPA) updates, residency requirements, and Alabama Community College System changes. In addition, Enrollment Services are committed to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) principles of ethical practices which include conducting themselves with integrity, fairness, honesty, and respect for others, as well as preserving the integrity of the college.

Under the direction of Enrollment Services, various faculty, staff and administrators regularly review admissions policies and practices. The published policies include specific admissions requirements for certificate, degree-seeking students, pre-college students in dual enrollment, accelerated, early admission programs, international students, transient students and non-degree seeking students. The admissions policies specifically states, in accordance with the Alabama Community College System (Admissions Policy 801.01) that prospective applicants must complete an admissions application, provide an official high school transcript or GED transcript, and other required documentation prior to the beginning the registration process. In addition, all students must provide one primary form of identification such as an unexpired Alabama driver's license or permit; an unexpired Alabama identification card; an unexpired U.S. passport; an unexpired U.S. permanent resident card; Resident Alien Card - Pre-1997; an unexpired Driver's License or instruction permit from another state or possession that verifies lawful presence, dated 2000 and beyond; a U.S. Alien Registration Receipt Card (Form I-151) prior to 1978; BIA or tribal identification card with photo; an I-797 Form with expiration date; or a voter identification card from a state that verifies lawful presence. In accordance with the ACCS Admission Policy 801.01, applicants who fail to satisfy the forms of identification requirement will not be admitted to any ACCS institution. Upon admission to the college applicants are assigned as follows:

- **Accelerated:** A secondary education student who is earning college credit while still in high school. Accelerated credit may not substitute for high school requirements.

Jefferson State Community College Self-Study

Based on Fall 2017

- **Dual Enrollment / Dual Credit:** A secondary education student who is earning college credit while still in high school. Dual enrollment credit may be applied toward high school and college.
- **First Time:** A student who has no prior postsecondary experience.
- **International:** A student who is a citizen of another country.
- **Transfer:** A student who previously attended another college or university.
- **Transient:** A student enrolled at another college or university who is taking classes at an ACCS institution for the express purpose of transferring credit to the home college or university.

Files uploaded for this question:

[Admission Website - JSCC - SS - 2017.pdf](#)
[JSCC-Hard-Copy-Admissions-Application.pdf](#)
[Website - Apply For Admission.pdf](#)
[Policies _ FERPA - WEbsite.pdf](#)
[Admission Policy - 2017 - 2018 - JSCC Catalog .pdf](#)
[AAS-Certificate Requirement - Website - SS - 2017.pdf](#)

Evaluate program admission requirements from the standpoint of adequacy in terms of student readiness to succeed in program coursework and in obtaining licensure.

Program Response:

Text input answer:

The FSE Program admission requirements are the same for the college, the transition to the FSE Program is seamless and is adequate for student readiness to succeed in the FSE Program

In some cases, program admission is a separate step following institutional admission. If there are additional admission criteria for the funeral service PROGRAM, describe and upload the relevant portions of the college catalog and/or other documentation that address program admission.

Program Response:

Text input answer:

The FSE Program follows the admission of the college, however, there are additional requirements that prospective student must have to enter the FSE Program:

Completed 15 semester hours of general education course and have a valid state apprenticeship with a funeral home in there perspective states.

Files uploaded for this question:

[AAS-Certificate Requirement - Website - SS - 2017.pdf](#)
[App 1.2 - Catalog - Career Program - SS - 2017.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Upload the publications/excerpts to provide evidence that ethical practices for student admissions are utilized.

Program Response:

Text input answer:

Files uploaded for this question:

App 1.2 - Catalog - Career Program - SS - 2017.pdf
 AAS-Certificate Requirement - Website - SS - 2017.pdf
 801.01 Admission General - Standard 10 - SS - 2017.pdf
 Admission Policy - 2017 - 2018 - JSCC Catalog .pdf

10.1.1 The minimum educational requirement for admission to a funeral service education program must be graduation from an accredited four-year high school or its equivalent, such as a recognized G.E.D. or other evidence of academic achievement such as a post-secondary transcript with at least nine semester hour credits (or the equivalent), exclusive of developmental courses, and a satisfactory grade point average from a regionally accredited post-secondary institution.

Does the college or university verify that students graduated from high school or have obtained formal high school equivalency credentials, if the applicant has not earned 9 semester credit hours (or equivalent) of non-developmental coursework from a regionally-accredited institution? Yes/No

Program Response:

Text input answer:

Drop down list answer:

- no
 yes (if yes, go to next question)

Jefferson State Community College Self-Study

Based on Fall 2017

If 'Yes', who (which department) is responsible to ensure compliance with standard 10.1.1?

Program Response:

Text input answer:

In accordance with the Admissions Policy (801.01) of the Alabama Community College System, all applicants are required to submit an official high school transcript, or GED transcript. This policy is applicable to students attending or who graduated from public high schools as well as private, church, parochial, and religious schools offering educational instructions in grades K-12, home schooled students and those receiving instruction through private tutors. Applicants who have earned the Baccalaureate Degree are exempt from submitting official high school transcript upon submission of the official transcript from the degree granting institution. In addition, transfer students who have previously attended a postsecondary institution must submit official transcripts submitted directly to Jefferson State from the sending institution. Official transcripts from sending institutions may be mailed or submitted electronically via one the college's secure electronic. Jefferson State Community College currently has partnerships with Scrip-Safe, Clearinghouse, and Parchment for receiving electronic transcripts. The College follows the AACRAO recommendations for accepting electronic transcripts as official documents. The following guidelines are implemented for receipt of electronic transcripts: (1.) the PDF transcript was delivered from a verified/secured source; the PDF transcript was encrypted/digitally certified; the issuing institution marked them as "official"; and Secure email method for those pushed from origination institution or their provider, and the document has NOT already been opened/accessed.

Students who have submitted all required admissions documentation may be admitted unconditionally. All students must submit a primary form of identification. Students who have not submitted other required documentation may be admitted as conditional status. Failure to provide documentation by the end of the first semester will prevent a student from future registration and official transcript release.

10.1.2 No program shall enroll any student until evidence is supplied by the applicant that the above minimum standard has been met. Such evidence must be

- 10.1.2.a Transcript of high school or college work, received by mail directly from the institution from which the credits were received. If an institution/program accepts internet transcripts it must have a system in place to verify that such transmissions are secure and an accurate representation of student credits and grades, or
- 10.1.2.b Evidence that the applicant has a certificate (such as a G.E.D.) equivalent to the high school diploma. Such certificate must be certified by the principal of a recognized high school, the state department of education or its equivalent, or any other authorized and recognized authority in the state or province/territory, or
- 10.1.2.c In the case of applicants from outside the United States, a statement from a recognized education authority certifying that the applicant has completed formal educational requirements at least equivalent to high school graduation in this country.

Jefferson State Community College Self-Study

Based on Fall 2017

Where are the policies described in Standards 10.1.1 and 10.1.2 explained?

Upload documents to support the response.

Program Response:

Text input answer:

JSCC follows the admission policy set forth by the Alabama Community College System. See attached policy - 801.01 - Admission Process

Files uploaded for this question:

801.01 Admission General - Standard 10 - SS - 2017.pdf
Admission Policy - 2017 - 2018 - JSCC Catalog .pdf

If the college/university does not evaluate entry credentials, how does the PROGRAM verify that a student has met these minimums?

Program Response:

Text input answer:

The FSE Program follows that admission process as Jefferson State Community College.

Files uploaded for this question:

Admission Policy - 2017 - 2018 - JSCC Catalog .pdf

10.2 Attendance, Promotion, Graduation

Jefferson State Community College Self-Study

Based on Fall 2017

How is attendance, grading, academic progression (promotion) and graduation information communicated to students?

Where is the information published?

(Upload documents/excerpts in the response to 10.2.1-10.2.4 and to supplement the response to 4.1.2, as necessary.)

Program Response:

Text input answer:

Jefferson State
Community College's policy
on grading and academic progression are outlined in the *Jefferson State Community
College 2016-2017 Catalog and Student Handbook* (pages 51 - 53).

Jefferson State
Community College is authorized by the Alabama Community College System Board
of Trustees and the Chancellor (Policy 712.01: Degrees and Certificates) to certify
the successful completion of prescribed courses of study in each instructional
program through the awarding of the following degrees and certificates: the Associate in Arts (AA) Degree, the
Associate in Science (AS) Degree, the Associate in Applied Science (AAS)
Degree, the Certificate (CER), and the Short. In addition, Jefferson State is
accredited and authorized by the Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC) award the degrees and certificates. Students
must complete the approved curricula for their course of study in addition to
meeting the degree and certificate requirements. In compliance with this
standard, graduation requirements are stated in the *Jefferson
State Community College 2016-2017 Catalog and Student Handbook* (pages
58 - 63) and can also be found on the College's website (<http://www.jeffersonstate.edu/catalogs/>).

Files uploaded for this question:

Degrees and Certificates Policy - SS- 2017 - Part I.pdf
 Degrees and Certificates Policy - SS - 2017.pdf
 Pages 51-53 - Standard 10 - 2017 - 2018 - JSCC Catalog .pdf
 Pages 58 -63 - 2017 - 2018 - JSCC Catalog .pdf

Jefferson State Community College Self-Study

Based on Fall 2017

10.2.1 Program/institution policies regarding grading and academic progression must be clearly stated and provided to students in advance. Graduation requirements must be stated in official program/institution catalogs.

Are institutional grading policies in place?

Yes/No

If yes, upload the document and/or webpage excerpt where policies are published.

Program Response:

Text input answer:

Drop down list answer:

yes

no

Files uploaded for this question:

Pages 51-53 - Standard 10 - 2017 - 2018 - JSCC Catalog .pdf

Describe how grading policies are communicated to students.

Program Response:

Text input answer:

Jefferson State

Community College's policy

on grading and academic progression are outlined in the *Jefferson State Community*

College 2016-2017 Catalog and Student Handbook (pages 51 - 53).

Files uploaded for this question:

Pages 51-53 - Standard 10 - 2017 - 2018 - JSCC Catalog .pdf

Jefferson State Community College Self-Study

Based on Fall 2017

Does the program use its own grading policies? Yes/No

If "Yes", upload the documents and/or web page excerpts where program grading policies are published.

Program Response:

Text input answer:

Drop down list answer:

yes

no

Is grading an individual faculty decision? Yes/No.

If "Yes", explain how the program ensures that there is reasonable consistency with respect to student performance throughout the curriculum.

Program Response:

Text input answer:

Drop down list answer:

no

yes

Upload program/institution policies pertaining to academic progress.

(cross reference to response in Standard 4.1.2.f, if appropriate)

Program Response:

Text input answer:

Files uploaded for this question:

[Pages 51-53 - Standard 10 - 2017 - 2018 - JSCC Catalog .pdf](#)

Describe program and/or institution graduation policies.

Upload as appropriate.

(Response to this standard should correspond to info provided in response to Standard 4.1.2.d.)

Program Response:

Text input answer:

Students who are seeking

Jefferson State Community College Self-Study

Based on Fall 2017

to graduate from Jefferson State Community College must meet the following requirements must be met in order to receive a degree. A student must apply for graduation in Enrollment Services. Once the graduation application has been received, the student will be informed, in writing, of his or her academic status regarding qualifying for graduation. Some programs have more rigid policies and the degree requirements are outlined in the *Jefferson State Community College 2016-2017 Catalog and Student Handbook*. Students must meet both college requirements and degree requirements for each program to receive a certificate or degree. A student must meet the following criteria;

1. For a degree, satisfactorily complete a minimum of 60 semester hours of college credit in an approved program of study, including prescribed general education courses.
2. Earn a 2.0 cumulative grade point average in all courses attempted at the college. The calculation of the grade point average for graduation shall not include grades earned in institutional credit courses. A course may be counted only once for purposes of meeting graduation requirements.
3. Complete at least 25 percent of the degree plan coursework at Jefferson State for an associate degree.
4. Complete and transfer appropriate courses with a grade of "C" or better from a regionally or Council on Occupational Education accredited institution to satisfy degree requirements. A transfer grade of "D" will only be accepted when the transferred student's cumulative grade point average is 2.0 or above.
5. Submit a formal application for graduation during the term before he or she anticipates completing graduation requirements.
7. Fulfill all financial obligations to the college.

Jefferson State Community College Self-Study

Based on Fall 2017

8. Count no credit hours for any courses disregarded when declaring academic bankruptcy or forgiveness in the cumulative grade point average toward the total number of hours required for a degree.

9. Fulfill competency in the basic use of the computer is a requirement of the Southern Association of Colleges and Schools Commission on Colleges. Courses listed in the "Course Descriptions" section of the Catalog and Student Handbook with the computer designation substantially integrate use of the computer as a course requirement and satisfy the Jefferson State computer competency requirement. Students should speak to an advisor regarding transferability of these courses.

10. Remove all admissions conditions.

A student will be awarded the associate in arts, associate in science, or associate in applied science degree upon satisfactory completion of the requirements of the specific degree plan as specified by the College and by the Alabama Community College Board of Trustees.

Files uploaded for this question:

Pages 58 -63 - 2017 - 2018 - JSCC Catalog .pdf

10.2.2 Attendance regulations must be uniformly applicable to all students. This must include clear statements as to attendance expectations, if any, as well as any basis for separation from the institution of students who violate such.

Describe program attendance regulations and the repercussions for violation of those regulations.

Upload documents/excerpts where these policies are communicated.

Program Response:

Text input answer:

The FSE Program follows the attendance policy of the college.

Jefferson

Jefferson State Community College Self-Study

Based on Fall 2017

State's Class Attendance Policy applies to all credit courses at Jefferson State, including Lecture, Lecture/Web-Supported, interactive video conference, Hybrid and Internet courses. Students are made aware of their responsibility and the expectations to attend class as outlined in the Class Attendance Policy located in the *Jefferson State Community College 2016-2017 Catalog and Student Handbook* (page 51). Based on this policy, students are expected to attend class on time and remain in class for the duration of the published class time. Additionally, students are responsible for the knowledge, skills and abilities not acquired due to absences and for assignments made or due from the first official day of class. If a student has excessive absences and is in jeopardy of failing the course, she/he is encouraged to consult with the instructor.

