



# **MONTGOMERY COMMUNITY COLLEGE**

## **FACULTY HANDBOOK 2025 – 2026**

## **Forward**

This Faculty Handbook is designed to help new faculty members at Montgomery Community College obtain quick and easy information about life at Montgomery Community College. The College Catalog and the Student Handbook are also excellent sources of information and are available in Student Services and on the website at [www.montgomery.edu](http://www.montgomery.edu). In addition, don't forget that a great source of information about day-to-day operations is on the MCC Intranet.

This Faculty Handbook is not intended to replace the Montgomery Community College Policy Manual. Instead, this handbook serves as an overview of the most common policies and issues related to curriculum faculty. Copies of the Montgomery Community College Policy Manual may be found at <https://montgomerycommunitycollege.diligent.community/Portal/Policy.aspx>. All employees should be familiar with official policies in the Policy Manual.

For the purposes of this handbook, full-time faculty/employees include full- or permanent part-time employment status.

### **Non-Discrimination Statement**

Montgomery Community College is committed in policy, principle, and practice to maintaining an environment which prohibits discriminatory behavior and provides equal opportunity for all persons. The college affirms its commitment to provide a welcoming and respectful work and educational environment, in which all individuals within the MCC community may benefit from each other's experiences and foster mutual respect and appreciation of divergent views. Montgomery Community College prohibits discrimination on the basis of race, color, religion, creed, sex (including pregnancy), age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity and expression, genetic information, and any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, college policy includes prohibitions of harassment of students and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination.

Montgomery Community College is an equal opportunity institution.

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# Overview

## **The History of Montgomery Community College**

The State Board of Education issued a charter of establishment to Montgomery Technical Institute on September 7, 1967. As directed by law, eight members were appointed to the Board of Trustees. In November 1967, administrative and teaching personnel were employed. In June 1968, a building on Page Street was occupied as a temporary location of Montgomery Technical Institute. Extension classes were conducted in 1967-1968, Adult Basic Education and adult high school diploma programs began in October 1968, and fulltime curriculum students were accepted in August 1968. The institution's first students graduated in June 1969.

On June 3, 1971, the State Board of Education approved Montgomery Technical Institute as a charter technical institution, effective July 1971. In compliance with the law, four additional Trustees were appointed by the Governor on December 1, 1971. Responsibility for local control of the College was given to the Board of Trustees, including the President of the Student Government Association (an ex-officio member of the Board of Trustees).

In October 1975, citizens of Montgomery County passed a bond issue authorizing the construction of a new campus of 64,000 square feet on a 149 acre tract of land donated by Col. Joseph Reese Blair. The new campus was dedicated on June 12, 1977. In the spring of 1982, an 8,753 square foot addition was completed on the building. In August 2017 the Montgomery Community College Board of Trustees voted to name the building Blair Hall in honor of the Blair family.

The State Board of Education Department of Community Colleges accredited Montgomery Technical Institute on December 7, 1978, and on December 19, 1978, the Commission of Colleges of the Southern Association of Colleges and Schools affirmed its accreditation. The Commission reaffirmed the college's accreditation in December 1983, 1993, 2004, and 2014.

Montgomery Technical Institute became Montgomery Technical College in 1983 in accordance with legislative and Board approval, and in September 1987, the Board of Trustees and Montgomery County Commissioners voted for the name to be officially changed to Montgomery Community College as authorized by the North Carolina General Assembly.

In 1987, capital funds were used to build the 4,400 square-foot Heat Pump Skills Center, a regional training facility for the air conditioning and heating industry. It was later equipped with a PLC lab and converted for the Electrical and Industrial Systems Technology programs. In 2004, the building underwent a 3,012 square foot renovation to facilitate the Criminal Justice and Basic Law Enforcement programs.

In 1990, Montgomery County allocated \$25,000 to build a classroom building for the Pottery program. The Montgomery Community College maintenance department completed much of the work to save on costs and the 3,000-square-foot Pottery Building

opened to students in September 1990.

