History and Accreditation

Moberly Area Community College is a co-educational, two year community college located in Moberly, Missouri. The average enrollment at Moberly Area Community College is approximately 5,000 students, distributed between the day and evening programs and distance learning. Moberly Area Community College offers the student individualized instruction and a strong sense of personal involvement. Moberly Area Community College is accredited by the Higher Learning Commission and a member of the North Central Association, State Board of Nursing, and the Department of Elementary and Secondary Education-Division of Vocational and Adult Education.

Mission

MACC provides dynamic and accessible educational opportunities that empower our students and enrich our communities.

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Accreditation</td>
<td>1</td>
</tr>
<tr>
<td>Mission</td>
<td>1</td>
</tr>
<tr>
<td>DUAL CREDIT</td>
<td>4</td>
</tr>
<tr>
<td>Contact Information</td>
<td>4</td>
</tr>
<tr>
<td>Dual Credit Enrollment</td>
<td>4</td>
</tr>
<tr>
<td>Student Requirements for Dual Credit Admission:</td>
<td>5</td>
</tr>
<tr>
<td>Cost of Designated Fees and Tuition (Total cost per Credit Hour for Dual Credit Course)</td>
<td>6</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>6</td>
</tr>
<tr>
<td>Dropping Classes</td>
<td>6</td>
</tr>
<tr>
<td>How To Officially Withdraw From Class(es)</td>
<td>7</td>
</tr>
<tr>
<td>Attendance</td>
<td>7</td>
</tr>
<tr>
<td>Calendar</td>
<td>7</td>
</tr>
<tr>
<td>Student College ID’S</td>
<td>7</td>
</tr>
<tr>
<td>Transportation</td>
<td>7</td>
</tr>
<tr>
<td>Textbooks/Other Materials</td>
<td>7</td>
</tr>
<tr>
<td>Adjunct Faculty Qualifications:</td>
<td>8</td>
</tr>
<tr>
<td>NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation:</td>
<td>8</td>
</tr>
<tr>
<td>DUAL CREDIT COURSE OFFERINGS</td>
<td>9</td>
</tr>
<tr>
<td>CLASSROOM AND ACADEMIC</td>
<td>14</td>
</tr>
<tr>
<td>Academic Dishonesty</td>
<td>14</td>
</tr>
<tr>
<td>Academic Dishonesty Appeal Procedure</td>
<td>15</td>
</tr>
<tr>
<td>Student Conduct Policy</td>
<td>16</td>
</tr>
</tbody>
</table>
Student Resources Course ........................................................................................................... 46
Online Course Resources & Requirements ............................................................................. 46
Canvas Support Services .......................................................................................................... 46
COURSE RESOURCES .............................................................................................................. 47
Course Fees ............................................................................................................................... 47
Access Codes ............................................................................................................................ 47
LIBRARY & ACADEMIC RESOURCE CENTER (LARC) ............................................................. 48
Free Tutoring at all MACC locations ....................................................................................... 48
Smarthinking (online tutoring) ................................................................................................. 48
Library Resources .................................................................................................................... 48
Contact Information .................................................................................................................. 49
Resource Coordinators by Location ....................................................................................... 49
Free Virtual Tutoring ............................................................................................................... 49
INTRODUCTION TO MACC’S VIRTUAL CLASSES ................................................................... 50
What are Virtual Classes? ......................................................................................................... 50
Equipment Needed For a Virtual Course ............................................................................... 50
Getting Started With Your Virtual Class ............................................................................... 50
Tips For Your Virtual Class ..................................................................................................... 50
How to Access Your Virtual Course ..................................................................................... 50
Blackboard Collaborate Support ............................................................................................. 50
MYMACC HOW TO GUIDE ...................................................................................................... 51
Complete Registration Agreement .......................................................................................... 51
Find Class Openings ............................................................................................................... 51
Print Your Schedule ............................................................................................................... 51
Check your Billing Account ..................................................................................................... 51
View your Unofficial Transcript ............................................................................................. 52
Find Grades at the End of the Semester .................................................................................. 52
View Financial Aid Awards ..................................................................................................... 52
View Missing Financial Aid Documents .................................................................................. 52
SCHEDULE PLANNING WORKSHEET ...................................................................................... 53

English and Math Placement Guide (Appendix 1)
Moberly Area Community College was founded in 1927. Our service region is comprised of sixteen counties in northeast Missouri: Adair, Audrain, Boone, Chariton, Clark, Howard, Knox, Lewis, Macon, Marion, Monroe, Ralls, Randolph, Schuyler, Scotland, and Shelby. MACC’s off-campus sites expand access to academic and career and technical programs throughout northeast Missouri. Enrollment in college credit courses at off-campus sites is open to anyone admitted to MACC. Campus locations are offered in the following areas, Mexico, Edina, Columbia, Hannibal, Kirksville, Macon, Moberly, and Online.

Contact Information

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Dual Credit Enrollment

Dual credit is an option offered by Moberly Area Community College that allows eligible high school juniors and seniors to take MACC classes taught in the high school for college credit as well as for high school credit.

According to Dual Credit Policy Guidelines adopted by the Missouri Coordinating Board for Higher Education, students receiving dual credit from MACC can expect to transfer credit up to the equivalent of five courses to other Missouri colleges and universities. Students who wish to transfer more than five dual-credit courses should consult the college/university to which they intend to transfer in order to determine if the institution has a policy regarding the acceptance of dual-credit courses used for the completion of a college degree.

MACC does not limit the number of dual-credit courses that may be used for the completion of a certificate or associate degree.
Dual-credit academic and technical courses are of the same rigor and quality as all other College courses. Instructors of dual-credit courses meet the same standards required of MACC instructors. College texts and syllabi are followed for dual-credit courses.

Responsibilities for enrolling students shall be shared by the Public School District and MACC as follows:

1. The high school will complete a pre-enrollment of high school classes, identify students interested in the Dual Credit program, and set a schedule with MACC.
2. MACC advisors will advise, screen, test, and enroll students in appropriate Dual Credit classes.
3. Dual credit students must follow the same academic and registration policies as all other students at MACC.

**Student Requirements for Dual Credit Admission:**

1. All applicants must submit an Application for Admission. Students can complete an online application at [http://tinyurl.com/maccdualcredit](http://tinyurl.com/maccdualcredit).
2. Satisfactory completion of course prerequisites.
3. Completion of enrollment form with MACC Advisor.
4. Transcript and ACT information must accompany enrollment form.
5. Full payment or payment plans in step prior to enrollment.
6. In order to be eligible for dual credit courses, including career and technical education (CTE) courses, all prospective dual credit students must meet the same requirements for placement into individual courses, (e.g., English or mathematics) as those required of on-campus students.
7. In addition to the requirements listed above, students in the 11th and 12th grades interested in dual credit must also meet the additional criteria listed below:
   a. Students in the 11th and 12th grades with an overall minimum grade point average of 3.0 (on a 4.0 scale) are automatically eligible for dual credit courses.
   b. Students in the 11th and 12th grades with an overall grade point average between 2.5-2.99 (on a 4.0 scale) must provide a signed letter of recommendation from their principal or guidance counselor and provide written permission from a parent or legal guardian.
8. In addition to the requirements listed above, students in the 9th and 10th grade interested in dual credit must also meet the additional criteria listed below:
   a. Students in the 10th grade must have an overall minimum grade point average of 3.0 (on a 4.0 scale) and must provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or legal guardian.
   b. Students in the 9th grade must have an overall minimum grade point average of 3.0 (on a 4.0 scale), score at the 90th percentile or above on the ACT or SAT, and provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or legal guardian.
9. Approval of the high school principal or counselor.
Cost of Designated Fees and Tuition (Total cost per Credit Hour for Dual Credit Course)

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
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<td>In-district (Moberly)</td>
<td>$44.00</td>
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<tr>
<td>Out-of-district</td>
<td>$75.00</td>
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<tr>
<td>Out-of-state</td>
<td>$125.00</td>
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<tr>
<td>International Students</td>
<td>$125.00</td>
</tr>
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Fees are due and payable with enrollment form on the first day of class. If full payment is not included a payment plan can be set up through the Off-Campus Programs office.

Payments will be accepted by MACC advisors the day of enrollment at high school. Checks payable to Moberly Area Community College or MACC. MACC, Attn. Shannon Crist, 101 College Avenue, Moberly, MO 65270. VISA, Mastercard, and Discover accepted.

Outstanding Accounts: Students that have outstanding accounts will not be permitted to register for the next semester until appropriate financial arrangements have been made.

Refund Policy

Tuition and fees may be refunded according to the following policy based on a 16-week semester. Refunds for other course offerings will be prorated accordingly.

- 100% refund: Official withdrawal initiated by the student through the Off-Campus Programs office within the first week of enrollment for regular fall and spring 16-week semesters
- No refund: Withdrawals after the first two weeks of enrollment for regular fall and spring 16-week semesters
- Students unable to begin classes after they have enrolled must officially withdraw from class to be eligible for a reduction of tuition and fees charged;
- In the event of extreme extenuating circumstances and with proper written documentation, a partial or total refund may be granted to a student beyond the standard refund terms such refund requests will be reviewed by the President of the College and a determination made on a case-by-case basis.

Dropping Classes

Students may drop classes until two weeks after MACC representatives attend the high school for dual credit enrollment. A student may drop classes by contacting the Off-Campus Programs office and completing a drop form, which clearly states the course(s) to be dropped and the date the student last attended the course(s). The student’s official transcript will reflect the dropped course as a “W.”
How To Officially Withdraw From Class(es)

Obtain a drop form from an Off-Campus Programs representative/advisor. Present the completed form to an Off-Campus Programs representative/advisor. The Off-Campus Programs representative/advisor will review, process and initial the form. Dual Credit students are strongly encouraged to maintain the gold copy of the form for their records. OR

Send a letter to the Off-Campus Programs office of Moberly Area Community College. The official date of withdrawal will be the date the letter is postmarked. The student's signature must be included in the letter of withdrawal. Mail the withdrawal letter to: Off-Campus Programs, Moberly Area Community College, 101 College Avenue, Moberly, MO 65270.

Attendance

Students enrolled in a Dual Credit class at their high school will be subject to the attendance policy of their high school district. Students enrolled in a Dual Credit class at MACC will be subject to the attendance policy of MACC.

Calendar

Students enrolled in a Dual Credit class at their high school will follow the individual high school academic calendar. Students enrolled in a Dual Credit class at MACC will follow the MACC academic calendar.

Student College ID’S

All dual credit students are issued an MACC ID which allows them access to support areas such as the Library & Academic Resource Centers (L.A.R.C.) and other student privileges accorded to students on the home campus, as well as all off-campus sites.

Transportation

The student is responsible for transportation between schools if applicable. Neither the Public School District nor MACC assume liability in this matter.

Textbooks/Other Materials

The high school is responsible for all lab equipment, textbooks, and other materials for students enrolled in Dual Credit classes. It is the responsibility of the High School to provide MACC approved textbooks and lab supplies to high school students enrolled in MACC Dual Credit courses. MACC will provide desk copies and publisher supplemental materials for your dual credit courses. Please contact Shannon Crist, Coordinator of Off-Campus Programs, at 660-263-4100 ext. 11331 or shannonc@macc.edu.
Adjunct Faculty Qualifications:

MACC and the Department of Higher Education require all dual credit instructors to meet the following guidelines:

- Master’s degree in the subject area they wish to teach or
- Master’s degree in any other subject area, with a minimum of 18 hours of graduate coursework in the subject they wish to teach.

NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation:

MACC is a member of NACEP and is applying for accreditation. Accreditation is awarded to programs after a comprehensive peer review by a team of experienced representatives of NACEP-accredited concurrent enrollment partnerships. Applicants conduct a self-study and prepare an accreditation application with evidence documenting how the college or university implements NACEP’s 17 national standards for program quality in the areas of: curriculum, faculty, students, assessment, and program evaluation.

- Serves as a guarantee to students, policy-makers, and other post-secondary institutions that the accredited partnership meets rigorous national standards
- Distinguishes a concurrent enrollment partnership, thereby enhancing its ability to recruit new partners and students
- Aids students and families when they seek credit recognition for their college credits earned through concurrent enrollment
- Allows programs to display the NACEP logo on their websites and in other publications
- Offers national leadership opportunities to concurrent enrollment professionals. Staff from NACEP-accredited concurrent enrollment programs may hold an elected position on the NACEP Board of Directors or be appointed as a Committee Chair to help shape the future of concurrent enrollment around the country.
- NACEP requires dual credit instructors to attend a workshop once a year in order to continue teaching dual credit courses through MACC.
MACC offers a variety of college-level courses as dual credit intended for transfer.

**ACC 110 Personal Finance:** This is an introductory course to acquaint students with the basic terms and concepts of financial planning and investment management.

**ART100 Color Theory:** This course is a foundational core course including studio projects and lectures to explore individual scholarly research in color aesthetics, science and psychology, and design principles. Supplies required for this course are the responsibility of the student.

**ART101 Art Survey & Appreciation I:** ART 101 is a slide/lecture course examining the visual arts from prehistoric times through the 17th century. Content includes a study of style, design, technique, iconography, and function of art in Western and non-Western culture.

**ART102 Art Survey & Appreciation II:** ART 102 is a slide/lecture course examining the visual arts from the 18th century to the present. Content includes a study of style, design, technique, Iconography and function of art in Western and non-Western culture.

**ART105 2-Dimensional Design:** This is a basic art course concerned with the study and use of elements and principles of 2-dimensional design. Students will be involved with design projects that will help them appreciate and understand the organization of lines, shapes, forms, spaces, color and textures. Supplies required for this course are the responsibility of the student.

**ART110 Drawing and Composition I:** This is a basic free-hand drawing course that introduces the student to various graphic processes. The class investigates various drawing media such as pencil, charcoal, pen, and ink. Subject matter includes life, still life, and landscape. Supplies required for this course are the responsibility of the student.

**ART205 Ceramics I:** Art 205 covers a series of basic earthenware pottery problems concerned with the discovery of form through involvement with the media. Supplies required for this course are the responsibility of the student.

**BIO101 Biology:** This course is designed to provide each student with an understanding and appreciation of the diversity of living things and their cell structure, chemistry, genetics, evolution, and ecological relationships.

**BIO105 Introductory Conservation Biology:** This course involves a study of the earth’s ecosystems and biodiversity as well as historical and current human impacts on these systems. The importance of conserving the earth’s biodiversity is also discussed.

**BIO115 General Zoology:** This course involves a comparative study of animal life and the anatomical adaptations that enable animals to inhabit nearly all ecological niches. Extensive lab work and some field trips are required.

**BIO151 Introductory Plant Biology:** This course examines general biological principles with emphasis on the structures, reproduction, and ecology of seed plants. Course includes lab work and field trips.

