

Seminole State College

Faculty Handbook

The Seminole State College declares and affirms to its students, employees, and to the public that it is committed to an environment of equity, equal opportunity, diversity and inclusion through the administration of its recruitment policies, admissions policies, educational policies, employment and promotion policies, scholarship and loan programs, and all other College administered programs and activities. Seminole State College prohibits discrimination against individuals on the basis of race, creed, color, religion, gender, age, marital status, national origin, ancestry, sexual orientation, status as a veteran or special disabled veteran, genetic information, disability, or any other prohibited characteristic. In order to assure that equal opportunity is afforded to all students, employees, and applicants, Seminole State College has implemented an Equal Employment Opportunity / Affirmative Action Program.

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Unless otherwise noted, items shown in *italics* have been copied from Seminole State College Board of Regent's Policy.

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Chapter 1

About SSC

1.1 History

Seminole State College, established in 1931 as Seminole Junior College, is located in the east central portion of the state in Seminole, Oklahoma, a designated All-American City with a population of approximately 7,500.

Originally organized as an extension of the local high school, classes were held at Seminole High School and taught by high school faculty until 1969. In that year, the Oklahoma State Regents for Higher Education recommended the development of a state-supported junior college which would be separate from the local high school.

Responding to the challenge, Seminole citizens worked with state and local leaders to develop Seminole Junior College. Dr. Elmer Tanner was employed as the college's first president, and classes were offered at the First Presbyterian Church in Seminole.

The community continued its support for the new college by approving a \$250,000 bond issue, by an 8 to 1 margin, for construction of a college administration and classroom building and by donating forty acres for a new campus. In March 1971, the citizens of Seminole approved a one-cent sales tax to help support the college until 1975, when SJC became a fully state-supported institution. At the time, Seminole was the only community in the state of Oklahoma to ever impose a sales tax on itself for the support of a college.

In the spring of 1996, the Seminole Junior College Board of Regents passed a resolution requesting that the Oklahoma legislature and the Governor change the name of the institution to better reflect its institutional mission. The Oklahoma legislature and Governor Frank Keating approved the change of name to Seminole State College in May, 1996.

In addition to Dr. Tanner, the college has been led by three other presidents. Gregory Fitch served from 1982 to 1987, and Dr. Jim Cook served from 1987 to 1996. In January of 1997, Dr. James W. Utterback became chief executive officer of Seminole State College. After the twenty-year tenure of Dr. Utterback, Lana Reynolds became the College's fifth president in 2017.

(BP 1.3.1 – Revised March 25, 2010)

1.2 Mission

Seminole State College empowers people for academic success, personal development, and lifelong learning.

(BP I.3.1 – Revised March 25, 2010)

1.3 Vision

Seminole State College seeks to be an institution of unparalleled excellence, regarded by both internal and external constituents as a college whose quality is second-to-none, where employees and regents make a continual effort to meet the needs and exceed the expectations of our community and our students.

(Revised October 17, 2017)

1.4 C.O.R.E. Values

The values of Compassion, Opportunity, Respect and Excellence will be considered in all actions of Seminole State College.

(BP I.3.1 – Revised March 25, 2010)

1.5 Functions

The Oklahoma State Regents for Higher Education have authorized SSC to provide the following types of learning experiences and services to meet its mission:

- General education and other university-parallel coursework.
- One and two-year programs of collegiate-level technical-occupational education to prepare individuals to enter the workforce.
- Programs of remedial and developmental education.
- Formal and informal programs of study especially designed to serve community needs for continuing education.
- Programs of institutional research to improve the college's efficiency and effectiveness.
- Special support and activity programs which assist and enrich students' educational experience.
- Programs of economic development, in conjunction with area colleges and universities which serve the needs of our service area.

(BP I.3.1 – Revised March 25, 2010)

1.6 Service Area

The assigned service area of Seminole State College consists of Hughes, Lincoln, Okfuskee, Pottawatomie, and Seminole Counties.

(Revised October 17, 2017)

Chapter 2

Accreditation, Governance, and Structure

2.1 Accreditation

Seminole State College is accredited by the Higher Learning Commission (HLC). HLC is one of six regional accreditors recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. HLC accredits more than 1,000 post-secondary, degree-granting institutions in nineteen states in the North Central region of the United States. In addition to HLC accreditation, the SSC is accredited by the following specialized accreditors:

- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS),
- Accreditation Commission for Education in Nursing (ACEN),
- Oklahoma Board of Nursing (OBN).
- Commission on Accreditation in Physical Therapy (CAPTE)

(Revised May 16, 2019)

2.2 Oklahoma State Regents for Higher Education

Seminole State College is a member of the Oklahoma State System of Higher Education. As part of the State System of Higher Education, SSC is responsible to Oklahoma State Regents for Higher Education (OSRHE) under the Oklahoma Constitution, Article XIII-A, Section 2. Among a variety of functions, OSRHE establishes Oklahoma's higher education policy, allocates state funding, and serves as a coordinating board for SSC.

(Revised October 17, 2017)

2.3 Seminole State College Board of Regents

Seminole State College is governed by the Seminole State College Board of Regents. SSC Regents are appointed by the Governor and serve seven year terms. The primary role of the Board is to establish and oversee compliance with Board Policy, and supervise the SSC College President.

(Revised October 17, 2017)

2.4 SSC Board Policy

A Board Policy is a written statement concerning college operation, which has been approved by a majority vote of members of the Seminole State College Board of Regents at a regular, special, or emergency meeting. Except in rare instances authorized by the

President, no employee shall willfully violate any Board Policy. Board Policies shall be developed to address the global principles of college governance and operation. Board Policies provide general operating guidelines. Specific procedures in support of Board Policies may be developed by the college administration to effectively govern the institution. As chief administrative officer of the college, the President is charged with seeing that appropriate internal procedures beyond Board Policies are formulated. Before implementation, such regulations and procedures must go through appropriate channels of authority and be approved or disapproved by the President. At the discretion of the President, or by request of the Board of Regents, any internal administrative procedure may be taken to the Board for consideration of adoption as a Board Policy.

(BP 0.1 – Revised March 26, 1998)

2.5 Leadership and Shared Governance Structure

Seminole State College is committed to a collegial environment and a robust system of shared governance in which faculty have a voice and influence over many aspects of institutional decision making. The institution is organized into five general areas as follows: Academic Affairs, Institutional Advancement, Fiscal Affairs, Student Affairs, and the President's Office. The Administrative Council consisting of the President and the leadership from each of these areas forms the executive administration at SSC.

Academic Affairs is comprised of five academic divisions, the Boren Library, and Employment Readiness (a TANF Program). Each of the five academic divisions below is led by a Division Chair:

- Business and Education
- Health Sciences
- Language Arts and Humanities
- Science, Technology, Engineering, and Mathematics
- Social Sciences

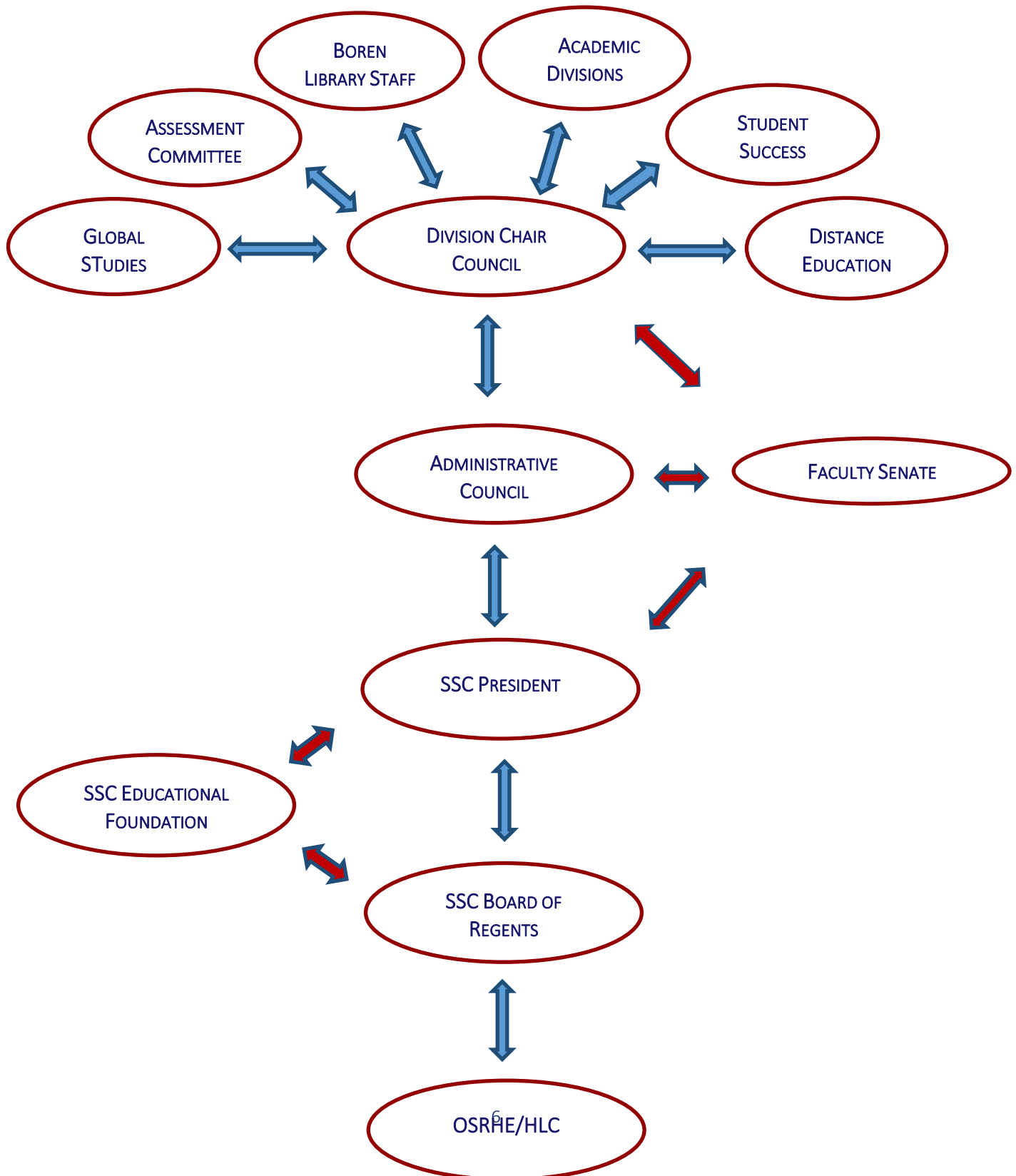
Through these five divisions, the College offers 22 degree and 2 certificate programs of study. Five of the degree programs are Associate in Applied Sciences degrees designed for graduates to directly enter the workforce after graduation. Seventeen of the degree programs are Associate in Arts or Associate in Science degrees designed for students to transfer to four-year institutions following graduation. The College's workforce development and adult education programs are offered through its Business and Industry Department within the Business and Education Division.

The Division Chair Council consisting of the five Division Chairs and the Vice President for Academic Affairs forms the leadership core and curriculum committee for Academic Affairs. The Boren Library Librarian, the Coordinator of Assessment, the Coordinator of Student Success, the Coordinator of Distance Education, and the Coordinator of

Business and Industry Outreach also play contributing leadership roles in Academic Affairs. As shown in the diagram below, four Academic Affairs standing committees also share the governance in the College’s delivery of high-quality instruction.

(Revised October 17, 2017)

Lines of Communication within SSC Academic Shared Governance Structure



Chapter 3

Academic Personnel Policies and Procedures

3.1 Academic Rank

The Seminole State College Board of Regents authorizes the President to award academic rank to teaching faculty members who have reached certain levels of achievement based on educational attainment, longevity and tenure. As a general guideline, the rank of “assistant professor” may be awarded to a full-time faculty member whose academic credentials include achieving a master’s degree with 18 hours of graduate coursework in a specified teaching field. An “assistant professor” who attains tenure, may be awarded the rank of “associate professor.” After completing 10 years of tenure as a faculty member and undergoing tenure reviews, the rank of “professor” may be awarded to an associate professor. It is recognized that these guidelines will not apply to every situation. The President is authorized to award rank based on his or her assessment of individual circumstances. Financial incentives may be awarded at each level, contingent upon the availability of funding.

(BP II.6.11 – Revised May 26, 2011)

3.2 Drug-Free Workplace

Seminole State College is committed to maintaining a drug-free workplace in accordance with the requirements of the Drug Free Workplace Act of 1988 (P.L. 100-690, Title V, Subtitle D) and the Drug Free Schools and Communities Act Amendments of 1989 (P.L. 101-226). Health risks generally associated with alcohol and drug abuse can result in, but are not limited to a lowered immune system, damage to critical nerve cells, physical dependency, lung damage, heart problems, liver disease, physical and mental depression, increased infection, irreversible memory loss, personality changes and thought disorders.

To this end, the SSC Board of Regents has formally endorsed the Executive Proclamation issued by Governor Henry Bellmon on March 31, 1989, regarding actions by state agencies to insure a drug-free workplace. The U.S. Department of Education has issued regulations implementing the provisions of the Drug-Free Schools and Communities Act Amendments of 1989. These regulations require that the College distribute the following information annually to employees in writing concerning the possession, use, or distribution of alcohol and illicit drugs at the College.

3.2.1 College Policies Relative to Drug-Free Workplace Requirements

- 1. The workplace of Seminole State College shall be free from the unlawful manufacture, distribution, dispensation, possession or use of any controlled substance or alcohol. Such activities shall be grounds for disciplinary action, up to and including termination.*
- 2. Seminole State College employees who are convicted of a drug or alcohol-related offense shall notify their supervisor and the appropriate administrative officer within five working days following the conviction or be subject to immediate suspension without pay by the President and subject to immediate termination by the Board of Regents. If the employee so convicted is engaged in a federally funded program, the appropriate federal funding agency shall be notified of the conviction within ten working days after receiving notice of the employee's conviction.*
- 3. Employees who are convicted of a drug or alcohol-related offense, but who are not terminated from College employment, shall be required to successfully complete a recognized drug treatment or rehabilitation program.*
- 4. All employees of the College who are directly involved in federally funded projects will be required to attend the workplace-related drug awareness program offered by the Office of Personnel Management. Employees are forbidden from performing sensitive safety functions while under the influence of any prohibited substance.*

(BP II.7.10 – Revised March 26, 2009)

3.3 Ethics Policy

In general, an officer or employee's interest conflicts with that of Seminole State College when s/he places her/himself in a position to benefit directly or indirectly through a misuse of public position. This "benefit" may be in the form of money, but can also be in the form of some other type of benefit to the employee. It makes no difference whether the benefit is gained directly by the employee, or whether by a relative or a friend. Neither does it matter whether Seminole State College is harmed by the action.

This policy is not limited to outright dishonesty. Conflicts of interest are frequently subtle, and often it is only a matter of degree between an acceptable course of action and an unacceptable one.

In determining whether there is a conflict involved in any given situation, there really is no substitute for sound judgment and common sense to be used in each case based upon the particular facts involved. In any case of doubt, an employee should confer with the President of the College to consider whether a particular matter could involve a potential conflict of interest, before engaging in the activity in question. Consultation by Regents and employees with legal counsel may be necessary.

It should be understood that the conflicting interests referred to throughout this policy may be direct or indirect. The interest might be that of the employee or officer, or that of another person, such as a member of the family or other close relative, or even that of a business enterprise in which the employee or officer, or other person, has an interest, and the interest may be financial or otherwise. An officer or employee is financially "indirectly interested" in a particular matter where he or she has or is likely to have a pecuniary or personal interest which is likely or would tend to interfere with the person's objective performance of public duties.

(BP II.7.8 – Revised September 17, 1998)

3.3.1 Conflicts of Interest Policy

Employees should always avoid even the appearance of impropriety, as well as the reality of a conflict. These examples set forth certain situations which would normally raise questions of a conflict of interest. Accordingly, these types of transactions should be avoided.

- A. Seeking or Accepting Gifts. *Under no circumstances may any Regent or employee seek or accept any compensation, gift, loan, entertainment, favor or service given for the purpose of influencing the person in the discharge of official duties. This does not prohibit occasional acceptance of items of nominal value (generally less than \$50.00) which are not intended to influence the business judgment of the person involved. (Example: plaques, desk calendars, pens or pencils, small food items, etc.)*

- B. Improper Use of Office or Position. It is improper for any Regent or employee to use his/her office or position in ways that are designed to obtain some special privilege or advantage for him/herself or someone else.
- C. Disclosure of Confidential Information. No public employee or officer may give, release or discuss confidential information obtained by the use of her/his office position to any person, group or business association not entitled to that information. No employee may use any confidential information obtained by the use of an official position for personal gain.
- D. Selling Goods and Services to the College or State Agencies. No employee may sell, offer to sell, or cause to be sold any goods or services to SSC, except where such business relationships are preceded by competitive bidding, with the employee being declared the lowest and best bidder for the acquisition. This prohibition extends not only to transactions where the employee is personally selling goods or services, but also to cases where the employee has a substantial financial interest in a business organization that wishes to engage in transactions with SSC.
- E. Outside Employment or Compensation No Regent or employee of SSC may receive or ask for any outside employment or compensation that would impair the independence of judgment of the officer or employee from any source outside of the State, unless otherwise provided by law. A member of the SSC Regents should never serve on the governing board of a college-related foundation at the same time as holding the public office of Regent.
- F. Use of State Titles/Political Activities. All citizens of this country have basic guaranteed rights as individuals to participate in civic and community affairs which may affect the welfare of society. At the same time, however, activities of this nature must not be represented or implied to represent that the individual is speaking on behalf of SSC, which are state supported, but nonpolitical in administration. Regents and employees of SSC are guaranteed the right as individuals to register and vote as they may choose, express political opinions, make voluntary political contributions, or to otherwise participate fully in public affairs, including running for public office, except as prohibited by law. In so doing, however, Regents and employees should act in a manner which does not materially compromise the neutrality, efficiency, or integrity of their official duties.

Regents and employees of SSC may not, in an official capacity or through the use of any public funds, personnel, equipment or other support:

1. Directly or indirectly solicit contributions of any kind for a partisan political candidate or party;
2. Directly or indirectly solicit, receive, collect, handle, disburse or account for assessments, contributions or other funds for a partisan political purpose;

3. *Organize, sell tickets to promote or actively participate in a fund-raising activity of a candidate in a partisan election of a political party;*

Regents and employees of SSC may not, at any time:

1. *Imply, directly or indirectly, that SSC endorses the individual's personal political beliefs or activities, or any political party, candidate, cause, or partisan or nonpartisan activity. However, in this regard, it is recognized that a certain degree of activity that is technically of a political nature is required of officers of the college in order to discharge their statutory and/or job responsibilities. Such activities may be allowed when related to fulfilling the duties and obligations set forth under State statutes, the published job description of the employee, and as specifically authorized by the SSC Regents;*
2. *Engage in any political activities, whether of a partisan or nonpartisan nature, that would interfere with the legal rights of other employees of the college, or of the students attending SSC;*
3. *Engage in any political activity, partisan or nonpartisan, which would interrupt the routine operation of any office of the college;*
4. *Engage in any political activities which would interfere with the assigned duties of the officer or employee.*

Persons who have questions regarding potential conflicts should seek advice from their supervisors or from the President.

(BP II.7.8 – Revised September 17, 1998)

3.3.2 Consensual Sexual Relationship Policy

Amorous relationships that might be appropriate in other circumstances are not appropriate when they occur between any teacher or officer of the institution and any student for whom that employee has a professional responsibility. Officers and other members of the teaching staff should be aware that any romantic involvement with their students makes them liable for formal action against them if a complaint is initiated by a student. The SSC administration will have the authority to take appropriate disciplinary actions and make workplace adjustments where amorous relationships result in a disruption of the academic or workplace environment.

(BP II.7.12 – Revised September 17, 1998)

3.4 Faculty Appointments

The President of the College as Chief Executive Officer is hereby delegated authority by the Board of Regents for all employment decisions (excluding Vice Presidential positions) regarding hiring, assignment of personnel, promotion, designation of duties and job descriptions, discipline, termination, or any other personnel actions.

Seminole State College contracts with regular full-time professional staff and faculty on an annual basis. Except as provided in this policy for tenured faculty, contracting with an employee for one year does not imply that the employee will be contracted for any other time period. Nothing in this policy shall preclude employees from exercising their due process rights as outlined in the Policy manual.

(BP II.4.1 – Revised March 26, 2015)

3.4.1 Full-Time Faculty Appointments

Initial Appointment

The President, upon recommendation from appropriate administrative personnel, makes initial appointment of regular, full-time faculty. The President is also authorized to make temporary appointments as necessary. Upon employment, the employee must file with the College: 1) a complete résumé which identifies all previous employment; 2) official transcripts of all college work and/or appropriate certificates; and 3) all other applicable federal and state employment forms.

(BP II.4.1– Revised March 26, 2015)

Contract Renewals

Tenure is considered a state of continuing employment. Tenured faculty members are protected from dismissal except for sufficient cause, for reasons of financial exigency, or change in institutional programs. Unless there is a change in institutional programming or a declaration of financial exigency by the Board of Regents of Seminole State College, contracts for tenured faculty shall be automatically renewed without written notification.

Each non-tenured faculty and professional staff member shall receive notification by April 15th of each year regarding the College's intention to issue, or not issue, a new contract to the employee. Salaries, benefits and other conditions of employment may be established by the President at a later time, prior to the issuance of contracts.

(BP II.4.1 – Revised March 26, 2015)

New Employment Probationary Period

Newly hired faculty shall be placed in a nine-month probationary period or a period matching the length of their initial contract. The probationary period can be extended by no more than three months if warranted. If an employee persists in poor performance, a supervisor may recommend termination. During the probationary period,

employees serve at the will of the president and are subject to dismissal with or without cause at any time without prior notice. Recommendations for dismissals shall be recommended to the President for approval.

Upon promotion to a new classification, transfer, or demotion, employees may be placed in a six-month probationary period to allow the department supervisor a sufficient amount of time to measure the efficiency and productivity of the employee. Such probationary periods do not affect an employee's eligibility for accrual or use of College benefits.

(BP II.4.1 – Revised March 26, 2015)

3.4.2 Adjunct Faculty Appointment Procedure

Adjunct faculty appointments are made on a semester by semester basis at the discretion of the VPAA based, in part, on recommendations from the Division Chair. To recommend a returning adjunct faculty member for re-hire, Division chairs must submit a properly completed PAR to the VPAA no later than two business days before the session begins. To recommend a new adjunct faculty for hire, Division Chairs must follow the steps outlined below.

Step 1. Division Chair Submits Employment Packet and Credentials to Academic Affairs. After confirming the prospective employee's credentials meet appropriate SSC and HLC standards in accordance with the Faculty Qualifications Procedure (3.1.1), the Division Chair makes a hiring recommendation for a prospective adjunct faculty member to the VPAA by submitting the appropriate documentation to the Administrative Assistant to Academic Affairs. Required documentation for each prospective adjunct faculty member includes (1) Faculty Credentials Screening Form, (2) a blanket or detailed PAR, (3) a human resources employment packet including unexpired photo ID and employment authorization documentation, (4) a resume, and (5) official college transcripts from all institutions that granted the applicant a degree.

If the exact teaching assignment is known at the time of the Division Chair recommendation, the PAR should include the necessary teaching load and salary details. If the exact teaching responsibilities are not known at the time of the Division Chair recommendation, a second more detailed PAR supplementing the blanket PAR should be submitted to Academic Affairs as soon as the details become available and no later than two business days before the session begins.

Step 2. VPAA Reviews Applicant Credentials and Forwards Approved Applicants to Human Resources. The VPAA examines the credentials of each prospective adjunct faculty member. In cases where the prospective employee satisfies SSC and HLC credential requirements and the VPAA chooses the person for hire, the human resources packet and PAR will be forwarded to human resources for verification of employment eligibility. The resume and

transcripts of prospective employees recommended for hire by the VPAA will be stored in the faculty credentials file in Academic Affairs. If the applicant is not forwarded to human resources, the VPAA or Administrative Assistant to the VPAA will contact the appropriate Division Chair directly.

- Step 3. Human Resources Confirms Eligibility for Employment and Notifies IT and Payroll.** The Director of Human Resources will conduct e-verification of employment eligibility for all prospective adjunct faculty PARs submitted to human resources by Academic Affairs. In cases where adjunct faculty members will need to operate college vehicles as a function of their employment, human resources will require a valid Oklahoma driver's license, proof of liability insurance, and will conduct a driving records background check. The Director of Human Resources notifies IT and the payroll clerk of all newly hired adjunct faculty and cc's the notification to the VPAA and Division Chair. In the event a prospective employee is not cleared for employment, the Director of Human Resources will notify the VPAA or the appropriate Division Chair depending on the circumstances.
- Step 4. IT Establishes Appropriate Computer Access for New Adjunct Faculty Member.** Upon being notified by human resources of the hiring of an adjunct faculty member, IT will create an SSC login for the new faculty member. Faculty will access their SSC email account, the learning management system, Brightspace, and student information system portal, MySSCOK, using the same username and password. Usernames are employee's SSC email address which will have the format f.name@sscok.edu. The password will be assigned by Information Technology (IT) and provided to the appropriate division secretary. Faculty should request their SSC password from their divisional secretary.
- Step 5. Division Submits Key Requests to Academic Affairs as Needed.** Upon being notified by human resources that an adjunct faculty member has been cleared for employment, Division Chairs should submit a course change request to add a course for the new faculty member or change instructor on an existing course if necessary. Division Chairs should also submit properly completed key requests to Academic Affairs. It is the responsibility of the division to ensure that all keys checked out to adjuncts are returned to human resources at the conclusion of the employment of adjunct faculty.

