



MAACC
the college for you.

MOBERLY AREA COMMUNITY COLLEGE
Faculty Handbook

2023-2024

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INTRODUCTION

PREFACE

This *Faculty Handbook* is intended to provide Board policy and information about Moberly Area Community College. Policies and procedures contained in this handbook pertain to all personnel unless otherwise designated by job description, classification, or other Moberly Area Community College employment responsibilities. Additional information regarding MACC policies and procedures may be found in the *MACC Policy Handbook* and the *MACC Student Handbook* available at <https://www.macc.edu/college-catalogs/>.

Employees and students should feel free to consult with division chairs, department chairs, deans, and/or supervisors regarding matters about the *Policy Handbook* or other areas in relation to the College.

OVERVIEW OF THE COLLEGE

Serving 16 counties in northeastern Missouri, Moberly Area Community College is a co-educational, two-year community college with an open-door policy and a philosophy that every individual deserves the opportunity to succeed. The College has campuses in Columbia, Hannibal, Kirksville, Mexico, and Moberly. MACC provides dual credit courses, distance learning, business and industry training, and community education opportunities as well. Last year, the College served over 5,000 students in credit-bearing classes.

The College offers educational programs in Advanced Manufacturing Technology, Agriculture Technology, Biology, Business Administration, Business Office Administration, Early Childhood, Engineering, Information Technology, General Studies, Medical Laboratory Technology, Mechatronics, Nursing, Occupational Therapy Assistant, Pre-Professional, Surgical Technology, Teacher Education and Veterinary Technology.

Moberly Area Community College is accredited through the Higher Learning Commission. All two-year degree and certificate programs are approved by the Missouri Coordinating Board for Higher Education. Specific programs are approved within the College and approved by Missouri Department of Elementary and Secondary Education. Specialized accreditations include:

- Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (OTA)
- Missouri State Board of Nursing (PN and ADN programs)
- National Accrediting Agency for Clinical Laboratory Sciences (MLT)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP – Surgical Technology program)
- National Alliance of Concurrent Enrollment Partnerships (NACEP)
- American Veterinary Medical Association – Committee on Vet Tech Education and Activities (AVMA CVTEA - Veterinary Technology program)

MISSION

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

Institutional Purposes

In order to anticipate and respond to the changing educational needs of the various communities the College serves, MACC will pursue this mission by providing:

Educational Programs and Services including college transfer, academic, and career/technical programs, as well as developmental education, continuing education, and other services that prepare students to be successful in the global community. Key to MACC degree programs is a general education component that ensures breadth of knowledge and promotes intellectual inquiry.

Support Services for Students to facilitate the development of skills needed to achieve their educational, professional, and personal goals. These services include but are not limited to academic advisement, assessment, articulation, career planning and placement, library and learning resources, and financial aid.

Open Admissions to ensure access to learning opportunities for students regardless of their diverse cultural, socio-economic, or academic background.

Commitment to Excellence in instruction and service by recruiting and retaining professional faculty and support staff and by providing appropriate facilities, equipment and technology.

A Collegiate Environment that creates opportunities for student engagement by offering co-curricular activities that enable learning and encourage student success in a safe atmosphere.

Community Partnerships and Cooperative Efforts with other educational institutions, business and industry, labor, governmental entities, private agencies, civic groups and organizations for educational and cultural development in the College service region. MACC provides opportunities for community participation in social, cultural and intellectual activities.

Support of Economic Development by offering innovative degree programs, credit and non-credit courses, entrepreneurial and small business services, workforce development activities, funding and partnership options, and the evaluation of opportunities to enhance the economic climate of our region.

VISION STATEMENT

MACC will be a dynamic institution noted for academic excellence, accessibility, innovation, and service to students and the community.

Institutional Values

Learning – quality instruction, student-oriented, supportive environment, lifelong process

Excellence – high standards, continuous improvement, innovation

Access – affordable, convenient, flexible, available to all

Diversity – welcoming, inclusive, equitable, safe, respectful, unique

Integrity – honest, fair, consistent, ethical, transparent, accountable

Service – to students, to communities and to one another

GENERAL INFORMATION

CENTRAL PROCESSING CENTER

All faculty have access to copy machines to make copies of course materials and other paperwork as needed. Faculty may obtain codes for the copiers and an account number for copies from their respective dean's office or site office.

The Central Processing Center (CPC) on the Moberly campus is open from 8:00 a.m. to 4:30 p.m. Monday through Friday to provide the following services to MACC faculty and staff:

- Process incoming, outgoing and interoffice mail
- Process copying requests for faculty and staff
- Check in delivery trucks

Please allow the following lead times for processing requests:

- One or two working days for copying tests or routine copying
- Three working days for long copy runs
- Three working days for syllabus copying

Requests to sites will be delivered via a courier service, which is provided between campuses on Mondays, Tuesdays, and Thursdays. The courier leaves from the Moberly campus at 8:00 a.m. on these days. Outgoing mail and deliveries to other campuses needs to be to CPC or the Mail Room in the Main Building (234) by 5:00 p.m. the preceding day.

To enable CPC staff to better meet your needs, request forms must be legibly written and accurately completed for all services. Forms are available in the faculty work/mailroom of each building, as well as on myMACC.

Copying requests may be emailed to CentralProcessingCenter@macc.edu. Copies will be returned through in-house mail.

For copies to be of good quality, originals must be of good quality, clean typed, or dark computer printout. Very light originals may have to be re-typed to achieve a quality product. Colored originals will usually not produce a good copy.

COURIER SERVICE

A courier service is provided to deliver intercampus mail on Mondays, Tuesdays, and Thursdays. The courier leaves from the Moberly campus at 8:00 a.m. on these days. See [Site-Specific Information](#) for approximate delivery/pick-up times for each campus and for campus mailbox information.

INCLEMENT WEATHER

If it becomes necessary to cancel or delay classes due to weather conditions, announcements are made on several area television and radio stations, sent by text alert (HoundAlerts/Omnilert), and posted on the MACC website. Decisions regarding delay or cancellation of day classes are generally announced by

6:00 a.m. Cancellation of evening classes is generally announced by 3:00 p.m. Decisions regarding delay or cancellation of classes are made and announced separately for each MACC campus.

When it is publicly announced that a MACC campus is closed or will open late due to inclement weather, all faculty and staff will be expected to report for work at the stated time of opening or the next day. Delayed starts allow more time for cleaning crews to clear lots and sidewalks. All students and employees should use their best judgment when traveling during inclement weather. Faculty and staff unable to make it to campus can use personal or vacation days or adjust their schedule with the dean/supervisor. Each campus may require essential personnel to work during periods of partial or full campus closure. Essential employees are designated by their supervisor. Delayed starts will typically be scheduled for 10:30 a.m.

- Classes that start before 10:30 a.m. and meet only until 10:50 a.m. or before will not meet, but classes that extend past the 10:50 a.m. meeting time (e.g., 9:00-11:50 a.m.) will meet beginning at 10:30 a.m.
- Classes that start before 10:30 a.m. will be cancelled.
- Classes that start at 10:30 a.m. and after will be held.

If the College closes early, classes in session will conclude at the closing time regardless of when they begin (e.g., if the College is closing at 3 p.m., a 2:30 p.m. class will end at 3 p.m. regardless of its regularly scheduled ending time).

Virtual classes will follow the same delayed start or cancellation practice as regular ground classes.

Classes held at the Columbia Area Career Center, Kirksville Area Technical Center, Macon Area Career & Technical Center and the Moberly Area Technical Center will be cancelled if the public school is closed.

Online classes will follow the regular due dates for the class. Students are encouraged to communicate with faculty if a campus closing prevents them from meeting a deadline. Students in special programs (i.e., Health Sciences and Law Enforcement) will be expected to follow the guidelines of the programs regarding extended class time or clinicals.

GRIEVANCE PROCEDURE

The procedure for employee and student due process will be according to the procedures approved by the Board of Trustees. This procedure is located in the *MACC Policy Handbook*, G.130 (students) and F.010.05 (employees), available online at <https://www.macc.edu/college-catalogs/>.

MAINTENANCE SERVICES

Any faculty or staff member who desires the services of the custodial or maintenance staff should complete a work order. The work order system can be found on the Employee tab of myMACC.

FACULTY IDENTIFICATION CARDS

All faculty are issued MACC identification cards. They can be obtained from the Director of Security in Komar Hall on the Moberly campus or from site directors at other locations.

SUPPLIES

Many office and classroom supplies may be obtained through The Greyhound Store. Employees should complete a Bookstore Supply form. The form is available at the store or on myMACC under Employee Forms. The form must include the appropriate account number(s), the name of the person who picked up the supply item(s), and supervisor's signature (if needed). If The Greyhound Store does not carry a supply needed, please contact the appropriate dean's office to get it ordered.

TECHNOLOGY

MACC technology support is provided by Computer Services, Instructional Technology, and LARC staff.

A first point of contact is the MACC HelpDesk (ext. 11555 or HelpDesk@macc.edu). Computer Services has primary responsibility for hardware and network, Instructional Technology has primary responsibility for student and faculty use of technology resources for classes, and LARC staff provide personal assistance to students as well as tutoring.

MACC computing systems access

User access is consistent across all MACC locations. Access to MACC computing systems for employees is granted under the following process.

1. Completion of employment paperwork through HR department
2. MACC HelpDesk creates credentials (username and password/s), roles, and access based on position

Username and password/s

Employees should immediately change passwords to a strong password of their choice that is not used anywhere else. Passwords should be changed annually and should also be changed if there is any possibility of compromise. Employees will have one universal username along with one password for Windows Domain access, Jenzabar J1, myMACC, wifi, Canvas, document management, and Safe Colleges. The domain password should be 15 to 20 characters in length. The domain password should have a combination of letters, numbers, upper/lower case, and special characters. A password recovery feature is available on myMACC and the HelpDesk encourages new users to set up this feature for future self-servicing.

Employee Email

MACC provides a college (.edu) account to each employee. This account is to be used for all college related business. A directory of college email addresses is posted on the College website at <https://www.macc.edu/directory/>. A link to employee email is also provided on the macc.edu website. Adjunct faculty are expected to use, regularly check, and provide their MACC email addresses to their students as a means of communication. Faculty email addresses should also be listed on course syllabi. Faculty are responsible for regularly maintaining and cleaning out their email files.

Student Email

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

myMACC

The myMACC portal (my.macc.edu) allows students, faculty, and staff secure web access to pertinent information, including College calendars, announcements, class lists/rosters, online registration, grade entry/grades, financial information, and online resources.

Internet

Employees are provided Internet access on their workstation computers. All computer usage must be in compliance with the College's MACC Cybersecurity Program located in section C.090 of the MACC *Policy Handbook*. Employees may access the *Policy Handbook* at <https://www.macc.edu/college-catalogs/>.

Canvas

MACC utilizes the learning management system (LMS) Canvas for all course formats, including online, hybrid, virtual and face-to-face. All faculty are required to take attendance and keep a gradebook online using Canvas.

Video Conferencing/Instruction via Zoom

Zoom and Microsoft Teams are cloud-based tools that allow virtual synchronous connectivity for classrooms and meetings for faculty and students. Links to provide access to virtual resources are provided within respective course shells. This technology allows internet tools (desktop applications, web pages, whiteboard, audio, video, etc.) to be shared among participants. This tool is useful to enhance office hours and to communicate with students who are unable to attend class or require additional instruction or mentoring. Courses are to be taught using the modality indicated in the course schedule. Individual class and/or tutoring sessions can be recorded and made available to students using Zoom or Blackboard Collaborate. Instructors interested in using video instruction should contact Instructional Technology at InstructionalTechnology@macc.edu or 660-263-4110 ext. 11525.

CLASSROOM TECHNOLOGY

Smart Classrooms

Smart classroom equipment includes a ceiling-mounted video projector, projection screen, DVD player, surround sound system, and instructional computer station including access to the College network and Internet. Some smart classrooms also have a document camera.

Virtual Classroom

Virtual classroom equipment includes the equipment contained in the smart classrooms with the addition of an Aver Camera, ceiling microphones, and mixer. This equipment provides the capability to provide remote learning as well as a blended learning environment.

Technology Assistance

An instruction sheet providing immediate assistance should be located near the digital equipment in a smart classroom. Online user resource assistance is also located on the MACC "Help Desk" pages at <https://www.macc.edu/help-desk/>. If problems cannot be solved using printed materials or MACC web site resources, faculty may contact the Help Desk (ext. 11555) and/or Instructional Technology for assistance. Technology equipment that needs repair or maintenance should be reported by submitting an online ticket in the Computer Service Request System at <https://my.macc.edu/ICS/Employee/>.

ACCEPTABLE USE POLICY

MACC encourages the use of information technology resources to support the college mission. Computing resources are available to all members of the campus community. Access to and use of MACC computing resources will accord with all MACC policies and local, state, federal, and international laws.

Use of computing resources is a privilege. In order to maintain this privilege, users agree to comply with the provisions of this policy and will:

1. Exhibit responsible behavior consistent with MACC's mission and any applicable codes of conduct.
2. Accounts are to be used only by the authorized owner of the account
3. Follow all applicable policies regarding account security, social media, data governance, and any related training
4. Respect the privacy, confidentiality, and personal rights of others
5. Respect the intellectual property rights of creators, owners, contributors, and publishers
6. Protect assigned computing resources from unauthorized use
7. Immediately notify Computer Services of suspected unauthorized use or if account credentials have been/or are potentially compromised
8. Adhere to the terms of software licenses and other contractual agreements
9. Comply with all applicable MACC policies, laws, and regulations

Appropriate administrators will make determinations on whether specific uses of computing resources are consistent with MACC's Cybersecurity Program.

Privacy and Monitoring:

By using MACC computing resources, users agree and acknowledge that records of internet access, stored files, and email accounts may be monitored by MACC at any time with no expectation of privacy.

Compliance:

MACC values academic freedom and privacy and does not condone casual inspection of the information contained in or transmitted within its computing resources. However, such information is subject to examination and inspection when deemed appropriate by Computer Services, the Chief Information Office, and other appropriate administrators.

Individuals found to have violated the Acceptable Use policy may have system privileges suspended or revoked and may face additional disciplinary action. MACC reserves the right to advise appropriate authorities of any violation of the law.

ELECTRONIC COMMUNICATION POLICY

All electronic communications should not contain remarks that would be inappropriate in formal communication. Derogatory remarks will not be tolerated. Electronic communication should not violate the college's policies on harassment and discrimination.