**BIO205 Human Anatomy:** Human Anatomy is a general study of the structure and function of the human body and considers all major organ systems. Significant laboratory work is required to identify various systems of the human body by flag-spotting. Dissection is included in this course.
**BIO209 Physiology:** This course studies metabolic functions of the cell; diffusion physiology; and the nervous, muscular, respiratory, digestive, excretory, reproductive, and endocrine systems. Physiology lab is a very important part of this course. Prerequisite: BIO 205 or instructor approval.

**BUS100 Introduction to Business:** This is a survey course designed to provide students with general knowledge of the business world. Topics include economics, management, marketing, accounting, computer information systems, human resource management, finance, and risk management.

**BUS112 Principles of Management:** Students explore the planning, organization and operation of a business. The course uses a study approach to selecting, combining and applying techniques of management to realistic business problems.

**CIT101 Computer Essentials:** This computer literacy course, intended for non-CIS majors, is designed as a computer user’s guide to familiarize students with fundamental computer concepts including computer terminology, hardware, and software. Internet usage for research and online education will be explored as well as the ethical use of computers and the impact computers and associated technologies have on individuals and society. Hands-on experiences with word processing, spreadsheet, presentation, and operating system software provide the student with a practical exposure to computer usage in an educational context. Touch keyboarding skills are required.

**CIT105 Programming I:** This course involves problem solving on the introductory level. Structured and object oriented programming methodologies are introduced. The student is exposed to sequence, selection, repetition and subprograms forming a strong foundation in Dykstra’s constructs for later course work. A modern high-level language is used as a vehicle for mastering these concepts. Prerequisite: intermediate algebra skills recommended.

**CIT106 IT Essentials I:** Students learn the functionality of hardware and operating systems components. Through hands on activities and labs, students learn how to assemble and configure a computer; install operating systems, software, and printers; and troubleshoot hardware and software problems. After completion, students will develop the necessary skills to build a computer. Successful completion of both CIT 106 and CIT 107 prepares students to take the A+ industry certification exam.

**CIT107 IT Essentials II:** This course is an intensive introduction to the multi-user, multi-tasking networking operating systems. Characteristics of the Linux, Windows 2000, NT, XP and Vista network operating systems will be discussed. Students will explore a variety of topics including installation procedures, security issues, back up procedures and remote access. Successful completion of both CIT 106 and CIT 107 prepares students to take the A+ industry certification exam.

**DDT101 Engineering Drawing:** Sketching, geometric shapes and construction detail, use of drafting equipment, lettering, orthographic projections, dimensioning and notes, sectional views, auxiliary views, manufacturing processes, drafting conventions and standards, tracing, and reproductions are included in this course. Instruction includes both mechanical and architectural standards and reproductions.

**DDT112 Computer Aided Design I:** CAD I is an introductory computerized drafting course using CAD software. Software is used to create, modify, store, and manage drawings and related files. Students will have extensive hands-on instruction using microcomputers, printers, plotters, and CAD software.
DDT211 Computer Aided Design II: DDT 211 is a continuation of computerized drafting using CAD software. The course includes advanced features of software and an introduction to 3D drawings. Students will have extensive hands-on instruction using microcomputers, printers, plotters, and CAD software. Prerequisite: DDT 112.

DDT223 Civil Engineering Design: This course is an introduction to civil drafting technology in order to provide the student with theories, concepts, and skills that form the foundation work done by civil engineering companies. Prerequisite: DDT 112 or instructor approval.

DDT225 Architectural Design I: This course will build on skills acquired in beginning drafting classes. The student will utilize CAD equipment and software in a thorough study of all aspects of residential construction: space requirements, materials and methods of construction, ecotecture, mechanical and electrical, non-conventional construction, building codes, and cost estimating. Prerequisite: DDT 112 or instructor approval.

HST101 Western Civilization I: This introductory course acquaints students with Western heritage, beginning with a study of the early Middle Eastern civilizations of Mesopotamia and progressing through the civilizations of Egypt, Greece, Rome, and Europe of the Middle Ages, Renaissance, and Reformation. The political, economic, social, cultural, and religious aspects of each of these cultures are examined.

HST102 Western Civilization II: Students are introduced to Western culture beginning with the Renaissance and Reformation and progressing through the Scientific Revolution, the Enlightenment, the Age of Revolution, the Industrial Revolution, and the major events of the nineteenth and twentieth centuries. Humanism, secularism, human rights, the doctrine of progress, liberalism, conservatism, totalitarianism, socialism, Darwinism, and many other ideological concepts are examined.

HST105 American History to 1865: This course is a survey of the economic, social, and diplomatic aspects of the United States from 1492 to the Civil War. A study of the federal and Missouri constitutions is included.

HST106 American History from 1865: This course is a survey of the economic, social, and diplomatic aspects of the United States from 1865 to the present. Special attention is given to the period after 1945.

LAL101 Composition I: This course teaches the process of writing, from prewriting to revision. Focus is on reading and critical thinking, essay writing, and literary analysis. Course provides practice in computer-assisted writing and oral communication. Prerequisite: Eligible placement score or satisfactory completion of developmental sequence.

LAL102 Composition II: Students are introduced to research writing through originality, organization, and persuasion. Focus is on critical thinking when conducting research, considering sources, and synthesizing information. Prerequisites: LAL 101 or instructor approval.

LAL120 American Literature Survey to 1870: This course is a study of American literature from the colonial period to the late 19th century, emphasizing reading, interpretation, and criticism of works by major authors.

LAL121 American Literature Survey from 1870 to Present: This course is a study of American literature from the late 19th century to the present, emphasizing reading, interpretation, and criticism of works by major authors.
LAL150 English Literature Survey to 1750: This course surveys English literature from the Anglo-Saxon to the Neoclassical period, emphasizing reading, interpretation, and criticism of works by major authors.

LAL151 English Literature Survey from 1750 to Present: This course surveys English literature from the Romantic, Victorian, Modernist, and Postmodern periods.

MTH140 College Algebra: Topics include a review of basic algebra; various functions and their graphs, including polynomial and rational functions and exponential and logarithmic functions; and an introduction to analytic geometry. The course includes systems of equations and inequalities. Prerequisite: Eligible placement score or grade of “C” or higher in MTH 100.

MTH145 College Trigonometry: This course includes angle-based trigonometric functions and their inverses, multiple angle formulas, identities, trigonometric equations, radian measure, arc length, angular velocity, graphs of trigonometric functions, and solution of right triangles. This course does not meet the math requirement for the AA degree. Prerequisite: Eligible placement score, or MTH 100, or MTH 140, or MTH 141.

MTH160 Elementary Statistics: MTH 160 includes elementary probability and statistical inference, descriptive statistics, testing hypotheses and estimation, t-distribution, chi-square distribution, correlation, and significance. This course does not meet the math requirement for the AA degree. Prerequisite: Eligible placement score, or MTH 140, or MTH 141.

MTH201 Analytic Geometry & Calculus I: Students are introduced to plane analytic geometry, including limits, continuity, derivative for functions of a single variable, differentials, indefinite and definite integrals, and applications of the derivative and integral. Prerequisites: Eligible placement score, or MTH 140 (required) with a grade of C or higher and MTH 145 (strongly recommended), or instructor approval.

MUS102 Music Appreciation: This course is an introduction to music, emphasizing the various phases of musical beauty, designed to furnish a rational basis for intelligent listening to music. Focus is on basic elements of music and listening techniques; representational Renaissance, Classicism, Romanticist, and Post-Romanticist composers and their music; and discussion of extra-musical factors that bear upon lives and works.

PHY120 Foundations of Chemistry: Foundations of Chemistry is an introduction to the principles of chemistry: measurement, atomic theory, periodic relations, chemical formulas, chemical equations, and calculations based on chemical equations, atomic and molecular structure, and the gas laws. Prerequisite: DEV 011, MTH 130, eligible placement scores for MTH 100, or successful completion of Module 16 in Computer-Assisted Pre-Algebra courses.

PHY121 General Chemistry I: This course is an introductory course dealing with the fundamental principles of chemistry. Topics include classification of matter and lab measurements, atomic composition of elements, molecular and ionic compounds, chemical reactions, and the manifestation of intermolecular forces in the gaseous, liquid, and solid states of matter. In comparison to Foundations of Chemistry, Chemistry I places greater emphasis upon heat transfer and quantum chemistry. This course is designed for pre-med, science, and engineering majors but is open to all students who have met the prerequisite. Prerequisite: Two years of high school algebra or must be enrolled in or have completed MTH 140.

PHY125 Foundations of Physics: This course is designed for liberal arts students and emphasizes mechanics, heat, light, sound, electricity, magnetism, and some modern developments. Lecture/
demonstration methods and labs to be performed by students are used in teaching the class. Pre-
or Co-requisite: MTH100, MTH130, or eligible placement score for MTH140.

**PSC103 American Government:** This course deals with fundamental principles of political science
and the organization, principles, and functions of American Government in all of its divisions:
national, state, and local. A study of the federal and Missouri constitutions is included in this
course.

**PSY101 General Psychology:** This course is an introduction to the nature and scope of the field of
psychology as a scientific and human endeavor. Focus is on the historic development of the field;
biological and developmental processes; consciousness and perceptions; learning, remembering,
and thinking; motivation and emotion; personality and individuality; social behavior; stress and
coping; and psychopathology and psychotherapy.

**PSY205 Human Lifespan Development:** This course is designed to present the study of human
development throughout the life span. Study includes the three domains of development:
physical, cognitive, and psychosocial. Major theories, the influence of genetics, and prenatal
development will be examined. The framework of the course is chronological, dividing the life
span into seven parts: infancy, early childhood, middle childhood, adolescence, young adulthood,
middle adulthood, late adulthood, and the end of life. Prerequisite: PSY101.

**SOC101 Sociology:** Sociology is a scientific study of society and the interaction between society
and its human environment. Emphasis is on an explanation of the importance of values and norms
and their significance in the development of attitudes and resulting social behavior. Course
includes such concepts as social organization and culture, socialization, institutions, and collective
behavior.

**SPK101 Public Speaking:** This course studies the role of speaking in communication in both formal
and informal situations. The course includes a study of the communication process, the role of
the listener, methods of speech organization, informative and persuasive techniques, and
effective delivery.

**WLD101 Welding I:** This beginning level welding course involves instruction and practice in the
safe operation of Oxy-acetylene welding and cutting, Shielded Metal Arc Welding (SMAW),
AC/DC, and an overview of welding methods. This class utilizes certified American Welding Society
(AWS) curriculum. Successful completion of WLD 101, WLD 102, WLD 201, and WLD 202 prepares
students to take WLD 280 and the AWS certification exam.

**Dual Credit Students are responsible for conferring with both their high school counselor and a
counselor from the college in question to confirm credit transfer.** MACC advisors will assist in
the process.
Academic Dishonesty

Moberly Area Community College will not tolerate academic dishonesty. "Academic Dishonesty" includes violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. This policy applies to all dual credit students.

U.S. copyright law states that an author owns his or her words the minute they are "fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device" (U.S. Code: Title 17, Section 101). Students should be careful to honor copyright law especially when they are using electronic mediums of communication. Students should not electronically or otherwise publish—without the permission of the copyright owner—any material that they did not write themselves.

Plagiarism is the false assumption of authorship. All student use of quoted material, paraphrased material, “cut and pasted” material, speeches, music, creative writing, projects, drawings, and/or artwork must be accompanied by proper credit (for papers, a citation in the text and in bibliography citation). Students are still responsible for their own work and must be wary of depending too heavily on editing work done by others. Also, obtaining a paper from a "paper mill" (i.e., purchasing a paper through an Internet site) or other source is an intentional violation of MACC's academic dishonesty policy.

Fabrication is a purposeful act of misrepresentation, such as using invented or falsified information with the intent to deceive. The act of fabrication includes, but is not limited to, misrepresenting the truth in order to extend a deadline for submitting an assignment or taking a test, inventing sources for research citations, and intentionally misquoting or misrepresenting sources. Students should carefully represent their sources in their full context. "Fair representation of sources" means that students represent the intended meaning of the originator of the work.

Cheating is an act of deceit and fraud. The act of cheating includes, but is not limited to, copying another student’s work, using unauthorized sources during a test or assignment, submitting the work of another as one’s own work, altering grades, and gaining unauthorized access to exams or other materials. Students must maintain the integrity of their academic performance. A student’s work must accurately represent his or her own knowledge and skills.

Collusion occurs when a student conspires with or knowingly assists another student in committing an act of academic dishonesty. Students have the responsibility of understanding whether the parameters of an assignment, project, or test allow for collaboration with other students. Students who aid other students by allowing them to copy work or by completing work for them are also guilty of academic dishonesty when these actions are unauthorized by the instructor.

Academic misconduct is an intentional transgression and/or abuse of the integrity of the academic policies and procedures of the institution.

Accusation of academic dishonesty puts the burden of proof on the student, not the instructor. Whether intentional or unintentional, all instances of academic dishonesty could have one of the
following consequences (this list is not exclusive): reduction of paper/test/project grade; failure of paper/test/project with a rewrite or re-creation; failure of paper/test/project without a rewrite or re-creation; reduction of course grade; failed course grade; expulsion from the course; or expulsion from MACC.

Moberly Area Community College's emphasis on academic responsibility ensures academic freedom, critical intellectual inquiry, and accurate assessment of student knowledge while providing a basis for a lifelong practice of integrity.

Academic Dishonesty Appeal Procedure

The Academic Dishonesty Appeal Procedure is as follows: If the student wishes to contest the charge of academic dishonesty, s/he may appeal the action to the appropriate Dean within ten scheduled class days of receipt of the Academic Dishonesty Incident Form from the Dean’s office. This appeal will be in the form of a typed letter in which the student explains why s/he disagrees with the charge and/or sanction. The letter of appeal may include documentation of support and names of witnesses to the alleged incident. The letter must include the date, the student’s mailing address, e-mail address, phone number, and student ID. The student must sign the letter. A copy of the appeal letter and support documents will be sent to the faculty member who filed the Academic Dishonesty Incident Form.

The Dean will forward the appeal to the Academic Dishonesty Appeals Committee (to be comprised of three of the following: Vice President for Instruction, Dean of Academic Affairs, Dean of Career and Technical Education, Dean of Off-Campus Programs and Instructional Technology, Off-Campus Director, Faculty) within 10 class days of receiving the appeal. If deemed necessary or appropriate, the Dean may schedule a conference with the student and/or the instructor in an effort to resolve the appeal prior to the appeal going to the Appeals Committee for consideration.

Within 10 class days of receipt of the written appeal, the Academic Dishonesty Appeals Committee will review and render a decision regarding the appeal. The Academic Dishonesty Appeals Committee's decision will be communicated to the student by the appropriate Dean within 10 class days of the decision. The decision of the Academic Dishonesty Appeals Committee is final.
Student Conduct Policy

MACC expects student conduct to be appropriate, ethical, and legal at all times. Students who exhibit rude or disruptive behavior may be dropped from one or all of their classes, placed on probation, or suspended for a period of time determined by the Vice President for Instruction, Dean of Student Services, Dean of Academic Affairs, Dean of Career and Technical Education, or the Dean of Off-Campus Programs and Instructional Technology.

