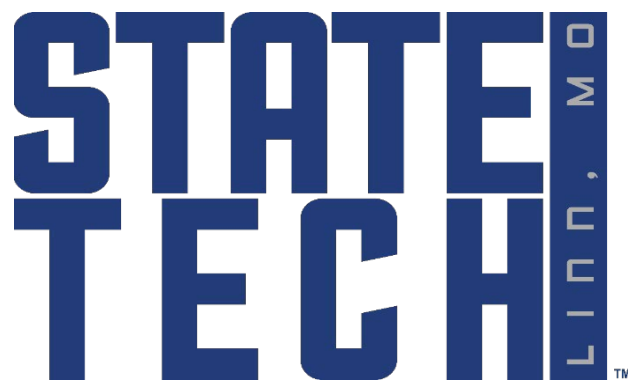




Chapter 3: Academic Affairs Operating Procedures

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Academic Affairs Operating Procedures

Academic –

Academic Calendar

The College maintains an academic calendar, based on the defined credit hour, displaying the current and three subsequent years. Each fall, a drafted calendar is prepared and vetted through multiple campus stakeholders. In January, the calendar is presented for Board approval. Approved calendars are published to the College website and distributed via email.

(See [Credit Hour policy](#).)

Academic Affairs Operating Procedures

Academic Performance

(See [AJA@StateTech](#) policy.)

In an effort to support student success, faculty should ensure that students are well informed of their academic progress. If a student is in jeopardy of low performance in the areas of Academic Grade, Job Readiness, or Attendance Percentage, the following intervention steps* should be taken:

1. Verbal Warning
2. Written Warning
3. Final Notification

(See [Academic Performance Intervention chart](#))

*In extreme situations, Faculty may move directly to a Written Warning.

Early Alert

Instructors should use the State Tech [Early Alert Reporting Form](#) to alert Student Affairs of concerns related to academic performance, as outlined above, and other concerns within the classroom. Student Affairs will follow up directly with the student through a variety of methods including email, phone calls, texts, and direct outreach.

Academic Integrity

Students are encouraged to assist each other and exchange information in order to master the concepts and skills covered in coursework and to seek tutoring and additional resources from the Academic Resource Center. However, collaboration on any individually graded assignment or exam to the extent that it is not an individual student's total, personal effort will be considered as a violation of the Student Code of Conduct.

When an academic exercise is designed to result in a grade, any of the following activities constitute violations of academic integrity unless expressly authorized in advance by the instructor.

A. Plagiarizing any information or idea and submitting it as one's own work:

1. Using actual words from another source, failing to surround those words in quotation marks, and/or failing to provide the appropriate citation.
2. Paraphrasing the words or another source without providing the appropriate citation, excluding general knowledge that can be found in three or more sources.
3. Using an idea from another source and failing to provide the appropriate citation.

B. Cheating in any form involving academic work:

1. Copying any information from another student including tests, worksheets,

Academic Affairs Operating Procedures

computer files, reports or other documents that are presented for a grade.

2. Obtaining or attempting to obtain an unauthorized copy of a test or an answer key.
3. Taking an exam or completing coursework for another student in a traditional or online course, or allowing another student to provide these services.
4. Using unauthorized information during a test.
5. Collaborating with another student for a test or other graded assignment without the consent of the instructor.
6. Purchasing any document and presenting it as original work.
7. Bribing or attempting to bribe an instructor, staff member or student to alter a grade.
8. Inventing information to support a research paper or other class project.
9. The unauthorized use of generative Artificial Intelligence (AI).

If a violation of academic integrity is identified, the instructor will meet with the student to discuss the violation. The sanctions for violations of the academic integrity may include a range of the following:

- Grade of Zero on the paper, assignment, quiz, or test on which the violation occurred.
- A second documented violation can result in a grade of “F” being assigned in the course.

Violations of academic integrity are reported using the Academic Integrity Reporting Form. Instructors will attach documentation of the violation and an explanation of the assigned sanction to the report.

If a pattern of behavior related to violations of academic integrity is identified, additional sanctions may be imposed according to the Student Code of Conduct up to and including separation from the college.

Academic Affairs Operating Procedures

Appropriate and Responsible Use of Information

State Tech aims to provide students with the skills to collect, analyze and communicate information, including the responsible use of resources. To that end, the College requires the following:

1. A graded “Research Foundations” assignment will be taught in required general education communication classes including ENG 101, COM 111, and COM 121. Students will be expected to apply the skills learned in both the written and oral presentation format.
2. The concepts taught in the research foundations assignment will be reinforced in a designated second-year technical course. Technical instructors will apply the same basic student learning outcomes in a discipline-related topic to confirm appropriate research skills in both written and oral presentations.

Academic Affairs Operating Procedures

Attendance Percentage

(See [AJA@StateTech](#) and [Attendance](#) policies.)

The final score recorded for attendance will be a percentage of the points possible.

Attendance Point Scoring:

- Present (P) = 2 points
- Absent (A) = 0 points
- Late (L) = 1 point
- Excused (E) = 2 points

Excused Absences include:

- *Death in the student's immediate family (Copy of service program required.) The definition of "immediate family" includes spouse, child, parent (including step-mother or step-father), spouse's child or parent, sibling, grandparent or grandchild, spouse's grandparent or grandchild, daughter-in-law, son-in-law, sister-in-law, brother-in-law, aunt, uncle, great-aunt, great-uncle, other members of the student's household, State Tech employee, fellow student, or anyone for whom the student will serve as a pall bearer.*
- *Approved State Tech functions such as: testing, SkillsUSA, Postsecondary Agricultural Student Organization (PAS), career expo, field trips, team competitions*
- *Jury Duty (Copy of jury duty summons required.)*
- *Subpoena to Appear in a Court of Law (Copy of subpoena required.)*
- *Military Obligations (Copy of military orders required.)*

An excused absence guarantees the student's right to make up work. As with all absences, excused or unexcused, instructors will set and enforce the terms, including deadlines and assignment modifications.

Academic Affairs Operating Procedures

Chair Structure

Chairs are 12-month employees who manage a minimum of 2,000 credit hours per year.

Compensation

Chairs will receive base pay and credit hour management compensation (based on the prior year). Contract will reflect total compensation.

Overload

Chairs are not eligible for overload unless approved by the Academic Dean. In no case should Chairs receive overload in the summer semester unless they carry maximum load for fall and spring.

Release Time

Chairs will carry a reduced maximum load of 9 credit hours in the summer semester. In addition, Chairs managing a current minimum of 4,000 credit hours will carry a reduced maximum load of 12 credit hours in the fall and spring semesters. This additional release time will be granted one year prior to a scaling implementation. Continuation of release time is based on reaching the minimum threshold within two years.

Lead Instructor

Administration may determine the need for Lead Instructors in certain departments. In such cases, Chairs will forfeit the credit hour management compensation to Lead Instructors based on their area of responsibility.

Comprehensive Review

Chair positions will have comprehensive review every three years at minimum.

Academic Affairs Operating Procedures

Class Meeting or Location Changes

After the start of the semester, changes to class location and/or meeting days and/or times should be approved by the Academic Dean. Class meeting days and/or times can be changed only if 1) all students in the class agree to the change and 2) the new schedule meets the hours required by the credit hours on the syllabus.

Approved changes should be communicated to the Registrar so that system information can be updated.

Academic Affairs Operating Procedures

Class Observation

As part of their ongoing development, instructors should receive regular feedback on instructional performance. New instructors should be observed by their immediate supervisor once per semester and experienced instructors (tenure of two or more years) should be observed once per year.

(See [Class Observation Form.](#))

Academic Affairs Operating Procedures

Classroom Expectations

Faculty are responsible for maintaining a positive learning environment for the class community and will employ appropriate classroom management strategies, including general class reminders and direct requests to individual students, to that end. Students are expected to follow the direction of the instructor as well as the guidelines outlined in the course syllabus and the student code of conduct. A student's ability to meet classroom expectations is assessed as Job Readiness at the end of the semester.

(See [Job Readiness Rubric](#))

Escalation

If an instructor determines that a student's behavior is preventing the maintenance of a positive learning environment, the Academic Performance process should be followed. (See [Academic Performance](#) procedure)

Depending on the severity of the behavior, it may be necessary to expedite the steps of the Academic Performance process.

Removal from Classroom

If classroom management strategies fail to stop the disruption of learning, an instructor may request that a student leave class for the remainder of the period. In such cases, an instructor should follow Academic Performance procedures before the student returns to class.

Academic Affairs Operating Procedures

Course Placement

Placement in General Education courses is determined by test scores on ACT, SAT, or Accuplacer or by transfer credit for pre-requisite coursework. Academic Affairs evaluates scores annually and updates as appropriate.

Academic Affairs Operating Procedures

Courses Required for Graduation

(link to [Graduation Requirements](#) policy)

In addition to program and general education course requirements, State Tech also requires courses focusing on technical literacy and job search skills. The following courses are graduation requirements for all associate degrees:

COM 125 Job Search Strategies

CPP Intro to Microcomputer Usage or approved substitute

Academic Affairs Operating Procedures

Faculty Load

Full-time faculty members will carry a maximum load of 15 credit hours per semester.

Overload Rate

Overload will be paid to full-time faculty for each credit hour above 15 at a rate maintained by HR. Assignment of overload will not exceed one 3-6 credit hour course per semester without mutual consent of Academic Dean, Chair, and faculty member.

Adjunct Rate

The adjunct rate for regular classes will be maintained by HR.

Substitute Rate

The substitute rate for regular classes will be a pro-rated portion of the overload or adjunct rate, based on the number of class sessions covered.

Sliding Scale

A sliding scale will be used to compensate full-time instructors for independent study, special topics, and summer adjunct for regular classes. The rate (double the per student overload rate assuming 25 students per section) will be calculated per student per credit hour after the drop date.

Internships

Regardless of course credit hours, load credit for internships will be 1 credit hour of load for every 25 students in the course. When applied to overload, the rate will be pro-rated for sections of less than 25.

Academic Affairs Operating Procedures

Faculty Qualifications

(See [Faculty Qualifications table](#))

State Tech is committed to providing high-quality instruction. To that end, faculty responsible for developing curriculum and/or providing college-level instruction are required to meet certain minimum qualifications as outlined below.

Academic Credentials

General education instructors teaching classes eligible for transfer to a bachelor's degree program are required to hold a Master's degree or higher in the discipline or subfield they are teaching or a Master's degree or higher with 18 graduate hours in the related discipline or subfield.

As an associate degree-granting institution, State Tech requires technical instructors to obtain a bachelor's degree, a credential one level above their instructional responsibilities. In addition, technical instructors will maintain teaching certification as required for state and federal compliance. Certain programs may also require industry-specific licensure according to the standards of their industries and/or accrediting bodies.

Tested Experience

Given the lack of advanced degrees available in many technical fields represented by State Tech programs, a technical faculty member's assignment is also based on a combination of experiential and other credentials including, as appropriate: related work experiences, professional licenses and certifications, or other demonstrated competencies and achievements that contribute to effective teaching. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to and current in the discipline in which the faculty member would be teaching.