A. Email

All MACC students and employees, excluding temporary employees, are provided an email account by the college. Authorized users of MACC's email system are subject to the following rights and responsibilities:

- Email is an official communication of MACC for faculty, staff and students. It is the responsibility of all users to check/review messages sent to their MACC email account on a frequent and consistent basis and respond as necessary.
- Users are responsible for managing their account efficiently and ensuring there is sufficient space for email to be delivered. Users are responsible for archiving, retention and deletion of all emails within their accounts. See Retention Policy (B.040) in Policy Manual.
- Employees may not use external or private email accounts (i.e. Gmail, Yahoo, or account through another institution, etc.) to conduct college business. This includes but is not limited to automatically forwarding college email to a personal account or listing a personal email as primary contact information.
- Employee email addresses are not confidential.
- Supervisors who have employees without a computer in their work station are required to work with such employees to ensure they have regular access to a computer in order that they may receive/check their college email accounts.
- Attempts to send threatening or abusive email 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.

B. Instant Messaging

Instant messaging services can be provided for employees of the college by request. As with email and all other forms of communication, these services should not be used to send inappropriate or discriminatory information to other users.

C. Social Media

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 "Social Media and Website Policy" 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 "Social Media and Website Policy" document may be found in the Student Handbook and the Policy Handbook.

D. Phone System

The phone system at MACC should be used by MACC employees for conducting College business. As per MACC's Policy Manual: Long-distance calls will be made for College business only (unless charged to a home telephone). A computerized record is made of each long-distance call and charged to the appropriate College extension.

Security and Management

It is important to realize that any form of electronic communication is by no means completely secure. Whether you are sending email, talking on a telephone, or transmitting over air waves, most mediums can be either monitored or "tapped." The College will strive to make sure that electronic communications are as secure as possible. Computer services personnel, in the course of their job responsibilities, may occasionally view email files, or other electronic communication records. The need for doing so would include, but not be limited to, routing improperly addressed email and repairing

damaged user mail directories, etc. This will only occur when absolutely necessary, and the person receiving the message will be notified in those instances. Any faculty or staff who are concerned about any aspect of email should contact the Chief Information Officer or the College President.

TELEPHONE SERVICE

Telephones and voicemail are provided to all full-time employees via a network that connects all five campus locations – you may call anyone at any campus simply by dialing their extension. Local and long-distance calling are provided with the phone; there is no longer a need for a long-distance code. A software client called “MiCollab” will also be available, which provides a phone directory, call history, status information, etc. Instructions for setting up your phone and accessing features can be found on the MACC website at www.macc.edu under the heading “Services” and “Plant Operations”.

MACC-U

In addition to Opening Workshop, Faculty Professional Development days, and ongoing support throughout the year, MACC faculty have access to a variety of resources through MACC-U. MACC-U is a collaborative teaching and learning community established in response to faculty expressing a desire for more opportunities to collaborate, connect and share with each other.

MACC-U initiatives and programs are designed to be available across all MACC locations and through all instructional formats. To learn more about MACC-U, contact Becky Allen (rebecca@macc.edu) or Joseph Thrower (joseph@macc.edu).

NAME CHANGE AND PREFERRED NAME

MACC recognizes that students, faculty, staff, and alumni use names other than their legal names to identify themselves. As long as the use of this preferred name is not for the purpose of misrepresentation, MACC acknowledges that a preferred name may be used whenever possible. The College reserves the right to remove a preferred name if it is used inappropriately. An approved student and employee preferred name will appear on myMACC, Canvas, MACC email, MACC ID, class roster, library information system, and diploma.

EQUAL OPPORTUNITY STATEMENT

Moberly Area Community College is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities. Missouri Relay Services at 711.

NON-DISCRIMINATION POLICY

Moberly Area Community College is committed to a policy of non-discrimination on the basis of race, color, national origin, gender, sexual orientation, disability, age, marital or parental status, religion, genetics, ancestry, or veteran status, in admissions, educational programs, activities, and employment.

TITLE IX STATEMENT

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see <https://www.macc.edu/sexual-misconduct-title-ix-policy/> or contact Ms. Katelyn Wilson, MACC's Title IX Coordinator, at 660-263-4110, ext. 11396 or KatelynWilson@macc.edu.

COMPLAINT POLICY

The MACC Complaint Policy is available to students and other stakeholders who have a complaint regarding the College not covered by existing academic policies, student conduct policy, sexual misconduct policy, etc. When possible, an individual with a complaint should attempt to resolve the concern with the personnel having direct responsibility at the source of the complaint. If the complaint is not resolved through this informal process, the complaint should be put in writing using the MACC Complaint Form available in myMACC. The completed Complaint Form and supporting documentation as appropriate should be sent to the Vice President for Instruction for review and resolution, which may include forwarding the complaint to the appropriate department for action. The office of the Vice President for Instruction will keep a log of all complaints and record the date received, the name of the complainant, a brief description of the complaint, and the date and nature of its disposition, as relevant. The College also has a formal Due Process Grievance Procedure for students (see G.130) who claim they have been mistreated in some aspect of their educational plan, and for employees (see F.010.05) who claim there has been a violation, misinterpretation, or misapplication of contract terms of any established policy or practice, or of the right to equitable treatment.

ACADEMIC POLICIES

ACADEMIC DISHONESTY

Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. Forms for reporting Academic Dishonesty may be obtained in the dean's office or site office and are also available online through my.macc.edu.

Academic Dishonesty Procedure

Instructors will, within reason, resolve alleged offenses of academic dishonesty at their professional discretion (such as requiring a paper to be rewritten or a quiz to be taken orally). Instructors are encouraged to apply logical academic consequences appropriate to the violation, such as a grade reduction on a plagiarized paper. Disciplinary sanctions, when deemed necessary, will be administered through the appropriate dean's office.

In situations regarding suspected academic dishonesty, instructors will follow the procedure below:

1. The instructor will discuss the situation with the student and provide the student with the opportunity to explain the alleged infraction. In cases where the student is unavailable, such as after a class has concluded for the semester, the instructor may proceed to step #3.
2. If the infraction was minor or unintentional, in the instructor's opinion, the instructor may consider the situation resolved after discussing the infraction with the student.
3. In all other cases of academic dishonesty, the instructor will complete the Academic Dishonesty Incident Form (ADIF), which provides the following information:
 - a. Name of the student accused of the alleged infraction
 - b. Alleged infraction
 - c. Date of alleged occurrence
 - d. Action taken as a result of the alleged occurrence
4. The instructor will also attach relevant support documentation as well as names of people, if applicable, who witnessed the event.
5. The instructor should then submit the form within ten class days following the meeting with the student to the appropriate dean's office with all relevant documentation. In situations where the instructor is unable to meet with the student, the instructor should submit the form to the dean's office within ten days of the discovery of the incident.
6. The dean's office will send the accused student a letter indicating that academic dishonesty will not be tolerated and that future offenses may result in disciplinary sanctions, up to and including expulsion from the college. This letter will also include the appeal process. The dean's office may request a meeting with the student charged with academic dishonesty in lieu of or in addition to a letter. In cases of flagrantly immoral or illegal behavior, the dean's office may impose disciplinary sanctions upon the first offense involving academic dishonesty.

7. If the student contests the academic dishonesty charge or disagrees with the resulting academic or disciplinary sanction, the student may appeal the resulting sanction by following the Academic Dishonesty Appeal Procedure (see below). Failure to respond to the letter or failure to begin the appeal procedure within the designated time frame will be construed as not contesting the accusation and resulting sanction.

The dean's office will forward all Academic Dishonesty Incident Forms to the Vice President for Instruction's Office. Should additional violations of academic dishonesty occur, the dean's office will request a meeting with the student to discuss the occurrences and resulting disciplinary sanctions.

Academic Dishonesty Appeal Procedure

The Academic Dishonesty Appeal Procedure is as follows:

1. If the student does not accept the action taken (item "d" above) or wishes to contest the charge of academic dishonesty, he/she 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 he/she 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, email 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.

2. 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 Workforce Development and Technical Education, Dean of Health Sciences, Dean of Student Affairs and Enrollment Management, Site Director, and 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.

AMERICANS WITH DISABILITIES ACT

It is the intent of the Board of Trustees that compliance with the ADA will be a high priority of the institution and that appropriate changes be made and accommodations provided to qualified individuals with disabilities, unless this poses an undue burden on the institution's resources or would fundamentally alter the nature of a program.

ATTENDANCE, SCHEDULE CHANGE, AND DISRUPTIVE BEHAVIOR POLICIES

Attendance Policy

Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student's violation of the attendance policy. Additionally, a student's attendance rate will be calculated based upon the first day the academic session begins (not the student's date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as "Never Attended."

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

In Seat Course	Physically attending scheduled, face-to-face, class meetings
Virtual Course	Being present, via appropriate platform, for scheduled class meetings/activities
Hybrid Course	Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following: <ul style="list-style-type: none"> • Completion of quizzes or exams during class meetings and online • Submission of assignments during class meetings and online • Participation in discussions during class meetings and online
Online Course	Active participation in an online course includes the following: <ul style="list-style-type: none"> • Completion of quizzes or exams • Submission of assignments • Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses.

Adding Classes

Students may register for and add classes through the first week of a 16-week semester or the equivalent proportion of class time during a shorter session. Students who register for classes on or after the first day of the semester will be charged a late fee.

Dropping Classes

- a. Students are eligible for a 100% refund/reversal of tuition and fees if the student drops courses within two weeks of class start.
- b. Students may drop classes until Stop Day (the Friday preceding finals week) in a regular 16-week semester. For shorter sessions (e.g., 8-week) or off-schedule programs (e.g., Health Sciences), the last day to drop typically falls on the Friday preceding the last class meeting day, but dates may vary. Students should follow the dates designated within the College's academic calendar for these courses and programs. To drop a class, a student may complete a schedule change form and submit it to the Office of Student Affairs or the Site Director's office. A student may also drop classes by sending a letter or an email, which clearly states the course(s) to be dropped and the date the student last attended the course(s), to the Dean of Student Affairs and Enrollment Management. Phone calls will not be accepted in lieu of the written letter. The student's official transcript will reflect the dropped course as "W".
- c. Students may drop classes, or be administratively dropped, after the designated last date to drop only due to extenuating circumstances as approved by the Vice President for Instruction, the Dean of Academic Affairs, the Dean of Workforce Development and Technical Education, the Dean of Health Sciences, or the Dean of Student Affairs and Enrollment Management.
- d. Students will be dropped from the next class in a course sequence if they fail to earn the required grade in the prerequisite course.
- e. Students who wish to appeal a drop must first contact their instructor to discuss reinstatement into the course. All reinstatements must be approved by one of the following: Vice President for Instruction, Dean of Student Affairs and Enrollment Management, Dean of Academic Affairs, Dean of Workforce Development and Technical Education, the Dean of Health Sciences, or an appropriate designee.

Other Drop Policies

Students may drop classes, or be administratively dropped after the designated last date to drop only due to extenuating circumstances as approved by the Vice President for Instruction, the Dean of Academic Affairs, the Dean of Workforce Development and Technical Education, Dean of Health Sciences or the Dean of Student Affairs and Enrollment Management. Students will be dropped from the next class in a course sequence if they fail to earn the required grade in the prerequisite course.

Students who wish to appeal a drop must first contact their instructor to discuss reinstatement into the course. All reinstatements must be approved by one of the following: Vice President for Instruction, Dean of Academic Affairs, Dean of Workforce Development and Technical Education, Dean of Health

Sciences or Dean of Student Affairs and Enrollment Management, or an appropriate designee to discuss being readmitted to the class.

Student Financial Obligations

Students who drop classes or are administratively dropped for any reason may still have financial obligations to Moberly Area Community College. Students who fail to meet financial obligations to the College within the financial agreement guidelines may be dropped from classes.

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 Affairs and Enrollment Management, Dean of Academic Affairs, Dean of Workforce Development and Technical Education or Dean of Health Sciences. 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. Forms for reporting inappropriate student conduct are available through the dean's office, site office, or my.macc.edu. 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.

Behavior Intervention Team

The Behavior Intervention Team (BIT) is in place to identify and address student behavior that is of concern and that may impact the health, safety, and welfare of other students and members of the MACC community. Committee membership consists of Vice President for Instruction (co-chair), Director of Security (co-chair), Dean of Student Affairs and Enrollment Management, Dean of Academic Affairs, Dean of Workforce Development and Technical Education, Dean of Health Sciences, and a full-time faculty member. Instructors may contact any member of the committee to make a BIT referral.

EVALUATION AND GRADING SCALE

As outlined in the MACC *Policy Handbook*, faculty are expected to evaluate students frequently enough to get a sound measure of the quality of their work and to give them ample opportunity to improve their grades. The type of testing found frequently in graduate school, only one or two tests per semester, is considered unsuitable for community college courses. Grades are issued at the close of each semester on a letter basis indicating quality of academic work as follows:

- A - Superior Work** – excellence in the following: Originality of work, accuracy and grasp of content, independence in completing work, literate expression of ideas, imagination, and initiative;
- B - Above Average** – high achievement in the following: Originality, knowledge and grasp of work, effective use of knowledge, independence of work, competence in expression;
- C - Average Work** – average attainment in the following factors: Familiarity with course content, participation in class work, evidence of intellectual growth and thinking, intelligible expression of ideas;
- D - Below Average** – meager achievement in both quantity and quality of work, difficulty in understanding principles, slow progress, instructor direction needed to meet requirements;
- F - Failing Work** – failure to achieve the minimum requirements for passing, inaccurate results, faulty reasoning, irresponsible, vague, disorganized, lack of initiative;
- I - Incomplete Work** – “Incomplete” means that a student has been unable to complete the required work by the close of the semester for approved extenuating circumstances by the Dean of Academic Affairs, Dean of Workforce Development and Technical Education or Dean of Health Sciences. Incomplete is permissible only when the student, prior to his/her incompleteness, has maintained a passing grade as revealed by the class record. In no instance will a student be awarded an incomplete who has not completed work through three-fourths of a session. All incomplete grades must be completed within the next semester of the regular academic year. After this time if the incomplete grade has not been completed, it will automatically become a grade of F. It is the responsibility of the student to take appropriate steps to complete the course;
- W - Withdraw**
- P - Pass** – The grading system for some courses is indicated by Pass/Fail. Pass/Fail grades are not computed in the overall grade point average.

