ADMINISTRATIVE REGULATIONS
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INSTRUCTIONAL SERVICES **Regulation 6110**
(Policy 6110)

Curriculum Services

Curriculum Development

Owner – Vice President for Academic and Student Success

Contact - Registrar

1. The Curriculum Committee establishes, maintains standards, and recommends procedures that will ensure professional integrity of the for-credit curricula consistent with College planning.

2. The Curriculum Committee safeguards the integrity and credibility of the academic information contained in the catalog and all documents relate to academic policy and/or procedures.

3. The Curriculum Committee shall be comprised of the Vice President for Academic and Student Success, Instructional Dean of Academic Affairs, Instructional Dean of Technical Education and Workforce Innovation, Instructional Dean of Health Sciences, Registrar (all ex-officio non-voting) and up to ten faculty members (a minimum of one and a maximum of two appointed for any one division). A request for committee members is issued at the end of each academic year. Division Chairs collect names of potential committee members and forward those candidates to the Vice President of Academic and Student Success for formal appointment. Committee appointments are made for two academic years with option for a third year.

4. Appointments to the committee will be made to the Vice President of Academic and Student Success no later than June 1 of the year preceding the appointment. The Vice President of Academic and Student Success will select and notify those appointed to the committee no later than July 1. The Curriculum Committee members will elect a chair for the committee. This person will be responsible for calling the meetings, distributing the agenda, communicating the results of the meeting and other related duties.

5. The Curriculum Committee will review and approve curriculum actions for the addition of new courses, inactivation of existing courses, course name changes, prerequisite/corequisite changes, changes to existing programs, program inactivations, general education, placement and other policies and procedures that directly affect the credibility and quality of instructional programs. The Curriculum Committee will review and recommend to the Vice President for Academic and Student Success curriculum actions for the addition of new programs of study, deletion of programs of study and program viability.

6. Additions or deletions of programs of study require action by the Board of Trustees.

7. Curriculum proposals that are initiated during the summer and must be in place prior to the faculty's return in the fall may be tentatively approved by the Vice President of Academic and Student Success. These proposals must then be presented at the first meeting of the Curriculum Committee in the fall semester.

(Approved 8/23/10; Revised 1/16/18, 2/8/18, 9/4/19, 03/20, 3/1/24)

INSTRUCTIONAL SERVICES **Regulation 6240**

Instruction

Copyrighted Materials

The Duplication of Copyright Materials with Permission

Copyright materials include books, magazines, other printed materials as well as non-print media such as films, photographs, videotapes, computer software, web pages, and any magnetic media. The following regulations apply:

1. Any copyrighted materials submitted for duplication must be accompanied by a permission letter from the copyright holder, and
2. Each item, article, or chapter included in a course packet requires copyright permission or must fall within the guidelines of Fair Use.

Duplication of Copyright Materials according to "Fair Use"

Fair Use is generally defined as the right to use copyright materials in a reasonable manner for educational and non-profit use without consent of the copyright holder. Fair Use can be determined by the following guidelines:

1. The purpose and character of the use, including whether the copied material will be for non-profit, educational, or commercial use;
2. The nature of the copyrighted work, with special consideration given to the distinction between a creative work and an informational work;
3. The amount, substantiality, or portion used in the relation to the copyright work as a whole; and
4. The effect of the use on the potential market for the author or copyright holder.

It is the instructor's responsibility to determine that the intended use falls within the scope of fair use and does not infringe upon the rights or potential profits of the copyright holder.

Photocopying Printed Materials

1. A single copy may be made by an instructor or at the request of an instructor for the purpose of research, preparation for instruction, or for instruction in a class
    - A chapter from a book.
    - An article from a periodical or newspaper.
    - A short story, short essay, or short poem, whether or not from a collective work.
    - A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper.
2. Multiple copies (not to exceed any more than one copy per student) may be made for classroom use or discussion provided:
    - It meets the guidelines of brevity and spontaneity (see definitions).
    - It meets cumulative effect guideline (see definitions).
    - Each copy includes a notice of copyright.

Definition of Brevity:

Poetry & Prose: A complete poem if less than 250 words and not printed on more than two pages. An excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event not more than 500 words.

Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or periodical.

Definition of Cumulative Effect:

The copying of material is for only one course. No more than one copy per student in the course should be made. No more than one short poem, article, story, essay, or two excerpts may be copied from the same author, collective work, or periodical during a semester.

Definition of Spontaneity:

The copying is at the instance and inspiration of the individual instructor. The inspiration and decision to use the work and the timing of its use for maximum educational effectiveness are so that it is unrealistic to expect a timely reply to a request for permission. This is a one-time use, if intended to use again permission must be received.

Works Which May be Reproduced:

Some publications, such as journal articles or government documents, include a note offering the right to copy for educational purposes.

- Categories of publications in the public domain or whose use is not protected by copyright law are:
- Publications dated 1922 or earlier.
- Works that do not include a copyright notice and were first published before January 1, 1978, and
- Most of United States government documents.

Once a work is in the public domain, it is no longer eligible for copyright protection.

Audiovisual Materials

1. Classroom Use

   Possession of a film or video does not necessarily imply the right to publicly view the work. The copyright holder will specify the circumstances under which the video can be viewed or "performed" at the time of purchase or rental. Videotaped programs from a rental outlet usually include a label that indicates "Home Use Only"; however, licensing of these media permits viewing in an educational institution under the following conditions:

- It is shown as part of an instructional program;
- It is shown by students, instructors, or guest lecturers only for the benefit of students and educators;
- It is shown in a classroom or other location devoted to instruction such as a studio, library, gymnasium, or auditorium; and
- A legitimate copy is used (not an illegally reproduced copy) with a copyright notice.

2. Copying Videotapes/Off-Air Recordings of Broadcasts; including Cable and Satellite TV

   Copying videotapes without the copyright owner's permission is illegal. An exception is made for libraries to archive backup copies or replace a work that is lost or damaged if another copy cannot be obtained.

   - The following "Fair Use" guidelines should be applied to viewing off-air recordings:
   - Videotaped recordings may be kept for no more than 45 calendar days after the recording date, at which time the tapes should be erased.
   - Videotaped recordings should be shown to students only within the first 10 school days of the 45-day retention period.
   - The recordings are to be viewed by students no more than two times during this 10-day period.
   - The recording may not be physically or electronically altered and should include the copyright notice as recorded.

3. Network Distribution of Audiovisual Materials and Distance Education

   Copyright law makes an important distinction between face-to-face and distance education. Thus, we cannot assume that a video or other copyrighted visual used freely in the traditional classroom can be transmitted over a server, the Internet or via ITV without additional permission. When purchasing such materials closed-circuit distribution rights should be negotiated. Without explicit permission network transmission of video is not permissible unless "Classroom Use" guidelines are met.

Software Guidelines

1. **Backup Copy:** It is permissible for the owner of software to make a backup copy of the software to be held for use as an archival copy in the event the original disk fails. Such backup copies are not to be used on a second computer as the same time the original is in use.

2. **Educational Software:** Using education licensed software for personal use is prohibited under licensing agreements.

3. **Reproduction of Software Documentation:** Reproducing software manuals without the written permission of the author/publisher is prohibited.

Use of Multimedia and Web Pages

Multimedia or other materials posted on web pages are considered to be copyrighted unless the copyright owner authorizes copying or it is in the public domain. If there is a question as to whether copying materials from a particular site is permissible, permission should be obtained from the copyright holder or web master for that site.

Notice of Copyright Restrictions

1. Each department on campus that is responsible for the duplication of materials for distribution or instructional reserves must post warnings concerning copyright restrictions.

2. Every photocopy machine on campus must include signage warning faculty, staff, or other patrons of copyright restrictions.

INSTRUCTIONAL SERVICES **Regulation 6250**

Instruction

Adjunct Faculty

Employment and Administrative Procedures

1. Appointment and Agreement

   Selection of adjunct faculty members to teach classes offered through State Fair Community College is done on a course-by-course basis. The selection of faculty members will be the responsibility of the Instructional Deans or Directors.

   Adjunct faculty, including Dual Credit Adjunct Faculty, must meet academic credentialing requirements suggested or required by the College or pertinent accreditation bodies. Faculty teaching transfer courses must have a Master's degree with an 18-graduate-credit-hours in the discipline. Faculty teaching non-transfer courses, including occupational/technical classes, developmental or College preparation classes, and continuing education must have credentials, special training, experience, creative production, or other accomplishments or distinctions appropriate to the discipline.

   Exceptions to the credentials requirement may be made if:

   - The instructor has a three- to five-year plan to complete the appropriate credentials on file with the Instructional Dean, and the instructor demonstrates significant progress toward accomplishing the plan and completing the appropriate credentials by submitting to the Instruction Dena yearly documentation of completed coursework;
   - The instructor has a Master's Degree or higher with 20 years or more of teaching and/or work experience in the discipline; or
   - Special circumstances warrant a one-semester assignment, recommended and justified by the Instructional Dean and approved by the Vice President of Academic and Student Success.