This conduct policy pertains to all dual credit students. The following steps will be taken when students exhibit inappropriate behavior:

1. The instructor/staff member will attempt to discuss the behavior with the student and will provide documentation of the incident to the appropriate dean. In cases of extremely disruptive or flagrantly disrespectful student conduct, the instructor/staff member may immediately dismiss the student from the current setting and will provide documentation of the incident to the appropriate dean.

2. The dean’s office will send the student a letter indicating that disruptive behavior will not be tolerated and that future offenses may result in disciplinary sanctions, up to and including expulsion from the college. The dean’s office may request a meeting with the student accused of inappropriate conduct in lieu of or in addition to a letter. In cases of flagrantly unethical, illegal, or threatening behavior, the dean’s office may impose disciplinary sanctions upon the first offense involving this behavior.

3. If another offense occurs in any campus setting, the instructor/staff member may dismiss the student for that day and notify the appropriate dean. The dean will send the student a letter indicating disciplinary sanctions to be imposed for his or her inappropriate conduct, up to and including probation, suspension, or expulsion from one or more classes or campus settings.

4. The student has the right of appeal through the Student Due Process Grievance Procedure.

5. If the instructor/staff member perceives that a student poses a physical threat to himself or herself or others in the class or on campus, the instructor/staff member may take immediate action and notify the dean and/or the appropriate authorities.

6. The dean’s office will forward copies of all documentation regarding student conduct to the Vice President for Instruction’s Office. Should a pattern of disruptive behavior become evident, the Vice President for Instruction will request a meeting with the student to discuss his or her conduct and resulting disciplinary sanctions.

Americans with Disabilities Act

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100, ext. 11240 or the Columbia office at (573) 234-1067, ext. 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.
**Academic Recognition**

At the conclusion of each session, the Office of Student Services compiles the President’s and Dean’s Lists. The lists of qualifying students are given to the Director of Institutional Development, Marketing, and Public Relations for publication in newspapers serving the students’ home towns. A copy of the lists accompanied by an informational memo is sent to the President, Vice President for Instruction, Dean of Academic Affairs, Dean of Career and Technical Education, and Dean of Student Services.

*President’s List:* The President’s List recognizes students who have achieved a grade point average of 4.00 for 12 or more semester hours completed in the fall or spring session or the equivalent number of full-time hours in the summer session. Qualifying students each session earn the honor of being placed on the prestigious President’s List for that semester.

*Dean’s List:* The Dean’s List recognizes those students who have achieved a grade point average of 3.50 to 3.99 for 12 or more credit hours completed in the fall or spring session or the equivalent number of full-time hours in the summer session. Qualifying students each session earn the honor of being placed on the esteemed Dean’s List for that semester.

Dual Credit students are recognized by their academic achievement through the President’s and Dean’s list. Dual credit students can also be invited to join Phi Theta Kappa (PTK). This organization is part of an international scholastic society for two-year college students. To be eligible for membership, a student must have a 3.5 cumulative grade point average and have completed 12 credit hours with MACC. A letter of invitation to join Phi Theta Kappa is sent to eligible students during the fall and spring semesters.

**Transcripts**

1. All first-time applicants must contact the high school from which they graduated and request that an official copy of their high school transcripts be sent to the Office of the Registrar at MACC. Persons with proof (transcript) of an associate degree or higher are excluded from this requirement. An official copy of G.E.D. scores may substitute for this requirement.
2. If you are transferring to MACC from another institution, submit transcripts from EACH college/university previously attended. An official copy of your high school transcript or of your G.E.D. scores must also be submitted.
3. The Office of Student Services will release an official transcript only on written authorization of the student. Financial obligations to the College must be met before a transcript is released. Written requests for transcripts shall be filed with the Registrar in the Office of Student Services. There is no charge for the regular processing and mailing of transcripts up to 5 copies. Requests for a transcript to be faxed must be accompanied by a $5 payment.
Transfer Credit to Other Institutions

Educational requirements vary from one institution to another. For this reason, it is extremely important that students who plan to transfer to another institution work closely with the Office of Off-Campus Programs in planning their course schedule. Individual contact with college representatives from the receiving institution and campus visits are important to prepare for a smooth transition. Transfer problems can be minimized if special consideration is given when preparing a class schedule.

Grading

Grade reports giving the letter grade earned in each course attempted are available to students after the completion of each semester. Final grades can be viewed on myMACC. Grade point averages are calculated by grade points per credit hour. Grade points are assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Grade Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Work</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average Work</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing Work</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>Not Computed</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>Not Computed</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete Work</td>
<td>Not Computed</td>
</tr>
</tbody>
</table>

By dividing the total number of grade points, 40, by the total number of hours attempted, 16, the CGPA is 2.50. As the student completes additional semester hours, the grade points and hours are included in the CGPA calculation. With the exception of the first session a student completes, the GPA for the session on the grade report and the CGPA, which includes all sessions, will probably not be identical.

Cumulative grade point average (CGPA) is calculated by dividing the total grade points by the total hours carried. The example below assumes that this student has completed only the sixteen semester hours shown.

<table>
<thead>
<tr>
<th>Examples of calculating grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 hours of “A”</td>
</tr>
<tr>
<td>5 x 4 = 20 grade points</td>
</tr>
<tr>
<td>3 hours of “B”</td>
</tr>
<tr>
<td>3 x 3 = 9 grade points</td>
</tr>
<tr>
<td>3 hours of “C”</td>
</tr>
<tr>
<td>3 x 2 = 6 grade points</td>
</tr>
<tr>
<td>5 hours of “D”</td>
</tr>
<tr>
<td>5 x 1 = 5 grade points</td>
</tr>
</tbody>
</table>

All college-level credits earned at MACC, as well as those transferred in from colleges previously attended, are used when calculating each student’s cumulative grade point average. Because developmental courses are not considered college-level semester hours, letter grades earned in developmental courses are by designation only and are not included in any grade point average calculations.
Grade Appeal

Assignment of grades is the responsibility of the instructor and presumes fairness and best professional judgment. On course syllabi, instructors should inform students of the basis on which grades in each class will be assigned. Students who choose to appeal a grade must assume the burden of proof concerning any believed error in the grade assigned.

**Grade Appeal Procedure:** The process by which a student may appeal a grade will be as follows:

The student must appeal directly to the instructor within 60 days following the conclusion of the semester/session in which the grade was reported. Every effort should be made by both parties to resolve the matter as expeditiously as time and circumstances permit. If the instructor is no longer with the College or is unavailable to the student, the student should proceed to step two.

If the question is not resolved by step one, the student may file a written appeal to the Grade Appeals Committee (to be comprised of three of the following: Vice President for Instruction, Dean of Academic Affairs, Dean of Career and Technical Education, Dean of Off-Campus Programs and Instructional Technology, Off-Campus Director, Faculty) within 10 class days after an attempt to resolve the matter with the instructor. The written appeal should clearly articulate the perceived problem or error in the assigned grade and should include any documentation in support of the appeal. The appeal should be addressed to the Dean of Academic Affairs (for grade appeals in general education courses) or to the Dean of Career and Technical Education (for grade appeals in career/technical courses).

Within 10 class days of receipt of the written appeal, the Grade Appeals Committee will review and deliver a resolution to the grade dispute. If deemed necessary, the Dean may schedule a conference with the student and/or the instructor in an effort to resolve the appeal prior to the appeal going to the Grade Appeals Committee for consideration. The Grade Appeals Committee’s decision will be communicated to the student by the appropriate Dean within 10 class days of the decision. The decision of the Grade Appeals Committee is final.

**Time Limitations for Grade Appeal:** Extension of Time. The time limitations specified herein may be extended by written mutual agreement by both parties or by the determination of the appropriate Dean based upon extenuating circumstances. The appeal process may be condensed and steps omitted by written mutual agreement by both parties. This may be especially important when a decision is necessary prior to the next term’s registration, and/or if instructors are unavailable and/or at off-campus sites. When an appeal is in process, the student may continue to attend classes as if the appeal had been decided in the student’s favor. If the final outcome of the appeal is not in the student's favor, the student may be administratively withdrawn from any class(es) for which the student is not eligible to enroll.

**Effect of Failure to Appeal within Time Limit:** If there is no written mutual agreement to extend the time limit set herein, and if the decision is not appealed to the next step of the procedure within the specified time limit, the appeal shall be deemed settled on the basis of the last decision rendered.

**Exceptions to Grade Appeal Process:** In the event that the instructor is unavailable for contact, or for other extenuating circumstances, a College official may deem it necessary to change a student’s grade (such as from a failing grade to a withdrawal).

**General Provision for Grade Appeals:** Identification. All written appeals shall include the name, student ID, address, e-mail address and phone number of the student. In the required brief statement of the nature of the appeal and the redress sought by the student, the student must
identify the name of the course, section number, name of instructor, semester, and year of the course for which the grade is being appealed.

**Note:** Reasonable effort should be made to process a grade appeal as expeditiously as possible.

**Student Evaluation of Classroom Instruction**

Students will have the opportunity to evaluate their instructors and courses. Students should take this opportunity very seriously, as the data communicate to the instructors and administration areas of strengths and weaknesses.

**Use of Student Information**

Information that students divulge in course assignments and discussions, as well as in private meetings with instructors, MAY be reported to the proper authorities if, in the instructor’s professional judgment, it suggests harm to the student or to someone else.

**Make-up Exam Procedure**

Procedures for make-up tests will be the responsibility of the instructor. Faculty who permit students to make up tests may use a variety of options. However, the instructor should administer all make-up exams. A student should first visit with each instructor regarding his/her make-up tests procedures.

**Placement Assessment Program**

MACC uses several tests to assess language usage, math, algebra, and reading skills. The COMPASS or ACT placement assessment enables an academic advisor to place students in appropriate classes. Students that are degree seeking or wish to enroll in any math or composition/technical writing course need to have a placement score on file with MACC.

Transfer students who have successfully completed an English or math course may waive the equivalent COMPASS/ACT requirement for placement purposes. No student will be denied admission solely on the basis of a placement assessment score, except when a minimum score is required for admission to a specific program.

**Student Due Process Grievance Procedure**

1. Definitions: Student Grievance: A claim or allegation that a student has been mistreated in some aspect of the educational plan at Moberly Area Community College.
2. Purpose: The purpose of this procedure is to secure solutions to alleged grievances.
3. Time Limits: All time limits herein will consist of session/work days except when a grievance is submitted on or after May 1. After May 1, time limits will include weekends, as well as work days, so that the matter may be resolved before the close of College or as soon as possible thereafter. The number of days indicated at each step should be considered maximum, and every effort should be made to expedite the process. If the next step is not initiated by the student within the time limits established, the grievance will be considered to be resolved. However, when mutually agreed upon, the time limits may be extended.
4. Representation: A student who asserts a grievance has the right to present such grievance...
for settlement in the manner provided in the grievance procedure. Such student has the option to proceed without a representative or with a representative at any step of the grievance procedure.

5. Cooperation: The administration will cooperate with the student in the investigation of any grievance.

6. Released Time: The investigation or processing of a grievance should be accomplished without interference to a student’s required classes, but should the administration, in the processing of any grievance, require that a student be released from required classes, this release is to be made without penalty.

**Attendance Policy**

Any student who misses two consecutive weeks of class during a regular sixteen-week semester or the equivalent proportion of class time during a shorter session will be dropped from the class by the instructor unless acceptable justification is supplied. Additionally, any student who misses more than one-fourth of the entire number of in-seat class meetings in a regular 16-week semester or the equivalent proportion of class time during a shorter session, may be dropped from that class by the instructor if the student does not have reasonable opportunity to succeed in the class. A student’s attendance rate will be calculated based upon the first day of the semester (not the student’s date of enrollment in the course).

Student attendance must be defined in a different manner for online, hybrid, and virtual courses. Student attendance in these courses is defined as active participation in the course. Online, hybrid, and virtual courses will, at a minimum, have weekly mechanisms for student participation, such as any or all of the following methods:

a. Completion of quizzes or exams
b. Submission of assignments
c. Participation in threaded discussions
d. Communication with the instructor

A student who does not participate in an online, hybrid, or virtual course for two consecutive weeks will be dropped by the instructor unless acceptable justification is supplied. As with ground courses, a student’s attendance rate in online courses will also be calculated based upon the first day of the semester. If a student does not demonstrate active participation in the online course within the first two weeks (or the equivalent proportion of class time during a short session), the student will be dropped as “never attended.” Simply logging into an online class does not constitute active participation.
Use of Computing Resources

Computing resources are available to all members of the campus community for the purpose of supporting the educational mission of the College. Access to and use of Moberly Area Community College computing resources must accord with all local, state, federal and international laws and with College policies and procedures.

All statements in this policy apply to computing resources located on the MA CC campus/outreach sites as well as those remotely accessed using MACC-controlled computing-networking systems. The statements in this policy apply to all users of MACC computing resources.

1. The use of College computing resources is a privilege, which may be revoked by MACC at any time for inappropriate conduct, including any use determined to be unlawful, abusive, or unethical. Misuse of computing or network resources may result in the revocation of privileges, probation, expulsion, termination of employment, civil litigation or criminal prosecution. College policy offers recourse through due process for the resolution of disputes.

2. Social media communications on behalf of MACC must be professional, open, transparent, and readily acknowledge connection to Moberly Area Community College. MACC faculty, staff, and students must follow MACC’s “Best Practices of Use of Social Media” in their work or educational capacity. Faculty, staff, and students are also encouraged to adhere to these guidelines in their personal capacity as well. The “Best Practices for Use of Social Media” document may be found in the Student Handbook, Faculty/Staff Handbook, and the Adjunct Faculty Handbook.

3. Attempts to send threatening or abusive e-mail to another user are prohibited. MACC reserves the right to review any material stored in files or programs to which all users have access and to edit or remove any material which it deems unlawful, obscene, abusive or otherwise objectionable.

4. MACC makes reasonable efforts to provide computing systems accessibility. MACC disclaims liability for lost data or degraded service, for unauthorized use of any computing resource, and for lost access or other consequences resulting from computer or network failures or alleged unauthorized use. Users are responsible for the integrity of their data, their account, user identification (login or user-id), and electronic address.

5. Users are prohibited from sharing their login (user-id) with any other person. In the event a login is shared with another person, the authorized user is solely responsible for the actions of the unauthorized user.

6. System administrators may, after appropriate notification, remove any excess or unused data, files, or user accounts to facilitate maximum use of electronic data storage space. Such notifications may include e-mail and publicly posted expiration policies for electronic mail, files and accounts.

7. The primary use of MACC computing resources is for educational opportunities related to the mission of the College. Any appropriation of MACC computing resources for commercial use or gain is prohibited.

8. MACC prohibits the reproduction, storage, or transmittal of copyrighted materials without the express written permission of the owner or the proper license.

9. The user is responsible for knowing current policies. MACC reserves the right to add, delete or change policies and/or procedures as deemed necessary and appropriate.
**Health & Wellness**

**Student Assistance Program**

MACC offers a [Student Assistance Program](#) through H&H Health Associates. This program is a confidential service designed to help students and families with personal or student/life balance issues.