Instructors will not withdraw students for any reason. If a student fails to officially withdraw from a course, this could result in a grade of "F". Students receiving financial aid or scholarships should consult the Financial Aid Department or their scholarship coordinator to determine how an "F" or "W" may affect their tuition assistance.

Jefferson State instructors develop a course syllabus which clearly states how absences, late arrivals and early departures will be addressed as well as the individual instructor's policies for make-up work, consistent with the college's attendance policy. Instructors distribute, explain and discuss this syllabus the first official class meeting. Student grades are based solely on the demonstration of the understanding of principles and concepts, or the successful application and performance of skills and competencies related to course content.

Students enrolled in Internet and/or Hybrid courses become responsible for course materials and assignments posted in Blackboard on the official first day of class. Students are able to access Internet and/or Hybrid courses via Blackboard within the first official week of classes and become familiar with each individual course's requirements.

Students should access their Internet and/or Hybrid courses regularly to remain current regarding expected due dates and assignments. Attendance in Internet and/or Hybrid courses goes beyond course login, and is based on documentable participation in class activities. Interacting with the instructor, interacting with enrolled students, attending required on-campus meetings and/or submitting course assignments all constitute attendance. Any student who is not able to actively participate in class activities or complete course assignments is encouraged to consult the course instructor.

Jefferson State Community College Self-Study

Based on Fall 2017

Files uploaded for this question:

Pages 51-53 - Standard 10 - 2017 - 2018 - JSCC Catalog .pdf

10.2.3 Graduation must ensure a certification that all program and college requirements have been met.

Indicate how eligibility for graduation is determined.

Upload a copy of document(s) used to facilitate the process, if applicable.

Program Response:

Text input answer:

Jefferson State Community College is authorized by the Alabama Community College System Board of Trustees and the Chancellor (Policy 712.01: Degrees and Certificates) to certify the successful completion of prescribed courses of study in each instructional program through the awarding of the following degrees and certificates: the Associate in Arts (AA) Degree, the Associate in Science (AS) Degree, the Associate in Applied Science (AAS) Degree, the Certificate (CER), and the Short. In addition, Jefferson State is accredited and authorized by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) award the degrees and certificates. Students must complete the approved curricula for their course of study in addition to meeting the degree and certificate requirements. In compliance with this standard, graduation requirements are stated in the *Jefferson State Community College 2016-2017 Catalog and Student Handbook* (pages 58 - 63) and can also be found on the College's website (<http://www.jeffersonstate.edu/catalogs/>).

Files uploaded for this question:

Pages 58-63 - 2017 - 2018 - JSCC Catalog .pdf

10.2.4 Information regarding degrees or diplomas, etc. awarded is also requested in Standards 1.2.5 and 6.1.

Does the program/institution award degrees or diplomas on an honorary basis? Yes/No

Program Response:

Drop down list answer:

no

yes (if yes, go to next question)

Jefferson State Community College Self-Study

Based on Fall 2017

If "Yes", describe under what circumstances may honorary degrees be awarded?

Program Response:

Text input answer:

10.3 Student Health and Safety

10.3.1 Each accredited funeral service education program must have written policies and procedures ensuring safety of its students.

Where are the written safety policies and procedures for funeral service students found?

Upload a copy of the safety policies and procedures.

Program Response:

Text input answer:

Jefferson State Community College has a fully functional Police department. Jefferson State Community College Police Department exists to protect the life and property of its students, faculty and staff. In addition, the Jefferson State Police Department maintains a successful parking and traffic system, prevents crime, and to provide general service to the college community. The department provides extensive written campus law enforcement policies and procedures which are designed to ensure the safety of its students are found in the *Jefferson State Community College 2016-2017 Catalog and Student Handbook* (pages 277-278) and in the *Jefferson State Community College 2016 Annual Campus Security and Fire Safety Report* (<http://www.jeffersonstate.edu/wp-content/uploads/sites/108/2015/04/Annual-Security-Report-2016.pdf>)

Files uploaded for this question:

Page 277-278 - Annual Security - 2017 - 2018 - JSCC Catalog .pdf
 Annual Security Report 2014.pdf
 Annual Security Report 2016.pdf
 Annual Security Report 2015.pdf

10.3.2 Each accredited funeral service education program must have health services information available.

Jefferson State Community College Self-Study

Based on Fall 2017

Identify the document(s) in which health services information is communicated to students.

Upload the pertinent health services excerpts from the document. (not the entire document, unless health services information is a stand-alone document)

Program Response:

Text input answer:

Jefferson State community college provides information on health services available to students through the Jefferson State CARE Team and is committed to finding solutions for health-related services. An extensive resource list which is continuously updated is located on the College's homepage at <http://www.jeffersonstate.edu/wp-content/uploads/sites/108/2016/03/JeffCare-Resource-List1.pdf>

Files uploaded for this question:

[JeffCare-Resource-List1.pdf](#)

How are students made aware that the above policies exist? Provide evidence.

Program Response:

Text input answer:

The policy is listed on the College's website.

10.4 Guidance and Student Involvement

Discussion of Guidance and Student Involvement is addressed via Standards 10.4.1-10.4.3.

Comments here are optional.

Program Response:

Text input answer:

Addressed in the next standard

10.4.1 Students must have access to services for personal and/or academic problems. These must include services covering academic difficulty, veterans affairs, housing (housing itself does not need to be provided by the institution or program) academic advising, conduct, part-and full-time employment, licensure requirements, personal problems, and post graduation placement.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe the manner in which services are provided for students with academic difficulty. Description is to include availability to both classroom and distance students, if applicable.

Upload excerpts from supporting documents as appropriate.

Program Response:

Text input answer:

Student services areas

are an integral part of the total learning experience at Jefferson State. The college continuously evaluates and accesses the coordination of its student services from recruiting to graduation to improve student access and enhance our students' overall educational experiences.

With increased emphasis on the delivery of efficient student services, the college persistently seeks to integrate new and innovative ways to consistently provide access through a variety of interactive services in a user-friendly, caring and confident environment. As the demand for technology rises, student services are maximized through the development and implementation of current technology processes. Students

experience a variety of activities on campus while also having the option to conveniently access online services which have become essential for both the "traditional" on campus and the "non-traditional" student balancing a career and family in addition to college classes.

The college's capability to incorporate diverse services and activities provide our students with open access to comprehensive programs in a professional environment which nurtures respect, responsibility, integrity and fairness while assisting students in achieving their academic goals.

Files uploaded for this question:

[Code of Conduct - 2017 - 2018 - JSCC Catalog .pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Describe the manner in which services are provided relative to veterans affairs impacting students.

Description is to include availability to both classroom and distance students, if applicable.

Upload excerpts from supporting documents as appropriate.

Program Response:

Text input answer:

Veteran students may receive assistance in Veteran Affairs Office. A Coordinator of Veteran's Affairs is available to assist these students in clarifying objectives, establishing career goals, assistance with veteran's benefits, and transitioning to college.

Files uploaded for this question:

[Veterans _ Jefferson State Community College.pdf](#)

Describe the manner in which services are provided for academic advising.

Description is to include availability to both classroom and distance students, if applicable.

Upload excerpts from supporting documents as appropriate.

Program Response:

Text input answer:

General academic advising services are available at each campus to provide information to students in developing an educational plan appropriate for their academic major and the achievement of their academic goals. Faculty and Academic Advisors assist students in gaining a sound understanding of the college' certificate and associate degree requirements and transfer requirements. Jefferson State utilizes DegreeWorks which is an accessible, convenient, and organized tool to help students and advisors track academic progress.

Files uploaded for this question:

[Advising _ Jefferson State Community College.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Describe the manner in which services are provided for issues of conduct

Description is to include availability to both classroom and distance students, if applicable.

Upload excerpts from supporting documents as appropriate.

Program Response:

Text input answer:

See attached regarding Code of Conduct for both traditional (classroom) and distance education (online) students.

Files uploaded for this question:

[Code of Conduct - 2017 - 2018 - JSCC Catalog .pdf](#)

Describe the manner in which services are provided for employment and post graduation placement.

Description is to include availability to both classroom and distance students, if applicable.

Upload excerpts from supporting documents as appropriate.

Program Response:

Text input answer:

Career and job resources are available through the Career Center. The Career Center provides assistance and guidance to students who are in search for a job or a new career. Up-to-date information on job availability for students is also available.

Files uploaded for this question:

[Career & Job Resources _ Jefferson State Community College.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Describe the manner in which services are provided for navigating licensure requirements.

Description is to include availability to both classroom and distance students, if applicable.

Upload excerpts from supporting documents as appropriate.

Program Response:

Text input answer:

The college has trained admissions personnel at the Jefferson, Shelby-Hoover, Chilton-Clanton and St. Clair-Pell City locations to assist students in completing applications and to process the completed admissions applications. Consistency among campuses and sites is maintained with all admissions personnel through regular videoconference meetings to discuss admissions issues such as modifications and updates in the student information system (BANNER), Family Educational Rights and Privacy Act (FERPA) updates, residency requirements, and Alabama Community College System changes. In addition, Enrollment Services are committed to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) principles of ethical practices which include conducting themselves with integrity, fairness, honesty, and respect for others, as well as preserving the integrity of the college.

Files uploaded for this question:

[Policies _ FERPA - WEbsite.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Describe the manner in which services are provided for personal problems. Description is to include availability to both classroom and distance students, if applicable.

Upload excerpts from supporting documents as appropriate.

Program Response:

Text input answer:

Jefferson

State is committed to maintaining individual and overall student well-being through the Jefferson State CARE Team (Communicate, Assess, Refer, Educate) known as JeffCARE. The JeffCARE Team in finding solutions for students experiencing academic, social and crisis situations including mental health concerns. Students, faculty and staff can report concerns. The JeffCARE Team connects students to relevant campus resources and outside agencies. The team also outreaches to students to better understand the student's current situation and to assist in developing a plan of action which will lead to towards their success. Students, faculty and staff can report concerns to designated College officials on campus or online via the College's homepage (<http://www.jeffersonstate.edu/jeffcare/>). In addition, an extensive resource list of is provided to assist students.

Files uploaded for this question:

[JeffCARE _ Jefferson State Community College.pdf](#)

Is student housing available? (housing does not need to be provided by the institution or program) If available, describe the manner in which housing services are provided.

Upload excerpts from supporting documents as appropriate.

Program Response:

Text input answer:

n/a

Files uploaded for this question:

[Housing _ Jefferson State Community College.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

10.4.2 Extracurricular activities intended to supplement the funeral service instructional program shall be offered and must be in the form of lectures, student group activities related to funeral service, field trips, and other such activities which cannot take place in the formal classroom setting.

Describe how extracurricular activities are used to supplement the funeral service instructional program.

Upload documents to support the response.

Program Response:

Text input answer:

The Funeral Service Education students are given the same opportunity to be as involved as they wish in student government and/or extracurricular activities (student clubs, choir, debate team, etc.). The Program offers the Sigma Phi Sigma Fraternity for all FSE students.

Jefferson State Community College's Sigma Phi Sigma chapter is the Xi Chapter. Since our last accreditation that ended in 2011, there have been almost one hundred students who have joined Sigma Phi Sigma. This is a voluntary organization and participation is not required by the Funeral Service Education program. Full time instructor, Jzyk Ennis is the faculty advisor for the Xi Chapter of Sigma Phi Sigma at Jefferson State. To ensure participation by the distance learning students, all membership meetings are held at midterm and final exams to allow participation. This is important to form a seamless organization and allow members from traditional classroom and distance learning members to get to know each other. Likewise, service projects are coordinated to ensure full participation by all members of Sigma Phi Sigma.

Over the past seven years, the students have ordered shirts to represent themselves on campus and in the classroom. Each year officers are elected from within the membership and a service project is selected by the members. The members of Sigma Phi Sigma have involved their families and colleagues at their respective funeral homes to participate in the selected service projects. The most selected service project over the past seven years is one close to their hearts. Each fall semester, the students start a toy drive for Children's Hospital of Alabama here in Birmingham. The toys are anonymously delivered to the hospital at final exams in the fall semester. Previous years have seen cars full of toys donated. In addition to the toy drive, the students have also collected canned food for the United Way food pantry, collected coats for the "warm coat" drive, and donated \$336 to the Hope After Loss Organization in Jasper, Alabama. Hope donates crocheted blankets and need boxes to the families of those who have lost a child. We are proud of the voluntary and extracurricular participation of our Sigma Phi Sigma members!

Indicate which of the extracurricular activities intended to supplement the instructional program are available to distance students.

Program Response:

Text input answer:

To ensure participation by the distance learning students, all membership meetings are held at midterm and final exams to allow participation. This is important to form a seamless organization and allow members from traditional classroom and distance learning members to get to know each other. Likewise, service projects are coordinated to ensure full participation by all members of Sigma Phi Sigma.

Jefferson State Community College Self-Study

Based on Fall 2017

10.4.3 Each funeral service education program must provide opportunities for student involvement in program and institutional governance.

Describe the opportunities that exist for student involvement in institutional or program governance, including policy formation.

Program Response:

Text input answer:

Jefferson State Community College offers an abundance of opportunities for students to achieve and become involved through its student clubs and organizations. The Student Government Association (SGA), in conjunction with the Office of Student Activities, establishes guidelines for recognition and tenure of student organizations. Organizations should secure a copy of the Organization Handbook from the Office of Admissions and Retention. Organizations are responsible for following the guidelines set forth in the Jefferson State Community College Catalog and Student Handbook (pages 253 – 256). A list of student organizations and activities is also available in the Jefferson State Community College Catalog and Student Handbook (pages 253 – 256) and on the College's homepage (<http://www.jeffersonstate.edu>).

The Student Government Association serves and represents the student body by working with the college administration, faculty, staff, and students to better the college by providing leadership training, and promoting a sense of loyalty and school spirit. The SGA Executive council elections are held each spring and the Student Senate elections are held in the fall of the year. Additionally, the SGA has offices at each Jefferson State Campus.