(Revised September 3, 2014)

3.4.3 Faculty PAR Submission Procedure

Accurate and timely submission of Personnel Action Requests (PARs) for adjunct and overload teaching assignments is essential for effective Human Resources and Payroll functions. This procedure pertains to the submission of PARs for adjunct faculty who have already been cleared for work by Human Resources, and full- and part-time faculty overload teaching assignments. The guidelines for hiring new adjunct faculty are found in the Adjunct Faculty Appointment Procedure.

PARs should be constructed based on the latest version of the PAR Format Guide and must contain only original signatures of all signees. An updated PAR *must be clearly marked*. Updated PARs are for changes in payment only. Any changes made to the PAR after signatures are made must be initialed by all signees. When an updated PAR is being submitted the date of the update should also be written on the PAR. Properly completed PARs should be submitted to the Administrative Assistant to the VPAA according to the following timelines and specifications. Whenever possible, PARs will be processed and forwarded/delivered to HR the same or next business day. Exceptions to this procedure may be granted at the discretion of the VPAA or HR or both whichever is appropriate.

- Full-time employee schedules should be monitored and structured so that minimum enrollment expectations are met no later than 7 calendar days prior to the beginning of the term.
- PARs for all others must be submitted no later than the last business day before the beginning of the term.
- As stated above, updates to any PAR must be based on changes in pay only and are the responsibility of each Division. Updated PARs should be marked *updated* before submission. PARs updated due to changes in enrollment should be submitted the last day of the add/drop period and not before.

(Revised February 16, 2019)

3.4.4 Division Chair Appointments

The Seminole State College Board of Regents authorizes the President to provide payment for additional duties performed by members of the Faculty as Division Chairs.....through supplemental pay to the standard salary schedule. Division Chairs administratively supervise individual academic areas and report to the Vice President for Academic Affairs. Division Chairs are appointed by the President and serve in this capacity at the will of the President. Persons assigned as Division Chairs will receive \$6,000 per year in addition to the Faculty Schedule as well as three (3) hours of teaching load release time each fall and spring semester of service. The routine term of an Academic Division Chair is five years. A sitting chair may seek a year-by-year appointment extension for up to five additional years. Requests for extensions must be made to the VPAA. Recommendations to the President for approval or disapproval of the request will be made at the discretion of the VPAA. The standard Academic Division Chair supplemental pay will be annualized for Chairs who complete a five year term of service as Division Chair.

(BP II.5.4 – Revised June 23, 2006)

3.4.5 Division Vice Chair Appointments

Division Vice Chairs are recommended for appointment by the appropriate Division Chair and must be approved by the Vice President for Academic Affairs. Division Vice Chairs will receive \$1500 per year in addition to the Faculty Schedule.

(BP II.5.4 – Revised June 23, 2006)

3.4.6 Emeritus Faculty Appointments

The Seminole State College Board of Regents, at its discretion, may honor recommendations of the President granting retired faculty, administrators, or professional staff members emeritus status after retirement. In evaluating candidates for this honorary status, consideration may be given to length of service, special recognitions and activities, and similar items related to performance.

(BP II.4.1 – Revised March 26, 2015)

3.5 Faculty Discipline

Seminole State College retains options to deal with misconduct or failures in job performance by personnel. The Board of Regents of Seminole State College approves the following policy in dealing with reprimands, probation, suspension, or termination of permanent members of the college staff. Seminole State College reserves the ability to exercise any or all of the following options in dealing with misconduct by an employee or failure of the employee to perform to the satisfaction of the individual's immediate supervisor. Each employee is expected to be knowledgeable of performance criteria for his/her particular position and with all rules, procedures, policies, and standards of conduct established. An employee who does not fulfill the responsibilities set out by such may be subject to corrective or disciplinary action.

(BP II.4.13 – Revised October 25, 2012)

3.5.1 Oral Reprimand

Verbal admonishment that employee behavior is inconsistent with expectations for the position or that performance does not meet satisfactory standards. An oral reprimand should be documented by the employee's immediate supervisor and filed in the supervisor's office.

(BP II.4.13 – Revised October 25, 2012)

3.5.2 Written Reprimand

A written reprimand is a serious formal notification to the employee that employee behavior or performance does not meet expectations for the position. A written reprimand may indicate that if corrective action is not taken with regard to a particular problem or inefficiency further disciplinary action may be taken. The written reprimand may be provided to the employee either through the annual evaluation procedure or in a letter describing the problem. A copy of this written reprimand will be placed in the employee's institutional personnel file.

(BP II.4.13 – Revised October 25, 2012)

3.5.3 Disciplinary Probation

A member of the college staff may be placed on probation for a specified period of time during which the employee will be expected to correct certain problematic behaviors. A written notification of probation detailing the reason(s) for the probation, expected corrective actions, and a timeline for review of progress will be provided to the employee. While on probation, an employee who does not show satisfactory progress toward corrective actions, or whose performance level deteriorates in other ways, may be subject to further disciplinary actions including suspension with or without pay or termination of employment.

(BP II.4.13 – Revised October 25, 2012)

3.5.4 Suspension

Upon recommendation of the immediate supervisor and with the approval of the appropriate vice president, an individual may be suspended with or without pay for a period of up to 30 days. A written notice of the action will be provided to the employee detailing the reason for the suspension. The notification of suspension, along with any response from the employee, will become a part of the employee's permanent personnel file. The employee will have certain rights as outlined in administrative guidelines regarding suspension or termination.

(BP II.4.13 – Revised October 25, 2012)

3.5.5 Termination

Any recommendation for termination of employment is subject to the approval of the President. Upon approval of the president, a written notice of the termination will be supplied to the employee. The notification of termination, along with any response from the employee, will become a part of the employee's permanent personnel file. The employee will have certain rights as outlined in administrative guidelines regarding suspension or termination.

(BP II.4.13 – Revised October 25, 2012)

3.6 Faculty Grievances

In the interest of the equitable and efficient operation of Seminole State College, employees of the College shall be afforded a mechanism by which grievances can be resolved at the earliest opportunity. An employee may file a grievance regarding any action which allegedly violates or inequitably applies College policies and/or procedures and which affects the employee's working conditions. This policy shall be used to address complaints alleging discrimination or harassment on the basis of color, national origin, age, or disability, or other items protected under Board Policy II-4-1. The President shall establish procedures to implement this policy. This policy and the associated procedures are separate from disciplinary and termination policies and hearings.

(BP II.4.11 – Revised June 23, 2015)

3.7 Faculty Performance Evaluations

The faculty evaluation process is designed to foster the continuous improvement of faculty performance and student learning. The process focuses on three primary faculty responsibilities: teaching, scholarship, and service outside of teaching responsibilities. Teaching is defined as instruction to impart knowledge or skill to students within the formalized academic processes and structures of the College. The evaluation of teaching performance will include but not necessarily be limited to formal classroom evaluations, student feedback on instruction surveys, and the evaluation of the instructor's contributions to the assessment of student learning process.

Scholarship is defined as academic learning or achievement systematically advancing knowledge or skills in a field of learning. Acceptable examples of scholarship include but are not limited to the completion of academic coursework, the completion of professional development activities, participation in professional organizations, and the publication or presentation of scholarly work.

Service outside of teaching responsibilities is defined as actions contributing to the advancement or enhancement of others beyond the scope of expected teaching assignments and associated duties. Examples of service include but are not limited to service as a contributing member on campus committee(s); contributions to the Faculty Peer Mentoring Program; contributions to campus and student organizations, campus life, or other campus functions outside of teaching duties; service as a Returning Student Advisor and Degree Program Mentor; and involvement with community organizations and events within SSC's five county service area.

(Revised October 29, 2017)

3.7.1 Division Chair Evaluation of Full-Time Faculty

Division Chairs will complete and forward to the Vice President for Academic Affairs, an evaluation of each faculty member within their divisions in February of each year. The evaluation process calls for the completion of a Performance Evaluation Form by the Division Chairs which addresses the faculty member's professional performance during the preceding calendar year (January — December). New faculty members will be evaluated only on fall semester performance. The Division Chairs will discuss the evaluation with each individual faculty member and both will sign and date the Performance Evaluation Form.

The Faculty Senate and administration of Seminole State College believe that periodic student evaluations of faculty are positive and vital steps for an institution to undertake. The primary goal of student evaluations of faculty is to promote the professional development of faculty. The evaluations may include subjective and objective portions. The subjective and objective content of the evaluation instrument will be reviewed each year by the Assessment of Student Learning Committee (ASLC). In the event the ASLC recommends changes to the evaluation, the ASLC will make such recommendations to the Division Chair Council (DCC) for consideration. The DCC may choose to reject the recommendations, forward them to the Administrative Council (AC) as is, or forward

them to the AC with modifications. Only changes to the evaluation instrument approved by the AC will be put into use.

The exact timing, mechanism, and number of instructor classes evaluated will be determined by the SSC administration in consultation with the DCC and ASLC. At a minimum, this mechanism will include a consultation between the instructor and the Division Chair to review the results of student evaluations and construct a strategy for the continued professional growth of the instructor. These consultations will occur after the conclusion of the semester in which the evaluations were administered and the anonymity of the students will be vigilantly protected. The results of the student evaluations may be used as part of the faculty performance evaluation process.

(BP II.6.2 - Revised March 15, 2018)

Division Chairs submit Faculty Performance Evaluations to the VPAA prior to an established deadline, typically late February of each year. Included in each evaluation is one of the following recommendations for each faculty member evaluated: rehire employee without condition, rehire contingent upon successful completion of a specific improvement program, or non-renewal of employee for next contract period. The VPAA reviews the evaluations and forwards them to the President prior to an established deadline, typically March 15th of each year.

(Revised March 15, 2018)

3.7.2 Division Chair Evaluation of Adjunct Faculty

Divisional chairpersons will evaluate new adjunct faculty at least once through classroom visitation either in person or through a full-time faculty member assigned that task by the chairperson.

(BP II.6.2 - Revised March 15, 2018)

3.7.3 VPAA Evaluation of Division Chairs

The VPAA evaluates the administrative and leadership duties of Division Chairs in a manner consistent with the timelines and recommendations used for the evaluation of faculty.

(Revised October 29, 2017)

3.8 Faculty Qualifications

Portions of section 3.8 copied directly from HLC publications and are shown in italics.

Higher Learning Commission (HLC) Criteria for Accreditation require SSC to provide *high quality education, wherever and however its offerings are delivered*. To support this mandate, it is essential that SSC faculty are appropriately qualified within the subject area they teach. *HLC's requirements related to qualified faculty seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to students*. HLC expects accredited institutions to use *credentials as the primary mechanism* to satisfy minimum faculty qualifications.

(Revised June 14, 2017)

3.8.1 Minimum Faculty Qualifications

Faculty teaching in higher education institutions should have completed a program of study in the discipline or subfield in which they teach, and/or develop curricula, with coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific field enhances an instructor's depth of subject matter knowledge and is easily identifiable. Faculty teaching in programs requiring specialized accreditation from non-HLC accreditors may be required to satisfy additional credentialing requirements. Such additional requirements are not addressed in this procedure. Degrees granted from non-regionally accredited institutions are not acceptable for satisfying minimum faculty credentials. Degrees granted from non-U.S. institutions may be considered for credentialing purposes on a case-by-case basis based on verification of appropriate accreditation standards in the country of origin.

Instructors for Transfer Programs and Courses

In practice, when it comes to satisfying the “one level above” criteria for instructor credentialing, HLC considers the Associate in Science (A.S.) and Associate in Arts (A.A.) degrees as transfer degrees which are integral components of and synonymous with bachelor's degrees. Therefore, HLC does not view a bachelor's degree as satisfying the “one level above” criteria for teaching in A.S. and A.A. programs and courses.

To be appropriately qualified to teach in A.S. and A.A. programs and courses, instructors are required to hold a master's degree in the discipline in which they teach. *If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.* Alternatively, *equivalent experience may be considered in determining whether a faculty member is qualified.* The criteria for the use of equivalent experience in determining faculty qualifications is described in the Equivalent Experience section of this procedure.

Instructors for Technical-Occupational Programs and Courses

In order to satisfy HLC credentialing requirements, faculty teaching in occupational-

technical programs leading to an Associate in Applied Sciences (A.A.S.) degree or technical certificate *should hold a bachelor's degree in the field*. Equivalent experience may also be considered in determining whether a faculty member is qualified to teach or develop curriculum in technical-occupational programs and courses.

Instructors for Student Success Courses

To satisfy credentialing requirements, candidates to teach student success courses must hold a master's degree in education, a master's degree in an appropriate field, or hold a master's degree with significant relevant experience.

Instructors for Transitional Education Courses

To satisfy credentialing requirements, candidates to teach transitional education courses must hold a bachelor's degree in the field to be taught, or a bachelor's degree in education with 15 undergraduate or graduate credit hours in the field.

(Revised June 14, 2017)

3.8.2 Equivalent Experience

The following minimum thresholds for the determination of qualifying equivalent experience are used at SSC. Equivalent experience must include *a breadth and depth of experience outside the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching*. Equivalent experience may not be based exclusively on years of teaching experience. Written documentation of equivalent experience approved by the Division Chair and VPAA must be a permanent part of the credential file for instructors credentialed using this method. As a general rule, equivalent experience applies to credentials on a course-by-course basis, not for an entire course ID prefix. Exceptions may be made to this at the discretion of the VPAA.

Transfer Courses

To satisfy credentialing requirements through equivalent experience, candidates to teach A.A. and A.S. courses must hold a bachelor's degree in a relevant field, present documentation of at least ten years of experience relevant to the course to be taught, and have subject matter expertise consistent with current standards.

Technical-Occupational Courses

To satisfy credentialing requirements through equivalent experience, candidates to teach A.A.S. courses must hold either an associate degree in the field or a relevant certification required by an accrediting body from a nationally recognized body in the field, and present documentation of at least five years of experience relevant to the course to be taught, and have subject matter expertise consistent with current standards.

World Language Courses

To satisfy credentialing requirements through equivalent experience, candidates to teach conversational or introductory world language courses may hold a bachelor's

degree in the language and a master's degree in education. Candidates with a bachelor's degree in the language may also satisfy credentialing requirements with a score of 175 or better on the Praxis Spanish World Language Test, a rating of *Advanced* or *Superior* on the Sign Language Proficiency Interview (SLPI), or an American Council on the Teaching of Foreign Language (ACTFL) assessment score of *Advanced Low* or higher in speaking, writing, listening, and reading.

American Sign Language Courses

To satisfy credentialing requirements through equivalent experience, candidates to teach American Sign Language courses may hold a bachelor's degree in the language and a master's degree in education. Candidates with a bachelor's degree in the language may also satisfy credentialing requirements with a rating of *Level 4* or higher on the American Sign Language Proficiency Interview (ASLPI) or *Master Level* certification from the American Sign Language Teachers Association (ASLTA).

HPER Activity Courses

To satisfy credentialing requirements through equivalent experience, candidates to teach HPER activity courses may provide proof of current certification by a nationally recognized body specific to the activity course. For example, Water Fitness Instructor Certification from the United States Water Fitness Association for aquatic activity courses.

(Revised November 8, 2017)

3.8.3 Professional Development Plans

Faculty who do not meet minimal credentialing or equivalent experience standards may be employed temporarily provided they are progressing toward completion of a written Professional Development Plan approved by the Division Chair and VPAA. Plans require continuous progress toward completion and must be completed in three years or less from the date of hire depending on the agreed upon timeline. Extensions of the timeline will be considered on a case-by-case basis at the discretion of the VPAA.

(Revised June 14, 2017)

3.9 Faculty Resignations

Contracts between Seminole State College and members of the professional staff and faculty are issued on an annual basis. Employees who do not wish to enter into new contracts for the coming year should notify the President of this intention as early as possible, but in no case later than April 15. The College recognizes that numerous conditions may arise which will cause an employee to desire release from an appointment. The College desires to be helpful to employees in handling their personal affairs and in taking advantage of professional opportunities whenever this may be done without impairing the educational opportunities of the students of Seminole State College.

In consideration of the welfare of the students, the College cannot agree to the release of a faculty member from an appointment until a satisfactory replacement is available. The Board of Regents hereby authorizes the President of the College to determine whether a satisfactory replacement is available. It is suggested that persons seeking release from an appointment refrain from making plans that might later cause him or her personal embarrassment and/or expense.

(BP II.4.12 – Revised August 22, 2002)

3.10 Faculty Responsibilities – Full-Time

Accepting a full-time position at SSC indicates that an individual has a primary professional obligation to the college and is accountable for his or her roles and responsibilities. Fulfilling all the roles and responsibilities of a full-time faculty member is at least a 35 hours per week undertaking. Full-time faculty responsibilities fall into three primary categories: teaching, scholarship, and service. The faculty evaluation process and the tenure process align with these three areas of responsibility. Full-time faculty are expected to pursue tenure during their fifth year of employment as full-time faculty. Faculty are also responsible for other duties as assigned by the President or his or her designee.

3.10.1 Teaching Responsibilities

Full-time faculty teach classes as assigned for a normal teaching load of 30 semester credit hours during the fall/spring semesters of the academic year unless directed otherwise by special assignment. Typically, the 30 semester credit hour requirement is satisfied by teaching 15 credit hours in the fall semester and 15 credit hours in the spring semester. The Vice President for Academic Affairs and the President must approve adjustments to teaching load.

Full-time faculty are expected to teach courses following the course syllabus, the mission of the college, and college policies and procedures while also maintaining attendance records, grading student work, and submitting student grades in a timely manner as outlined in the LMS and Course Administration Procedures in this handbook. Faculty are responsible for meeting each class session as scheduled and in the assigned location. Curriculum development, course design, and class preparation for assigned courses are considered part of teaching responsibilities. Teaching assignments may include day, night, and possibly weekend assignments in classrooms, on or off-campus, and using ~~ETV~~ Zoom or online delivery systems. Additional details regarding faculty responsibilities may be described in a faculty member's job description. Full-time faculty report to the Division Chair in their designated academic division.

Classes will be offered only if appropriate enrollment warrants need. In the event of cancellation of one or more of an instructor's classes, SSC reserves the right to reassign the instructor to an appropriate position to be determined by the instructor's degree status, experience, overall qualifications, and institutional need; to reduce teaching load and salary, or impose the institution's Reduction in Force Policy.

Office Hours

Full-time faculty are required to complete ten office hours per week. Reductions in the required amount of office hours due to other duties as assigned or other considerations can be negotiated on a case by case basis. Curriculum development and class preparation may be completed during office hours but not at the expense of availability to students.

(Revised February 4, 2020)

3.10.2 Scholarly Responsibilities

It is the responsibility of each full-time faculty member to actively pursue scholarly activities and professional development. Such activities allow faculty to grow emotionally, educationally, culturally, and perhaps physically. Faculty growth within their field of expertise, as a teacher, or in other areas relevant to institutional needs collectively serve current and future SSC students, as well as the vitality of the institution. Faculty are required to remain current in the field(s) of expertise in which they teach and are encouraged to participate in professional organizations appropriate to their teaching field(s). The completion of coursework to satisfy faculty qualification requirements is considered appropriate scholarly activity. Faculty should consult with their Division Chair to plan their scholarly activities and professional development. SSC shares the burden of faculty development and provides tuition reimbursement and professional development funding whenever possible.

(Revised November 28, 2017)

3.10.3 Service Outside of Teaching Responsibilities

Service outside of teaching responsibilities falls into two main categories, both of which are required of full-time faculty: community service and service to the campus.

Community Service

Community service is defined as volunteer service to a community organization or a community endeavor not specifically associated with SSC and occurring within the five-county SSC service area. Examples of acceptable community service include but are not limited to the following: membership and active participation in a community service organization such as Lions Club or Rotary, service on a local school board or school organization, service to a non-profit organization such as the Humane Society or church organization. Faculty should consult with their Division Chair to discuss their community service contributions and their alignment with SSC community service requirements.

Service to the Campus

Faculty have the general responsibility to actively participate in campus activities outside of their teaching responsibilities. Faculty are expected to serve on academic and/or other campus committees and task forces as needed and on a consistent basis. Serving as a faculty sponsor to a student organization is considered service to the campus. Faculty are required to participate in the SSC Faculty Peer Mentoring Program. Faculty hired after June, 2015 are required to serve as a Returning Student Advisor for students assigned to them by the Director of Advising or his or her designee. Other responsibilities such as supervising a computer lab, the math lab, the writing lab, or a science lab prep room are assigned on a case by case basis by the Division Chair or VPAA.

(Revised February 4, 2020)

3.11 Faculty Responsibilities – Adjunct

Adjunct faculty teach classes as assigned up to 12 semester credit hours per semester during fall and spring semesters, including intersession assignments. Adjunct faculty may teach classes as assigned up to 9 semester credit hours per semester during summer semester. Adjunct faculty are expected to teach courses following the course syllabus, the mission of the college, and college policies and procedures while also maintaining attendance records, grading student work, and submitting student grades in a timely manner as outlined in the LMS and Course Administration Procedures in this handbook. Faculty are responsible for meeting each class session as scheduled and in the assigned location. Class preparation for assigned courses are considered part of teaching responsibilities. Teaching assignments may include day, night, and possibly weekend assignments in classrooms, on or off-campus, and using Zoom or online delivery systems. Classes will be offered only if appropriate enrollment warrants need. Adjunct faculty report to the Division Chair in their designated academic division. Adjunct faculty must adhere to Affordable Care Act workload limits. Adjunct faculty should be available to meet with students outside of class by appointment only and are not required to have scheduled office hours, pursue scholarly activities, or perform other duties outside of their teaching responsibilities.

(Revised February 4, 2020)

3.12 Faculty Salaries

The Seminole State College Board of Regents delegates to the President the authority to negotiate salaries with individual employees or prospective personnel within competitive limits and under the guidance of salary schedules included as part of Board Policy (see Board Policy II.5.2 for current salary guidelines). The various salary schedules are based on the funds available to the college for employee salaries. Alterations to salary schedules included as Board Policy require the approval of the Seminole State College Board of Regents.

(BP II.5.1 – Revised March 25, 2010)

3.12.1 Types of Faculty Positions within Salary Schedule Guidelines

There are two types of faculty positions within the salary schedules: faculty without administrative duties and faculty with administrative duties. The salary schedule for faculty without administrative duties is based upon education and experience. *The appropriate supervisor, with the assistance of human resources, will evaluate salary scale adjustments for prior experience to develop a recommendation for the consideration and final approval of the College President.* There are two categories of faculty with administrative duties. *The first category includes individuals with instruction as their primary responsibility, but who have been assigned additional program or supervisory responsibilities.* The second category within this area includes coaching staff personnel. Full-time coaches also serving as members of the college faculty are expected to provide additional services during the summer months in support of Athletic Department functions.

(BP II.5.1 – Adopted July 18, 2001)

3.12.2 Salary Schedules Rewards Attainment of Post-Secondary Degrees

The college establishes salary levels with consideration for attainment of post-secondary degrees and further study toward subsequent degrees (see Board Policy II.5.2 for a current description of salary guidelines based on highest relevant degree earned). Employee contracts may be amended during a contract year to reflect the appropriate salary schedule level when the employee completes all requirements for an academic degree.

(BP II.5.2 – Revised June 19, 2008)

3.12.3 Overload and Adjunct Pay

A full-time College employee who teaches credit hours beyond the duties specified in his/her contract will be paid for an overload teaching assignment. An adjunct instructor is any individual contracted to teach one or more courses who is not a full-time employee. Adjunct instructors are part-time temporary employees who are hired on the recommendation of the Divisional Chair and approved by the Vice President for Academic Affairs and the President. Except as specifically approved by the President, employment and pay of adjunct instructors is on a course-by-course basis.

The payment for an overload assignment, summer school teaching, or adjunct instruction will be \$475 per credit hour, provided the course has sufficient enrollment or is otherwise authorized by the President or his/her designee. Upon consent of the instructor, recommendation by the Division Chair, and approval by the Vice President for Academic Affairs, pro-rated payments may be authorized for courses with low enrollments. Such pro-rated payments will be calculated at 10% of the rate of pay per credit hour times the number of students in the course.

(BP II.5.6 – Revised August 20, 2015)

3.12.4 Salary Scale Adjustments for Faculty with Administrative Duties

The Seminole State College Board of Regents authorizes the President to provide payment for additional duties performed by members of the Faculty as Division Chairs, Division Vice Chairs or Program Directors through supplemental pay to the standard salary schedule. Persons assigned as Division Chairs will receive \$6,000 per year in addition to the Faculty Schedule as well as three (3) hours of teaching load release time each fall and spring semester of service. Division Vice Chairs will receive \$1500 per year in addition to the Faculty Schedule.