There is no charge for services provided within the Student Assistance Program. MACC has provided short-term counseling, research, consultation, and referral services for you, your family and your significant others. When necessary, you may be referred to services that go beyond the scope of this program. Charges for outside services are your responsibility. In some cases, your health insurance may cover a portion or complete cost of the services you require.

H&H Health Associates, Inc.
3660 South Geyer Road, Suite 100
Laumeier, IL St. Louis, MO 63127
314-845-8302/800-832-8302
[info@hhhealthassociates.com](mailto:info@hhhealthassociates.com)
[www.hhhealthassociates.com](http://www.hhhealthassociates.com)

**Tobacco Free Policy**

MACC prohibits the use of all tobacco products on all grounds and parking areas (traditional cigarettes, e-cigarettes, chew, pipes, cigars, hookah or waterpipe smoking, snus, snuff, etc.). Exceptions may be granted for specific auxiliary enterprises, as approved by the President.

Visitors, contractors, and other individuals on campus who are in violation of the policy should be reminded of the policy and asked to comply by discarding the tobacco product. All staff, faculty, and students violating the policy should be reminded of the policy and asked to comply by discarding the tobacco product.

- If a student refuses to comply with the policy, the Dean of Student Services shall be contacted. That office will follow up with the student regarding the policy and available resources.
- If a staff or faculty member refuses to comply with the policy, the immediate supervisor shall be notified. The immediate supervisor will follow up with the employee to remind him/her about the policy and resources. Continued violations may also result in disciplinary action up to and including dismissal.

MACC will encourage individuals to enroll in a smoking cessation program. All students, faculty and staff are encouraged to learn more about this program. For more information, call the Employee/Student Assistance Program at 800.832.8302 or visit the Employee/Student Assistance Program website at [www.hhhealthassociates.com](http://www.hhhealthassociates.com).

Designated staff at each campus will monitor and enforce this policy. In the event that individuals or groups are found using tobacco products, they will be given a verbal reminder with a review of the Tobacco-Free Policy and their compliance is requested. In 2013, a penalty was instituted for repeat offenders of the policy. This penalty will be invoked only after warnings by an administrator who has talked with the violator and after notification that future violations could result in a penalty. The penalty consists of a $20 fine or two hours of labor (picking up refuse on campus).
Policy on the Use of Alcohol and Other Drugs

The College is committed to the education and development of students, faculty, and staff regarding the prevention of the abuse of alcohol and other drugs. In order to provide the best possible educational environment, students are expected to attend class and employees are required to report to work in an appropriate mental and physical condition. It is the intent and obligation of the College to provide a drug- and alcohol-free, healthful, safe, and secure environment in compliance with the Drug-Free Workplace Act and the Drug-Free School and Communities Act.

All employees, including student employees, as a condition of employment, must abide by the terms of this policy and report any convictions under a criminal drug/alcohol statute for violations occurring on or off College premises, at College-sponsored activities, or while otherwise conducting College business. A report of conviction must be made to the President’s Office within five days of the conviction. This requirement is mandated for all employees by the Drug-Free Workplace Act of 1988.

Violations and Sanctions

Moberly Area Community College’s policy on the use of alcohol and other drugs is developed to provide intervention, prevention, and education to students and employees. MACC’s Student Code of Conduct outlines the procedure for handling student conduct which is disruptive, illegal, or unethical. More specifically, the unlawful manufacture, distribution, dispensation, possession, or use of alcohol or a controlled substance while on College premises, while off-campus at College-sponsored activities, or while representing the College is absolutely prohibited. Violations of this policy will result in disciplinary action, which may include verbal or written warning, probation or suspension, student expulsion or employee termination, and/or satisfactory attendance in a drug/alcohol abuse rehabilitation program.

The College also has a specific policy regarding drug and alcohol testing requirements for employees required to obtain a Commercial Driver’s License. The Omnibus Transportation Employee Testing Act of 1991 requires MACC to conduct controlled substance testing for CDL drivers prior to employment, after an accident, at random times, upon reasonable suspicion, and upon return to duty following the misuse of drugs or alcohol. Violations of this policy could result in suspension of driving duties, referral for treatment, and/or termination.

Additionally, MACC student athletes are required to attend a drug awareness education program and submit to random drug testing. Athletes may also be tested when reasonable suspicion exists that they are using illegal substances. Athletes with first-offense positive tests will be suspended from intercollegiate activities for one week and must attend substance abuse counseling. These student-athletes will be randomly drug tested through one calendar year from the date of the positive test. Athletes with a second offense will be expelled from the athletic program.

Students enrolled in Allied Health programs at the College may also be required to submit to drug screening or random drug testing. Positive test results for illegal drugs or refusal to submit to drug testing may result in denial of clinical site privileges and/or dismissal from the Allied Health program.

In addition to College disciplinary actions, violators of the College’s policy on the use of alcohol and other drugs may be subject to legal sanctions. MACC upholds all federal, state, and local laws prohibiting the manufacture, possession, distribution, or use of alcohol or illicit drugs by students, employees, or visitors on College property, in the functions of the College, or as representatives.
of the College. Violations of such laws will result in disciplinary sanctions imposed by the College and will be reported to law authorities as appropriate.

The following are examples of violations which may result in institutional and/or legal sanctions. This list is not all inclusive.

- Consumption of alcohol by a person under the age of 21.
- Attempt to purchase alcohol by a person under the age of 21.
- Sale or provision of alcohol to a person under the age of 21 or to an intoxicated person.
- Consumption of alcohol on public streets, sidewalks, parks, or places where owners have posted signs prohibiting alcohol.
- Operation of a motor vehicle while under the influence of alcohol.
- Misuse of over-the-counter drugs.
- Misuse or sharing of prescription drugs.
- Possession, use, distribution, or manufacture of any form of illegal drug.
- Possession of paraphernalia for intended or implied use of any form of illegal drug.
- Possession of paraphernalia that contains or appears to contain illegal drug residue.
- Purchase or passage of illegal drugs from one person to another.

Violations of federal, state, and local drug and alcohol laws can result in fines, imprisonment, loss of driving privileges, and/or court-ordered rehabilitation/counseling programs. Below are links with more information regarding federal and state laws governing the use of alcohol and other drugs and potential penalties. The information below is not all inclusive but rather is meant to provide examples of the application of the law.

**Federal Laws (Title 21 United States Code Controlled Substances Act)**

- Distribution or manufacturing in or near schools and colleges [http://www.deadiversion.usdoj.gov/21cfr/21usc/860.htm](http://www.deadiversion.usdoj.gov/21cfr/21usc/860.htm)

**State Laws (Missouri Revised Statutes)**

- Possession of a Controlled Substance [http://www.moga.mo.gov/statutes/C100-199/1950000202 HTM](http://www.moga.mo.gov/statutes/C100-199/1950000202 HTM)
- Fraudulent Attempt to Possess Controlled Substance [http://www.moga.mo.gov/statutes/C100-199/1950000204 HTM](http://www.moga.mo.gov/statutes/C100-199/1950000204 HTM)
- Distribution, Delivery, or Manufacture of Controlled Substance [http://www.moga.mo.gov/statutes/C100-199/1950000211 HTM](http://www.moga.mo.gov/statutes/C100-199/1950000211 HTM)
- Distribution of Controlled Substance Near Schools [http://www.moga.mo.gov/statutes/C100-199/1950000214 HTM](http://www.moga.mo.gov/statutes/C100-199/1950000214 HTM)
- Trafficking of Drugs [http://www.moga.mo.gov/statutes/C100-199/1950000222 HTM](http://www.moga.mo.gov/statutes/C100-199/1950000222 HTM)
- Unlawful Use of Drug Paraphernalia [http://www.moga.mo.gov/statutes/C100-199/1950000233 HTM](http://www.moga.mo.gov/statutes/C100-199/1950000233 HTM)
- Possession of Alcohol by Minor [http://www.moga.mo.gov/statutes/C300-399/3110000325 HTM](http://www.moga.mo.gov/statutes/C300-399/3110000325 HTM)
- Driving While Intoxicated  
  http://www.moga.mo.gov/statutes/C500-599/5770000010.HTM
- Alcohol Beverages in Moving Motor Vehicle  
  http://www.moga.mo.gov/statutes/C500-599/5770000017.HTM
- Revocation of Driving Privileges, Under Age 21  
  http://www.moga.mo.gov/statutes/C500-599/5770000500.HTM
- Revocation of Driving Privileges, Over Age 21  
  http://www.moga.mo.gov/statutes/C500-599/5770000505.HTM

Prevention

The National Prevention Council led by the U.S. Surgeon General has recommended that colleges and universities adopt policies and programs to decrease the use of alcohol or other drugs on campuses and implement programs for reducing drug abuse and excessive alcohol use. Moberly Area Community College has implemented a number of strategies to aid in the prevention of drug and alcohol abuse among its students and employees. These strategies include the following:

- Information on drug and alcohol abuse delivered during orientation sessions annually to students living in the campus housing
- Pamphlets on drug and alcohol abuse located in Student Services and at each off-campus site
- Poster sessions and handouts on drug and alcohol abuse disseminated annually at College Health Fair sponsored by MACC’s Nursing Department
- “Under the Influence” goggles on hand at annual student fall picnic enabling students to experience the dangers of drinking and driving while impaired
- Collection of videos and DVDs about drug and alcohol abuse available to show during staff development sessions with employees or student orientation sessions
- Workshops and resources for employees and students available through H&H Health Associates, the providers of MACC’s employee and student assistance program
- Random drug testing of CDL drivers, student athletes, and students enrolled in certain academic programs

Health Risks and Other Consequences

Drug and alcohol dependency is an illness that can lead to major health problem. The use of illegal drugs and alcohol abuse by students and employees could result in cognitive deficits, loss of productivity, and other health risks. These risks include an increased risk of accidents, which may result in death or permanent injury.

According to the National Institute on Alcohol Abuse and Alcoholism (NIAAA), the consequences of excessive drinking include death, injury, assault, sexual abuse, academic problems, vandalism, and arrests, among others. Additionally, the National Mental Health Association indicates that alcohol abuse does lasting damage. One night of heavy drinking can impair a person’s ability to think well for up to thirty days. Tens of thousands will eventually die of alcohol-related causes, such as accidents, cirrhosis of the liver, heart disease, cancer, and other diseases.

Alcohol abuse can compromise personal safety. According to the National Mental Health Association, alcohol lowers inhibitions and can make people more vulnerable to risky behavior. As many as 70% of college students admit to having engaged in sexual activity as a result of alcohol influence, and 90% of all campus rapes occur when alcohol has been used by either the victim or the assailant. People’s perceptions of potentially dangerous situations often change when alcohol is involved.
It can be particularly dangerous to mix alcohol and medications, both prescriptions and over-the-counter. Side effects can include nausea and vomiting, headaches, drowsiness, fainting, or loss of coordination. More extreme interactions can include internal bleeding, heart problems, and difficulty in breathing. Also, alcohol can make medications less effective or even harmful (Harmful Interactions: Mixing Alcohol with Medicines. U.S. Department of Health & Human Services).

Like alcohol abuse, drug abuse also has detrimental effects on the individual. For example, the long term, regular use of marijuana can have a permanent, negative effect on attention span, concentration, memory, judgment and logical thought. Marijuana use slows reaction time, interferes with coordination, and impairs mathematical, reading, and verbal skills (Texas Commission on Alcohol and Drug Abuse). Amphetamines, such as those used to treat Attention Deficit Disorder, also have serious associated health risks when abused, including brain damage, skin disorders, lung disease, delusion, paranoia, and hallucinations, to name a few (Texas Commission on Alcohol and Drug Abuse).

According to the National Mental Health Association, drug abuse can lead to behavioral changes, including depression, declining grades, loss of interest in family and friends, over-sensitivity, moodiness, nervousness, paranoia, secretive or suspicious behavior, and excessive talkativeness. Changes associated with drug abuse are not only mental but also physical, such as puffy face, hyperactivity, tremors, excessive sweating, runny nose, hacking cough, and lack of physical coordination.

Resources, Referrals, and Treatment

The College recognizes drug and alcohol abuse as a potential health, safety, and security problem. Conscientious efforts to seek such help will not jeopardize any employee's job or student's status and will not be noted in any personnel or student record.

The Student Assistance Program (SAP) at MACC is available to all students, their family members, and significant others in need of information and/or assistance with any personal concerns, including alcohol or other drug-related problems. Through the SAP, students can access confidential, free, professional, short-term counseling, assessment and referral. Likewise, the Employee Assistance Program (EAP) is available for free to all employees and their immediate family. The SAP/EAP website (http://www.hhhealthassociates.com) offers immediate hands-on access to numerous articles, videos, and assessments regarding drug and alcohol use. Students and employees who need help in dealing with such problems are also encouraged to contact Student Services (students) or Human Resources (employees) for assistance programs, referrals, and other information, as appropriate. The Office of Human Resources maintains a list of treatment and resource centers throughout the College's service region.

In addition, the College’s Behavior Intervention Team meets regularly to discuss students and employees whose behavior is of concern, including individuals exhibiting symptoms of drug and alcohol dependency. Students or employees may be referred to treatment by the Behavior Intervention Team.

Policy Review and Information Dissemination

As mandated by the Drug Free Schools and Communities Act, the College’s policy on the use of alcohol and other drugs must contain the following:

- Information on preventing drug and alcohol abuse
• Standards of conduct that clearly prohibit the unlawful possession, use, or distribution of drugs and alcohol by students and employees on College’s property, or as part of College activities
• A description of the sanctions under local, state, and federal law for unlawful possession, use, or distribution of illicit drugs and alcohol
• A description of any drug and alcohol counseling, treatment, or rehabilitation programs available to students and employees
• A description of the health risks associated with the use of illicit drugs and alcohol
• A clear statement that the College will impose sanctions on students and employees for violations of the standards of conduct (consistent with local, state, and federal law) and a description of these sanctions, up to and including expulsion, termination of employment, and referral for prosecution

The College conducts a biennial review of its policy on the use of alcohol and other drugs. The College’s Compliance Review Committee oversees the review process. The goal of the review is to ensure compliance with all aspects of the Drug-Free Schools and Communities Act as well as to determine the effectiveness of the policy and make improvements as necessary to promote the well-being of students and employees. This includes ensuring that disciplinary sanctions are consistently enforced.

The College’s policy on the use of alcohol and other drugs is provided regularly to students and employees of Moberly Area Community. The College distributes the contents of this policy via email to all students and employees on or by July 1, September 1, November 1, February 1, and April 1. The Dean of Student Services communicates the information to students while the Director of Human Resources communicates the information to employees. The policy is also located in the student handbook and the College policy manual and is available in hard copy format upon request. Additionally, upon hire, all new employees are provided with a hard copy of the policy.