Students in the Funeral Services Program students can become a member of Sigma Phi Sigma which is a national funeral service fraternity that seeks to promote scholarship, unity and professionalism among its members. Membership to XI Chapter (Jefferson State) is open to all students majoring in Funeral Service Education with a cumulative grade point average of 2.0 after the completion of two terms with emphasis on becoming a licensed funeral director and embalmer. Students also have the opportunity to become members of Jefferson State's international honor society, Phi Theta Kappa. Phi Theta Kappa honor society recognizes academic excellence and promotes scholarship, leadership, service, and fellowship.

Files uploaded for this question:

[Student Activities, Clubs & Organizations _ Jefferson State Community College.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

To what extent are the opportunities for student involvement in institutional or program governance available for distance students?

Program Response:

Text input answer:

Distance Education students are welcome to join any organization entity at the college.

Files uploaded for this question:

[Student Activities, Clubs & Organizations _ Jefferson State Community College.pdf](#)

10.5 Records and Reports

Comments regarding records and reports will be addressed via responses to 10.5.1-10.5.3.
Comments here are optional.

Program Response:

Text input answer:

10.5.1 Each institution/program must have in operation adequate filing systems for student academic records. This must include policies insuring maintenance of student academic records in perpetuity and ensuring that such will be secured from fire, theft, alteration, and damage.

Describe the institutional policies for insuring maintenance of student academic records.
Description is to include policy for maintaining records in perpetuity and ensuring that such will be secured from fire, theft, alteration, and damage.

Upload supporting documentation as applicable.

Program Response:

Text input answer:

Jefferson

State Community College implements policies and procedures to protect the security and maintenance of student academic records in accordance with AACRAO's Retention of Records Guidelines. In addition, and the Alabama

Jefferson State Community College Self-Study

Based on Fall 2017

Community College System policy (Student Records: 808.01). In addition, Jefferson State maintains compliance with the *Family Educational Rights and Privacy Act* (FERPA), known as the Buckley Amendment.

Financial

aid documents, admissions applications, high school transcripts, GED transcripts, incoming transfer college transcripts, and placement scores along with other enrollment services documents is scanned into Banner Document Management System (BDMS). The BDMS is backed up daily. The backups are housed in two distinct and separate locations: one at the Jefferson County location and one at the Shelby County location. College transcript evaluations are maintained in the student record in the Ellucian's Banner (our Student Information System). Grade change forms, major change forms, complete withdrawal forms, and course withdrawal forms are scanned into the BDMS system.

Faculty

and staff utilize BANNER via a secure protected password to perform job responsibilities. The Dean of Enrollment Services determines the permissions that are assigned. Each user is assigned a user name and a password. Specific and secure permissions are given to staff and faculty based on defined roles and responsibilities. A security audit is run to update/discontinue access for all faculty and staff.

BANNER and BDMS are backed up on a nightly and placed on the College's server. The extracted file is in two separate locations: one at the Jeffers on County campus and one at the Shelby County campus. Archived student records are housed in Enrollment Services in secure offices with fire and security alarms and 24-hour cameras to ensure that all academic records secure from fire, theft, alteration, and damage.

In

accordance with FERPA, information regarding student academic records is not given over the phone. All third-party requests of student information require authorization from the student before any information is released. Students can access their student academic and financial information via their student portal using their student ID and password. Students are provided a default password and must set a new password before logging into their secure portal.

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Files uploaded for this question:

801.01 Admission General - Standard 10 - SS - 2017.pdf

Policies _ FERPA - WEbsite.pdf

Describe how the program maintains and archives key data such as case reports, certification of entry-level competency, and affiliation agreements and ensures that they will be free from damage and available for accreditation visits and queries. (upload written policy, if applicable)

Program Response:

Text input answer:

All records within the FSE Program are housed in fire proof filing cabinets.

10.5.2 Student academic transcripts must include indications of the quality of the student's work in each subject studied and the extent of each course, expressed in either semester or quarter credits. Grading must be explained on the transcript.

Describe the record keeping systems for academic transcripts including indications of the quality of the student's work in each subject studied, semester or quarter credits and grading.

Program Response:

Text input answer:

Jefferson State's official academic transcripts contains the student's name, student ID number, course level, high school name, and transfer credit coursework (if applicable), followed by institution credit coursework. Institution credit is listed by academic term and includes subject and course name, semester credits earned, grades, and grade points earned for each course. Semester grade point average is listed for each academic term. The transcript legend (located on the back of the transcript) provides a detailed explanation of each letter grade and quality points for all courses.

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Describe institutional policies regarding records retention, duration, and security.

Program Response:

Text input answer:

Jefferson

State Community College implements policies and procedures to protect the security and maintenance of student academic records in accordance with AACRAO's Retention of Records Guidelines. In addition, and the Alabama Community College System policy (Student Records: 808.01). In addition, Jefferson State maintains compliance with the *Family Educational Rights and Privacy Act* (FERPA), known as the Buckley Amendment.

Upload a sample transcript to demonstrate compliance with the standard.

Program Response:

Files uploaded for this question:

Sample FS Transcript - SS - 2017.pdf

10.5.3 In the event a program ceases to function, assurance must be made to guarantee maintenance of the student academic records in perpetuity. The American Board of Funeral Service Education is available to serve as repository for academic records for programs which cannot otherwise guarantee such. All costs associated with sending original records to the American Board are the responsibility of the program that is closing as are costs associated with the American Board making back-up electronic copies of those files.

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How does the institution guarantee to the student the future availability of his/her academic record?

Program Response:

Text input answer:

The official academic record of all students is maintained in perpetuity by the college. for all students. The Enrollment Services Office is the custodian of this record. The official academic record is permanent and will not be expunged for any reason.

10.6 All institutions/programs must have specific published policies which are made available to all students and which provide a process that allows any student who believes he or she has been discriminated against, has been a victim or sexual harassment, or has been treated unfairly in an academic or other student-related matter to seek corrective action. If the matter cannot be resolved through discussion with appropriate individuals, the procedure must include provisions whereby the student is given an impartial hearing, to include a written report of the hearing. The policy must include a statement of how students are made aware of the policy and what assistance is provided to students who have a grievance but are unsure about how to proceed.

Describe the student grievance policy which addresses at a minimum, academic grievances, discrimination, harassment and/or other student-related matters.

Indicate where these policies are found in institutional publications and how the policies are communicated to students.

Upload excerpts from the documents with the specific citations.

Program Response:

Text input answer:

Jefferson

State has filed with the Federal Government an Assurance of Compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and the Regulations issued thereunder, to the end that no person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity sponsored by this institution. It is also the policy of Jefferson State to be in accordance with Title IX of the

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Education Amendments of 1972 which provides that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.”

It is the official policy of the Alabama Community College System Board of Trustees, that no person in Alabama shall, on the grounds of race, color, disability, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

In accordance with the implementation of these policies, Jefferson State has a Complaint/Resolution Grievance Procedure to address both written and verbal allegations of sexual harassment and other types of unlawful discrimination at Jefferson State Community College. The college's complaint resolution procedures are composed of two steps: (1) Informal/Complaint Resolution, and (2) Grievance Hearing. Processing a complaint of discrimination shall begin with Informal Resolution. When complaints of discrimination are not resolved at the Informal Step, however, the complaint will be further processed at the Hearing Step. These procedures do not preclude anyone from filing a complaint of discrimination, at any stage during the internal process, with an external agency. he student has the right to submit a written complaint or appeal. This policy can be found in the *Jefferson State Community College 2016-2017 Catalog and Student Handbook* (pages 11 – 15) and on the College's homepage.

Files uploaded for this question:

Grievance Policy - 2017 - 2018 - JSCC Catalog .pdf

10.7 Each program or institution the COA accredits must have a transfer of credit policy that is published and available to students and the public. The policy must include the criteria established by the institution regarding the transfer of credit earned at another institution of higher education. In addition, the statement must include, at a minimum, the established criteria the institution or program uses regarding the transfer of credit earned at another institution and a list of institutions with which the institution has established an articulation agreement.

Describe the institutional and/or program policy regarding transfer credit.

Indicate where these policies are found in institutional publications and how they are communicated to students.

Upload the appropriate excerpts to support the response.

Program Response:

Jefferson State Community College Self-Study

Based on Fall 2017

Text input answer:

Transfer

credit is evaluated and recorded by the Enrollment Services Office once all official transcripts are on file in Enrollment Services. Transfer credit for courses with a grade of "D" cannot be accurately determined until all official transcripts are on file and the cumulative grade point average has been calculated. Students should have all institutions attended forward an official transcript to Enrollment Services as quickly as possible to facilitate this process. Students may check their transfer credits online through their Jefferson State student account.

Transfer credit will be awarded based on the following criteria.

- A. Coursework transferred or accepted for credit toward a program must represent collegiate coursework relevant to the formal award, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own degree and certificate programs. A course completed at other regionally or duly accredited post-secondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements.
- B. A transfer student from a collegiate institution not accredited by the appropriate regional association or duly accredited postsecondary institution may request an evaluation of transfer credits after completing 15 semester hours with a cumulative GPA of 2.0 or above.
- C. A transfer grade of "D" will only be accepted when the transfer student's cumulative GPA is 2.0 or above. If the student has a cumulative 2.0 or above, the "D" grade will be accepted the same as for native students.

Courses

included in the Approved Alabama General Studies Committee General Course

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Listing for which Jefferson State Community College does not have an equivalent course will be accepted as a core requirement for the appropriate core area in the General Education Core.

The criteria for awarding credit for work completed at international colleges and universities are the same as for institutions within the United States. Students must obtain a "Catalog Match" evaluation report from Education Perspectives. Credit may also be awarded based on previous formal training. Examples include military training, Community College of the Air Force, Police Academy, and Fire College Certifications.

Jefferson State Community College in conjunction with the Alabama Community College System is part of the Statewide Transfer & Articulation Reporting System (STARS). The STARS System allows students at public community colleges in Alabama to obtain a Transfer Guide/Agreement for the major of their choice. STARS provide guidance for students through the first two years of coursework and prevents loss of credit hours upon transfer to the appropriate public four-year university in Alabama. The four-year universities are listed below:

[Alabama A&M University](#)

[Alabama State University](#)

[Athens State University](#)

[Auburn University](#)

[Auburn University at Montgomery](#)

[Jacksonville State University](#)

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[Troy University](#)

[University of Alabama](#)

[University of Alabama at Birmingham](#)

[University of Alabama in Huntsville](#)

[University of Montevallo](#)

[University of North Alabama](#)

[University of South Alabama](#)

[University of West Alabama](#)

Jefferson State also has an articulation agreement with Huntingdon College which is a four-year private college

Files uploaded for this question:

[AGSC & STARS Main Entry Page.pdf](#)

If applicable, include a list of institutions with which the program has established an articulation agreement.

Program Response:

Text input answer:

n/a

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Based on Fall 2017

STANDARD 11: PROGRAM PLANNING AND EVALUATION / ASSESSMENT

Instructions for this section:

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 11.7.1 and then return to this section to submit an optional summary, if appropriate.

AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

Text input answer:

11.1 ABFSE believes that acceptable National Board Exam pass rates, graduation rates, and employment rates are important outcome and quality measures. Accredited institutions/programs are expected to make substantial efforts to assist students in successfully completing their educational programs and in gaining employment in the funeral service profession following graduation. To enhance these efforts, each institution/program must have a continuous system of planning and assessment in place in order to measure its effectiveness and to implement necessary improvements.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe the continuous system of planning and assessment used by the program.

Upload a copy of the most recent assessment plan.

Program Response:

Text input answer:

The FSE Program uses the same system of planning and assessment as established by the College. Each program, including the FSE Program, completes an annual assessment of program outcomes and goals. At the end of each three-year cycle, each program completes a program review. As part of the College's emphasis on programmatic accreditation, any program undergoing programmatic accreditation during the three-year cycle may substitute this accreditation for their program review.

This process culminates in the development of a two-year strategic plan for each instructional unit based on the College Strategic Plan, College Action Priorities, assessment results of unit outcomes, and unit goals. The unit budget is developed from these plans.

Evidence of the FSE Program's involvement in this process is found in Appendix-JSCC Assessment Records, Appendix-JSCC Use of Assessment Results, Appendix-FSE Strategic Plans, Appendix-Funeral Service Goal Progress Reports. A complete description of this system is found in JSCC Institutional Effectiveness Planning and Assessment (jeffersonstate.edu/ie).

Files uploaded for this question:

App - JSCC Assessment Record - 2013 - 2014 - SS - 2017.pdf
 App - JSCC Assessment Record - 2015 - 2016 - Revised - SS - 2017.pdf
 App - JSCC Assessment Record - 2016 - 2017 - Revised - SS - 2017.pdf
 App - JSCC Assessment Record - 2014 - 2015 - Danielle REVISED - 04-2016 - SS - 2017.pdf
 App - USE OF ASSESSMENT RESULTS 2010 - 2011 - SS - 2017.pdf
 App - Petition to Change Student Learning Outcomes - ABFSE Changes - 2016.pdf
 App - JSCC Assessment Record - 2011 - 2012-2 - SS - 2017.pdf
 App - JSCC Assessment Record - 2012 - 2013-2 - SS - 2017.pdf
 App - Funeral Service Goal Progress Report 2014 - 2015 - revised - SS - 2017.pdf
 App - Funeral Service Goal Progress Report 2016 - 2017 - SS - 2017.pdf
 App - JSCC Funeral Service Goal Progress Report 2011 - 2012 - SS - 2017.pdf
 App - JSCC Funeral Service Goal Progress Report 2013 - 2014 - SS - 2017.pdf
 App - JSCC Funeral Service Goal Progress Report 2012 - 2013 - SS - 2017.pdf
 App - JSCC New - Strategic Plan Document 2015 - 2018 - SS - 2017.pdf
 App - Strategic Plan Funeral Service 2013-2015 - SS - 2017.pdf
 App - Strategic Plan Funeral Service 2016-2018 - SS - 2017.pdf
 App - Strategic Plan Funeral Service 2015-2017 - Revised - SS - 2017.pdf
 App - Strategic Plan Funeral Service 2017-2019 - SS - 2017.pdf
 FSE - Revised Unit Goals - 2014 - 2015 - SS - 2017.pdf

Jefferson State Community College Self-Study

Based on Fall 2017

Analyze the use of the current assessment plan to assist students in successfully completing their educational program and in gaining funeral service employment following graduation.