AUDIT

Students may be admitted to most courses as auditors. Requests to audit classes will be considered on an individual basis and must be approved by an advisor. These requests will only be considered during the normal schedule-change period. Health Science classes may not be audited. Auditors must be registered and must pay fees but are not required to take examinations. Auditors receive no college credit, but the fact of attendance will be entered on the student's permanent record.

ACADEMIC SUPPORT SERVICES

LARC: LIBRARY AND ACADEMIC RESOURCE CENTER

The Library and Academic Resource Center (LARC) serves the learning needs of constituents at Moberly Area Community College and offers resources to support students' academic achievement. The LARC provides services to students, faculty, and staff across all MACC locations. Resources include FREE in person and virtual tutoring, library resources and collections, study space, free black and white printing, scanners, Lockdown Browser, webcams, headphones, and supplemental texts. Computer lab areas are located in the LARC for student and faculty use. LARC computer areas can be reserved for classroom needs and LARC staff are available to provide orientations to MACC classes. Hours for LARC services can be found on the LARC webpage: <https://www.macc.edu/library-academic-resource-center/>.

The LARC offers FREE tutoring in a variety of courses. No appointment is necessary for in person tutoring. Virtual tutoring allows students to connect with a peer tutor from home, campus, or work. To allow students to connect virtually with a MACC tutor, virtual tutoring stations are located in the MACC LARC. Appointments are recommended for virtual tutoring sessions and appointments can be scheduled through the LARC website <https://www.macc.edu/library-academic-resource-center/> or by emailing larchelp@macc.edu. Tutor schedules and additional information can be found at <https://www.macc.edu/tutoring-services/>.

Faculty who wish to visit the LARC with their classes can email larchelp@macc.edu or contact the following personnel:

Site	Contact Name	Office Phone Number
Columbia	Jill Gosseen	573-234-1067, ext. 12116
Hannibal	Jessica Heintz	573-231-0941, ext. 14012
Kirkville	Tasha McKim	660-665-0345, ext. 15023
Mexico	Rhonda Curtis	573-582-0817, ext. 13629
Moberly	larchelp@macc.edu	660-263-4100, ext. 11210

The Kate Stamper Wilhite Library of Moberly Area Community College supports the curriculum and research needs of students, faculty, and staff. Materials for the LARC are selected by LARC staff based on both faculty/staff recommendations and library collection development guidelines.

The MACC LARC holds 20,000 physical books and provides access to approximately 200,000 book titles through subscriptions to ebook collections. The LARC provides access to full-text academic journals and other media through a variety of electronic databases. Remote access to databases is available 24/7 for anyone with MACC domain credentials. Interlibrary loan services are available to faculty, staff, and students to supplement the resources of the MACC LARC. The LARC is a member of the MOBIUS Library Consortium, providing students, faculty, and staff access to over 20 million books and items throughout Missouri and surrounding states. In addition, there is a reciprocity agreement with Little Dixie Regional Libraries in Moberly, which allows those with MACC ID's to get a library card.

Additional information regarding the MACC LARC can be found at <https://www.macc.edu/library-academic-resource-center/>. Have questions about the LARC? Please email larchelp@macc.edu with any questions.

OFFICE OF ACCESS AND ADA SERVICES

The Access and ADA Services office provides support to faculty, staff, and students by providing services and/or supports that ensure students with disabilities have equal access to educational programs. Qualifying disabilities may include physical or mobility impairments, vision or hearing impairments, psychological diagnoses, learning disabilities, or other diagnosed health conditions. Eligible students may register to set up a Student Accommodation Plan to receive appropriate and reasonable accommodations, based upon the specifics of their disabilities and needs.

Students will notify their instructors regarding eligibility each semester. Instructors will be asked to implement accommodations which have been approved through the Access office, communicate concerns or issues associated with the accommodations, participate in communications to help facilitate the provision of accommodations, and maintain confidentiality for all students.

Available services might include, but are not limited to, classroom adaptations, print magnifiers, enlargement of tests and printed materials, extended time on testing, out-of-class testing, peer note-takers, test scribes, test readers, alternative textbook formats, text-to-speech software, interpreter services and liaison with faculty and staff.

The Director of Access and ADA Services can be reached at 573-234-1067, ext. 12120. Please feel free to contact any of the staff members or director. Emails can be sent to adaservices@macc.edu.

STUDENT ASSISTANCE PROGRAM (SAP)

The Student Assistance Program is a confidential service designed to help students and families with personal or student/life balance issues. Some of the services available through this program include: stress reduction, crisis counseling, short-term counseling, child care resources, elder care resources, legal assistance, financial assistance, work/life resources, online resources, and health coaching. Interested students can contact H & H Health Associates by phone at 314-845-8302 or 800-832-8302 or email at info@hhhealthassociates.com. Counselors are available 24/7 to help.

COURSE MANAGEMENT

CLASSROOMS

Changing Classrooms and Schedules

Faculty members must contact the appropriate dean's office or their site director if they are interested in changing classrooms or class meeting times.

Tobacco Free Policy

Moberly Area Community College prohibits the use of all tobacco products on all grounds and parking areas (i.e., traditional cigarettes, e-cigarettes, chew, pipes, cigars, hookah or waterpipe smoking, snus, snuff, etc.).

Refreshments in Classrooms

Bottled water and light snacks are permitted in classrooms and labs except for computer labs and the LARC where no food or beverages are allowed.

COMMON SYLLABUS

The **common** syllabus is the general document that sets the standard by which each individual instructor's **course** syllabus will be developed. Faculty may obtain the common syllabus from the office of the Dean of Academic Affairs, the office of the Dean of Workforce Development and Technical Education, the Dean of Health Sciences, in the [MACC-U](#) Canvas course or on the website attached to the course description. The grey highlighted sections of the common syllabus, indicate items that should be customized and may be worded at the instructor's prerogative on the course syllabus. If you do not have access to MACC-U, please contact your dean's office.

MACC full-time faculty have developed common syllabi for every course. The individual instructor's course syllabus, developed from the common syllabus for that subject area, should be distributed to students at the first meeting session of the class. Faculty are required to provide a copy of the course syllabus they have developed modeled from the common syllabus to the appropriate dean prior to the end of the second week of class.

FACULTY TUTORING

A faculty member should not accept payment for tutoring an enrolled student. Faculty office hours are for students to receive class-related assistance. On the other hand, the faculty member is not expected to give burdensome individual assistance over long periods of time.

FIELD TRIPS AND OTHER COLLEGE TRAVEL

Permission for off-campus field trips or other College travel must be obtained from the appropriate dean prior to the trip. Release of liability forms are to be signed by all students and filed in the appropriate dean's office prior to these activities. Field trip release forms are available through the dean's office, site office, or my.macc.edu. Unless otherwise agreed upon in advance by the appropriate dean, the cost of the activity will be borne by students involved.

If a field trip involves a class from another MACC site faculty should notify their director. A completed release of liability form must be given to the site director.

PROCTORED EXAMS

MACC has Respondus LockDown Browser/Monitor available for remote proctoring. Please contact Instructional Technology (InstructionalTechnology@macc.edu) for more information.

FINAL EXAMINATIONS

All instructors must give comprehensive final examinations. Final examinations are usually given during the last session for evening and other classes outside the regular day schedule. For day classes, a final examination schedule will be published by the deans. Instructors should not deviate from the published schedule, which can be found at <https://www.macc.edu/academic-calendar/>.

GRADES

Assessment of Student Learning and Grades

Faculty issue final course grades at the end of each semester which indicate the level of student mastery of the course objectives. The grade points earned for each final grade are then used to compute cumulative grade point averages. Faculty are expected to evaluate students through frequent and varied measures to obtain a sound appraisal of the quality of students' work and to give students ample opportunity to improve their grades. Faculty should not assign points tied to attendance. The Canvas attendance tool will automatically assign points for attendance and this feature should be turned off.

Assessment involves both teachers and students in the continuous monitoring of students' learning. Individual classroom assessments can provide faculty with useful information on what, how much, and how well students are learning throughout the semester. Instructors are encouraged to allow for daily or weekly input from students concerning their learning progress. Learning progress reports, "one-minute" assessments, and journaling are some examples of the ways MACC instructors have encouraged feedback from students. Course portfolios, student exhibits, and other authentic assessments may also provide instructors with additional measures of student progress. Additionally, several MACC faculty have explored classroom assessment techniques (CATs) and may serve as resources for those faculty who wish more information in this area.

Should faculty encounter problems in assessing student learning or assigning grades, they should consult with their dean, director, or appropriate supervisor. The deans will also consult with faculty members when analysis shows that grades awarded in particular courses or by particular instructors are consistently at variance from those found in most other courses.

Grades are issued at the close of each semester on a letter basis indicating quality of academic work. Information concerning the grading scale is located in section F.020.19 of the MACC *Policy Handbook*, available online at <https://www.macc.edu/college-catalogs/>.

Grade Appeal

The primary responsibility for determining grades in a course belongs to the instructor of record assigned to that course. Students have the right to appeal grades that they consider incorrect or improper. Students who believe that an incorrect or improper grade has been assigned should first

speak with the course instructor to resolve the dispute. If the dispute is not resolved, students may follow the grade appeal procedure that is outlined in the *Student RedBook*, available online at <https://www.macc.edu/college-catalogs/>.

Grade Change

To change a student's grade, instructors must complete a Grade Change form. This form may be obtained through the dean's office, site office, Student Affairs, or my.macc.edu. The instructor must submit the completed form to the appropriate dean's office for approval. Upon approval, the dean will forward the form to the Registrar, who will then make the grade change in the computing system.

Incomplete Grades

"Incomplete" means that a student has been unable to complete the required work by the close of the semester for approved extenuating circumstances by the Dean of Academic Affairs, Dean of Workforce Development and Technical Education or Dean of Health Sciences. **Incomplete is permissible only when the student, prior to his/her incompleting, has maintained a passing grade as revealed by the class record. In no instance will a student be awarded an incomplete who has not completed work through three-fourths of a session.** All incomplete grades must be completed within the next semester of the regular academic year. After this time if the incomplete grade has not been completed, it will automatically become a grade of "F." It is the responsibility of the student to take appropriate steps to complete the course. A contract for an Incomplete (I) must be completed and signed by the student, instructor, and dean. These forms are available through the dean's office, site office, or my.macc.edu.

MAKE-UP SESSIONS

Each college class must meet the required number of minutes each session in order for credit to be granted. The typical semester hour equates to 750 minutes of instructional time. If a class session is canceled due to inclement weather or any other reason, faculty should consult the appropriate dean or site director to determine if the class must be made up. Faculty members are responsible for filing the appropriate absence forms and for scheduling make-up sessions as needed. Additionally, classes must meet the entire scheduled time each session.

MAKE-UP TESTS

If grading procedures utilized by the instructor include the allowance of make-up tests, the instructor will be responsible for administering such.

RECORDKEEPING

Census

The date for Census is one quarter of the way through the semester, and the Census rosters are emailed to each instructor with directions for completion. The corrected enrollment figures established at Census are audited annually; therefore, their accuracy is critical.

Class Rosters/Grade Book Inserts

Instructors will be able to view class rosters in Canvas. The only time you will receive a class roster/grade book insert will be before Census or upon request.

Use the following instructions to ensure that all required information is submitted. Contact your site director or Amy See, MACC Registrar (amys@macc.edu; Phone: 573-231-0941, ext. 14012), for assistance.

Gradebook

Grades are required to be kept up to date in the Canvas gradebook. This allows students to easily access their current grade.

Step 1 – Attendance

- All faculty should maintain attendance records in Canvas.
- **For all F and W entries, verify the student's Last Date of Attendance (LDA):**
 - LDA for grades of F and W must match the attendance rosters in Canvas or submissions within outside course resources. Please double-check these before submitting the grades. ***It is critical that these dates are correct, as they are used to calculate a student's financial aid award. Incorrect records may result in the College being required to return money to the federal government.***
 - Faculty teaching courses that use course resources such as MyMathLab, SAM, etc. are required to submit proof of LDA if that proof is not in the Canvas area of the course (i.e., the LDA was determined by work performed in these course resources). Acceptable proof of LDA includes a screenshot of the work in that course resource. Please email the screenshot or correspondence to your site director so that we have electronic records.
 - To verify the LDA for any student who has been withdrawn from your course, follow these steps:
 - **Online courses to check online activity:** From the course home page, click "View Course Analytics." Scroll to the bottom, and all students will be listed. Click on the student name, and you will see their activity for the semester. You may have to decrease your screen size by using Ctrl/- to view greater detail.
 - **Virtual or Ground courses:** Click on "Attendance" from your course home page. Click the cogwheel icon in the top right corner. Choose "Attendance Report." You can choose to enter the student's ID number to retrieve only one student's attendance, or you can leave it blank to select all students. Click "Run Report." An Excel spreadsheet that includes all student attendance for the semester will then be emailed to you.
 - **Hybrid courses:** The LDA for hybrid courses must be the student's last in-person recorded attendance or their last submission in Canvas. To verify a student's LDA in a hybrid course, follow the instructions for online, virtual, or ground above.
- **Drops**
 - The last day to drop a student from a 16-week class was May 7. If a student has not been in class since before April 23, that student should have been dropped.
 - The last day to drop a student from a 2nd 8-week course was May 7. If a student has not been in class since before April 30, that student should have been dropped.
 - Please submit a drop in Retention Manager and include the LDA. If a student earns a grade of F in your course, please check their LDA.

Step 2 – Gradebook in Canvas

- **You must add a Final Letter Grade in Canvas.** You can select to use a Grading Scheme to automatically add a letter grade and, if needed, a Final Grade Override for students whose grades need to be manually adjusted, **OR** you can choose to enter a Final Grade column.
- **Option #1 for Final Letter Grade**

- **Setting a Grading Scheme (automatically assigns a letter grade to all students):**
 1. In the **Course Navigation** pane, click **Settings**.
 2. In the **Course Details** tab scroll down to **Grading Scheme: Enable course grading scheme** and check the box.
 3. Click **set grading scheme**.
 4. Click **Select Another Scheme** and select the appropriate grading scheme (typically **MACC General**).
 5. Click the **Use this Grading Standard** button.
 6. Click the **Done** button.
 7. Click the **Update Course Details** button.

- **Enable Final Grade Override (manually adjust final grade if needed):**

The Final Grade Override allows you to enter a final grade for students that is different from the grade automatically calculated by Canvas in the Gradebook. The student will see the grade override as their final grade in the course. However, students will not know the score has been overridden.