Communicable Diseases Policy

MACC endeavors to provide its employees and students with a safe work and learning environment. This policy is intended to prevent the transmission of communicable diseases for members of the MACC community. Communicable diseases include, but are not limited to, measles, influenza, viral hepatitis-A (infectious hepatitis), viral hepatitis-B (serum hepatitis), human immunodeficiency virus (HIV infection), AIDS, Ebola Virus, meningococcal disease, and tuberculosis. A student/employee with a communicable disease may present a reasonably foreseeable risk of harm to others. Therefore, the College will take action in accordance with this policy to minimize the risk of transmission and to maintain a safe campus and educational environment. Some College departments have additional restrictions and procedures that must be followed due to the nature of the educational environment.

Responsible Conduct

Individuals who know they have a communicable disease or who have a reasonable basis for believing that they have a communicable disease have an obligation to conduct themselves responsibly for their own protection and the protection of other members of the MACC community. Employees/students with communicable diseases must not knowingly engage in any activity that creates a material risk of transmission to others.

Reporting
Members of the MACC community who know or suspect that they are infected are expected to seek expert advice about their health circumstances and are obligated ethically and legally to conduct themselves responsibly in accordance with such knowledge for the protection of others. Employees who know they are infected are urged to share that information with the Director of Human Resources. A student should contact the Dean of Student Services. Written notification will be provided of the procedural safeguards as set forth in the College’s compliance plan for section 504 of the Rehabilitation Act of 1973, if applicable.

Preventative Procedures

During certain communicable disease outbreaks such as a large epidemic or pandemic, all members of the MACC community may be subject to requirements imposed by federal and or state and local authorities. MACC will follow guidelines as outlined by the United States Center for Disease Control and Prevention. This may include requirements that individuals who travel to and from countries with active communicable disease outbreaks report such travel and may also include testing and screenings considered medically appropriate prior to returning to work or school. This would also apply to students coming from such countries, and students residing in MACC’s dorms (167.638 RS/MO). MACC study abroad programs may also be suspended and registration or position appointments delayed under such provisions.

Mandatory Testing for Tuberculosis (Missouri Revised Statutes 199.290)

State law mandates that all higher education institutions in Missouri implement a targeted testing program for tuberculosis on their campuses for all on-campus students and faculty upon matriculation. All MACC students who are determined through the admissions application to be at risk of tuberculosis will be required to be TB tested. All MACC faculty who are determined through the employment application process to be at risk of tuberculosis will be required to be TB tested. Testing can be done at any local county health department. Any student who does not comply with the targeted testing program shall not be permitted to maintain enrollment in the subsequent semester at the institution. Any faculty member who does not comply with the targeted testing program risks disciplinary action, up to and including termination.

Mandatory Vaccination against Bacterial Meningitis (Missouri Revised Statutes 174.335)

All students residing in MACC residence hall facilities will be required to have received the meningococcal vaccine unless a signed statement of medical or religious exemption is on file with the admission’s office. A student shall be exempted from the immunization requirement of this section upon signed certification by a physician indicating that either the immunization would seriously endanger the student's health or life or the student has documentation of the disease or laboratory evidence of immunity to the disease. A student shall be exempted from the immunization requirement if he or she objects in writing to the institution's administration that immunization violates his or her religious beliefs.

Reporting and Review Requirements for Certain Communicable Diseases

Individuals who know they have a communicable disease or who have a reasonable basis for believing that they have a communicable disease have an obligation to conduct themselves responsibly for their own protection and the protection of other members of the MACC community. Employees/students with communicable diseases must not knowingly engage in any activity that creates a material risk of transmission to others.

Restrictions and Modifications on Employment or Academic Activities
Decisions regarding restrictions on modifications of employment and academic duties/activities and access to facilities or programs as a result of a communicable disease will be made on a case-by-case basis, when possible, depending on the type and nature of the communicable disease, the nature of work or work setting, and the risk to the health of the individual or others. Such restrictions or modifications may include, among other things, changes in job function, location, course format, or work schedule, and/or change in work setting. MACC shall make efforts to implement such decisions as discreetly and confidentially as possible, with as little harm as possible to the person, his/her career/educational studies, and his/her standing in the community.

Confidentiality

MACC recognizes the importance of protecting, to the greatest extent possible, the confidentiality and privacy interests of all employees and students suspected of having a communicable disease. Accordingly, such information will be handled with the same degree of care and sensitivity as is accorded to other types of highly confidential information. MACC will disclose sensitive medical information of employees and students no further than is necessary to ensure the health and safety of MACC employees and students.

Sexual Misconduct Policy

I. Commitment to Prohibit Sexual Misconduct

Moberly Area Community College is committed to providing an environment for its students, faculty, staff, and visitors, regardless of sexual orientation or gender identity, that discourages and prevents sexual misconduct. MACC maintains a strict policy prohibiting sexual misconduct in any form, to include sexual harassment, sexual discrimination, and sexual violence (rape, sexual assault and other sexual offenses, dating violence, domestic violence, and stalking). This policy applies to students and employees as well as third parties.

Response options are available through MACC policies and/or local, state, and federal law enforcement agencies for any person who believes he or she has been sexually harassed, has experienced sexual discrimination, or has been a victim of sexual assault or other sexual misconduct at a College-sanctioned program or activity or on College-owned or controlled property, or if he or she believes that the sexual misconduct occurring outside these parameters has the potential to negatively impact his or her learning or working environment at MACC.

Any person found to be in violation of this Sexual Misconduct Policy will be subject to action by MACC, up to and including dismissal. Depending on the complainant’s wishes, a violation could also result in appropriate action by law enforcement agencies.

MACC complies with all laws and regulations governing how colleges and universities handle sexual offenses. This policy outlines institutional procedures to meet the requirements of Title IX, the Violence against Women Reauthorization Act, the Campus Sexual Violence Act, the Clery Act, and the Office of Civil Rights Guidance Letter.

II. Definitions and Prohibited Behaviors

Consent

Sexual misconduct occurs when there is physical or other non-physical conduct of a sexual nature without clear, knowing, and voluntary consent. Consent means that both people in a sexual encounter must agree to it, and either person may decide at any time that he or she no longer
consents and wants to stop the activity. Consenting to one behavior does not obligate a person to consent to any other behaviors; consenting on one occasion also does not obligate a person to consent on any other occasion; consenting to have sexual intercourse with one person does not imply a person consents to have sexual intercourse with another person; consenting means only that at this particular time, a person would like to engage in this particular sexual behavior. Consent can be withdrawn at any time, and coercion, force, or threat of either invalidates the consent. An individual who is incapacitated (e.g., due to the use of alcohol or other drugs, is injured, is asleep or unconscious, or has a physical or mental disability) cannot consent. Silence or an absence of resistance does not imply consent.

a. Dating Violence

Dating violence means violence which is committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors including the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence can include the following types of abuse:

- Physical abuse, such as hitting, shoving, kicking, biting, or throwing things.
- Emotional abuse, such as yelling, name-calling, bullying, embarrassing, isolating from friends, saying the abuse is deserved, or giving gifts to "make up" for the abuse. Dating violence often starts with emotional abuse. A victim may think that behaviors like those above are a "normal" part of relationships, but they can lead to more serious kinds of abuse, like hitting, stalking, or preventing the victim from using birth control.
- Sexual abuse, such as forcing a person to do something sexual (such as kissing or touching) or doing something sexual when a person cannot give consent (e.g., when a person is incapacitated).

Domestic Violence

State law in Missouri classifies domestic abuse as being "assault, battery, coercion, harassment, sexual assault, stalking, or unlawful imprisonment" of one individual by another.

Hostile Work Environment

In general, a hostile work environment ensues when there is discriminatory conduct or behavior in the place of work that is unwelcome and offensive to an employee or group of employees based on a protected class status.

Intimidation


Retaliation

Accused individuals and employers shall not intimidate, harass, coerce, or otherwise retaliate against individuals who report sexual discrimination, sexual harassment, or sexual assault; file a sexual misconduct complaint; assist someone in reporting sexual misconduct or filing a complaint; participate in any manner in an investigation of sexual misconduct; or protest any form of sexual misconduct.

Sexual Assault
Sexual assault occurs when one person has sexual contact or sexual intercourse with another person without that person’s consent.

Non-consensual sexual contact is any intentional sexual touching, however slight, with any object, by a person upon a person that is without consent and/or by force.

Non-consensual sexual intercourse is any sexual intercourse, however slight, with any object, by a person upon a person that is without consent and/or by force.

**Sexual Exploitation**

Sexual exploitation occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her advantage or benefit or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to, invasion of sexual privacy, prostituting another individual, non-consensual video or audio-taping of sexual activity, going beyond the boundaries of consent, engaging in voyeurism, knowingly transmitting an STD or HIV to another individual, exposing one’s genitals in non-consensual circumstances, and inducing another to expose their genitals. Sexually-based stalking and/or bullying may also be forms of sexual exploitation.

**Sexual Harassment**

Sexual harassment is unwelcome conduct of a sexual nature, including sexual violence.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment under the following conditions:

- Submission is made an expressed or implied term or condition of employment or status in a class, program, or activity;
- Submission to or rejection of the behavior is used to make an employment or educational decision (such as hiring, promotion, or grading a course); and/or
- The conduct may unreasonably interfere with a person’s work or educational performance or creates an intimidating, hostile, or offensive environment for working or learning.

Both men and women can be sexually harassed. Sexual harassment can occur between equals but most often occurs in situations where one person has power over another.

**Stalking**

Stalking is a type of conduct that is directed at a specific person, is unwelcome, and would cause a reasonable person to feel fear. The acts of a stalker may include, but are not limited to, following a person or making unwanted communication or unwanted contact with a person.

**III. Response Options (Complaint Procedures)**

Individuals who believe that they have encountered sexual misconduct by another employee or student of the College may attempt to resolve the situation through informal or formal complaint procedures. The individual also has the option to make a criminal report to local authorities.

**Informal Complaint**

In some cases, an individual may choose to address a situation involving sexual misconduct through informal measures. Individuals who opt for the informal procedure may attempt to resolve the situation through the following actions:
• Communicate verbally or in writing with the person whose behavior is unwelcome and clearly request that the unwelcome behavior stop immediately, and/or
• Speak with the appropriate supervisor who may then speak with the person whose behavior is unwelcome.

**Formal Complaint**

Individuals who wish to file a formal complaint of sexual misconduct should complete the Sexual Misconduct Report Form, located in electronic format on the MACC website and MyMACC and in hard copy in the Office of Student Services and in each off-site office. All Sexual Misconduct Report Forms will be forwarded to the Title IX Coordinator. Information in these reports required for Clery Act reporting or involving the safety of the College community will be shared with the Director of Security and Residential Life. The remaining sections of this policy outline the procedures undertaken following a formal complaint. (See Section VII for a description of the investigation of reports.)

**Criminal Complaint**

The option to pursue criminal charges is the complainant’s choice. Victims of sexual misconduct should not assume that the College is aware of such conduct. Reporting sexual misconduct to a College official does not substitute for notification of appropriate law enforcement authorities. However, area law enforcement agencies and MACC strive to work collaboratively to share information needed to maintain a safe campus environment.

**Complaints in Conjunction with Other Policy Violations**

In cases where an individual alleging sexual misconduct may also be involved in a violation of another MACC policy, such as the drug/alcohol policy or student conduct policy, the College will review these policy violations separately from the sexual misconduct allegation. The College encourages individuals to report when they have encountered sexual misconduct, despite their own involvement in other policy violations. When appropriate, the College will either grant amnesty to the complainant or respond to the other violation as an educational matter rather than as a disciplinary matter. The College’s policy on the usage of alcohol and other drugs may be found in the Policy Handbook, item L.090 and M.100. The College’s policy on student conduct may be found in the Policy Handbook, item M.096.

**IV. Reporting and Confidentiality**

**Responsible Employees (Mandated Reporters)**

All MACC employees are considered responsible employees (i.e., mandated reporters), and as such are expected to promptly contact the Title IX Coordinator when they become aware of an incident of sexual misconduct, regardless of whether the recipient is an employee, a student, a volunteer, or a visitor of the College.

When an individual tells a responsible employee about an incident of sexual misconduct, the individual has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College’s response to the report. These people will include the Title IX Coordinator and may include the College’s Behavioral Intervention Team, administrative council, and/or the Director of Security and Residential Life. A responsible employee should not
share information with law enforcement without the complainant’s consent or unless the complainant has also reported the incident to law enforcement.

Before an individual reveals any information about sexual misconduct to a responsible employee, the employee should ensure that the individual understands the employee’s reporting obligations, and, if the individual wants to maintain confidentiality, direct the individual to confidential resources. If the individual wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the individual that the College will consider the request but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the individual’s request for confidentiality. Responsible employees will not pressure an individual to request confidentiality but will honor and support the individual’s wishes, including the wish that the College fully investigate an incident. Responsible employees will not pressure an individual to make a full report if the individual is not ready to.

Should the Title IX Coordinator be given information by a third party or an anonymous person, the details will be discussed with the alleged victim if that name is given. The alleged victim will make the determination if he or she wants to provide details regarding the incident. Even if the individual does not choose to participate in the reporting process, the information given by the third party will be documented. Under no circumstances should anyone involved in the reporting of a crime be a victim of retaliation. MACC prohibits retaliation and will take strong responsive action if retaliation occurs.

**Weighing Requests for Confidentiality**

If an individual discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College’s obligation to provide a safe, non-discriminatory environment for all students, employees, and visitors. If the College honors the request for confidentiality, a complainant must understand that the College’s ability to meaningfully investigate the incident and pursue disciplinary action against the respondent(s), if appropriate, may be limited. Although rare, there are times when the College may not be able to honor an individual’s request in order to provide a safe, non-discriminatory environment for all students, employees, and visitors.

The Director of Security and Residential Life will evaluate requests for confidentiality. When weighing a complainant’s request for confidentiality or that no investigation or discipline be pursued, the Director of Security and Residential Life will consider a range of factors, including the safety of the College community, the age of the complainant(s) and respondent(s), and the seriousness of the allegations. If the College determines that it cannot maintain an individual’s confidentiality, the College will inform the complainant prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College’s response. The College will remain ever mindful of the complainant’s well-being and will take ongoing steps to protect the individual from retaliation or harm and work with the complainant to create a safety plan. Retaliation against the complainant, whether by students, employees, or other College representatives will not be tolerated. If the College determines that it can respect a complainant’s request for confidentiality, the College will also take immediate action as necessary to protect and assist the complainant (e.g., rearrange living assignments, work schedules, and/or class schedules if at all possible, etc.).
The information reported to the Title IX Coordinator may also be used (without the victim’s name) to issue timely warnings, which are required by the Clery Act. If applicable, the incident must be reported in the Annual Security Report (anonymously, as a statistic), which is also mandated by the Clery Act.

**Privileged and Confidential Communications**

MACC encourages victims of sexual misconduct to talk about their experience so they get the support they need and so officials can respond appropriately. Should an individual decide not to pursue the incident by criminal or institutional processes, an individual can and should contact a confidential source to seek guidance.