   Adjunct faculty may be replaced by full-time faculty if making a full teaching load for a full-time faculty member is in jeopardy. All arrangements for a class prior to actual enrollment and the class "making" are tentative.

   All courses, including adjunct and dual credit assignments, are subject to minimum enrollment as determined by the Instructional Dean or Directors.

   No payment is made to adjunct faculty if his/her class is cancelled due to insufficient enrollment.

   Instructors must complete paperwork required by the Human Resource Office before the employee begins work.

2. Reappointment

   Adjunct faculty members, including dual credit faculty, are selected semester by semester to teach a particular class.

3. Benefits Extended to Adjunct Faculty

   Adjunct faculty, including dual credit faculty, may receive a tuition waiver for three (3) credit hours during the semester in which they are employed. Material and/or lab fees attached to a specific class are not covered under this tuition waiver.

   Adjunct faculty, including dual credit faculty, may not enroll in courses that conflict with the faculty member's teaching assignment for the College. An instructor may not enroll in

   - A course he/she is teaching; or
   - A class which meets at the same time as a class he/she teaches.

   Adjunct faculty, including dual credit faculty, also are entitled to free admission to the same College activities and events as full-time faculty.

   Adjunct faculty and dual credit faculty paid by SFCC, during the semester of the teaching assignment, are eligible for Workers' Compensation benefits and are covered by Social Security.

4. Benefits Not Extended to Adjunct Faculty

   Adjunct faculty are not eligible for

   - Group insurance coverage,
   - Participation in the State of Missouri retirement system, or
   - Professional leave (personal leave or military leave).

5. Compensation and Workload

   Adjunct instructors, including dual credit faculty, may teach at SFCC no more than 12 credit hours per 16-week semester, or 6 credit hours per 8-week semester.

   Adjunct faculty, including dual credit faculty who are paid by SFCC, are compensated at a rate established by the Board of Trustees.

6. Adjunct Faculty In-Service and Meetings

   Adjunct faculty, including dual credit faculty, may be required to attend in-service meetings scheduled at the beginning of the fall and spring semesters. Adjunct faculty meetings may be scheduled throughout the semester and attendance is requested.

7. Duties Required of Adjunct Faculty, Including Dual Credit Faculty
   - Meet assigned classes as specified in the current schedule and teach such classes in accordance with master courses syllabus (including specified textbooks);
   - Do appropriate reading, grading, test design, outline preparation, material preparation, record keeping, registration and attendance verification, and other routine tasks essential to the conduct of the class;
   - Promptly submit required academic reports;
   - Participate in outcomes assessment and submit appropriate outcomes assessment reports; and
   - Notify the Instructional Dean or Director of any absences in advance of those absences.

8. Professional and Ethical Behavior of Adjunct Faculty, Including Dual Credit Faculty

   Faculty are seen as leaders in the classroom and are expected to be role models for both students and others in the community. Specific guidelines regarding ethical conduct are as follows:

   - Faculty must provide their students with the contractually agreed upon number of classroom contact minutes in each of the classes they teach, with their full attention and consideration devoted during that classroom time to the promotion of their students' achievement of the outcomes described in the official master course syllabus.
   - Faculty must treat and grade students as fairly and objectively as possible with neither favoritism nor discrimination shown to any students.
   - Faculty must distribute to students a copy of the course syllabus prepared in accordance with the master course syllabus. This course syllabus must be provided to each student at the beginning of the first class meeting.
   - Faculty must inform the appropriate Instructional Dean or Director when they are unable to teach a particular session in advance of that session.
   - Faculty are expected to be cognizant of, and play the appropriate role in, implementing all academic policies and procedures, especially those described in the current of the State Fair Community College Catalog and the Faculty Handbook.

General Instructional Information

1. Office Space

   Adjunct faculty are not normally assigned office space. Instructors are encouraged to use the assigned classroom as a place for conferences with students before and after the class session.

2. Office Hours

   Adjunct faculty are not required to keep office hours. However, all adjunct faculty, including dual credit faculty, must provide time outside of class for student access and should provide information in their course syllabus about how, when, and where that access is made available.

3. Adjunct Faculty Absences

   All instructors have an obligation to the College, to themselves, and to their students to meet classes when they are scheduled. Adjunct instructors who are unable for reasons of illness or emergency to meet scheduled classes or laboratory periods, must inform, in advance if possible, the appropriate Instructional Dean of the situation. The Instructional Dean will work with the instructor to establish a time and date to make up the class time.

   Use of substitute teachers will be permissible under some circumstances providing they are qualified and approved in advance by the Instructional Dean.

4. Adjunct Instructor Evaluation

   In order to maintain the highest quality in teaching and learning, improve teaching effectiveness, and acquire information for future employment decisions, adjunct faculty are evaluated regularly (See Policy and Regulation 4610).

5. Change of Class Location

   All classes are to meet in the assigned room/building. Changes in class meeting locations are not to be made without prior approval of the Instructional Dean. If location changes are approved, advance notice to the affected students of the class is of utmost importance.

6. Official Communication

   There are mailboxes available for each instructor teaching on the Sedalia campus. Instructors are expected to check them regularly.

   Extended campus adjunct instructors, check with your site Director about this; some have mailboxes (Clinton, some do not) (WAFB).

   Most official communication to adjunct faculty will be made through SFCC email. Each adjunct faculty member, including dual credit faculty, will be assigned a SFCC email account and he/she will be expected to regularly check that account for official communication.

7. Change of Address

   It is essential that the College maintain correct personnel information, including mailing address. In the event of a change in a faculty member's address or other personnel related information, the appropriate Instructional Dean and the Human Resources Office should be notified.

8. Key Request

   If it is necessary for an instructor to have a key to a classroom, lab, or storage area, a key request should be submitted to the Division Chair or Director. Keys must be returned to the appropriate office at the end of each semester.

INSTRUCTIONAL SERVICES **Regulation 6310**

Evaluation Services

Program and Service Evaluation

Regular and consistent program and service evaluation is important to maintain the vitality of the curriculum at State Fair Community College. All programs and services within Education Services shall be reviewed annually. The results of this review shall be submitted to the Vice President of Academic and Student Success by December 1 of each year. For career and technical programs and services this review shall also be shared annually with appropriate advisory committees.

The Vice President for Academic and Student Success shall report annually on the results of the program review to the Executive Leadership Team.

INSTRUCTIONAL SERVICES **Regulation 6311**
(Policy 6310)

Evaluation Services

Program Viability

Owner: The Vice President of Academic and Student Success is owner of this regulation and responsible for its implementation.

As part of the annual program review (ref. Regulation 6310), all academic disciplines and technical programs at State Fair Community College will be evaluated for sustainability based on their program viability (PV), with the objective to determine the continuation or termination of the program/discipline and/or determine if the program/discipline needs enhancements and additional resources. The system outlined in this procedure defines the key measures and calculation of PV and the subsequent process to determine continuation or termination.

New programs/disciplines will not be held accountable to this PV procedure until the fourth year of the program. Giving the new program time to grow and establish measures for accountability.

Definitions:

Credit Hours (CH) – The total number of student credit hours generated annually for all courses controlled by the program. These are typically all courses sharing the same subject code (i.e. ART, MATH, IEM, BADM, etc.). Calculated as follows:

Total C.H.s = Sum of all courses (Students enrolled x credit hours of course)

Note: This is a new report in Cognos and is calculated automatically under the program review measures.

Revenue over Expense Ratio – Fiscal year total direct revenue divided by the direct expenses. Direct revenue and expenses are as follows:

Revenue includes all of the following for each program:

- All Tuition and Fees from course subjects tied to the program.
- Revenue credited to the program by the business office by JV.
- State Reimbursements directed to the program.
- Donations and Gifts to the program to be expensed for the year.

Expenses – all expenses charged directly to the program's organizational number to include salary, fringes, and expenses.

Note: This is a standard report in Cognos and is calculated automatically under the program review measures.

Placement Rate (PLR) – Percentage of graduating students from program who are Employed or Continuing Education (enrolled or transferred). Calculated as follows:

Total number of students employed or continuing education divided by Total graduated.

Note: This is a standard report in Cognos and is calculated automatically under the program review measures.

Viability – "The capacity to operate or be sustained."

Program Viability (PV) – The capacity to sustain successful levels of performance for two of the three key measures of viability performance by a program or discipline.

PV Key Measures – The following are the defined three key measures for both Technical Education (including Health Sciences) and Academic Disciplines to determine PV. A three-year average will be used for each.