 1. In the **Course Navigation** pane, click **Settings**.
 2. Select the Feature Options tab.
 3. Click the **State** icon for Final Grade Override, select **Enabled**.
 4. Click **Grades** in Course Navigation.
 5. Click the **Settings** icon (cog wheel).
 6. Select the **Advanced** tab.
 7. Check the **Allow final grade override** box.
 8. Click the **Update** button.
 9. Scroll gradebook all the way to the right to view the Override column, then click in the cell to manually enter the final grade override.

- **Option #2 for Final Letter Grade**
 - **Add Final Letter Grade column:**
 1. In each course, go to the assignments item and add an assignment by clicking on the red **+Assignment** button.
 2. Name the assignment "**Final Letter Grade**."
 3. In the "**Display Grade as**" option, choose Letter Grade.
 4. **Save and Publish**.
 5. For each course, go to the Grades item, find the Final Letter Grade item, and click in the box for the first student. Add the final letter grade for each student.

- **Grades displayed in Canvas (Total/Override column or your Final Grade column) must match the final grade that you enter in myMACC.**

- **If you need to view the gradebook for a dropped student**, go to your course Gradebook. Hover over the Student Name column and click the options icon (3 dots). Choose "Show concluded enrollments." This will add all students back to your grade book. When you are finished, be sure to click on the options icon again and choose "Show concluded enrollments" to turn it off.

Step 3 – myMACC Grade Entry

1. Go to <http://my.macc.edu> and enter your login and password.
 - a. Go to the "Faculty" tab (at the top), then to "Grade Entry" (at side) and "View Course List."
2. You must enter an individual grade for each student, and each grade needs to match what is recorded in your Canvas grade book.

3. Double-check that attendance records are complete in Canvas and LDA's match myMACC.
4. Email the Site Director that grades and attendance are complete.

Step 4 – Contact Site Director

When you have completed each of these steps, contact or visit with your site director. If you teach at more than one campus, please choose one site director to contact:

Columbia	
Aleesha Coke	aleeshac@macc.edu
Hannibal	
Wendy Johnson	wendyj@macc.edu
Kirksville	
Dee Coleman	deem@macc.edu
Dual Credit	
Shannon Crist	shannonc@macc.edu
Mexico	
Caroline Groves	caroling@macc.edu
Moberly	
Katelyn Wilson	katelynb@macc.edu
Rachel Pangburn	rachelp@macc.edu
Online	
Susan Burden	susanb@macc.edu

Special Funding Attendance Verification

Students whose educational programs are funded by outside resource agencies may present attendance forms for instructor signature. Students are instructed to approach instructors for signature either before or after class to complete this requirement. Faculty should validate the dates of attendance claimed by the student by using instructor attendance records, initial or sign the form (as appropriate), and complete the evaluative information.

SECURITY AND EMERGENCY PROCEDURES

SECURITY

The Director of Security is located on the Moberly campus in Komar Hall, Room H12, in Student Affairs. The phone extension for the office is ext. 11247. The Security cell phone is 660-651-9011. Security personnel are staffed at the following MACC locations: Columbia, Hannibal, Kirksville, Mexico, and Moberly. Contact information for each Security area:

Site	Office Phone Number	Cell Phone Number
Columbia	573-234-1067, ext. 12141	573-881-6264
Hannibal	573-231-0941, ext. 14010	660-833-6419
Kirksville	660-665-0345	660-956-6465
Mexico	573-473-2665	573-473-2665
Moberly	660-263-4100, ext. 11247	660-651-9011

HOUND ALERTS (EMERGENCY ALERT SYSTEM)

The Omnilert Emergency Alert System alerts any student, faculty or staff member by text and email when an emergency condition exists. The service is free, with an enrollment link on <https://www.macc.edu/hound-alerts/> and myMACC. The state has also developed a website which gives updated information regarding the Governor's Campus Security Task Force. The website can be found at <http://dhe.mo.gov/campussecurity> and provides task force meeting minutes and recommendations, as well as resources and publications.

SECURITY REPORT

All security/safety incidents on any campus site are to be reported to the Director of Security. Completion of a Moberly Area Community College Security Report Form is required. A copy of this form, listing types of incidents, is located on <https://my.macc.edu> under the "Employee" tab and "Employee Resources" link. If an incident occurs on campus, faculty should contact their campus Security Office as soon as possible thereafter to provide this office with information to complete the report. All incidents should be reported as soon as possible after occurrence.

In accordance with the Jeanne Clery Act, crime statistics for all MACC campuses for the past three calendar years are available on the MACC website at <https://www.macc.edu/security/>. The specific types of incidents listed are required to be reported by law.

CRISIS MANAGEMENT PLAN

MACC has in place a Crisis Management Plan for all MACC campuses. Copies of this plan are located in all offices and classrooms at each location, and are updated as needed. It is recommended that adjunct faculty review the plan for each site at which they teach. It is further recommended that faculty determine the evacuation routes from their classrooms based on direction given in the Plan. If a copy of the Crisis Management Plan is not available in the classroom, faculty should contact the Director of Security in Student Affairs, the Security staff at their campus or MACC site director.

CAMPUS DISTURBANCE OR DEMONSTRATION

Most demonstrations will be peaceful in nature and will not disrupt the daily operations of the campus. A demonstration should not be disrupted unless one or more of the following conditions exists:

- INTERFERENCE with normal operations
- PREVENTION of access to college facilities
- THREAT of harm to persons or damage to college facilities

Should any of these conditions exist, the Security Director will be notified and will be responsible for notifying the Dean of Student Affairs and Enrollment Management and the President regarding the nature of the incident. If contact is not made with the Security Director, contact should be made with the Dean of Student Affairs and Enrollment Management directly at ext. 11235.

DANGEROUS INTRUDER

A dangerous intruder is defined as someone who is on campus, inside or outside, and who poses an immediate, deadly threat to an individual or individuals on campus. In the event there is a dangerous intruder on campus, notification will be made to the Crisis Management Team. Efforts to communicate this information to employees and students include Hound Alerts, Alertus, email, and phone. In the event of a dangerous intruder, the following steps should be taken:

- Implement the ALiCE protocol immediately
 - Alert (pay attention to signs of trouble)
 - Lockdown (*barricade*, turn off lights, lock doors)
 - Inform (give police what information you can)
 - Counter (*as a last resort*, try to incapacitate the shooter)
 - Escape (always get out if you can, leave belongings)
- Immediately call 911
- Call Security *as soon as possible*
- Silence cell phones but watch for Hound Alerts

If a person has information regarding a dangerous intruder and can safely make a call, he/she should contact 911 immediately.

If the intruder is inside the office or classroom, and it is not possible to send someone for help, the incident should be considered a hostage situation. Those involved in this situation should not close doors or windows unless the intruder instructs them to do so (refer to hostage situation policy).

DISRUPTIVE TELEPHONE CALL/BOMB THREAT

Disruptive Telephone Call

On occasion, employees or those associated with the College may receive threatening or harassing telephone calls on their campus phones. These calls may form a pattern; therefore, it is important to make note of certain information. Employees receiving threatening or harassing telephone calls (**not bomb threats**) will take the following steps:

- Note the date and specific time of each call received on the Security Report Form.
- Listen for background noises.

- Try to determine the age, race, and sex of the caller based on the voice.
- If the receiver thinks he/she knows the caller, note this information.
- Note the exact words as accurately as possible.
- Notify the area supervisor and Security following the call.

Bomb Threat

All bomb threats should be taken seriously regardless of their frequency or subsequent outcome. Threats of this nature will most likely be made by telephone, and an effort should be made on the part of the receiver to remain as calm and professional as possible. The following procedures will be followed if a bomb threat is received:

- **Always** take the call seriously and act professionally.
- Attempt to get someone else's attention without alerting the caller. Try to advise him/her of the situation so he/she has information to relay to the police (911) and Security.
- Keep the caller on the line as long as possible with non-threatening communications, which indicates you want to be a good listener.
- Refer to the "**Bomb Threat - Call Check List**" and attempt to get all the information you can based on the prepared questions.

After a Threat Has Been Received

- **Do not disconnect the line, either by hanging up or putting the line on hold.** Quickly take measures to ensure no one else disturbs the phone.
- Go to a different phone and call the police (**911**) and the Security Director (**ext. 11247**) if they have not yet been contacted.
- Contact the President's Office and Plant Operations if you have not reached the Security Director. Otherwise, the Security Director will contact the President's Office and Plant Operations.

The President's Office or the Security Director will contact the deans and the building directors. College officials will work with the police and fire departments to determine if buildings should be evacuated. If evacuation is ordered, deans and directors will be verbally instructed to begin evacuation.

Evacuation Procedures

- Walk quickly to the nearest exit and alert others along the way to do the same.
- Assist the handicapped. Reserve elevators for the handicapped, unless there is a fire. **Elevators should not be used when there is a fire involved.**
- While evacuating, look for suspicious objects. Report anything suspicious to the first official you see, who will in turn contact security, police or fire departments. **Do not touch anything suspicious.**
- Go directly outside and away from the building. College officials will indicate when it is approved to leave or safe to return to campus.
- Refer to the "**Bomb Threat Checklist.**"

EARTHQUAKE

There will be no advance warning for an earthquake. An individual's concern should be for his/her own safety. Damage may include:

- broken windows, falling ceilings, and light fixtures;
- overturning of cabinets and racks, shifting of furniture;
- complete disruption of electric, gas, water, sewage, and fuel; and
- disruption of communication systems.

When an earthquake initially occurs, people may protect themselves by:

- getting under desks and counters;
- getting on the floor next to a couch or chair back;
- moving to an interior wall;
- staying away from windows;
- kneeling alongside the wall, bending head close to knees; and
- covering side of head with elbows, clasping hands firmly behind neck.

People should evacuate as soon as the first tremor is over and report to the courtyard area. The Security Director should be notified at ext. 11247 or at 660-651-9011 as soon as possible after the earthquake.

FIRE OR EXPLOSION

1. Notify the Fire Department by dialing 911. Pull the nearest fire alarm on your way out of the building. Alert others along the way. Proceed to the courtyard area and remain there unless directed otherwise.
2. Remember the following:
 - The fire alarm signal includes loud horns and flashing lights. **DO NOT IGNORE A FIRE ALARM!**
 - Do not try to fight fire alone. Call for help.
 - In smoky conditions, crawl, staying near the floor.
 - Touch closed doors before opening them to see if they are heated from fire on the other side.
 - See that all windows and doors are closed on your way out.
 - See that lights, electrical circuits, and gas jets are turned off on your way out.
 - Instructors moving to a place of safety should have their class roster in their possession.
3. Remain evacuated until an official "all clear" has been given.

HOSTAGE SITUATION

- Be patient. Don't make mistakes that could hazard your well-being or the well-being of others. **Avoid drastic or heroic actions.**
- Be alert. Follow instructions. Attempt to establish a rapport with the hostage taker(s).
- Don't speak unless spoken to, and then only say what is necessary. Don't talk down to the hostage taker(s) and avoid appearing hostile.

- Maintain eye contact with the hostage taker(s) at all times but do not stare.
- Comply with instructions the best you can and avoid arguments.
- Expect the unexpected.
- **Be observant.** You may be released or escape, and the personal safety of others may depend on your memory.
- If medications, first aid, or restroom privileges are needed by anyone, say so. The captors, in all probability, don't want to harm the hostages. Such action further implicates the captor in additional offenses.
- Be prepared to answer the police on the phone.
- In the event you should escape or hostages are freed, do not scatter or leave the campus. If law enforcement is on the scene, a command post will be set up for you to report to immediately. Otherwise, report directly to the nearest campus official at the scene.

SERIOUS ILLNESS OR INJURY

- Do not attempt to move the injured or ill person unless necessary for immediate safety.
- Call 911. Do not leave the person unattended if possible.
- Contact Security as soon as possible.
- The Dean of Student Affairs and Enrollment Management, ext. 11235, or designee will notify the person(s) designated as emergency contacts on a student's application form. The Director of Human Resources, ext. 11272, will make contacts for employees.
- College personnel or students caring for injured or ill persons should avoid exposure to blood and other body fluids unless wearing protective latex gloves.
- Security should complete an accident/injury report and submit a copy to the Vice President for Finance.

SUICIDE ATTEMPT/THREAT

- Take suicide threats seriously.
- Do not leave the person unattended or allow the person to leave the building.
- Locate an individual to contact the Dean of Student Affairs and Enrollment Management at ext. 11235 or the Receptionist at ext. 11270.
- The Dean or designee will make every effort to reach the emergency contact on the person's application form. In the case of an employee, the Director of Human Resources, ext. 11272, will make the contact.
- If it is necessary, the Dean or designee will contact an ambulance to transport the person to the hospital.

TORNADO

When a tornado signal is sounded or when it is obvious that a tornado is approaching, all students and personnel should take cover. The best sources of cover or shelter are found on the lowest level of the building, away from windows, and under desks or other study furniture. Avoid auditoriums and other spaces with wide, free-span roofs. City sirens are utilized as MACC's warning signal for a tornado. The Security Director or designee will activate the Crisis Management Team for building notifications.

DO NOT IGNORE A WARNING SIGNAL!

All should be aware of the following procedures in case of a tornado or tornado warning:

- Doors should be closed but not locked.
- Lights and all electrical equipment should be turned off.
- Individuals taking cover in hallways should assume a squatting position facing the walls with their hands covering their heads.
- Instructors moving to a place of safety should have possession of class rosters.
- If an injury occurs, it should be reported to the Security Office as soon as the "all clear" has been given.
- All should remain under cover or shelter until a **college official** or **rescue personnel** has given a verbal "all clear."

FULL-TIME GENERAL INFORMATION

BENEFITS

Complete information regarding employee benefits is outlined in section F of the *MACC Policy Handbook*, available online at <https://www.macc.edu/college-catalogs/>.

COLLEGE VEHICLES

College vehicles are available on the Columbia, Mexico, and Moberly campuses for College-related travel. Employees should request usage of vehicles from the Moberly campus through Plant Operations (x11206) and from the Mexico and Columbia campuses through the site offices. Keys may be obtained from the respective office. Gas cards will be located inside the College vehicle and will require the driver to enter both the mileage and his/her “employee identification number,” which is the employee’s MACC ID number. Vehicle reservations should also be noted on the Professional Absence Request form completed for each trip.