Emergency Qualification

In the event that a replacement to accommodate an unexpected change of instructor cannot be secured, State Tech may appoint a temporary instructor at the discretion of the College, for a period not to exceed one year, in order to ensure minimal disruption to student academic progress.

Other instructional personnel, including lab instructors and lab assistants, will also be required to meet [minimum qualifications](#).

Academic Affairs Operating Procedures

Out-of-Class Activities– Approved State Tech Functions

(See [Attendance Percentage](#) procedure)

Program-Related Events

Field trips and other activities beyond the classroom are encouraged in order to provide real world experiences and value-added events. To avoid missing critical instructional time, these activities should not be scheduled during the last instructional week of the semester or during finals week of any block or semester and will follow the Class Scheduling—Format guidelines for cohort sections whenever possible.

If disruption to non-technical instructional time is necessary, approval must be granted by the Academic Dean. In these cases, notice of at least one week should be given to both students and other affected instructors. The notification to other instructors should include a complete list of students and be sent to the “Instructors” email distribution list. Notification is only necessary when the activity impacts other classes.

Team Competitions

Students participating in club teams (E-sports, Fishing, Shooting Sports) may be approved to participate in competitive events for one club team each semester. To be eligible, students must be performing well in all current classes. Students Affairs will verify performance with associated instructors and send notification, including a complete list of students, to the “Instructors” email distribution list at least two weeks before the scheduled competition. Programs for which participation would prevent or severely hinder student success may present to Academic Affairs justification for exclusion of their students from team competitions.

Academic Affairs Operating Procedures

Finals Scheduling

All classes are required to hold a final during finals week. Exceptions for classes following a non-standard schedule may be granted at the discretion of Academic Affairs and will generally be held on the last class day.

The standard finals schedule is based on the regular class start time. The chart below, including the note about confirming final times, will be shared with students.

Final Exam Schedule*	
If the first day of the week your class meets on is:	Then your Final Exam in your regular classroom will be
<u>MONDAY</u> between	
8:10am – 9:00am	Monday (8:10am-10:00am)
9:10am – 10:00am	Wednesday (8:10am-10:00am)
10:10am – 11:00am	Monday (10:10am-12:00pm)
11:10am – 12:00pm	Wednesday (10:10am-12:00pm)
12:10pm – 1:00pm	Monday (12:10pm-2:00pm)
1:10pm – 2:00pm	Wednesday (12:10pm-2:00pm)
2:10pm – 3:00pm	Monday (2:10pm-4:00pm)
3:10pm – 4:00pm	Wednesday (2:10pm-4:00pm)
4:10pm – 5:00pm	Monday (4:10pm-6:00pm)
If the first day of the week your class meets on is:	Then your Final Exam in your regular classroom will be
<u>TUESDAY</u> between	
8:10am – 9:00am	Tuesday (8:10am-10:00am)
9:10am – 10:00am	Thursday (8:10am-10:00am)
10:10am – 11:00am	Tuesday (10:10am-12:00pm)
11:10am – 12:00pm	Thursday (10:10am-12:00pm)
12:10pm – 1:00pm	Tuesday (12:10pm-2:00pm)
1:10pm – 2:00pm	Thursday (12:10pm-2:00pm)
2:10pm – 3:00pm	Tuesday (2:10pm-4:00pm)
3:10pm – 4:00pm	Thursday (2:10pm-4:00pm)
4:10pm – 5:00pm	Tuesday (4:10pm-6:00pm)

** Be sure to confirm the time listed above with your instructor. Final dates/times will be announced by the instructor and posted in the “Announcements” section on Canvas.*

Academic Affairs Operating Procedures

Instructional Equipment Sharing

Primary use and responsibility for instructional equipment lies with the academic program for which the item(s) was purchased. The academic program should maintain an inventory of instructional equipment, including primary and current location.

Other academic programs or campus offices may borrow instructional equipment for institutional purposes, provided there is no disruption to instruction. In such cases, the steps below will be followed.

1. Borrowing academic program or campus office will send a request to the owning academic program (and CC the associated Academic Dean), including specific timeframe needed.
2. Owning academic program will review the request, determine any impact to instruction, and respond to borrowing party. A return date, based on instructional need, will be provided.
3. Borrowing academic program or campus office will return instructional equipment:
 - a. By the designated return date.
 - b. Cleaned.
 - c. Fueled.

Repaired if necessary. If the equipment requires repair that will delay the return date, please inform the academic program immediately so that instructional plans can be modified.

Academic Affairs Operating Procedures

Instructional Net Revenue

Instructional Net Revenue measures the financial sustainability of academic programs. To calculate, see formula below.

Tuition Revenue (credit hours x tuition rate) – Faculty (instructors, lab instructors, and lab assistants) Salary and Benefits

Sustainability increases as programs generate tuition in excess of actual salary and benefit costs, contributing to the College's general revenue.

The VP of Finance provides Instructional Net Revenue calculations to Academic Affairs semi-annually.

Academic Affairs Operating Procedures

Internship

All academic programs will include a paid internship experience. Generally, internships will be 4 credit hours, with a minimum of 80 clock hours per credit. Exceptions may include programs with multiple internships delivered over the course of the degree plan and/or programs with internships scheduled outside the summer semester. Chairs will manage internships within their department as outlined below.

Registration Process

1. Email—Using the template provided, Chairs send email to internship Employers with link to an online Internship Registration form. The email should include:
 - Timeframe for upcoming internships
 - Names of students who are seeking internship
 - Deadline by which forms must be completed
 - Chair contact information
 - Attached State Tech Dollar Up information and blank Example Internship Registration form
2. Additional Signatures—After Employer submits Internship Registration form, Academic Affairs Administrative Assistants obtain signatures from Employer, Student, and Chair. A copy of the signed agreement is sent to all parties.

Visits to Internship Sites

Chair works with Academic Dean to establish a regular schedule to visit Internship sites.

Marketing Materials

Chair collects photos of interns and posts to program's social media page throughout the summer term.

Employers Hiring Interns—Escalation

Employers hiring State Tech interns for full-time employment before graduation are in violation of the agreement. This stipulation should be emphasized to both students and employers. If a student contacts State Tech and indicates they are considering a job offer from or are accepting employment with an internship employer, the steps below are followed.

- Chair speaks with student and emphasizes the value of finishing degree program.
- Academic Dean follows up with student.
- Chair and Academic Dean reach out to employer reminding them of agreement and emphasizing the consequences of hiring an intern (removed from Advisory Committee, internships, and all other State Tech partnerships).
- Academic Dean sends follow-up email to employer with copy to VPAA.
- The College evaluates relationship with employer.

Academic Affairs Operating Procedures

Mandatory Working Sessions and Campus Events

All employees are required to attend institutional working sessions several times per year. They include:

- Academic Year Launch—typically the Wednesday, Thursday, and Friday prior to the first day of classes in the fall semester.
- Fall Professional Development Day—typically the Tuesday following Labor Day.
- Spring Semester Launch—typically the Monday, Tuesday, and Wednesday prior to the first day of classes in the spring semester.

In addition, the following campus events are also mandatory work days:

- Power Up
- Show-Me State Tech (fall and spring)
- Career Expo
- Skills USA State Contest
- Commencement
- State Tech Cup

Employees should avoid scheduling work-related events or requesting vacation on these days, which are published to the institutional calendar.

Academic Affairs Operating Procedures

Minimum Qualifications for Instructional Personnel

(See [Faculty Qualifications](#) procedures)

Instructional personnel are responsible for providing quality instruction. To that end, they must meet the minimum qualifications outlined below.

General Education Instructors

- Master's degree in a related field or master's degree in any field with 18 graduate-level credits in related field

Technical Instructors

- 5 years of relevant work experience
- DESE teaching certification
- Bachelor's degree*

*In certain situations, a grace period to obtain a bachelor's degree may be granted. In such cases, faculty will be required to: 1) sign an education agreement upon hire 2) develop a [degree plan](#) in coordination with the Dean of Curriculum and Institutional Effectiveness 3) provide regular status updates, including a copy of the transcript to the Dean of Curriculum and Institutional Effectiveness.

Lab Instructors

- 5 years of relevant work experience
- DESE teaching certification

Lab Assistants

- 3 years of relevant work experience

Academic Affairs Operating Procedures

Operating Budget Plans

A solid operating budget should reflect the following:

- Both short-term and long-term **Equipment** needs/goals in the department (over next five+ years).
- Both short-term and long-term **Facility** needs/goals in the department (over next five+ years).
- **Other** needs/goals in the department (over next five+ years).

Each department updates their Operating Budget Plan document with their facility, equipment, and other needs/goals, assigning a priority rank for each item on their list.

Chairs report on and obtain validation of Operating Budget Plans at Advisory Council each year to support accreditation requirements. Changes to operating budget plans should be completed in time to be emailed with Advisory Committee Meeting agendas.

Below are instructions on updating Operating Budget Plans.

State Tech's Operating Budget Plans are considered "living" documents; that is, departments are encouraged to make changes as needs evolve.

- For presentation at Advisory Committee Meetings, rather than just deleting items that have been completed on the Operating Budget Plan, it would be good to make a note instead, so that the committee knows what was purchased. After advisors have seen the version with notes, departments may delete that line item for the next meeting.
- Each department will need to update their purchasing "wish lists." To start this process, review the current list of facility, equipment, and other needs required to support the department's instructional efforts over the next five+ years. Past Advisory Committee minutes will also be helpful in this process.
- There are three tabs which will need to be completed - "Equipment," "Facilities," and "Other."

Academic Affairs Operating Procedures

Outlook Calendar

Outlook Calendars are used frequently to schedule meetings and determine availability. All Academic Affairs employees should ensure that calendars are updated regularly and that calendar titles and locations are visible to all in the organization. Calendars should include classes, office hours, and scheduled meetings. For classes, set up time should be included. For example, if class is 1:10-2, instructor leaves for the classroom at 1:00, and they consistently stay five minutes after class answering questions, calendars should be marked off 1:00-2:15 so that scheduled meetings accommodate true availability. For clarity of availability and ease of scheduling, regular calendar events should be indicated with more detail than “Busy.”

The following labels should be used where applicable:

- Class
- Office Hours
- Scheduled Meeting

Academic Affairs Operating Procedures

Outstanding Students

Each program will nominate one second-year student to be recognized as their Outstanding Student. Selection criteria include:

- Superior workplace readiness skills
- Academic skills
- Technical skills
- Human relations skills
- Overall performance

Students will also be checked with Counseling Services for any conduct issues and the Registrar for academic standing. After nominations are confirmed, programs will be notified and celebrate honorees within the program. Outstanding Students will also be invited to an informal college-wide celebration hosted by Student Affairs. Designation will also be included in the graduation program.

Academic Affairs Operating Procedures

Program Advisory Committees

(See [Advisory Council](#) policy)

The State Technical College of Missouri Advisory Council is comprised of one committee from each academic program. Each major program shall have an Advisory Committee composed of no fewer than twelve (12) individuals representing a cross section of business and industry.

Chairs are responsible for coordinating Advisory Committee Meetings and following the procedures below.