(BP II.5.4 – Revised June 23, 2016)

3.12.5 Longevity Pay

The Seminole State College Board of Regents authorizes longevity pay increases of \$500 annually for faculty with and without administrative duties when funds are available and approved by the President. Additionally, the College may provide an additional \$500 annual pay increase for completion of the employee's 10th, 15th, 20th and 25th year of service. At the discretion of the president, longevity pay may be awarded for the completion of five year increments beyond the 25th year. At the discretion of the president, longevity pay may be awarded for the completion of five year increments beyond the 25th year.

(BP II.5.5 – Revised January 18, 2018)

3.13 Leaves and Absences

When illness or family emergency requires an instructor, whether full-time or adjunct, to be absent from an assigned teaching assignment, instructors are to follow divisional procedures for timely reporting of absences. Typically, this involves contacting the Division Chair or **Office Manager**, providing lesson plans for potential substitutes, posting assignments to Brightspace for students to complete, and submitting the appropriate leave paperwork immediately upon return. Instructors are afforded sick leave and personal leave as per Board Policy, but are not afforded annual leave of any kind. Please find below specific Board Policies pertaining to leaves and absences.

3.13.1 Absence Reports/Leave Forms

Employees are required to document the amount of time worked in accordance with established procedures. All full-time employees must file a Leave of Absence Form when absent from work. Whenever possible, a request for leave form must be completed in advance and approved by a supervisor prior to earned leave is taken.

(BP II.4.19 – Revised October 25, 2012)

3.13.2 Faculty Absences

Any instructor who is unable to meet a scheduled class for any reason must contact the appropriate Division Chair as far in advance as possible. The instructor and Division Chair will make arrangements for classroom activities, or in case of emergency notify students, when possible, that class will not meet.

(BP II.4.19 – Revised October 25, 2012)

3.13.3 Annual Leave

Faculty on nine, ten, or eleven month contracts are not eligible for annual leave. Faculty on twelve month contracts are eligible for annual leave in accordance with BP II.4.19.

(BP II.4.19 – Revised October 25, 2012)

3.13.4 Personal Leave

Each full-time instructor shall be granted a maximum of two (2) days of personal leave each academic year. Personal leave days may be taken with pay, may be used at the faculty member's discretion, and will be non-cumulative from year to year. Personal leave beyond the established two days must be requested, and if granted, full pay will be deducted from the instructor's salary for each day absent. Each faculty member requesting personal leave must meet all assigned responsibilities at SSC before leaves of absence will be granted.

(BP II.4.19 – Revised October 25, 2012)

3.13.5 Court/Jury Duty Leave

An employee who is granted a leave of absence for jury duty shall be entitled to such duty with full pay. A copy of the subpoena must be submitted to Human Resources prior

to the start of the leave. An employee, who is not selected for jury duty after reporting each of the required days, must return to work for the remainder of the day. No deduction in salary will be made if an employee must appear in court when subpoenaed as a witness by the Federal Government, State of Oklahoma, or political subdivision thereof. Court cases involving an employee's personal business shall be taken as personal business leave, annual leave, compensatory time, or leave without pay.

(BP II.4.19 – Revised October 25, 2012)

3.13.6 Family and Medical Leave

Seminole State College will provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. The twelve weeks leave does not have to be continuous but begins and is determined at the first date an employee takes Family and Medical Leave Act (FMLA) leave (paid or unpaid) for a specific qualifying health condition. The FMLA entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave in a 12-month period for specified family and medical reasons, or for any "qualifying exigency" arising out of the fact that a covered military member is on active duty, or has been notified of an impending call or order to active duty, in support of a contingency operation. The FMLA also allows eligible employees to take up to 26 weeks of job-protected leave in a "single 12-month period" to care for a covered service member with a serious injury or illness. Additional details regarding the many aspects of FMLA leave are available in BP II.4.19 and in Human Resources.

(BP II.4.19 – Revised October 25, 2012)

3.13.7 Sick Leave

All full-time employees are entitled to sick leave at a rate of one and one-quarter days per month or a total of fifteen days for a complete year of service. Unused days may be accumulated up to 200 working days. An employee may use earned sick leave up to one-hundred-twenty consecutive workdays at his/her regular rate of pay in any given year. If an employee anticipates being gone for more than one-hundred-twenty consecutive workdays the employee should visit with the Human Resources Office about applying for long-term disability or other payroll arrangements. Employees working full-time but less than twelve consecutive months will receive sick leave on a pro-rata basis.

Sick Leave and One's Immediate Family

Personnel may use sick leave time for illness or injury in the immediate family. The term "immediate family" shall be understood to include only the spouse, brothers, sisters, sons, daughters, grandchildren, father, mother, father-in-law, mother-in-law, or a relative who makes his or her home permanently in the household of the employee.

Additional Sick Leave Information

1. The employee, or a representative, shall give notification of absence due to personal illness or injury, in accordance with the sick leave policy, to the appropriate supervisor at the beginning of each workday, unless this is not

possible due to incapacitation. Failure to give such notice may be considered an abuse of sick leave and may be cause for disciplinary action. Sick leave may be denied for failure to notify the appropriate supervisor within a reasonable time frame.

- 2. The College may require employees to furnish satisfactory proof of illness or disabling injury in chronic or unusual cases before paid sick leave is approved. In so doing, the supervisor may require the staff member to provide a written statement by a qualified, licensed medical practitioner certifying that the employee is ill or incapacitated. The information must include medical facts which support that certification, any suggested alterations to the staff member's regular duties (including ability to perform essential functions), the anticipated length of the illness or other incapacitating condition, as well as other information which may be necessary to determine whether granting sick leave is appropriate may be required.*
- 3. In addition, the supervisor may require the staff member to provide periodic re-certification from a licensed medical practitioner for continued use of sick leave. In rare cases of continuing or excessive use of sick leave, a second opinion may be requested of a doctor chosen by SSC. Falsification of information regarding any sick leave may be cause for termination of employment.*
- 4. Unless otherwise authorized, a physician's medical release must be presented to the employee's supervisor by an employee who has been on leave for more than 5 consecutive days before he/she can return to work.*
- 5. Sick leave may not be earned by an employee during leave of absence without pay, FMLA leave without pay, or suspension.*
- 6. Sick leave will be granted to personnel who become ill or suffer disabling injury while on annual leave provided such illness or disabling injury be verified by medical certification from a licensed practitioner.*
- 7. There will be no salary reduction or sick leave charged for absences related to the death in the immediate family unless the absence exceeds five working days.*
- 8. Personnel who resign or who are terminated from College employment shall forfeit all unused sick leave.*
- 9. An employee may request documentation of accrued sick leave for the Oklahoma Teachers' Retirement System.*
- 10. The President may approve a transfer of accrued sick leave of a terminated employee if they fall within the following as a state employee. State employees who are terminated from their employment may be eligible to have sick leave accrued at the time of termination of employment restored if they return to state employment, provided that the re-employment occurs*

within two years and they are eligible to accrue sick leave before the two years expire (74-840-2.20).

(BP II.4.19 – Revised October 25, 2012)

3.13.8 Extended Sick Leave

Any employee who is on approved leave in excess of one week (five working days) due to an illness or injury will be placed on medical leave of absence. Upon notification from an employee, a supervisor will review the circumstances with the assistance of the Office of Human Resources. If it is determined that a formal Medical Leave is required, the supervisor will submit a written request for Medical Leave to the Office of Human Resources. The length of this leave will be paid in accordance with his/her combined accumulated sick leave, annual leave (unused and pro-rated), compensatory time, and personal leave. When the accumulated leave time has been exhausted, the employee will be placed on leave without pay unless eligible for shared sick leave and shared leave is available.

While a physician's certificate evidencing illness or disability is not required each time an employee does not report for duty, the College reserves the right to require such a certificate from the employee's physician. If the illness is prolonged, the Human Resources office must be provided with a doctor's statement on a monthly basis so that work may be planned. If it becomes necessary for the employee to request leave of absence without pay due to prolonged illness, the College may request that the employee continue to pay the monthly premium for the employee's group medical insurance. If the employee wishes to continue employee paid dependent coverage, he/she must make arrangements with the business office to pay the monthly premium.

The employee who has been on Medical Leave must provide a physician's release to the College before he/she may return to work. A full-time employee's job may be protected by the FMLA when he/she is on an approved extended Medical Leave. Failure to return to work on the next scheduled work day following the end of the period (or earlier, if released by a physician) may result in the employee's termination from College employment unless Medical Leave is extended by the appropriate Vice President.

(BP II.4.19 – Revised October 25, 2012)

3.13.9 Bereavement Leave

It is the policy of SSC to ensure state employees that must be off work due to the death of an immediate family member for time lost due to the death of the family member. SSC employees are eligible for Bereavement leave if they have completed their initial probationary period. If an employee is absent from work due to the death of a member of his/her immediate family, he/she will be paid for time lost at regular rate from his/her regular scheduled shift up to a maximum of five (5) work days. Leave for full time employees must begin within ten (10) calendar days of the date of death of the family member or the date of the funeral. Time may be extended by use of vacation, personal, or sick leave with approval of the employee's supervisor.

For purposes of bereavement leave, immediate family is defined as follows:

Employees - spouse or significant other ("significant other" is defined to mean one who stands in place of a spouse and who resides with the employee), child, step-child, grandchild, parent, step-parent, grandparent, great-grandparent, brother, sister, step-sibling, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law or legal guardian or other person who stands in the place of a parent (in loco parentis).

Upon his/her return, the employee will submit a Request for Leave form to his/her immediate supervisor for taking bereavement leave and may be requested to attach supporting documentation.

(BP II.4.19 – Revised January 18, 2018)

3.13.10 Abandonment of Position

An employee who has failed to report to work for three consecutive workdays without notifying his/her supervisor will be considered to have voluntarily resigned his/her position.

(BP II.4.19 – Revised October 25, 2012)

3.13.11 Military Leave

All officers and employees of the state, or a subdivision thereof, or a municipality therein, who are members, either officers or enlisted men/women of the Reserve Corps of the Army, the Navy, the Marine Corps, the Coast Guard, the Woman's Auxiliary Corps, or any other component of the Armed Forces of the United States, shall, when ordered by the proper authority to active duty or service, be entitled to a leave of absence from such civil employment for the period of such active service without loss of status or efficiency rating and without loss of pay during the first twenty (20) calendar days of such leave of absence during any federal fiscal year. Neither the state, or a subdivision thereof nor a municipality therein, shall be required to pay an officer or employee for more than twenty (20) calendar days of such leave of absence in any twelve-month period.

- Employees must secure approval of military leave by the College prior to the employee commencing duty assignments. To obtain approval, the employee must submit a copy of the official military duty orders to the Human Resources Office.
- The College will continue to pay the employee's group health, dental, and life and disability insurance premiums while the employee is on paid Military Leave provided evidence is presented to Human Resources Office that the employee is not covered while on leave.
- Annual leave and sick leave will continue to accrue under paid Military Leave but will not accrue under unpaid Military Leave.

(BP II.4.19 – Revised October 25, 2012)

3.13.12 Insurance Coverage while on Leave

While on an approved paid leave of absence or disability, the College will continue to pay the monthly premiums for the College-paid portion of group medical insurance, dental insurance, disability, and life insurance. Monthly premiums will not be paid while an employee is on unpaid leave of absence, on military leave beyond twenty calendar days a year, or drawing workers' compensation. Employees carrying optional coverage must make arrangements through the Payroll Office to make monthly payments for those policies they wish to continue.

(BP II.4.19 – Revised October 25, 2012)

3.13.13 Administrative Leave - Weather

The Public Relations personnel will be responsible for contacting the news media if the President makes the decision to close any part of the College due to inclement weather conditions. Unless administrative offices are specifically mentioned as being closed, employees should always assume they are open. Should classes not be held and only the administrative officers are to be open, employees who are unable to come to work will charge the time missed to annual leave. Should administrative offices be closed that day's absence would be entered on the time sheet as "administrative leave/weather." When administrative offices are closed, there may still be a few employees who are required to be on the job due to the nature of their work assignment. When this situation exists, these employees will earn compensatory time.

(BP II.4.19 – Revised October 25, 2012)

3.13.14 Professional Leave

Employees shall be entitled to attend professional meetings required by their positions. Requests to attend such meetings shall be made through the appropriate administrative channels.

(BP II.4.19 – Revised October 25, 2012)

3.13.15 Shared Leave

The Leave Sharing Program provides a means for employees to donate paid leave to a fellow College employee who is eligible for and requires donated leave due to an extraordinary or catastrophic illness, injury, impairment or physical or mental condition for either the employee or an immediate family member, and which has caused or may cause the employee to take leave without pay or terminate employment.

For the purposes of this policy, "relative of the employee" shall be limited to the spouse, child, stepchild, grandchild, grandparent, stepparent, or parent of the employee; "household members" means those persons who reside in the same home, who have reciprocal duties to and do provide financial support for one another (This term shall include foster children and legal wards even if they do not live in the household.); "severe

or extraordinary” means extreme or life threatening; “state employee” means a permanent full-time employee with one (1) year or more continuous service with the state; “terminal” means likely to result in death within two (2) calendar years.

The President, or his/her designee, shall determine the amount of donated leave an employee may receive and authorize to use, as outlined in “[§74-840-2.23](#) – State leave sharing program.

(BP II.4.19 – Revised October 25, 2012)

3.14 On the Job Injuries

An injured employee should be directed to the emergency room at the hospital or to his personal physician. The employee should take an authorization slip for medical treatment (Available in the Payroll Office) when reporting to the hospital or physician. The authorization slip will assure that the employee is not charged for services rendered and provides the hospital and the physician the address of the Worker's Compensation insurance company. Should it be impossible for the employee to take the authorization slip at the time of injury, he should make the hospital and the physician aware that it was an on-the-job injury and that the proper authorization form will be mailed to them.

Employees should not seek medical treatment (except in case of an emergency) without first notifying their supervisor of the injury. Also, once medical treatment has been completed, the employee should contact his supervisor to report the physician's findings. In cases where an employee is treated at a hospital or by a physician, an accident report must be completed by the supervisor and sent to the Payroll Office within twenty-four hours.

(BP II.4.29)

3.15 Outside Employment

The primary obligation of professional and non-professional employees is owed to Seminole State College and to the clients that it serves. Any outside employment must be reported to the President, on an annual basis, who will decide whether such employment does impair college job performance or impair the professional status of the employee. Employees will not engage in gainful employment outside of their appointments, where the employment affects adversely their professional status or impairs their standing with students, associates, and/or the community. Unreported outside employment may result in disciplinary action, including suspension or termination. An employee who continues in an outside job to which the President has objected will be in violation of Board policy and subject to disciplinary action, including suspension or termination. Tutoring of any kind for pay is not allowed on college property or on school time unless approved by the Vice President for Academic Affairs. Employees should also be aware that certain types of outside employment may cause a conflict of interest with SSC and may be in violation of the College Ethics Policy. When in doubt as to whether certain outside employment is improper, the employee should consult with the President. To request permission for outside employment, faculty should complete the Outside Employment Request and submit to his or her Division Chair for consideration. Requests must be approved by the Division Chair, VPAA, and President.

(BP II.4.10 – Revised October 25, 2012)

3.16 Professional Development and Use of College Personnel/Resources

Seminole State College encourages professional development activities by its employees with the goal of having better qualified and more productive personnel. In order to support employees in the completion of planned activities, including completion of formal degree requirements and special professional development activities, employees may utilize College office equipment, computers, and clerical support staff when approved by the immediate supervisor and the appropriate vice president. Approval for use of college resources in such activities will have the following provisions: that costs for any materials utilized will be reimbursed to the College, and, that clerical support will be available only after the clerical person has completed all of his/her required job duties.

(BP II.7.6 – Revised September 17, 1998)

3.17 Sexual Harassment Policy

Seminole State College explicitly condemns sexual harassment of students, staff and faculty. The college is committed to maintaining a working and learning environment free of objectionable and disrespectful conduct and communication of a sexual nature and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding sexual harassment.

Since members of the college community hold positions of authority that may involve the legitimate exercise of power over others, it is their responsibility to be sensitive to that power. Faculty and supervisors in particular, in their relationships with students and those they supervise, need to be aware of potential conflicts of interest and the possible compromise of their evaluative capacity. Because there is an inherent power difference in these relationships, the potential exists for the less powerful person to perceive a coercive element in suggestions regarding activities outside those appropriate to the professional relationship. It is the responsibility of faculty and staff to behave in such a manner that their words or actions cannot reasonably be perceived as sexually coercive, abusive, or exploitive. Sexual harassment also can involve relationships among equals as when repeated advances, demeaning verbal behavior or offensive physical contact interfere with an individual's ability to work and study productively.

(BP II.7.12 – Revised September 17, 1998)

3.17.1 Definition of Sexual Harassment

Sexual harassment shall be defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following context:

- A. *When submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing, or*
- B. *When submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or*
- C. *When such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.*

(BP II.7.12 – Revised September 17, 1998)

3.17.2 Examples of Prohibited Conduct

Conduct prohibited by this policy may include, but is not limited to:

- *Unwelcome sexual flirtation; advances or propositions for sexual activity*
- *Continued or repeated verbal abuse of a sexual nature, such as suggestive comments and sexually explicit jokes*
- *Sexually degrading language to describe an individual*
- *Remarks of a sexual nature to describe a person's body or clothing*

- *Display of sexually demeaning objects and pictures*
- *Offensive physical contact, such as unwelcome touching*
- *Coerced sexual intercourse*
- *Sexual assault*
- *Actions indicating benefits will be gained/lost based on response to sexual advances*

(BP II.7.12 – Revised September 17, 1998)

3.17.3 Handling of Complaints

The college encourages all complaints of sexual harassment against employees be promptly reported to the immediate supervisor of the employee charging harassment, or the next level of supervision should the immediate supervisor be alleged to be the offending party. The report should occur within 90 days after the incident. Employees have a responsibility to the institution to report incidents of harassment. Students and employees who believe they have been sexually harassed, or employees who have received reports of sexual harassment, should contact the Office of the Vice President for Student Affairs (VPSA) and provide complete details of the allegation. The VPSA will consult with the parties involved to see if a formal complaint needs to be filed. Incidents alleging sexual harassment by the VPSA should be filed with the Vice President for Academic Affairs who will follow the same procedures as outlined herein.

Upon receipt of a formal complaint, the VPSA will jointly conduct an investigation into the matter with the supervisors of the charged employee and at least one other College representative. The investigation will include one member from each gender. In cases of all formal sexual harassment complaints, a written report detailing the allegation, parties involved, method of investigation, conclusion and recommendation of the investigator(s) shall be prepared and submitted to the President. Appropriate disciplinary action may include a range of actions up to and including dismissal. Any disciplinary action may be appealed according to the due process procedure of the SSC Board Policy Manual.

(BP II.7.12 – Revised September 17, 1998)

3.17.4 Retaliation

Any attempt to penalize or retaliate against a person for filing a complaint or participating in the investigation of a complaint of sexual harassment will be treated as an equally serious form of harassment. Seminole State College is an Equal Opportunity Employer. SSC shall not allow gender to be a basis for exclusion from participation, denial of benefits, or discrimination in any education programs or activity.

(BP II.7.12 – Revised September 17, 1998)

3.18 Tenure

3.18.1 Definition of Tenure

“Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society [...]. After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies” (AAUP, 2001, pp. 3-4).

Tenure describes faculty members who have met the requirements of this policy. Tenure is a reciprocal state in which the faculty member commits to an on-going effort to achieve excellence and the institution commits to support the achievement of excellence and to retain the faculty member. Tenure is justified by the critical protection it affords to academic freedom.

(BP II.6.4 - Revised February 19, 2015)

3.18.2 Definition of Faculty

For the purposes of tenure, faculty is defined as those whose greatest concentration of duties are classroom teaching and who are on full-time faculty contracts at the College.

(BP II.6.4 - Revised February 19, 2015)

3.18.3 Tenure Eligibility

Faculty are eligible to apply for tenure at the conclusion of a probationary period which is defined below. All faculty new to Seminole State College must serve a probationary period of four continuous years as a full-time faculty member and must have earned a master’s degree with 18 graduate hours in the primary teaching field (i.e., life sciences, physical sciences, nursing, business administration, computer science, child development, among others) prior to applying for tenure. This four-year period provides for annual evaluation, notification of unsatisfactory work, an opportunity to address deficiencies, a determination of program viability, and for the faculty member to become involved with the institution and its five-county service area. Application for tenure may be made during the fifth year of continuous full-time service or any year thereafter.

(BP II.6.4 - Revised February 19, 2015)

3.18.4 Tenure Status

A faculty member in tenure application status is a tenure-eligible faculty member, as defined above, who has chosen to enter or re-enter the tenure procedure. A non-tenured faculty member is a faculty member who is not entering or re-entering the tenure procedure.

(BP II.6.5 - Revised February 19, 2015)

3.18.5 Criteria for Judging Tenure Application

In support of the primary functions of the College, faculty considered for tenure must show evidence of quality performance in three: teaching, scholarship, and service. Priority shall be given to faculty activities which are supportive of the philosophy and purposes of the College. Teaching is defined as instruction to impart knowledge or skill to students within the formalized academic processes and structures of the College. In considering evidence for tenure, faculty who do not demonstrate superior teaching excellence will not be tenured. Scholarship is defined as academic learning or achievement systematically advancing knowledge or skills in a field of learning. Service is defined as actions contributing to the advancement or enhancement of others beyond the scope of expected work assignments and duties. Activities of the faculty member shall be judged in terms of the impact which they have in promoting desirable educational progress within the College and within the five-county service area of the College.

Evidence submitted to support a recommendation for tenure will be judged according to the pattern of performance which it reveals. The pattern should show both recent performance as well as a history of performance over the period of employment at Seminole State College. During the faculty member's probationary period, the faculty member shall gather and organize evidence for inclusion in a Tenure Application Portfolio.

(BP II.6.5 - Revised February 19, 2015)

3.18.6 Criteria for Judging Faculty Performance

Teaching

- The faculty member is able to produce evidence of student learning as specified in course goals and objectives. Such goals and objectives shall be consistent with program and divisional goals and objectives.
- The faculty member has established positive colleague and student relationships.
- The faculty member contributes to program development and program implementation in ways consistent with the philosophy of the College.
- The faculty member applies methodology, concepts, processes, and principles central to the curriculum taught.

(BP II.6.5 - Revised February 19, 2015)

Scholarship

- The faculty member participates in in-service, colloquia, and other professional development opportunities.
- The faculty member is involved in professional organizations and activities appropriate to his/her teaching field(s).

- The faculty member engages in activities and learning experiences enabling him/her to maintain current knowledge of his/her teaching field(s).

(BP II.6.6 - Revised February 19, 2015)

Service Outside of Teaching Responsibilities

- The faculty member provides service to the College outside of his/her teaching responsibilities.
- The faculty member provides service to students that are outside of his/her teaching responsibilities.
- The faculty member provides service to groups of his/her choice in the five-county College service area.

(BP II.6.6 - Revised February 19, 2015)

3.18.7 Tenure Density

At Seminole State College, the maximum tenure density is 60 percent based on 40 full-time faculty or an average number of full-time faculty from the previous five years, whichever is higher. Tenure applications exceeding the 60 percent limit may be considered by the Board upon recommendation with justification by the President.

Faculty members eligible for tenure at Seminole State College, but for whom a tenure position does not currently exist due to faculty tenure density at the College shall be protected to the fullest extent possible. In the interim, these faculty may be reappointed annually as non-tenured until such time as the tenure density at the College allows for additional tenured faculty. No part of this policy shall be construed to imply that faculty members waiting for tenure density to decrease shall be accorded automatic tenure status without final review of the tenure recommendation file. Nor does this imply that a person awaiting tenure due to tenure density shall be denied promotion if he/she qualifies for such promotion.

(BP II.6.6 - Revised February 19, 2015)

3.18.8 Tenure Application Process Overview

The tenure application process consists of the following components:

- Construction of Tenure Application Portfolio
- Formation of Tenure Application Committee
- Colleague Classroom Evaluations
- Tenure Application Committee Interview and Action on Colleague Classroom Evaluations and Tenure Application Portfolio
- Division Chair Action on Tenure Application
- VPAA, President, and Board Action on Tenure Application
- Five-year Tenure Reviews

The construction of the Tenure Application Portfolio should take place continuously during years one through four of tenure-eligible employment. The other components of the process take place during the year of tenure application, year five or later of employment.