Vehicle gas tanks should be filled upon the vehicle’s return if the tank is less than three-quarters full. Drivers should also complete the mileage log in the vehicle noting their mileage, destination, purpose, and appropriate account number(s).

When personal vehicles are used for College-related travel due to the unavailability of a College vehicle, reimbursement will be at the personal vehicle rate. When personal vehicles are used for College-related travel as a matter of personal choice, the College vehicle rate of reimbursement will apply.

ABSENCES

All absences shall be reported to the appropriate administrative supervisor/dean. Absence notifications must be submitted prior to each absence, or, if the absence is unanticipated, the notification should be made as soon as possible after the absence. Notification of an absence may be made through the online ezLabor Manager system or by completing and submitting an absence notification form. These forms may be obtained in the dean’s or site director’s office and are also available online through my.macc.edu under the “Employee” tab and “Employee Resources” link.

EMPLOYMENT POLICIES AND PROCEDURES

A full description of employment policies and procedures is located in section F of the *MACC Policy Handbook*, available online at <https://www.macc.edu/college-catalogs/>.

FACULTY EVALUATION

The primary roles of faculty members at MACC are teaching/instruction, service and leadership to the college community, and professional development. Full-time faculty are required to attend Fall Opening Workshop, Fall Faculty Professional Development Day, and Spring Faculty Professional Development Day each year.

The evaluation process provides feedback to faculty members regarding their performance in these primary roles. The process serves as a means for reflection to identify strengths and/or possible areas of improvement as well as to facilitate ongoing growth and development.

During the first five years of employment, full-time faculty will be required to complete all parts of the evaluation process. If the faculty members achieve ratings of five, four, or three for five consecutive years, they will then move to a three-year evaluation cycle. A minimum of five evaluations with no ratings of one is always necessary before entering the three-year cycle. Student evaluations and the peer observation process will continue each academic year.

In order to ensure fairness and consistency in the evaluation process, multiple sources of data are incorporated. The evaluation process consists of a faculty portfolio, a peer observation process, student course evaluations, and administrative classroom observations and evaluations.

Faculty Portfolio

The portfolio provides a more holistic view of a faculty member's progress and performance. Faculty who are undergoing the full evaluation process are required to submit to the appropriate dean's office a portfolio to include the following items:

1. Curriculum Vitae/Resume
2. Philosophy of Teaching
3. Professional Goals
4. Progress toward Professional Goals
5. Self-Evaluation of Teaching /Instruction
6. Description of Professional Development, Service, and Leadership Roles
7. Peer Observation Verification Form
8. Sample Syllabus

Additionally, the administration will provide the following items for the portfolio: student evaluations of instruction, administrative evaluation, and classroom observation. The evaluator and faculty member will review and discuss the portfolio during the summative evaluation conference.

Peer Observation

The peer observation process is intended as a developmental tool and growth opportunity. With this process, the focus is not directed at the individual teaching as with traditional observation/evaluation, but rather what the observer can learn from watching the teaching process of a peer. The peer observation is intended to produce only informal feedback between faculty members. The process is in no way intended to be evaluative between faculty members.

Each academic year, a faculty member will select a peer's class and obtain permission to attend and observe at least once. It is suggested that faculty members choose different peers to observe from one year to the next to broaden experiences and to develop additional collegial contacts. However, faculty members are free to select whom they wish to observe. A peer observation form is available for use as a general guideline to help in this process if desired.

Faculty members will complete the Peer Observation Verification Form to be included in portfolios. Other than this form indicating completion of a peer observation, no documentation will be included in evaluation materials.

Summative Conference

The evaluation process culminates in a summative conference between the faculty member and his/her dean or the Vice President for Instruction. The Vice President for Instruction or the dean will provide the faculty member with performance ratings from a five-point Likert scale in each of the following roles: instruction/teaching, service and leadership to the college community, and professional development. Any ratings of a one or two require a written plan to be completed by the faculty member, the Vice President for Instruction, and the appropriate dean to address and improve areas of concern. Ratings of one or failure to show improvement in an identified area of concern during consecutive evaluations may result in the instructor's failure to receive a subsequent contract.

Student Evaluation of Instruction

Student evaluations will be conducted online for each class in each semester, including summer session. Prior to administration of this assessment tool, instructors will receive an email with instructions and the time frame that evaluations will be available. Instructors of in-seat classes will select a day during the designated time frame to have students complete the evaluation. Instructors of online and virtual courses should make students aware of the online process for completing evaluations. Instructors of hybrid courses may select the process that best aligns with their calendar. The evaluation instrument allows the student to rate the instructor's performance as well as other aspects of the course on a four-point scale. Students will also complete a demographic section which assists with further statistical analysis of the results.

Students will access the online evaluation form on MyMACC. The appropriate dean's office will compile results from myMACC after the closing date and distribute these results to the instructor prior to the beginning of the next semester.

OFFICE HOURS

All full-time faculty are required to keep 10 office hours each week. Two office hours may be held virtually each week. Office hours should be scheduled in increments of at least 1/2 hour and provide maximum access for students. Office hour time and location should be identified on the course syllabus.

ADJUNCT FACULTY INFORMATION

ADJUNCT ABSENCES

All absences shall be reported to the appropriate site director or dean's office. If absences are unplanned, contact the site director or dean's office as soon as possible prior to the classes starting. A salary adjustment may be necessary for several absences over the course of the semester.

ADJUNCT EMPLOYMENT POLICIES AND PROCEDURES

Adjunct Selection and Employment

Adjunct faculty are employed to teach on a course-by-course basis. Selection of adjunct faculty may be made by the Vice President for Instruction, Dean of Academic Affairs, Dean of Workforce Development and Technical Education, Dean of Health Sciences, Dean of Student Affairs and Enrollment Management, Associate Dean of Academic and Career & Technical Education, Director of Health Sciences or Site Directors.

Employment Contingencies

Until a class has sufficient enrollment, adjunct employment will be tentative. One week prior to the start of the session, adjuncts will be informed if their classes have less than 10 students enrolled. Upon the approval of the appropriate dean or site director, adjuncts may elect to teach a course with less than 10 students on a graduated pay scale. The pay rate will be "locked in" based upon the current enrollment. Enrollment will be reviewed again on the first day of the session and the last day to add/drop classes. If enrollment in a class has increased by either of these two dates, the instructor will be paid based on the higher enrollment. Otherwise, the instructor will be paid at the rate determined at "lock in." The graduated pay scale is as follows:

Pay Schedule		
Number of Students	Hours Taught at MACC Since June 1, 1998	
	Less than 60	60+
10 or more	\$625	\$650
8-9 students	\$560	\$585
7 students	\$500	\$525
6 students	\$440	\$465
5 students	\$350	\$350
4 students	\$285	\$285
3 students	\$220	\$220
2 students	\$155	\$155
1 student	\$90	\$90

Adjunct employment is contingent upon student enrollment. A class may be moved from an adjunct faculty member to a full-time instructor in order to fill a full-time instructor's required load.

Employment Paperwork

The following forms must be completed/updated and on file in Human Resources prior to the first day of employment:

- Application for Employment (<https://www.macc.edu/working-at-macc/>)
- IRS Form W-4
- IRS Form MO W-4
- Form I-9 Employment Eligibility Verification
- Sexual Harassment Signature Statement
- Drug and Alcohol Signature Statement
- Employee Confidentiality Statement

Additionally, official transcripts (not photocopies) must be on file in Human Resources.

Job Responsibilities

Adjunct faculty will have the following duties and responsibilities:

1. Teach classes assigned by the administration which could include but are not restricted to day, evening, on-campus, online, hybrid, and virtual;
2. Develop course syllabi using the format of the Common Syllabus that will be provided by the appropriate dean. The Common Syllabus has been developed by discipline-specific full-time faculty. Submit syllabus to the appropriate dean by the end of the first full week of class or the equivalent period of time in a shorter session;
3. Carry out the policies developed by the Board of Trustees as executed and interpreted by the administration;
4. Prepare and submit at dates and times designated all records and reports as required by the administration;
5. Keep accurate and sufficient records of student grades and attendance. Submit the Census Rosters, grades, and attendance records to the Registrar by the requested due date;
6. Maintain the required number of office hours and provide a copy of office hours to the appropriate dean;
7. Keep current undergraduate and graduate college transcripts on file in Human Resources. These transcripts must show all college work earned—both graduate and undergraduate—along with all degrees granted;
8. Participate in the development/revision and implementation of assessment plan as appropriate;
9. Attend faculty meetings if requested by their dean;
10. Participate on committee assignments and professional growth activities as approved by their dean;
11. Perform other duties as assigned by the appropriate dean or the President.

Adjunct Teaching Load

The maximum teaching load for adjunct faculty is 11 credit hours for each fall or spring semester. The maximum teaching load for adjunct faculty is 7 credit hours in the summer semester which includes intersession courses. Exceptions to this policy must have prior approval from the College President. Adjunct faculty may be assigned additional duties such as tutoring, advising, or course development in addition to their teaching load. Such duties must have prior approval from the Vice President for Instruction.

Office Hours

Adjunct faculty who teach nine or more credit hours in a given semester are required to hold at least three office hours per week. Adjunct instructors required to hold office hours are paid \$450 per semester for these hours. Office hours should be identified on the course syllabus and should be scheduled with student accessibility in mind. Faculty should see the Dean of Academic Affairs, the Dean of Workforce Development and Technical Education, Dean of Health Sciences or site director for office hour location and further instruction regarding this subject.

Retirement Issues

MACC is a district of the Public School Retirement System of Missouri (PSRS) and Public Education Employee Retirement System (PEERS). Adjunct faculty who are retired under the Missouri PSRS are limited to teaching no more than 17 credit hours in an academic year (summer, fall, and spring semesters). If the retiree teaches at least one semester in which he or she is also required to hold office hours, then the maximum hours per year will be capped at 15.

Adjunct faculty working for other PSRS or PEERS covered districts must report their hours to the Human Resources office to determine eligibility for membership due to combined employment. Any change in these working hours should also be reported.

Salary and Contracts

Adjunct faculty are paid at a rate of \$600 per credit hour. Adjuncts who have taught 60 credit hours or more for MACC since June 1, 1998, are paid at a rate of \$625 per credit hour. Contracts are issued soon after the first two weeks of classes. Adjunct faculty are responsible for reviewing their contract(s) for accuracy. If the contract is accurate, faculty should sign the contract and return it to the issuing office immediately. Contracts must be signed and returned before the first payment of the contract can be released.

With the exception of faculty teaching dual credit courses, business and industry courses, and continuing education, adjunct faculty teaching during the fall, spring, or eight-week summer session are paid semi-monthly. Short-term classes are paid on the pay period after the class ends.

ADJUNCT FACULTY EVALUATION

The purpose of the faculty evaluation process is to provide opportunity for guidance, feedback, and reflection regarding classroom practices. The evaluation process is meant to be a positive experience focused upon professional growth. The adjunct faculty evaluation process consists of three primary components:

- In-Class Observation
- Student Evaluation of Instruction
- Conference

In-Class Observation

All new adjunct instructors will receive a formal in-class observation during their first semester of employment with Moberly Area Community College. Continuing adjuncts will receive a formal in-class observation periodically (typically every two-three years), regardless of whether they were continuously under contract during that time span or not.

In-class observations will be conducted by the Vice President for Instruction, the Dean of Academic Affairs, the Dean of Workforce Development and Technical Education, the Dean of Health Sciences, the Dean of Student Affairs and Enrollment Management, the Associate Dean of Academic and Career & Technical Education, the Site Director, or a Lead Instructor. Prior to the formal observation, adjunct faculty who are scheduled for an observation will be contacted by their observer in order to arrange a date for the formal observation. This date will generally be early enough in the semester to provide formative feedback. Additionally, the Vice President for Instruction, the Dean of Academic Affairs, the Dean of Workforce Development and Technical Education, the Dean of Health Sciences, the Dean of Student Affairs and Enrollment Management, the Associate Dean of Academic and Career & Technical Education, the Director of Health Sciences or the Site Director may occasionally conduct informal unscheduled observations.

On the day of the scheduled observation or before, the instructor must provide the observer with access or copies of **student attendance records**, information regarding **student assessment** or samples of assessment measures used within the course, and the **course syllabus**. During the formal observation, the observer will use a five-point Likert scale to assess the following areas of instructional performance: knowledge of subject, organization of class, classroom management, instructional techniques, and student rapport. A rating of "5" indicates outstanding performance while a rating of "1" indicates unsatisfactory performance. A rating of "2" or below results in an observation the following semester.

Follow-Up Conference

The evaluation process culminates in a conference between the instructor and his/her observer in which they will review and discuss all materials related to the evaluation. Any ratings of "1" or "2" on the *Faculty Classroom Observation Form* may require a written plan to be completed by the instructor and Vice President for Instruction, the Dean, or the Dean's designee to address areas of concern. Ratings of "1" or failure to show improvement in an identified area of concern during consecutive evaluations may result in the instructor's failure to receive a subsequent contract.

Student Evaluation of Instruction

Student evaluations will be conducted online for each class in each semester, including summer session. Prior to administration of this assessment tool, instructors will receive an email with instructions and the time frame that evaluations will be available. Instructors of in-seat classes will select a day during the designated time frame to have students complete the evaluation. Instructors of online and virtual courses should make students aware of the online process for completing evaluations. Instructors of hybrid courses may select the process that best aligns with their calendar. The evaluation instrument allows the student to rate the instructor's performance as well as other aspects of the course on a four-point scale. Students will also complete a demographic section which assists with further statistical analysis of the results.

Students will access the online evaluation form on MyMACC. The appropriate dean's office will compile results from myMACC after the closing date and distribute these results to the instructor prior to the beginning of the next semester.

ONLINE AND HYBRID COURSE REVIEWS

The course review process is designed to provide online and hybrid faculty with feedback regarding their course development and also serve as a catalyst for continued growth. These reviews, conducted by the office of Instructional Technology, help ensure that students enrolled in online and hybrid courses are receiving instruction in a consistent format that meets MACC standards. A group of MACC faculty regularly meet to offer input and guidance in the development of these guidelines.

Course reviews are conducted once per year for new faculty. After two years of consistent positive performance, they may move to a two-year cycle and after 5 years of consistent positive performance, they may move to a three-year cycle. There may be exceptions depending on situations where faculty consistently score below or exceed expectations. A thorough review is required before a course is taught online for the first time.

Auditors check that the online course content follows the Online and Hybrid Course Review form and includes required components, an up-to-date gradebook, appropriate and consistent course design and flow, instructor interaction, responsiveness, and feedback throughout the semester.