Technical Education Programs		
1	CH/FTE	Credit Hours/Full Time Equivalent student
2	REV/Exp	Revenue over Expense Ratio
3	PLR	Placement Rate

Academic Disciplines (Acad. Disc.)		
1	CH/FTE	Credit Hours/Full Time Equivalent student
2	REV/Exp	Revenue over Expense Ratio
3	Grad/Tran	Graduation & Transfer Rate

Process

1. Each fall, during the program review cycle, the Dean for each area will gather the data for each key measure then calculate the Program Viability (PV) for each program or discipline.

   The goal for each measure will be as follows:

   a. CH/FTE > or = 80% of capacity (reference table below)
   b. REV/Exp Tech Ed Programs > or = 1.0,
      Academic Discplines > or = 1.0
   c. PLR > or = 80%
   d. Grad/Tran > 50%

2. The specific CH/FTE goal for each program or discipline is determined using one of the two tables below, Tech. Ed. & Acad. Or Health Sciences. The last line of the table is the specific Goal for CH/FTF, set at 80% of capacity.

Tech. Ed. & Acad. Disc. – C.H.'s/FTE

	Tech. Ed.		**Acad. Disc.**
	Lecture	**Lab/ Lecture**	**Lecture**
Standard Enrollment Capacity	25	16	30
Standard Program Hrs./Year	24	24	30
Total Annual Capacity Student Credit Hours	600	384	900
Goal (80% Capacity)	**480**	**307**	**720**

Health Science – C.H.'s/FTE

	Coding	DH	DMS	HEOC	Micro	HIT	MEA	Nrsg Yr. 1	Nrsg Yr. 2	Phrm	RAD
Standard Enroll. Capacity	21	10	23	25	24	30	20	37.5	29.5	24	18
Standard Program Hrs./Year	25	31	28	9	4	25	18	28	28	18	33
Total Annual Capacity (Student Credit Hours)	525	310	633			750	360	1050	826	432	594
Goal (80% Capacity)	420	248	506			600	288	840	661	346	475

3. The program/discipline receives 1 point for each key measure goal achieved or exceeded and no points for each goal not achieved. The sum of the points is the PV for the program/discipline, ranging from 0 to +3 points.

4. Programs and Disciplines must maintain a PV total of 2 or higher to be considered in good standing.

5. If the PV is 1 or 0, the following process will occur.

    a. The first year, the following actions must occur;
        i. Dean will place program/discipline on probation status with documented action items to address issues to drive improvement of the deficit measures.
        ii. Program/discipline coordinator and faculty must be actively involved in action items.
        iii. Action items list will be documented in program review notes.
        iv. Program/discipline coordinator will share performance results and action items list with the program's advisory board and seek recommendation for additional action items.
    b. At the completion of the subsequent year, the PV will be calculated with the following action based on the results:
        i. If the PV total is great than or equal to 2, then the program/discipline is in good standing and will be recommended for continuation.
        ii. If the PV total is less than 2, then the following actions will occur;
            1. Dean will investigate causes and determine if corrective actions were completed and their effects. A consideration in this investigation will be community impact, such as programs like theater, music, and art which contribute to the mission of the college by providing cultural enrichment for our community.
            2. Dean will submit one of the following recommendations to curriculum committee:

   a. Continued at risk status with additional corrective action(s) for another year.
   b. Inactivate the program – submission of inactivation of program to curriculum committee per Regulation 6110.
3. If Inactivation is recommended, the program/discipline coordinator will have the option to develop a case to provide an additional year to improve the PV and present case to curriculum committee.
4. The curriculum committee will vote to either recommend to continue or inactivate the program/discipline with subsequent action per the curriculum committee Regulation 6110.
5. If curriculum committee recommends to inactivate the program, then Vice President of Academic and Student Success will have the responsibility for submitting recommendation from the curriculum committee to the Board of Trustees.

Associated Documents:	**Regulation 6310**	**Program and Service Evaluation**
	Regulation 6110	**Curriculum Development (Approved 8/27/19)**

INSTRUCTIONAL SERVICES **Regulation 6410**

Academic Standards

Administration of Placement Tests

Owner – Dean of Student Services

Contact – Coordinator, Testing Services

1. All prospective students are required to have a placement score to enroll in courses.

2. SFCC accepts the following as official documentation of a placement score:
    - An **SFCC course** with:
        - A grade of C or higher with a MATH subject prefix.
        - A grade of C or higher with an ENGL subject prefix excluding ENGL 106.
    - An **official college transcript** from a regionally accredited institution documenting the following coursework:
        - A grade of C or higher in any SFCC equivalent course with a MATH subject prefix.
        - A grade of C or higher in any SFCC equivalent course with an ENGL subject prefix excluding ENGL 106.
    - An **official ACCUPLACER®** score earned within the last five years.
    - An **official ACT®** score earned within the last five years.
    - An **official SAT®** score earned within the last five years.
    - An **SFCC Guided Self-Placement Score** earned within the last five years.

3. ACCUPLACER®, ACT® or SAT® scores are official if they are received from the testing company or directly from a student's high school. Scores may be accepted if received directly from a student's previous college. ACCUPLACER®, ACT®, SAT® Student Reports are not accepted.

4. SFCC Guided Self-Placement will be accessed by students or prospective students through a web-based survey.

5. SFCC Guided Self-Placement should only be taken one time in a five-year period. Scores will be discussed with a student's navigator or their program coordinator before enrolling in courses.

6. At the highest level, students may only select MATH 113, MATH 114, or MATH 119. To select courses higher in the math sequence, please see the placement chart using other placement test.

7. At the highest level, students may only select ENGL 101 English Composition using SFCC Guided Self-Placement.

8. Students or prospective students may submit their most current high school transcript if they choose to participate in placement using multiple measures. For the high school transcript to be valid it must meet **both** of the following guidelines:
    - The cumulative grade point average must be calculated on the transcript
    - The cumulative grade point average must be a 3.0 or higher on a 4.0 scale.

9. ACCUPLACER® is an untimed, computerized test, that is available by appointment in Testing Services on SFCC's Sedalia Campus. Testing is also regularly conducted at college extended campus sites. Prospective and current students should contact those sites for schedules of placement testing.

10. A test taker must submit a current and valid College Board approved photo identification for all ACCUPLACER® attempts. College Board defines approved photo identifications on their website. If a test taker does not have a State Fair Community College application when they arrive for testing, the photo identification provided must include the student's birthdate and the student must pay the non-SFCC student proctoring fee.

11. Students taking ACCUPLACER® must begin those tests at least two (2) hours before the test site closes.

12. ACCUPLACER® is free for the initial assessment for SFCC applicants. If a student chooses to retake ACCUPLACER® the assessment may be retaken with the following guidelines:
    The student must pay the ACCUPLACER® retest fee
    The student must wait seven (7) calendar days before retaking ACCUPLACER®
    The student will not be limited to a certain number of attempts on ACCUPLACER®

13. Test accommodations are arranged for students who have documented disabilities. For special testing accommodations, students must contact the Disability Resource Center at 660-530-5382 prior to testing.

14. Paper and pencil placement tests are administered only when deemed necessary by the Testing Services or Disability Resource Center staff.

15. Students and prospective students may appeal their placement using the student grievance and appellate process in accordance with Student Policy and Regulation 2160.

(Revised 7/14; revised 2/26/16; revised 2/8/18; revised 1/23/20; revised 5/25/23; revised 5/3/24)

INSTRUCTIONAL SERVICES **Regulation 6430**

Academic Standards

Dual Credit

Student Eligibility

To be eligible to enroll in a Dual Credit Course, students must meet all of the following criteria:

1. Maintain a high school GPA of 3.0 (on 4.0 scale);

2. Meet the College's mandatory assessment and placement requirements for all courses.

3. Be a high school junior or senior or score in the 90th percentile in the subject area of the cohort group in which they took the ACT® if they are freshman or sophomore.

4. Be recommended by his or her high school principal or school designee.

Program Structure and Administration

All classes taught for dual credit must meet the following criteria:

1. Only classes approved for dual credit by the lead instructor and/or Academic Dean are eligible to be delivered;

2. Classes will use the course syllabus and textbook used by on-campus classes;

3. Comparable standard of evaluation to on-campus classes will be used. Examples of evaluation may include
    - Final exam furnished by department or
    - Final exam reviewed and approved by department;

4. All students enrolled in class, whether or not the student is enrolled for College credit, must meet completion requirement;

5. Students must adhere to College specified dates for registration and withdrawal;

6. Dual credit instructors must provide for time outside of class for student access;

7. Students in dual credit classes must have access to library resources.

Faculty Qualifications and Support

Dual credit faculty will be approved by the Dean, Division Chair or the Lead Instructor and must possess the following minimum qualifications and expectations:

1. Dual credit faculty must meet the same minimum qualifications as adjunct faculty as designated in Regulation 6250. Faculty teaching transfer credit courses or general education shall have a master's degree with 18 graduate hours of study in the field they are teaching or in some instances, a professional development plan that leads to those qualifications;

2. Dual credit faculty must participate in required professional development activities, including an orientation, and must meet with the Dean, Division Chair or Lead Instructor from the appropriate department and must meet other requirements of adjunct faculty as designated in Regulation 6250; and

3. Dual credit faculty will be evaluated in the same manner as adjunct faculty.

Assessment of Student Performance

Assessment strategies used on campus will be applied to dual credit classes. Faculty in-service sessions will include sharing of assessment procedures and instruments.