In 1992, local citizens and North Carolina voters approved, through a bond referendum, \$2.6 million in matching funds to finance a Business, Industry, Technology Resource Center (BITRC) and the Montgomery County School Board voted in 1994 to transfer approximately four acres of land to the College to be used for the facility. The Center contains 44,800 square feet of space utilized for an electronic library, an interactive classroom to transmit and receive, live video and data, and multimedia classrooms/laboratories.

In 2009, a 6,400 square foot building was added for the Forest Management Technology Program. Classrooms and labs in Blair Hall (Building 100) formerly used for the Forestry program were renovated to provide learning labs for the Dental Assisting program. The campus now includes facilities of approximately 134,400 square feet on 153 acres of land.

In 2017, through a collaboration between Montgomery County Schools and Montgomery Community College, Montgomery County Early College High School was established and was located in the BITRC. In August 2017 the Montgomery Community College Board of Trustees voted to name the building Capel Hall in honor of longtime benefactors Arron and Gelynda Capel.

In 2020, the College unveiled a new and convenient Student Services Suite and a new student Counseling Center. Blair Auditorium was completed, having its floor raised to street level. The College's Pottery Department added a new HVAC system, and outdoor projects included a new salt kiln. The Forestry Program built a new equipment shed adjacent to its building with security fencing, and there is a newly paved parking lot behind Building 500. Exterior upgrades to campus included a new sheltered amphitheater for outdoor gatherings, and a decorative masonry archway to welcome guests to campus.

The years 2021 through 2024 were years of significant facilities upgrades, with the addition of an equipment shed used by the Forest Management Technology Program, an on-campus apiary for MCC's many beekeeping classes, and a Wi-Fi upgrade throughout campus. Two new student areas were created in the library for interviews and research, MCC completed construction on a large greenhouse and companion hoop house for the Sustainable Agriculture Program. In fall 2024, MCC completed a comprehensive interior and exterior signage upgrade to help guide students, employees and guests as they navigate campus.

### Mission Statement

Montgomery Community College provides life-long educational opportunities that prepare individuals for existing and emerging careers and personal growth.

### Montgomery Community College Goals

In accomplishing our mission, we commit our resources to serving our community in the successful achievement of its educational goals through the implementation of these strategic college goals:

**Goal 1:** Develop and implement **instructional programs and student support services** with the assessed needs of the constituent groups in the College's service area and with state, regional, and national standards.

**Goal 2:** Provide **facilities, technologies,** and information services that enhance student learning.

**Goal 3:** Support businesses, industries, and **community initiatives** through educational services that facilitate economic growth and workforce training and, as appropriate, aid in economic development efforts.

**Goal 4:** Create a culture for employing, training, and retaining **quality faculty and staff** to support student success.

**Goal 5:** Develop, and manage human, financial, and infrastructure resources essential to **fiscal stability** and meeting student and community needs.

**Goal 6:** Consistent with the College mission, using a systematic institutional planning process, engage in **institutional planning and effectiveness** to strengthen current programs and offerings, while working to identify growing and emerging careers where the College can offer new programs that provide high quality careers to promote the public good of the county, region, and state.

### Values

Collaboration  
Accessibility  
Respect  
Excellence  
Scholarship

## **Governance**

The College is governed by a thirteen-member Board of Trustees. Four Trustees are appointed by the Montgomery County Commissioners. Four Trustees are appointed by the NC House of Representatives upon the recommendation of the Speaker of the House. Four Trustees are appointed by the NC Senate upon recommendation of the President Pro Tem. The President of the Student Government Association serves as an ex-officio non-voting member. The twelve appointed members serve four-year terms with staggered rotations.

The Board of Trustees meets a minimum of six times per year, with regular meetings held on the second Wednesday of each scheduled month. Unscheduled meetings may be called by the Chairman of the Board and the President as needed. The duties and responsibilities of the Board of Trustees are defined in the *Manual for Trustees of Community College System* and the *Community College Laws of North Carolina*, Section 115D-20.