ADJUNCT FACULTY PROFESSIONAL DEVELOPMENT STIPEND

MACC values effective teaching and provides support for the instructional process through a variety of avenues, including in-service workshops and training sessions offered throughout the year. The purpose of the Adjunct Faculty Professional Development Stipend is to encourage and support the participation of adjunct faculty in these professional growth opportunities.

Adjunct faculty who complete fifteen professional development credits offered through MACC will earn a \$300 stipend. Credit value for professional development is assigned by the appropriate dean's office and will be denoted when professional development opportunities are advertised. Typically, professional development opportunities will range from one to four credits per event. Progress toward the fifteen credits must be approved by the appropriate dean and is monitored by Human Resources. These credits are cumulative in nature and will carry over from semester to semester. When a faculty member reaches fifteen credits, his or her credits will start over so that another stipend may be earned upon completion of the next fifteen credits.

Credits will be earned only from designated training, workshops, orientations, and other like opportunities offered in-house through MACC. Professional development credits will not be earned through completion of college coursework, attendance of workshops and conferences outside of MACC, or other non-MACC sponsored events.

This stipend is available only to adjunct faculty. Adjunct faculty who are full-time MACC staff are eligible for the stipend as long as they complete professional development credits outside of their regular MACC duties or they make up their normal work hours that were given up for professional development activities. Credits earned toward the professional development stipend must be in addition to staff development required of full-time employees.

DUAL CREDIT FACULTY INFORMATION

MACC DUAL CREDIT

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

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, course resources, and syllabi are followed for dual credit courses.

Dual Credit Enrollment

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 MACC's 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 www.macc.edu.
2. 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.
3. 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.
4. 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.
5. 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.
6. Satisfactory completion of course prerequisites.
7. Completion of enrollment form with MACC Advisor.
8. Transcript and ACT information must accompany enrollment form.
9. Full payment or payment plans in place prior to enrollment.

Dual Credit Tuition:

Residence Location	Tuition per credit hour
In-district	\$45.00
Other Missouri residents	\$78.00
Online dual credit	\$78.00
Out-of-state	\$131.00

Tuition is due and payable with the completed enrollment form. If full payment is not included, a payment plan can be set up through the Director of Dual Credit, Recruitment, and Special Events.

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

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 to the Director of Dual Credit, Recruitment, and Special Events 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.

OFFICIAL WITHDRAWAL FROM CLASS(ES)

Students may obtain a drop form from Student Affairs or the high school guidance counselor. Present the completed form to an advisor at MACC and the high school guidance counselor, who will forward the form to Student Affairs. The 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 Student Affairs at 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: Student Affairs, Moberly Area Community College, 101 S. College Avenue, Moberly, MO 65270.

DUAL CREDIT FACULTY QUALIFICATIONS AND HIRING PROCESS

MACC and the Department of Higher Education require the following qualifications for all dual credit instructors:

- Dual credit instructors teaching general education courses must 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.
- Dual Credit instructors teaching career/technical courses must have at least a bachelor's degree in their discipline or have the appropriate certification and/or experience in the discipline.

The hiring process for appointing dual credit instructors is as follows:

- Candidates talk with their school administrators about the potential to teach dual credit.
- The school administrator contacts the Director of Dual Credit, Recruitment, and Special Events at MACC to discuss the candidate's credentials.
- If the credentials meet the minimum qualifications, the candidate is forwarded a link to MACC's application for employment.
- The completed application for employment, a vita, and official college transcripts are forwarded to the Director of Dual Credit, Recruitment, and Special Events.
- The Director of Dual Credit, Recruitment, and Special Events or the Associate Dean of Academic and Career & Technical Education completes the Review of Credentials form and attaches it to the application. The application is reviewed by the appropriate dean and the Vice President for Instruction. The Deans and the Vice President work collaboratively to complete the Review of Credentials Form to indicate if the instructor's credentials meet qualifications and, if approved, which courses the instructor is qualified to teach. The Deans and Vice President, who are responsible for faculty hires at MACC, consult with discipline-specific faculty members as needed to clarify credentials (i.e., graduate coursework).
- All instructors will be notified verbally and in writing about their appointment status following the completed review of credentials.

DUAL CREDIT FACULTY LIAISONS

Faculty liaisons provide all concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment that begins prior to the instructor teaching the course.

NACEP Standard F2 focuses on the training provided to instructors to prepare them in advance of teaching the college course. This is separate from annual professional development (see Standard F3). New instructors need information regarding expectations for the course (e.g., course syllabi and learning outcomes, required textbooks, required assessments or grading policies) that veterans should already know. If this information is shared on the same day as the professional development activity, the evidence should clearly distinguish it from the rest of the professional development that occurred.

Liaison Responsibilities

Depending on department roles, there may be some variance with liaison's responsibilities.

- Lead new instructor training:
 - Review and approve syllabi and textbooks for new instructors before the new instructor teaches for MACC.
 - Discuss learning outcomes and assessment process
 - Share examples of major assignments
- Complete the Dual Credit New Instructor Training Form and return it to the appropriate instructional dean's office.
- Lead annual concurrent enrollment instructors in college-provided discipline-specific professional development. Examples include:
 - Discuss assessment data from course-level assessment
 - Engage in discussions regarding new research in the field
 - Discuss paired assessment, including grade norming/rigor
 - Share content such as lectures, assignments, or activities and discuss how to incorporate them into a course.
- Submit the Annual Concurrent Enrollment Instructor Professional Development form to the appropriate instructional dean's office.
- Maintain the Concurrent Enrollment Section of their department's Canvas shell. *
- Check in with concurrent enrollment faculty twice per fall and spring semester.
- Collect annual paired assessment.

*Some departments or faculty may not have a shell.

DUAL CREDIT FACULTY EVALUATION

The purpose of the faculty evaluation process is to provide opportunity for guidance, feedback, and reflection regarding classroom practices. The evaluation process is meant to be a positive experience focused upon professional growth. The dual credit faculty evaluation process consists of three primary components:

- In-Class Observation
- Student Evaluation of Instruction
- Conference

In-Class Observation

All new dual credit instructors will receive a formal in-class observation during their first semester of teaching dual credit classes for Moberly Area Community College. Continuing dual credit faculty will receive a formal in-class observation periodically (typically every two-three years), regardless of whether they were continuously under contract during that time span or not.

In-class observations will be conducted by a Dual Credit Faculty Liaison, a Lead Instructor in the same discipline, or a MACC administrator. Prior to the formal observation, dual credit faculty who are scheduled for an observation will be contacted by their observer in order to arrange a date for the formal observation. This date will generally be early enough in the semester to provide formative feedback. Additionally, the Vice President for Instruction, the Dean of Academic Affairs, the Dean of Workforce Development and Technical Education, the Dean of Health Sciences, the Dean of Student

Affairs and Enrollment Management, the Associate Dean of Academic and Career & Technical Education may occasionally conduct informal unscheduled observations.

On the day of the scheduled observation or before, the instructor must provide the observer with copies of **student attendance records, grade book records**, information regarding **student assessment** or samples of assessment measures used within the course, and the **course syllabus**. During the formal observation, the observer will use a five-point Likert scale to assess the following areas of instructional performance: knowledge of subject, organization of class, classroom management, instructional techniques, and student rapport. A rating of "5" indicates outstanding performance while a rating of "1" indicates unsatisfactory performance. A rating of "2" or below results in an observation the following semester.

Follow-Up Conference

The evaluation process culminates in a conference between the instructor and his/her observer in which they will review and discuss all materials related to the evaluation. Any ratings of "1" or "2" on the *Classroom Observation Form* may require a written plan to be completed by the instructor and Vice President for Instruction, the Dean, or the Dean's designee to address areas of concern. Ratings of "1" or failure to show improvement in an identified area of concern during consecutive evaluations may result in the instructor's failure to receive a subsequent contract.

Student Evaluation of Instruction

Student evaluations will be conducted online for each class in each semester, including summer session. Prior to administration of this assessment tool, instructors will receive an email with instructions and the time frame that evaluations will be available. Instructors of in-seat classes will select a day during the designated time frame to have students complete the evaluation. Instructors of online and virtual courses should make students aware of the online process for completing evaluations. Instructors of hybrid courses may select the process that best aligns with their calendar. The evaluation instrument allows the student to rate the instructor's performance as well as other aspects of the course on a four-point scale. Students will also complete a demographic section which assists with further statistical analysis of the results.

Students will access the online evaluation form on myMACC. The appropriate dean's office will compile results from myMACC after the closing date and distribute these results to the instructor prior to the beginning of the next semester.

EVALUATION AND GRADING SCALE

As outlined in the *MACC Policy Handbook*, faculty are expected to evaluate students frequently enough to get a sound measure of the quality of their work and to give them ample opportunity to improve their grades. The type of testing found frequently in graduate school, only one or two tests per semester, is considered unsuitable for community college courses. Grades are issued at the close of each semester on a letter basis indicating quality of academic work as follows:

- A - Superior Work – excellence in the following: Originality of work, accuracy and grasp of content, independence in completing work, literate expression of ideas, imagination, and initiative;
- B - Above Average – high achievement in the following: Originality, knowledge and grasp of work, effective use of knowledge, independence of work, competence in expression;
- C - Average Work – average attainment in the following factors: Familiarity with course content, participation in class work, evidence of intellectual growth and thinking, intelligible expression of ideas;

- D - Below Average – meager achievement in both quantity and quality of work, difficulty in understanding principles, slow progress, instructor direction needed to meet requirements;
- F - Failing Work – failure to achieve the minimum requirements for passing, inaccurate results, faulty reasoning, irresponsible, vague, disorganized, lack of initiative;
- I - Incomplete Work – “Incomplete” means that a student has been unable to complete the required work by the close of the semester for approved extenuating circumstances by the Dean of Academic Affairs, the Dean of Workforce Development and Technical Education, or the Dean of Health Sciences. Incomplete is permissible only when the student, prior to his/her incompleteness, has maintained a passing grade as revealed by the class record. In no instance will a student be awarded an incomplete who has not completed work through three-fourths of a session. All incomplete grades must be completed within the next semester of the regular academic year. After this time if the incomplete grade has not been completed, it will automatically become a grade of F. It is the responsibility of the student to take appropriate steps to complete the course;
- W - Withdraw
- P - Pass – The grading system for some courses is indicated by Pass/Fail. Pass/Fail grades are not computed in the overall grade point average.

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.

TRANSPORTATION

The student is responsible for transportation between schools if applicable. Neither the Public School District or MACC assume liability in this matter.

TEXTBOOKS AND 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 courses. MACC will provide desk copies and publisher supplemental materials for dual credit courses. Please contact Shannon Crist, Director of Dual Credit, Recruitment, and Special Events, at 660-263-4100 ext. 11331 or shannonc@macc.edu.

DUAL CREDIT ACCREDITATION

MACC's Dual Credit Program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). 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 16 national standards for program quality in the areas of: partnerships, curriculum, faculty, students, assessment, and program evaluation.

NACEP Accreditation:

- 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.

DUAL CREDIT CONTACT INFORMATION

Dean of Student Affairs and Enrollment Management Michele McCall	660-263-4100, ext. 11215	michelem@macc.edu
Director of Dual Credit, Recruitment, and Special Events Shannon Crist	660-263-4100, ext. 11331	shannonc@macc.edu
Administrative Assistant to the Dean of Student Affairs and Enrollment Management Ann Ostermann	660-263-4100, ext. 11212	anno@macc.edu
Support Services Coordinator Kim Erwin	660-263-4100, ext. 11278	kimberle@macc.edu
Director of Instructional Technology and Book Services Susan Burden	660-263-4100 ext. 11303	susanb@macc.edu
Dean of Academic Affairs Matt Crist	660-263-4100, ext. 11236	mattc@macc.edu
Dean of Health Sciences Michelle Frey	660-263-4100, ext. 11249	michelf@macc.edu
Dean of Workforce Development & Technical Education Suzi McGarvey	660-263-4100, ext. 11252	suzim@macc.edu
Associate Dean of Academic and Career & Technical Education Katelyn Wilson	660-263-4100, ext. 11396	katelynb@macc.edu
Instructional Technology Office	660-263-4100, ext. 11525	InstructionalTechnology@macc.edu

DUAL CREDIT PROFESSIONAL DEVELOPMENT

Prior to teaching a MACC dual credit course, all new dual credit faculty must be available to meet with MACC staff and/or administrators to discuss policies, procedures, and guidelines, as well as meet with a MACC faculty member from the same discipline to discuss department philosophy, assessment practices, course syllabi, textbooks, etc.

All dual credit faculty MUST attend one discipline-specific workshop or instructor meeting each year. In extenuating circumstances, a special meeting may be scheduled to make up for a missed meeting. In addition to the required Dual Credit Faculty Workshop, a number of additional professional development opportunities are offered throughout the year; these opportunities are communicated via email.

Failure to meet MACC's professional development requirements will result in the instructor being placed on warning status. Any faculty member on warning status must attend a professional development meeting within the subsequent semester or the course cannot be offered as a dual credit course.

RECORDKEEPING

Class Rosters/Attendance/Grade Book Inserts

Student Affairs will distribute class rosters/grade book inserts prior to the first day of classes and immediately following the Census date.

Upon receiving the attendance rosters, faculty should duplicate as needed for the remainder of the semester. Some faculty members maintain attendance records and grades on the computer-generated grade book inserts; however, if faculty prefer a different format, they should consult with the Director of Dual Credit, Recruitment, and Special Events. If another format is used, it must list the semester/session, course information (i.e., number, section, title), name of the instructor, and student names on each page. Faculty are expected to check the rosters that are sent to them to ensure their accuracy. Grade records submitted at the end of the semester/session should include the following: assignments (e.g., Essay #1), assignment dates, total points earned and total possible points of each assignment, total course points earned and total possible course points, final student percentages, and final letter grades. Attendance must be turned in on every student, including any who withdrew from class, along with grades at the end of the semester.

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.

Once dual credit courses at the high school are complete, rosters will be mailed. Due to institutional accountability, *accurate records of attendance and grades for all students are critical.*

DUAL CREDIT GRADE ENTRY AND GRADE REPORTS

1. Semester grades are to be entered into the computer system by the Director of Dual Credit, Recruitment, and Special Events. Faculty will turn in grades and attendance rosters to Director of Dual Credit, Recruitment, and Special Events.
2. All grade changes must be submitted to the office of the appropriate dean on the forms provided by that office. Incomplete grades are to be finalized by the end of the following regular semester. It is the responsibility of the student to take the necessary steps to insure removal of the incomplete grade status.