(Revised October 29, 2017)

3.18.9 Construction of Tenure Application Portfolio

The Tenure Application Portfolio should be placed in a three-ring binder and contain the following materials in sequential order:

1. *Summary of Evidence: The candidate shall write a self-evaluation of assets and strengths and a summary of materials in the Tenure Application Portfolio. This document should not exceed four 8 1/2 X 11, typed pages.*
2. *Resume: The candidate shall include a current resume. The candidate shall ensure that his/her personnel file is complete and contains a current resume.*
3. *Transcripts: The candidate shall include copies of official, current transcripts. The candidate shall ensure that his/her personnel file contains official, current transcripts.*
4. *Evidence of Meeting Criteria: The candidate shall organize and include in the portfolio the materials relating to the Criteria for Judging Faculty Performance that shall have been gathered in the years of teaching prior to applying for tenure.*
5. *Syllabi: The candidate shall include current syllabi of courses taught.*
6. *Colleague Classroom Performance Evaluations*
7. *Tenure Application Committee Interview Form*

To receive consideration for tenure in spring of following spring, tenure-eligible applicants must *submit a completed Tenure Application Portfolio to the Division Chair by November 1*. Applicants are advised to confer with the Division Chair and Tenure Application Committee throughout the process.

(BP II.6.7 - Revised February 19, 2015)

Suggested Evidence of Meeting Criteria (Item D above)

Evidence of meeting criteria for tenure will be required from three areas: teaching, scholarship, and service outside of teaching responsibilities, and should be placed into the Tenure Application Portfolio continuously during the first four years of tenure-eligible employment. Examples of evidence for each of these areas are as follows:

Teaching

- Course handouts
- Course presentations

- Course lecture notes
- Laboratory investigations
- Division chair evaluations of faculty
- Relevant examples of student work
- Letters, notes, recommendations and/or awards from students
- Letters, notes, recommendations and/or awards from colleagues
- Minutes of meetings regarding development/revision curriculum
- Syllabi of courses developed/revised
- Completed Oklahoma State Regents for Higher Education degree program addition/modification forms
- Course assessment tools and results
- Student Feedback on Instruction results

Scholarship

- Programs and agendas
- Certificates of completion
- Notes or articles acknowledging attendance
- Programs, agendas, newsletters
- Letters, notes or articles acknowledging participation
- Published or copyrighted articles or materials
- Research, performance or art show documentation

Service Outside of Teaching Responsibilities

- Committee appointment letters
- Meeting minutes
- Notes, letters acknowledging contributions
- Reports
- Publicity materials
- Awards, honors, certificates

(BP II.6.7 & II.6.8 - Revised February 19, 2015)

3.18.10 Formation of Tenure Application Committee

In order to complete the application, the candidate should form a Tenure Application Committee consisting of five colleagues, one of whom may be the Division Chair, and two of whom are outside the candidate's discipline. Faculty in Divisions with less than three colleagues may seek an exemption with the approval of the Division Chair and the

Vice President for Academic Affairs. The majority of the committee shall be tenured faculty. The candidate should determine if each colleague has time and is willing to serve as a member of the candidate's Tenure Application Committee

(BP II.6.8 - Revised February 19, 2015)

3.18.11 Colleague Classroom Performance Evaluation

When the Division Chair receives the candidate's Tenure Application Portfolio, the Chair will appoint two faculty from the candidate's Tenure Application Committee who will join with the Vice President Academic Affairs in a classroom evaluation of the candidate. The Classroom Performance Evaluators will submit written evaluation reports to the candidate's Division Chair. These reports, as well as that of the Division Chair, will become part of the candidate's Tenure Application Portfolio.

Colleague Classroom Performance Evaluation Procedure

- 1. Each colleague and Division Chair, hereinafter known as the evaluators, shall review the syllabi prepared by the candidate before visiting a class session. Evaluators shall each visit a different course, or if the candidate has only one preparation during the tenure application semester, different class sections.*
- 2. The evaluators may confer with the candidate and with students regarding the syllabus and the course before and after the classroom visit. Each evaluator will review the completed Colleague Classroom Performance Evaluation with the candidate before submitting the form to the Division Chair.*
- 3. Evaluators may elect to visit the candidate's classroom unannounced or to confer with the candidate before visiting. Evaluators may also elect to visit the classroom up to three times before completing the evaluation form.*
- 4. Evaluators should use the review of the syllabi, conferences and classroom visits in order to complete the evaluation form. Upon completion, the evaluator shall submit this form and the recommendations to the candidate's Division Chair, after having shared the evaluation with the candidate.*
- 5. Colleague Recommendations: In a typewritten statement, each colleague shall address the candidate's qualifications for tenure by citing his/her assets, strengths, limitations, and contributions to the institution.*

The Division Chair will interview the candidate after the classroom evaluations and colleague evaluations and will request that the colleagues participate in the interview. In order to ensure uniformity among divisions, each Division Chair will use the Tenure Application Committee Interview Form and file it in the candidate's Application Portfolio.

(BP II.6.9 - Revised February 19, 2015)

3.18.12 Tenure Application Committee Interview and Action on Tenure Application Portfolio and Colleague Classroom Evaluation

The Committee shall meet with the candidate to review and take action on the Colleague Classroom Performance Evaluations and the completed Tenure Application Portfolio, applying the criteria set forth in this policy.

(BP II.6.8 - Revised February 19, 2015)

3.18.13 Division Chair Action on Tenure Application

The Colleague Classroom Performance Evaluation, colleague recommendations and interview must be completed and filed by December 1, at which time the Division Chair reviews the completed Tenure Application, the candidate's personnel file, and prepares a written report. The Division Chair, after reviewing all evidence, will submit to the Vice President for Academic Affairs a written recommendation to approve or deny the tenure request. The Division Chair will then confer with the candidate, announcing his/her recommendation and providing the candidate with a copy of the Division Chair's report by December 15. If the Division Chair cannot recommend the candidate for tenure consideration, the candidate may file an appeal in accordance with institutional policy.

(BP II.6.10 - Revised February 19, 2015)

3.18.14 VPAA, President, and Board Action on Tenure Application

If the Division Chair recommends the candidate for tenure, the Division Chair submits the completed Tenure Application Portfolio to the Vice President for Academic Affairs no later than January 1. The Vice President for Academic Affairs has until February 1 to review tenure candidates and their respective Tenure Application Portfolios, and to prepare a written report for each candidate, recommending or not recommending candidates for tenure. The Vice President for Academic Affairs will confer with each candidate and with each candidate's Division Chair jointly, reviewing his/her report with them and providing a copy of this report to them.

The Vice President for Academic Affairs submits his/her recommendation with documentation to the President by February 15. The President shall then recommend candidates for tenure at the next regular Board of Regents meeting for Board action. After Board action, a copy of the Tenure Application Portfolio and the Board decision become a part of the faculty member's personnel file. The original Tenure Application Portfolio is returned to the faculty member.

If the Vice President for Academic Affairs and/or the Division Chair do not recommend a candidate for tenure, the Vice President for Academic Affairs and/or the Division Chair will prepare a written report, specifying the reasons for not recommending tenure and will review the report with the candidate. The Vice President for Academic Affairs and/or the Division Chair may take the following actions:

- *Assist the candidate in establishing a specific set of goals and objectives, with timetables for the candidate's improvement to provide an opportunity for the candidate to become tenured.*

- *Recommend that the faculty member remain in non-tenured status.*

(BP II.6.10 - Revised February 19, 2015)

3.18.15 Re-Entering the Tenure Application Process

A continuously employed faculty member may re-enter the tenure application process after having completed at least one additional academic year on contract if the faculty member has achieved the specified goals and objectives in the timetable established. A faculty member may re-enter the tenure application process no more than twice.

(BP II.6.10 - Revised February 19, 2015)

3.18.16 Reference

American Association of University Professors (2001). *AAUP policy documents and reports* (9th ed.). Washington, D.C.: American Association of University Professors.

3.19 Tenure Review Goal Setting Process

All tenured faculty will participate in a tenure review goal setting process during every fifth academic year year after receiving tenure or after implementation of the 1985 tenure policy. At the beginning of each academic year, the Division Chair will review the records of persons in his/her division and advise in writing those tenured persons who are to participate in goal setting. Such written notice shall be delivered no later than October 1.

Faculty Member's Responsibility

The faculty member shall update his/her tenure file with the following items to be submitted to his/her Division Chair by December 1.

1. Student Evaluations: The objective portion of the last four evaluations should be included.
2. Self-Evaluation: The self-evaluation should not exceed two 8 1/2 X 11, single-spaced, typewritten pages addressing the faculty member's strengths and weaknesses. It should also state specific goals and objectives which would enable the faculty member to continue to make significant contributions to the functions of the institution.
3. Progress Report: The faculty member shall compile a progress report which lists the steps taken in pursuance of institutional functions since the last evaluation or since receiving tenure.
4. Peer Evaluations: During the four years between receiving tenure or since the last evaluation or from the implementation of the tenure policy and the present evaluation, the faculty member shall invite several faculty to attend several of his/her classes, fill out the Colleague Evaluation Form and make written recommendations. These peer evaluations will be returned directly to the faculty member involved. The faculty member must then place any two of these peer evaluations in his/her Tenure File.

Division Chair, Ad Hoc Committee, and VPAA Responsibilities

After receipt of the updated tenure file, the Division Chair will appoint an ad hoc committee made up of the Division Chair and the two faculty members whose Peer Evaluations were included in the Tenure File. The Division Chair will then arrange a meeting of the committee with the faculty member to be convened no later than February 1.

The ad hoc committee, along with the faculty member, will review the Tenure File. They will then propose a new set of short and long-range goals encompassing the next four years of the faculty member's service. The faculty member will then incorporate the suggestions into a new document which will be presented to the committee by March 1. If approved by the committee, a copy will be placed in the faculty member's tenure file for use at the next five-year evaluation. In the event that goals are not reached, the faculty member will reevaluate his/her goals, continue towards gaining those goals, if

deemed appropriate, and establish additional goals for the next four-year period.

Division Chair recommendations regarding tenure review and the goal setting process should be submitted to the VPAA no later than March 15. VPAA should submit recommendations regarding tenure review and the goal setting process to the President no later than April 1.

Tenured Chairpersons

The goal setting process for tenured chairpersons will be identical to that of other faculty except where the process specifies chairperson, the Vice President of Academics will be substituted.

(Revised April 22, 2019)

3.20 Termination for Reasons of Financial Exigency or Change of Institutional Programs

Seminole State College retains the right to terminate a contract based upon financial exigency or discontinuance or reduction of a program, service, or department. It will be the responsibility of the President to establish a fair and equitable method of reducing the number of campus employees.

RIF Principles:

1. In cases in which a program is to be reduced or discontinued, the College will make an effort to place the affected employees in other suitable positions.
2. Positions that are terminated for the above reasons will not be filled by a replacement for one calendar year unless the released employee has been offered re-appointment and given five calendar days within which to accept or decline the opportunity to return to work.
3. When the College has the option of releasing a tenured faculty member or a non-tenured faculty member, the tenured individual must be retained.
4. When the College must release tenured faculty, those with the greater length of service to SSC will be given preference for continued employment.
5. In selecting employees to be released in response to financial exigency requiring several terminations, the College will attempt to avoid making all reductions from any one area of the College.
6. Any full-time employee who has been under contract for over one year at SSC has the right to exercise his/her due process appeal rights as described herein.

Any reduction in force or disciplinary actions which are likely to result in consequences more severe than oral warning, written warning, or probation entitle the employee to an administrative due process hearing. The employee should contact the Office of the President for procedural guidelines regarding due process hearings.

(BP II.4.14 – Revised August 22, 2002)

3.21 Tobacco Use on Campus

The purpose of this policy is to eliminate all tobacco use whether located indoors or outdoors on property owned, leased or contracted for use by Seminole State College and in state vehicles used for Seminole State College business.

3.21.1 Tobacco-Free Environment Policies

1. *The use of tobacco products (including, but not limited to, cigarettes, electronic cigarettes, vaping devices, pipes, smokeless tobacco, and other tobacco products) is prohibited throughout all indoor and outdoor areas of property owned or under the control of Seminole State College, including parking lots owned or under the control of said agency, and in vehicles used by said agency or its employees whenever conducting business anywhere.*
2. *This policy applies to all employees, students, clients, visitors and others at all Seminole State College property.*
3. *Seminole State College will identify the boundaries of its property, post this information for public reference, and provide notice of this policy with appropriate signage, including signs at the entrances to the properties and/or other locations as needed. The agency will also utilize printed materials and other communications as needed to educate employees and all other persons using or visiting the property regarding this policy.*
4. *Any locations owned by Seminole State College that share a building or property with other offices will eliminate tobacco use in their offices and from all the indoor and outdoor locations under their control.*
5. *Tobacco product receptacles will be removed from the property, including any ash cans near entryways.*
6. *Seminole State College employees will not use tobacco products while providing services to students or clients regardless of location.*
7. *Seminole State College is committed to providing support to all Seminole State College employees who wish to stop using tobacco products. Seminole State College is committed to ensuring that employees have access to several types of assistance, including cessation medications and telephone*
8. *counseling through the Oklahoma Tobacco Helpline. Supervisors are encouraged to refer employees to the Helpline as appropriate.*
9. *Noncompliance by an employee will be cause for management/supervisor intervention and may result in corrective or disciplinary action in accordance with Seminole State College personnel rules.*
10. *Noncompliance by students and visitors will be handled by the Office of Student Affairs and/or by the Campus Police, as appropriate.*

(BP II.7.9 – Revised March 15, 2012)

3.22 Tuition and Fee Reimbursement Plan

The Tuition and Fee Reimbursement Plan will promote the continued educational efforts of the entire Seminole State College community. Salary schedule increments may be applied to any SSC Employee upon completion of a degree. Any full-time employee may apply for tuition and fee reimbursement or educational attainment pay for any graduate or undergraduate hours taken and successfully completed. Tuition and fee reimbursements are dependent on the availability of funds and may be distributed on a first-come first-served basis. Additional details of the plan are available in the Human Resources Office.

(BP II.4.30 – Revised December 14, 2006)

3.22.1 Salary Schedule Increments upon Degree Completion

Upon completion of an associate's, bachelors, masters or doctoral degree, the employee may be awarded a one-time salary schedule increment to be added to the base salary. Unless restricted by budget limitations, an employee may receive a one-time increment of \$500 for completing an associate's degree, \$1,000 increment for completing a bachelor's degree, \$2,000 increment for completing a master's degree and a \$5,000 increment for completing a doctoral degree. In order to be eligible for the salary schedule increment, the employee must present an official transcript with degree notation from the higher education institution awarding the degree to the Human Resources Office.

(BP II.4.30 – Revised December 14, 2006)

3.23 Tuition Waivers for Employees, Spouses, and Dependent Children

Full-time employees, their spouses, and their dependent children may enroll in courses at Seminole State College and receive a tuition waiver for those courses. To promote health and wellness, Seminole State College employees may enroll in, any HPER activity classes and tuition costs will be waived. No part of this policy shall preclude an employee, spouse, or dependent child from receiving other financial assistance from Seminole State College for which they qualify. Additional details of the plan are available in the Human Resources Office.

(BP II.4.18 – Revised November 10, 2016)

Chapter 4

Academic Affairs Policies and Procedures

4.1 Academic Calendar and Administrative Dates

The SSC administration constructs the academic calendar each year using guidelines and constraints established by OSRHE, HLC and the Department of Education. The calendar is approved by the Seminole State College Board of Regents and OSRHE. Academic calendar dates are posted in class schedules on the SSC website. It is mandatory that the calendar is followed by instructors and all scheduled classes meet at their assigned dates, times and locations. Deadlines for the submission of grades are described in the Learning Management System, Course Records, and Grade Submission Procedure in this Handbook. Other important administrative dates for students and instructors are determined as follows:

(Revised October 31, 2017)

4.1.1 Last Day to Drop with Refund

The last day for students to drop a course is 1/8 of the academic term. An academic term is the time duration of a course schedule, generally a Fall or Spring semester consisting of 16 weeks, a summer session consisting of four or eight weeks, or an intersession consisting of the weeks between a semester and/or session. Fiscal Affairs will determine these dates for the academic calendar.

(Revised April 28, 2020)

4.1.2 Last Day to Enroll or Change Schedule

The last day for students to enroll without special permission is 1/16 of the term, excluding days when the campus is closed (with permission is 1/8 of the term). Students may also change their schedules (sometimes called "add/drop") prior to the same date cut-offs. With special permission, students may still "add/drop" up to the last day to drop with a refund. There are no additional charges for course changes during the late enrollment period and students are billed only for courses in which they remain enrolled following the late-enrollment/special permission cut-off dates.

(Revised February 6, 2020)

4.1.3 Last Day to Withdraw

The last day for students to withdraw from a course is the business day that is the end of the twelfth week of a 16-week semester and prorated for other semesters.. Students that withdraw from a course receive a grade of W on their transcript for the course. No refunds are given for courses from which students have withdrawn. These dates are as follow:

Weeks in Semester	Business Day of Semester
3	2 nd
4	3 rd
5	4 th
6	5 th
8	6 th
10	8 th
12	9 th
14	11 th
16	12 th

(Revised February 6, 2020)

4.2 Academic Integrity

Seminole State College's core values of compassion, opportunity, respect, and excellence help the college achieve its mission of empowering "people for academic success, personal development, and lifelong learning." Essential to this mission is creating an academic environment of honesty and integrity, two fundamental values in the pursuit of knowledge. In accordance with these values, SSC expects all stakeholders (students, faculty, and staff) to conduct themselves with the highest ethics and commit themselves to the pursuit of excellence and personal growth. Only with mutual respect based on fairness, trust, integrity, and honesty can the college continue to fulfill its mission, create a positive academic environment, and confer degrees of the highest quality. SSC expects the college community to embrace and adhere to these standards. The foremost goal of this procedure is to promote student development and academic success.

The following definitions and procedure explain and detail SSC's guidelines for dealing with alleged violations of academic integrity. All college constituents should become familiar with them in order to avoid violating academic standards of behavior, to understand personal rights, and to understand the correct methods of responding to allegations of academic dishonesty. The most common forms of academic dishonesty are intentional and unintentional plagiarism.

(Revised December 9, 2016)

4.2.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors must be the result of their own thought, research, or self-expression. In cases where students are unsure about a question of plagiarism involving their work, they are expected to consult their instructors on the matter before submission. Students may be guilty of plagiarism if they submit work purporting to be their own but borrows ideas, organization, or wording from a source without appropriate acknowledgement. Plagiarism includes reproducing someone else's work, whether it is a published article, material from an internet site, a book, a paper from another student, or other sources.

Plagiarism also includes the practice of employing or allowing another person without acknowledgement to alter or revise the work that students submit as their own. Students may discuss assignments with others including peers, instructors, or tutors, but when they must do the actual work unless otherwise authorized by the instructor. When assignments involve research using outside sources or information, students must carefully acknowledge exactly what, where, and how they have employed them. If using the words of someone else, students must follow generally accepted guidelines (i.e. put quotation marks around the passage in question and add an appropriate indication of its origin). Another form of plagiarism involves making simple changes while leaving the organization, content, and phraseology of the words intact, is plagiarism. None of these rules apply to those ideas which are so generally and freely circulated as to be common

knowledge.

(Revised December 9, 2016)

4.2.2 Other Academic Integrity Infractions

Violations of SSC's Academic Integrity Procedure also include, but are not limited to, the following:

- Cheating--possession, use, or attempted use of material, information, electronic device, implement, or study aid in an academic exercise or assignment without the instructor's permission.
- Fabrication or Falsifying--unauthorized falsification or invention of any data, information or citation in an academic exercise.
- Impersonating--assuming another student's identity or allowing another student to do so for the purpose of fulfilling an academic requirement.
- Collusion--collaborating with, seeking aid, or receiving assistance from another student or individual during a test or in conjunction with other assignments without the instructor's permission.
- Facilitating--helping or attempting to help another commit an act of academic dishonesty.
- Misrepresentation--providing false or misleading information in an effort to receive a postponement or extension on a test, quiz, or other assignment, to obtain an academic or financial benefit for oneself or another individual, or providing false or misleading information in an effort to injure another student or instructor academically, professionally, or financially.

(Revised November 14, 2017)

4.2.3 Academic Integrity Procedure

Although all occurrences of academic dishonesty are a serious matter, violations of SSC's Academic Integrity Procedure fall into one of two categories.

Level-One Violations

A violation of the SSC Academic Integrity Procedure which could result in sanctions amounting to 20% or less of the final grade are considered level-one violations. When a faculty member has suspicion that a level-one violation of academic integrity has occurred, he/she should have a discussion with the student to gather or review details from the student's perspective that could shed light on the situation. In the discussion, the faculty member should also explain to the student the range of possible sanctions for the alleged violation. The faculty member shall use the preponderance of the evidence standard of proof in determining whether or not the student has committed a violation of academic integrity. The preponderance standard means the evidence shows it is more than 50% likely the accused has committed a violation.

Level-One Sanctions

If the preponderance of evidence indicates a level-one violation has been committed, the faculty should assign and discuss the sanctions with the student and provide a written description of the instructor's findings and sanctions to the student specifying that the student has the right to appeal the decision in accordance with Step 2 of the Student Grievance Procedure described in the *SSC Student Handbook*. Level-one sanctions do not require the completion of the *Academic Integrity Report Form*. Faculty may use discretion and limit the sanction to a verbal or written reprimand for a level-one violation of academic integrity, or they may assign one or more of the following sanctions to the student:

- A substitute assignment or exam.
- An alternative learning experience or activity.
- A reduced grade for the assignment or exam.
- A failing grade for the assignment or exam.

Please note that violations below the 20% threshold for which sanctions will mean the student might fail the course should be treated as level-two violations.

Level-Two Violations

A violation of the SSC Academic Integrity Procedure which could result in sanctions amounting to more than 20% of the final grade or create a likelihood the student will fail the course are considered level-two violations. When a faculty member suspects a level-two violation has occurred, the faculty member shall provide written notice to the student, the appropriate Division Chair, and the Registrar of the alleged violation. The faculty member will schedule a conference with the student to occur within seven (7) college business days of notification (excluding weekends and breaks when the college is not in session). Notifications of alleged level-two violations occurring at the end of a regular term may occur as soon as practical between terms or at the beginning of the subsequent term. Written notice may be in the form of a letter or an email. Once notified of the allegation, the Registrar will place a hold on the student's records to keep the student from withdrawing from the course until the allegation has been substantiated, dismissed, or otherwise resolved.

Please note that once the level-two process has been initiated, it has to be completed all the way through to the Registrar receiving the report form (described below) from the appropriate Division Chair.

During the conference, the faculty member shall explain why he/she believes the student has violated academic integrity, present supporting materials as appropriate, and give the student an opportunity to respond to the allegation. The student involved shall have the right to a fair conference which shall include an opportunity to admit or deny the allegation, as well as present information and/or materials on his/her behalf. At the conference, the faculty member shall also inform the student what academic

sanction(s) could be imposed.

Level-Two Sanctions

As is the case for level-one sanctions, the faculty member shall use the preponderance of evidence standard in determining whether or not the student has committed a level-two violation of academic integrity. If the preponderance of evidence indicates a violation has been committed, faculty may assign sanctions including a verbal or written reprimand. Subject to the approval of the Division Chair, faculty may assign one or more of the following sanctions:

- A substitute assignment or exam.
- An alternative learning experience or activity.
- A reduced grade for the assignment or exam.
- A failing grade for the assignment or exam.
- A failing grade for the course.
- Withdrawal from the course (only when authorized by the instructor of record).

In cases of particularly egregious or repeated academic integrity violations, the Vice President for Academic Affairs (VPAA) may recommend the suspension or expulsion of the student from the College to the Vice President for Student Affairs (VPSA). When a violation of academic integrity also involves allegations of additional, non-academic infraction(s) of the *Student Code of Conduct*, the faculty member should refer the matter to the VPSA for adjudication of the non-academic violations.

Level-Two Report Form

At the conclusion of the conference, the faculty will complete the *Academic Integrity Report Form*. The student and faculty member shall sign the form. The faculty member will submit the signed form and a file of all pertinent documents and materials to the Division Chair. The Division Chair is responsible for approving, signing, and forwarding a copy of only the report form to the Registrar, the student, and the instructor. The Division Chair should retain a copy of the report form and the pertinent documents in an Academic Integrity File for future reference and possible student appeal.

Upon receipt of a report form showing the student has been cleared to withdraw from the course, the Registrar will lift the hold on the student's records. If the student has not been cleared to withdraw from the course on the form, the hold will continue until final grades are posted.

Student Appeal

The student has the right to appeal the decision and/or sanction to the Division Chair. In the case that the Division Chair is the instructor, the student may appeal to the Vice President of Academic Affairs. To initiate an appeal, the student is required to inform the Division Chair in writing of the grounds for the appeal within seven (7) business days

of the filing of the *Academic Integrity Report Form*. The Division Chair will consider the written appeal in accordance with Step 2 of the Student Grievance Procedure described in the *SSC Student Handbook*. **The Division Chair will initiate the *Academic Grievance Procedure Communication Tracking Form* at this point.**

In the event an instructor is required to submit an administrative or final course grade and the Student Academic Grievance Procedure is in progress, the instructor will record a course grade of Incomplete (“I”). However, in cases when the proposed sanction for the academic integrity violation will not affect the student’s letter grade, the instructor shall record the student’s current letter grade. If a grade of Incomplete is recorded by the instructor pending the outcome of the Student Academic Grievance Procedure, the instructor will subsequently submit an appropriate grade change using the Grade Change Form at the conclusion of the student’s appeal process.