INSTRUCTIONAL SERVICES **Regulation 6440**
Policy 6440

Academic Standards

Credit for Prior Learning (CPL)

Owner: Vice President for Academic and Student Success
Contact: Registrar

Students planning on transfer should check with the receiving institution regarding their policy for acceptance of transfer of credit for prior learning (CPL). College credit may be awarded by State Fair Community College for credit for prior learning under the following conditions:

1. All courses for which credit for prior learning is awarded must have equivalent courses in the College curriculum. Partial credit may be awarded in specific circumstances.
2. Academic credit will be awarded only for those courses directly applicable to the student's certificate or degree program.
3. Academic credit will be awarded only for credit-bearing courses approved by the college.
4. Students must submit the required documentation as outlined on the CPL request form.
5. General Education course credit will be awarded for credit by examination but not for non-traditional education.
6. The total amount of credit awarded through Credit for Prior Learning that may be applied toward completion of a degree or certificate shall generally not exceed 30% of the total credits required for the credential. Individual academic programs may establish lower limits when required by accreditation standards, licensure requirements, transfer considerations, or professional standards. Exceptions may be permitted for externally validated credit, including recognized examinations, military training evaluated through the American Council on Education (ACE) or Joint Services Transcript (JST), or industry-recognized credentials, consistent with institutional transfer and residency requirements. The Registrar is responsible for final approval or disapproval.

Types of CPL:

Credit by Examination

College Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST) provide opportunity to earn academic credit for knowledge equivalent to that learned in the College classroom. These tests include general and subject examinations. SFCC uses ACE recommended scores for granting credit. Students must have a score report sent to the College for College credit.

Advanced Placement

SFCC grants credit for Advanced Placement test scores of 3 or higher. Students must have a score report sent to the College to be evaluated for college credit.

Credit for Prior Learning (CPL)

Departmental Exams

Credit may be awarded for departmental exams. Each academic department determines which courses have a test-out option and the minimum score to receive credit. An application to request a departmental exam must be submitted to the Dean of that division. If the requirements to receive credit has been met, the paperwork will be forwarded to the Academic Records and Registrar Office to be evaluated for college credit.

International Baccalaureate

SFCC grants credit for International Baccalaureate Higher Level (HL) and Standard Level (SL) courses with a minimum score of 4 or higher. Students must have an official transcript sent to the College to be evaluated.

International Colleges/Universities

If the student provides a verifiable transcript in English from all academic institutions attended, the transcripts will be reviewed for possible transfer credit.

Missouri Seal of Biliteracy

The Missouri Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Student will receive 6 to 12 hours of credit, depending upon the designated foreign language and the official score report.

Credit for Armed Services Experience

Air Force or Space Force members or veterans will provide their Community College of the Air Force (CCAF) transcript to be evaluated like other accredited institutions. For all other services, advanced placement credit may be granted for educational training earned while in the armed services, according to the American Council of Education (ACE) recommendations. Students must submit an armed services transcript and/or a DD 214 to be evaluated for college credit. In some cases (e.g. the course(s) were taken many years ago), an armed services transcript may not be available. Students will need to contact the Registrar's Office to determine what other documents are acceptable to be evaluated for college credit.

Credit for Prior Learning (CPL)

Credit for Work Experience

Students requesting credit for prior learning based on work experience must submit a portfolio that documents college-level learning acquired through employment or other relevant professional experience. The portfolio should include at a minimum, completed CPL application, a current résumé, a narrative describing the work experience, and supporting documentation that verifies the experience and demonstrates learning outcomes aligned to the requested course or courses.

Supporting documentation may include a job description, supervisor verification, performance evaluations, samples of work product, training records, certifications, licenses, or other evidence approved by the academic department. The student must clearly explain how the experience resulted in learning equivalent to the College course outcomes. Credit will be awarded only for documented learning that is approved by the appropriate academic department and recorded by the Registrar.

Formal Certification Credit

Credit for prior learning may be awarded for approved formal certifications, licenses, and industry-recognized credentials when the credential is current, verifiable, and has been evaluated by the appropriate academic department as equivalent to specific college course learning outcomes. Credit will be awarded only for certifications that have been approved in advance by the academic department and accepted by the Registrar for transcription.

Credit for Other Non-Traditional Education

In some cases, credit in the student's program of study may be awarded for workshops or industry certifications that are equivalent to college classes. For credit to be received, the workshops or industry certifications must meet the following criteria:

> The learning was sponsored by a recognized, national or state organization; and an application to request credit must be submitted to the Dean of that division with validated documentation stating the course, knowledge, skills, competencies, credit/clock hours completed and/or certification. If the requirements to receive credit have been met, the paperwork will be forwarded to the Academic Records and Registrar Office to be evaluated for college credit.

(Approved 8/23/10; revised 2/10/16; revised 1/16/18; revised 2/8/18; revised 1/23/20; revised 9/15/23; revised 09/11/26)

INSTRUCTIONAL SERVICES **Regulation 6450**
(Policy 6450)

Academic Standards

Definition of Credit Hour

Owner – Vice President for Academic and Student Success

Contact – Registrar

State Fair Community College will observe the following minimum time requirements for courses:

1. Regular academic and vocational-technical classes (750 minutes per credit hour, plus final exam);
2. Lab, clinical, studio, and physical education activity classes (1500 minutes per credit hour;
3. Internships, practicum and on-the-job training (minimum of 40 hours for one-hour credit).

Problems and Arranged Classes:

Arranged classes, which usually involve one-on-one instruction, are offered on rare occasion and must be approved by the appropriate Dean. These classes are competency-based and must include at least one fact-to-face meeting with a faculty member per week.

Online Courses:

Online courses meet the same competencies and rigor as on-ground courses, and typically require as much or more time to complete than their on-ground counterparts.

Hybrid Courses:

Hybrid courses combine on-ground and online study. Hybrid courses meet the same competencies and rigor as on-ground courses, and typically require as much or more time to complete than their on-ground counterpoints.

Course Times

The following guidelines are used for scheduling classes at SFCC. Though this section accounts for the most common class schedule options, it is impossible to anticipate and designate all class schedule options. Therefore, to avoid course schedule conflicts for students, any option not designated in this regulation shall either start or stop at a time designated in this regulation.

Three-Credit Hour Day Classes

During the fall and spring semester, three-credit-hour day classes will meet on the following schedule:

MWF, 50-minute periods = 2,250 minutes plus 110-minute final

TR and MW 30, 75-minute periods = 2,250 minutes plus 110 minute final

MWF – 5-minute periods
7:00 a.m. – 7:50 a.m.
8:00 a.m. – 8:50 a.m.
9:00 a.m. – 9:50 a.m.
10:00 a.m. – 10:50 a.m.
11:00 a.m. – 11:50 a.m.
12:00 noon – 12:50 p.m.
1:00 p.m. – 1:50 p.m.

MW – 75-minute periods
2:00 p.m. – 3:15 p.m.
3:30 p.m. – 4:45 p.m.
5:00 p.m. – 6:15 p.m.
6:30 p.m. – 7:45 p.m.
8:00 p.m. – 9:15 p.m.

TR – 75-minute periods
8:00 a.m. – 9:15 a.m.
9:30 a.m. – 10:45 a.m.
11:00 a.m. – 12:15 p.m.
12:30 p.m. – 1:45 p.m.
2:00 p.m. – 3:15 p.m.
3:30 p.m. – 4:45 p.m.
5:00 p.m. – 6:15 p.m.
6:30 p.m. – 7:45 p.m.
8:00 p.m. – 9:15 p.m.

Night Classes

Night classes for the fall, spring and summer semesters will meet for sixteen (16), 160-minute periods or 2,560 minutes, for a three-credit-hour course. These classes typically meet 6:30-9:30 p.m., with two 10-minute breaks. The final is on the 16th night.

Summer Classes

8-week summer classes meet 30 75-minute sessions, four days a week, for a three-credit-hour course, or 2,550 minutes plus 110-minute final. The final is on the scheduled final day.

Summer Day Classes
7:45 a.m. – 9:00 a.m.
9:10 a.m. – 10:25 a.m.
10:35 a.m. – 11:50 a.m.
12:00 noon – 1:15 p.m.
1:25 p.m. – 2:40 p.m.
2:50 p.m. – 4:05 p.m.
3:15 p.m. – 4:30 p.m.
4:15 p.m. – 5:30 p.m.

Saturday Classes

Saturday classes during the fall and spring semesters will meet 16 160-minute periods for a three-credit-hour course, or 2,560 minutes. The final is on the 16th week.