Member Selection

- Members should have expertise in the skills taught and developed in the program being represented or can draw on company resources to provide expert advice in that industry.
- Members should represent a cross-section of industries served by the College
- Members may be recommended or recruited by faculty, industry partners, or serving or past advisory committee members. Members within the industry may also volunteer to serve on the council.
 - Upon receipt of expressed interest in joining an advisory committee, industry individuals should be directed to the Chair (with the Administrative Assistant and associated Academic Dean copied on the email).
- Chairs are responsible for reviewing the credentials and expertise of potential members and making first contact to gauge interest and (if determined) invite the new recruit to be a member.
 - Chairs should make the individual feel welcomed.
 - Chairs should explain what being on the committee entails.
 - Chairs should make sure that the individual is being directed to the committee that best fits their interest.
 - Chairs should strive to have a diverse group of companies represented on their committee.
 - Chairs should ensure they have verified that the individual wants to serve on the committee.
- New members are reported to the Administrative Assistant to Academic Affairs, who obtains the contact information required for the database and adds the member to the roster. New members receive a “Welcome” packet with important information, either at the first meeting they attend or via mail.
- Standard length of term is three years. The term length can be adjusted by agreement between the Chair and advisory committee member.
- Chairs will review membership annually to ensure active participation and that the industry is well represented. Chairs will then initiate any adjustments to membership accordingly.
- An Advisory Committee Industry Chair will be appointed by committee vote. This individual works with the program’s Chair to facilitate the committee and represents the committee on the State Tech Advisory Council as needed.

Academic Affairs Operating Procedures

Meeting Frequency

- Two meetings are to be held annually - one in the fall semester and one in the spring.
 - Chairs work with the Advisory Committee Industry Chair and members to select an available day/time/location that will facilitate maximum participation by members. All meetings should be scheduled during non-instructional time and should allow for attendance by the Academic Dean and Administrative Assistant to Academic Affairs.
 - At least one meeting per year should be hosted on campus. Off-campus sites will need to be approved by the Academic Dean.
 - If some advisory committee members will not be able to attend in person, Chairs should work with their Academic Dean, Administrative Assistant, and IT to ensure a virtual option is also available.
- An agenda should always alert members of the next meeting scheduled.
- Additional meetings or time spent resolving special issues or situations will be voluntary.

Conducting Business

Chairs work with the Advisory Committee Industry Chair to develop a meeting agenda using the *Advisory Committee Meeting Agenda Template*. Each topic on the template needs to be covered at least once per year in order to document initiatives and meet accreditation standards, but may be covered twice a year. Some topics must be covered during a specific semester (see template for details). Programs may add additional topics.

Advisory Committee Industry Chairs will conduct the meeting and follow a simplified Robert's Rules of Order which includes:

- Approval of previous meeting's minutes
- Announcement of agenda items once discussion for previous item is concluded
- Request for motions and votes for action items, and announcing pass or fail results

Meeting discussion should include strengths and improvements needed/actions to be taken where appropriate. Advisors should direct the conversation to things that they deem important. Progress on action items is tracked from meeting to meeting.

Responsibilities

The advisory committees will be responsible for giving advice to the faculty and staff of State Technical College of Missouri based upon their experiences and their perspective of training requirements as members of the industrial community. Their relationship to the College is that of an advisory group. Responsibilities include, but are not limited to, the following (see the *Advisory Committee Meeting Agenda Template* for more detail):

- Review of existing programs
- Evaluation of students and graduates
- Planning of facilities and equipment
- Job placement/internships for students
- Recommendations for faculty/staff development, including instructor training
- Career placement opportunities for graduates
- Review of program strategic plan
- Input and validation concerning purchasing, curriculum changes, and assessment results.

Academic Affairs Operating Procedures

Program Review

Program Review is published annually by the Office of Institutional Effectiveness. Academic Deans work with Chairs to review data and evaluate program performance. When sustained deficits are identified, programs set goals to address through the strategic planning process.

Academic Affairs Operating Procedures

Program-specific Drug Screening

(See [Drug Screening Policy](#))

In order to prepare students for industry standards, students from designated programs will participate in drug screening.

Guidelines are as follows:

- All students in designated programs will participate in drug screening during their first semester.
- Chairs are responsible for:
 - o Informing students of drug screening policy and procedure in writing.
 - o Scheduling the screening at an unannounced time.
- Students with a positive result will be referred to Counseling Services and must sign the “Sanction Agreement for Continued Enrollment” in order to remain in the program.
- Students in designated programs are also subject to “[for cause](#)” testing as appropriate.
- In designated programs, eligibility for readmission following administrative withdrawal based on positive re-test is at the discretion of the program

Academic Affairs Operating Procedures

Remote Learning

(See [Campus Operations Procedure](#))

State Tech places a high priority on in-person, hands-on learning and, therefore, limits remote learning delivery methods. When in-person instruction is not possible in non-distance education classes, remote learning may be used as directed by administration or approved by Academic Deans.

When classes shift to remote learning, instructors should follow the guidelines below.

- Each instructor will determine the most appropriate way to conduct remote instruction based on the structure and content of the class.
- To be prepared for a shift to remote learning, instructors should design at least one remote lesson plan for each class.
- If using a synchronous teaching method, instructors should follow the regular class schedule and record the session for students who are unable to access.
- Due dates for any assignments should be set at least 24 hours after students return to class to allow for students who may not have reliable internet connection remotely. This guideline may need to be modified in cases of extended remote learning.
- If instructors do not have reliable internet connection remotely, a remote learning plan should be communicated to students in advance.

Academic Affairs Operating Procedures

Review of Recruiting Materials

Chairs are responsible for completing an annual review of program recruiting materials as outlined below. The focus of the review will be identifying “errors of fact” and outdated material. Owners below will collect compiled feedback from Academic Deans and implement changes as appropriate.

Materials	Owner	Review Deadline	Implementation/Publication Deadline	Notes
Website Program Page*—verbiage, photo, videos**	Marketing	April 1	July 1	
Program Flyers	Admissions	April 1	July 1	Degree plans will be updated after C&I publishes catalog on June 1.
Tour Talking Points	Admissions	April 1	July 1	
Admissions Requirements	Admissions	April 1	July 1	Set for students entering State Tech in August of the following year. (On July 1, 2026, requirements are set for students entering State Tech in August of 2027.)
Salesforce Program Review Criteria	Academic Affairs	April 1	July 1	See note above.

*Links to catalog information on program pages; including Description, Requirements, Courses, and Degree Plan; will be updated annually upon catalog publication (June 1).

**Marketing will update videos on a 2-year cycle as indicated by their internal procedures.

Note: Program Facts link will be updated by Marketing on July 1 based on information provided by Institutional Research.

Academic Affairs Operating Procedures

Safety Checklists

Each program will maintain a program-specific safety checklist, vetted through their Advisory Committee. Academic Affairs will conduct periodic audits to ensure compliance and relevance.

Academic Affairs Operating Procedures

Curriculum & Instruction–

Canvas Course

Each class offered at State Tech must have an associated course in Canvas where important course information is posted. The following should be included:

- Syllabus
- All coursework with deadlines
- Gradebook
- Attendance
- Modules or units following plan of instruction

Academic Affairs Operating Procedures

Curriculum Committee

Committee Member Preferred Qualifications:

- Three years of experience teaching at State Tech
- Some experience developing/implementing curriculum
- Working knowledge of curriculum management system

Curriculum Committee Preferences:

- Number of members: Five Minimum/Seven Maximum
- Committee should maintain a minimum of two general education and three technical faculty when possible
- Recommendations for new members can be made by the Committee or the Dean of Curriculum
- New members reviewed and approved by Curriculum Committee Chair
- New members reviewed and approved by Dean of Curriculum
- Term limit- 3 years. A member may serve multiple terms at the discretion of the Curriculum Committee Chair and the Dean of Curriculum.

Curriculum Committee Responsibilities

- Review and suggest revisions for the following proposal types

New Program proposal

Program Modification proposal

New Course proposal: Course with new curriculum or credit hour change of plus or minus 2 credits or more

Major Course Revision proposal-

- Two of the following proposed changes: Title, Description, Objectives, Credit Hour Lecture/Lab split
AND/ OR
- Proposed credit hour revision involving changing number of credits by plus or minus 1 credit

- Disallow voting on own proposals
- How new program and modified program proposal types are “packaged” for review and approval.

Options:

Multiple Proposals: *New and modified course proposals* are often submitted on a different timeline than *new and modified program proposals*.

1. Courses 1st, Program, 2nd
2. Program 1st, Courses 2nd

- Appropriate and Responsible Use of Information Assignment if necessary for courses
- Admissions requirements for programs

Academic Affairs Operating Procedures

Curriculum Development

The College's curriculum management system handles the following curriculum processes:

College Catalog

Course and program curriculum approvals including proposals that require curriculum committee review and approval.

Degree Plans

Syllabi

The following review or approval types are available to Chairs and/or faculty:

Syllabus

1. *Clone Syllabus*: Use this proposal type when there have been no approved changes to a course since the last time it was taught. This proposal type copies an active syllabus in the semester the course is being taught. This proposal type may be used by a new instructor who has not previously taught this course. This proposal type may also be used if multiple instructors are teaching the same course and will be using a common syllabus.
2. *Modify Syllabus*: Use this proposal type when there have been no approved changes to a course since the last time it was taught. This proposal type should be used by instructors who are updating their own syllabus. The *Modify Syllabus* proposal type copies an active syllabus in a semester prior to when the proposal is launched.
3. *New Syllabus*: Use this proposal type to create a new syllabus for a course that has been modified since the last time it was taught or if a course is being offered for the first time.

All *Syllabus* proposals are reviewed by an Academic Affairs
Administrative Assistant.

Course

1. *New Course*: Use this proposal type for a new course that will be offered for the first time. A New Course proposal is approved or reviewed by the following constituents:

Chair
Academic Dean
Curriculum & Instruction Specialist
Curriculum Committee
Dean of Curriculum

2. *Minor Course Revision*: Use this proposal type if changes are being requested to ONE of the following course elements: course title, course description, course objectives, or credit hour distribution (lecture, laboratory, applied laboratory). A Minor Course Revision proposal is reviewed by the following constituents:

Chair
Academic Dean
Curriculum & Instruction
Specialist
Dean of Curriculum

Academic Affairs Operating Procedures

3. *Major Course Revision:* Use this proposal type if changes are being requested to:

TWO or more of the following: course title, course description, or course objectives. -AND/OR-

At least ONE of the following: total credit hours or change in modality (e.g., online, hybrid, in-person)

A Major Course Revision proposal is approved or reviewed by the following constituents:

Chair
Academic Dean
Curriculum & Instruction
Specialist
Curriculum Committee
Dean of Curriculum

4. *Course Deactivation:* Use this proposal type if the course is to be taken out of the current course inventory (active or approved). Approval of this proposal type does not *delete the course*. A Course Deactivation proposal is approved or reviewed by the following constituents:

Chair
Academic Dean
Curriculum & Instruction
Specialist
Dean of Curriculum

5. *Course Reactivation:* Use this proposal type if the course is to be placed back into the current course inventory (active or approved). A Course Reactivation proposal is approved or reviewed by the following constituents:

Chair
Academic Dean
Curriculum & Instruction Specialist
Dean of Curriculum

Program

1. *New Program:* The Chair or Academic Dean can submit a New Program proposal. It is strongly encouraged that the Chair work with his/her Academic Dean, VPAA, and the Office of Curriculum & Instruction before launching a New Program proposal. A New Program proposal is approved or reviewed by the following constituents:

Chair
Academic Dean
Curriculum & Instruction Specialist
Curriculum Committee
Dean of Curriculum
Vice President of Academic Affairs
President
Board of Regents

New programs must be approved by the Missouri Department of Higher Education and Workforce Development (MDHEWD). Higher Learning

Academic Affairs Operating Procedures

Commission (HLC) approval or notification is also required. HLC approval is required when the new program's two-digit Classification of Instructional Programs (CIP) code is different than all existing (active or approved) programs.