DUAL CREDIT PAY

A minimum enrollment of 10 students is required for the class to be offered at the full part-time/overload instruction rate. The instructor will be paid on a scale set at \$625/\$650 per credit hour based on hours of teaching experience at MACC. The President of Moberly Area Community College may approve classes with fewer than 10 students and set the instructor's salary at an amount lower than the standard rate per credit hour according to the following scale:

Pay Schedule		
Number of Students	Hours Taught at MACC Since June 1, 1998	
	Less than 60	60+
10 or more	\$625	\$650
8-9 students	\$560	\$585
7 students	\$500	\$525
6 students	\$440	\$465
5 students	\$350	\$350
4 students	\$285	\$285
3 students	\$220	\$220
2 students	\$155	\$155
1 student	\$90	\$90

MACC DUAL CREDIT OFFERINGS

MACC offers a variety of college-level courses as dual credit intended for transfer. The following descriptions include the course number, the course name, credit hours, course description, and, if appropriate, the prerequisite requirement. The credit hours, listed in parentheses following the course name, are listed in the following format: lecture hours – lab hours – credit hours (i.e., 3-0-3).

ACC110 Personal Finance (3-0-3): This is a course in the management of personal finances. It will provide students with opportunities to develop skills for solving “real world” problems. The course will identify the components and sources of income, money management, spending and credit, saving and investment.

AMT112 Computer Aided Design I (2-2-3): 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.

AMT211 Computer Aided Design II (2-2-3): AMD211 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: AMT112.

BIO101 Biology (MOTR BIOL100L) (3-2-4): 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 (MOTR BIOL100) (3-0-3): 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.

BIO150 General Zoology (MOTR BIO100LZ) (4-2-5): 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 (MOTR BIO100LB) (3-2-4): 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 (MOTR LIFS150LAP) (3-2-4): 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 (MOTR LIFS150LP) (3-2-4): 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 (3-0-3): 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 (3-0-3): This course is designed to be an overview of the major functions of management with an emphasis on planning, organizing, leading, and controlling. The purpose of this course is to expose the student to the basic concepts of management in order to aid the student in understanding how an organization functions, and in understanding the complexity and wide variety of issues managers face in today's organizations. The course uses a case study approach to selecting, combining, and applying techniques of management to realistic business problems.

BUS120 Business Law (3-0-3): BUS120 is a study of those features of law that pertain to the conduct of business in today's global economy. The course concentrates on the U.S. legal system; constitutional, criminal and tort law; contracts; and the different business organization models within the U.S.

FLN101 Elementary Spanish (MOTR LANG103) (5-0-5): This course is an introduction to the Spanish language and will include pronunciation, vocabulary, grammar, and culture. Focus will be on learning to speak, understand, read, and write in Spanish.

FLN102 Intermediate Spanish (MOTR LANG104) (5-0-5): This course is a continuation of Elementary Spanish. Prerequisite: FLN101 or two years of high school Spanish or instructor approval.

FLN111 Elementary French (MOTR LANG101) (5-0-5): This course is an introduction to the French language and will include pronunciation, vocabulary, grammar, and culture. The focus will be learning to speak, understand, read, and write in French.

FLN112 Intermediate French (MOTR LANG102) (5-0-5): This course is a continuation of Elementary French. Prerequisite: FLN111 or two years of high school French. (IN)

FLN299 Special Studies in Foreign Language (1-6)-0-(1-6): This course will consist of specialized study in areas of the department, which are not covered in-depth in courses already offered. Students may take no more than three Special Studies courses in any one discipline. (IN)

HSC120 Health and Hygiene (2-0-2): Health and Hygiene is a study of personal health issues with the goal of developing decision-making skills. An emphasis is placed on health behavior and health decision-making dealing with consumer choices, personal habit choices, sexual choices, and chemical choices.

HSC121 First Aid (2-0-2): This course provides instruction in emergency first aid procedures, including basic life support; resuscitations; control of bleeding; and treatment of shock, wounds, and fractures. Additional instruction is provided in procedures to follow in other medical emergencies and environmental emergencies. (FA)

HSC171 Medical Terminology (3-0-3): This course provides vocabulary necessary for employment in Health Sciences careers such as medical records technician and medical office assistant through the study of body systems and anatomical terms, diseases, tumors, and surgical procedures. Basic computer skills recommended prior to enrolling in this course.

HST101 Western Civilization I (MOTR WCIV101) (3-0-3): 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 (MOTR WCIV102) (3-0-3): 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 (MOTR HIST101) (3-0-3): 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 (MOTR HIST102) (3-0-3): This course is a survey of the economic, social, and diplomatic aspects of the United States from 1865 to the present. A study of the federal and Missouri constitutions is included.

HST215 America in Vietnam (3-0-3): This is a survey of the Vietnam War (1945- 1975) with emphasis on U.S. involvement in the 1960s. Focus is on military history as it relates to the social and political history of the period. Vietnam will be seen as a case study in U.S. foreign policy. (IN)

HST299 Special Studies in History (1-6)-0-(1-6): This course will consist of specialized study in areas of the department, which are not covered in-depth in courses already offered. Students may take no more than three Special Studies courses in any one discipline. (IN)

ITC101 Computer Essentials (3-0-3): 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.

ITC106 IT Essentials (3-0-3): 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 ITC106 prepares students to take the A+ industry certification exam.

ITC130 Introduction to Networks (5-0-5): This course covers an introduction to networking, architecture, structure, functions, and components of the Internet and other computer networks. Students achieve a basic understanding of how networks operate and how to build simple local area networks (LAN), perform basic configurations for routers and switches, and implement Internet Protocol (IP). ITC 106 IT Essentials recommended.

ITC230 Wireless and Switching Essentials (5-0-5): This course covers switching, routing, and wireless essentials (SRWE). Concepts include architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security. Students learn how to configure and troubleshoot routers and switches for advanced functionality using security best practices and resolve common issues with protocols in both IPv4 and IPv6 networks. Prerequisite: ITC130 Introduction to Networks.

ITC231 Enterprise Networking (3-0-3): This course covers enterprise networking, security, and automation (ENSA) describes the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies. The course emphasizes network security concepts and introduces network virtualization and automation. Students learn how to configure, troubleshoot, and secure enterprise network devices and understand how application programming interfaces (API) and configuration management tools enable network automation. Prerequisite: ITC230 Wireless and Switching Essentials

LAL101 Composition I (MOTR ENGL100) (3-0-3): 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 "C" or higher in appropriate developmental course or concurrent enrollment in LAL090.

LAL102 Composition II (MOTR ENGL200) (3-0-3): 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.

LAL115 Introduction to Fiction Writing (MOTR PERF106F) (3-0-3): LAL115 is a study of techniques of fiction writing through historical and contemporary short story writing in order to develop publishable student work. Focus is on invention, execution, and revision of stories through a variety of examples and assignments.

LAL116 Introduction to Poetry Writing (MOTR PERF106P) (3-0-3): LAL116 is an introduction to techniques of poetry writing through historical and contemporary poems in order to develop publishable student work. Focus is on invention, execution, and revision of poems through a variety of examples and assignments.

LAL120 American Literature Survey to 1870 (MOTR LITR101A) (3-0-3): 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 (MOTR LITR101B) (3-0-3): 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 (MOTR LITR102A) (3-0-3): 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 (MOTR LITR102B) (3-0-3): This course surveys English literature from the Romantic, Victorian, Modernist, and Postmodern periods.

LAL153 Introduction to Contemporary Literature (MOTR LITR100) (3-0-3): This course focuses on the appreciation of Contemporary literature with particular emphasis on surveying a diverse scope of genres [short stories, poetry, drama]. It focuses on terminology, techniques, and critical interpretation of literature written in the last 30 years.

LAL222 Masterpieces (3-0-3): This course is a study of recognized masterpieces from world literature. (IN)

LAL275 Classical Mythology (MOTR LITR201) (3-0-3): The student is introduced to the subject of classical mythology with emphasis placed on its relevance to interpretation of both literature and art.

MSP101 Machine Tool I (2-2-3): This is an introductory course in the study of various metalworking machines with emphasis on the lathe and lathe operations. The course also includes an introduction to the milling machine and surface grinder.

MSP102 Machine Tool II (2-2-3): MSP102 is a further study of metalworking machines and their operation with emphasis on the surface grinder and milling machine. The student will have an opportunity to create, select, plan, and construct projects and instructional material. Prerequisite: A grade of "C" or higher in MSP101 or instructor approval.

MSP220 CNC Programming (2-2-3): This course will teach the student to write G & M code CNC programs for CNC lathes and CNC mills. The course will cover the most common G & M codes for Fanuc/Haas type machines, including linear and circulator interpolation, drilling, hold making, roughing and finishing, and threading canned cycles. The student will also write and troubleshoot programs for a CNC mill and CNC lathe using a programing editing software and on a CNC control.

MTH140 Precalculus Algebra (MOTR MATH130) (3-0-3): Precalculus Algebra course material includes linear functions and equations; analysis of graphs and functions, including piecewise; absolute value equations and inequalities; quadratic and polynomial functions; rational, power and root functions; inverse, exponential and logarithmic functions; systems of equations and matrices. Prerequisite: Eligible placement score or grade of "C" or higher in MTH095.

MTH142 Quantitative Reasoning (MOTR MATH120) (3-0-3): This course is designed to fulfill general education requirements for students pursuing non-STEM (Science, Technology, Engineering, and Mathematics) degrees and career paths. Topics include: problem solving, units of measure, probability and statistics, linear and exponential models, logic and sets. Emphasis is placed on critical thinking and improving students' ability to apply mathematics. Pre-requisite: Eligible placement score, grade of "C" or higher in MTH095, or successful completion of the appropriate module in the Computer Assisted Pre-Algebra sequence, or grade "C" or higher in MTH160.

MTH145 Precalculus Trigonometry (3-0-3): Precalculus Trigonometry includes angle-based trigonometric functions and their inverses, multiple angle formulas, identities, trigonometric equations, radian measure, arc length, angular velocity, graphs of trigonometric functions, solutions of both right and oblique triangles, vectors and polar coordinates. Prerequisite: Eligible placement score or a grade of "C" or higher in MTH140.

MTH150 Precalculus (MOTR MATH150) (5-0-5): This course is a unified study of MTH140 Precalculus Algebra and MTH145 Precalculus Trigonometry designed to prepare students for Calculus. Prerequisite: Eligible placement score, grade of "C" or higher in MTH095.

MTH160 Elementary Statistics (MOTR MATH110) (3-0-3): Elementary Statistics includes descriptive statistics, statistical design, correlation and regression, and elementary probability. Statistical inferences will include one- and two-sample confidence intervals and hypotheses tests. Prerequisite: Eligible placement score, grade of "C" or higher in MTH100 or grade of "C" or higher in MTH142.

MTH201 Analytic Geometry & Calculus I (5-0-5): 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 MTH145 with a grade of "C" or better, or MTH150 with a grade of "C" or better.

MUS102 Music Appreciation (MOTR MUSC100) (3-0-3): 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.

MUS103 History of Rock and Roll (MOTR MUSC100RP) (3-0-3): After looking closely to the elements of Rhythm and Blues, students will examine the history of rock music from the 1950's through the current trends in rock. (SP)

MUS105 Music of America (MOTR MUSC100J) (3-0-3): This course is designed to study the music of the American music stage, ragtime, jazz, big band, leading American composers, and American film music. (SP)

PHI150 Introduction to Philosophy (MOTR PHIL100) (3-0-3): This course will familiarize the student with the major categories of classic, Western philosophical tradition, ranging from antiquity to the modern era. Students will explore the positions of major philosophical thinkers as they comment on the categories under discussion. Interpretation and communication of the philosophical works of each writer are analyzed. (FA, SP, SU)

PHI151 Introduction to Logic (MOTR PHIL101) (3-0-3): PHI 151 is an introduction to the principles and methods of logic. Deduction, induction, informal fallacies, and other means of valid reasoning are emphasized. (FA, SP)

PHI152 Introduction to Ethics (MOTR PHIL102) (3-0-3): Students will examine various moral philosophers' attempts to prescribe ethical norms applicable to humanity. This course also focuses on the fundamental principles of moral right and wrong and their applications. (FA, SP, SU)

PHI251 Religions of the World (MOTR RELG100) (3-0-3): This course focuses on the impact that religions have had on history and humanity. The basic beliefs and lifestyles of Hinduism, Buddhism, Islam, Judaism, and Christianity are presented. (FA, SP)

PHY120 Foundations of Chemistry (MOTR CHEM100L) (3-2-4): Foundations of Chemistry introduces students to the basic principles of chemistry. Topics covered include scientific measurement, atomic and molecular structure, chemical nomenclature, stoichiometry, solutions and gases. This course is intended for non-science majors and includes a laboratory component. Prerequisite: Eligible placement scores for MTH140, MTH142, MTH160 or higher or concurrent enrollment in MTH095 or any math corequisite.

PHY121 General Chemistry I (MOTR CHEM150L) (3-4-5): General Chemistry is the first course in the general chemistry sequence and emphasizes the fundamental principles of chemistry. Topics include measurement, physical and chemical processes, nomenclature, atomic structure, quantum theory, stoichiometry, molecular structure, bonding theory, physical properties of gases, thermochemistry, and properties of solutions. Upon completion of the course, students should be able to demonstrate an understanding of the fundamental chemical laws and concepts and will obtain prerequisite chemical knowledge needed for advancement to General Chemistry II. This course is designed for pre-professional, science, and engineering majors but is open to all students who have met the prerequisite. Course includes a laboratory component. Pre- and corequisite: Placement scores for MTH201 or completion or concurrent enrollment in MTH 140, MTH142, or MTH150. Students continuing on to PHY122 must have "C" or higher in MTH140 or MTH150.

PHY125 Foundations of Physics (MOTR PHYS100L) (3-2-4): Foundations of Physics is an introductory course which presents the fundamental concepts and symbolism of physics with applications to everyday life. The course emphasizes mechanics, heat, light, sound, electricity, magnetism, and some modern developments. Course includes a laboratory component and is intended for non-science majors. Pre- and corequisite: Eligible placement scores for MTH140, MTH142, MTH160 or higher, or completion or concurrent enrollment in MTH100, MTH130 or any math corequisite.