Saturday Classes
9:00 a.m. – 11:40 a.m.
1:00 p.m. – 3:40 p.m.

Interim Classes

Interim classes meet daily for 10 consecutive days. A three-credit-hour class would meet for 4.5 hours per day, or 3.75 hours in class each day with 45 minutes for breaks. For example, Monday through Friday classes would meet 8:00 a.m. – 12:30 p.m.

(Approved 8/23/10; revised 2/8/18; revised 1/23/20)

INSTRUCTIONAL SERVICES **Regulation 6470**
(Policy 6470)
Academic Standards **(Forms Required)**

Schedule Changes

Owner – Vice President for Academic and Student Success

Contact – Registrar

Adding a course

Students may add a course through the student portal or with their navigator up to the official last day to add as published on the Academic Dates and Deadlines. Enrollment will close at 11:59 p.m. on the published date for all courses in the part of term.

After enrollment closes for the part of term, students may add a course by appealing to the appropriate Dean by filling out the Late Registration Request Form (available on the college portal) up to the published late registration request date for the part of term. If permission is granted, the approval will be sent to the Academic Records and Registrar's Office to add the student to the course. Instructors will not be able to add a student to their course without Dean approval after the published date and ay special permissions required remain in effect. Class attendance guidelines remain in effect if a student enrolls late for a course.

Students may not add an interim (mini-mester) course after the published date on the Academic Dates and Deadlines or enroll in more than one course during an interim (mini-mester) part of term.

Dropping a course

Students may drop a course through the student portal or with their navigator before the semester starts or until the official last day to drop as published on the Academic Dates ad Deadlines. Approval is not required to drop a course. Students who have a hold on their account should send student name, ID number, CRN, course number/title, and instructor name to add-drop@sfccmo.edu using their SFCC email account. Notifying an instructor or navigator is not enough to officially drop a course.

Withdrawing from all courses

Students may drop all courses before the semester starts or until the last day to drop as published on the Academic Dates ad Deadlines by completing the Student Withdrawal form through the College portal. Students will not be permitted to withdraw from their last course or withdraw from all courses without completing this form. Notifying an instructor or navigator is not enough to officially drop all courses. A hold will not prevent a student from submitting this request.

Courses dropped before or during the 100% refund period will not appear on a transcript. Courses dropped after the 100% refund period will appear on a transcript with a grade of W.

Students are encouraged to contact their instructor, navigator and the Financial Aid Office before dropping a course or withdrawing from all courses. Dropping a course or withdrawing from all courses may result in a financial aid obligation to the College and jeopardize insurance, financial aid, scholarships, and athletic participation eligibility. Failure to notify the College of an intent to drop a course or withdraw from all courses may result in a grade of F for the course(s) rather than a W.

(Approved 1/23/12; revised 7/14; revised 2/27/17; revised 2/8/18; revised 1/23/20)

INSTRUCTIONAL SERVICES **Regulation 6480**

Academic Standards

Academic Misconduct

Penalties for Academic Misconduct

If an instructor determines that an academic misconduct violation has occurred, such violation will result in a minimum of a zero grade for the paper, assignment, or test on which the violation occurred. In repeated cases, the instructor (or program director in the case of programs that have superseding regulations) may institute escalating penalties pursuant to appropriate documentation and notification of the instructor's overseeing Dean, as outlined in the instructor's syllabus (or program's handbook).

Upon receipt of notification from multiple instructors regarding academic misconduct by a student, the overseeing Dean shall institute escalating penalties as he or she deems appropriate, pending investigation into the student's activity and the instructors' documentation. In very serious or repeated cases of academic misconduct, the penalty may include failure of the class (or classes) or expulsion from the College.

A description of academic misconduct, including specific descriptions of penalties for academic misconduct, will be included in the syllabus for each SFCC course. Faculty members and the overseeing Dean should retain records of the final decision in a case of any academic misconduct for at least one calendar year.

Academic Misconduct Appeals Procedure

Appeals for accusations of academic misconduct shall utilize the Academic Appeals Process outlined in Regulation 2160.

(Approved 7/16/07; revised 10/24/22)

INSTRUCTIONAL SERVICES **Regulation 6490**
(Policy 6490)

Academic Standards

Artificial Intelligence

General Use of Artificial Intelligence (AI)

- AI technology can be used to enhance learning and support educational outcomes. It should not be used as a substitute for student learning.
- Faculty, staff, and students should be aware of both the benefits and limitations of AI technologies.

Benefits of AI technologies include but are not limited to:

- **Automation of Repetitive Tasks** to free up human resources for more complex and creative work
- **Enhancing Decision-Making** by analyzing large volumes of data and providing insights and identifying patterns that support the decision-making process
- **Personalizing Learning** by creating customized learning experiences for students
- **Improving Efficiencies and Productivity** by optimizing logistical processes
- **Enhancing Customer Service** by expanding operational hours and capabilities.

Limitations of AI technologies include but are not limited to:

- **Perpetuating and Amplifying Existing Biases** which can lead to unfair and discriminatory outcomes
- **Privacy and Security Concerns** when personal data is made accessible by unauthorized users
- **Transparency Concerns** which can negatively impact accountability and explainability due to the complex nature of AI algorithms
- **Inaccurate Results and Conclusions** due errors in AI training datasets
- **Ethical and Societal Impacts** such as misuse and job displacement.

Balancing the benefits and limitations is crucial to harnessing the potential of AI responsibly and effectively.

Implementation

- **AI Ethics Committee:**
    - An AI Ethics Committee will be established to oversee the implementation of this policy, review AI applications, and address any ethical concerns that arise.
    - The duties of the AI Ethics Committee are as follows:
        - Evaluate AI Usage: Assess the implementation and use of AI technologies in educational programs, administrative processes, and research projects.
        - Ensure Ethical Compliance: Develop and enforce ethical guidelines for the use of AI to prevent misuse and ensure fairness, privacy, and transparency.
        - Promote Awareness: Educate the college community on the ethical implications of AI and promote best practices for its use.

Academic Standards

Artificial Intelligence

- Provide Guidance: Offer recommendations and support to faculty, students, and staff regarding ethical AI practices.
- Monitor Developments: Stay informed about advancements in AI technology and update policies to reflect new ethical challenges.

- **Training and Education:**
  - Regular training sessions will be provided to ensure that all stakeholders understand the benefits and risks associated with AI technologies.

Course-Specific Policies

- Instructors should use the following system to categorize assignments into three levels: Red Light (no generative AI use), Yellow Light (limited generative AI use), and Green Light (full generative AI use).
- **Determining the Assignment Type:** The policy selected should align with the assignment's goals. There are many different assignment types; however, most assignments fall into the following three categories:
  - **Creative Assignments:** Include writing essays, creating presentations, or producing media content.
  - **Analytical Assignments:** Include data analysis, research papers, and case studies.
  - **Technical Assignments:** Include coding projects, technical designs, and lab reports.

- **Apply the Red Light, Yellow Light, Green Light System**
  - **Red Light: No Use of Generative AI**
    - **Description:** Students are not permitted to use Generative AI tools for any part of the assignment.
    - **Example Assignments:**
      - Personal reflections or opinion pieces
      - Original research papers where analysis must be conducted by the student
      - Exams and quizzes
    - **Communication to Students:**
      - Clearly state in the assignment guidelines: "This is a Red Light assignment. Use of Generative AI tools is strictly prohibited." In the assignment description.
  - **Yellow Light: Limited Use of Generative AI**
    - **Description:** Students may use Generative AI tools in specified ways as outlined by the instructor.
    - **Example Assignments:**
      - Essays where AI can be used for brainstorming or outlining but not for final writing
      - Research projects where AI can be used for literature review but not data analysis
      - Coding assignments where AI can help with debugging but not writing the entire code

Academic Standards

Artificial Intelligence

- **Communication to Students:**
  - Clearly state in the assignment guidelines: "This is a Yellow Light assignment. Use of Generative AI tools is allowed only in the following ways..."

- **Green Light: Full Use of Generative AI**
  - **Description:** Students are encouraged to use Generative AI tools to their fullest potential.
  - **Example Assignments:**
    - Creative writing projects where AI can help generate content
    - Presentations where AI can assist in design and content creation
    - Data visualization projects where AI can generate visual aids
  - **Communication to Students:**
    - Clearly state in the assignment guidelines: "This is a Green Light assignment. You are encouraged to use Generative AI tools to enhance your work."
    - Provide examples of how AI can be beneficial, e.g., "You can use AI to create detailed visuals, assist with writing, or generate new ideas."
    - Regularly update the guidelines to reflect new developments in AI technology.
    - Encourage students to discuss any uncertainties about AI use with you before submitting their assignments.