2. *Program Modification:* The following requested changes to a program require approval: program title, program description, or program objectives, number of total credit hours, change in modality (*e.g., online, hybrid, in-person*). A Program Modification proposal is approved or reviewed by the following constituents:

- Chair
- Academic Dean
- Curriculum & Instruction Specialist
- Curriculum Committee
- Dean of Curriculum

Academic Affairs Operating Procedures

Enhancement Grant

There are three approvals required to procure item(s) that will be funded by the Enhancement Grant.

1. *Executive Leadership Approval for DESE Application Submission*
2. *Executive Leadership Approval of DESE Approved Items*
3. *Purchase Request Approval of DESE Approved Items*

Enhancement Grant Approval Procedures:

1. *Executive Leadership Approval for DESE Application Submission*
 - a) Items to be requested in the next Enhancement Grant cycle are identified by department faculty based on program need and student learning outcomes data.
 - b) Items to be requested in the upcoming Enhancement Grant cycle are discussed and approved by the program's Advisory Committee. Advisory Committee members are also asked to suggest items.
 - c) The Office of Curriculum and Instruction sends notice to Chairs and Academic Deans to complete the Enhancement Grant Item Request Form. Guidelines on allowed/not allowed items, match, and funding parameters are also provided with that notification.
 - d) Executive Leadership reviews the *Enhancement Grant Item Request* responses. Approvals are based on the following criteria: instructional need, industry/professional uses, and availability of funding source for match.
 - e) Executive Leadership approved items are submitted to DESE within the annual approval timeframe of October-February, prior to grant allocation.
2. *Executive Leadership Approval of DESE Approved Items*. Based on final Enhancement Grant allocation, Executive Leadership determines which initially approved items (#1) will not be purchased in the upcoming Enhancement Grant cycle.
3. *Purchase Request Approval of DESE Approved Items*: (For purchasing and bidding guidelines, see the College's [Bidding Policy](#).)
 - a) The Office of Curriculum and Instruction sends an email to each Chair and Academic Dean with the *Executive Leadership Approval of DESE Approved Items* (#2). Required forms and instructions on how submit Purchase Request Approvals are included in the email.
 - b) The Office of Curriculum and Instruction reviews each Purchase Request Approval Form and accompanying materials. The approval process is based on the following:
 - I. Purchase Request Approval Form and accompanying materials are completed per Purchase Request Approval Guidelines:
 - a. The Office of Curriculum and Instruction will approve.
 - b. Send notice to the originator, Chair and Academic Dean. Instructions for purchase will be provided.
 - II. Purchase Request Approval Form and accompanying materials are completed per Purchase Request Approval Guidelines and three quotes or RFP are required per the College Bidding Policy:
 - a. The Office of Curriculum and Instruction will approve.
 - b. The Office of Curriculum and Instruction will forward all

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Purchase Request Approval Form materials to Executive Leadership.

- c. Executive Leadership approval will be communicated to the Office of Curriculum and Instruction.
- d. The Office of Curriculum and Instruction will send notice of approval to the Chair and Academic Dean. Instructions for purchase will be provided.

III. Purchase Request Approval Form and accompanying materials are not completed according to Purchase Request Approval Guidelines:

- a. The Office of Curriculum and Instruction will send notice to the Chair and Academic Dean on what revisions, additions, documentation, etc. is needed to obtain approval.
- b. The revised Purchase Request Approval Form and accompanying materials will be resubmitted to the Office of Curriculum and Instruction.
- c. When revisions align with Purchase Request Approval Guidelines, the Office of Curriculum and Instruction will approve.
- d. The Office of Curriculum and Instruction will forward all Purchase Request Approval Form materials to Executive Leadership as per College Bidding Policy.

If Executive Leadership is not required, see IA-IB.

If Executive Leadership is required, see IIA. – II.

Time Frame: Annually- July – September

Academic Affairs Operating Procedures

New Faculty

New Faculty Onboarding Schedule

1st DAY - WELCOME	
New Employee Orientation with HR	HR will distribute agenda. • Immediate supervisors should be prepared to be present and participating as directed by HR.
New Hire and Supervisor One-on-One	Topics below are our suggestions to cover with a new hire: • Welcome to State Tech • Introduction • Parking and Office Location • Working Hours • Overall Expectation for Position • Program Overview and Procedures • Log on to computer • Log into Outlook • Access Calendar • Outlook Calendar Policies, How to Schedule Events, Calendar Viewing Permissions, Institutional Calendar • Ensure Copier/Scanner/Printer is connected and works • Access Canvas • Access Academic Affairs SharePoint • Policies & Procedures Library • New Instructor Resources • Business Office • Syllabi Instructions • State Tech Website Orientation • Academic Calendar and where to find it • Course Catalog and where to find it • Ensure Phone is Working • Phone Set-up & Voicemail Instructions to Instructor • OneDrive • MyTech • How to VPN if needed (Barracuda Network Access Client) • Anything in the following 1st WEEK – “Resources to Cover”

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1 st WEEK - RESOURCES	
New Hire and Supervisor One-on-One	Resources to Cover: • Office Supplies ▪ Where you get them • Textbooks for Classes • Course Schedule • Lesson Plans • Old Syllabi • Old Canvas Courses • College Catalog • Degrees and Certificates Offered • Accreditations • Program/Department Budget • Program/Department Shared Files • Software used in office – J1, Canvas, etc. ▪ For Chairs and Lead Instructors – Salesforce. • Anything else relevant to your area
1 st MONTH - CONTENT	
New Hire Self-Guided, with input & resources from Supervisor	Content to Cover: • Educating self on fall courses using – ▪ Textbooks ▪ Lesson Plans ▪ Old Syllabi ▪ Old Canvas Courses • Developing New Courses if necessary Supervisor Have Ready to Give New Instructor: • Most Current/Upcoming Faculty Class Schedule Excel (for scheduling purposes)

New Faculty Orientation

New faculty orientation takes place before the first semester. New faculty receive information and instruction about the College's Learning Management System, Academic Affairs policies and procedures, grade reporting and submission, curriculum development and submission, counseling services and referral procedures, syllabus creation and submission including plan of instruction development, Information Technology's login and security procedures, and basic institutional procedures.

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New Faculty Cohort Meetings

Required new faculty cohort meetings are held for both first- and second-year faculty. The Dean of Curriculum meets with first-year faculty three times a semester and with second-year faculty once a semester. The cohort meetings reinforce and review Academic Affairs policies and procedures, professionalism, classroom management, reviews resources available for both instructors and students, and answers any questions new faculty may have regarding instruction or the institution in general.

New Faculty Mentoring

New technical faculty are assigned a faculty mentor as required by the Department of Elementary and Secondary Education. General education faculty are assigned a mentor if mentors are available. Mentors meet with their first-year mentees three times a semester, and with their second-year mentees once a semester. Mentors provide guidance with classroom instruction and answer any questions the new instructor may have regarding classroom management, lesson development, and answer general questions regarding policies and procedures.

Academic Affairs Operating Procedures

Program and General Education Assessment

(See blank example [Program Assessment](#) form)

Chairs complete an annual “Program Assessment” that evaluates how the program’s courses and curriculum are meeting program student learning outcomes. Student Learning Outcomes (SLOs) listed on each course syllabus are called Course Objectives. The Program Assessment is divided into three sections.

- I. The first section is informative. It requires a mission statement and a list of the program’s SLOs. These are reviewed annually to make sure any changes are represented.
- II. The Curriculum Map requires all program-required courses to be listed on the table. SLOs are then marked for each course that meets that outcome. The marks rank at what level the course meets that SLO. The course may meet that outcome at the Beginner (B), Intermediate (I), or Advanced (A) level.
- III. The Assessment Grid evaluates the effectiveness of individual assignments or projects in meeting specific SLOs. A performance target is set for the assignment or project, the results are recorded once completed, and whether the target was met is marked as well. Chairs then determine if changes are necessary to the assignment or project.

Completed Program Assessments are due in June of each year. Academic Deans and Chairs review Program Assessments and discuss changes or problems with Sections II and III before the next academic cycle. Any changes necessary for Section I should be made in the fall and should follow the required curriculum change timeline. The Dean of Curriculum and Institutional Effectiveness files Program Assessments and is available to provide suggestions or assistance in completing new assessments each year.

Program Assessments are presented to and reviewed by the Advisory Committee every fall. Feedback and suggestions are reviewed by Chairs and faculty to assess whether adjustments need to be made for the next academic year.

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General Education Learning Outcomes (GELOs)

General Education Learning Outcomes are foundational competencies aligned across written communication, oral communication, mathematical sciences, natural sciences, and social and behavioral sciences.

GELO Area	Outcome Statement
Written Communication	Graduates will demonstrate the ability to write clearly and concisely.
Oral Communication	Graduates will demonstrate the ability to effectively communicate ideas and information verbally.
Mathematical Sciences	Graduates will demonstrate the ability to apply mathematical reasoning and quantitative methods to solve problems and interpret data.
Natural Sciences	Graduates will demonstrate an understanding of scientific principles and methods of inquiry.
Social & Behavioral Sciences	Graduates will demonstrate an understanding of individual and social behavior related to contemporary and historical issues.

General education outcomes will be assessed using embedded, course-based direct assessment measures in designated general education courses. Results of these assessments will be summarized according to the College's reporting cycle and shared with relevant academic leadership for institutional improvement.

Academic Affairs Operating Procedures

Syllabus

Each student taking a class at State Technical College of Missouri must be provided a syllabus for that class at the beginning of the class. Class syllabi are produced in a standard format and stored in the curriculum management system. There should be a separate syllabus for each course section, each semester.