Professional licensed counselors and pastoral counselors as well as non-professional counselors and advocates who provide mental health counseling or services to members of the school community (and including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to the Title IX Coordinator without a victim’s permission. MACC does not offer on-site professional or pastoral counseling services; however, these confidential services are available off-site through the College’s Employee/Student Assistance Program or through community agencies, such as those identified in Section V of this policy.

An individual who speaks to a professional counselor or advocate must understand that, if the individual wants to maintain confidentiality, the College will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the respondent. An individual who at first requests confidentiality may later decide to file a complaint with the College or report the incident to local law enforcement and thus have the incident fully investigated.

V. **Options for Assistance**

**Immediate Assistance**

The following non-MACC affiliated resources/shelters can provide an immediate, confidential response in a crisis situation and can assist an individual in obtaining needed resources and can provide guidance with reporting options and processes. These confidential contacts may also provide an advocate to accompany an individual to the hospital for treatment.

<table>
<thead>
<tr>
<th>Safe Passage, Moberly</th>
<th>True North Shelter, Columbia</th>
<th>Victim Support Services, Kirksville</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: 660-269-8111</td>
<td>Phone: 573-875-1370</td>
<td>Phone: 660-651-1617</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audrain County Crisis Intervention Services, Mexico</th>
<th>Avenues, Hannibal</th>
<th>Coalition against Rape and Domestic Violence (CARDV), Fulton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotline: 800-246-2280</td>
<td>Hotline: 800-678-7713</td>
<td>Hotline: 866-642-4422</td>
</tr>
<tr>
<td>Phone: 800-246-2280</td>
<td>Hotline: 573-221-4280</td>
<td>Hotline: 573-642-4422</td>
</tr>
<tr>
<td></td>
<td>Phone: 573-221-4280</td>
<td>Phone: 573-642-4422</td>
</tr>
</tbody>
</table>

The following emergency numbers are available to report sexual misconduct or an emergency situation.
A victim of sexual assault should seek preventative treatment and treatment for injuries, as well as preserve evidence by being examined at a hospital. To preserve evidence, an individual should not bathe or change clothes or do any cleaning up in any manner prior to receiving medical assistance. The following local hospitals are trained to use a rape kit and perform examinations for evidence:

<table>
<thead>
<tr>
<th>Hospital Name</th>
<th>Address</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moberly Regional Medical Center</td>
<td>1515 Union Avenue, Moberly, MO</td>
<td>660-263-8400</td>
</tr>
<tr>
<td>University of Missouri-Columbia Hospital and Clinics</td>
<td>1 Hospital Drive, Columbia, MO</td>
<td>573-882-4141</td>
</tr>
<tr>
<td>Hannibal Regional Hospital</td>
<td>6000 Hospital Drive, Hannibal, MO</td>
<td>573-248-1300</td>
</tr>
<tr>
<td>Northeast Regional Medical Center</td>
<td>315 South Osteopathy, Kirksville, MO</td>
<td>660-785-1000</td>
</tr>
</tbody>
</table>

**Ongoing Assistance**

The following options exist for counseling, advocacy, and support for victims of sexual misconduct. These resources are available whether or not an individual chooses to make an official report to the College or to law enforcement.

The Employee/Student Assistance Program (EAP/SAP) offers counseling services and/or legal advice for both the complainant and the respondent involved in cases of sexual assault, harassment, discrimination, or other sexual misconduct. All services are confidential and at no cost to all students, employees, family members, significant others, and anyone residing in the student’s or employee’s household. Access to the EAP/SAP is 24/7 by phone or in-person by appointment. EAP/SAP staff will be able to connect an individual with a local counselor to meet face to face by appointment. In crisis situations, counselors are available to talk by phone 24/7. The EAP/SAP provides short-term, solution-focused counseling. Although there is no charge for services provided under the benefit, the benefit does have limits on the level of service and length of time.

**MACC Resource:**
MACC Employee/Student Assistance Program
(Provided through H&H Health Associates, Inc.)
314-845-8302 or 800-832-8302
info@hhhealthassociates.com
www.hhhealthassociates.com
a service will be provided at no cost. If there is a need for longer-term treatment, EAP/SAP counselors will be able to help with appropriate recommendations and referrals.

Community Resources:

<table>
<thead>
<tr>
<th>Safe Passage, Moberly</th>
<th>True North Shelter, Columbia</th>
<th>Victim Support Services, Kirksville</th>
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<tr>
<td>Phone: 660-269-8111</td>
<td>Phone: 573-875-1370</td>
<td>Phone: 660-651-1617</td>
</tr>
</tbody>
</table>

| Avenues, Hannibal             | Coalition against Rape and Domestic Violence (CARDV), Fulton |                                  |
| Hotline: 800-678-7713         | Hotline: 866-642-4422       |                                  |
| Hotline: 573-221-4280         | Hotline: 573-642-4422       |                                  |
| Phone: 573-221-4280           | Phone: 573-642-4422         |                                  |

In addition to the above mentioned resources, the Director of Security and Residential Life (x11247), Title IX Coordinator (x11236), Dean of Student Services (x11235), and Vice President for Instruction (x11264) can provide ongoing support during the institutional disciplinary and/or criminal process.

VI. Title IX Coordinator

It is the policy of Moberly Area Community College, in accord with providing a positive, discrimination-free educational and work environment, that sexual misconduct in the work place or the education environment is unacceptable behavior that will not be tolerated. Any student, employee, or visitor who believes he or she has witnessed or been the victim of sexual misconduct should report the incident to the Title IX Coordinator as soon as possible following the incident. If the allegation is against the Title IX Coordinator, the report should then be made to the Director of Security and Residential Life or a Deputy Coordinator. A Sexual Misconduct Report Form is available on the MACC website, on MyMACC, and in the Office of Student Services as well as each off-site office. The Sexual Misconduct Report Form should be submitted to the Title IX Coordinator. An anonymous Sexual Misconduct Report Form can be submitted. Anonymous reports may limit the extent to which sexual misconduct can be investigated.

As outlined by the Association of Title IX Administrators (ATIXA) Statement of Ethics and Professional Standards for Title IX Coordinators, MACC’s Title IX Coordinator is responsible for coordinating all activities related to Title IX compliance. These responsibilities include ensuring policy compliance with federal and state laws; attending appropriate training; providing education of Title IX deputy coordinators, investigators, and security officers; developing and implementing educational efforts designed to prevent sexual misconduct; ensuring timely resolution to all investigations and complaints; maintaining grievance files and records; developing an annual report of the number of and nature of filed complaints; and serving as principal contact for government inquiries pursuant to Title IX.

The Title IX Coordinator is appointed by the President of MACC and is supported by Deputy Coordinators. Each coordinator receives training in state and federal laws, as well as College
policy as related to Title IX. The Title IX Coordinator and Deputy Coordinators can be reached via phone, e-mail, or in person:

<table>
<thead>
<tr>
<th>Title IX Coordinator</th>
<th>Deputy Coordinator</th>
<th>Deputy Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackie Fischer, Ph.D.</td>
<td>Ann Parks</td>
<td>Lori Perry</td>
</tr>
<tr>
<td>Dean of Academic Affairs</td>
<td>Director of Human Resources</td>
<td>Director of Security and Residential Life</td>
</tr>
<tr>
<td>Moberly Area Community College</td>
<td>Moberly Area Community College</td>
<td>Moberly Area Community College</td>
</tr>
<tr>
<td>101 College Avenue</td>
<td>101 College Avenue</td>
<td>101 College Avenue</td>
</tr>
<tr>
<td>150 Main Building</td>
<td>138 Main Building</td>
<td>H12 Komar Hall</td>
</tr>
<tr>
<td>Moberly, MO 65270</td>
<td>Moberly, MO 65270</td>
<td>Moberly, MO 65270</td>
</tr>
<tr>
<td>(660) 263-4100 ext. 11236</td>
<td>(660) 263-4100 ext. 11272</td>
<td>(660) 263-4100 ext. 11247</td>
</tr>
<tr>
<td><a href="mailto:jackief@macc.edu">jackief@macc.edu</a></td>
<td><a href="mailto:annparks@macc.edu">annparks@macc.edu</a></td>
<td><a href="mailto:lorperry@macc.edu">lorperry@macc.edu</a></td>
</tr>
</tbody>
</table>

While a sexual misconduct complaint or concern can be brought forth from many sources, they are all brought to the Title IX Coordinator for review. The Coordinator ensures that MACC’s policy is followed and that the investigation is conducted promptly and thoroughly and that the misconduct ceases and does not occur again. Once the extent of the investigation is determined, a Title IX investigation may include a preliminary investigation, a formal comprehensive investigation, witness interviews, and a gathering of evidence. All findings will be communicated to the appropriate parties.

VII. Investigation of Reports of Sexual Misconduct and Interim Accommodations

Reports of sexual misconduct will be investigated in a thorough, impartial, and timely manner. Throughout the investigation, all parties involved will be treated fairly and with respect. Equity in both procedures and outcomes will be maintained throughout the process. Mediation is not an option for resolution in cases involving sexual misconduct.

Following notification of alleged sexual misconduct, MACC will take immediate steps and interim measures to ensure the safety and well-being of the complainant, such as changing work and academic schedules, allowing withdrawal from or retaking a class without penalty, offering academic support, providing alternative access to academic services such as tutoring, and changing residence hall assignments when possible. MACC Security may issue no contact orders with the respondent while an investigation is pending.

Preliminary Investigation (Step One)

After a complaint about sexual misconduct is received, the Title IX Coordinator will conduct a preliminary investigation to determine if the complaint falls under the scope of Title IX and if there is evidence indicating that a policy violation may have occurred. In a preliminary investigation, the Title IX Coordinator may interview the complainant, the respondent(s), and any witness(es); review any documentary evidence submitted by either party; and document the nature and specifics of the alleged incident(s). Each party may have an advisor present who may provide support or consultation during any and all interviews but may not actively participate in the interview. The complainant’s sexual history with anyone other than the accused generally will not be considered or permitted as admissible evidence as part of the preliminary investigation. Prior consensual dating or sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual misconduct.

A variety of evidence may be gathered during the preliminary and/or formal investigation. This evidence may include, but is not limited to, direct evidence, circumstantial evidence,
documentary evidence, and second-hand hearsay evidence. The receipt of evidence will be documented throughout the course of the investigation; evidence gathered will be kept in a secure location. Prior conduct violations by the respondent are generally not admissible as evidence. All evidence will be kept confidential to the extent permitted by law.

Following the preliminary investigation, the Title IX Coordinator shall promptly forward the complaint with related documentation to the Vice President for Instruction and will include a recommendation based on a preponderance of the evidence on whether to proceed with the next step, which is a formal, comprehensive investigation. If insufficient information exists to move the case to step two, the case will be dismissed, and the Title IX Coordinator will communicate the outcome simultaneously in writing to the complainant and the respondent(s).

**Formal Investigation (Step Two)**

If step two is recommended, the Vice President for Instruction will charge the Title IX Coordinator with conducting a thorough and comprehensive investigation to determine, based on a preponderance of the evidence, whether sexual misconduct occurred. The Title IX Coordinator will notify both the complainant and the respondent(s) that a formal investigation will be conducted. The Title IX Coordinator may meet or talk with both parties separately in order to clarify or gather additional information. Both parties will also be provided an opportunity to present witnesses and other evidence relevant to the incident. Should a hearing be held for this purpose, both parties will be notified by the Title IX Coordinator of the time and date of the hearing. The complainant’s sexual history with anyone other than the respondent generally will not be considered or permitted as admissible evidence as part of the formal investigation. Prior consensual dating or a sexual relationship between the parties by itself does not imply consent or preclude a finding of sexual misconduct. Each party may have an advisor present who may provide support or consultation during interviews or hearings but may not actively participate in the interview. The respondent(s) will not be permitted to personally question/interrogate the complainant during any hearing.

The Title IX Coordinator will decide, based on a preponderance of the evidence, whether sexual misconduct has occurred, and if so, make a recommendation for action to the Vice President for Instruction. The Title IX Coordinator shall simultaneously communicate the outcome of the formal investigation in writing and resulting sanctions, if any, to both the complainant and the respondent(s). Neither party will be required to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of information related to the outcome of the proceeding.

**VIII. Sanctions and Remedies**

If an employee of the College is found to have violated the College’s sexual misconduct policy, possible outcomes may include the following:

- Verbal warning
- Written warning in the individual’s personnel file
- Probation
- Suspension
- Reassignment of duties or location
- Required counseling or programming
- Restricted contact with the complainant
- Termination
If a student is found to have violated the College’s sexual misconduct policy, possible outcomes may include the following:

- Restricted access to College property and/or events
- Removal from College-sponsored teams or clubs
- Required counseling or programming
- Changes to course/class schedule
- Removal from campus housing
- Restricted contact with complainant
- Probation
- Suspension
- Expulsion

If a visitor, vendor, or other non-employee/non-student is found to have violated the College’s sexual misconduct policy, possible outcomes may include the following:

- Notification of company supervisor
- Restricted access to College property and/or events
- Restricted contact with complainant
- Restricted participation in College-sponsored or College-related organizations
- Termination of contractual arrangements

Should sexual misconduct occur at a College-sanctioned program or activity or on a College-owned or controlled property or if the complainant believes that the sexual misconduct has the potential to negatively impact his or her work or learning environment, MACC will take immediate steps to prevent the recurrence of the misconduct and to remedy discriminatory effects on the complainant and others, if appropriate. Depending on the specific nature of the misconduct, remedies may include, but are not limited to, changing class schedules, residence hall assignments, or work schedules; arranging extended time to complete or retake a class or withdraw from a class without penalty; training or retraining employees on the College’s responsibilities to address allegations of sexual misconduct; and conducting prevention programs for students.

IX. Appeals/Challenges

If the complainant or respondent is not satisfied with either the outcome of the initial investigation or the outcome of the formal investigation by the Title IX Coordinator, the complainant or respondent may appeal either decision by following Steps 2 and 3 of the College’s formal grievance procedure. (See Tab 1 of the MACC Policy Manual.)

Both the complainant and the respondent have the right to challenge the involvement of any College employee involved in the investigation if either party believes that a conflict of interest exists with these individuals. Any challenge shall be made in writing and submitted to the Vice President for Instruction, who will review the challenge and name an alternate individual, if warranted.

X. Time Frames

The investigation, resolution, and appeal process will be completed within 60 to 90 days of the notification. In extreme cases when the process will require more than 90 days, all parties will be notified of the status of the investigation. Both the complainant and the respondent will receive periodic updates from the Title IX Coordinator.
XI. Prevention and Education

MACC fosters a culture of respect amongst the campus community with its vision and value statements and by its setting of standards and expectations that are reinforced by the College’s conduct, complaint, and sexual misconduct policies. Literature on date rape education and risk reduction, as well as MACC response, is available through the MACC Security Office. Educational resources are available online through the Student Assistance Program and Employee Assistance Program at [http://www.hhhealthassociates.com](http://www.hhhealthassociates.com). Additionally, the Director of Security and Residential Life conducts a climate survey on an annual basis in order to gauge the scope and nature of the problem of sexual misconduct as perceived by MACC students and employees. Information gathered from this assessment tool is used to determine further training and/or prevention efforts needed.