Summary Table			
Assignment Type	**Red Light**	**Yellow Light**	**Green Light**
Creative	Personal reflections, opinion pieces	Essays (AI for brainstorming, not final writing)	Creative writing, presentations
Analytical	Original research papers, exams	Research projects (AI for literature review)	Data visualization projects
Technical	Exams, lab reports	Coding (AI for debugging, not writing code)	Technical design projects

Ethical Use and Academic Integrity

- AI technologies must be used in ways that uphold the values of SFCC, including respect, fairness, and transparency. All AI applications should align with ethical guidelines and standards.
- The misuse of AI technology, including plagiarism or unauthorized use, will be considered a violation of Regulation 6480.
- Violators will be subject to disciplinary actions as outlined in the academic integrity policy.

Continuous Evaluation and Adaptation

- SFCC's AI policy will be reviewed and updated regularly to keep pace with technological advancements and educational needs of the institution.

Conclusion

SFCC is committed to fostering an educational environment that embraces technological innovation while maintaining academic integrity.

INSTRUCTIONAL SERVICES **Regulation 6510**

Instructional Delivery and Support Systems

Donald C. Proctor Library

Responsibility for Collection Development

To ensure that the collections support, enhance, and enrich College curricula and research and that they reflect the diversity of all disciplines, students, administration, faculty and staff are encouraged to participate in the selection process. If the item is consistent with the collection policy guidelines, and if money is available, the material will be acquired.

The Library Director acts as liaison to the academic disciplines for collection development. They consult with faculty members to obtain purchasing recommendations and also utilizes selection tools such as review publications, bibliographies, and publisher catalogs to select materials. Instructors are involved in previewing and evaluating non-print materials for purchase and are consulted during collection reevaluation. Ultimate responsibility for collection development lies with the Library Director.

As a MOBIUS member, the SFCC Library has the option to purchase electronic databases at a substantial savings. The MOBIUS Electronic Advisory Committee (MERAC) makes recommendations for consortia purchase.

Criteria for Selection of Materials

The following general criteria are used to evaluate materials considered for addition to the collection:

- Relevance to the curriculum and appropriateness to the user.
- Timeliness and lasting value of material.
- Reputation of the author, issuing body, and/or publisher.
- Presentation: style, clarity, reading level.
- Special features: detailed logical, accurate index; bibliography; footnotes; appropriate illustrations.
- Physical and technical quality: paper, typography, and design; physical size; binding; durability.
- Ease of access or user-friendliness.
- Suitability of content to form.
- Depth of current holdings in the same or similar subject.
- Demand, frequency of interlibrary loan requests placed for material on the same or similar subject.
- Cost of material relative to the budget and other available material.
- Availability in alternate physical or online formats.

Evaluation of the Collection

To assure a high quality, useful and up-to-date collection, the library will periodically evaluate the collection for the elimination of obsolete and worn-out items and to identify weak areas in the collection. The following categories of materials are most obvious candidates for weeding.

- Too badly worn or damaged to be mended.
- Materials that are too technical and beyond the comprehension of the users.
- Those which contain materials and illustrations that are outdated or no longer true.
- Multiple copies of materials no longer in demand.
- Mediocre materials, the context of which adds neither to the information nor appreciation of the user.
- Media which has been superseded by new and revised materials.
- Materials that have not been circulating in the last 5-10 years. This criterion will not apply to volumes in the history and literature sections and to volumes.
- Irrelevant materials, the subject matter of which is no longer part of the curriculum (faculty recommendation).
- Books which have fine print, yellowed or brittle pages, or missing pages that cannot be replaced.

Between three and five percent of the collection is replaced annually. Faculty members will be consulted when materials in their disciplines are being considered for withdrawal. Deselection often results in a list of titles or topics that need replacement. Thus, it becomes part of the selection process. Upon recommendation of the Library Director, the cataloger will remove the records for the withdrawn items from the online catalog. All materials with library identification markings must have said markings removed and over-stamped with "withdrawn" before disposal. Items removed from the collection will be discarded or placed on the free table. Encyclopedias which are replaced by new editions are given to other departments or off-campus sites. If a patron damages library material beyond repair and pays for its replacement he/she may have the damaged item if requested.

Policy on Challenged Materials

The library strives to select materials representing all sides of various issues. Because of this, some materials, in our collection may be considered controversial by certain aspect of an issue. Instead, our goal is to provide materials representing diverse viewpoints in support of our academic offerings and to suit varied backgrounds of our students, faculty and staff. If any of our users has a complaint regarding our library material, they should contact the Library Director who will make a decision regarding the challenged material after consulting with other college officials, such as the respective Instructional Dean and/or Vice President.

Gifts

The library welcomes donations of books and other material that will enhance the collection. The Library Director reserves the right to accept or reject gifts. The library accepts gifts only on the condition that it may dispose of those items that will not be accessioned into the collection. Gift material will be reviewed using the same criteria outlined under "Criteria for Selection of Materials". Materials must be of such a nature that they can be integrated into the existing collection, not requiring special facilities, controls or

Gifts (cont'd)

staffing. Donations that do not meet these guidelines will be disposed of as the library sees fit, either through discard or put out on the free table. The Library Director will not provide any estimation of value for any donated item but will provide written acknowledgment of the gift, at the donor's request. The library assumes no responsibility for the use donors make of such acknowledgments.

Policy on Stolen/Damaged Materials

The State Fair Community College Library's policy on stolen and damaged materials follows the guideline of the vandalism policy as stated in the Student Handbook. Specifically, any of the following actions are considered acts of vandalism:

- Removing targets from library materials.
- Tearing or removing pages from books or magazines.
- Mutilating or otherwise damaging tapes, cassettes, records, or any other SFCC library material.
- Removing SFCC library materials without authorization (i.e., through the official check-out system).
- Failing to take proper care of checked-out materials, resulting in damage.

Any student, employee, or other patron who commits any of the above acts is subject to penalties which may range from a notation on his/her library file, a fine of five dollars for removing a target, or loss of library privileges. Patrons will be billed for replacement costs of damaged materials and may lose library privileges until accounts are paid in full. More serious offenses may result in additional disciplinary procedures as outlined in the SFCC Student Conduct Code and/or the SFCC Employee Handbook.

Library Computers

The use of computers at the Donald C. Proctor Library is governed by the College's Computer Use and Internet Policy.

Resource Sharing

Students, faculty and staff have access to the holdings of 80+ academic institutions in Missouri who are members of MOBIUS. Library patrons can request to have books sent to the library from MOBIUS consortium members. A weekday couriers' service ensures the expeditious delivery of requested items.

(Revised 5/31/24)

INSTRUCTIONAL SERVICES **Regulation 6520**
(Policy 6520)

Instructional Delivery and Support Systems

Distance Education

Types of Online Courses

1. Online: A term that refers to courses offered exclusively online with no identified course meeting times. They are offered exclusively through a course management system. Courses do not require students to be physically present at any scheduled time.
2. Web Conference: A term that refers to courses offered exclusively online with specifically identified class times that follow SFCC requirements for length and duration of classes. Online synchronous courses are offered using a course management system and the Web conferencing software.
3. Hybrid: This type of course combines scheduled classroom time and online components with instructional elements that are distributed via a course management system, Web conferencing software, computerized instruction, or other means.

Scheduling of Courses

Program Course Rotation: Every online program shall publish and maintain a course rotation schedule. The schedule will note the courses that will be offered within each online degree program or certificate by Fall 1, Fall 2, Spring 1, Spring 2, and Summer. Interim courses may be offered outside of any published rotation. At a minimum, program rotations will also note 8-week and 16-week course options to allow program completion.

Scheduling of individual course sections and assignment of faculty will be conducted by the Director of SFCC Online, based on the rotation schedule, availability of faculty, and the scheduling philosophy as follows:

1. Within limits of space and faculty resources we will guarantee a "seat" for anyone wanting to enroll within the 42-hour general education core, in basic skills courses and in online programming, either by:
    a. Adding a new course section of that online course if that same course is not offered in the next 8-week term.
    b. Over-riding course size limits up to 3 students.
2. Classes will be cancelled only in rare circumstances.

Course Development, Design, and Maintenance

New Course Approval Process: Any course in the SFCC catalog may be developed for online delivery. A list of developed courses is maintained by the Director of SFCC Online.

Course development will be initiated by completion of the SFCC Online course Development Proposal Form and must be approved for development by the Director of SFCC Online.

New Course Approval Process (cont'd): The SFCC Online Course Development Proposal Form details the process to be followed and steps required for approval of the course offering. All new SFCC Online courses approved for development will follow the Quality Matters design standards for online courses. Prior to offering the course for the first time, it will be reviewed by the course designer and the Director of SFCC Online. As part of the review, the course must achieve a minimum score of 81 on the QM rubric scoring and a score of "3" for each of the 20 required elements. When the proposed new course satisfies all requirements, the Director of SFCC Online will approve the course and it will be added to the course schedule.