Required Syllabus Content:

1. **Letter Identification:** Courses will be identified by a three-letter identification prefix. A three-digit sequence number will follow all course identification prefixes. Three-letter identification prefixes are designated as follows:

ACC Accounting	ENG English
ACT Automotive Collision Technology	EPG Electric Power Generation Technology
AGR Agriculture	FAC Facilities Operations & Management
AMT Automotive Technology	GNT General Technology
ASB Business Associate of Science	HEO Heavy Equipment Operations & Management
ASC Associated Science Course	HST History
AST Astronomy	HVT Heating, Ventilation, & Air Conditioning
AUT Automation & Control	MAT Mathematics
BIO Biology	MRT Medical Radiologic Technology
BUS Business Administration	NST Computer Networking and Cyber Security
CAT Diesel Technology, CAT	NUC Nuclear Technology
CHE Chemistry	NUR Nursing
CIV Civil Engineering Technology	NUR Practical Nursing Technology
COM Communication	PHY Physics
CPP Computer Application Development	PMT Precision Machining Technology
CTG Commercial Turf & Grounds	PSC American Government
CVT Civil Engineering Technology	PST Powersports Technology
DAT Dental Assisting Technology	PSY Psychology
DDT Drafting & Design Engineering Technology	PTA Physical Therapist Assistant
DIG Digital Marketing	PWR Energy Technology
DSL Diesel Technology, Heavy Equipment	SCI Science
DSL Diesel Technology, Medium/Heavy Truck	SEM Seminar
EDS Electrical Distribution Systems	TAM Aviation Maintenance
EET Electronics Engineering Technology	UST Utility Construction
ELE Electrical Technology	WLT Welding Technology

2. **Number Identification:** A new course number is assigned to any course being offered for the first time or a previously-offered course with a significant content or credit hour change. Initial assignment of course numbers is sequenced as follows:

001-099 = developmental courses (these courses do not fulfill degree requirements)
100-199 = first year courses
200-299 = second year courses

Academic Affairs will determine and assign sequence number categories. Chairs will ensure that assigned course numbers have not been previously used.

3. **Title:** Course titles are descriptive of course content and limited to 70 characters.
4. **Total Credits:** The total number of credits earned for successful completion of a course is to be indicated. Amount of credit is to be determined by type of credit using the following formulas:

Academic Affairs Operating Procedures

Lecture: One (1) hour of credit is 750 minutes/15 class periods. With the exception of the internship, special topics or independent study, a course must contain at least one credit hour of lecture.

Lab (Science): One (1) hour of credit is 1,500 minutes/30 class periods. A lab is a systematic sequence of activities that demonstrate the application or operation of concepts presented during lecture. It may be counted as general education credit. For safety, an instructor, lab instructor, or lab assistant monitors all labs.

Applied lab: One (1) hour of credit is 2,250 minutes/45 class periods. An applied lab consists of activities that require a practical application of lecture material. For safety, an instructor, lab instructor, or lab assistant monitors all labs.

Clinical: One (1) hour of credit is a minimum of 40 clock hours.

Internships: One (1) hour of credit is a minimum of 80 clock hours.

Special Topics Course: Lab/Lecture requirements are at the discretion of the instructor within the parameters of syllabi guidelines and scheduling requirements.

In the credit types listed above, “Class period” is at least fifty (50) minutes.

5. **Course Composition:** The type(s) of credit included in the course. See #4. The types of credit included in the course should be indicated on the syllabus. In addition, the total number of class periods for each type of credit or the total number of clock-hours for an internship is to be indicated.
6. **Course Description:** A course description is to include an overview of the major topics to be addressed and the essential learning objectives the course contains. Types of course activities may be included if innovative, unique, or atypical to the subject area.
7. **Course Requisites:** Requisites may include courses, placement scores, and in rare instances, other non-course requirements. For course requisites, indicate the minimum acceptable grade, if any, for requisite courses. Chairs can waive requisite requirements. The various types of course requisites are defined below:

Concurrent: A course or other degree requirement that must be completed prior to or at the same time as enrollment of the given course.

Corequisite. A course or requirement that must be completed at the same time as enrollment of the given course (e.g., lecture & science lab courses).

Prerequisite. A course or other degree requirement that must be completed prior to enrollment of the given course.

8. **Course Objectives:** Develop objectives that are specific, measurable, observable, and meaningful learning outcomes. They should either demonstrate directly what students need to know or should have the ability to perform when they are completing job assignments required by industry, or they should contribute to the body of knowledge and skills necessary for that purpose. Relate the objectives to the course goals. Course goals relate back to the program goals. State objectives in terms of actions that students will be able to perform. The majority of objectives must be from the Apply, Analysis, Evaluate, or Create

Academic Affairs Operating Procedures

(Higher Learning) Bloom's Taxonomy designations. The number of objectives should be appropriate for the course content and description; a recommended guideline for the number of objectives is three to seven. List objectives in bullet format.

9. **Instructor and Class Section Information:** The following instructor and class section information must be included:
 - Class Section number*
 - Course start and end dates, meeting day(s) and time(s)*
 - Class Location(s)*
 - Instructor Contact Information:* name, office hours, office location, phone number(s), and State Tech email.
10. **Required Textbook:** This includes textbooks, e-texts, Inclusive Access, manuals, software, and other learning materials. Identify textbooks in standard bibliographic form. If a list of tools, materials, or other items is lengthy, reference the list and indicate where it may be obtained.
11. **Optional/Recommended Books and Other Materials:** Identify all optional reading materials in standard bibliographic form, if applicable. List other materials that may be of use to students.
12. **Responsible Use of Information:** For courses participating in this initiative, information should be included.
13. **Final Grade:** Include all assignments that will be included in determining the class' final grade (e.g., percentage, points). For each assignment, include the assignment's proportion of the final grade.
14. **AJA@TMStateTech:** In addition to the final grade, a job readiness score and an attendance percentage are issued for each class completed as applicable.
 - Academic Grades (GRD): A, B, C, D, F
 - Job Readiness (JR): score of 0.0 – 4.0
 - Attendance (ATT): percentage of 1 – 100

Academic Grade: Explain specifically how students' academic grades are to be determined. Identify how the final letter grade will be earned based on the distribution of points and/or percentages associated with tests, lab projects, out-of-class assignments, other projects, and/or attendance. Specify any additional attendance requirements that are included in the academic grade to distinguish between the attendance portion of the academic grade and the AJA attendance percentage. Specify guidelines for allowing test retakes and awarding extra credit.

The following academic grading scale is used for all State Technical College of Missouri letter graded credit classes:

Grading Scale	A	B	C	D	F
	90 to 100%	80 to 89.9%	70 to 79.9%	60 to 69.9%	59.9% and below

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Higher grading percentages than the above grading scale will take precedence with approval by the Vice President of Academic Affairs if the need is supported by program accreditation or certification requirements. Note: Some classes use a pass/fail grading system in which a P (pass) grade is substituted for the A, B, C, and D letter grades.

Job Readiness Score: Instructors are expected to evaluate students' job readiness. Describe how students' job readiness scores will be determined using the *Job Readiness Rubric*. The final score will be a number between 0.0 and 4.0, with 4.0 being the highest rating. The final Job Readiness Score may be either the average score across administrations or the last scored administration. Evaluate each student a minimum of once per semester, preferably twice per semester.

Attendance Percentage: Instructors are expected to take attendance at each class session. Include in the syllabus that the final score recorded for attendance will be a percentage of the points possible. Attendance Point Scoring:

Present (P) = 2 points
Absent (A) = 0 points
Late (L) = 1 point
Excused (E) = 2 points

Excused Absences –
(See [AJA@StateTech Attendance Percentage](mailto:AJA@StateTech))

15. **Policies:** College and instructor policies and / or procedures must be included on every class syllabus.
16. **Plan of Instruction:** List the course topics in their expected delivery sequence. Also, may include class assignments, lab projects, and tests that pertain to each course topic. Include a final exam.
17. **Disclaimer:** The following *disclaimer* must be included, “The instructor may change or modify the syllabus as needed with notification to students.

Academic Affairs Operating Procedures

Technical Tutors

Perkins-V funded student/peer tutors, Technical Tutors, can assist other students with learning about technical theories, concepts, and skills that are part of program curriculum. Technical Tutors cannot be paid from Perkins funds to perform other duties.

Each program option may employ a Technical Tutor(s) for a MAXIMUM of 10 hours per week using Perkins grant funding.

- Programs may split the 10 hours per week among multiple Tech Tutors, but Programs must manage each Tech Tutor's schedule so that the combined number of Tech Tutor hours do not exceed 10 hours per week.
- Programs may use operating funds for additional hours if it is necessary to employ their Technical Tutor(s) more than 10 hours per week.
- Technical Tutors cannot work during their scheduled class time even if a class is released early or cancelled. Violations can lead to dismissal of the Technical Tutor.
- If a Technical Tutor is not utilized, HR will remove the tutor from the system after three months of inactivity.

Approvals required to hire a Technical Tutor

1. Chairs

- a) Identify need for a Technical Tutor.
- b) As the hiring manager
 - I. Email respective Administrative Assistant to request a Technical Tutor. Include in the email Program or option and semester
 - II. Indicate if the tutor must be a second-year student
- c) If needed, Programs may interview multiple applicants to select the most qualified Technical Tutor Candidate.
- d) Complete the *Tech Tutor Qualifications Review Form in Paycor for each applicant*.
- e) Scan the completed *Tech Tutor Qualifications Review Form* to respective Administrative Assistant.

2. Administrative Assistants

- a) Enter the position request in Paycor using the information provided and the *Tech Tutor Job Ad Template* (1st attached file).
- b) For the most qualified applicant(s) to serve as a Technical Tutor, request offer approval in Paycor.
- c)
 - I. Ensure that the Tech Tutor Qualifications Review Form has been completed.
 - II. Follow the instructions in the 2nd attached file, *Adding an Attachment or Document to a Candidate* to upload to Paycor the completed *Tech Tutor Qualifications Review Form* (3rd attached file). Must do for each applicant.
 - III. Follow the instructions on the *Requesting Offer Approval*
 - IV. NOTE: If an applicant didn't upload their transcript in Paycor, do it for them.
- d) Paycor will notify you when Technical Tutor(s) are approved by respective Academic

Academic Affairs Operating Procedures

Dean and the Perkins Grant Manager.

3. Human Resources has automated the following via Paycor:
 - a) New hire paperwork
 - b) Timecards submitted by the Tech Tutor.

Academic Affairs Operating Procedures

Registrar–

Class Scheduling

The guidelines below will be followed to schedule classes.

Credit Hours

Courses should be 2-6 credit hours. Courses less than two or more than six credit hours should be avoided unless a valid curricular justification exists.

No course should exceed a total ratio of 3 credit hours to 5 contact hours. Open labs, for zero credit, may be offered to students at the discretion of individual instructional departments and supervised by faculty or laboratory assistants.

Class Times

- The earliest class on campus will begin at 8:10 a.m. Start times will be 10 or 45 minutes after the hour. End times will be on the hour or 25 minutes after the hour. Generally, classes should be scheduled in 50-minute blocks. Each consecutive block should include an extra 10 minutes, which can be used as a break.
- Two paired classes using 75-minute blocks with a 20-minute break between classes may be scheduled with the approval of the Academic Dean.

No class should meet longer than four hours per day.

Generally, classes will run for a full semester. If a course curriculum is best served by a block (half semester) design, two courses will be paired to fill the designated time for the full semester.

Classroom Utilization

Scheduling of lecture classrooms should be limited by the number of lecture credits and associated class periods in the course and should follow a MWF, TR, or MTWRF schedule. For classes using specialty labs, or other spaces accommodating both lecture and lab class components, separation of lab and lecture is not required on the schedule.

For classes using separate locations for lecture and lab class components, separation of lecture and lab is required on the schedule as determined by the number of lecture and lab credits, respectively, and associated class periods in the course.