All MACC employees are required to complete training on preventing sexual violence and discrimination within their first thirty days of employment. An online resource is used to provide and track employee training. MACC also provides training for employees by hosting speakers on topics such as sexual harassment prevention. Additionally, key personnel attend seminars and workshops on Title IX, the Clery Act, and more.

For students, MACC also utilizes online training that covers topics related to the Clery Act, VAWA, and Title IX, such as students’ rights and responsibilities; preventing sexual violence, dating violence, stalking, harassment and bullying; navigating partying, drugs and alcohol; and acting as allies for others in need. The online resource covers a full range of topics related to the Campus SaVE Act, including Sexual Violence; Bystander Intervention; "Men as Allies;" Concepts of Consent, No-Consent, and Continuous Consent; Gender Sensitivity; and Use of Drugs and Alcohol. Dorm residents, student athletes, and cheerleaders are required to complete training through the online program; however, the training is available to all MACC students. Additionally, MACC educates students about sexual assault and date rape prevention during fall orientations and through informational programs available upon request.

XII. Policy Monitoring

MACC’s Compliance Committee and Title IX Coordinator continually examine MACC’s Sexual Misconduct Policy to ensure that the policy is effective and understandable for community members. All policy revisions and updates will be reviewed and approved by the MACC President’s Council and the MACC Board of Trustees. In addition, MACC’s Director of Security and Residential Life and Director of Plant Operations work continuously to ensure that all MACC sites are safe and secure educational environments.
Admissions

All graduates from accredited high schools or individuals presenting a certificate of high school equivalency through the General Education Development (G.E.D.) test are eligible for admission. Additionally, college graduates (Associate Degree or higher) may provide college transcripts (degree/graduation date) in place of a high school record. All transcripts must be on file by the completion of the first ten days of class in a 16-week semester or the equivalent in a shorter session. Students not meeting the above requirement may be admitted to audit regular college courses or to non-credit college courses and programs.

Assessment

ACT/COMPASS, a placement assessment by MACC, is required for all students who plan to enroll in English or math-related courses. Placement in English and math classes is made according to ACT/COMPASS test results. Credit examinations are also provided on-campus through the CLEP test. The Test of Essential Academic Skills (TEAS) is offered to those who wish to apply to the PN Program. C-BASE exams are provided for MACC education majors. Outcome assessment testing must be completed by all certificate, AAS, and ADN degree seeking students as a graduation requirement.

Degrees Available

MACC offers more than 40 areas of study. These are listed in the Degrees and Certificate section on our website. Recommended degree maps are also available on this webpage. You can choose programs that last anywhere from four months to two years. You can go straight to work from here or continue your education at a college or university. For more detailed information on MACC programs, you can also review the current MACC College Catalog.

Credit by Articulation

Students completing selected programs at area vocational-technical schools may be eligible for credit through an articulation agreement. Contact the MACC Dean of Career and Technical Education for further information.

Special Features

Activity Center, Art Gallery, Outdoor Classroom, Multi-media Center, ACT Center, 600 hour POST Training Program, NJCAA Women and Men's Basketball, Internet classes, Musical Performing Arts, Theatrical Productions, New Traditions, Learning/Resource Center (free tutoring), Student Newspaper, and state-of-the-art instructional facilities.

Student Username/Password MACC mail

Access to College computing resources is available through a domain login (Student Username & Password). The domain login is consistently used across all campuses. Domain login information for faculty and staff is available through Computer Services.
Students may receive this information through Students Services or the Library & Academic Resource Center (LARC) at each MACC campus. If you have lost, or need to change your Login ID or Password please contact our Help Desk (Computer Services) at 660.263.4100 ext. 11555. Online password changes are not available at this time.

**MACC Student Email**

Your [MACC Student Email](http://www.macc.edu/student-email) account is the primary communication tool MACC uses to get information out to students in a timely manner. E-mails will be sent to your student email account from MACC staff regarding financial aid, enrollment, security and other valuable information. You may also receive correspondence from your MACC instructors through this email account.

*Important: It is the student’s responsibility to log into and check his/her MACC student email account on a regular basis. No additional notifications will be provided when these emails are sent.*

To check your MACC Student email account, go to: [http://www.macc.edu/student-email](http://www.macc.edu/student-email). Enter your username and password that was provided by your advisor upon enrollment.
International Students

Dual Credit International students must meet the following admission requirements:

1. Complete an admissions application for MACC and submit a copy of the student’s passport.
2. Provide a copy of high school transcript or the certifying graduation equivalent.
3. Provide a certificate of finances (translated into American currency) proving adequate support for the full period of study at this College, accompanied by documentation. A current certified letter from a bank or a letter of sponsorship from a government or established organization may be used as an attachment to the certification. The minimum amount needed will be $10,000 (American dollars) or the equivalent.
4. Provide certified proof of proficiency in the English language, which may be achieved by one of the following:
   a. A minimum total score of 45 (CBT 133/IBT 460 on the Test of English as a Foreign Language (TOEFL), or
   b. Completion of an English program at an Intensive English Institution approved by the Dean of Student Services, or
   c. A diploma from a secondary institution in English speaking countries (U.S., Canada, England, Republic of Ireland, Australia or New Zealand) with a minimum of two years of successful full-time study with English as the medium of instruction, or
   d. An ACT English score of 20 or greater.
5. All tuition and fees must be paid in full at the time the student is permitted to register for classes.
6. International students who request admission to Moberly Area Community College and reside outside of the United States must provide a $1,200 deposit (money order/cashier’s check) before the I-20 will be approved and sent to the student. This deposit will be used as payment toward tuition and fees. Upon the student’s arrival at the College, the balance of tuition and fees must be paid in full.
7. Transfer students must provide a letter of good standing from the most recent college or university attended.
8. Enroll at Moberly Area Community College as a full-time student. Exception may be made for students enrolled concurrently at another college or university on a full-time basis.
9. All international students (F-1 VISA) are required to carry health and accident insurance that is administered through Moberly Area Community College. The full cost of the insurance must be paid at the time the student enrolls for classes.
Canvas (Online Learning)

Canvas is the place to access online and hybrid courses, as well as the gradebook and Course Resources for your ground courses. New students will be able to log in to their accounts one week before the semester begins. Online courses will be visible at that time; however, hybrid and ground courses may not be visible until classes begin.

IMPORTANT: Per MACC’s Attendance Policy, if a student is not actively participating for two weeks or more in a 16-week semester, or the equivalent proportion of class time during a shorter session the student will be withdrawn from their online course(s).

Logging in to Canvas:
(http://www.macc.edu/macc-online-home)

1. On MACC’s home page, click on the Online Class Login link located on the bottom left side of the browser window.
2. Click on the Canvas logo.
3. Then fill in the User ID and Password in the fields provided and click Enter.

Note: Check out the other links available on this page.

Canvas Log-In Information:

Use the same Username and Password used to log into the MACC Domain (i.e. campus computers, myMACC, your MACC Student Email, and campus Wi-Fi. Your Username is your MACC Student ID number.
ONLINE HELP

MACC Website

Basic information about online and hybrid learning is available at www.macc.edu under Locations. Under Admissions you can find current course offerings.

Basic technical trouble shooting and how-to resources are available 24/7 through the Help Desk link on our website. While we strive to keep the online Help Desk up-to-date, please email us at int@macc.edu if you have trouble with any of these resources.

MACC Instructional Technology (INT) Team

Our INT team supports students and faculty in a variety of ways up front and behind the scenes. You can reach us by email at int@macc.edu or by phone at 660.263.4100 ext. 11525. We have INT team members on every MACC campus and virtually if you would like to schedule a meeting for support.

We also have on-campus Help Desk support at each MACC campus. If the person you are trying to contact is not available when you call, please leave a detailed message so we can get back with you quickly.

Student Resources Course

This course, and the resources it contains, are provided to all MACC students free of charge. It is accessible in your Courses list when you log into Canvas. This course provides quick access to online resources and MACC personnel who can assist you with these resources. For example, you can access 24/7 Smarthinking online tutoring services here. Our INT team provides a discussion forum as well as timely updates and notifications to all students through this course.

Online Course Resources & Requirements

Check the instructor’s online syllabus to make sure you have the correct Course Resources. Also, check to see if your instructor requires Proctored Exams for their online course. Proctored Exam information & registration can be accessed in the menu on the left side of MACC’s Online Login webpage.

Canvas Support Services

After you log into your course, click the Help Icon at the bottom left of your screen. The menu that pops up provides quick access to several resources, including Canvas 101 for Students, Canvas Guides, and Canvas 24/7 email, chat, and phone support (Support Hotline: 844-702-5211).

If you are new to Canvas, we encourage you to take time to review Canvas 101 for Students. This free, public course will help get you set up and ready to use Canvas. Within this canvas student tour you can also view which browsers Canvas supports, and what are the basic computer specifications for Canvas.
Course Resources

Course Resources are built directly into the course (Course Fees) or available with an Access Code. For assistance with, or questions about, course resources contact MACC's Instructional Technology Team (INT) at int@macc.edu, or call us at 660-263-4100 ext. 11525.

Course Fees

A Course Fee gives students immediate access to course-specific, required Course Resources (including a free eBook). A course-specific Course Fee is billed to your account at the time of registration.

Update: With a Course Fee, there is no need to wait for your financial aid, or purchase a textbook out of pocket for these courses. Courses below now have eBooks that can be downloaded, saved, and accessed offline.

Courses with Course Fees

| ACC101 & ACC102: Accounting I & II | HSC120 Health & Hygiene |
| ACC110 Personal Finance | HST105 & HST106: American History to 1865 |
| ACC218 Payroll Accounting | MKT105 Principles of Marketing |
| BIO150 Zoology | MTH010 Fundamentals of Math |
| BIO151 Plant Biology | MTH011 Fundamentals of Algebra |
| BIO205 & BIO209: Human Anatomy | MTH016-MTH019: Computer Assisted Pre-Algebra Series |

Note: BIO205 & BIO209 (Ground/Hybrid only) students also need to purchase a course section specific Lab Manual

| BUS100 Introduction to Business | MTH140 College Algebra |
| BUS112 Principles of Management (Ground/Hybrid only) | MTH145 Trigonometry |
| BUS113 Human Relations in Management | MTH150 Pre-Calculus |
| BUS120 & BUS 121: Business Law I (Ground/Hybrid only) | MTH160 Statistics |
| CIT101 Computer Essentials | PHY262 Astronomy |
| ECN101 Macroeconomics (Ground/Hybrid only) | SKL101 College Orientation |
| ECN102 Microeconomics (Ground/Hybrid only) | PHY120 Foundations of Chemistry (Online/P. Cole only) |

Note: PHY120 students still need to purchase Late Nite Labs

Access Codes

Access codes are needed to access Course Resources in specific courses. Check the MACC booklist to see which courses have an Access Code bundled with the textbook. You must buy the exact ISBN number listed on the MACC booklist to get the correct Access Code. Also, check your course syllabus to see if your instructor requires you to have an Access Code to access required course materials. If you choose to purchase a used book, you may purchase the Access Code separately; keep in mind the price for the stand alone code can be almost the same price as the book.”
Free Tutoring at all MACC locations

- Tutors are available to help you better understand the material in your classes. They can also help with all stages of the writing process. All tutoring services are FREE for MACC students!
- The LARC on the Moberly campus is located in the east wing of the Library, on the 2nd floor of the Main Building. It is open from 8 a.m.-8:30 p.m. Monday through Thursday and 8 a.m.-4 p.m. on Friday.
- All other MACC campuses have tutors available in the LARC on their campus. Schedules for each campus can be found by going to our website (www.macc.edu). Click on Services, and then Academic Resource Center. Choose Tutoring, then In-Person Tutoring. Click an MACC Campus to see that campus’s schedule.
- Free Virtual Tutoring with MACC tutors is available as well.
- Contact a Resource Coordinator for additional information or questions (see contact information below).

Smarthinking (online tutoring)

- Smarthinking tutoring services are available 24/7 online.
- To access Smarthinking: log into the Student Resources Course in Canvas. Then go to the “Tutoring” Module and click “Online Tutoring (Smarthinking)”.
- On the bottom of the Smarthinking homepage, subjects will be listed which are available for tutoring services. Check out the Smarthinking Student Handbook to get a good, general overview of this resource.
- Tutoring is available for Math, Writing, Science, Accounting, and more. Tutoring options may be different for different subjects. There is drop-in tutoring (receive help anytime without an appointment), appointment tutoring (set up a date and time to receive tutoring), emailing a tutor a question, or uploading an essay for review and feedback.

Library Resources

- The Kate Stamper Wilhite Library is located is located on the Moberly campus. It is on the 2nd floor of the Main Building. The hours for the library are 7 a.m.-8:30 p.m. Monday through Thursday and 7 a.m.-4 p.m. on Friday.
- Each MACC location has a smaller library collection in their Academic Resource Center.
- Students can request books be delivered to their location from any other MACC location, as well as from academic and public libraries via the Mobius and Prospector online catalogs.
- Many MACC Library resources are electronic and available online. Go to www.macc.edu, click on Services, and select Libraries from the drop down menu.
- Students have access to two eBook collections and numerous collections of journal, magazine, reference, and newspaper articles. Students can also find videos and images.
- All resources are located on the library homepage. Go to our website (www.macc.edu). Click on Services and then Libraries.
• Students can contact the Director of Library Services or the Resource Coordinator for their home campus to find out more information or to receive a tutorial on using library resources.

Contact Information

Valerie Darst, Director of Library Services, 660-263-4100 ext. 11244 valeriedarst@macc.edu
Jane Roads, Director of Learning Center, 660-263-4100 ext. 11246 janeroads@macc.edu
Jill Gosseen, Learning Center Coordinator, 660-263-4100 ext. 11310 jillgosseen@macc.edu

Resource Coordinators by Location

Columbia Higher Education Center
Susan Townsend, 573-234-1067 ext. 12116 susant@macc.edu

Hannibal Higher Education Center
Amy See 573-231-0941 ext. 14012 amysee@macc.edu

Kirksville Higher Education Center
Nicole Morgenstern, 660-665-0345 ext. 15011 nicolem@macc.edu

Mexico Advanced Technology Center
Rhonda Curtis, 573-582-0817, ext. 13629 rhondac@macc.edu

Free Virtual Tutoring

Go to www.macc.edu
4. Click on Services
5. Click on Academic Resource Center
6. Click on Tutoring, then Virtual Tutoring, in the menu on the left side of your screen.
7. Click on Virtual Tutor Room Button to start a virtual session

Note: The first time you log into Blackboard Collaborate you may need follow the prompts to download the Blackboard Collaborate Launcher before you can start a virtual session.

For best results, a headset with noise-cancelling microphone is recommended. These are available at MACC bookstores.
INTRO TO MACC’S VIRTUAL CLASSES

Please review the following information if you are enrolled in a virtual class at MACC.

What are Virtual Classes?