Program Response:

Text input answer:

One of the FSE Program's goals listed in the FSE Instructional Program Outcomes and Assessment Plan (Goal #1) states: "The annual licensure exam (NBE) pass rate for the FSE Program will be at or above 60% for the first-time test takers." The FSE Program purchased and began using the Morticians Assessment Test Simulator (MATS) as part of the FSE Program's Improvement Plan to increase the program's students' NBE passage rate. MATS is currently still being used in the FSE 230 Funeral Service Comprehensive Review class to help students be successful with the licensure test so that they may become licensed funeral directors and embalmers. Implementing this MATS program into the review course continues to help prepare students for the licensure exam. No formal data is available at this time to directly correlate the increase in test scores with the use of MATS, however, the FSE Program NBE scores increased within one year of implementing MATS.

The FSE Program has found that the College's assessment process is very beneficial to helping identify weaknesses as well as strengths of the program. Results and information gained from completion of the FSE Program's assessments of courses, strategic plans, and the overall program, allow the FSE Program Coordinator to address issues related to graduation, instructional content, NBE pass rates, employment rates, classroom/labs, off-campus sites, and another program needs. Assessments will be available at the site visit.

Identify program improvements that resulted from assessment efforts.

(see also your response to 11.1.2.g)

Program Response:

Text input answer:

As noted previously, the FSE Program has made some improvements as a result of assessment efforts. For example, (1) the implementation of the MATS review software to help students improve their NBE test scores is believed to have assisted with improving the program's NBE pass rate; (2) over the last five or six years, the FSE Program has partnered with the Director of Learning Resources to conduct a more targeted orientation/workshop for students enrolled in FSE 225 Funeral Service Management I to help FSE students with research projects and assignments; (3) the FSE Program recently upgraded classroom technology to include a new ELMO system that allowed writing capability and faculty to share more visuals from textbooks and other sources with greater ease; (4) the program faculty enhanced FSE classroom instruction in several of its FSE courses by using additional resource materials to supplement lecture materials; and (5) the FSE Program Coordinator developed an Analysis Assistance Sheet (word bank) to assist students with the FSE 230 Comprehensive Review class required exams. The course review exams are all fill-in the blank questions, so this word bank was developed to help reduce students' anxiety and improve results.

In compliance with standard 6.9.8, the FSE Program Coordinator visits each funeral home that serves as an apprentice site for its FSE students enrolled in FSE 228 Internship. This not only benefits the student and the program, but it also allows the Program Coordinator to network with other funeral service professionals in Alabama as well as surrounding states.

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11.1.1 The concept of program planning and evaluation has at its core a documented plan which incorporates guidelines, procedures, and methodologies that assess the program's achievement of stated aims and objectives and measures the attainment of expected instructional outcomes.

11.1.1.a The plan must be directly related to the program's aims and objectives. (see Standard 3)

11.1.1.b The plan must be written and must be approved by appropriate administrative authority.

11.1.1.c The plan must contain provisions for periodic review and revision.

Jefferson State Community College Self-Study

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Describe the manner in which program aims and objectives are addressed in the assessment plan.

Program Response:

Text input answer:

The College's Office of Institutional Effectiveness supports instructional and service units' efforts in evaluating and assessing programs and services. The FSE program follows the College's institutional effectiveness model for planning, evaluating, and assessing the program, ensuring that the FSE program's plan meets requirements of the ABFSE and the College. The model requires that each instructional unit identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of change and improvement based on analysis of the results. The FSE Program has identified and developed program level outcomes, program level student learning outcomes with program maps to identify courses related to these outcomes, and course level student learning outcomes. The aims and objectives are listed in the FSE Program's Instructional Program Student Learning Outcomes and Assessment Plan. These aims and objectives are listed as the program's intended outcomes and are assessed annually. Course level student learning outcomes and program level student outcomes are also assessed annually.

The program's aims and objectives, as previously listed in standard 3, are at the core of its assessment plan and the center of the program's overall goal. To assist with program assessments is the additional element of programmatic accreditation, which is a great means of assessment and improvement. The FSE program has been accredited for several years by the ABFSE and continues to work toward ensuring that its curriculum and program activities meets the required standards of the ABFSE, the Alabama Community College System, and SACSCOC.

The FSE Program undergoes several evaluations and planning processes during the year and has several ways of assessing the program's aims and objectives, as stated in standard 3. The College's Institutional Effectiveness department assists the FSE program with data collection, program evaluations, graduate follow up surveys, employer surveys and student evaluations. The Funeral Service Education Program's Aims and Objectives are assessed and evaluated annually. Because they are at the core of the program, the aims and objectives are assessed and evaluated on an on-going basis. Some of the tools used to assist with program assessment and evaluation include: the advisory committee, annual surveys, classroom assessment projects, research papers, faculty evaluations, national board exam rates, graduation rates, employment rates, overall constructive advice from funeral professionals, and others as outlined in standard 3.

Files uploaded for this question:

[App - JSCC Assessment Record - 2016 - 2017 - Revised - SS - 2017.pdf](#)

Explain the approval process for the assessment plan.

If appropriate, upload a copy of applicable college policy.

Jefferson State Community College Self-Study

Based on Fall 2017

Program Response:

Text input answer:

As required by the College's Institutional Effectiveness model, each program and/or unit, instructional and support services, are required to participate in the planning and evaluation process at the College. The College's institutional effectiveness model has three components (1) purposes/commitments, (2) plans/planning, and (3) results/improvements. The College's planning process is linked to the achievement of the purposes stated in the College's Statement of Philosophy and Purpose and the purposes and commitments of the operational units. Action priorities, which are short term goals the college aims to achieve within 18-24 months, are determined by the College's Planning Council and are aligned with the College's overall mission and Statement of Philosophy and Purpose. Once institutional priorities are approved by the President, planning moves to the unit level. Each unit, instructional and services, is responsible for developing and submitting a Strategic Plan. The strategic plan is a written plan that includes data generated from the evaluation of both the unit level outcomes as well as the course level outcomes. The program's strategic plan gives a picture of the program's status and plans for the next two or three years, program mission and goals, and internal and external factors that may affect the program. It encompasses the program's aims and objectives, budget request, and information pertinent to the program including equipment/technology, curriculum, personnel, accrediting standard changes, graduation and employment rates, national board passage rates, program resources and others. The FSE Program Coordinator and faculty are responsible for developing the FSE program's strategic plan. Once completed the FSE Program Coordinator submits the strategic plan to the Dean for review/approval and onto the Office of Institutional Effectiveness. Strategic plans are tied directly to the College's overall plan and budget where budget requests are reviewed and approved by a budget committee that comprises the College's leadership.

As noted previously, part of the FSE Program's assessment plan that includes program level outcomes, program level student learning outcomes, and course level student learning outcomes are directly tied to the program's aims and objectives listed in standard 3. These plans as well as the programs' strategic plan, are developed by the FSE Program Coordinator and faculty and submitted to the Dean and on to the Office of Institutional Effectiveness. The program reports on progress made toward the goals outlined in the program's strategic plan through a written goal progress report. This report is completed and submitted annually to the Dean and the Office of Institutional Effectiveness.

Personnel evaluations are completed annually through the College's established procedure as outlined in the Jefferson State Employee Handbook. Annual performance evaluation of full-time college personnel including faculty and staff fall into three categories: administrative, faculty, and support staff. Standard evaluation forms are provided to conduct annual performance evaluations for college personnel. The FSE Program Coordinator is responsible for evaluating all FSE full-time and part-time faculty. Part-time faculty are evaluated per the guidelines for part-time faculty which includes a self-evaluation process. The FSE Program Coordinator is evaluated by the Dean of Career and Technical Education. Written and completed evaluations of all college personnel are maintained in the Department of Human Resources.

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Based on Fall 2017

Student evaluation of instructor

forms are distributed and completed each semester by FSE students. Forms are distributed toward the end of each semester to both distance education and traditional students. Results are compiled and reviewed by the FSE Program Coordinator and faculty. Each faculty is allowed an opportunity to review the results. The FSE Program Coordinator and faculty, after reviewing the results, determine if any modifications or adjustments are needed to the program's practices or curriculum. If it is determined by the Program that changes or adjustments are needed, the FSE Program Coordinator and faculty will initiate the appropriate action.

Files uploaded for this question:

[Planning Process - SS - 2017.pdf](#)
[Evaluation Process - SS - 2017.pdf](#)

Describe the provisions for periodic review and revision of the plan.

Be sure to indicate how often this occurs.

Program Response:

Text input answer:

At both the institutional and operational unit level, the intent of evaluation is to provide information that can be used to improve programs and services by comparing the results achieved with those expected or intended. The FSE Program Coordinator and faculty closely monitors the program on a regular basis to ensure that the program's curriculum and policies/procedures meet ABFSE, ACCS, SACSCOC, and other regulatory requirements. The College's and program's assessment model has flexibility to accommodate any necessary required change(s). For example, the FSE Program's strategic plan was revised to accommodate the change to standard 6.9.8 that required programs to visit/approve each funeral home selected by students to complete their internship course. To implement this change, the Program quickly made the necessary adjustments and modifications to normal program practices to ensure that this standard change was met, and the College supported the change by providing the additional resources needed to meet this standard change.

Instructional programs are typically asked to submit two-year strategic plans which means that the program has to develop a two-year budget. Programs can make changes to the plan if necessary to meet program needs. Modifications are submitted by the FSE Program Coordinator.

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All instructional units develop a mission statement consistent with fulfilling the mission of the College. Each unit identifies course specific outcomes that are then mapped to program level outcomes. Assessment of the success of the unit in achieving these outcomes takes place on an annual basis. Every three years the Instructional Units are asked to produce a program review where they analyze the assessment results in depth to identify strengths, weaknesses and develop a plan for change and improvement of their instructional methods. The assessment records and program reviews are reviewed and approved by Instructional Program Review Board (IPRB). The IPRB is a body designed to review, assist, and make recommendations to the instructional units of Jefferson State Community College in both their yearly assessment records and three-year program review. The members who sit on this committee ideally represent instructional units across the College and at multiple sites. If within the three years cycle a program wishes to make a change in their outcomes assessment they can petition the IPRB to do so.

The FSE Program continues to seek ways to improve program operations, enhance program instruction, and revise curriculum to improve student learning and increase student success. The FSE Program wants to make sure that the Aims and Objectives remain at the core of the program's overall operation and goals. Emphasis will continue to be placed on meeting these objectives and ensuring that students are well prepared and knowledgeable when entering the workforce as licensed practitioners. The program plans to continue to work closely with administration and others to review, modify, and revise program requirements and plans to ensure that program's goals are met. The program will continue to revise and edit assessment and evaluation plans as well as the program's strategic plan to ensure program effectiveness and quality.

Jefferson State Community College Self-Study

Based on Fall 2017

11.1.2 Each program must establish a comprehensive, ongoing system of planning and assessment that ensures instructional quality and documents student success. The system must include the following:

11.1.2.a Provisions for collecting, maintaining, and analyzing at least seven years of data.

11.1.2.b Opportunities for continuous feedback by students, faculty, and other constituents.

11.1.2.c Regularly scheduled student evaluations of courses and faculty;

11.1.2.d Regularly scheduled supervisory evaluation of faculty and program administrators;

11.1.2.e Results of annual surveys of graduates and employers to include satisfaction with instructional quality, preparation for employment, and expectations of employment;

11.1.2.f Methods used to measure the attainment of expected instructional outcomes; and

11.1.2.g Documentation of how the assessment efforts are used to improve instructional and program quality.

Describe the provisions used to collect, maintain and analyze assessment data.

Program Response:

Text input answer:

The Funeral Service Education

Program uses the college's Office of Institutional Effectiveness and Research

(IE) as one of their resources to assist in measuring their achieving the aims

and objective as well as the college's mission.

The purpose of the Office of Institutional Effectiveness and Research is

to perform institutional reporting and to conduct institutional research in

support of planning evaluation, and management decisions for Jefferson State Community

College and all its programs. IE allows

programs to develop and measure their objectives and make improvements based

upon the college's direction and objectives.

IE also provides the following survey services to the college community:

Consultation on survey design and administration of surveys, data entry of

quantitative survey items, tabulation of quantitative survey items.

The college's institutional

effectiveness plan was developed in the early 1990's and has been functioning

and evolving since that time. The model

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has three components – purposes/commitments, plans/planning, and results/improvements. These are continuously refined and modified through the processes of planning, implementation, and evaluation.

Purposes/Commitment:

Jefferson State Community

College's institutional effectiveness efforts begin with the college's Statement of Philosophy and Purpose, which identifies three broad purposes and lists twelve activities through which the institution attempts to achieve its purposes. These purposes have been operationalized by defining long-range goals at the institutional level and commitments at the operational unit level. Each operational unit of the college, responsible for one or more of the college's functions, has written a purpose statement and identified commitments that define the expectations for that unit. The operational unit purpose relates the unit to the college purposes and reflects assigned responsibilities for specific aspects of the college's purposes.

The commitments are written as process statements that describe how each unit expects to achieve its purpose and those of the college for which it has accepted responsibility. With these statements each unit has indicated its understanding of its role in relation to the institution's purposes and accepted responsibility for contributing to the achievement of one or more of those purposes. Evaluation of effectiveness at the operational unit level begins with unit purpose/commitments and then moves to statements of expected outcomes, effectiveness standards, and performance measures. These are used as the basis for regular and systematic evaluation of both academic programs and services of the college. The intent of evaluation is to provide information that can be used to improve programs and services by comparing the results achieved with those expected or intended. Annually, each unit, academic and service, assesses progress on its outcomes and goals. Every three years, each unit or program, conducts a review based on the previous assessment results.