- If program needs allow, lab classrooms may be used with lecture classrooms during lecture class periods to provide instructional flexibility. Such exceptions will be managed by the program and approved by the Academic Dean. The additional lab time will not be reflected on the schedule.
- Programs using outdoor labs will schedule an indoor space to accommodate instruction during inclement weather.

Delivery Mode

Distance education; including online, hybrid, and any mode other than face-to-face; delivery should be avoided. Any exception requires approval from the Vice President of Academic Affairs.

Academic Affairs Operating Procedures

Format

The following scheduling format will be followed:

	8:10-12	12:10-4
1st year, 1st cohort section	Technical	Lunch and Gen Ed
1st YR, 2nd & 3rd cohort sections	Gen Ed and Lunch	Technical
1st YR, 4th cohort section	Technical	Lunch and Gen Ed
2nd YR, 1st cohort section	Gen Ed and Lunch	Technical
2nd YR, 2nd & 3rd cohort sections	Technical	Lunch and Gen Ed
2nd YR, 4th cohort section	Gen Ed and Lunch	Technical

Academic Affairs Operating Procedures

Class Scheduling Options*

Semester Classes														
	Lecture		Lab		Applied Lab									
TOTAL credit	credit	periods	Credit	periods	credit	periods	TOTAL periods per week (50 min each)	TOTAL minutes per week	Credit type	M	T	W	T	F
2	2	2					2	100	LEC		1		1	
	1	1	1	2			3	150	LEC/ LAB	1		1		1
3	3	3					3	150	LEC	1		1		1
	2	2			1	3	5	250	LEC		1		1	
									LAB	1		1		1
	1	1	2	4			5	250	LEC/ LAB	1	1	1	1	1
4	3	3	1	2			5	250	LEC	1		1		1
									LAB		1		1	
	2	2	2	4			6	300	LEC/ LAB	2		2		2
	2	2	2	4			6	300	LEC		1		1	
									LAB		2		2	
5	5	5					5	250	LEC	1	1	1	1	1
	4	4	1	2			6	300	LEC/ LAB	2		2		2
	2	2	3	6			8	400	LEC		1		1	
									LAB		3		3	
	1	1	4	8			9	450	LEC/ LAB	3		3		3
6	4	4			2	6	10	500	LEC/ LAB	2	2	2	2	2
	3	3	3	6			9	450	LEC	1		1		1
									LAB	2		2		2

Academic Affairs Operating Procedures

Block Programs														
	Lecture		Lab		Applied Lab									
TOTAL credit	credit	periods	Credit	periods	Credit	periods	TOTAL periods per week (50 min each)	TOTAL minutes per week	Credit Type	M	T	W	T	F
2	2	4					4	200	LEC		2		2	
	1	2	1	4			6	300	LEC/ LAB	2		2		2
	1	2	1	4			6	300	LEC		1		1	
									LAB		2		2	
3	3	6					6	300	LEC	2		2		2
	2	4			1	6	10	500	LEC		2		2	
									LAB	2		2		2
	1	2	2	8			10	500	LEC		1		1	
									LAB	2	1	2	1	2
4	3	6	1	4			10	500	LEC	2		2		2
									LAB		2		2	
	2	4	2	8			12	600	LEC/ LAB	4		4		4
5	5	10					10	500	LEC	2	2	2	2	2
	4	8	1	4			12	600	LEC/ LAB	4		4		4
6	4	8			2	12	20	1000	LEC		4		4	
									LAB	4		4		4

*Note: The last 6 columns assist with space utilization, indicating the number of periods in lecture and lab spaces. Any option with LEC and LAB separated may be offered in one space as a LEC/LAB for the total periods per week listed. Options with LEC/LAB must be scheduled in one combined lab/lecture space.

Academic Affairs Operating Procedures

Course Designation

Letter Identification: Courses will be identified by a three-letter identification prefix. A three-digit sequence number will follow all course identification prefixes. Three-letter identification prefixes are designated as follows:

ACC Accounting	FAC Facilities Operations & Management
ACT Automotive Collision Technology	GNT General Technology
AGR Agriculture	HEO Heavy Equipment Operations & Management
AMT Automotive Technology	HST History
ASB Business Associate of Science	HVT Heating, Ventilation, & Air Conditioning
ASC Associated Science Course	MAT Mathematics
AST Astronomy	MRT Medical Radiologic Technology
AUT Automation & Control	NUC Nuclear Technology
BIO Biology	NST Computer Networking and Cyber Security
BUS Business Administration	NUR Nursing
CAT Diesel Technology, CAT	NUR Practical Nursing Technology
CHE Chemistry	PMT Precision Machining Technology
CIV Civil Engineering Technology	PHY Physics
COM Communication	PSC American Government
CPP Computer Application Development	PST Powersports Technology
CTG Commercial Turf & Grounds	PSY Psychology
CVT Civil Engineering Technology	PTA Physical Therapist Assistant
DAT Dental Assisting Technology	PWR Energy Technology
DDT Drafting & Design Engineering Technology	SEM Seminar
DSL Diesel Technology, Heavy Equipment	SCI Science
DSL Diesel Technology, Medium/Heavy Truck	TAM Aviation Maintenance
DIG Digital Marketing	UST Utility Construction
EDS Electrical Distribution Systems	WLT Welding Technology
EET Electronics Engineering Technology	
ENG English	
EPG Electric Power Generation Technology	
ELE Electrical Technology	

Number Identification: A new course number is assigned to any course being offered for the first time or a previously-offered course with a significant content or credit hour change. Initial assignment of course numbers is sequenced as follows:

001-099 = developmental courses (these courses do not fulfill degree requirements)

100-199 = first year courses

200-299 = second year courses

Academic Affairs Operating Procedures

Section Number Guide

- Section numbers 01 to 29 are used for face-to-face credit class sections taught on campus.
- Section 3x is used for *distance education hybrid* class sections that meet 30% to 74% of the required instructional time through technology *other than online* such as teleconferencing.
- Section 4x is used for *distance education hybrid* class sections that meet 30% to 74% of the required instructional time *online*.
- Section 5x is used for *distance education* class sections that meet 75% or more of the required instructional time through technology *other than online* such as teleconferencing.
- Section 6x is used for *distance education* class sections that meet 75% or more of the required instructional time *online*.
- Section 70-74 is used for *dual credit* classes taught for high school students by a high school instructor, whose qualifications are approved by STC, regardless of location or mode of delivery. Students receive both STC and high school credit.
- Section 75-79 is used for *dual enrollment* classes taught for high school students by an STC instructor regardless of location or mode of delivery. Students may or may not receive high school credit in addition to STC credit.
- Section 8x is used for *internship and clinical* class sections.
- Section 99 is used for *independent study* class sections. The regular course curriculum is taught, but meeting days and times are established as needed.

Academic Affairs Operating Procedures

Credit for Prior Learning

(See [Credit for Prior Learning policy](#))

Students seeking credit for prior learning should follow the procedures below.

Examination/Test-Outs: Credit can be earned by passing an internally validated State Tech examination, “Test-Out,” developed by the program faculty.

1. Students should contact the Chair to discuss “Test-Out” examination options for specified course. If approved by Chair, the student can proceed as delineated below.
2. Student should contact the Testing Center to schedule the “Test-Out” examination and forward the *Credit for Prior Learning Request Form* to the Testing Center.
3. Testing Center will alert the Chair of the scheduled date and time of the student’s “Test-Out” examination.
4. After the student completes the “Test-Out” examination, Testing Center will sign the *Credit for Prior Learning Request Form* attesting to secure administration of the “Test-Out” examination and send to the Chair.
5. Chair will confirm required score was achieved and send completed “Test-Out” examination to Dean of Curriculum.
6. Dean of Curriculum will forward the *Credit for Prior Learning Request Form* and his/her recommendation to confer credit to Chair and Registrar.
7. Registrar will record the credit for course in the College’s Student Information System.
8. Registrar will notify the Dean of Curriculum, Chair, and the student of the credit that was recorded for the course(s).
9. Award of credit is final. There is no appeal associated with “Test-Out” examination.

Any test not previously approved will need approval of Academic Dean and Dean of Curriculum.

(See Credit for Prior Learning Request form.)

Industry Credentials/Licenses: Course credit can be awarded for current, valid licenses or credentials that are recognized by particular profession as an indication of knowledge, expertise, ability, and/or skill in that field.

1. Student should contact the Registrar, registrar@statetechmo.edu, for more information and the list of the equivalence of industry licenses and credentials to State Tech courses.
2. Student submits documentation of the equivalence of industry license or credential the student has earned or plans to obtain.
3. Registrar will record the credit for course in the College’s Student Information System.
4. Registrar will notify the Dean of Curriculum, Academic Dean, Chair, and the student of the credit that was recorded for the course(s).

Academic Affairs Operating Procedures

Any industry credential or license not on the Registrar's pre-approved list will need approval of Dean of Curriculum, Academic Dean, and Chair.

Academic Affairs Operating Procedures

External Credit

Students seeking external credit should follow the procedures below.

(See [External Credit policy](#))

Transfer

1. Student should send official transcripts to registrar@statetechmo.edu.
2. The Records Office will compare the official transcripts with the College's transfer guide. The transfer guide consists of Missouri Core 42 courses and courses that have been approved by the appropriate Chair. If the requested courses are covered by the transfer guide, the Records Office staff will proceed with steps (6-7) below.
3. If there are courses comparable to State Tech's courses on the transcript but not covered by the transfer guide, the Records Office staff will request the student provide a course description and/or course syllabus for the course.
4. When the course description and/or course syllabus has been received, the Records Office staff will e-mail the information to the Chair responsible for the course to be considered for transfer.
5. The Chair will respond to the Records Office with their decision regarding transfer eligibility.
6. The Records Office will document the transfer decision and enter the student's transfer credit in the College's Student Information System.
7. The Records Office will notify the student and academic advisor that the transfer credit has been awarded.

AP/CLEP: Credit can be earned by receiving a score of at least 3 on the Advanced Placement (AP) examination or at least 50 on the College Level Examination Program (CLEP) Test.

1. Students should consult the State Tech Credit for Prior Learning website page for the AP and CLEP exam tables and the corresponding State Tech course(s) for which a student will receive academic credit.
2. If needed, contact the Testing Center at State Technical College of Missouri for more information on scheduling a State Tech examination.
3. Student will have examination vendor send scores directly to the Registrar at registrar@statetechmo.edu.
4. The Records Office will record the credit for course in the College's student information system.
5. The Records Office will notify the student and academic advisor of the credit that was recorded.

Military Courses:

1. Students requesting military credit must provide a transcript from the Community College of the Air Force (CCAF)

Academic Affairs Operating Procedures

or the Joint Services Transcript (JST).

2. Students should submit their military transcripts to registrar@statetechmo.edu.
3. The Records Office will review the transfer guide and award any credit previously approved.
4. The Records Office will forward any credit recommendations to Chair.
5. If any credit should be issued, the Chair will provide approval to the Records Office.
6. The Records Office will document the credit in the College's Student Information System.
7. The Records Office will notify the student and academic advisor that the credit was awarded.

MOTP and CORE 42 Transfer Credit Appeal Process

Students who have been denied transfer credit for courses designated under the CORE 42 statewide transfer system may appeal the decision. There are three levels of appeal – Department Review, Vice-President Review, and State-Level Review.