(Revised February 4, 2020)

4.3 Academic Overload Procedure

A student desiring to carry an academic overload must have demonstrated readiness to perform on an overload basis, either through superior performance on a college aptitude test or on the basis of superior academic achievement in high school or college. **Written permission from the Vice President for Academic Affairs (VPAA) is required for all academic overloads. Students requesting an academic overload should present in person an unofficial copy of their transcript and a completed enrollment form or current class schedule for the semester in which they are applying for an overload to the Academic Affairs Office.** In the event that the VPAA is unavailable, the Vice President for Student Affairs may also approve academic overloads. OSRHE policy defines an *academic overload* and the *maximum academic overload* as follows:

(Revised September 20, 2017)

4.3.1 Academic Overload Definition

An academic overload is defined as enrollment in 20-24 credit hours for a 16-week semester and 10-12 credit hours for an 8-week semester. Academic overloads occur when the student's enrolled hours (1.25 multiplied by the number of weeks) are 25 percent greater than the total number of weeks in the applicable academic term (semester or intersession).

(Revised February 6, 2020)

4.3.2 Maximum Academic Overload

The maximum academic overload allowable is defined as enrollment in 24 credit hours for a 16-week semester and 12 hours for an 8-week semester. The maximum student enrollment in any given term is limited to a number of credit hours 50 percent greater (1.5 multiplied by the number of weeks) than the total number of weeks in the applicable academic term (semester or intersession).

(Revised February 4, 2020)

4.3.3 Concurrent Enrollment Academic Overloads

For the purpose of calculating enrollment workloads for concurrently enrolled high school students, the combination of college-level course enrollment and high school course enrollment must be considered. To calculate enrollment workloads for concurrent students, one-half high school unit shall be equivalent to 3 credit hours of college work. Concurrently enrolled high school students may enroll in a maximum of 19 credit hours (college-level and high school courses combined) per semester. Non-academic high school units are excluded from the workload calculation. Enrollment in 20-24 credit hours is considered an academic overload. Although requests for academic overloads for concurrent students experience a higher level of scrutiny compared to those of the general student body, they follow the same OSRHE guidelines described above.

**(Revised September 20, 2014.4 Americans with Disabilities Act (ADA)
Student Accommodations**

Seminole State College, in support of and in compliance with the Americans with Disabilities Act (1990), welcomes requests for reasonable accommodations. Students with special needs should contact the ADA specialist, Carmen Hutchins, located in the Walkingstick Student Services Center, room 129. Ms. Hutchins may also be reached by calling 405-382-9719. Students may also contact the office of the Vice President for Student Affairs, located just inside the north door of the Walkingstick Student Services Center, or by calling 405-382-9216. A TDD telephone located in the Walkingstick Student Services Center is available for the use of hearing-impaired students. The TDD phone number is 405-382-9291.

(Revised February 4, 2020)

4.5 Correctional Center Scheduling Procedure

The purpose of this procedure is to facilitate communication between the college and the correctional centers it serves; to provide consistency, accuracy, and clarity while maintaining recognition of Seminole State College's established policies and procedures; and to remain in good standing with the college's accreditation body, the Higher Learning Commission.

- Step 1.** During the preparation of fall, spring, and summer schedules, the Administrative Assistant to the Vice President for Academic Affairs (VPAA) will contact the Education Coordinators for Mable Bassett and Davis Correctional facilities to solicit their requested course offering for the upcoming semester. The Administrative Assistant to the VPAA will give the coordinators a form to complete that outlines those requests. Correctional Center Education Coordinators should deliver the completed request form to the Administrative Assistant to the VPAA on or before the date specified on the request form.
- Step 2.** Once the Administrative Assistant to the VPAA receives completed forms from the correctional centers, she coordinates the course offerings with the appropriate division chairs. Every attempt will be made to fulfill the wishes of the correctional centers, taking into account the college's resources. The responsibility of determining personnel for course offerings lies with the division chairs under the supervision of the VPAA.
- Step 3.** SSC's Coordinator of Business and Industry Training will serve as the Correctional Center Liaison. Once the course offerings for the correctional facilities have been tentatively established and confirmed with the division chairs, the SSC Correctional Center Liaison will consult with the correctional facilities' education coordinators for confirmation that the proposed schedules are appropriate. The finalized class offerings will be added to the published schedule for the upcoming semester.
- Step 4.** Correctional center education coordinators will supply to the SSC Correctional Center Liaison all required and properly completed paperwork for students wishing to enroll on or before three business days prior to the beginning of the semester. Required paperwork includes but may not be limited to the following: application for admission for new students, enrollment form, placement test results, documentation of completed application for tribal or other external funding or verification of personal funds to cover the cost of the enrollment. Courses with less than ten students enrolled three business days before the beginning of a semester will be cancelled.

(Revised August 11, 2016)

4.6 Course Offering Procedures

4.6.1 Course Offering Guidelines

In general, classes should be scheduled to maximize student enrollment and produce learner-friendly enrollments of at least 25-30 students per course section. To maximize personnel and classroom resources, classes should be filled to at least 70% of the classroom capacity for the classroom in which the course is scheduled. In all cases, enrollment history, student demand, degree program requirements, and other exigencies should be considered before choosing to offer or not offer a course. With the exception of extenuating circumstances approved by the VPAA, faculty should be permitted to teach only one in-load low enrollment course per semester and only as needed for degree program completion and course development. Additional low enrollment courses may be taught on an overload basis. However, in terms of maximizing the productivity of each full-time faculty member, the goal is for each faculty member to have an average class size of 25 or more students per class regardless of whether classes are in-load contractual hours or overload hours.

(Revised August 23, 2015)

4.6.2 Seat-Time Guidelines and Teaching Credit Hours

Credit for college courses is usually awarded in units called *credit hours*. The term *credit hour* is based on the amount of time a student spends in class each week in a 16-week semester. Therefore, SSC awards credit hours based on the *contact hours* or the *seat time* a student is in class. For face-to-face lecture courses, a contact hour is defined as 50 minutes of seat time. One credit hour of college credit requires 16 contact hours or 800 minutes of seat-time, regardless of how many weeks are in the semester. To earn one credit hour during a 16-week semester, a student must attend a class that meets 50 minutes per week to reach the required 800 minutes. To earn one credit hour during an 8-week semester, a student must attend a class that meets 100 minutes per week to reach the required 800 minutes

Three credit hours of college credit in face-to-face lecture courses requires 48 hours or 2400 minutes of seat-time regardless of how many weeks are in the term. To earn three credit hours during a 16-week semester, a student must attend a class 150 minutes per week to reach the required 2400 minutes. To earn three credit hours during an 8-week semester, a student must attend a class 300 minutes per week to reach the required 2400 minutes.

For lab, studio, and activity courses, the required contact time varies between 1600 and 2400 minutes depending on the course and established standards in the field. For example, one credit hour of lab in BIOL 1114 General Biology requires 1600 minutes of contact time or 100 minutes per week during a 16-week semester. One credit hour of lab in BIOL 2214 Human Physiology requires 2400 minutes of contact time or 150 minutes per week during a 16-week semester. Some variations are field specific. For example, all nursing courses require 2400 minutes of lab contact time per credit hour. Like nursing, most art studio courses require 2400 minutes of contact time per credit

hour. A four-credit hour course of which three of the credit hours are derived from lecture and one of the credit hour is derived from lab requires 2400 minutes of contact time in lecture plus 1600-2400 minutes of contact time in lab. Activity courses typically require 100 minutes per week in a 16-week semester or 1600 minutes per credit hour.

In terms of tracking teaching credit hours, teaching a one credit hour lecture class generates one teaching credit hour for the instructor. For each contact hour an instructor spends teaching a lab, studio, or activity course, he or she receives 0.75 teaching credit hours.

(Revised October 17, 2017)

4.6.3 Class Times Guidelines

The following class times should be used for 16-week classes unless permission is granted by the VPAA. Classes requiring more class time such as labs, art studio classes, or four and five credit hour courses that are not listed should conform to this schedule as much as possible. Classes that span more than one period should be scheduled such that they overlap as few of these time slots as possible. Exceptions to these scheduling guidelines may be granted by the VPAA on a case-by-case basis.

Fall/Spring

Mornings and Afternoons

MWF

8:00 am – 8:50 am
 9:00 am – 9:50 am
 10:00 am – 10:50 am
 11:00 am – 11:50 am
 12:00 pm – 12:50 pm
 1:00 pm – 1:50 pm

TR

8:00 am – 9:15 am
 9:30 am – 10:45 am
 11:00 am – 12:15 pm
 12:30 am – 1:45 pm

Evenings

MW/TR

5:45 pm – 7:00 pm
 5:45 pm – 8:00 pm (5 hour lecture)
 7:10 pm – 8:25 pm
 8:35 pm – 9:50 pm

one night/week

5:45 pm – 8:25 pm

Summer

10 Week, 4 Day Weeks

Mornings and Afternoons

9:00 am – 10:00 am
 10:15 am – 11:15 am
 11:30 pm – 12:30 pm

MTWR

9:00 am – 11:00 am
 11:30 am – 1:30 pm

MW/TR

Evenings

MTWR

6:00 pm – 7:00 pm
 7:15 pm – 8:15 pm

5:45 pm – 8:25 pm

Science Class SchedulesAGRI, BIOL 1114, BIOL 1214, CHEM 1114, PHYS 1114, PHYS 1214

MWTR

Lecture 8:00 am – 10:00 am Lab 10:00 am – 11:00 am

BIOL 1224, BIOL 1234, BIOL 2114, BIOL 2214, BIOL 2224, PHYS 1314

MWTR

Lecture 8:00 am – 10:00 am Lab 10:15 am – 12:15 am

CHEM 1315

TR 8:00 am – 10:00 am Lab 10:10am – 12:10am

CHEM 1515

MW 8:00 am – 10:00 am Lab 10:10am – 12:10am

Class times for Saturday and IETV classes are specified on the Class Scheduling Rotation schedule for those offerings. Requests for exceptions to these guidelines will be considered on a case-by-case basis and require the approval of the Vice President for Academic Affairs.

(Revised February 4,, 2020)

4.6.4 Class Size Minimums Guidelines

The minimum enrollment allowable for courses taught by full-time, part-time, and adjunct faculty will be 10. Adjunct faculty and full-time faculty teaching overload are strongly encouraged to teach sections with enrollments of less than 10 on a by-the-head basis. The administration may grant student-based exceptions to this procedure for established course rotations serving programs of study, pilot programs, and other strategic reasons on a case by case basis. Low enrollment exceptions will be limited to courses with an enrollment of between 6 and 9 students. All sections taught with 5 or fewer students must be taught by-the-head or be canceled.

(Revised February 25, 2019)

4.6.5 Class Size Maximums Guidelines

Class-size maximums must maintain a delicate balance between the creation of learning-conducive environments and fiscal sustainability. Within reason, class-size maximum limits are determined primarily, but not entirely, by the number of seats in the classroom where a course is being offered. Exceptions based on course content and laboratory, art studio, and computer lab space limitations are defined as follows:

Content-limited Courses

ENG 0125	Fundamentals of Language Arts	28	(also computer-limited)
ENG 0203	Special Topics in Composition	14	(also computer-limited)
ENG 0103	English as a Second Language	5	
ENG 0173	English as a Second Language II	5	
ENG 0183	English as a Second Language III	5	
	total	15	

*may exceed limits as long as total does not exceed 15

ENG 1113	Composition I	28	
ENG 1213	Composition II	28	
ENG 1313	Technical Report Writing	28	
ENG 2103	Fictional Writing	28	(also computer-limited)
ENG 2343	Sign Language I	15	
FREN 1125	French I	28	
FREN 1225	French II	28	
MATH 0104	Basic Algebra	28	
SOC 1002	Learning Strategies	30	
SPAN 1125	Spanish I	28	
SPAN 1225	Spanish II	28	
SPCH 1143	Speech	28	
SPCH 1533	Acting I	28	
SPCH 2203	Small Group Communication	28	
SPCH 2243	Oral Interpretation	28	

Computer-limited Courses (charge lab fee)

BA 1003	College Keyboarding		
BA 2513	Marketing		
CAP 1003	Elementary Computer Literacy		
CAP 1103	Introduction to Microsoft Office		
CAP 2103	Advanced Microsoft Word		
CAP 2263	Desktop Publishing		
CAP 2603	Advanced Microsoft Access		
CAP 2643	Advanced Microsoft Excel		
CS 1033	Computer Logic & Flowcharting		
CS 1113	Programming in Visual Basic		
CS 1173	Hardware System Support		
CS 1183	Information Security		
CS 2033	Script Programming		
CS 2003	Webpage Design Using HTML		
CS 2013	Programming in C++ I		
CS 2023	Programming in C++ II		
CS 2173	Operating Systems		
CS 2643	Computer Security		
ENG 0125	Fundamentals of Language Arts		(also content-limited - 28)
ENG 0203	Special Topics in Composition		(also content-limited – 20)
ENG 1113	Composition I when linked with ENG 0203		(also content-limited – 20)
ENG 2103	Fictional Writing		(also content-limited - 28)
MATH 0203	Special Topics in Math		(also content-limited - 22)
MATH 0223	Special Topics in Statistics		(also content-limited - 22)
MATH 0243	Special Topics in Algebra		(also content-limited - 22)

Studio Space-limited Courses (charge lab fee)

ART 1103	Fundamentals of Art I	12	
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ART 1133	Fundamentals of Art II	6
*may exceed limits as long as total does not exceed 18		
ART 1123	Drawing I	12
ART 1143	Drawing II	6
*may exceed limits as long as total does not exceed 18		
ART 2123	Ceramics I	12
ART 2293	Ceramics II	6
	total	18
*may exceed limits as long as total does not exceed 15		
ART 1223	Black and White Photography I	15
ART 2203	Black and White Photography II	10
	total	25
*may exceed limits as long as total does not exceed 25		
ART 2213	Watercolor I	3
ART 2223	Watercolor II	3
ART 2233	Painting I	9
ART 2243	Painting II	3
	total	18
*may exceed limits as long as total does not exceed 18		
ART 2713	Printmaking	12

Lab Space-limited Courses (charge lab fee to lecture)

BIOL 1110	Biology Lab	28
BIOL 1210	Principles of Biology Lab	28
BIOL 1220	Botany Lab	36
BIOL 1230	Zoology Lab	36
BIOL 2110	Anatomy Lab	36
BIOL 2210	Human Physiology Lab	36
BIOL 2220	Microbiology Lab	28
CHEM 1114	Introduction to Chemistry Lab	32
CHEM 1310	General Chemistry I Lab	16
CHEM 1510	General Chemistry II Lab	16
MLT 1113	Principles and Practices in Phlebotomy	18
MLT 1412	Urinalysis and Body Fluids	18
MLT 1515	Hematology	18
MLT 1523	Instrumental Analysis	18
MLT 2434	Immunology and Blood Banking	18
MLT 2455	Clinical Chemistry	18
MLT 2564	Clinical Microbiology	18
NURS 1104	Pre-Nursing Lab	4 sections of 13 each
NURS 1213	Medical-Surgical Clinical I	5 sections of 10 each
NURS 1225	Maternal, Newborn and Pediatrics	5 sections of 10 each
NURS 2223	Medical-Surgical Clinical II	5 sections of 10 each
NURS 2225	Psychosocial Nursing	5 sections of 10 each
NURS 2226	Leadership in Nursing Capstone	5 sections of 10 each
PHYS 1110	General Physical Science Lab	28

PHYS 1210	Earth Science Lab	32
PHYS 1310	Astronomy Lab	28
PHYS 2110	General Physics I Lab	28
PHYS 2220	General Physics II Lab	28

The lecture portion of non-chemistry science courses with labs are limited to the number of lab sections x 28.

Introduction to Chemistry lectures are limited to the number of lab sections x 32.

General Chemistry I and II lectures are limited to the number of lab sections x 16.

(Revised May 16, 2019)

4.7 Curriculum and Textbook Adoption Procedures

The addition of new courses, textbooks, changes in general education requirements, changes in degree program requirements, and addition and deletion of degree programs and certificates require the approval of appropriate institutional constituencies. The addition of new courses and textbooks require the completion of appropriate forms and the approval of the Division Chair, Division Chair Council, and VPAA. Textbook adoption also follows a procedure supplied to Division Chairs by bookstore staff. Faculty-driven changes in general education requirements, degree program requirements, and addition and deletion of degree programs and certificates require the approval of the Division Chair, Division Chair Council, VPAA, President, SSC Board of Regents, and OSRHE. Faculty may request any of the above changes by discussing the request with their Division Chair and submitting the proper documentation to the Division Chair at the Division Chair's request.

(Revised October 31, 2017)

4.8 Faculty Peer Mentoring Program

The Faculty Peer Mentoring Program is intended to provide a framework to assist the professional development of all faculty. The relationships between the faculty involved should be mutually beneficial. The program is intended to be supportive, flexible, and predominately informal. Although communication may occur as needed between team members and administration, every possible effort will be made to keep the faculty mentoring process separate from the evaluation process conducted by the Division Chair. The desired objectives of the program include but are not limited to the following:

- Provide professional and emotional support to faculty members from outside their normal chain of command.
- Promote campus collegiality by building relationships across academic divisions and the campus.
- Promote the professional development of faculty members.
- Provide a safe place for informal, frank discussions about teaching, student learning, and education in general.
- Coach faculty through the tenure application process from the moment of hire to the awarding of tenure.

(Revised August 24, 2018)

4.8.1 Faculty Peer Mentoring Guidelines

- Each year faculty will be assigned to a Faculty Peer Mentoring Team by the VPAA in consultation with the Division Chair Council. The composition of teams may be reconfigured each year to accommodate attrition and new faculty and to promote the goals of the program. Every possible effort will be made to construct teams which balance experience and expertise within and across all teams.
- Faculty Peer Mentoring Teams will typically consist of three or more members and will be made and updated prior to the beginning of each academic year.
- In as much as teaching schedules allow, faculty will observe class sessions of their team members as requested. Classroom observation sessions should be followed by informal one-on-one debriefing sessions involving both faculty members.
- At the conclusion of each academic year, each faculty member will evaluate the process and write a synopsis relating the benefits of belonging to a peer mentor team.

(under revision)

4.8.2 Recurring Themes in Effective Mentorship

Mentors Care

Without question, the most important attribute of quality mentors is that they care for the people they mentor. They are acutely aware of and in tune with the professional and personal well-being of their mentees. They proactively nurture, protect, and positively influence their mentees. Because they care so much, quality mentors are astute listeners.

Mentors Are Knowledgeable and Passionate

Quality mentorship always involves a knowledgeable and passionate mentor. Mentors who add value to their mentees' lives are necessarily passionate about their areas of expertise and about helping people in general. However, knowledge is not limited to factual knowledge or content-based expertise. The knowledge provided for the benefit of the mentee can be in a broad range of areas, including emotional intelligence and intuitive people skills.

Mentors Challenge

The ability to challenge mentees in a manner that is well-received by and motivates the mentee is the gold standard of quality mentorship in action. Although the appropriate techniques for this vary widely depending on the personalities of both the mentor and the mentee, all effective mentors influence mentees to leave their comfort zones, grow, and set boundary-stretching goals.

Friendship

Very often, one outcome of quality mentorship is the formation of a long-lasting, trusting, mutually-beneficial relationship also known as friendship. Such friendships commonly grow to involve aspects of mentees' and mentors' lives well outside the original intent of the relationship.

(Revised October 16, 2017)

4.9 Faculty Senate

To promote academic freedom, provide direction to the policies of the college, and coordinate the activities of the faculty, the Seminole State College faculty have established a Faculty Senate. Membership in the Faculty Senate is open to all full-time and adjunct faculty, those professionals in the college directly involved in guiding students' educational efforts and primarily concerned with teaching, research, public services and counseling—excluding administrators with primarily management responsibilities. The Faculty Senate encourages part-time and temporary faculty to attend and participate in the meetings and activities of the Faculty Senate as guests of the Senate.

The stated purposes of the Faculty Senate are as follows:

- Promote professional attitudes and ethical conduct.
- Promote professional development.
- Promote improved communication on all phases of the college's operation between faculty, administration, and staff.
- Improve the educational climate of the college.
- Foster fellowship among the faculty, administration, staff, and students.

The Faculty Senate meets monthly during the fall and spring semesters. The Senate president may call special meetings when necessary. All Senate members are expected to attend the meetings. The Faculty Senate elects the following officers from its membership each year: president, president-elect, secretary, and treasurer. The Faculty Senate has the following standing committees in addition to the Executive Committee:

- Academic Issues Committee
- Faculty Welfare Committee
- Scholarship Committee
- Social Committee
- Professional Development Committee

The complete *Faculty Senate Constitution* details further the procedures and bylaws of the organization and is included as an appendix to this document.

(Revised October 17, 2017)

4.10 FERPA

Student records at Seminole State College are maintained in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended in 1995. The Act affords students certain rights with respect to their educational records. These rights include the right of a student to request access to personal records and also the right to request the amendment of the student's education records that the student believes is inaccurate. The student must submit in writing a request precisely noting the record for review. Additionally, students have the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. Upon request, the college discloses education records without consent to officials of another school in which a student seeks or intends to enroll. The Act affords students the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

(Revised October 16, 2017)

4.11 Final Exams

Oklahoma State Regents for Higher Education require that SSC reserves the final week of fall and spring semesters as a final examination period and shall ensure that all classes meet during the testing period. Consequently, it is mandatory for instructors to require students to take some form of a final exam during the scheduled final exam period each semester. The final exam schedule is available under *Class Schedules* on the SSC website. No faculty member is authorized to depart from the published final examination schedule for their class without the written approval of the appropriate Division Chair and Vice President for Academic Affairs. Please note that at the discretion of the instructor, final exams for individual students may be re-scheduled at the request of the student without Division Chair or VPAA approval as long as the rescheduled exam takes place during the scheduled final exam week. Final exams for online classes should be scheduled by online instructors to be completed by students during finals week. Final exams may be administered outside the final examination period only in accordance with the Early-Postponed Final Request Procedure.

(Revised August 11, 2016)

4.11.1 Early-Postponed Final Request Procedure

The time and date of a final examination for a student may be adjusted to a date other than the four-day period scheduled for final examinations only when required by law as in the case of jury duty, a call to active duty in the U.S. military, or in emergencies such as a documented illness of the student, a serious documented illness or death in the immediate family, or an unavoidable conflict of extraordinary importance. Such rescheduling must have the prior approval of the instructor, the appropriate Division Chair, and the VPAA. Final examinations approved to be given early or rescheduled after finals week should be designed and timed in such a way to avoid compromising the integrity of the examination. The form for requesting early/late final exams is available in all academic division offices. **Written requests for early/late finals must be submitted to the appropriate Division Chair in accordance with the steps below no later than two weeks prior to the beginning of the final exam period.**

- Step 1.** The student discusses the need for early/postponed final exam with instructor.
- Step 2.** In the case of legitimate requests for an early/postponed final exam, the instructor directs the student to the division office to request the *Early/Postponed Final Request Form*.
- Step 3.** The student completes the form, attaches the required documentation, and requests the instructor to sign the form.
- Step 4.** No less than two weeks prior to the beginning of the final exam period, the student submits the properly completed form signed by the instructor with attached documentation to the Division Chair for consideration.

Step 5. The Division Chair approves any legitimate request and forwards it to the VPAA for consideration.

or

The Division Chair informs the student that the request does not meet the criteria for an early/postponed final exam

Step 6. The VPAA considers the request and informs the student, instructor and Division Chair of the decision via email. Until all parties receiving approval notification from the VPAA, the final exam remains scheduled at its previously assigned time and location.

(Revised November 14, 2017)

4.12 Global Studies Tour Procedure

The Global Studies Program strives to provide a variety of opportunities for college students and the community to engage the global community.

4.12.1 Requirements and Approvals

To best ensure safe and successful Global Studies tours, the college requires that at least two college employees travel with each tour. Typically, this would consist of one Global Studies Course Instructor and one chaperone, but it may also be two course instructors if two separate courses are being offered in conjunction with the tour. In cases where tour vendors provide tour guides for the entire tour, or where tours are grouped with student groups from other academic institutions that also provide a faculty chaperone, a single SSC employee is acceptable. Costs for the Global Studies Course Instructor(s) and chaperone should be built into the advertised student costs for the tour. All Global Studies tours must also have an academic component consisting of at least one SSC course in which student travelers must enroll.

Planning, offering and conducting a Global Studies tour require the prior approval of the appropriate Division Chair, the Global Studies Committee, and the Vice President for Academic Affairs. Global Studies tours can be proposed by any SSC faculty or staff member. The tour application process must be initiated through the academic division through which the Global Studies course would be offered, should the trip be granted final approval. Every possible effort should be made to ensure the most competitive trip cost that meets the needs of the course. Tour applications must include a price quote and detailed cost breakdowns and purchase options. Cost comparisons from different vendors must be made available upon request. Additionally, Global Studies tours should be scheduled such that any loss of class time for students and faculty is minimized. Students and faculty should not unnecessarily miss class due to a Global Studies tour.