The results of these assessments,

unit goals, priorities from institutional goals, and institutional priorities form the basis for the unit's strategic plan. Unit budgets are developed from these plans and become a building block for the institutional budget. While the basic principle has not changed, many of the details, forms, and the move to an electronic format has provided the College with improvement in the areas of:

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- Communication

- Documentation

- Ease
of Updating

- Accuracy

Plans/Planning

Jefferson

State Community College's planning process is linked to the achievement of the purposes stated in the college's Statement of Philosophy and Purpose and the purposes and commitments of the operational units. At the college level, planning occurs via the college-wide Planning Council which determines the college's action priorities. Action priorities are short-term goals the college aims to achieve within 18-24 months. These short-term goals are aligned with the college's overall mission and statement of philosophy and purpose. The Planning Council which reports to the President, is a representative body with membership as follows:

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Based on Fall 2017

- Dean
of Institutional Effectiveness, Chair

- Dean
of Instruction

- Dean
of Career and Technical Education

- Dean
of Enrollment Services

- Dean
of Campus Development/Campus Services

- Director
of Student Services

- Chief
Information Officer

- Director
of Financial Services

- Director
of Learning Resources

- Director
of Human Resources

- Associate
Deans

- Director
of Center for Community and Corporate Education

- Faculty
Senate President (elected)

- Faculty
Representative (elected)

- Faculty
Representative (elected)

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- Staff
Representative (elected)

- Student
Government Association President (elected)

The College Planning Council

initiates the planning cycle with a review of the previous year's results.

Included in this review are the college purposes, planning assumptions and

long-range goals. After the Council's

review of the context for planning, the Dean of Institutional Effectiveness

makes a presentation concerning the results achieved in the previous year and

the status of the current year, including any issues or concerns that she

believes should be addressed in planning for the coming year. Next, the

President's report addresses not only his issues and concerns but also those

identified by the Alabama Community College System and the Chancellor's Office

of the Alabama Community College System.

After considering the context

within which the college must operate, reviewing the results achieved during

the previous year and discussing issues and concerns for the institution, the

Planning Council recommends Institutional Action Priorities for the coming year

to the President. After institutional priorities are approved by the

President, planning moves to the unit level with the long-range goals providing

the context and the Institutional Action Priorities providing the emphasis for

the development of unit plans.

Each unit is responsible for

planning their budgeting document (Strategic Plan). The strategic plan should be supported by

data generated from the evaluation of both the unit level outcomes as well as

the course level outcomes (in cases of instructional areas). A diagram of how

all the different planning and evaluation documents are related can be found.

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Results/Evaluation

Jefferson State Community

College's evaluation plan examines the college from four perspectives:

operational units (instructional and services), students, personnel, and the institution as a whole. Assessment from each perspective requires that the college look realistically and critically at what it expects to achieve and what it has actually accomplished. To do this, the college first determined what should exist, identifying the benchmarks against which achieved results will be assessed. For the institution and its operational units, these benchmarks are stated as expected results; for students, they are expressed as expectations in the form of course and program competencies/outcomes to be attained by the students; and for college personnel, they are evaluation criteria derived from the skills and knowledge required for effective job performance.

Evaluation of effectiveness at

the institutional and operational unit levels begins with outcomes, benchmarks, and performance measures. These are used as the basis for regular and systematic evaluation of both programs and services of the college. At both the institutional level and the operational unit level, the intent of evaluation is to provide information that can be used to improve programs and services by comparing the results achieved with those expected or intended.

Unit Evaluation: Each instructional and service

unit engages in annual assessment and program review (every three years) that results in a report that is submitted to one of two review boards (Instructional Unit Review Board or Service Unit Review Board).

Annual Assessment: Review at this level is

used to report annually on the level of performance achieved during the year, to establish trends in performance, and to identify problems and concerns. Although outcomes are fixed for three years each unit is encouraged to continuously improve based on annual results.

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Program Review: Evaluation at this level

occurs every three years for all units. The primary purpose of the analysis is unit reflection and improvement. It takes into consideration the achievement of the units' expected outcomes and compliance with any external regulations or requirements, and it is flexible enough to allow each program/service to investigate its unique concerns.

The units make recommendations

for themselves; and, the respective review board may concur with the unit's recommendations or make additional recommendations of its own. Reports from the review boards go to the respective units and are also submitted to the appropriate administrator who is over the area being studied, typically a Dean.

Units address recommendations in the next planning cycle and report on actions in subsequent reviews.

Student Assessment: In addition to assessment

for course placement in mathematics, English, and reading and assessment for purposes of assigning course grades, program and general education outcomes of certificates and degrees are assessed in the following ways:

1. Student self-report of growth in general education competencies and satisfaction with preparation for employment and/or transfer to baccalaureate programs;
2. Student follow-up data on in-field employment and/or subsequent educational achievement.
3. Reports from four-year institutions on the performance of transfer students.
4. Licensure/certification examination results.
5. Employer satisfaction with preparation of students.
6. Assess the achievement of student learning outcomes.

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In order to ensure that both instructors and students have a clear understanding of the goals and content of their courses, competencies, specific objectives, and student learning outcomes have been agreed upon for each course. General education and program outcomes have also been developed and matched with course outcomes to ensure that there are opportunities within each program curriculum for the student to attain each required outcome.

Personnel Evaluation: Personnel at the college fall into three evaluation categories: administrator, faculty, support staff. All personnel are evaluated annually using standard forms that include evaluation criteria derived from the skills and knowledge required for effective job performance. Issues and concerns are addressed in plans for the following year. Procedures for personnel evaluation are published in the Jefferson State Community College Handbook.

Institutional Evaluation: The overall success and vitality of the institution is assessed at the institutional level by Executive Leadership and reviewed by the College Planning Council. Assessment at this level requires compilation and analysis of data from the operational units having commitments linked to the achievement of the institutional purposes. Particular emphasis is given to evaluation of the results from implementation of the previous year's unit planning priorities and the progress made on the Institutional Action Priorities established for that year.

Again, the student evaluations are administered at the end of every semester by the Funeral Service Education Program Coordinator. The evaluations are delivered by the office manager for the Career and Technical Education to instructors. Students are asked to complete the student evaluations anonymously. Once the evaluations are administered it is sealed and delivered back to the office manager for tally. The evaluations are used as the basis for regular and systemic evaluation of both programs and services of the college. At both the institutional level and the operational unit level, the intent of evaluation is to provide information that can be used to improve programs and services by comparing the results achieved with those expected or intended.

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In

order to ensure that both Funeral Service Education instructors and students have a clear understanding of the goals and content of their courses, competencies and specific objectives have been agreed upon for each course.

General education and program competencies have also been developed and matched with course competencies to ensure that there are opportunities within each program curriculum for the student to attain each required competency.

Personnel Evaluation: Personnel at the college fall into three evaluation categories: administrator, faculty, support staff. All personnel are evaluated annually using standard forms that include evaluation criteria derived from the skills and knowledge required for effective job performance. Issues and concerns are addressed in plans for the following year. Procedures for personnel evaluation are published in the *Jefferson State Community College Handbook*.

Once a year the Funeral Service Education Program conducts an annual survey to employers, Career/Technical Employment-Status Survey, for students who have graduated the Jefferson State Community College Funeral Service Education Program. Initially, the information is obtained by students during their first semester in the FSE program. The survey is designed to determine if the graduated is still employed in the funeral profession, if the employer is satisfied with the employee's preparation for the profession and any recommendations or suggestion the employer may have to better prepare students for the funeral profession. After graduation both FSE faculty member calls each employer to gather information. All results are returned to the Office of Institutional Effectiveness and Research for review by a deadline.

Provisions used to collect, maintain and analyze assessment data are found in the College's Institutional Effectiveness process. The College's Institutional Effectiveness Department is responsible for the collection of data for the college; implementing the College's evaluation and assessment process in conjunction with the instructional and service unit areas; employer and student surveys, assisting with planning, and survey design as well as others.

Jefferson State Community College Self-Study

Based on Fall 2017

Files uploaded for this question:

[Planning Process - SS - 2017.pdf](#)
[Evaluation Process - SS - 2017.pdf](#)

Seven years of data should be available for site team review unless attached to self study.

Upload, if appropriate.

Program Response:

Drop down list answer:

- Data used for assessment is uploaded to Self Study
 Assessment data will be available on site for team review.

Describe the opportunities for student feedback for assessment purposes.

Program Response:

Text input answer:

The FSE Program students provide feedback through a formal process implemented as part of the College's Institutional Effectiveness process. FSE program students as well as other enrolled students can provide feedback about classes, instruction, facilities, and other through the Student Evaluation of Instructor form that is distributed at the end of each semester. Students can write comments as well as respond to a set of prescribed questions.

Copies of student evaluation will be available at site visit.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe the opportunities for faculty feedback in the assessment process.

Program Response:

Text input answer:

The FSE Program faculty provides invaluable feedback and input in the assessment process. Program faculty participates in the assessment process from the start to finish. Faculty assist in developing program and course outcomes, methods of assessment, criteria for success, strategic plans, and analysis of results. In addition, faculty serve on the Planning Council, Instructional Review Board, and is involved at the unit level and college-wide. Faculty participation is very much a part of the College's planning and assessment process.

Files uploaded for this question:

[Funeral Service Education Advisory Committee - 2017.pdf](#)
[Advisory Board Members - Catalog - SS - 2017.pdf](#)

Describe opportunities for other constituents to provide feedback for assessment purposes.

Program Response:

Text input answer:

The FSE Program has a Program Advisory Committee made up of funeral service professionals from across the state. This committee is very engaged and actively involved in the Program. The Committee meets at least twice a year. The FSE Program involves the committee in the assessment process by polling members to obtain employment data, program satisfaction, discussing curriculum updates or changes, conducting surveys, employer satisfaction, program communication, program effectiveness, community perception, and preparation of graduates. In addition, the FSE Program works very closely with funeral homes both in-state and out-of-state to prepare students to become licensed practitioners. These funeral homes are involved in the program's assessment and program evaluation by providing feedback relative to student performance and preparation. As employers as well as serving as an off-campus instructional site that provides a venue that allows students to obtain a portion of their training, the input and feedback from these funeral homes are very valuable.

Jefferson State Community College Self-Study

Based on Fall 2017

List the survey instruments used to collect assessment data.

Upload samples of survey instrument(s) used.

Program Response:

Text input answer:

Survey instruments used to collect assessment data include the following: Student Evaluation of Instructor, and Career Technical Employment Status Survey. Other instruments include: Licensure/Certification Examination Results; rubrics used by individual programs to collect assessment data; programmatic accreditation; personnel evaluations; graduation rates; retention rates; and individual surveys requested by programs. The Office of Institutional Effectiveness helps with designing surveys, administering surveys, data entry and tabulation of quantitative survey items.

Samples will be available at site visit.

How often do students evaluate courses and faculty?

Upload sample survey instruments and summary of results.

Program Response:

Text input answer:

FSE students evaluate courses and faculty each semester through the Student Evaluation of Instructor form.

Copies will be available at site visit.

Describe the process for supervisory evaluation of faculty and program administrators.

Program Response:

Text input answer:

Personnel at the college fall into three evaluation categories: (1) administrator, (2) faculty, (3) support staff. All personnel are evaluated annually using standard forms that include evaluation criteria derived from the skills and knowledge required for effective job performance. The FSE Program Coordinator is evaluated by the Dean of Career and Technical Education; the FSE Program faculty are evaluated by the FSE Program Coordinator; the Office Manager located in the Harold Martin Building who provides support to the FSE program is evaluated by the Dean of Career and Technical Education. Procedures for personnel evaluations are found in the Jefferson State Handbook.

Copies of Personnel Evaluation will be available for review at site visit.

Jefferson State Community College Self-Study

Based on Fall 2017

Upload a sample of the annual graduate survey and summary of results.

Program Response:

Text input answer:

Result will be available at site visit.

Upload a sample of the annual employer survey and summary of results.

Program Response:

Text input answer:

Results will be available at site visit.

Describe the methods used to measure attainment of instructional outcomes.

Upload supporting documents, if applicable.

Program Response:

Text input answer:

Samples will be available at site visit.

Provide examples and describe how assessment efforts were used to improve instructional and program quality.

Program Response:

Text input answer:

Examples of how assessment efforts were used to improve instructional and program quality include: (1) the implementation of the MATS review software to help students improve their NBE test scores is believed to have assisted with improving the program's NBE pass rate; (2) over the last five or six years, the FSE Program has partnered with the Director of Learning Resources to conduct a more targeted orientation/workshop for students enrolled in FSE 225 Funeral Service Management I to help FSE students with research projects and assignments; (3) the FSE Program recently upgraded classroom technology to include a new ELMO system that allowed writing capability and faculty to share more visuals from textbooks and other sources with greater ease; (4) the program faculty enhanced FSE classroom instruction in several of its FSE courses by using additional resource materials to supplement lecture materials; and (5) the FSE Program Coordinator developed an Analysis Assistance Sheet (word bank) to assist students with the FSE 230 Comprehensive Review class required exams. The course review exams are all fill-in the blank questions, so this word bank was developed to help reduce students' anxiety and improve results.

In compliance with standard 6.4.8, the FSE Program Coordinator visits each funeral home that serves as an apprentice site for its FSE students enrolled in FSE 228 Internship. This not only benefits the student and the program, but it also allows the Program Coordinator to network with other funeral service professionals in Alabama as well as surrounding states.

Jefferson State Community College Self-Study

Based on Fall 2017

11.2 If the program has been evaluated previously by ABFSE, the program must document what has been done since the last review to correct any deficiencies that may have been cited in reference to the Standards.

What was the date (month/year) of the last ABFSE site visit?

Program Response:

Text input answer:

March 2011

During the last re-accreditation (or initial accreditation) visit was the program cited for deficiencies in relation to any of the ABFSE standards?

Program Response:

Drop down list answer:

yes (if yes, answer next question)

no (if no, skip to 11.3)

If yes, describe and analyze improvements since the last re-accreditation designed to correct cited deficiencies.