The appeal process is as follows.

Level 1 Appeal: Department Review

1. Within 10 calendar days of initial denial, student may submit an appeal to the Office of the Registrar. The appeal should include the following:
 - Course syllabus (if available)
 - Course description
 - Any supporting documentation
2. The Registrar will review to confirm appeal is submitted within deadline and verify documentation is complete, and if so, forward course materials to appropriate Chair.
3. The Chair will evaluate course equivalency and applicability to program requirements and make determination to approve or deny transfer credit.
4. The Registrar will notify student of decision in writing, provide rationale if denied, and include instructions for Level 2 appeal (if applicable).

Level 2 Appeal: Vice President Review

1. Within 10 calendar days of Level 1 denial, student may submit a second appeal to the Office of the Registrar and may include additional supporting documentation.
2. The Registrar will verify timeline compliance and forward appeal and all prior documentation to the Vice President of Academic Affairs (VPAA).
3. The VPAA will conduct independent review of course materials and prior decision and issue a determination.
4. The Registrar will notify student of decision in writing, provide rationale if denied, and include instructions for final appeal (if applicable).

Academic Affairs Operating Procedures

Level 3 Appeal: State-Level Review

1. Within 45 calendar days of Level 2 denial, student may submit a final appeal to the Office of the Registrar.
2. The Registrar/Academic Affairs will notify the Commissioner of Higher Education of the dispute and provide:
 - Course materials
 - Prior decisions and rationale
 - Supporting documentation
3. The Commissioner of Higher Education (or designee) will review submitted materials and issue final, binding determination.
4. The Registrar will notify student of final outcome and update student record if applicable.

Academic Affairs Charts and Forms

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State Technical College of Missouri

Academic Performance Intervention

In an effort to support student success, faculty should ensure that students are well informed of their academic progress as it relates to AJA@StateTech. If a student is in jeopardy of low performance in the areas of Academic Grade, Job Readiness, or Attendance Percentage, the intervention levels below should be used.

Performance	Intervention
<i>Academic Grade</i>	
- Earning a D or F in a course - Earning a C if the instructor is concerned - Earning an attendance percentage that impacts student's ability to pass class	- Verbal Warning - Meet with student.¹ - Written Warning - Meet with student.¹ - Submit Early Alert and attach form. - OPTIONAL: Final Notification (at least one week before drop date) - Meet with student.¹ - Submit Early Alert.
Other grade concerns that may result in removal from class or program (not for use by General Education faculty)	- Verbal Warning - Meet with student.¹ - Written Warning - Consult Chair to complete form. - Submit form to Academic Dean for signature. - Meet with student.¹ Counselor and Chair should be present. - Submit Early Alert and attach form. - Final Notification (at least one week before drop date) - Consult Chair and Academic Dean to complete form. - Submit to VPAA for signature. - Meet with student.¹ Counselor and Chair should be present. - Submit Early Alert and attach form.
	Note: If a student is not attending class or is otherwise unavailable to meet with instructor, proceed with intervention steps via email. Note: Students have the right to submit a final grade appeal to Student Affairs. See Academic Grievance procedure.
<i>Job Readiness</i>	
- Demonstrating level 0 behavior - Demonstrating repeated violations	- Verbal Warning - Meet with student.¹ - Written Warning - Consult Chair to complete form. - Submit form to Academic Dean for signature. - Meet with student.¹ Counselor and Chair should be present. - Submit Early Alert and attach form. - Final Notification - Consult Chair and Academic Dean to complete form. - Submit to VPAA for signature. - Meet with student.¹ Counselor and Chair should be present. - Submit Early Alert and attach form. Note: In extreme situations, instructors may move directly to Written Warning or Final Notification in consultation with Chair, Academic Dean, and VPAA. Note: Instructors may request that behavior be investigated as a violation of the student code of conduct.

<i>Attendance Percentage</i>	
Violating department attendance policy, which may result in removal from program (not for use by General Education faculty)	- Verbal Warning - Meet with student.¹ - Written Warning - Consult Chair to complete form. - Submit to Academic Dean for signature. - Meet with student.¹ Counselor and Chair should be present. - Submit Early Alert and attach form. - Final Notification - Consult Academic Dean to complete form. - Submit to VPAA for signature. - Meet with student.¹ Counselor and Chair should be present. - Submit Early Alert and attach form. Note: If a student is not attending class or is otherwise unavailable to meet with instructor, proceed with intervention steps via email. Note: Students have the right to submit a final grade appeal to the Student Affairs. See Academic Grievance procedure.

In these special circumstances, the intervention levels below should be used.

Performance	Intervention
3 consecutive class absences without contacting instructor.	Submit Early Alert so that counselor can initiate wellness check.
Concerns about a student's mental or physical well-being.	Immediately contact a counselor AND - Submit Early Alert (Critical) and detail the behavior.
Academic Integrity Sanctions for violations of Academic Integrity may include a range of the following: - The first documented violation can result in a grade of Zero on the paper, assignment, quiz, or test on which the violation occurred. - A second documented violation can result in a grade of "F" being assigned in the course. Instructors should collect and retain evidence of each violation.	- Written Warning (first violation) - Meet with student.¹ - Submit Early Alert and attach form. - Final Notification (second violation) - Consult Chair to complete form. - Submit to Academic Dean and VPAA for signature. - Meet with student.¹ Counselor and Chair should be present. - Submit Early Alert and attach form. Note: At their discretion, instructors may issue Verbal Warning in lieu of above.

NOTES:

- If a student is not attending class or is otherwise unavailable to meet with instructor, proceed with intervention steps via email.
- Students have the right to submit a final grade appeal. See [Academic Grievance](#) policy.
- Counseling Services will request that a hold be placed on a student's account if deemed necessary.
- As a guideline, if a student has not attended any classes for 5 calendar days and has not notified anyone and cannot be reached, an administrative withdrawal **may** be necessary.

Class Observation Form

<i>Instructor:</i>	<i>Date:</i>
<i>Observer:</i>	<i>Class and Section:</i>
<i>Summary of Lesson/Content Observed:</i>	

Criteria	Observation Notes ; include strengths and opportunities for improvement.
<i>Communication</i> • Demonstrates good rapport with the class. • Treats students respectfully. • Shows enthusiasm for the subject. • Communicates so that all can hear and understand clearly. • Checks for understanding. • Provides constructive and encouraging feedback.	
<i>Structure/Classroom Management</i> • Manages time well; begins and ends on time. • Provides context for the lesson. • Executes a plan; presents materials in an organized, logical flow. • Manages disruptions effectively. • Uses technology effectively. • Creates well organized lab space for learning tasks.	



STATE TECHNICAL COLLEGE of MISSOURI
CREDIT FOR PRIOR LEARNING REQUEST

Student Name _____ ID Number _____

Course Number _____ Credit Hours _____

Student Signature _____ Date _____

*Credit for Prior Learning will only be given to students admitted into the program they are inquiring about.
Credit for Prior Learning must be completed and scored prior to the first day of the semester the student enrolls in the course.*

Credit for Prior Learning Assessment: _____

Type of Assessment: ☐ Written ☐ Practical ☐ Equivalency Exam ☐ Articulation Credit

Assessment Inquired Date: _____

Assessment Scheduled Date: _____

This will be transcribed as Articulation "AR" credit.

☐ **Articulation Credit Approved**

☐ **Articulation Credit Denied**

Reason for Denial _____

Chair Signature _____ Date _____

Dean of Curriculum Signature _____ Date _____

This will be transcribed as Credit "CR".

☐ **Credit for Prior Learning Passed**

☐ **Credit for Prior Learning Failed**

Reason for Failure _____

Testing Center Personnel Signature _____ Date _____

Dean of Curriculum Signature _____ Date _____

FACULTY DEGREE PLAN

Name: _____ **State Tech Program:** _____

Degree: _____
(e.g. Bachelor in Liberal Studies with an emphasis in Industrial Education and Vocational Teaching)

Major Field of Concentration: _____
(e.g. Industrial Education, Vocational Post-secondary Teaching)

Institution: _____

Current Status of Degree Activity: _____
(e.g. Application Submitted, Accepted in Degree Program, Matriculated, Beginning in January 2005)

PLAN BY SEMESTER HOURS

(INDICATE THE NUMBER OF HOURS YOU PLAN TO TAKE AND HAVE TAKEN)

Year			Year			Year			Year			Year			Year			Year		
FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU

THE INFORMATION ABOVE REPRESENTS MY FACULTY DEVELOPMENT PLAN THAT I EXPECT TO COMPLETE BY _____.

By signing this agreement, I acknowledge that I must take a minimum of 18 credit hours per year. I understand that if satisfactory progress is not being made on this plan, my contract may not be renewed.

Signature of Faculty Member

Date

Signature of Dean of Curriculum

Date

Faculty Qualifications by Course Prefix Table

Prefix	Prefix Description	Prefix Type(s)	Minimum Credential(s)	Experience
ACC	Accounting	Transfer/ Technology	Master's Degree in ACC or Master's Degree and 18 credits in ACC	At least 5-years related to ACC
ACT	Automotive Collision Technology	Technology	Bachelor's Degree	At least 5-years related to ACT
AGR	Agriculture Operations	Technology	Bachelor's Degree	At least 5-years related to AGR
AMT	Automotive Technology	Technology	Bachelor's Degree	At least 5-years related to AMT
AST	Astronomy	Transfer	Master's Degree in AST or PHY or Master's Degree and 18 credits in AST or PHY	N/A
AUT	Automation & Robotics Technology	Technology	Bachelor's Degree	At least 5-years related to AUT
BIO	Biology	Transfer	Master's Degree in BIO or Master's Degree and 18 credits in BIO	N/A
BUS	Business Administration	Transfer/ Technology	Master's Degree in BUS teaching discipline or Master's Degree and 18 credits in teaching discipline (e.g., Management, Finance)	At least 5-years related to teaching discipline
CAT	CAT Dealer Service Technician	Technology	Bachelor's Degree	At least 5-years related to CAT/HET
CHE	Chemistry	Transfer	Master's Degree in CHE or Biochemistry or Master's Degree and 18 credits in CHE or Biochemistry	N/A
COM*	Communications	Transfer	Master's Degree in COM Master's Degree and 18 credits in COM	N/A
CPP**	Computer Applications Development	Technology	Bachelor's Degree	At least 5-years related to CPP
CTG	Commercial Turf & Grounds	Technology	Bachelor's Degree	At least 5-years related to CTG
CVT	Civil Engineering Technology	Technology	Bachelor's Degree	At least 5-years related to CVT Consider current PE license and 1- year experience
DAT	Dental Assisting Technology	Technology	Bachelor's Degree current MO RDA license	At least 5-years related to DAT
DDT	Drafting & Design Engineering Technology	Technology	Bachelor's Degree	At least 5-years related to DDT
ECN	Economics	Transfer/ Technology	Master's Degree in ECN or Master's Degree and 18 credits in ECN	At least 5-years related to ECN
EDS	Electrical Distribution Systems	Technology	Bachelor's Degree	At least 5-years related to EDS
EET	Electronics Engineering Technology	Technology	Bachelor's Degree	At least 5-years related to EET
ELE	Electrical Technology	Technology	Bachelor's Degree	At least 5-years related to ELE
ENG	English	Transfer	Master's Degree in ENG or Journalism Master's Degree and 18 credits in ENG or Journalism	N/A
EPG	Electrical Power Generation	Technology	Bachelor's Degree	At least 5-years related to EPG
EVN	Environmental Science	Transfer	Master's Degree in EVN, BIO, PHY, CHE or Master's Degree and 18 credits in above	