Virtual classes allow you the benefit of synchronous (real-time) interactions with your instructor and the convenience of attending class remotely (from home or another MACC campus). Our virtual instructional delivery system (Blackboard Collaborate) features include two-way audio with microphone and speakers, text messaging, shared whiteboard, a note-taking feature, and file sharing.

Equipment Needed For a Virtual Course

- A reliable computer & internet service. To achieve optimal results, your connection needs to be at least 256 kbps.
- Microphone/Headset combination (USB is recommended). Headsets are available in the MACC Bookstore.

Getting Started With Your Virtual Class

- First time users are encouraged to view the Blackboard Collaborate Tutorial and First Time User information online.
- The first time you log into Blackboard Collaborate from a computer you may need to download the Blackboard Collaborate Launcher before you can log into your class.
- At least 10 to 15 minutes before class begins set up your Audio. In your virtual class, go to the menu bar at the top. Choose Tools, Audio, Audio Setup Wizard, and follow the prompts. This will help set up your volume levels for your headset.

Tips For Your Virtual Class

- Be sure to plug in your microphone/headset before entering the Virtual Classroom.
- Once you have entered your Virtual Classroom, be sure to use the Audio Setup Wizard. You will need to do this each time you enter the classroom.

How to Access Your Virtual Course

8. Log into Canvas (http://www.macc.edu/macc-online-home) with your MACC login credentials (Student ID & Password).
9. Select your Virtual Course, and navigate to the Virtual Classroom Link provided by your instructor.

Blackboard Collaborate Support

For general questions contact:
MACC’s Instructional Technology Department.
Phone: 660-263-4100 x11525
Email: int@macc.edu

For technical issues and questions contact:
Blackboard Collaborate Technical Support
Online/Live Chat Support:
Go to Behind the Blackboard
Toll Free Phone: 1 (877) 382-2293
Complete Registration Agreement

1. Go to myMACC (http://my.macc.edu)
2. Log in using your myMACC username (student ID) and password
3. Click on “Student” tab
4. Click on “Registration”
5. Click on “Complete the Registration Agreement Form”
6. Read the information, check the box and click “submit this”. You will need to complete the Registration Agreement form prior to each semester or you will not be able to continue the process.

Find Class Openings

1. Go to myMACC (http://my.macc.edu)
2. Log in using your myMACC username (student ID) and password
3. Click on the “Student” tab
4. Click on “Registration” tab on left
5. Click on “Course Schedules”
6. Click the “Course Search” icon. If you do not see this icon follow the directions to “Complete Registration Agreement” and try again.
7. Change TERM to appropriate semester
8. Change CAMPUS to appropriate campus (ex. COLC Campus=Columbia)
9. Change SECTION STATUS to open
10. Click “Search”

Print Your Schedule

1. Go to myMACC (http://my.macc.edu)
2. Log in using your myMACC username (student ID) and password
3. Click on the “Student” tab
4. Click on “Academic Information” tab on left
5. Click on “Student Schedule” tab on left (choose appropriate term, click the “View Your Schedule” button)
6. View and print your schedule (including course name, day, time, campus, building and room number)

Check your Billing Account

1. Go to myMACC (http://my.macc.edu)
2. Log in using your myMACC username (student ID) and password
3. Click on the “Student” tab
4. Click on “Billing Information”
5. Click on “Course and Fee Statement”
6. Select the term you want from the drop down box.
7. Click “Generate my Course and Fee Statement”
8. Open the PDF file link that comes up.

**View your Unofficial Transcript**
1. Go to myMACC (http://my.macc.edu)
2. Log onto myMACC using your username (student ID) and password
3. Click on the “Student” tab
4. Click on “Academic Information” on the left
5. Click on view “Unofficial Transcript”

**Find Grades at the End of the Semester**
1. Go to myMACC (http://my.macc.edu)
2. Log onto myMACC using your username (student ID) and password
3. Click on the “Student” tab
4. Click on “Academic Information”
5. Select “Grade Report”
6. SELECT THE correct term
7. Click on “View Final Grade Report”

**View Financial Aid Awards**
1. Go to myMACC (http://my.macc.edu)
2. Log onto myMACC using your username (student ID) and password
3. Click on the Student tab
4. Click on the “Financial Aid” tab
5. Click on Financial Aid Awards
6. Select an Academic Year (i.e. 1314) from the drop down box (if present). Financial Aid Programs awarded will be listed
7. Select Financial Aid Award Letter Guide. This will provide details about financial aid awards and required consumer information.

**View Missing Financial Aid Documents**
1. Go to myMACC (http://my.macc.edu)
2. Log onto myMACC using your username (student ID) and password
3. Click on the Student tab
4. Click on the “Financial Aid” tab
5. Click on View Financial Aid Document Tracking
6. Click on web link provided and complete the missing documents
7. Financial aid cannot be processed if documents are missing
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# ENGLISH AND MATH PLACEMENT GUIDELINES

## MATHEMATICS SKILLS

<table>
<thead>
<tr>
<th>Course Placement</th>
<th>ACT Math</th>
<th>COMPASS Pre-Algebra</th>
<th>COMPASS Algebra</th>
<th>COMPASS College Algebra</th>
<th>Alternative Measure</th>
<th>Alternative Measure</th>
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<tr>
<td>MTH010</td>
<td>0-17</td>
<td>0-48</td>
<td>0-25</td>
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<td>MECA010 &lt; 75%</td>
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<tr>
<td>MTH016</td>
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<tr>
<td>MTH011</td>
<td>18-19</td>
<td>49+</td>
<td>26-45</td>
<td></td>
<td>MECA010 75%+</td>
<td>MMA *</td>
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<tr>
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<td>18-19</td>
<td>49+</td>
<td>26-45</td>
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<td>MTH015</td>
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<td>MTH100</td>
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<td>46-65</td>
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<td>MECA011 75%+</td>
<td>MMA *</td>
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<tr>
<td>MTH130</td>
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<td>66+</td>
<td>31-59</td>
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<td>MECA100 70%+</td>
<td>MMA *</td>
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<td>MTH140</td>
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<td>24+</td>
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<td>60+</td>
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</tbody>
</table>

*MMMA: OK for MTH140 if HS graduate within 3 years or current Dual Credit / Dual enrolled student AND HS GPA 3.0+ AND College GPA 2.0+ (if there are college credits) AND either ACT 20+, or COMPASS Algebra 46+.

## WRITING SKILLS

<table>
<thead>
<tr>
<th>Course Placement</th>
<th>ACT English</th>
<th>COMPASS Writing</th>
<th>Alternative Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAL022</td>
<td>0-17</td>
<td>0-69</td>
<td>Writing Appeal Denied</td>
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<tr>
<td>LAL023</td>
<td>0-17</td>
<td>0-69</td>
<td>Writing Appeal Denied</td>
</tr>
<tr>
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<td>Writing Appeal Denied</td>
</tr>
<tr>
<td>LAL101</td>
<td>18+</td>
<td>70+</td>
<td>Writing Appeal Granted</td>
</tr>
<tr>
<td>IND120</td>
<td>18+</td>
<td>70+</td>
<td>Writing Appeal Granted</td>
</tr>
<tr>
<td>BUS150</td>
<td>18+</td>
<td>70+</td>
<td>Writing Appeal Granted</td>
</tr>
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</table>

## READING SKILLS

<table>
<thead>
<tr>
<th>Course Placement</th>
<th>ACT Reading</th>
<th>COMPASS Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAL031</td>
<td>0-17</td>
<td>0-80</td>
</tr>
<tr>
<td>LAL032</td>
<td>0-17</td>
<td>0-80</td>
</tr>
<tr>
<td>LAL020</td>
<td>0-17</td>
<td>0-80</td>
</tr>
<tr>
<td>LAL101</td>
<td>18 &amp; above</td>
<td>81+</td>
</tr>
<tr>
<td>IND120</td>
<td>18+</td>
<td>81+</td>
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<tr>
<td>BUS150**</td>
<td>18+</td>
<td>81+</td>
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</tbody>
</table>
Math Sequences

MTH010 OR MTH016
MTH011 OR MTH017
MTH015 OR MTH011
MTH018
MTH019
MTH100
MTH140 OR MTH145 OR MTH150 OR MTH160

Computer Assisted Pre-Algebra Sequence (MTH016-MTH019)

- The sequence includes 12 modules. The first 6 modules are the equivalent of MTH010, and the second 6 modules are the equivalent of MTH011.
- All students start in MTH016, regardless of placement scores for either MTH010 or MTH011.
- Students must complete at least 5 modules with a grade of A, B or C to advance to the next level (such as moving from MTH016 to MTH017 or from MTH017 to MTH018).
- Students who complete 4 modules or less in a given term must repeat the course.
- Students who need three or fewer modules to complete the 12 module series may enroll in MTH019. Instructor approval is required.

Courses with Math Prerequisites

- Students must receive a grade of C or higher in any course in the math sequence before they may enroll in the next higher course.
- To enroll in PHY120 Found of Chemistry a student must have a) received a grade of C or higher in MTH011 Fund Algebra or MTH130 Tech Math, OR b) received a grade of C or higher in completion of all 12 modules of Computer-Assisted Pre-Algebra, OR c) achieve a test score that makes them eligible to enroll in MTH100 Intermediate Algebra.
- To enroll in PHY125 Found of Physics a student must have a) received a grade of C or higher in either MTH100 Intermediate Algebra or MTH130 Tech Math, b) enroll in either MTH100 or MTH130 during the same term as PHY125, or achieve a test score that makes them eligible to enroll in MTH140.
- To enroll in MTH201 Calculus I a student must a) achieve a test score that makes them eligible to enroll in MTH201, OR b) receive a grade of C or higher in both MTH140 Col Algebra and MTH145 Col Trig, OR c) receive a grade of C or higher in MTH150 Pre-Calculus.
- To enroll in PHY201 Engineering Physics I, a student must have received a grade of C or higher in MTH201 Calculus I AND a) received a grade of C or higher in MTH202 Calculus II, OR b) enroll in MTH202 during the same term as PHY201.
- The mathematics requirement for the MACC AA degree may be satisfied with MTH140 Col Algebra, MTH150 Pre-Calculus or MTH201 Calculus I. Other higher-level math courses transferred in by students may be reviewed on a case-by-case basis.
- To enroll in PHY181 General Physics a student must a) achieve a test score that makes them eligible to enroll in MTH 140 Col Algebra OR b) have received a grade of C or higher in MTH 100 Intermediate Algebra OR c) enroll in MTH140 Col Algebra during the same term as PHY181.
Alternative Placement Measures

A student who places in lower level math / writing via ACT or COMPASS MAY qualify for higher level placement via alternative placement measures.

Writing Appeal:

Students may opt for a one-time writing appeal to demonstrate the writing skills necessary for LAL101 or equivalent. Writing appeals can be scheduled by any advisor, and can be included in any regularly-scheduled COMPASS session. Writing appeals will start 30 minutes after a scheduled COMPASS session begins.

The appeal is a proctored writing assignment, with a topic selected from a predefined series of options. The assignment must be completed within a 60 minute period, and then saved to be electronically submitted for evaluation.

The assignment will be evaluated by up to three English faculty, with results communicated to the student by MACC Student Services. The results will be entered in the test section of the CX walk-in screen coded WRTA as either “granted” or “denied”, which all advisors may access. If the appeal is granted, the student is deemed to have satisfied the minimum writing requirement for LAL101 or equivalents. There is no charge currently for the one-time writing appeal.

Math Multiple Measure Alternative – Math Pilot (MMMA):

Students who test into a lower level math course may be placed in MTH140 if they meet the following conditions:

1. Must have graduated from high school within 3 years from time of enrollment, or currently enrolled as Dual Credit/Dual Enrolled student.
2. Must have a high school GPA of 3.0 or higher, and;
3. Must have a college GPA of 2.0 or higher (if there are college credits), and;
4. EITHER a) an ACT Math score of 20 or higher, OR b) a COMPASS Algebra score of 46 or higher.

If an advisor determines the student meets these criteria, the student may be enrolled in MTH140. The advisor must open the student walk-in screen, go to Involvements, and enter the code MMMA (Multiple Measures in Math Alternative), along with the semester start and end dates for the class.

Math Competency Testing – (MECA):

Students who place into levels of math below College Algebra may take a competency exam to attempt a higher math placement. The tests described below are paper and pencil tests consisting of 25 questions. The completed test, including all written work from the student, is submitted to a team of math faculty for evaluation. If the student receives a passing grade on the test, they may be enrolled in the next higher level math class. Each MECA exam may only be taken once.

1. MECA010 may be taken by students placed in MTH010. If they achieve a score of 75% or higher, they may be enrolled in MTH011. No calculator allowed.

2. MECA011 may be taken by students placed in MTH011 OR passed MECA010 OR achieved a C or better in MTH010. If they achieve a score of 75% or higher, they may be placed in MTH100.
3. MECA100 may be taken by students placed in MTH100 OR passed MECA011 OR achieved a C or better in MTH011 or in the MTH016-019 series. If they achieve a score of 70% or higher, they may be placed in MTH140.

Please note that if a student passes a MECA exam, they MAY take the next higher MECA exam. The student must start with the MECA which fits with their ACT / COMPASS placement, but with consecutive passing results could take subsequent MECA exams and ultimately be placed in MTH140.

Each campus will determine the most appropriate way to schedule these exams.

**ASSET Placement Scores:**

ASSET placement scores are no longer used for course placement EXCEPT in certain cases requiring ADA accommodation. ASSET cut scores have been removed from the placement guide and are under review. When approved they will be included in this section of your reference material.

**Transition to College Algebra (MTH020):**

Planned as a summer session and should be scheduled for future semesters, this is designed to see if a student can bypass MTH100 and enroll in MTH140. To qualify for admission, a student must have a) satisfactorily completed all 12 modules of MTH016 in one semester, OR b) received a grade of B or higher in MTH011, OR c) have a faculty recommendation to take the course. The course will meet 2 hours per day for nine consecutive days, and carries 1 credit hour of developmental credit. Students receiving a grade of C or better for this summer session may enroll in MTH140.

**Transition to Composition I (LAL020):**

Planned as a summer session and should be scheduled for future semesters, this is designed to see if a student can bypass developmental courses which would otherwise be required for LAL101. To qualify for admission, a student must achieve an ACT of 16 or higher OR a COMPASS of 56 or higher in Writing, AND an ACT of 16 OR a COMPASS of 64 or higher in Reading (must have both). The course will meet 4 hours per day for nine consecutive days, and carries 2 credit hours of developmental credit. Students completing the entire course and receiving a grade of 70% or higher may enroll in LAL101 the following semester.

**Reading / Writing Workshops:**

This 2.5 hour session is designed to provide students tips, strategies and practice for taking the COMPASS exam. To qualify for admission, a student should achieve an ACT of 17 or higher OR a COMPASS of 63 or higher in Writing, OR an ACT of 17 OR a COMPASS of 73 or higher in Reading. Students completing the workshop may retake the appropriate exam(s) at no charge at the next scheduled COMPASS.