Program Response:

Text input answer:

11.3 For at least seven years, the program must maintain, calculate, and explain how it has utilized the following data for planning and assessment purposes:

Jefferson State Community College Self-Study

Based on Fall 2017

Who has responsibility to maintain and calculate the data required by Standard 11.3?
(specific explanation of how data is utilized for planning and assessment purposes is addressed in 11.3.1-11.3.3):

Program Response:

Text input answer:

The Funeral Service Education Program and the Office of Institutional Effectiveness maintain data for the FSE Program.

11.3.1 Pass Rates on the National Board Examination (NBE): Accredited programs must report statistics for both the “Arts” and “Sciences” sections of the National Board Exam Statistical results are provided annually by the International Conference of Funeral Service Examining Boards.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe how NBE pass rates are used for planning and assessment purposes.

Provide appropriate examples of changes resulting from the assessment process.

Summary data must be available for the site visit team review upon request.

Program Response:

Text input answer:

This standard is met in FSE 230 – Comprehensive Review, completion of the Art and Science portion of the National Board Examination is a requirement for students to graduate. The FSE Program Coordinator receives results from the International Conference of Funeral Service Examining Board each January, the Program Coordinator will compute the pass rate for each subject as well as the pass rate for traditional and distance education students. These results are provided as foundations for program improvement and discussion with FSE faculty.

An examples of how the results are assessed, the FSE faculty selects a subject area, such as Regulatory Compliance, if this an area that received low results, the FSE faculty looked at ways to improve student understanding. In FSE 230, students now received copies of "Complying with the Funeral Rule", this is to assure that students are getting additional information to be successful in this subject area. The instructors also add additional regulatory compliance questions to the exam to prompt discussion if questions are missed on exam, this gives the instructors an opportunity to refresh student knowledge of the subject area.

Files uploaded for this question:

[National Board Exam Rate - 2010 - SS - 2017.pdf](#)
[National Board Exam Rate - 2011 - SS - 2017.pdf](#)
[National Board Exam Rate - 2013 - SS - 2017.pdf](#)
[National Board Exam Rate - 2012 - SS - 2017.pdf](#)
[National Board Exam Rate - 2015 - SS - 2017.pdf](#)
[National Board Exam Rate - 2016 - SS - 2017.pdf](#)
[National Board Exam Rate - 2017 - SS - 2017.pdf](#)
[National Board Exam Rate - 2014 - SS - 2017.pdf](#)
[Jefferson State - 2011.pdf](#)
[Jefferson State Arts - 2012.pdf](#)
[Jefferson State - NBE Year End Results - 2004 - 2010.pdf](#)
[Jefferson State Arts - 2013.pdf](#)
[Jefferson State Arts - 2015.pdf](#)
[Jefferson State Arts - 2016.pdf](#)
[Jefferson State Arts - 2014.pdf](#)
[Jefferson State Arts - 2017.pdf](#)
[jefferson State CC - 2012.pdf](#)
[Jefferson State Sciences - 2014.pdf](#)
[Jefferson State Sciences - 2015.pdf](#)
[Jefferson State Sciences - 2016.pdf](#)
[Jefferson State Sciences - 2017.pdf](#)
[Jefferson State Sciences - 2013.pdf](#)

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Based on Fall 2017

11.3.2 Graduation rates: In each Annual Report beginning in 2014 (January 2015 Annual Report), students must be reported by name as a cohort when they have completed one half of the coursework leading to the degree. For the purpose of calculating graduation rates, students moving through the second half of an associate program will be considered to have graduated on time if they complete their degrees within 18 months, and students halfway through a baccalaureate degree would have 36 months for on-time completion. The same calculation (the second half of the program plus 50%) would apply to other modes of program completion (i.e. diplomas). Each year, each cohort must be identified and tracked in the Annual Report.

Describe how graduation rates are used for planning and assessment purposes.

Provide appropriate examples of changes resulting from the assessment process.

Summary data must be available for the site visit team review upon request.

Program Response:

Text input answer:

The Funeral Service Education Program follows the Graduation Rates standards set forth by the American Board of Funeral Service Education and tracks the information yearly on the Annual Report as well as the Annual Cohort Tracking Sheet that services as an attachment annually. The FSE Program graduation rates is currently is above 60% (attach cohort sheet). In assessing this data, the FSE Program notices that the graduation rate has a trend of fluctuating every couple of years. The Program will continue to monitor to meet the standard.

Graduation Rates

Jefferson State Community College Self-Study

Based on Fall 2017

Year	Grad Rate Percentage
2017	73%
2016	80%
2015	87%
2014	85%
2013	87%
2012	74%
2011	78%

Jefferson State Community College Self-Study

Based on Fall 2017

Files uploaded for this question:

Template Cohort Tracking 2014 - ABFSE - SS - 2017 - Page 2.pdf
 Template Cohort Tracking 2016 - ABFSE - SS - 2017 - Page 2.pdf
 Template Cohort Tracking 2017 - ABFSE - SS - 2017 - Page 2.pdf
 Template Cohort Tracking 2015 - ABFSE - SS - 2017 - Page 2.pdf

11.3.3 Employment rates: Data for students employed in funeral service/mortuary science must be provided on the Annual Report each year beginning with the 2014 rates (January 2015 Annual Report). Job placement is to be calculated within six months of each student's graduation. Programs must specify funeral service related employment, active military duty, or enrollment in further higher education as the three instances that are considered "employment" for purposes of this calculation.

Describe how employment rates are used for planning and assessment purposes.

Provide appropriate examples of changes resulting from the assessment process.

Summary data must be available for the site visit team review upon request.

Program Response:

Text input answer:

Once a year the

Funeral Service Education Program conducts an annual survey to employers, Career/Technical Employment-Status Survey, for students who have graduated the Jefferson State Community College Funeral Service Education Program. Initially, the information is obtained by students during their first semester in the FSE program. The survey is designed to determine if the graduated is still employed in the funeral profession, if the employer is satisfied with the employee's preparation for the profession and any recommendations or suggestions the employer may have to better prepare students for the funeral profession. After graduation both FSE faculty members call each employer to gather information. The Program Coordinator ensures that all new students distance education and traditional students complete the survey. (Career Technical Survey)

Jefferson State Community College Self-Study

Based on Fall 2017

PROGRAM INFORMATION

Jefferson State Community College Self-Study

Based on Fall 2017

Year	Total enrolled	# of New Students	# of Grads	Timely Grad*	Graduation rate	Did not finish**	Overall % Employed	Employed in FS
2016	70	61	25	20/25	80%	19	100%	100%
2015	92	45	34	34/34	87%	18	100%	100%
2014	84	55	26	22/26	85%	19	100%	100%

Files uploaded for this question:

CTE Survey Spring 2018.pdf
CTE Survey 2016-2017.pdf

11.4 The National Board Exam (NBE) is the licensing standard for funeral service/mortuary science in the US. Programs must maintain at least a 60% three (3) year average pass rate for first-time takers of the Arts and the Sciences sections of the NBE. The three (3) year average pass rate will be determined using only the first attempt scores of students who have taken either the Arts or Sciences sections. (Effective for evaluation of 2015 results) Please see the policy on and procedure for calculating and tracking cohorts and requesting exemptions in Appendix J.

Please respond to standards 11.4.1 - 11.4.3.

(No response expected for 11.4)

Program Response:

Jefferson State Community College Self-Study

Based on Fall 2017

11.4.1 A program with less than a 60% three (3) year average pass rate on the same section of the NBE must comply as follows:

- **first**
year less than 60% - Program Placed on Probation and Report Required (see 11.4.2 for report details)
- **second**
consecutive year less than 60% - Accreditation Withdrawn Unless Good Cause Is Shown (see 11.4.2)

Has the program experienced a three-year NBE pass rate of less than 60%? Yes/No

Program Response:

Text input answer:

Drop down list answer:

yes (if yes, answer next question)

no (if no, go to 11.4.2)

If yes, indicate year(s) and action taken to remediate.

Upload supporting documents as appropriate.

Program Response:

Text input answer:

11.4.2 A program with a single year NBE pass rate below 60% on either or both of the Arts and the Sciences sections in any calendar year is subject to additional monitoring and must submit a report to the Committee on Accreditation by March 1 of the following year. The report must analyze the reason(s) for the low pass rate and explain plans for improvement. This warning language will include a reminder of the Probation and Show Cause consequences described in Standard 11.4.1. Failure to submit a satisfactory report may lead to negative action by the Committee on Accreditation. An institution with sporadic pass rates will be reviewed and may be subject to comparable actions identified above.

Jefferson State Community College Self-Study

Based on Fall 2017

Has the program experienced a single year NBE pass rate of less than 60%. Yes/No

Program Response:

Drop down list answer:

- yes (if yes, answer next question)
 no (if no, skip to question #3 about sporadic NBE pass rates)

If the program has experienced NBE pass rates of <60%, indicate the year and the action taken to remediate.

Upload supporting documents as appropriate.

Program Response:

Text input answer:

Has the program has experienced a sporadic NBE pass rate of < 60%? Yes/No

Program Response:

Drop down list answer:

- yes (if yes, answer next question)
 no (if no, skip to 11.4)

If yes, indicate years and action taken to remediate.

Upload supporting documents as appropriate.

Program Response:

Text input answer:

11.4.3 National Board Examination pass rates for programs offering courses via Distance Learning must differentiate, on the Annual Report, between those students who take less than 50% of their courses via traditional methods and those who take 50% or more of their courses via Distance Learning. The passage rates of both groups of students (i.e., traditional on-campus and Distance Learning) will be considered both combined and separately in all accreditation actions by the COA.

Jefferson State Community College Self-Study

Based on Fall 2017

Does the program have graduates who completed 50% or more of courses via Distance Learning? Yes/No

Program Response:

Drop down list answer:

No (if no, skip to 11.5)

Yes (if yes, answer next question)

If "Yes", compare NBE pass rate of distance learners v. traditional learners.

Upload supporting documents as appropriate.

Program Response:

Text input answer:

The FSE Program offers over 50% of its courses via Distance Education, annually we report this information on the Annual Report and maintain it within the FSE Program. The FSE Program make this information available to prospective students, current students and it is publicly displayed for anyone inquiring (POSTER, [Website - http://www.jeffersonstate.edu/wp-content/uploads/sites/108/2015/04/National-Board-Exam-Rate-14.pdf](http://www.jeffersonstate.edu/wp-content/uploads/sites/108/2015/04/National-Board-Exam-Rate-14.pdf))

1998 – 2016

Total First Time National Board Exam			
Graduates	Attempts	First Time Passers	Percentage

Jefferson State Community College Self-Study

Based on Fall 2017

392	383	328	85%
-----	-----	-----	-----

1999
– 2016

Distance Learning Only			
Graduates	Attempts	First Time Passers	Percentage
163	163	150	92%

11.5 The annual passage rate of first-time takers on the National Board Examination (NBE), and program employment rates and graduation rates for the most recent three (3) year period will be posted annually by the Executive Director on the ABFSE website, with a link to each program's website or with contact information for the program.

Jefferson State Community College Self-Study

Based on Fall 2017

Provide the URL for the program website where NBE pass rate, employment rate and graduation rate data is posted.

Program Response:

Text input answer:

<http://www.jeffersonstate.edu/wp-content/uploads/sites/108/2015/04/National-Board-Exam-Rate-14.pdf>

11.5.1 So that the public and prospective students can easily access these statistics, programs must include the following statements on their website and in the institution's catalog: "National Board Examination pass rates, graduation rates and employment rates for this and other ABFSE-accredited programs are available at www.abfse.org. To request a printed copy of this program's pass rates and rates, go to _____(specific location; i.e., the Mortuary Science Office, Room 222, Feather Hall or a specific program web page where the request can be submitted) or by e-mail at _____, or by telephone _____."

Jefferson State Community College Self-Study

Based on Fall 2017

Indicate where the statement required in Standard 11.5.1 is found in the college catalog and on the program website. Provide URL.

Upload a copy of the statement as it appears in each location.

Program Response:

Text input answer:

The statement appears on the posted publicly displayed sheet for prospective students visiting the FSE Program area, it is listed on the FSE Program's brochures and listed on the website under the National Board Exam Rate.

This statement appears in the publications listed above:

"Standard

11.5.1 of the American Board of Funeral Service Education Accreditation Manual states: "So that the public and prospective students can easily access these statistics, programs must include the following statements on their website and in the institution's catalog: "National Board Examination scores, graduation rates, (beginning in 2015) and employment rates (beginning in 2015) for this and other ABFSE-accredited programs are available at www.abfse.org. To request a printed copy of this program's scores and rates, go to _____ (specific location; i.e., the Mortuary Science Office, Room 222, Feather Hall or a specific program web page where the request can be submitted) or by e-mail at _____, or by telephone _____."

See

details below: Venus N.R. Smith, CFSP Funeral Service Education, Harold Martin Building, Room G-9

<http://www.jeffersonstate.edu/programs/funeral-service-education/>

wriley@jeffersonstate.edu www.abfse.org 205-856-7841 205-856-7804 - fax"

<http://www.jeffersonstate.edu/wp-content/uploads/sites/108/2015/04/National-Board-Exam-Rate-14.pdf>

Files uploaded for this question:

Funeral Service Education Brochure - January 2017.pdf

Jefferson State Community College Self-Study

Based on Fall 2017

11.5.2 Institutions failing to comply with this requirement will be placed on probation immediately. Continued non-compliance may lead to the removal of accreditation.

This standard is for information only.

No response is required.

Program Response:

Text input answer:

11.6 Programs must maintain at least a 60% annual graduation rate for each calendar year. Please see the policy on and procedure for calculating and tracking cohorts in 11.3.2.

Has the program maintained at least a 60% annual graduation rate? Yes/No

Program Response:

Drop down list answer:

no (if no, go to Standard 11.6.1)

yes (if yes, go to Standard 11.7)

11.6.1 As of 2017 (2-year programs) or 2019 (four-year programs), a program with a graduation rate below 60% in any calendar year must submit a report to the Committee on Accreditation by March 1 of the following year. The report must analyze the reason(s) for the low average rate and explain plans for remedying the deficiency. Failure to submit a satisfactory report and to provide evidence of a plan to improve graduation rates may lead to negative action by the Committee on Accreditation.

If the program graduation rate is 60% or higher, indicate n/a and skip to Standard 11.7.