Online Lead Instructor: Each course approved for online delivery will be assigned an online lead instructor who will maintain the master course shell. The master course shell will be available to upload into the course management system at least three weeks prior to the beginning of each semester. The specific content appropriate to each master course shell will be dependent on the needs of that course as defined by the online lead instructor for that course. The Director of SFCC Online will maintain a list of all online lead instructors.

Compensation for Online Lead Instructor: No additional compensation will be paid to the online lead instructor for preparation of the master course shell; however, the online lead instructor will be given first-option of teaching new course sections not to exceed the number of courses that can be taught online by individual instructors.

Duties of the Online Lead Instructor: The online lead instructor will be responsible for the overall development and maintenance of the online master course shell in coordination with the SFCC lead instructor. Those duties include, but are not limited to:

- Coordination with the other faculty teaching the same course;
- Creation and maintenance of the online master course shell on the SFCC development site;
- Maintaining the online course shell to Quality Matters course design standards; and,
- preparation of an instructor's notes section for the shell, noting a folder by folder of what additional materials and/or topics need to be inserted in the shell or updated by the assigned online instructor.

Updating and Maintenance of the Online Master Course Shell: The online lead instructor will maintain the online master course shell and make routine updates and semester changes, including changes resulting from:

- date-sensitive material that typically changes from semester to semester; and,
- new textbook adoption.

Due Dates for Online Master Course Shell Updates: Updates for online master course shells are due no later than three weeks prior to the start of the semester to allow other users of the shell adequate time to update their version within SFCC Online.

Existing Course Review Process: All SFCC Online classes will align with Quality Matters design standards. At least once per year, each online master course shell class will be self-evaluated by the lead online lead instructor using the Quality Matters scoring rubric.

Additionally, each online class will be evaluated by an SFCC Quality Matters Peer Review Committee on a three-year cycle coinciding with the three-year full-time faculty evaluation cycle of the lead instructor of the course. The expected outcome of this process is that one-third of all SFCC Online courses will be evaluated against the rubric each year.

Course Evaluation: Every online course section is evaluated using the same online course instrument used by on-ground faculty. Results of those evaluations are shared with each faculty member using the CoursEval software or equivalent method as chosen by SFCC.

Online Adjunct Faculty Evaluation: Each adjunct faculty member teaching online will participate in an online course observation once per calendar year. For those adjunct faculty teaching on-ground and online, only one evaluation will be conducted – either online or on-ground in coordination with the appropriate Dean and the Director of SFCC Online. This evaluation will consist of a pre-evaluation instrument completed by the adjunct faculty member, a course shell observation form completed by the Director of SFCC Online after examining the adjunct instructor's course shell and history to date, and a post-evaluation conference between the online faculty member and the Director of SFCC Online, and a post-evaluation form signed by the Director of SFCC Online and adjunct faculty member.

The Online Adjunct Faculty Evaluation will, at minimum, address the following criteria:

- Alignment of the course shell to Quality Matters standards and design elements.
- Instructor alignment with the Online Instructor Semester Checklist prepared and distributed each semester.
- Patterns of instructor access to the online course shell and in demonstrated student interaction in the online course.
- Maintenance of an up-to-date course gradebook within the course.

Quality Control: The Director of SFCC Online may periodically gain access to online classes during the semester for the purposes of quality control, investigation into student complaints, and verification of student attendance should circumstance warrant. In formal circumstances, the Director will provide advance notice of such access, but some circumstances may preclude such notice. In such cases, instructors will be notified of such access by the Director within five days.

Faculty Recruitment and Hiring

Recruiting: SFCC Online seeks outstanding full-time and adjunct faculty for all courses and programs without regard to physical or geographical location. Applications are accepted on a continuous basis, and are evaluated against current and projected vacancies.

Hiring Process: Prospective new adjunct instructors will be selected from the applications made through the SFCC Website. The Director of SFCC Online will evaluate the applications and select candidates for interviews. Interviews will be conducted either in person or via Web conferencing software.

Faculty Requirements for a Teaching an Online Course: To be qualified to teach for SFCC Online, two specific requirements must be satisfied: 1) The faculty member must be academically qualified to teach that particular course based on their academic credentials regardless of delivery method, and 2) they must meet SFCC Online standards for teaching an online course.

For faculty without prior experience teaching an online class, two preparation and training courses are required. A two-credit-hour class, Introduction to Teaching Online, provides a faculty member with an immersion experience in the processes and teaching methods necessary to effectively teach in the online environment. An additional two-credit-hour class, Teaching with LMS software, provides a SFCC specific course on the current course management system and how to operate within SFCC policies and expectations for using that software.

Faculty who have previous background and/or experience in teaching online will be evaluated on a case-by-case basis by the Director of SFCC Online.

A list of faculty approved to teach online will be maintained by the Director of SFCC Online.

Faculty Load: Full-time faculty may teach up to 6 credit hours online as part of their regular full-time 15 credit hours of load per term. Additional online credit hours may be taught as overload. Adjunct instructors are limited to 12 credit hours per term.

Continuing Education: SFCC Online encourages all faculty to participate in continuing education offered through the SFCC Brain Café. A schedule of training, coaching, and assistance is available through the Brain Café for both on-ground and through Web conference classes.

Faculty Compensation

Development Compensation for Online Courses: A development compensation rate of one credit hour for each credit hour of the course to be taught will be paid for the development of an online course. For example, three credit hours will be paid for a three-credit-hour course being developed. Development compensation will be paid only for an online course which has not previously been developed for State Fair Community College. Compensation will be paid as straight overload pay for full-time faculty or equivalent to a three-credit-hour course for adjunct instructors.

Teaching Compensation for Online Courses

- Online faculty shall be paid at a rate equivalent to 1.25 credit hours for each 1 credit hour taught. Full-time faculty pay will be paid as overload for all online courses taught, as long as the faculty member meets their 15-credit hour minimum full-time load.
- Web Conference: faculty shall be paid at a rate equivalent to 1.25 credit hours for each 1 credit hour taught. Full-time faculty pay will be paid as overload for all Web conference courses taught, as long as the faculty member meets their 15-credit hour minimum full-time load.
- Hybrid courses will be paid on the on-ground instruction scale.

Program Coordination: Some online adjunct instructors may be recruited as program coordinators for appropriate online degrees or certificates where no corresponding on-ground program, degree, or certificate exists. Identified program coordinators will be paid at a rate equivalent to 3 credit hours per calendar year, paid one-half for the fall term and one-half for the spring term.

Student Services: SFCC Online will provide comparable student services to online students to enable them to maximize their educational experience without the need to access on-ground campus services. Those services include, but are not limited to the following:

- New student enrollment
- Placement testing
- Course registration (including adds and drops)
- Student advising
- Accessibility services
- Library resources
- Academic tutoring
- Financial aid
- Technical assistance via help-desk

These services may be accessible via the SFCC website, email communications, web conferencing, contracted software support, and phone communications.

Technical training in the use of ITV and other instructional technologies will be provided by Education Technology Services.

An Online Teaching and Learning course or teaching and learning series will be provided for faculty along with faculty development in pedagogical considerations, best practices, and support services in the Brain Café technology training center.

Enrollment loads for online, Web conference, and hybrid courses will be the same as comparable on-ground courses, unless approved by the instructor and the Director of SFCC Online.

(Approved 8/23/10)

INSTRUCTIONAL SERVICES **Regulation 6540**

Instructional Delivery and Support Systems

Career and Technology Center

State Fair Community College provides secondary technical education through the Career and Technology Center. The College applied for and received designation as an Area Vocational-Technical School in June 1968, one of our community colleges in the state with such a designation. The area vocational-technical school, SFCC Career and Technology Center, was established to provide career and technical training to juniors and seniors from area high schools. The Career and Technology Center is located on the State Fair Community College Sedalia campus in the John W. Ragland Wing of the Marvin R. Fielding Technical Center. Students wishing to participate in CTC programs must be enrolled as student in the district wherein their residence is established. The total enrollment, which encompasses two sessions, has an approximate capacity of 300 students.

Career and Technology Center Sessions

The Career and Technology Center operates two instructional sessions each Monday through Friday. The morning session begins at 8:00 a.m. and ends at 10:30 a.m. The afternoon session begins at 11:45 a.m. and ends at 2:15 p.m.

Administrative Responsibility

1. The Career and Technology Center is operated by State Fair Community College and the SFCC Board of Trustees is the legal and fiscal authority. All standards, policies and procedures for the College are adhered to by the Career and Technology Center.

2. A Superintendents Advisory Council will be formed, comprised of superintendents who have signed a written agreement with the Career and Technology Center related to their Carl D. Perkins federal vocational-technical education funding.
    a. Council members have input and make recommendations based on a majority vote of the council members present. The advisory council provides input to SFCC CTC on curriculum, budget, personnel, school district and community training needs, etc.
    b. Current council members include: Cole Camp R-I, Green Ridge R-VIII, La Monte R-IV, Lincoln R-II, Northwest R-V, Otterville R-VI, Sedalia #200, Smithton R-VI, Tipton R-VI, and Warsaw R-IX.