### **Montgomery Community College Board of Trustees**

Gordon M. Knowles, Board Chair

Robert D. Harris, Vice-Chair

Claudia B. Bulthuis

J. Brooke Cranford

Katherine M. Dunlap, Ph.D.

Kerry A. Hensley

M. Craig Jones

Philip B. Jones, M.D.

Tawanda L. Matthews, Ph. D.

Timothy R. McAuley, Sr.

Michael R. Mills

Robert M. Nelson, Ph. D.

Ricky Merida Nieves (ex-officio), SGA President

The **President** is the Chief Executive Officer and is responsible for the entire operation of the College within the established policies and procedures and under the direction of the Board of Trustees, their bylaws, and the State Board of Community Colleges. The President also serves as a liaison between the Trustees and the staff.

**Montgomery Community College President**

Dr. Chad Bledsoe

**Senior Vice President of Administrative Services**

Jeanette McBride

**Vice President of Instruction & Student Services**

Dr. Natalie Winfree

# **Instructional Personnel**

## Academic Departments

### Curriculum programs at Montgomery Community

#### Arts and Sciences Department

English, Arts, & Humanities  
Associate in Arts  
Associate in Arts – Business Concentration  
Associate in Arts – Criminal Justice Concentration  
Associate in Math and Engineering  
Associate in Science  
General Education  
Information Technology  
Medical Office Administration

#### Sandra Britt, Dean

Ann Marie Fortune, Department Chair  
Ann Marie Fortune, Department Chair  
Mike Collins, Department Chair  
Tracey Wyrick, Dean of CTE  
Warren Colavito, Department Chair  
Rebekah Bunting, Department Chair  
Sandra Britt, Dean  
Stephanie Weishner, Department Chair  
Mike Collins, Department Chair

#### Career & Technical Education

HVAC  
Automotive Systems Technology  
Basic Law Enforcement Training (BLET)  
Business Technologies  
Criminal Justice Technology  
Culinary Arts  
Electrical Systems Technology  
Facilities Maintenance Technology  
Forest Management Technology  
Hunting and Shooting Sports  
Industrial Systems Technology  
Office Administration  
Sustainable Agriculture  
Taxidermy  
Welding

#### Tracey Wyrick, Dean

Edwin Hinson, Department Chair  
Taylor Wolfe, Department Chair  
Jeffrey Dorsett, Director  
Mike Collins, Department Chair  
Tracey Wyrick, Dean  
Francisco Cortes, Instructor  
Art Furr, Department Chair  
Tracey Wyrick, Dean  
Joshua Hussey, Department Chair  
Mike Collins, Department Chair  
Art Furr, Department Chair  
Mike Collins, Department Chair  
Kimberly Johnson, Instructor  
Jordan St. Onge, Instructor  
Michael Holder, Department Chair

#### Gunsmithing Department

Gunsmithing  
Metal Engraving  
National Rifle Association (NRA)

#### Mark Dye, Director

Mark Dye, Director  
Mark Dye, Director  
Michel Gardner, Program Facilitator

#### Health and Human Services Department

Associate in Arts – Teacher Prep  
Associate in Science – Teacher Prep  
Associate Degree Nursing  
Dental Hygiene  
Dental Assisting  
Early Childhood Education  
Social and Human Services Technology

#### Amy Friery, Dean

Amy Friery, Dean  
Amy Friery, Dean  
Wendy Vaughn, Director  
Shannon Thomason, Director  
Shannon Thomason, Director  
Amy Friery, Dean  
Amy Friery, Dean

Medical Assisting  
Nurse Aide  
Phlebotomy  
Practical Nursing

Amanda Beaman, Department Chair  
Wendy Vaughn, Director  
Amanda Beaman, Department Chair  
Wendy Vaughn, Director