The approval process for proposed trips requires three steps.

- Step 1. The SSC faculty or staff member submits the Global Studies tour application form to the appropriate Division Chair.** The tour application form includes dates, mode of travel, itinerary, the identity of the instructor and additional chaperone(s), and cost details. The application will also include related course information and a course syllabus.
- Step 2. If the Division Chair approves the application, the Division Chair submits the tour application to the Global Studies Committee for consideration.** Upon further review and consideration of the tour application, the Global Studies Committee may approve or reject the application, or return the application to the Division Chair with suggestions for modification and/or improvement.

Step 3. If the Global Studies Committee approves the application, the Global Studies Committee Chair submits the tour application to the Vice President for Academic Affairs (VPAA) for VPAA and Division Chair Council (DCC) consideration. Prior to putting the application on the DCC agenda, the VPAA may reject the application or return it to the Global Studies Committee for revision. Once on the DCC meeting agenda, the DCC may approve or reject tour applications. Tours may be advertised only after final approval has been granted by the DCC.

(Revised February, 2018)

4.12.2 Contracts and Legal

Prior to scheduling and advertising a tour, all contracts and official agreements binding the college must be signed by the President or the President's designee. All contracts will be kept on file in the Fiscal Affairs Office. All tours offered by the Seminole State College Global Studies Program will conform to the laws of Oklahoma, the policies and procedures of Seminole State College, and maintain the highest standards of ethical conduct. This procedure applies to any tour offered by the Seminole State College Global Studies Program.

(Revised May 31, 2016)

4.12.3 Enrollment and Course Payment

Except for the Global Studies Course Instructor, Tour Chaperone, and college officials travelling on approved official business, **all travelers must enroll in a Global Studies course associated with the tour.** College officials travelling on approved official business are permitted to travel with a guest who does not have to enroll in the course and pays the advertised trip rate less the cost of tuition and fees. If more than one course is associated with the tour, travelers must enroll in at least one of the courses, but may enroll in more than one. **Tuition and fees costs must be included in the advertised cost of the tour.** Tuition and fees must be paid directly to the college trip may enroll in the Global Studies course as an audit student, but the same tuition and fee charges apply. Enrollment advisors can assist students enrolling for credit or audit, and with choosing which course or courses in which to enroll, in the case of tours involving more than one course. Enrollment in Global Studies courses will be capped at 20 students. Under the supervision of the appropriate Division Chair, it is the responsibility of the Global Studies Course Instructor to develop and maintain a rigorous course curriculum for all Global Studies courses.

(Revised May 31, 2016)

4.12.4 Tour Costs and Payments

- Students are required to pay the tour company directly for contracted tour costs.
- Students are required to pay tuition, fees, tips and incidentals charges directly to the college.

- Additional tips or incidental charges will be added to the designated Global Studies course based on the information provided in the previously approved Global Studies Tour Application. **Such charges must be included in all advertised trip costs.** All applicable charges will be billed to the student's account. Like tuition and fees, tips and incidental charges must be paid directly to the college **prior to tour departure.**
- If advanced funds are necessary to cover tip and miscellaneous expenditures, it is the responsibility of the Global Studies Course Instructor to ensure that a purchase request for an advance check is submitted **no less than ten business days prior to tour departure.** A check request that triggers the release of the funds should be submitted to the Business Office **at least three business days prior to tour departure.** All advances shall be reconciled with the Business Office by the Global Studies Course Instructor **within seven business days of return** and completion of the tour. Reconciliation must include witness signatures for all tip expenditures.

(Revised May 31, 2016)

4.12.5 Incentives

- Global Studies Course Instructors will be compensated by the college in the form of faculty overload pay. Global Studies Instructors will be paid on a by-the-head basis for the first nine travelers who enroll in the Global Studies course associated with a tour. Once the course has made with 10 or more enrolled, the payment to instructors will be based on the full overload pay of six credit hours. By-the-head overload pay will be calculated using the prevailing by-the-head rate on campus but will be compensated at a two-for-one credit hour rate. For example, a three-credit-hour course will use six as the credit hour multiplier in calculating by-the-head pay.
- Global Studies Tour Chaperones are considered volunteers and are not compensated by the college for their services but may have their trip costs waived by the tour vendor in cases when the number of travelers allows. Tour Chaperones are required to be on a volunteer PAR when serving as a chaperone.
- A tour company often provides free tours, discounted tours, or stipends. If such incentives are available, they must be used for the following:
 - Free or discounted tours for the Global Studies Course Instructor and Tour Chaperone;
 - Tours for additional chaperones (volunteer PAR required);
 - Applied as a discount, if possible, to all tour participants.
- If stipends are provided, the stipends will be paid or sent directly to the college.

(Revised May 31, 2016)

4.12.6 Tour Participation Documentation

- Each tour participant will provide proper documentation to the Global Studies Course Instructor **no later than six weeks prior to tour departure**. The documentation includes, but may not be limited to, the following items that will be held in the possession of the Global Studies Course Instructor throughout the tour:
 - Global Studies Risk Management Form
 - Global Studies Health Information Form
 - Photocopy of U.S. passport
- Prior to departure, the Global Studies Course Instructor must provide a trip itinerary and a list of tour participants including all students, instructors, and chaperones to the appropriate Division Chair(s) and the VPAA.
- The Global Studies Course Instructor must compile and submit the following documentation to the Fiscal Affairs Office no less than 15 business days **prior to tour departure**:
 - Copy of approved Global Studies Tour Application.
 - Signed copy of any contract between the college and tour vendor.
 - Global Studies Tour Roster including the full names of all travelers and identification of their respective roles as student traveler, course instructor, or chaperone.
 - MySSCOK course roster that reconciles with Tour Roster.
 - Copies of Global Studies Risk Management Forms for all travelers.
 - Copies of Global Studies Health Information Forms for all travelers.
 - Trip itinerary.

(Revised May 31, 2016)

4.12.7 Communication

At every stage of the process, the Global Studies Course Instructor will be responsible for communicating with the Vice President for Academic Affairs, Vice President for Fiscal Affairs, and the appropriate Division Chair regarding the progress, potential problems, or conflicts relating to the tour.

(Revised May 31, 2016)

4.12.8 Global Studies Committee

The Global Studies Committee (GSC) is a standing committee in Academic Affairs charged with leading Global Studies activities, establishing and maintaining the Global Studies Procedure under administrative supervision, reviewing Global Studies tour applications, and ensuring all stakeholders in approved study tours follow the Global Studies Procedure. The GSC is comprised of faculty representatives from each academic

division and representative staff members. Faculty representing a division are nominated by their Division Chair. Non-faculty committee members are nominated by their area Vice President. All appointments are subject to the approval of the GSC Chair and the VPAA. Appointments to the GSC are two years in duration but may be extended upon mutual agreement. The GSC Chair will be assigned by the VPAA after consultation with the GSC membership and Division Chairs. The GSC Chair will serve a two-year term. This term may be extended upon mutual agreement. The GSC will meet once per month or as needed to review tour applications or other actionable agenda items.

(Revised October 31, 2017)

4.13 Learning Management System and Course Administration Procedures

4.13.1 Brightspace Learning Management System

The college utilizes Brightspace as its virtual learning management system (LMS). Brightspace is available via a link at the top of the SSC webpage (www.sscok.edu). Brightspace allows instructors to deliver announcements, course content, class discussions, assessments, assignments, surveys, etc. to students electronically. It is strongly recommended that instructors utilize the full capability of Brightspace to deliver their courses to students. Faculty logins for Brightspace, SSC email, and MySSCOK all use the same SSC username and SSC password. Faculty should request their SSC username and password from their divisional office manager. Brightspace is available to faculty and students via a link at the top of the SSC webpage (www.sscok.edu).

(Revised February 6, 2020)

4.13.2 Class Rosters

Official class rosters are found in MySSCOK, not Brightspace. Class rosters in Brightspace are usually in sync with those in MySSCOK, but not always. Faculty are responsible for monitoring and ensuring their MySSCOK class rosters are accurate. Faculty should contact IT in the event Brightspace class rosters are different than MySSCOK class rosters.

(Revised October 17, 2017)

4.13.3 Syllabi and Door Sign

All faculty must use the approved course syllabus template for each class they teach. The approved *Instructor's Course Syllabus Template* is available in the Academic Forms and Tables section on MySSCOK. The syllabus must be made available to students through Brightspace. A copy of each syllabus should be turned in to the appropriate division office before the completion of the first week of each semester. The faculty door sign must be posted by the end of the second week of each semester and must include a schedule with office hours listed.

(Revised February 6, 2020)

4.13.4 Attendance Records

In addition to impacting student success, regular student attendance has significant consequences for student financial aid and co-curricular eligibility. The maintenance of accurate and up-to-date classroom attendance and online participation records is considered a mandatory condition of employment for SSC instructors. It is recommended that attendance records for face-to-face courses be kept in Brightspace. In the event Brightspace is not used, attendance records should be immediately available to SSC administration upon request. Students who are not listed on the current class roster should not be permitted to attend class and should be referred to their advisor or admissions for assistance.

(Revised October 17, 2017)

4.13.5 No-Show Reports

"No-shows" are students that are listed on a course roll but do not attend a single class session during a specified period at the beginning of a semester. Online students are considered to have attended after they complete one graded assignment during a specified period at the beginning of a semester. Due to the importance of no-show reporting, a separate *No-Show Reporting Guidelines* (4.14) specifies the details and importance of that process.

(Revised May 26, 2020)

4.13.6 Grading Timelines and Brightspace Gradebooks

Instructors must maintain accurate Brightspace gradebooks throughout each term for each course they instruct. Brightspace courses, including gradebooks, are automatically archived and retrievable through Information Technology (IT) and are therefore critical to the record-keeping function of the college. However, it is strongly recommended that instructors download their gradebooks on a regular basis and store them in a secure location separate from their SSC computer. Gradebooks must be constructed and maintained so that a person other than the instructor can interpret the grading system and understand how the grade was calculated. This is of particular importance in cases when the instructor is no longer available to explain the gradebook.

Timely return and posting of graded work to students allows them to learn from their successes and mistakes and apply that experience on subsequent assignments. Faculty should clearly specify in syllabi and on Brightspace their established grading timelines and practices. According to best practices, students should receive graded feedback for work turned in as quickly as possible and no later than two weeks from the due date or the date work was turned in, whichever is later. Additional time may be allotted for the grading of essay and portfolio assignments but should be minimized to a reasonable extent.

In order to better serve students and simplify administrative record keeping, faculty should make coursework grades and summative course grades available to students on an ongoing basis. At a minimum, up-to-date summative course grades must be available to students on Brightspace at least three times during 8-week and 16-week semesters. Submission of mid-term grades may count toward this minimum threshold, but final grades may not. For example, current grade summations could occur at the 6-week, 9-week, and 12-week points of a 16-week semester. Composition and portfolio-based courses may provide grade summations at a minimum of twice per semester including mid-terms.

(Revised October 17, 2017)

4.13.7 Mid-Term Grades

Faculty must submit mid-term grades into MySSCOK prior to noon on the second business day following the Friday of the following weeks:

Weeks in Semester	Business Day of Semester
8	4 th
10	5 th
12	6 th
14	7 th
16	8 th

(Revised February 6, 2020)

4.13.8 Final Grades

Faculty must submit final grades into MySSCOK prior to 12 noon on the second business day following the last day of any length semester or session.. Final grades may be entered as soon as they have been calculated following final exams.

(Revised February 6, 2020)

4.13.9 Incomplete Grades

An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. The time limit to satisfy the "I" will be at the discretion of the instructor. "I" grades not changed by the instructor to a credit-bearing grade or an "F" within the specified time limit will remain as a permanent "I". Instructors must complete the form for submitting "I" grades found on MySSCOK.

(Revised February 6, 2020)

4.13.10 Grade Changes

Once final grades have been submitted, all grade changes must be approved by the appropriate Division Chair and the Vice President for Academic Affairs. Requests for grade changes should be submitted to the appropriate Division Chair on the *Grade Change Form* available in division offices.

(Revised October 17, 2017)

4.14 No-Show Reporting Guidelines

"No-shows" are students who are listed on a course roll but do not attend a single class session prior to the drop-with-refund deadline. Instructors are required to submit no-shows in MySSCOK based on the drop-with-refund deadline plus an additional business day (M-F) for student drops due to extenuating circumstances. As a part of this submission, each student must be declared as having attended or as a no-show. Students submitted as no-shows are dropped from course rolls and are not billed for the course. Students that attend one or more class session during the drop-with-refund period may not be counted as no-shows. Students who do not attend but contact the instructor and successfully negotiate remaining in the course may be omitted from no-show lists at the discretion of the instructor. If the instructor is unable to report no-show students by the established deadline, they must contact the Division Chair immediately to develop a plan for submission. In emergency situations, where a class is not reported within 24 hours of the deadline, measures will be taken by the Division Chair to submit the no-shows. Failure to submit no-show reports can impact institutional cash flow.

Instructors should be very careful and double check their responses before submitting no-show reports. Mistakes have a negative impact on students and create an abundance of unnecessary work for staff in admissions, business office, financial aid, and advisors. Similar to failing to report no-shows, reporting mistakes can also impact institutional cash flow. If the student receives financial aid, mistakes will affect the amount of financial aid students receive.

Class rosters in MySSCOK are the official class rosters. Class rosters in Brightspace are **not** the official class rosters. **After submitting no-show reports, faculty should immediately check their class rosters in MySSCOK to be certain the updated rosters properly reflect changes due to no-shows.** In instances where instructor attendance records do not match the updated MySSCOK roster, faculty must immediately contact the Registrar directly. **Instructors should not direct students to contact admissions to be reinstated after a no-show reporting error.** Failure to correct roster errors has a negative impact on students and creates an abundance of unnecessary work for student services staff.

The no-show date for counting students absent will be the same as the date for dropping a class. The reporting date for no-shows will be at noon on the 2nd business day after the date to drop with a refund.

(Revised May 26, 2020)

4.14.5 Important No-Show Details

- Class rosters in MySSCOK are the official class rosters. Class rosters in Brightspace are not the official class rosters. Class rosters in Brightspace are usually in sync with those in MySSCOK, but not always.

- Students are dropped from MySSCOK class rolls automatically if they are reported as no-shows. They will also be automatically dropped from Brightspace soon thereafter.
- Five business days after the no-show due date, instructors should compare whatever class rosters are being used to the official updated rosters in MySSCOK to check for no-shows that were mistakenly not reported AND for students reported as no-shows who have been attending.
- Instructors should contact the Registrar either by email or phone to report mistakes as soon as mistakes are recognized.
- Instructors should use discretion on whether or not to give permission for a student to re-enter a class after being dropped due to being a no-show. The decision is solely up to the instructor, not advisors or admissions staff.
- In cases when instructors decide to permit a student to re-enter, contact the Registrar to request the student be added back to the course roster.
- Online instructors must make no-show procedures exceedingly clear to students.
- Instructors should reply to inquiries regarding no-shows in a timely manner so that student and course records will be accurate.
- No-show reports may be submitted after the class has met for last time of the no-show period. Instructors do not have to wait until the day they are due to submit no-show reports.

(Revised October 17, 2017)

4.15 Online Overload Procedure

- It is the responsibility of Division Chairs to monitor enrollment numbers in online sections from the beginning of the enrollment period to the end of the late enrollment period.
- With the exception of content-limited courses, the enrollment limit for online courses will be set at 30 students per course.
- When online courses reach their limit of 30, the course will be overloaded as needed up to a total of 60 students.
- Online faculty will be paid by-the-head for students 31-39. When the class size reaches 40, faculty will be paid for a second class.
- When class size reaches 60 and the instructor cannot accommodate more students, the Division Chair should immediately open an additional section with a different instructor. In the event the pre-existing classes are overloaded beyond 60, the Division Chair should request the Director of Advising to move the excess students to the newly created section prior to the beginning of the term.
- Online overloads exceeding 60 students require Division Chair approval and will be compensated as described above (i.e., by-the-head for 61-69 and a full class at 70).
- Updated PARs for by-the-head and second and third course overloads in online courses will be completed on the first business day immediately following the end of the late enrollment period.
- Special care needs to be taken to ensure adjunct faculty stay within the Affordable Care Act teaching load limit of 12 credit hours per fall and spring semester and 9 credit hours per summer session.

(Revised February 6, 2020)

4.16 Student Advisement

Student advisement at SSC involves the coordinated and overlapping contributions of three types of advisors: *New-Student Advisors*, *Returning-Student Advisors*, and *Degree Program Mentors*. *New-Student Advisors* enroll all incoming students through the Enrollment Center in the Walkingstick Student Services Building. During their first semester of attendance, students are assigned to a *Returning-Student Advisor* in their STSC 1002 Learning Strategies course. *Returning-Student Advisors* consist of faculty members and professional staff members who have had training in enrollment advising and career counseling. *Degree Program Mentors* are faculty members who serve as expert consultants for a particular degree program and play a major-specific recruiting and mentoring role in the advising process.

(Revised February 6, 2020)

4.17 Student Success Council

The Student Success Council (SSC) is a standing committee in Academic Affairs charged with making recommendations to the Division Chair Council and VPAA on all matters pertaining to student success. The SSC members are appointed by the Vice President for Academic Affairs. The Coordinator of Student Success will serve as the Chair of the SSC. Other members of the committee typically include the Coordinator of Assessment, the Director of Advisement, the Director of Financial Aid, a representative from a grant program involved with advising SSC students, and other members as assigned who can contribute to the function of the committee. The SSC will meet once per month or as needed based on actionable agenda items.

(Revised October 17, 2017)

4.18 Transitional Education Attendance

Class attendance plays a vital part of student success in education at any level as supported by extensive research. Many students come to college lacking the capability to manage time and life constraints that can potentially affect their ability to attend their classes regularly. With clear and consistent expectations in place in all transitional education classes, instructors are able to explicitly prepare students to be successful in college-level courses by helping them build good attendance habits. Before using the procedure below and as a regular practice, instructors are required to utilize the SSC CORE Action System and make multiple efforts to contact students as absences occur and accumulate.

This procedure is a distinct and non-overlapping procedure from the SSC no-show reporting procedure. However, absences which occur during the first two weeks of the semester during the add-drop period do count toward this procedure unless they are prior to the student adding the course.

(Revised September 14, 2017)

4.18.1 Transitional Education Attendance Procedure

Transitional Education Courses Subject to Attendance Procedure

- ✓ ENG 0125 Fundamentals of Language Arts
- ✓ MATH 0104 Basic Algebra
- ✓ ENG 0203 Special Topics in Composition (co-enrolled in ENG 1113 Composition I)
- ✓ MATH 0203 Special Topics Math (co-enrolled in MATH 1413 Quantitative Reasoning)
- ✓ MATH 0223 Special Topics in Statistics (co-enrolled in MATH 1503 Elementary Statistics)
- ✓ MATH 0243 Special Topics in Algebra (co-enrolled in MATH 1513 or MATH 1523)

Student Notification of Attendance Procedure

In addition to reviewing this procedure verbally with the above classes, instructors must include prominent, detailed explanations of this procedure in course announcements in Brightspace and in class syllabi.

Consequences of Student Non-attendance

Students who miss seven or more class sessions in a semester may be administratively withdrawn from a transitional education course at the discretion of the instructor. For the purposes of this procedure, there is no distinction between excused and unexcused absences. Students who are administratively withdrawn from a course will receive an AW on their transcript for the course.

Following the last day to drop a course with a refund, students who are absent three consecutive class meetings without contacting the instructor may be administratively withdrawn from the course. For the purposes of this procedure, there is no distinction between excused and unexcused absences. Students who are administratively withdrawn from a course will receive an AW on their transcript for the course.

To assign the AW grade, instructors should email the Registrar the request indicating the number of absences and any other relevant information. The instructor should CC the student, the Division Chair, and the Director of Athletics on the request for the AW. The instructor should also include a written statement in the request that affirms that multiple attempts have been made to contact the student. The Registrar will enter the AW in EX and inform the instructor of the action and CC the appropriate Division Chair, the Director of Financial Aid, the Director of Athletics, and the Director of Advisement. Since the AW will only be executed after the end of the add-drop period, the student's financial aid for the current semester will not be affected unless the student is not enrolled in any other courses. A grade of AW will adversely affect a student's financial aid PACE (a student's earned hours divided by attempted hours) and could result in a loss of aid in subsequent semesters.

Course Reinstatement

After the assignment of an AW grade as described above, the instructor may tentatively reinstate the student in the course if the student consults with the instructor and the student initiates a Course Reinstatement Plan of Action using the *Course Reinstatement Plan of Action Form*. Once the student and instructor have signed the form, the student returns to class and completes work for the remainder of the semester but is not immediately reinstated in the course in the student information system (SIS). Students who are administratively withdrawn and are on a Reinstatement Plan of Action signed by the instructor will continue to have access to the course via the learning management system (LMS) and will be permitted to attend and participate fully in all aspects of class. During the last week of class prior to final exams and in the event the student fulfills the requirements of the Reinstatement Plan of Action to the satisfaction of the instructor, the instructor will submit a *Course Reinstatement Plan of Action Form* to the Registrar for the student. Upon receipt, the admissions clerk will reinstate the student into the class in the SIS. At that point, the student is eligible to receive a letter grade A through F for the course.

Co-Enrolled Special Topics Courses

Students who are permitted to enroll in a college-level course (either composition or math) by virtue of co-enrolling in a Special Topics course, must pass the Special Topics course to receive a passing grade for the co-enrolled college-level course. Students who are administratively withdrawn from Special Topics courses for non-attendance will also be administratively withdrawn from their co-enrolled college-level course. In instances when a Special Topics instructor is a different instructor from the instructor teaching the corresponding college-level course, the instructor requesting the AW should first consult with the other instructor to inquire about the situation and proceed accordingly based on the consultation with the other instructor. However, instructors may not override the "all or nothing" aspect of courses involving corequisite remediation without the approval of the VPAA. Students who withdraw from Special Topics of their own volition will also be required by Admissions to withdraw from their co-enrolled college-level course.

(Revised February 7, 2018)

4.18.2 Common Language for Course Syllabi

Students who miss seven or more class sessions in a semester may be administratively withdrawn from a transitional education course at the discretion of the instructor. For the purposes of this procedure, there is no distinction between excused and unexcused absences. Students who are administratively withdrawn from a course will receive an AW on their transcript for the course.

Following the last day to drop a course with a refund, students who are absent three consecutive class meetings without contacting the instructor may be administratively withdrawn from the course at the discretion of the instructor. For the purposes of this procedure, there is no distinction between excused and unexcused absences. Students who are administratively withdrawn from a course will receive an AW on their transcript for the course.

Course Reinstatement

After the assignment of an AW grade as described above, the instructor may tentatively reinstate the student in the course if the student consults with the instructor and the student initiates a Course Reinstatement Plan of Action using the *Course Reinstatement Plan of Action Form*. Once the student and instructor have signed the form, the student returns to class and completes work for the remainder of the semester but is not immediately reinstated in the course in the student information system (SIS). Students who are administratively withdrawn and are on a Reinstatement Plan of Action signed by the instructor will continue to have access to the course via the learning management system (LMS) and will be permitted to attend and participate fully in all aspects of class. To trigger the renewal the student's access to the course through the LMS, the instructor should send a copy of the signed *Course Reinstatement Plan of Action Form* to IT. During the last week of class prior to final exams and in the event the student fulfills the requirements of the Reinstatement Action Plan to the satisfaction of the instructor, the instructor will submit a Reinstatement Request to the Admissions Office for the student.

Co-Enrolled Special Topics Courses

Students who are permitted to enroll in a college-level course (either composition or math) by virtue of co-enrolling in a Special Topics course, must pass the Special Topics course to receive a passing grade for the co-enrolled college-level course. Students who are administratively withdrawn from Special Topics courses for non-attendance will also be administratively withdrawn from their co-enrolled college-level course. Students who withdraw from Special Topics of their own volition will also be required by Admissions to withdraw from their co-enrolled college-level course.

Chapter 5

Operational Campus Policies and Procedures

5.1 Board Policies

The policies that provide specific operating guidelines for the College are called "Board Policies" and are compiled in the *Board Policies of Seminole State College*. A board policy is a written statement concerning college operation, which has been approved by a majority of the members of the Seminole State College Board of Regents. *Board Policies* are available on the SSC website and cover matters including but not limited to administration, personnel, and fiscal affairs. Faculty are required to adhere to board policy.

(Revised October 17, 2017)

5.2 Campus Alert System

The Rave Campus Alert System is a communication tool that allows important campus-related information to be distributed via brief text messages directly to students, faculty and staff that elect to enroll in the free service. To enroll in the SSC Rave Alert System, faculty should click the link on the home page either under the Explore SSC section or under the Current Students menu option. There they can enter how they wish to be contacted in the case of an alert message broadcast (via email, text message, or phone call). Faculty should contact IT if they are unable to enroll through this process.