When the program graduation rate is less than 60% for any calendar year since the last accreditation, analyze the effectiveness of the plans for remedying the deficiency which were reported to the Committee on Accreditation.

Program Response:

Text input answer:

n/a

Jefferson State Community College Self-Study

Based on Fall 2017

11.7. Programs must maintain at least a 60% annual employment rate for each calendar year. Please see the policy on and procedure for calculating and tracking cohorts in 11.3. 3.

Has the program maintained a 60% annual employment rate? Yes/No

Program Response:

Text input answer:

Drop down list answer:

- yes (if yes, go to next Standard)
 no (if no, go to Standard 11.7.1)

11.7.1 As of 2015, a program with an employment rate below 60% in any calendar year must submit a report to the Committee on Accreditation by March 1 of the following year. The report must analyze the reason(s) for the low average rate and explain plans for remedying the deficiency. Failure to submit a satisfactory report and to provide evidence of a plan to improve employment rates may lead to negative action by the Committee on Accreditation.

If the program employment rate is 60% or higher, skip to Standard 12 or 13 (whichever is applicable)

When the program employment rate is less than 60% for any calendar year since the last accreditation, analyze the effectiveness of the plans for remedying the deficiency which were reported to the Committee on Accreditation.

Program Response:

Text input answer:

The FSE
 Program job placement rate is currently 100%, the FSE Program believes the apprenticeship requirement help the program meet this standard.

Jefferson State Community College Self-Study

Based on Fall 2017

STANDARD 13: RECORD OF STUDENT COMPLAINTS

Instructions for this section:

A summary of the manner in which the program maintains compliance with the Standard is OPTIONAL. The optional summary would be expected to add additional description, analysis and projection of the program's compliance with this accreditation standard.

Recommendation: First complete all questions through Standard 13.2 and then return to this section to submit an optional summary, if appropriate.

Where (or by whom) is the record of written student complaints maintained?
(Site visit team must review the file)

Program Response:

AFTER completing all questions related to the Standard, return here to submit an OPTIONAL summary.

Reminder: Use the optional summary to describe compliance efforts not addressed by the questions. Analysis evaluates effectiveness of practices with attention to strengths, weaknesses, achievements and problems, etc. Projection includes future plans to enhance strengths or correct weaknesses.

File upload is available to support the summary, if appropriate.

Program Response:

13.1 All student complaints about the program, submitted in writing since the last accreditation review, must be available for review.

WRITTEN complaints about the program received since the last accreditation/re-accreditation must be available for review.

Upload, as appropriate.
(be sure to maintain confidentiality of student information)

Program Response:

Text input answer:

Drop down list answer:

Yes, written complaints were received .

No written complaints were received since the last accreditation/re-accreditation. Skip to Standard 13.2.

Jefferson State Community College Self-Study

Based on Fall 2017

Summarize the nature of the written complaints received.
(be sure to maintain confidentiality of information student in the summary)

Program Response:

Text input answer:

n/a

13.2 With each written complaint, the program must file a written response, or demonstrate resolution, of the complaint.

Describe the process or policy used by the institution to deal with student complaints.

Upload as appropriate.

Program Response:

Text input answer:

See attached

Files uploaded for this question:

[Student Complaint - SS - 2017.pdf](#)

13.1. If applicable, upload documentation to demonstrate written response or resolution of each complaint cited in

Program Response:

Text input answer:

n/a

13.3 See also Standard 10.

Optional:

Comment about the student complaint procedure at your institution (if applicable, use this opportunity to include information that would not be a part of the response to 13.1 and 13.2)

Program Response:

Text input answer:

The student complaint process is explained in the student college.

Jefferson State Community College Self-Study

Based on Fall 2017

Appendix E - Distance Learning

Questions regarding Distance Learning for Funeral Service/Mortuary Science are included throughout the standards.

This Appendix E excerpt focuses solely on distance learning from the context of Standard 10 - Students and Standard 11 - Program Planning and Evaluation/Assessment.

Instructions for this section:

This Appendix E excerpt focuses solely on distance learning from the context of Standard 10 - Students and Standard 11 - Program Planning and Evaluation/Assessment.

Appendix E - Standard 10 Students

Prior to admitting a student to the program, the institution must inform the prospective student about the specific expectations of distance learning.

Explain how the institution informs the prospective student about required access to technologies used in the program.

Program Response:

Text input answer:

Each student enrolled in the Funeral Service Education Distance Education Program must meet the same requirements for admission as students admitted to the traditional program track. Prior to admission to the Funeral Service Education Distance Education Program, students are informed concerning required access to technologies used by the program; technical competences required of students in the program; program cost; time frame in which courses are offered; library and other learning service availability; support services available; method of interaction with faculty and fellow students; potential challenges of learning via distance education; and estimated completion at the Distance Education Mandatory Orientation as well as on the Funeral Service Education Program's website, Jefferson State Community College's website and FSE Brochures.

Files uploaded for this question:

DL Orientation Package - 18S.pdf
Funeral Service Education Brochure - January 2017.pdf

Jefferson State Community College Self-Study

Based on Fall 2017

Prior to admitting a student to the program, explain how the institution informs the prospective student about technical competence required of students in the program.

Program Response:

Text input answer:

Prior to admission to the Funeral Service Education Distance Education Program, students are informed concerning required access to technologies used by the program; technical competences required of students in the program; program cost; time frame in which courses are offered; library and other learning service availability; support services available; method of interaction with faculty and fellow students; potential challenges of learning via distance education; and estimated completion at the Distance Education Mandatory Orientation as well as on the Funeral Service Education Program's website, Jefferson State Community College's website and FSE Brochures. Each student enrolled in the Funeral Service Education Distance Education Program must meet the same requirements for admission as students admitted to the traditional program track.

Technical Competence required for students are listed on the FSE Program's website and listed under the FSE Program section in the college catalog.

Files uploaded for this question:

[Technical Performance Standards - FSE - SS - 2017.pdf](#)
[Catalog - Career Program - SS - 2017.pdf](#)

Prior to admitting a student to the program, explain how the institution informs the prospective student about estimated or average program costs.

Program Response:

Text input answer:

Each student enrolled in the Funeral Service Education Distance Education Program must meet the same requirements for admission as students admitted to the traditional program track. Prior to admission to the Funeral Service Education Distance Education Program, students are informed concerning required access to technologies used by the program; technical competences required of students in the program; program cost; time frame in which courses are offered; library and other learning service availability; support services available; method of interaction with faculty and fellow students; potential challenges of learning via distance education; and estimated completion at the Distance Education Mandatory Orientation as well as on the Funeral Service Education Program's website, Jefferson State Community College's website and FSE Brochures.

Prior to admission to the FSE Program students are informed of the average program cost. Tuition cost is listed on the college's website, in the FSE Program Orientation Package, and on the FSE Brochure

Files uploaded for this question:

[DL Orientation Package - 18S.pdf](#)
[Funeral Service Education Brochure - January 2017.pdf](#)
[Tuition & Fees _ Jefferson State Community College.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Prior to admitting a student to the program, explain how the institution informs the prospective student about the time frame in which courses are offered.

Program Response:

Text input answer:

Each student enrolled in the Funeral Service Education Distance Education Program must meet the same requirements for admission as students admitted to the traditional program track. Prior to admission to the Funeral Service Education Distance Education Program, students are informed concerning required access to technologies used by the program; technical competences required of students in the program; program cost; time frame in which courses are offered; library and other learning service availability; support services available; method of interaction with faculty and fellow students; potential challenges of learning via distance education; and estimated completion at the Distance Education Mandatory Orientation as well as on the Funeral Service Education Program's website, Jefferson State Community College's website and FSE Brochures.

Prior to admission to the FSE Program students are informed regarding the time frame. The time frame is also listed on the FSE Program's contract.

Files uploaded for this question:

[Funeral Service Education Contract - New Students-Fall.pdf](#)
[Funeral Service Education Contract - New Students-Spring.pdf](#)

Prior to admitting a student to the program, explain how the institution informs the prospective student about library and other learning services available.

Program Response:

Text input answer:

Library and other learning services are available on the Blackboard Learn homepage.

Distance Education (DE) students are given information about the learning resource center at the mandatory orientation for DE students. The instructors for FSE 223 - Funeral Service Social Science explains the process during the tentative schedule review.

Files uploaded for this question:

[FSE 223 Tentative Class Schedule-2017doc.pdf](#)
[Student Resources _ Jefferson State Community College.pdf](#)

Prior to admitting a student to the program, explain how the institution informs the prospective student about the full array of other support services available.

Program Response:

Text input answer:

Each student enrolled in the Funeral Service Education Distance Education Program must meet the same requirements for admission as students admitted to the traditional program track. Prior to admission to the Funeral Service Education Distance Education Program, students are informed concerning required access to technologies used by the program; technical competences required of students in the program; program cost; time frame in which courses are offered; library and other learning service availability; support services available; method of interaction with faculty and fellow students; potential challenges of learning via distance education; and estimated completion at the Distance Education Mandatory Orientation as well as on the Funeral Service Education Program's website, Jefferson State Community College's website and FSE Brochures.

Files uploaded for this question:

[Student Resources _ Jefferson State Community College.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Prior to admitting a student to the program, explain how the institution informs the prospective student about arrangements for interaction with the faculty and fellow students.

Program Response:

Text input answer:

The FSE Program conducts a one day mandatory orientation for Distance Education. Students can meet the instructors and fellow Distance Education students.

Files uploaded for this question:

[DL Orientation Package - 18S.pdf](#)

Prior to admitting a student to the program, explain how the institution informs the prospective student about the estimated time for program completion.

Program Response:

Text input answer:

The prospective students are informed of the estimated time for program completion at the orientation and when FSE Program contracts are signed.

Files uploaded for this question:

[Funeral Service Education Certificate Contract - New Students-Spring-.pdf](#)
[Funeral Service Education Certificate Contract - New Students-Fall -.pdf](#)

Prior to admitting a student to the program, explain how the institution informs the prospective student about the potential challenges of learning in the program's technology-based environment.

Program Response:

Text input answer:

Each student enrolled in the Funeral Service Education Distance Education Program must meet the same requirements for admission as students admitted to the traditional program track. Prior to admission to the Funeral Service Education Distance Education Program, students are informed concerning required access to technologies used by the program; technical competences required of students in the program; program cost; time frame in which courses are offered; library and other learning service availability; support services available; method of interaction with faculty and fellow students; potential challenges of learning via distance education; and estimated completion at the Distance Education Mandatory Orientation as well as on the Funeral Service Education Program's website, Jefferson State Community College's website and FSE Brochures.

Files uploaded for this question:

[DL Orientation Package - 18S.pdf](#)

Access to services.

Distance learning students must have access to the same services as campus based students.

Jefferson State Community College Self-Study

Based on Fall 2017

Based on the assumption that distance learning students will not be physically present on campus, describe how distance learning students access:
accurate and timely information about the institution, its programs, its courses, its costs, and related policies and requirements;

Program Response:

Text input answer:

The Distance Education Student Resources web page provides Blackboard Learn login instructions and contact information for Blackboard Learn technical assistance. The following services are available to distance education students: accurate and timely information about the institution, its programs, its courses, its cost and related policies and requirements; pre-registration advising; application for admission; financial aid, including information about policies and limitations, information about available scholarships, processing of applications and administration of financial aid and scholarship awards; secure payment arrangements; academic advising; career counseling and placement; methods for utilizing the library resources; bookstore service; and referrals for student learning differences, physical challenges and personal counseling. The Funeral Service Education Program at Jefferson State Community College considers all distance education and traditional students to be as one cohort. The students can communicate among themselves and participate with online discussions. Students in the Funeral Service Education Distance Education Program are encouraged to attend traditional courses when schedules permit. Any information that is shared with traditional students is shared with distance education.

Files uploaded for this question:

[Student Resources _ Jefferson State Community College.pdf](#)

Describe how distance learning students access pre-registration advising.

Program Response:

Text input answer:

The FSE Program takes an active role in advising all prospective students. Students can call the FSE Program's department for pre-advising. Prospective students can also access pre-registration advising by going to JSCC's website.

Files uploaded for this question:

[Advising _ Jefferson State Community College.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Describe how distance learning students access application for admission.

Program Response:

Text input answer:

Distance Education students gain access to application for admission three ways:

Students may complete the online application available from the college's webpage; complete a paper admissions application in person at one of the four locations (Jefferson, Shelby-Hoover, Chilton-Clanton, St. Clair-Pell City); download a PDF version of the application to complete and mail in or submit in person. The college has trained admissions personnel at the Jefferson, Shelby-Hoover, Chilton-Clanton and St. Clair-Pell City locations to assist students in completing applications and to process the completed admissions applications. Consistency among campuses and sites is maintained with all admissions personnel through regular videoconference meetings to discuss admissions issues such as modifications and updates in the student information system (BANNER), Family Educational Rights and Privacy Act (FERPA) updates, residency requirements, and Alabama Community College System changes.

Describe how distance learning students access enrollment/registration in programs and courses.

Program Response:

Text input answer:

The prospective students in the FSE Program can access enrollment and registration on the JSCC's website. Upon admission students will receive a username and password to access the college's Banner system.

All prospective FSE students are registered by the Program Coordinator and FSE full-time faculty.

Files uploaded for this question:

[Apply For Admission _ Jefferson State Community College.pdf](#)

Describe how distance learning students access financial aid, including information about policies and limitations, information about available scholarships, processing of applications, and administration of financial aid and scholarship awards.

Program Response:

Text input answer:

Students can gain access to financial aid, policies, scholarships, processing applications and administration of financial aid/scholarship on the college's website.

Files uploaded for this question:

[Financial Aid _ Jefferson State Community College.pdf](#)

[Scholarships _ Jefferson State Community College.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Describe how distance learning students access secure payment arrangements.

Program Response:

Text input answer:

Students can access secure payment arrangements by logging into their MyJSCC account.

The FSE students can also physically secure payment on campus during the one day mandatory orientation.

Files uploaded for this question:

[myJSCC.pdf](#)
[Student Payment Page.pdf](#)

Describe how distance learning students access academic advising.