PSC105 Introduction to American Government (MOTR POSC101) (3-0-3): This course covers the study of national government, including its organization, functions, and policies. Detailed attention is given to the policy-making process and to the roles of various government functions. Attempts are made to relate government to everyday life. This course identifies major problems of American society affecting the policy-making process. A study of the federal and Missouri constitutions is included in this course.

PSY101 General Psychology (MOTR PSYC100) (3-0-3): 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 (MOTR PSCYC200) (3-0-3): 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.

SPK101 Public Speaking (MOTR COMM110) (3-0-3): 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.

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.

SITE-SPECIFIC INFORMATION

MACC – COLUMBIA

601 Business Loop 70 West, Suite 216
Columbia, MO 65203
Phone: 573-234-1067
Fax: 573-234-2068

Site Directors

Aleesha Coke, Director of Site Operations & Student Affairs
Renee Hall, Director of Instruction

Hours of Operation

Monday through Thursday:	7:00 a.m. to 9:00 p.m.
Friday:	7:00 a.m. to 5:00 p.m.
Saturday Resource Center:	9:00 a.m. to 2:00 p.m. (fall and spring only)

Copying

Faculty copy machines are located in the Adjunct Faculty Office (Room 123) at the Columbia Higher Education Center. The staff are available for assistance, but faculty should make their own copies.

Large copy runs should be done through the Central Processing Center on the Moberly campus. Request forms may be found in the office. Faculty should allow one week for copying of course outlines and three days for large copy runs. Faculty should also allow the courier travel time between the Moberly campus and Columbia.

Courier

The courier runs every Monday, Tuesday, and Thursday. The route runs from Moberly to Kirksville, Hannibal, Mexico, Columbia, and back to Moberly. The Columbia stop is around 3:00 p.m.

Mailboxes

Mailboxes should be checked prior to each class session. Faculty mailboxes are located in Room 123. The faculty adjunct mailboxes are located in Room 122.

Telephone Service

Instructors may use the phones in the adjunct faculty offices (Rooms 121 and 122). A phone for a private conversation can be made available by talking with the dean or site director.

Parking

There are no reserved parking spaces at MACC-Columbia.

LARC: Library and Academic Resource Center and Classroom Equipment

The Columbia campus has a variety of library and academic resources for students and faculty.

The classrooms at MACC-Columbia are all equipped with a DVD player, computer, and ceiling-mounted projector. Faculty should contact Kimmy Kea (ext. 12144) or Scott Kasmann (ext. 12181) for information about additional equipment.

Adjunct Offices and Faculty Lounge

The faculty offices are located in Room 121 and Room 122 MACC-Columbia. The faculty and staff lounge is located in Room 149. Students are not allowed in the lounge, so faculty should use the workrooms to assist students during lunch breaks.

Vending

Vending machines are available in the Commons area. Food and drinks are allowed in the Commons area of the campus. Bottled water and light snacks are permitted in classrooms and labs except for computer labs and the Resource Room where no food or beverages are allowed.

Inclement Weather

In the event of inclement weather, cancellations will be announced by 6:00 a.m. for day classes and 4:00 p.m. for evening classes on KRES-FM (104.7-Moberly), KWIX-AM (1230-Moberly), KZZT-FM (105.5-Moberly), KCLR-FM (99.3-Columbia), KOMU-TV (NBC-Columbia), and KMIZ-TV (ABC-Columbia). Class cancellations are also posted on my.macc.edu, Facebook, and sent out via Hound Alert.

MACC – HANNIBAL

190 Shinn Lane
Hannibal, MO 63401
Phone: 573-231-0941

Site Directors

Wendy Johnson, Director
Jessica Heintz, Assistant Director

Hours of Operation

Monday through Thursday:	8:00 a.m. to 6:00 p.m.
Friday:	8:00 a.m. to 5:00 p.m.

Copying

There is a copier for faculty use located in the workroom/lounge. The staff are available for assistance, but faculty should make their own copies. Work study students are not permitted to make copies for classes they are currently enrolled in or handle grades for any class. Faculty must tally copies made on the clipboard located beside the copy machine.

Large copy runs should be done through the Central Processing Center on the Moberly campus. Request forms may be found in the front office. Faculty should allow one week for copying for large copy runs.

Courier

The courier runs every Monday, Tuesday, and Thursday. The route runs from Moberly to Kirksville, Hannibal, Mexico, Columbia, and Moberly. The Hannibal stop is typically around 11:30 a.m.

Telephone Service

Two phones are available to adjunct instructors in the adjunct faculty office.

Adjunct Faculty Office and Faculty Lounge

The adjunct faculty office is a location to hold office hours and the workroom/lounge is available for any instructor's use.

Parking

There are no reserved parking spaces at MACC-Hannibal. Faculty must avoid parking in restricted areas.

LARC: Library and Academic Resource Center and Classroom Equipment

All reference books MUST be left in the LARC. All other books MUST be checked out at the front desk. Student and faculty tutors are available to assist students.

Faculty should see staff to reserve books or equipment.

Vending

Vending machines are available in the Commons area. Food and drinks are allowed in the Commons area of the campus. Bottled water is permitted in classrooms. No food or beverages are allowed in the computer labs or in the Resource Center.

Inclement Weather

In the event of inclement weather, cancellations will be announced by 6:00 a.m. for day classes and 4:00 p.m. for evening classes on the following stations: KHMO-AM (1070), KICK-FM (97.7), WTAD-AM (930), KGRC-FM (92.9), WGEM-TV (NBC-Quincy), and KHQA-TV (CBS-Hannibal/Quincy). Class cancellations are also posted on my.macc.edu, Facebook, and sent out via Hound Alert.

MACC – KIRKSVILLE

2105 East Normal Street
Kirksville, MO 63501
Phone: 660-665-0345
Fax: 660-665-2786

Site Directors

Dr. Dee Coleman, Director
Tasha McKim, Assistant Director

Hours of Operation (Fall and Spring)

Monday through Thursday:	7:00 a.m. to 9:00 p.m.
Friday:	7:00 a.m. to 5:00 p.m.

Hours of Operation (Summer)

Monday through Friday	7:00 a.m. to 7:00 p.m.
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Copying

There is a copier for faculty use in the main office, to which all faculty have been given a code. Work study students are not permitted to make copies for classes they are currently enrolled in or handle grades for any class.

Large copy runs should be done through the Central Processing Center on the Moberly campus. Request forms may be found in the office. Faculty should allow one week for copying of course outlines and

three days for large copy runs. Faculty should also allow the courier travel time between the Moberly campus and Kirksville.

Courier

The courier runs every Monday, Tuesday, and Thursday. The route runs from Moberly to Kirksville, Hannibal, Mexico, Columbia, and back to Moberly. The Kirksville stop is typically around 9:30 a.m.

Mailboxes

Mailboxes are located in the faculty/staff workroom (Room 106) and should be checked prior to each class session.

Telephone Service

There is a telephone for faculty use in each faculty office, including the adjunct offices. This phone is for faculty/staff use only.

Adjunct Faculty Office

All adjunct faculty may use the faculty office located in Room 110. Please see Brooklyn Weber for a key. Faculty are also welcome to use the computers located in the Resource Room 109. If a grading program is needed, faculty should contact Computer Services.

The faculty workroom is located in Room 106. Instructors have use of work tables, refrigerator, microwave, coffee pot, and sink. Students are not allowed in this area.

Parking

There are no reserved parking spaces at MACC-Kirksville. Parking is available on the east, west, and south sides of the building.

LARC: Library and Academic Resource Center and Classroom Equipment

The LARC is located in Room 109. It houses study tables, computers, printers, and a reference collection. Student and faculty tutors are available to assist students. All reference books MUST be left in the Resource Center. All other books MUST be checked out through the Coordinator of Computer Services.

Computer labs must be reserved in the office. Faculty should contact the Instructional Technology Director or Instructional Technology Specialist (1-660-263-4110 ext. 11303/ ext. 11525 or int@macc.edu) to schedule eCompanion/eBook/Canvas training. Videos may be checked out through the Administrative Assistant, Tabatha Myers. All classrooms are smart rooms with the exception of Room 119.

Vending

Vending machines are available in the Student Commons area. Food and drinks are allowed in the Commons area. Bottled water and light snacks are permitted in classrooms and labs except for computer labs and the Resource Room where no food or beverages are allowed.

Inclement Weather

In the event of inclement weather, cancellations will be announced by 6:00 a.m. for day classes and 4:00 p.m. for evening classes on KRES-FM (104.7), KTUF-FM (93.7), KRXL-FM (94.5), KIRX-AM (1450) and KTVO-TV. Class cancellations are also posted on my.macc.edu, Facebook, and sent out via Hound Alert.

MACC – MEXICO

2900 Doreli Lane
Mexico, MO 65265
Phone: 573-582-0817
Fax: 573-582-0824

Site Director

Caroline Groves, Director

Building Hours of Operation

Monday through Thursday: 7:00 a.m. to 6:00 p.m.
Friday: 7:00 a.m. to 5:00 p.m.

Classroom Lock Policy

All classroom doors will be kept locked except when in use. It will be necessary for faculty to stop by the front office and sign out a key for their classroom. Faculty will be responsible for locking the room, turning off lights and equipment, and returning the key to the front office on the same day. This policy helps to prevent theft of expensive equipment, as well as some abuse in rooms by unsupervised students.

Courier

The courier runs every Monday, Tuesday, and Thursday. The route runs from Moberly to Kirksville, Hannibal, Mexico, Columbia, and back to Moberly. The Mexico stop is typically around 12:00 p.m.

Copying

A copy machine is available at all times in the faculty workroom (Room 114) for instructors. Instructors are assigned copy codes. Work study students are not permitted to make copies for classes they are currently enrolled in or handle grades for any class.

Large copy runs should be done through the Central Processing Center on campus. Request forms may be found in the front office. Faculty should allow one week for copying of course outlines and three days for large copy runs. Faculty should also allow the courier travel time between the Moberly campus and Mexico.

Mailboxes

Mailboxes are located in the faculty/staff workroom (114). Mailboxes should be checked prior to each class session.

Telephone Service

Phones for faculty use are in Room 114. This room is for faculty/staff use only.

Adjunct Faculty Office and Faculty Lounge

All adjunct faculty may use the faculty/staff workroom (Room 114). Adjunct computers, scantrons, copiers and telephones are located here. Faculty are also welcome to use the computers in the Resource Center Room (Room 144). If a grading program is needed, faculty should contact the Coordinator of Computer Services.

Parking

There are no reserved parking spaces at MACC-Mexico. Overflow parking is allowed on the east and west side of Doreli Lane except where posted or near the fire hydrant.

LARC: Library and Academic Resource Center and Classroom Equipment

The LARC is located in Room 144. All reference books MUST be left in the Resource Center. All other books MUST be checked out through the LARC. Student and faculty tutors are available to assist students. Classroom technology needs are handled through the front office.

Vending

Vending machines are available in the Student Commons Area (Room 137). Food and drinks are allowed in the Commons area. Bottled water and light snacks are permitted in classrooms and labs except for computer labs and the Resource Room where no food or beverages are allowed.

Inclement Weather

Cancellation announcements will be made on: television stations KOMU (NBC/Channel 8-Columbia), KRCG (CBS/Channel 13-Jefferson City) and KMIZ (ABC/Channel 17-Columbia). The cancellations will also be announced on radio stations KBIA-FM (91.3-Columbia), KCMQ-FM (96.7-Columbia), KSSZ-FM (93.9-Columbia), KTXV-FM (107-Columbia), KTGR-AM (1580-Columbia), KKCA-FM (100.5-Fulton), KFAL-AM (900-Fulton), KWWR-FM (95.7-Mexico), KXEO-AM (1340-Mexico), and KJAB-FM (88.3-Mexico). Class cancellations are also posted on my.macc.edu, Facebook, and sent out via Hound Alert.

MACC – MOBERLY

101 S. College Avenue
Moberly, MO, 65270
Phone: 660-263-4100
Fax: 660-263-2406

Site Directors

Katelyn Wilson, Associate Dean of Academic and Career & Technical Education
Rachel Pangburn, Director of Health Sciences

Area 27 Café

Area 27 Café is located on the lower level of the Main Building on the Moberly campus. Breakfast, lunch and dinner are served in the café Monday through Friday (7:30 a.m. to 7:00 p.m.) and for brunch and dinner on the weekends during fall and spring semesters. All you care-to-eat entrées, grill items, salad bar, a-la-carte and beverages are available for purchase for employees, students and the general public. Area 27 seating is open during the summer, but the café is closed.

Mail and Mailboxes

Mail is collected/delivered twice daily on the Moberly campus. A courier service is provided between campuses on Mondays, Tuesdays, and Thursdays. The courier leaves from the Moberly campus at 8:00 a.m. on these days. Outgoing mail to other campuses needs to be to CPC or the faculty workroom (Main 234) by 5:00 p.m. the preceding day.

On the Moberly campus, mailboxes for adjunct instructors are typically located in the building in which they teach. Mailboxes in the Marie O'Keefe Center for Health Sciences are located in the faculty

workroom (C32). Mailboxes in the Main Building are in Room 234. Mailboxes in Komar Hall are located in Student Affairs. Faculty should check mailboxes regularly.

Faculty/Staff Lounges

The faculty/staff lounges are located in the Main Building (Room 044) and The Marie O'Keefe Center for Health Sciences (Room C16). They are for faculty/staff use only. Lounges contain a microwave and refrigerator.

Adjunct Faculty Office

The adjunct faculty office for Moberly faculty is in Room 233A of the Main Building. Adjunct faculty have access to the computer/Internet and phone (ext. 11363) in this office. Adjunct faculty can request their own extensions for voicemail from the appropriate dean or site director.

Faculty Workroom

Mailboxes are located in the faculty/staff workroom (Room 234 Main Building) and should be checked prior to each class session.

Copying

A copy machine is available at all times in the faculty workroom (Room 234 Main building) for instructors. Instructors are assigned copy codes. Please see the dean or site director for copy code.

Vending

Vending machines are available in the Main Building, Komar Hall, the Career Center, and the Activity Center. Food and drinks are allowed in the commons/lounge areas of the campus. Bottled water and light snacks are permitted in classrooms except for computer labs where no food or beverages are allowed.

Parking

There are no reserved parking spaces at MACC-Moberly. Campus parking is available in back of the Main Building and Komar Hall. Additional parking spaces are available in front of the Main Building along College Avenue.