UPDATED 8/13/2025

Prefix	Prefix Description	Prefix Type(s)	Minimum Credential(s)	Experience
FAC	Facilities Operations and Management	Technology	Bachelor's Degree	At least 5-years related to FAC
HEO	Heavy Equipment Operations	Technology	Bachelor's Degree	At least 5-years related to HEO
HET	Heavy Equipment Technology	Technology	Bachelor's Degree	At least 5-years related to HET
HST	History	Transfer	Master's Degree in HST or Master's Degree and 18 credits in HST	N/A
HVT	HVAC Technology	Technology	Bachelor's Degree	At least 5-years related to HVT
MAT	Mathematics (Course #s >= 100) Mathematics (Course #s < 100)	Transfer/ Developmental	Master's Degree in MAT or Master's Degree and 18 credits in MAT Bachelor's Degree in MAT	N/A
MHT	Medium/ Heavy Truck Technology	Technology	Bachelor's Degree	At least 5-years related to MHT
MKT	Marketing	Technology	Bachelor's Degree	At least 5-years related to MKT
MRT	Medical Radiologic Technology	Technology	Bachelor's Degree Current unrestricted MO AART license,	At least 5-years related to MRT
NST	Networking Systems Technology	Technology	Bachelor's Degree	At least 5-years related to NST
NUC	Nuclear Technology	Technology	Bachelor's Degree	At least 5-years related to NUC
NUR	Nursing AAS	Technology	Masters' Degree, NUR current MO RN license	At least 5-years related to NUR
NUR	Nursing PNT	Technology	Bachelor's Degree, NUR current MO RN license	At least 5-years related to NUR or PNT
PHY	Physics	Transfer	Master's Degree in PHY or Master's Degree and 18 credits in PHY	N/A
PMT	Precision Machining Technician	Technology	Bachelor's Degree	At least 5-years related to PMT
PSC	American Government	Transfer	Master's Degree in PSC or Master's Degree and 18 credits in PSC	N/A
PST	Power Sports Technology	Technology	Bachelor's Degree	At least 5-years related to PST
PSY	Psychology	Transfer	Master's Degree or 18 Credits in PSY	N/A
PTA	Physical Therapy Assistant	Technology	Bachelor's Degree Current MO PT or PTA license,	At least 5-years related to PTA Consider current MO PT license as a substitute
PWR	Energy Technology	Technology	Bachelor's Degree	At least 5-years related to PWR
SCI	Science	Transfer	Master's Degree or Master's Degree and 18 Credits in discipline (Biology, Chemistry Physics)	N/A
TAM	Aviation Maintenance	Technology	Bachelor's Degree FAA Mechanic's Certificate, Airframe and Power Plant	At least 5-years related to TAM
UST	Utility Systems Technician	Technology	Bachelor's Degree	At least 5-years related to UST
WLT	Welding Technology	Technology	Bachelor's Degree	At least 5-years related to WLT

*Except COM 125 graduation requirement. **Except CPP 101 graduation requirement.

See Faculty Qualifications and Minimum Qualifications for Instructional Personnel procedures for specific parameters regarding qualifications.

Job Readiness Rubric

Using a scale of 0-4, evaluate the student's job-ready behavior in the categories below based on performance in this class. The average of the three categories will be displayed as a 0-4 Job Readiness score, the J portion of State Tech's AJA grading system, on the transcript.

Job-Ready Behavior	4 <i>Consistently demonstrates</i>	3 <i>Usually demonstrates</i>	2 <i>Heeds warnings and shows improvement</i>	1 <i>Requires frequent warnings</i>	0 <i>Ignores warnings and does not demonstrate</i>
WORK ETHIC Displays diligence, goes beyond the minimum. Demonstrates strong organizational skills. Completes tasks and meets deadlines. Takes pride in a job well done. Looks for things to do without guidance. Prioritizes tasks appropriately.					
COMMUNICATION Respects self and others. Demonstrates cooperation and collaboration. Projects a good attitude toward work duties. Accepts feedback and constructive criticism. Displays professionalism. Uses appropriate language.					
SAFETY* Looks out for safety of self and others. Follows established safety rules. Demonstrates appropriate use and storage of tools and equipment (including vehicles). Maintains a clean work record, free of accident or injury.					

*Not required for general education classes.



STATE TECHNICAL COLLEGE OF MISSOURI
Academic Performance Intervention
Written Warning

Date:

This written notice is to advise

(Student Name, ID#, Course or Program)

of a concern with:

- ☐ Academic Grade
- ☐ Job Readiness
- ☐ Attendance
- ☐ Other _____

Description of Concern:

Explanation of what student must start or stop doing to sufficiently address concern:

Consequence(s) if concern is not addressed:

- ☐ Course grade of "D" or "F"
- ☐ Removal from course*
- ☐ Removal from program (not for use by General Education faculty)*
- ☐ Other* _____

Issued by:

Instructor Name _____

Instructor Signature _____

Received by:

Student Signature _____

My signature indicates I have received the above information.

*Additional signatures required:

Chair Signature _____

Academic Dean Signature _____



STATE TECHNICAL COLLEGE OF MISSOURI
Academic Performance Intervention
Final Notification

Date:

This written notice is to advise

(Student Name, ID#, Course or Program)

of failure to address a concern with:

- ☐ Academic Grade
- ☐ Job Readiness
- ☐ Attendance
- ☐ Other _____

Consequence:

- ☐ Course grade of "D" or "F"
- ☐ Removal from course*
- ☐ Removal from program (not for use by General Education faculty)*
- ☐ Other* _____

Next Steps:

- ☐ Consult with advisor regarding re-enrollment in course
- ☐ Consult with counselor
- ☐ Other _____

Issued by:

Instructor Name _____

Instructor Signature _____

Received by:

Student Signature _____

My signature indicates I have received the above information.

*Additional signatures required:

Chair Signature _____

Academic Dean Signature _____

VPAA Signature _____

Program Assessment

I. PROGRAM INFORMATION/ STUDENT LEARNING OUTCOMES (SLOs)

Year:

Program Name:

Program Degree:

Number of Options: [] N/A

Program Mission Statement:

Program Student Learning Outcomes (SLOs):

List each SLO for this program. NOTE that each program should have a unique set of SLOs. For example, the some of the SLOs for the AAS in Auto Collision can be the same for the ACT Structural & Refinishing Certificate. However, there should either be a.) additional SLOs for the AAS or/and b.) the level of student proficiency should be different between these two programs. If more text boxes are needed, contact the office of Curriculum and Instruction.

The student will be able to:

#1:

#2:

#3:

#4:

#5:

#6:

Program Assessment

II. CURRICULUM MAP

- 1.) List all requirements for the program (to earn degree/certificate).
- 2.) Identify what SLOs each program requirement addresses.
- 3.) Indicate if the program requirement addresses the Program SLOs. For each program requirement, use the table below to indicate the student's proficiency level expected for the SLO. Unless all students are required to take the same general education course(s), do not include.

Abbreviation	Description
B	BEGINNER: (Recognition, Recall, Understanding)
I	INTERMEDIATE: (Use, Apply, Analyze)
A	ADVANCED: (Create/Plan)

	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5	SLO #6
PROGRAM REQUIREMENTS						
REQUIRED COURSES (PROGRAM/CORE)						
GE:						
GE:						
GE:						
OPTION Requirements						
OTHER PROGRAM REQUIREMENTS						
COM 125: Job Search Strategies						
TSA						
CBASE/Work Keys						
Other						

Program Assessment

III. ASSESSMENT GRID

- 1.) COLUMN 1: List each SLO for the program.
- 2.) COLUMN 2: Indicate what course is being used to assess this SLO. Use II. the Curriculum Map for to help make that determination.
 In that course, what assignment(s) is being used to assess the SLO?
 How often are you going to administer this assessment, collect the data, and report (e.g., every Fall semester, every other Spring Semester, Summer interns)
3.) COLUMN 3: Briefly discuss how students did based on compiling test scores, rubric scores, etc. for the class.
4.) COLUMN 4: Briefly discuss how what the program did with the results to improve subsequent learning for this SLO.
- 5.) Performance Target-
 - a.) What is the MINIMAL level of performance needed on assignment to indicate student is proficient? (e.g., 80 points on test, rubric score of 3 or higher)
 - b.) What percent of students need to meet that MINIMAL level of performance to say the students met the performance target (e.g., 75%, ALL)
- 6.) Performance Target Met? If the aggregated results (#3) exceed the Performance Target, check the box next to Yes.

SLO #1	Assessment Method	Results	Use of Results
1.	<u>Course</u> <u>Assignment:</u> <u>How often will the Assignment Results be reported?</u>		
Performance Target: .		Performance Target Met? ☐ Yes ☐ No ☐ N/A	

Program Assessment

SLO #2	Assessment Method	Results	Use of Results
2..	<u>Course</u> <u>Assignment:</u> <u>How often will the Assignment Results be reported?</u>		
Performance Target: .		Performance Target Met? [] Yes [] No [] N/A	
SLO #3	Assessment Method	Results	Use of Results
3.	<u>Course</u> <u>Assignment:</u> <u>How often will the Assignment Results be reported?</u>		
Performance Target: .		Performance Target Met? [] Yes [] No [] N/A	

Program Assessment

SLO #4	Assessment Method	Results	Use of Results
4.	<u>Course</u> <u>Assignment:</u> <u>How often will the Assignment Results be reported?</u>		
Performance Target: .		Performance Target Met? [] Yes [] No [] N/A	
SLO #5	Assessment Method	Results	Use of Results
5.	<u>Course</u> <u>Assignment:</u> <u>How often will the Assignment Results be reported?</u>		
Performance Target: .		Performance Target Met? [] Yes [] No [] N/A	

Program Assessment

SLO #6	Assessment Method	Results	Use of Results
6..	<u>Course</u> <u>Assignment:</u> <u>How often will the Assignment Results be reported?</u>		
Performance Target:		Performance Target Met? ☐ Yes ☐ No ☐ N/A	

Program Assessment

Other Program Assessment Directions

Update Frequency Codes

I. ONE TIME

II. AT LEAST EVERY FIVE YEARS

I II. ANNUALLY

College Student Learning Outcome Standards

- Technical Skills Attainment (TSA): Graduate Pass Rate: $\geq 85\%$
- College Basic Academic Subjects Examination (CBASE): $\geq 85\%$ graduates at 50th percentile on two of the four exams.
- National Career Readiness Certificate-WorkKeys: $\geq 85\%$ achieve at least silver certificate on each of the three sections of the test.
- ???Basic Essential Skills (BES): $\geq 87\%$ of graduates master 80% of the program required BES.