Program Response:

Text input answer:

The FSE Program takes an active role in advising all prospective students about the program.

However, students can also gain access to academic advising on the JSCC website or by calling Enrollment Services.

Files uploaded for this question:

[Advising _ Jefferson State Community College.pdf](#)

Describe how distance learning students access tutoring.

Program Response:

Text input answer:

Students can access tutoring services by accessing the Learning Success Center located under the Learning Resource page.

Files uploaded for this question:

[Home - Learning Success Center - Jeff S...pdf](#)

Describe how distance learning students access career counseling and placement.

Program Response:

Text input answer:

Students can access the career counseling and placement via JSCC website.

The FSE Program also takes an active role in assisting students with job placement, if needed.

Files uploaded for this question:

[Get Help at the Jefferson State Career ...pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Describe how distance learning students access training in the use of library resources and in research techniques.

Program Response:

Text input answer:

Students have access to library resources and in research by accessing the Learning Resources.

Files uploaded for this question:

[Orientation to the JSCC Libraries for Funeral Service Education Students.pdf](#)
[FSE_LibGuide.pdf](#)
[FSE_LibGuide_AcademicSuccess.pdf](#)

Describe how distance learning students access bookstore services (ordering, secure payment, and prompt delivery of books, coursepacks, course-related supplies and materials, and institutional memorabilia).

Program Response:

Text input answer:

The FSE Program students can gain access to the bookstore via JSCC's website. Student has the capability to have books mailed to them.

FSE students can also purchase books at the one day mandatory orientation.

Files uploaded for this question:

[Bookstores _ Jefferson State Community College.pdf](#)

Describe how distance learning students access referrals for student learning differences, physical challenges, and personal counseling.

Program Response:

Text input answer:

ADA services are available for all students and can be accessed on the college's website

Files uploaded for this question:

[Home - ADA - Jeff State Libraries at Jefferson State Community College.pdf](#)

If the institution relies on other providers to offer program-related courses, what is the process by which students learn of these courses?

Program Response:

Text input answer:

n/a

Jefferson State Community College Self-Study

Based on Fall 2017

Help desk for distance learning.

Based on the assumption that distance learning students will not be physically present on campus, the availability of 'help-desk' services is essential.

Describe the 'help desk' function available for distance learning with description to include available hours and type of help available.

Program Response:

Text input answer:

For technical assistance with Blackboard Learn students can email helpdesk@jeffersonstate.edu to create new tickets for assistance or call 205-856-6088. For

Funeral Service

Education Program specific questions, the student can also contact the program coordinator directly for assistance with Blackboard Learn.

Describe the type of help available for all hardware, software, and delivery systems specified by the institution as required for the program.

Program Response:

Text input answer:

Jefferson State Community College

provides assistance to students who are installing common software packages

such as Microsoft Office onto the student's personal computer, if needed. The

Funeral Service Education Program tries to utilize free software to better

assistance student, such as Adobe Reader. All documents are usually loaded to Blackboard Learn as an Adobe Reader (pdf) file. Students are encouraged to

disable pop-up blockers and JAVA scripts to effectively utilize the Blackboard Learn management system.

Files uploaded for this question:

[DL Orientation Package - 18S.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Does the help desk involve a person-to-person contact for the student? By what means (e.g., email, phone, fax)?

Program Response:

Text input answer:

The help desk is available during regular work hours each week. Issues are documented, using the ticket system, and students receive response in a timely manner.

Does the help desk include a well-designed FAQ service online and/or by phone menu or on-demand fax?

Program Response:

Text input answer:

FAQs can be access by going to: <http://helpdesk.jeffersonstate.edu> , opens Helpdesk welcome page, which includes an FAQ link, and a link to open a help request ticket.

Files uploaded for this question:

[http__helpdesk.jeffersonstate.pdf](http://helpdesk.jeffersonstate.edu)

Appendix E - Standard 11 Program Planning and Evaluation/Assessment

The commitment to offer courses in the funeral service program via distance learning requires planning and evaluation of the results.

How long has distance learning been available for funeral service / mortuary science at your institution?

Program Response:

Text input answer:

The FSE Distance Education Program started in 1997 - 1998.

Jefferson State Community College Self-Study

Based on Fall 2017

Describe the process that resulted in the decision to offer distance learning program?

Describe how the program was developed.

Who was /is responsible for curricular decisions for distance learning?

Program Response:

Text input answer:

JSCC offered it's first internet based course in 1997 to increase access to high-quality college courses by utilizing educational technologies and emerging content delivery methods that reduce, and in some cases eliminate, the need for students to be in particular locations at set times to receive instruction.

The FSE Program Coordinator at the time, Dr. William M. Counce and full-time faculty, Venus Riley (currently Smith) started the DE Program under the supervisor Connie Beddingfield. At the time JSCC was using an internet based e-learning management system called NiceNet, which later the college moved to WebCT. The FSE DE Program has experienced substantial growth and is currently using Blackboard Learn management system.

The FSE Program Coordinator, Dr. Counce, was responsible for curricular decisions for the distance education courses.

Describe how the institution reviews the effectiveness of its distance education programs to assure alignment with institutional priorities and educational objectives?

Program Response:

Text input answer:

All distance education course at JSCC are evaluated in the same manner as traditional courses. The evaluation monitors the trends in the National Board Exam for the content subject area.

Describe how student performance is evaluated.

Include discussion of student performance compared to intended learning outcomes.

Program Response:

Text input answer:

The Distance Education (DE) student performance is evaluated weekly by weekly quizzes and some discussions and assignments. Students are welcome to email instructors if there are any concerns.

The FSE Program has maintained standards for the DE option as demonstrated by the National Board Exam pass rate (91%), graduation rate (73%) and employment rate (100%).

Jefferson State Community College Self-Study

Based on Fall 2017

Discuss the overall performance of the distance learning program regarding student retention rates, including variations over time.

Program Response:

Text input answer:

The FSE Program allows prospective students to choose which option they would prefer, Traditional or Distance Education (de). The FSE DE has the option of transferring to the traditional option if to be more successful in the Program.

In an informal evaluation and variation over time, the FSE Program finds that DE students are more serious students and usually has a large involvement of day to day activities in their prospective funeral homes. Usually, the student finishes the FSE Program in a timely manner.

Files uploaded for this question:

[National Board Exam Rate - 2017 - SS - 2017.pdf](#)

Discuss the overall performance of the distance learning program in the area of student success on the NBE.

Program Response:

Text input answer:

The overall performance of the Distance Education student success on the NBE has a rate of 91%. The FSE Program had 181 graduates and attempts for DE first time takers. The Program has 165 DE students to pass the first time.

Files uploaded for this question:

[National Board Exam Rate - 2017 - SS - 2017.pdf](#)

Discuss the overall performance of the distance learning program in the area of graduation rate.

Program Response:

Text input answer:

The FSE Program Distance Education graduation rate is calculated with the traditional graduation rate. Currently, the FSE Program maintains the graduation rate standard.

The FSE Program utilizes the graduation rate set by ABFSE in standard 11.3.2

Discuss the overall performance of the distance learning program in the area of:
Job placement

Program Response:

Text input answer:

The FSE Program admission requirement, requires that all prospective students have an apprenticeship with a funeral home. The FSE Program finds that with this requirement students are usually guaranteed employment after graduation, able to be place in another funeral home, quickly, or transfer to another funeral home.

Jefferson State Community College Self-Study

Based on Fall 2017

Discuss the overall performance of the distance learning program in the area of: student satisfaction, as measured by regular surveys.

Program Response:

Text input answer:

The overall performance of the FSE Program Distance Education (DE) in the area of student satisfaction is similar to the traditional. DE students have access to instructors so that questions can be answered in a timely manner. The DE courses have audio lectures that are uploaded each week so that the DE students get the same lectures as traditional.

Surveys are reviewed for instructional improvement, all suggestions from students are used as a methods of improvement for the FSE Program.

Discuss the overall performance of the distance learning program in the area of: faculty satisfaction, as measured by regular surveys and by formal and informal peer review processes.

Program Response:

Text input answer:

The FSE Program faculty finds the Distance Education (DE) Program to be seamless to the traditional.

The FSE full-time and part-time faculty has the opportunity to participate in a peer review process given by the Associate Dean of DE, annually, in a effort to improve the quality of the DE courses. This process allows the faculty to review ways of improving courses and to maintain consistency among the DE courses.

Files uploaded for this question:

[FSE 145 - Internet and Hybrid Course Assessment Form - 2018.pdf](#)
[FSE 225 - Internet and Hybrid Course Assessment Form - 2018.pdf](#)
[FSE 206 - Internet and Hybrid Course Assessment Form - 2018.pdf](#)
[FSE 201 - Internet and Hybrid Course Assessment Form - 2018.pdf](#)
[FSE 213 - Internet and Hybrid Course Assessment Form - 2018.pdf](#)

Discuss the overall performance of the distance learning program in the area of: measures of the extent to which library and learning resources are used appropriately by the programs' students.

Program Response:

Text input answer:

The library and learning resources for Distance Education (DE) students are essential for students in DE courses. The DE students have several ways of accessing the online library, online bookstore, online services as traditional students.

Files uploaded for this question:

[Home - Learning Success Center - Jeff S...pdf](#)
[Bookstores _ Jefferson State Community College.pdf](#)

Jefferson State Community College Self-Study

Based on Fall 2017

Discuss the overall performance of the distance learning program in the area of: measures of student competence in fundamental skills such as communication, comprehension, and analysis.

Program Response:

Text input answer:

The FSE Program measures the overall performance of Distance Education students in communication, comprehension and analysis by the FSE 230 Comprehensive Review course, the results of the National Board Exam and maintaining an apprenticeship with a funeral home.

Discuss the overall performance of the distance learning program in the area of: cost effectiveness of the program to its students, as compared to campus-based alternatives.

Program Response:

Text input answer:

The FSE Program Distance Education (DE) option does cost the DE students more during their fourth semester. Although, DE students only have to visit the campus for midterms and finals. The fourth semester the DE students completes FSE 203 - Embalming Laboratory and FSE 230 - Comprehensive Review which requires them to visit Birmingham each week during the semester until completion of course requirements. Students are made aware of the fourth semester requirements.

Files uploaded for this question:

[DL Orientation Package - 18S.pdf](#)

Describe the administrative and procedural links between the evaluation of distance learning programs and the ongoing evaluation of all academic programs.

Program Response:

Text input answer:

Jefferson State Community College continues to be involved in the evaluation process of all programs and courses offered via distance education. The format is the same for traditional and distance education students, by doing this the college assures that distance education are evaluated equally to all courses offered at the college.

As previously mentioned, the college undergoes an ongoing evaluation process.

Describe how the respective characteristics of campus-based and distance learning programs are taken into account.

Program Response:

Text input answer:

The FSE Program believes that the Traditional and Distance Education (DE) options are only different in its methods of instructions. Their are a couple of differences that detailed instructions would have to be communicated to DE students prior to beginning the semester. DE instructions sometimes allows the FSE faculty to create different teaching methods within the course so that the instruction is seamless to the DE student, like the use of the ELMO during lecture.

Jefferson State Community College Self-Study

Based on Fall 2017

Provide a brief summary of distance learning program strengths, concerns, and plans to correct any problems discovered during the Self study process.

Program Response:

Text input answer:

The FSE Program is always looking for ways to continually improve the Distance Education (DE) Program as well as the Traditional. The FSE Program tries to make the classroom instructions seamless, as possible. The upload of weekly audio lectures is a strength for the DE students, they are able to get the same lectures as traditional students. The FSE Program plans to implement cameras during the lecture for DE students as a way to improve instructions. The FSE Program understand that the self study evaluation process is in place to improve FSE programs and we welcome any suggestions to improve the quality of education for DE students as well as traditional students.

Additional Information

Instructions for this section:

Use this section to submit Summary and Conclusions.

Provide a brief summary of program strengths, concerns, and plans to correct any issues discovered during the Self study process.

Program Response:

Text input answer:

The Self-Study presented in this process represents a comprehensive effort to improve the quality of the Funeral Service Education Program at Jefferson State Community College. The FSE Program is privileged to have specific standards provided by the American Board of Funeral Service Education to assist in this effort. Although, FSE Program prides itself on following the standards set forth by ABFSE, this process allowed the program to evaluate its strengths and weaknesses.

The self-study process presented several strengths and weaknesses: The support and strong commitment of the administration at JSCC, the administration continues to believe in being on the cutting edge of technology for instruction in both traditional and distance education. The Distance Education department continues to be extremely receptive to new ideas, getting constructive feedback from the faculty, continuous upgrading and implementation of equipment and technology. Providing faculty training and one-on-one interaction, if needed.

The strength of our clinical embalming laboratory, having qualified instructors to assist students with one-on-one instruction and meeting the standard for student to instructor ratios that is required by American Board of Funeral Service Education, the doubled embalming cases over those required by ABFSE standards, safe and modern facilities, and case volume of the off-campus laboratory. The active participation from the Advisory (Board) Committee, more continuing education offerings to licensees in the state, more program offerings for the individuals such as the Certified Crematory Operator's program and the visits and support from vendors and licensed funeral directors and embalmers in the community and the state of Alabama.

Jefferson State Community College Self-Study

Based on Fall 2017

In reviewing general program effectiveness within the last seven years, the FSE Program recognizes the changes in education, institutional and programs, in the assessment evaluation. This process continues to give the FSE Program a chance to review and evaluate areas that need improvement. This was an area of ongoing evaluation of improvement needed for the FSE Program to address and meet standards of ABFSE and JSCC. New Aims and Objectives were implemented and assessed and new benchmarks for the program was developed. There are no know deficiencies in the FSE Program.

The Funeral Service Education Program embraces the new method of submission of the self-study process and welcomes the revised version of the standards to the Accreditation Manual. The American Board of Funeral Service Education and the Committee on Accreditation, has done a wonderful job at enhancing our technological capabilities to meet growing need of our online presence.

Analysis:

Is the total program realistically available to students for whom it is intended?

Program Response:

Text input answer:

Yes, the FSE Program at JSCC is realistically available to students for whom it is intended.