(Revised October 17, 2017)

5.3 Campus Safety

The College will endeavor to provide a safe environment for students and employees. It is incumbent upon everyone on the SSC campus to participate in campus safety by reporting any activities of concern. SSC recognizes that campus safety requires a collaborative effort on the part of all employees and students at the College.

(B.P. III.7.6 Revised December 14, 2000)

The Campus Police Office is located in room 102 in the Walkingstick Student Services Building. SSC Police provide 24 hour coverage of the campus. The phone number is extension 500 from on campus and 405-382-9500 from off-campus extensions. The campus police cell phone number is 405-380-8989. In case of an emergency when the SSC Campus Police cannot be reached, dial 911 immediately. There are five emergency phone towers on campus at the following locations: (1) between the Boren Library and Tanner Hall, (2) between Scott Building and Tanner Hall, (3) east of Raymond Harber Fieldhouse, (4) between the Henderson Park ponds, and (5) near Roesler Residential Learning Center. In emergency situations, try to remain calm and be prepared to offer detailed information regarding an incident to a responding officer: who, what, when and where.

(Revised October 17, 2017)

5.4 College Vehicles

Seminole State College may maintain a fleet of vehicles acquired through purchase, lease, or gifts as are reasonably necessary for the implementation of the educational programs of the institution. The Physical Plant Department will be responsible for the maintenance and care of college vehicles. Use of vehicles shall be permitted only for official college business or activities authorized by the President. Such use shall be subject to the provisions of Title 47 of the Oklahoma Statutes.

(BP III.7.3 – Revised December 14, 2000)

5.4.1 Driver and Vehicle Safety Standards for Motor Vehicle Operations

Pursuant to the State of Oklahoma’s Risk Management Program, Seminole State College employees will follow Section 580:25 of the Department of Central Services in the operation of vehicles within the scope of their employment. In case of an accident, employees should use reasonable judgement in making comments to persons other than their supervisor or law enforcement personnel without approval of their supervisor.

(BP III.6.1 – Revised December 14, 2000)

5.4.2 Insurance Verification for Automobiles

The State of Oklahoma requires that a driver of a state-owned vehicle must possess a valid insurance verification form. Because all college vehicles are insured through the State’s Risk Management Program, there have been no official insurance verification forms issued to state agencies. To protect drivers of SSC vehicles, a photocopy of the College Certification of Self-Insurance will be placed in the travel packet assigned to each vehicle. The Certificate of Self-Insurance provides the policy number, types of insurance covered, and limits of liability. In addition to the Certification of Self-Insurance, the “ACCIDENT INFORMATION FORM” pamphlet will be placed in each packet.

(BP III.6.2 – Revised December 14, 2000)

5.4.3 College Vehicle Use Guidelines

Only college employees or those who have been pre-approved and authorized as volunteer drivers will be able to drive a state-owned vehicle. State-owned vehicles may be used only for official college business and require compliance with a very reasonable list of travel guidelines. To inspect these guidelines and request the use of a college vehicle, go to the SSC website and select the *Vehicle Request* link under the *Human Resources Quick Link* on the left side of the home page.

(Revised October 17, 2017)

5.5 Email

SSC email is available to faculty via a link at the top of the SSC webpage (www.sscok.edu). Faculty logins for SSC email, Brightspace, and MySSCOK all use the same SSC username and SSC password. Faculty request their SSC username and password from their division secretary. Division secretaries receive usernames and passwords from IT once HR certifies hires. SSC email addresses typically conform to the following format: *f.name@sscok.edu*. All communication using the SSC email system is the property of Seminole State College and is subject to public records requests. The SSC email system must not be used for personal solicitation of non-college business, advancement of individual views, or illegal activity. Like all campus communication, email communication should be professional, civil, and respect the institutional chain of command. Special care should be taken by users to use mass emailing and reply all functions of the email system carefully and appropriately.

While it is not a regular institutional practice, SSC reserves the right to monitor email activity without the consent of the user, and to disclose any information or communication transmitted or received as may be appropriate, including disclosure to the administration and law enforcement. In other words, users of the SSC email system should not presume an expectation of privacy. Social security numbers and other confidential personal information should not be exchanged through email. To limit malicious cyber-activity, users should never open suspicious emails or emails from unknown senders. Users who receive suspicious emails should email IT@sscok.edu for assistance.

(Revised October 2, 2017)

5.6 Inclusion, Diversity, and Equal Employment Opportunity Statement

The Seminole State College declares and affirms to its students, employees, and to the public that it is committed to an environment of equity, equal opportunity, diversity and inclusion through the administration of its recruitment policies, admissions policies, educational policies, employment and promotion policies, scholarship and loan programs, and all other College administered programs and activities. Seminole State College prohibits discrimination against individuals on the basis of race, creed, color, religion, gender, age, marital status, national origin, ancestry, sexual orientation, status as a veteran or special disabled veteran, genetic information, disability, or any other prohibited characteristic. In order to assure that equal opportunity is afforded to all students, employees, and applicants, Seminole State College has implemented an Equal Employment Opportunity / Affirmative Action Program.

(BP II.4.1 – Revised March 26, 2015)

5.7 Intellectual Property

Except as otherwise provided under the law, materials of any medium which are produced by a college employee while receiving financial support or utilizing equipment provided by the federal government, State of Oklahoma, or private grants and/or contracts administered by Seminole State College, are the property of the College. Any marketing or disposition of such materials will be in conformity to guidelines established by the entity providing the financial and/or physical support utilized to create the material.

(BP II.7.4 – Revised September 17, 1998)

5.8 Keys

Classroom and building keys are requested and distributed through the Division Office Manager under the supervision of the Division Chair. All keys are the property of the College and must be returned to Human Resources by the employee prior to receiving a final paycheck.

(Revised February 6, 2020)

5.9 Mailroom Guidelines

5.9.1 General Security

- Proper handling of incoming and outgoing mail requires the highest standards of integrity, security, and conscientious protection of rights to privacy and confidentiality. Tampering with or stealing U.S. mail is a federal crime punishable by up to five years in federal prison and/or a fine of up to \$5,000 depending on the intent. Only employees authorized by Seminole State College may enter the mailroom. The mailroom interior should remain lighted while the mailroom staff are present. An unobstructed view of the mailroom through the mailroom window should be maintained at all times. Distribution of the mailroom key will be limited to the Mailroom Clerk, the administrative assistant to the VPAA, maintenance, and SSC security. Under the direction of the VPAA, the Mailroom Clerk is responsible for the assignment of mailroom mailboxes and the distribution and inventory of mailbox keys.

(Revised February 6, 2020)

5.9.2 Mailroom Personnel

- The person assigned to perform mailroom duties is the Mailroom Clerk. . The person assigned to supervise the mailroom clerk is the Mailroom Supervisor (VPAA).
- The Mailroom Supervisor (VPAA) is responsible for scheduling mailroom staff work and leave schedules in a manner that facilitates uninterrupted campus mail service.

(Revised February 6, 2020)

5.9.3 Mailroom Availability for Drop-Off and Pick-Up

- The SSC mailroom handles only interoffice and U.S. Postal Service incoming and outgoing mail.
- The list of SSC faculty must be updated each semester and when new employees are hired to facilitate interoffice mail.
- The mail slot is available to receive outgoing mail anytime Tanner Hall is open. The same is true for keyed mailboxes available for incoming mail.
- Larger packages should be picked up when the mailroom is staffed between 9:30 and 10:00 am or 1:00 and 1:30 pm Monday through Friday.
- Student pick-up of personal mail at the mailroom is not permitted.
- Incoming UPS and Fedex packages are not handled by the mailroom.
- Incoming UPS and Fedex packages are delivered to maintenance, and maintenance personnel deliver packages to recipients.

(Revised February 6, 2020)

5.9.4 Interoffice Mail

- Interoffice mail requires the use of a properly addressed and sealed interoffice envelope.

(Revised August 22, 2017)

5.9.5 Incoming Mail

- Incoming mail is delivered to the SSC mailroom twice daily. Maintenance delivers the items received at the SSC P.O. Box about 10 a.m. each weekday. The U.S. mail carrier delivers items addressed to 2701 Boren Boulevard to the mailroom each weekday afternoon, excluding federally recognized national holidays.
- To prevent mailboxes from becoming too full to hold incoming mail, all departments and residence halls should pick up mail on a daily basis.
- Due to the steady and significant increase in the number of packages being received through the SSC mailroom, and the associated time and labor required to those items, **employees are not permitted to have packages containing items for personal, non-work related use shipped to the college.** We understand this practice is recommended by some internet businesses for people who don't want packages sitting out at their residence when they are at work. However, we simply can't use state resources and don't have the manpower and mailbox space to provide this service without negatively affecting necessary college operations. This prohibition excludes employees residing in a residence hall.
- Mailroom staff should report any suspicious mail to SSC security and the Mailroom Supervisor immediately.
- Incoming mail should be sorted and placed in the mailbox of the person or person's area to which it is addressed as soon as possible after delivery.
- Incoming mail addressed to people no longer employed or students no longer in attendance at SSC will be handled based on whether or not the item is marked "Return Service Requested." Items marked return service requested have had arrangements made for the sender to pay for the return postage. Items not marked return service requested require SSC to pay for the return postage. Either type of undeliverable mail should be returned to the SSC mailroom. Items marked return service requested will be sent back to the U.S. Post Office. Items not marked return service requested will be held for 30 days, shredded, and discarded. One exception to this procedure will be position-related items received for employees no longer at SSC. Position-related items will be forwarded to the person who has replaced the person no longer at SSC.
- Unidentified Incoming Mail: The Mailroom Clerk should look through the envelope to determine the addressee if possible. If mail has to be opened, the clerk should view only enough to determine addressee. If mail has to be

opened, the clerk should paper clip the envelope closed to secure contents and to let the addressee know mail was not tampered with.

(Revised August 22, 2017)

5.9.6 Outgoing Mail

- Outgoing mail is delivered to the Seminole U.S. Post Office by a SSC security officer each workday about 3 p.m. Every possible effort will be made for outgoing mail placed in the mail slot by 2:45 p.m. to be delivered to the post office the same day.
- Mailroom staff are responsible for postmarking unstamped outgoing mail using the Pitney Bowes U.S. Postal Service metering machine.
- Multiple envelopes of outgoing mail should be bundled together with a rubber band. The mail slot will accommodate up to approximately 25 envelopes in a bundle depending on the contents of each envelope. Bundled mail may be all sealed or all unsealed. Bundles should not have a mixture of sealed and unsealed items. Unsealed items should not have all the open flaps nestled together. Each flap should be folded over as if it is a sealed envelope.
- Outgoing personal mail should be stamped and sealed prior to being placed in the mail slot.
- In order to identify the sender's area, division, or department for billing and returned mail purposes, many SSC envelopes are printed with area, division, or department names as part of the return address. If the above identifiers are missing from the envelopes, the area, division, or department should be handwritten on the envelope by the sender.
- Unidentified Outgoing Mail: The Mailroom Clerk should check handwriting to determine the sender if envelopes are hand addressed. The clerk should also call or email, depending on the situation, different campus areas to determine the source of the unidentified mail. Small quantities of unidentified outgoing mail may be charged to the Administration/Academic Affairs at the discretion of the Mailroom Clerk. In the event of larger quantities of outgoing mail for which the above methods fail to identify the sender, the Mailroom Clerk should present the unidentified outgoing mail to the Mailroom Supervisor or the VPAA for inspection. The Mailroom Clerk should not open unidentified outgoing mail.
- Once each semester, the Mailroom Clerk should send a carefully worded and polite email reminder to the entire campus that all outgoing mail should be marked with the appropriate area, division, or department.

(Revised August 22, 2017)

5.9.7 Large Mailings vs. Bulk Mail

- SSC defines large mailings as mailings consisting of more than 25 pieces of mail. Bulk mail is a sub-category of large mailings that fit very specific post office criteria. The minimum allowable quantity that constitutes bulk mail is 200 pieces or 50 pounds of mail. Bulk mailings have a number of other specific requirements. Users should contact the Mailroom Clerk for specific details before preparing a bulk mailing.
- The U.S. Post Office will not accept bulk mail unless it is delivered to the post office prior to 12:00 noon on weekdays.
- Large and bulk mailings have the best chance of being processed and taken to the post office the same day if they are dropped off in the mailroom on Tuesdays, Wednesdays, and Thursdays between 9:30 and 10:00 am. Large and bulk mailings received in the mailroom after 10:00 am will typically be mailed out the next business day.

(Revised August 22, 2017)

5.9.8 Mailroom Billing and Budget

- The VPAA Administrative Assistant manages the communications center budget account and the bulk mail and business reply accounts.
- In order to replenish funds in the reserve account for outgoing metered mail, the Mailroom Clerk will run a postage billing report and send statements to appropriate budget managers on a monthly basis.
- The Mailroom Clerk maintains the postal equipment, monitors the supplies inventory, and orders supplies as needed.
- The VPAA Administrative Assistant administers all aspects of the Pitney-Bowes contract and payments for the postal metering machine.

(Revised February 6, 2020)

5.10 MySSCOK and EX

EX is the higher education management software used by SSC to maintain class schedules, enrollment records, student grades, transcripts, and billing. MySSCOK is the software portal faculty use to submit grades into the EX system. MySSCOK is available to faculty and students via a link at the top of the SSC webpage (www.sscok.edu). Faculty logins for MySSCOK, SSC email, and Brightspace all use the same SSC username and SSC password. Faculty should request their SSC username and password from their divisional secretary. When already logged in to the SSC system, faculty may access MySSCOK by clicking on the login button near the top right corner of the MySSCOK home page. This will automatically log them in to MySSCOK. If faculty are on a computer that they are not logged in to SSC's system using their username and password, faculty will have to enter their SSC username and password after clicking on the login button. Faculty advisors will also use MySSCOK to advise and enroll students. Students use MySSCOK to access all of their records including their class schedules, unofficial grade reports, and financial aid information.

(Revised November 14, 2017)

5.11 Payroll

Employees are paid on the last working day of each month. Adjunct faculty paydays and full-time faculty overload paydays are the last day of September, October, November and December for fall semesters and the last day of February, March, April and May in spring semesters. Summer paydays for all instructors are the last working day of June and July. Direct deposit is available through Human Resources.

(Revised November 12, 2017)

5.12 Purchasing Procedure

All purchases with SSC funds require prior approval of the account manager, usually the Division Chair, responsible for the budgeted funds being expensed. Purchase orders for items or services to be ordered should be approved by all required supervisors and administration at the time the order is placed. Reimbursement for out-of-pocket expenses discouraged and require prior approval of Division Chair and VPAA. Prior approval means before the funds are expensed and/or products or services are ordered.

(Revised November 12, 2017)

5.13 Solicitation/Dissemination of Information on Campus

Seminole State College reserves the right to establish reasonable restrictions on the time, place and manner of any solicitation or dissemination of information on campus. The President or his/her designee is authorized to establish procedures for approval of solicitation or dissemination of information.

(BP II.4.33 - Revised June 14, 2000)

5.14 Travel Reimbursements

Detailed information regarding reimbursement for pre-approved, college-related travel expenses is available through the *Human Resources Quick Link* on the SSC webpage. All travel expenses must be pre-approved through the appropriate Division Chair and Fiscal Affairs. Instructors that teach at remote sites may submit travel claims for allowable mileage expenses for direct travel to and from the College and the off-campus site. Full-time faculty teaching at an off-campus site are allowed an additional \$150 per semester travel allowance.

(Revised November 12, 2017)

5.15 Voicemail

Employees who are assigned a unique telephone extension may access their voicemail set-up functions using the password 147 after dialing 595 from on campus or 405-382-9595 followed by their extension from off-campus extensions. Once in the system, they will follow the directions when prompted to reset the password and set up greetings. Faculty needing to use their office phone to make business-related long distance calls should request a long distance code from their division secretary.

(Revised September 14, 2017)

5.16 Weather-Related Closings

The President or his/her designee will make the decision as to whether or not classes will be held on any day, or part of a day, during periods of inclement weather or natural disaster. Such decisions will be primarily based on considerations of the safety of the students, faculty and staff traveling to and from the campus, as well as being on the campus during inclement weather. After the President decides to close campus, the notification is immediately and prominently displayed on the SSC home page and often broadcasted by local TV stations. Additionally, a campus-wide email is also circulated at the earliest possible opportunity and enrollees in the Campus Alert System receive a text message regarding the closing. Typically, faculty must submit to Division Chairs documentation of online/Brightspace coursework that supplants the lost classroom time.

(Revised September 14, 2017)

5.17 Information Technology Requests

Requests for IT modifications, upgrades, improvements, and the like for classrooms, computer labs, and faculty offices should be made through the faculty member's assigned academic division. The Division Chair or his/her designee will consider the requests and communicate recommendations at their discretion to IT or the VPAA whichever is appropriate. Requests for technology repairs or issues with existing technology including network problems, LMS, grade submissions, and the like may be made directly to IT via IT@sscok.edu.

(Revised November 26, 2018)

5.18 Maintenance Requests

Maintenance requests for repairs, renovations and improvements for classrooms, laboratories, faculty offices, divisional spaces, as well as requests for housekeeping services should be made through the faculty member's assigned academic division. The Division Chair or his/her designee will consider the requests and communicate recommendations at their discretion to maintenance or the VPAA whichever is appropriate.

(Revised November 26, 2018)

Chapter 6

Distance Education Procedures

6.1 What Is Distance Education at Seminole State?

Seminole State College (SSC) employs Higher Learning Commission (HLC) definitions for distance-delivered courses and programs: "Distance-delivered courses are those in which all or the vast majority of the instruction and interaction (typically 75% or more) occurs via electronic communication, correspondence, or equivalent mechanisms with the faculty and the students physically separated from each other." The College offers two forms of distance education: online courses and courses delivered through video conferencing technology known as "Zoom" courses. Online courses are offered in an asynchronous format whereas Zoom courses are offered synchronously. The College currently offers more than forty courses using distance delivery.

As defined by HLC, "Distance-delivered programs are...those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses." The College currently offers eighteen degree programs that fit this definition. SSC does not offer any degree programs in which one-hundred percent of the courses are available through distance delivery. The College offers no correspondence courses or programs.

SSC offers distance education courses in order to provide students convenient access to quality instruction at a distance using the combination of passionate instruction, innovative pedagogy, and rapidly evolving electronic technologies. Distance education aligns well with the College mission in that it has demonstrated the ability to empower people for academic success, personal growth and lifelong learning. The College is committed to balancing the ever-increasing student demand for online education with a disciplined maintenance of academic rigor, the development of a solid distance-learning procedural infrastructure, and flexible plans for measured growth.

(Revised November 20, 2018)

6.2 Distance Education Courses

SSC offers two forms of distance-delivered courses: online courses and video conference courses, also known as Zoom courses. All courses, no matter the delivery method, fall under the purview of the Vice-President for Academic Affairs and a Division Chair, and must meet all curriculum requirements with the same academic rigor. Distance education courses must use the same objectives and outcomes and have curricula that match the academic rigor of traditional courses. Distance education courses must also follow the similar administrative requirements. However, the nature of distance education may require some adjustments or alternatives to procedures for face-to-face courses.

6.2.1 Selection of Courses for Distance Delivery

In addition to factors such as student demand and faculty interest, SSC has adapted HLC's *Guidelines for the Evaluation of Distance Education* to help determine which courses are offered through distance delivery. The informal questions listed below are applied in making such a determination. The approval of the Division Chair and VPAA are required before the development of a distance-delivered course is undertaken and ultimately offered.

Guiding Question for Distance Education Course Selection

1. Is offering the course through distance delivery consistent with the mission of SSC?
2. Is offering the course through distance delivery consistent with SSC Distance Education Procedures?
3. Does offering the course through distance delivery align with the institution's system of governance and academic oversight?
4. Is the distance-delivered course curriculum coherent, cohesive, and comparable in academic rigor to similar courses offered in face-to-face formats?
5. Does offering the course through distance delivery align with the SSC Assessment of Student Learning Procedures?
6. Is the faculty course developer appropriately qualified and trained to a level that allows him/her to effectively deliver the curriculum and evaluate student success?
7. Does SSC possess the capacity to provide effective student and academic services to support students enrolled in the distance delivered course?
8. Does SSC possess the capacity to ensure the academic integrity of the course?

(Revised November 20, 2018)

6.2.2 Course Development

The development of distance-delivered courses is the responsibility of SSC faculty under the supervision of the appropriate Division Chair, the Coordinator of Distance Education, and the VPAA. Faculty or faculty teams who develop distance-delivered courses are called *course developers*. Developing courses is considered part of a faculty member's contractual duties; however, Division Chairs or the VPAA may request additional compensation for special situations. Courses are required to meet established course outcomes and objectives and any other relevant criteria (e.g. CEP matrix, articulation agreements). Courses developed by SSC faculty are the property of SSC (College Policy II-7-4). Distance-delivered course development follows the existing process for developing courses but includes additional steps unique to online courses. Existing requirements for all SSC courses include creating a syllabus based on the college-approved course master syllabus, incorporating direct and indirect assessment, and

using internal and external evaluation (student feedback on instruction, faculty peer mentoring, division chair observation). Additional requirements specific to online courses include the Quality Matters peer-review and course certification process.

6.2.3 Quality Matters™ Peer Review and Online Course Design

Quality Matters (QM) is a subscription-based, non-profit organization that provides peer-reviewed assessment of online course design and recommendations for course improvement. The QM certification process uses the QM Rubric, one specific for higher education, to help colleges improve the quality assurance of their distance education programs. The QM rubric, used by more than 700 colleges and universities, focuses primarily on online course design and implements forty-one research-based standards divided into eight categories to ensure the quality of course design. Courses that satisfy a predetermined scoring threshold during the peer-review process are awarded Quality Matters Certification. QM course certifications are valid for a period of five years. **SSC expects each of its online courses to achieve and maintain QM certification.** Course developers are awarded a modest stipend for their diligence when their course achieves QM certification. Stipend requests are initiated by the Coordinator of Distance Education. QM also provides professional development for faculty and administrators.

The QM course design rubric is used by peer review teams to evaluate courses (but not faculty performance). Course developers can also use the rubric as a guide to improve and/or create online courses. The eight standards on the QM Rubric are: (1) Course Overview and Introduction, (2) Learning Objectives (Competencies), (3) Assessment and Measurement, (4) Instructional Materials, (5) Learner Activities and Learner Interaction, (6) Course Technology, (7) Learner Support, and (8) Accessibility and Usability. All standards focus on student-centered approaches to design, and standards 2-6 stress the importance of aligning course content with measurable course outcomes and learning objectives. Modifications to the design of QM certified courses must adhere to rubric standards, require the approval of the appropriate Division Chair, Coordinator of Distance Education, and VPAA, and may require QM peer review.

SSC has outlined specific goals for the implementation of Quality Matters course design and peer review processes.

Desired Goals for Quality Matters Implementation

1. Establish a comprehensive and continuous quality assurance and course improvement framework for online courses that aligns with accreditation standards.
2. Grow a supportive, collegial climate of quality assurance in distance education.
3. Provide a research-based professional development resource for online faculty.
4. Cultivate an on- and off-campus professional collaboration network for the discussion of distance education.

5. Establish consistent virtual environment, virtual language, and student experience.
6. Improve student engagement and student achievement of learning outcomes.
7. Establish campus-wide online course design practices, faculty expectations, and online course shells.
8. Demonstrate online course quality through assessment.

(Revised April 22, 2019)

6.2.4 Learning Management System and Instructional Methodology

SSC requires all distance-delivered courses use the college's learning management system (LMS) which offers a variety of teaching methodologies and learning tools. Some courses may also use additional systems in conjunction with a textbook or course pack. Other than being required to use the specified LMS, faculty choose the course methodology. Faculty also determine the type and amount of student-to-student and student-to-faculty interactions. Best practices for online teaching highly recommend regular and consistent interactions throughout the course.

(Revised November 20, 2018)

6.2.5 Copyright

All distance-delivered course materials must comply with Title 17 U.S. Code, the United States Copyright Act, the Digital Millennium Copyright Act of 1998, and the Technology, Education, and Copyright Harmonization (TEACH) Act of 2002.

(Revised November 20, 2018)

6.2.6 Accessibility

All distance-delivered course materials must comply with Title 17 U.S. Code, the United States Copyright Act, the Digital Millennium Copyright Act of 1998, and the Technology, Education, and Copyright Harmonization (TEACH) Act of 2002. Courses must also comply with federal guidelines for 508(B) accessibility. The college provides information on the legal use of resources, and the LMS has built-in accessibility tools (e.g., screen readers), and Microsoft Stream has closed captioning capabilities for lectures. Some students may need more accommodation than what is built into the system. In such cases, faculty will be apprised of this by the ADA Counselor. Requests for accommodations must go through the ADA office and be initiated by the student. Faculty should direct all inquiries there and provide at least a link to that information through the LMS.