# Job Descriptions



**Montgomery Community College  
Academic Dean/Program Director**

**DEAN/DIRECTOR**

**REVISION DATE November 21, 2024**

**Administrative Duties:**

- Supervises all curriculum programs within the division area, ensuring alignment with academic standards, institutional goals, and accreditation requirements. Responsibilities include but are not limited to the following:
  - Serving as a representative of the Vice President of Instruction & Student Services, providing leadership and support for curriculum programs and ensuring the strategic direction of the division aligns with institutional priorities.
  - Providing direct supervision and leadership to all Department Chair/Directors within the division, fostering a collaborative and effective working environment; Providing actionable feedback, offering professional development opportunities, and supporting continuous growth of faculty members to ensure high teaching standards.
  - Conducting annual performance evaluations of all Department Chairs/Directors, providing constructive feedback and supporting professional development.
  - Conducting annual classroom observations of all faculty members within the division, in collaboration with the Vice President of Instruction & Student Services, to assess teaching effectiveness and ensuring adherence to academic standards.
  - Reviewing and discussing student evaluations with full-time and part-time faculty, in partnership with Department Chairs/Directors, to identify areas for improvement and recognize instructional excellence.
  - Assisting in the investigation and resolution of curriculum-related student complaints and concerns, ensuring that all issues are addressed fairly and promptly, and with adherence to MCC policies.
  - Scheduling and facilitating regular department meetings to foster communication, share updates, and promote collaboration. Additionally, holding individual and team meetings with Department Chairs/Directors to address specific needs and challenges.
  - Collaborating with Department Chairs/Directors and faculty to ensure the currency and accuracy of instructional packages, syllabi, and course materials for all courses taught within the department.

- Developing and coordinating plans to ensure alignment with Institutional Effectiveness goals. This includes overseeing the planning and evaluation processes for Montgomery Community College’s strategic initiatives, relevant accreditation agencies, and the North Carolina Community College’s Annual Program Review.
- Working closely with the Department Chairs/Directors to support the functions of Advisory Committees, ensuring that committee input is integrated into program development and curriculum decisions where appropriate, and that all programs align with industry needs and institutional goals.
- Making strategic recommendations to the Vice President of Instruction & Student Services regarding the development, modification, or expansion of courses and/or programs to meet emerging educational needs and industry trends, ensuring that the institution remains competitive and relevant.
- Overseeing the accuracy, completeness, and compliance of all academic documentation, including syllabi, faculty schedules, and class schedules, ensuring they adhere to institutional policies, regulatory requirements, and academic standards.
- Ensure sound fiscal decision-making by overseeing allocations, monitoring expenditures, and making strategic recommendations to optimize the use of resources while maintaining financial compliance and sustainability. This includes the monitoring, purchasing, and approval of textbooks, supplies, equipment, and other institutional materials.
- Ensuring the division’s operations, curriculum, and instructional practices consistently follow institutional policies and procedures. Providing guidance and support to Department Chairs/Directors and faculty to maintain compliance with academic, administrative, and financial policies.
- Developing and implementing initiatives to promote the division's programs and attract a diverse student body. Collaborating with Student Services and other departments to organize and participate in orientation sessions, advising meetings, and other outreach activities aimed at student retention and success.
- Working closely with Student Services staff to support recruitment, orientation, advising, and registration processes. Ensuring seamless communication and coordination between faculty, academic advising, and student support services to enhance the student experience and drive enrollment.
- Leading marketing and recruitment efforts for the division's programs by developing strategies to increase program visibility and attract prospective students. Representing the division at on-campus and off-campus recruitment events to promote academic offerings and engage with potential students.
- Serving as academic advisor for students under the QEP model.

- Assisting in onboarding of new faculty including Department Chairs/Directors.
- Maintaining a teaching load (typically at a reduced teaching load), ensuring high-quality instruction while fulfilling administrative and supervisory duties. Managing classroom responsibilities effectively, balancing teaching commitments with leadership and program oversight functions.