3. At least two meetings of the Superintendents Advisory Council will be held each year; the preferred times are April and September, based on the availability of the committee.
    a. The purpose of the April meeting is to recommend the fiscal budget for the coming year.
    b. The tuition will be established in July.
    c. The purpose of the September meeting is to verify and finalize the past year's budget, and give final recommendations to the current year's budget.

Administrative Responsibility (cont'd)

4. The Executive Director of the Career and Technology Center, who reports to the Dean of Technical Education and Workforce Innovation and communicates with the Superintendents Advisory Council, provides supervision and leadership of the Career and Technology Center. The Career and Technology Center will operate under a student handbook that is recommended by and annually reviewed by the Superintendents Advisory Council.

5. Area schools are responsible for transportation of their students to and from the Career and Technology Center when in session.

6. CTC faculty and staff are employees of State Fair Community College and must comply with SFCC policies and procedures.

Financial Responsibility

1. All funds received for the Career and Technology Center are administered through the State Fair Community College Business Office, and all standards, guidelines, and accountability procedures of the College are adhered to by the Career and Technology Center. CTC staff are employees of the College.

2. Funding for the Career and Technology Center is to be provided by state vocational education reimbursements and federal and state grants where available, with the balance being prorated among the sending schools based on a three-year average of the students each school sends.

3. Slots available to each school and the percent of the budget each school pays is based on the three-year average, with all schools being allowed at least one slot in each program offered.

4. A reserve balance will be maintained not to exceed 20% of the budget. The reserve balance will be established by retaining 10% of any carryover annually, until the 20% balance is reached.

5. Tuition costs will be based upon total expenses less federal/state revenues and the previous year's carryover. The balance will be divided among the sending schools based on a three-year average of the students each school sends.

6. Tuition for schools that are not in the consortium will be at a different rate recommended by the superintendents in the consortium.

(Revised 4/19)

INSTRUCTIONAL SERVICES **Regulation 6550**

Instructional Delivery and Support Systems

Athletics

PLACEHOLDER

INSTRUCTIONAL SERVICES **Regulation 6560**

Instructional Delivery and Support Systems

Adult Education and Literacy

The College provides basic skills instruction to eligible students as defined in Policy 6560 and in this Regulation.

Qualifications for Eligible AEL Student

1. Has attained seventeen (17) years of age or has completed 16 units of credit towards high school graduation;

2. Do not have a high school diploma, a HSE, or the basic academic skills necessary to obtain and retain full-time meaningful employment; and

3. Is not currently enrolled in any secondary school.

When the need is present, the program must provide services in the applicable categories:

1. Adult Basic Education (ABE) and Adult Secondary Education (ASE)
   ABE services provide instruction on basic reading, writing, and math skills. ASE services provide instruction to adults seeking to prepare for the High School Equivalence (HSE) Test.

2. English Literacy Programs – English-as-a-Second Language (ESL)
   ESL services provide instruction to non-English speakers to improve reading and writing in the English language.

3. Preparation for Postsecondary Education or Training
   Preparation for a postsecondary education and training provides services for adults preparing to further their education beyond a high school diploma or equivalent.

4. Education in obtaining and/or retaining employment
   Assistance in obtaining and/or retaining employment encompasses a wide variety of educational services integrated with an employment-readiness or employment-enrichment focus.

A student who is enrolled in a college, university, or community college may also be enrolled in AEL classes and the institution will observe all the following conditions:

1. No college credit or CEUs may be awarded to the student for attendance in classes supported by Adult Education Act funds;
2. Only students who test below 12.9 grade level equivalent on standardized pre-tests may participate in both college and AEL classes and those students must only be instructed in those areas in which the student scores below the 12.9 grade level equivalent;
3. No fees or tuition of any kind may be charged that student for the AEL classes.

AEL Teacher Certification

General Requirements

The applicant must submit an application online at www.dese.mo.gov.

Professional Requirements

1. A baccalaureate degree from a college or university (B.A. or B.S.); and
2. Successful completion of an AEL Pre-Certification Workshop authorized by the Adult Education section of DESE within three months prior to or after the start of teaching at a DESE sponsored AEL agency.
3. Must be sponsored/hired by a Missouri state funded AEL program.

Initial Certification Requirements

1. Four (4) years of state-approved AEL teaching experience;
2. Participation in a two (2) year mentoring program;
3. Sixty (60) hours of professional development, in addition to the Beginning Teachers Assistance Program; and
4. Teacher must participate in an annual performance-based teacher evaluation.

Career Continuous Requirements

The AEL Career Continuous certification is continuous upon verification by the employing school district that the certificate holder has participated in a performance-based teacher evaluation and completed sixty (60) contact hours within three (3) continuous years.

High Quality Career Continuous Requirements

The AEL Career Continuous holder is exempt from professional development hours, if the holder has a local professional development plan in place with the school and has the following:

1. Ten (10) years of state-approved AEL teaching experience (one year is defined as one fiscal year hired by a state-approved AEL program as an AEL teacher); and

2. A master's degree from an accredited college or university.

All program administrators and teachers in an AEL funded program must have a valid AEL teaching certificate. Local program directors may have Professional Development requirements above and beyond the Educator's Certification and the State AEL office requirements.

INSTRUCTIONAL SERVICES **Regulation 6610**
(Policy 6610)

Instructional Delivery and Support Systems

Transfer of Credit

Owner – Vice President of Academic and Student Success

Contact – Registrar

Students who have attended other colleges (including dual-credit courses taken while in high school) must request that an official transcript be sent to State Fair Community College (SFCC). The transcript can be mailed to the SFCC Academic Records and Registrar Office; it can be brought to the Student Services Office at the Sedalia campus or to an extended campus site in a sealed envelope from the sending college's Academic Records and Registrar office; or, it can be faxed from the sending college Registrar's office with a cover sheet to the SFCC Academic Records and Registrar Office. Any other form of transcript will be considered "unofficial" and will not be accepted for transfer credit. Official transcripts are required to transcript credit.

Credit is evaluated and transcripted from college that are nationally accredited. Courses completed from colleges that are not accredited by one of the national or regional associations may be considered for college credit. Course descriptions or course syllabi may be required for review by the appropriate Instructional Dean.

All courses with successful grades are evaluated and transcripted. When a student repeats an equivalent transfer course at SFCC, the higher of the two grades will be used to calculate hours earned and the GPA. The repeated course and grade remain on the SFCC transcript.

Transfer courses for which SFCC has an equivalent course will be transcripted with the SFCC subject code, course number, and credit hours. If there is no equivalent SFCC course, the transfer course will be coded on the student's transcript to indicate which degree requirement it fulfills. Any student who has received a Bachelor's degree or higher and is returning to SFCC to pursue an AAS, AAT, AS degree, or certificate will only have the courses that apply to that major transcripted. If a student changes his or her major, a request must be made to have transfer credit reevaluated. Any student who is classified as a visiting student or a personal interest student will only have prerequisite course transcripted. Equivalency guides for colleges from which SFCC accepts transfer credit from can be found on the SFCC website.

Official transcripts are evaluated and transfer credit is entered by the Registrar on the student's SFCC transcript. Some departments have time limits for transfer courses. A course may transfer as a SFCC equivalent but because of its age may not be applicable to a specific program of study. Students can view the credit that has been accepted on the college portal.

If a student does not agree with the evaluation of a course, he/she may submit a course syllabus from the sending college to have the course reevaluated by the Registrar. If the appeal regarding the disputed course is not resolved, the student may appeal utilizing the Grievance and Appellate Process as outlined in Regulation 2160. Credit earned by credit-by-exam (CLEP, DSST or AP) and from non-traditional sources (armed services experience, standardized occupational testing or department exams) are reviewed by the Registrar and credit may be granted if applicable.

Transfer of Credit (cont'd)

Transfer credit is awarded for courses completed at colleges and universities outside the United States that are accredited or approved by the Ministry of Education (or other appropriate government agency) of the country in which they are located. The transcripts must be translated into English and evaluated course-by-course by one of the recognized transcript evaluation services. A student may be asked to provide course descriptions or course syllabi to determine course equivalencies. Contact the Academic Records and Registrar's Office for information.

Any irregularities in transcripts that are received will be checked and if a document is determined to not be authentic, admission will be denied and registration at SFCC will be cancelled.

Students will be allowed to submit an unofficial transcript that will allow them to be admitted to SFCC and enrolled in classes for one semester. The student will not be considered eligible for financial aid and will not be allowed to enroll in the following semester until the official final transcript is received and reviewed by the Registrar's Office.

(Approved 7/25/11; revised 7/14; revised 2/8/18; revised 1/23/20; revised 7/11/23)