(Revised April 22, 2019)

6.2.7 Course Assessment

SSC participates in a well-established, robust assessment process that probes student learning and the student experience at periodic intervals and at various levels. Details pertaining to the SSC assessment process may be found in the SSC Assessment of

Student Learning Procedure on the SSC website. The course-embedded assessment employed during assessments of general education and degree programs also serves the assessment needs of distance-delivered courses at SSC. All distance-delivered courses are required to implement course-embedded assessment. Assessment of distance-delivered courses occurs on the same schedule and adheres to the same guidelines as the course-embedded assessment that occurs in conjunction with face-to-face courses. Faculty and Division Chair analysis of assessment results requires a discussion of specific areas of interest related to student learning. In addition, it includes a section for listing specific plans of action based on assessment results and budgetary needs tied to the plan of action. Most importantly, the guidelines also specify different models for follow-up analysis and discussion of assessment results among peers and supervisors. Such follow-up has the intention of closing the assessment loop and should lead to implementation of new practices and allow for experimentation with various innovative techniques to improve student learning.

The course-embedded assessment process also lends itself quite well to the determination of equivalent learning between sections of the same courses with face-to-face and distance-delivered courses. Consequently, for course titles taught using distance-delivery, SSC implements mandatory reporting and analysis of assessment results aggregated by course title and delivery method. Such comparisons of the achievement of student outcomes objectively quantify the performance of students in face-to-face courses vs. students in online courses. As with any assessment activity at the course level, equivalent-learning assessment will lead to relevant delivery adjustments by instructors and course design improvements by the course developer under the direction of the appropriate Division Chair and Vice President of Academic Affairs. Equivalent-learning assessment for distance-delivered sections occurs annually as per the SSC Assessment of Student Learning Procedure.

As a component of assessing student engagement and satisfaction, all SSC courses participate in student survey called *Student Feedback on Instruction*. In order to align this process with the unique features of distance education, the College has implemented a separate survey specifically designed for online courses. As a part of this process, discussion and analysis of the results of this survey by faculty and administration lead to formal and informal adjustments intended to improve instruction and learning in distance-delivered courses.

(Revised November 20, 2018)

6.2.8 Academic Integrity and the Distance Education Proctoring Center

The College requires all online courses to verify student identity and integrity by utilizing a secure login and password within the Learning Management System. Students should complete all coursework through the LMS or other identity-verified system (including online textbook programs.) Additionally, instructors may use the fully-automated proctoring system, Respondus Monitor, built into the LMS; proctor exams virtually using video conferencing technology; or reserve space in a computer lab to proctor in-person

exams for distance-delivered courses. Faculty should follow their division's procedures regarding notification of students for any required proctoring in distance-delivered courses.

(Revised April 22, 2019)

6.3 Distance Education Webpage

The distance education webpage is maintained by the Coordinator of Distance Education. The webpage is intended to make available to students and the public information, forms, policies and procedures pertaining to SSC distance education and proctoring. The web address is <http://www.sscok.edu/distanceeducation/>.

(Revised November 20, 2018)

6.4 Distance Education Faculty Credentials and Training

In addition to required subject matter expertise and in accordance with HLC guidelines, faculty must meet certain qualifications before teaching online courses. The *Guidelines for the Evaluation of Distanced Education* states that “faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.” SSC requires all faculty to complete the Introduction to Brightspace training. Faculty members teaching distance education courses must complete an additional Intermediate Brightspace training course.

The most specific training and professional development required by the college is the two-level system developed by the Distance Education Committee. Additional training on a more informal level occurs on campus between faculty. Faculty also have access to additional training videos, etc. through the distance education webpage and YouTube. Faculty can also request a Brightspace Development shell (also called a “sandbox”) be loaded into their personal Brightspace account. This shell allows them to design and develop a course. Brightspace itself provides an extensive library of training videos and tutorials to help faculty master the LMS.

For external training and development, the college provides professional development funds that faculty can request for conferences and seminars related to distance education. They should apply to their Division Chair and Faculty Senate Professional Development Committee. Faculty may be required to have specific professional development, such as Quality Matters training, before teaching a course online. The college provides colloquia and workshops throughout the year on a variety of professional development topics, including distance education. In annual faculty evaluations by division chairs and the VPAA, faculty list all training, workshops, seminars, and certification programs they have attended.

(Revised April 22, 2019)

6.5 Distance Education Students

6.5.1 Student Advising and Eligibility for Distance-Delivered Courses

To facilitate student success, eligibility for enrollment in distance-delivered courses will be dependent first and foremost on the SSC placement process mandated by the SSC Assessment of Student Learning Procedures. Students who have tested at a reading or writing level that places them in ENG 0125 (Fundamentals of Language Arts) will not be permitted to enroll in distance-delivered courses until they clear their performance deficiency in Language Arts. Similarly, students who place into ENG 1113 Composition I with a required corequisite remediation course will not be permitted to enroll in distance-delivered courses until they clear their performance deficiency. As a component of the enrollment process, all students will be counseled by enrollment specialists regarding the academic preparation, study habits, and discipline required for success in distance-delivered courses. Students without appropriate skills in these areas will not be enrolled in distance-delivered courses.

6.5.2 Online Student Orientation

To prepare students for online classes, an Online Student Orientation module is built in to all online classes and completed at the beginning of the semester. Faculty can request the Distance Education Coordinator load the pre-built Student Orientation into their online courses in Brightspace, or faculty members can elect to create their own orientation module. Regardless, the module must cover basic information such as taking assessments, turning in assignments, emailing protocols, checking grades, and academic integrity. It ends with an online learner contract that outlines the student's understanding of the academic preparation, study habits, and discipline required for success in online courses.

(Revised April 22, 2019)

6.6 Administration

SSC has a collegial campus administrative culture known for its shared governance. As is the case for all SSC credit courses, Division Chairs directly supervise the administration of distance-delivered courses. However, online courses are also subject to the recommendations and vision of the Distance Education Committee (DEC). Both the Division Chairs and the DEC perform their duties under the supervision of the Vice President for Academic Affairs (VPAA). The VPAA is a member of the campus Administrative Council which is chaired by the campus President. The President reports directly to the SSC Board of Regents.

6.6.1 Distance Education Committee

The Distance Education Committee (DEC) is a standing committee in Academic Affairs charged with making recommendations to the Division Chair Council and VPAA on all matters pertaining to distance education. The DEC is comprised of faculty representatives from each academic division offering distance education courses, and representatives from IT, Student Affairs, and Fiscal Affairs. Faculty committee members

are nominated by their Division Chair. Other committee members are nominated by their area Vice President. All nominations are subject to the approval of the Coordinator of Distance Education and the VPAA. Appointments to the DEC are two years in duration but may be extended upon mutual agreement. The Coordinator of Distance Education will serve as the Chair of the DEC unless designated otherwise by the VPAA. The DEC will meet once per month or as needed based on actionable agenda items.

(Revised April 22, 2019)

6.7 Online Course Delivery Expectations and Protocols

The online course expectations and protocols for course design, faculty, academic divisions, students, and assessment are specified here. These expectations and protocols for online courses are mandatory for online students and a condition of employment for faculty members teaching and/or developing distance-delivered courses as a part of their annual contract fulfillment or on an overload basis.

6.7.1 Online Course Design Expectations and Protocols

1. Curricula for online learning offerings must be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
2. Achievement of course outcomes and objectives will be the prevailing measure used to determine course completion and student grades.
3. Online courses must follow the administrative requirements expected of face-to-face courses. This includes but is not limited to creating a syllabus with all required components; incorporating direct and indirect assessments such as course-embedded assessment and student feedback on instruction; faculty self-assessment; faculty mentoring; and Division Chair observation.
4. Online courses require certification through the Quality Matters (QM) peer-reviewed quality-assurance process. The QM certification process focuses on course design and course improvement. As per Seminole State College Policy (II-7-4), QM certified courses are the property of SSC.
5. Teaching assignments for online courses will be determined by the appropriate Division Chair under the supervision of the Vice President for Academic Affairs (VPAA).
6. QM certified courses will be taught using only the QM certified course design. Modifications to the design of QM certified courses must adhere to rubric standards, require the approval of the appropriate Division Chair and the VPAA, and may require QM peer review.
7. To facilitate an appropriate quantity and quality of faculty-student interaction, online course enrollment limits will be set at thirty students unless there is a lesser content-based limit established in which case that limit will be used. Exceptions to this limit warranted by special circumstances or course content may be granted by and at the discretion of the VPAA.
8. Online courses must be offered and administered through SSC's Brightspace learning management system (LMS). Other online resources such as those offered through textbook vendors may also be used to support online courses.
9. At least forty percent of an online course's grade must be determined using an established method that verifies student identity and integrity. Verified student coursework includes, but is not limited to, exams, quizzes,

assignments, and papers to be administered through the SSC Distance Education Proctoring Center or an alternate approved proctoring site.

10. All faculty who choose to require proctoring in online courses should make this known to their division chairs, clearly post the proctoring requirements in their syllabi, and describe the tool(s) students should utilize for proctored exams including physical proctoring, proctoring via video conferencing technology, ProctorU, or Respondus Monitor via Brightspace.
 - a. Health Science Division Proctoring Procedure - A significant portion of coursework will be proctored. The format of the proctored activities (exam, essay, etc.) and the percentage of the final grade are left to the discretion of the instructor. Instructors will utilize the Respondus lockdown browser, the Respondus Monitor, and/or Turnitin, whichever is most appropriate for the format of the proctored activity. Exceptions will be made only when the format of the activity does not allow for the use of the aforementioned proctoring technologies.
 - b. STEM Division Proctoring Procedure - The design and implementation of online classes taught in the STEM department will be left to the discretion of the instructor. Online classwork will be equivalent in quality and rigor to face to face classes through the use of evidence-based practices.

Instructors should inform their division chair that they intend to teach online classes during the time the following semester schedule is designed, if not before.

Clearly outlined instructions in the syllabus concerning the working of the LMS and any proctoring or plagiarism checking tools (such as turnitin or lockdown browser) should be made available to students. Specific instructions and tutorials for these tools are encouraged in the LMS, not only in the syllabus. Tests are not required to be proctored, any testing that is to be proctored will be proctored by the instructor and arrangements to reserve space for proctored testing is the responsibility of the instructor.

Although paid options are available for proctoring instructors are encouraged to use the options that are the least cost to students.

Instructors are also encouraged to remain up to date on best practices in the delivery of online classes by using the institutions online training resources if and when that becomes available.

- c. Social Sciences Division Proctoring Procedure - The division is in the process of creating permanent guidelines for proctoring our courses, so these are temporary recommendations for the spring 2020 semester.

Instructors have the academic freedom to determine what percentage of coursework they will require to be proctored and how they wish to proctor student coursework.

Proctoring terms must be clearly stated either in your syllabus or on Brightspace (preferably both).

Proctoring options:

Brightspace's Lockdown Browser: (already part of Brightspace and easy to set up).

Respondus: (already part of Brightspace and seems easy to set up, student will need to download app to their personal PC or Mac product (no Chrome Books), requires a camera for monitoring).

ProctorU: (expensive for students and should be a last resort).

Proctoring your own exams on campus in the DEPC located in the Boren Library: (completely impractical for most online instructors and should be doom's day only option).

- d. Business and Education Division Proctoring Procedure – A significant portion of coursework will be proctored. The format of the proctored activities (exam, essay, etc.) and the percentage of the final grade are left to the discretion of the instructor. Instructors will utilize the Respondus lockdown browser, the Respondus Monitor, and/or Turnitin, whichever is most appropriate for the format of the proctored activity. Exceptions will be made only when the format of the activity does not allow for the use of the aforementioned proctoring technologies.
- e. Language, Arts and Humanities Division Proctoring Procedure - Seminole State College has elected to discontinue the “40% rule” requiring that 40% of coursework in every online course be completed in a proctored environment. Instead, individual faculty members in accordance with their division procedures will make their own determination for proctored assignments in their courses. This allows the faculty academic freedom to conduct their online classes in the manner which best conforms to their teaching style. All faculty who to their division chairs, clearly post the proctoring requirements in their syllabi, and describe the tool(s) students should utilize for proctored exams including physical proctoring, ProctorU, and any additional tools approved by SSC Administrative Council. (Distance Education Committee Recommendations to Faculty Senate, November 2019)
The Language Arts and Humanities Division will not require any proctored coursework in Distance-Delivered courses. LAH Faculty

who choose to use proctored exams or assignments in Distance-Delivered courses should follow this protocol:

Notify your division chair of your intent to require proctored exams/assignments and the percentage of the course grade associated with proctored assignments.

Clearly post in your syllabus the exams and assignments that will be proctored. Include specific dates of proctored exams/assignments in the syllabus and course schedule and the percentage of the course grade.

Clearly post in your syllabus and course schedule the method by which the proctored exam will be administered for your class and any activities the student must undertake to schedule the exam.

SSC approved proctoring methods include the following:

Respondus Monitor (recommended)

Scheduled time in the Proctoring Center (The Distance Education Proctoring Center is no longer staffed with proctors, so the faculty should only schedule times when they personally will proctor exams. Division faculty can collaborate on scheduling exams and assignments and “cover” the DEPC for set times for multiple classes; however, they are required to make those arrangements among themselves. The Distance Education Coordinator nor the Distance Education Committee or the Division Chairs take responsibility for ensuring proctors in the DEPC.)

ProctorU (to be recommended as a “last resort” as this is expensive for students and should be replaced by Respondus Monitor.)

11. Online course materials must follow federal guidelines for 508(B) accessibility compliance.
12. All online course materials must comply with Title 17 U.S. Code, the United States Copyright Act, the Digital Millennium Copyright Act of 1998, and the Technology, Education, and Copyright Harmonization (TEACH) Act of 2002.

6.7.2 Online Course Faculty Expectations and Protocols

1. Online faculty must present appropriate credentials to teach the subject matter as specified by the Oklahoma State Regents for Higher Education (OSRHE) and the Higher Learning Commission (HLC). Online faculty may be full-time, part-time or adjunct faculty members.
2. As designated by the Division Chair, faculty are responsible for online course development. Development of online courses will occur under the supervision of the appropriate Division Chair and the VPAA.
3. To be eligible to develop and teach an online course, faculty must complete the Introduction to Brightspace and Intermediate Brightspace courses developed and assessed through the Distance Education Committee (DEC).

4. Professional development through Quality Matters or other approved providers may be required of faculty members who are assigned to design and/or teach online courses. Requests for funding to support professional development should be submitted to the appropriate Division Chair.
5. Full-time faculty are expected to maintain ten (10) posted office hours per week. Faculty who teach online and/or video conference courses are permitted to fulfill a maximum of two (2) of their office hours per week in the form of regularly scheduled "video conference office hours." Video conference office hours may be completed on campus or at an appropriate off-campus location of the faculty's choosing. Regardless of the utilization or lack of utilization of video conference office hours, faculty who teach online and/or video conference courses are required to be available by appointment for video conferences with students.
6. Grades for student coursework for online courses must be kept up-to-date by online faculty throughout each semester and published electronically in the Brightspace gradebook as described in the Grading Timeline and Brightspace Gradebooks procedure (4.13.6) in this handbook. Instructors are strongly encouraged to maintain a hard-copy backup file of student grades throughout each semester.
7. The recommended upper limit for the distance-delivered teaching load for faculty is two courses per semester. However, at the discretion of the appropriate Division Chair, three courses per semester may be assigned. Other workload limits may also apply that supersede this limit in the case of part-time and adjunct faculty.
8. Because face-to-face class meetings provide students consistent access to instructors, online faculty assume additional responsibility for responding to student inquiries in a timely and professional manner. Barring extenuating circumstances, faculty should respond to all student inquiries as soon as possible but no later than 24 hours excluding weekends and holidays.

6.7.3 Online Course Division Chair Expectations and Protocols

1. Under the supervision of the VPAA, Division Chairs are responsible for the oversight of online courses offered in their division. As such, Division Chairs are responsible for continuously ensuring the competent delivery of curricula by faculty teaching online courses.
2. In addition to the usual administrative oversight provided for face-to-face courses, which includes but is not limited to faculty observation and faculty mentoring, Division Chairs are responsible for supervising online course development and improvement. They are also responsible for designating online course development and teaching assignments.
3. Division Chairs are responsible for supervising the assessment of online courses in their respective divisions. As stipulated by SSC Assessment of Student Learning Procedures, online distance-delivered courses are to be

assessed directly in a manner consistent with face-to-face courses. Student outcomes in online courses are to be compared to outcomes in face-to-face courses of the same title. Division Chairs or their designees are responsible for aggregating and analyzing the assessment data for these comparisons. Division Chairs are also responsible for ensuring the completion and analysis of indirect assessments such as *Student Feedback on Online Instruction*. Division Chairs are charged with working with faculty and seeing that appropriate adjustments and course improvements are made based on the results of these assessments.

4. Division Chairs should encourage the submission of requests for professional development training relevant to online learning by faculty in their divisions. At their discretion, Division Chairs are to submit these requests to Academic Affairs, Faculty Senate, or other funding agencies for consideration.

6.7.4 Online Course Student Expectations and Protocols

1. To facilitate student success, eligibility for enrollment in online courses is dependent primarily on the SSC placement process mandated by Assessment of Student Learning Procedures. Students who have tested at a reading or writing level that places them in ENG 0125 (Fundamentals of Language Arts) will not be permitted to enroll in distance-delivered courses until they clear their performance deficiency in Language Arts. Similarly, students who place into ENG 1113 Composition I with a required corequisite remediation course will not be permitted to enroll in distance-delivered courses until they clear their performance deficiency.
2. As a component of the enrollment process, students are to be advised by enrollment specialists regarding the academic preparation, study habits, and discipline required for success in online courses. Students without appropriate skills in these areas are not to be enrolled in online courses.
3. To increase retention in online classes, the College requires all students complete the online student orientation module at the beginning of the semester in their online courses. This module ends with an online learner contract that verifies the student's understanding of the obligations and responsibilities of taking an online class.
4. The use of alternate proctoring services is permitted but must adhere to established SSC guidelines and may need approval in advance by the Coordinator of Distance Education. The act of soliciting and securing a specific alternate proctoring arrangement is the sole responsibility of the online learner. Providing documentation of the integrity of the proctoring center and all costs related to the alternate arrangement are the responsibility of the online learner.

6.7.5 Online Course Assessment Expectations and Protocols

1. As stipulated by Assessment of Student Learning Procedures, online courses are to be assessed directly in a manner consistent with face-to-face courses. Direct assessments that apply to online courses include course-embedded assessment and the *Educational Testing Service Proficiency Profile* (ETS). Student outcomes in distance-delivered courses are to be compared to outcomes in face-to-face courses of the same title. Indirect assessment of online courses includes but may not be limited to *Student Feedback on Online Instruction* and the *Graduate Exit Survey*. Appropriate adjustments and course improvements will be made based on the results of these assessments.
2. The *Student Feedback on Online Instruction* survey must be completed by students in each online section each semester.

(Revised May 14, 2019)

6.8 Video Conference Course Expectations and Protocols

Video conference course expectations and protocols for faculty, academic divisions, students, and assessment are specified here. These expectations and protocols are mandatory for video conference students and a condition of employment for faculty members teaching and/or developing video conference courses as a part of their annual contract fulfillment or on an overload basis.

6.8.1 Video Conference Course Faculty Expectations and Protocols

1. Video conference course faculty must present appropriate credentials to teach the subject matter as specified by the Oklahoma State Regents for Higher Education (OSRHE) and the Higher Learning Commission (HLC). Video conference course faculty may be full-time, part-time, or adjunct faculty members.
2. As designated by the Division Chair, faculty are responsible for video conference course development. Development of video conference courses will occur under the supervision of the appropriate Division Chair and the VPAA.
3. To be eligible to develop and teach a video conference course, faculty must complete the Introduction to Brightspace and Intermediate Brightspace courses developed and assessed through the Distance Education Committee (DEC).
4. To increase Brightspace competence and retention in video conference classes, faculty are strongly encouraged to require students to complete the online student orientation module at the beginning of the semester in their video conference courses.
5. Full-time faculty are expected to maintain ten (10) posted office hours per week. Faculty who teach video conference courses are encouraged to fulfill up to two (2) of their office hours per week in the form of regularly scheduled "video conference office hours." Faculty who teach video conference courses are required to be available by appointment for video conferences with students.
6. Grades for student coursework for video conference courses must be kept up-to-date by faculty throughout each semester and published electronically in the Brightspace gradebook as described in the Grading Timeline and Brightspace Gradebooks procedure (4.13.6) in this handbook. Instructors are strongly encouraged to maintain a hard-copy backup file of student grades throughout each semester.
7. Due to the possible geographic isolation of video conference course students, video conference faculty assume additional responsibility for responding to student inquiries in a timely and professional manner. Barring extenuating circumstances, faculty should respond to all student inquiries as soon as possible but no later than 24 hours excluding weekends and holidays.
8. Full-time faculty are expected to maintain ten (10) posted office hours per week. Faculty who teach online and/or video conference courses are permitted to fulfill a maximum of two (2) of their office hours per week in the form of regularly

scheduled “video conference office hours.” Video conference office hours may be completed on campus or at an appropriate off-campus location of the faculty's choosing. Regardless of the utilization or lack of utilization of video conference office hours, faculty who teach online and/or video conference courses are required to be available by appointment for video conferences with students.

9. Faculty teaching video conference courses should take special care to illustrate classroom expectations in their course syllabus for students participating in these courses. Faculty should consult Handbook section 6.8.3 for examples.

6.8.2 Video Conference Course Division Chair Expectations and Protocols

1. Under the supervision of the VPAA, Division Chairs are responsible for the oversight of video conference courses offered in their division. As such, Division Chairs are responsible for continuously ensuring the competent delivery of curricula by faculty teaching video conference courses.
2. In addition to the usual administrative oversight provided for face-to-face courses, which includes but is not limited to faculty observation and faculty mentoring, Division Chairs are responsible for supervising video conference course development and improvement. They are also responsible for designating video conference course development and teaching assignments.
3. Division Chairs are responsible for supervising the assessment of video conference courses in their respective divisions. As stipulated by SSC Assessment of Student Learning Procedures, distance-delivered courses are to be assessed directly in a manner consistent with face-to-face courses. Student outcomes in distance-delivered courses are to be compared to outcomes in face-to-face courses of the same title. Division Chairs or their designees are responsible for aggregating and analyzing the assessment data for these comparisons. Division Chairs are also responsible for ensuring the completion and analysis of indirect assessments such as Student Feedback on Classroom Instruction. Division Chairs are charged with working with faculty and seeing that appropriate adjustments and course improvements are made based on the results of these assessments.
4. Division Chairs should encourage the submission of requests for professional development training relevant to video conference learning by faculty in their divisions. At their discretion, Division Chairs are to submit these requests to Academic Affairs, Faculty Senate, or other funding agencies for consideration.

6.8.3 Video Conference Course Student Expectations and Protocols

1. To facilitate student success, eligibility for enrollment in video conference courses is dependent primarily on the SSC placement process mandated by Assessment of Student Learning Procedures. Students who have tested at a reading or writing level that places them in ENG 0125 (Fundamentals of Language Arts) will not be permitted to enroll in distance-delivered courses until they clear their performance deficiency in Language Arts. Similarly, students who place into ENG 1113

- Composition I with a required corequisite remediation course will not be permitted to enroll in distance-delivered courses until they clear their performance deficiency.
2. As a component of the enrollment process, students are to be advised by enrollment specialists regarding the academic preparation, study habits, and discipline required for success in distance-delivered courses. Students without appropriate skills in these areas are not to be enrolled in video conference courses.
 3. Students enrolled in a video conference class must have access to high-speed internet during the entire course period. Students should be in a distraction-free, stationary location during the entire class period in order to fully participate in the class activities and to prevent internet service interruptions. Under no circumstances should students ever participate in a video conference class while operating a vehicle. This is a hazard to the student and other drivers and pedestrians. Faculty have every right to end your participation in a video conference class to protect public safety.
 4. Students are required to have a headset or ear buds to use during the class period to filter noise distractions. Students must have a microphone and webcam to participate in the class. Students should mute their call while the instructor is speaking to prevent noise distractions for other students. However, it is important to remember that professors have their own preferences and requirements for when students should have their microphones muted. Students should review the course syllabus and respond to instructor directions for when to mute the microphone during class.
 5. Students should remain aware of their actions and appearance while on the video conferencing call. Students should evaluate the lighting in the room to ensure that the student's professor and classmates have a clear view of their features, think about the background that the student's peers and professor may see while they participate in the class, and take measures to mitigate anything that may distract the class. Students should behave as they would in a room full of other people and refrain from actions which may embarrass the student or their peers.

6.8.4 Video Conference Course Assessment Expectations and Protocols

1. As stipulated by Assessment of Student Learning Procedures, distance-delivered courses including video conference courses are to be assessed directly in a manner consistent with face-to-face courses. Direct assessments that apply to video conference courses include course-embedded assessment and the Educational Testing Service Proficiency Profile (ETS). Student outcomes in distance-delivered courses are to be compared to outcomes in face-to-face courses of the same title. Indirect assessment of video conference courses includes but may not be limited to Student Feedback on Classroom Instruction and the Graduate Exit Survey. Appropriate adjustments and course improvements will be made based on the results of these assessments.
2. The Student Feedback on Classroom Instruction survey must be completed by students in each video conference section each semester. (Revised May 14, 2019)