#### Instructional Duties:

- Overseeing requests for equipment and supplies from direct reports, ensuring timely procurement and effective use of resources in the department.
- Attending graduation functions and ceremonies, representing the department and the college in a professional manner.
- Fulfilling all contract provisions, including participation in required meetings and completing all work assignments and responsibilities during the contract period.
- Maintaining a high level of professionalism as a representative of the college both on and off-campus.
- Assisting the Vice President of Instruction & Student Services with the ongoing updating and enhancement of the curriculum to ensure its relevance and alignment with institutional goals.
- Maintaining current course syllabi and ensuring that syllabi for all direct reports, including adjunct faculty, are up-to-date and meet academic standards.
- Ensuring that course content and materials align with the course descriptions set forth in the common course library.
- Creating an effective and engaging learning environment that supports student success, using varied instructional strategies to meet the diverse needs of all learners.
- Implementing student-centered instructional strategies designed to help all learners meet course objectives.
- Staying familiar with academic and student support services available at the college, encouraging students to utilize these resources when needed.
- Taking responsibility for the course content for all courses assigned, including face-to-face, online, hybrid, hyflex, and blended modalities.
- Following the guidelines and expectations outlined in the course descriptions, while adapting content delivery to best meet the needs of the students and modality of instruction.
- Posting and maintaining required office hours, being available for student consultations, academic advising, and support.

- Actively participating in retention efforts, providing support to students who may be struggling academically and connecting them with appropriate resources.
- Maintaining accurate records such as:
  - Daily attendance
  - Grades
  - Veterans' and financial aid attendance reports
  - Other assigned instructional records
- Completing all required documentation related to accreditation elements, including program learning outcomes, student learning outcomes, and general education outcomes.
- Assisting in recruitment activities when assigned, promoting the department's programs and engaging with prospective students.
- Playing a key role in the selection of textbooks, equipment, and supplies for courses, ensuring that instructional materials meet the needs of students and align with the curriculum goals.
- Ensuring proper inventory management and maintenance of equipment and supplies for the department, ensuring resources are in good working condition and readily available for instructional use.

#### Professional Development

- Continuously updating knowledge and skills in the respective teaching fields to remain current with industry trends, best practices, and emerging technologies. This includes attending relevant workshops, conferences, and pursuing ongoing educational opportunities.
- Assisting in the recruitment, orientation, registration, retention, academic advising, placement, and follow-up of students, ensuring that students receive the support they need to succeed academically and professionally.
- Continuously working to enhance personal teaching skills, incorporating the latest educational technologies and pedagogical strategies to improve student engagement, learning outcomes, and overall instructional effectiveness.
- Taking full responsibility for developing and implementing an effective professional development plan, ensuring that the plan aligns with both personal growth and departmental goals.

#### Other Duties:

- Attending all mandatory meetings, including those related to professional development, and participating in key campus events such as graduation, employee meetings, etc., demonstrating a commitment to the college community.
- Serving on college committees and attending meeting as assigned and/or requested, contributing to the governance and strategic initiatives of the college.
- Supporting, following, and enforcing all College policies and procedures, ensuring compliance within the department and promoting a culture of accountability.
- Performing other duties as assigned by the Vice President of Instruction & Student Services, assisting with tasks and projects that contribute to the success and goals of the department and college.

Supplemental Information:

Montgomery Community College provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex (including pregnancy), national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.



Montgomery Community College  
Department Chair/Program Director

**GEN DEPT CHAIR/DIRECTOR REVISION DATE February 03, 2025**

Administrative Duties:

- Oversees the curricular content aspects of program coordination, which includes, but is not limited to the following:
  - Developing and coordinating a comprehensive plan to ensure Institutional Effectiveness. This includes planning, evaluating, and supporting activities for the Montgomery Community College planning process, relevant accreditation agencies, and the North Carolina Community College's Annual Program Review.
  - Working closely with advisory committees to ensure that curricula, instructional materials, and student placement processes remain relevant and aligned with industry needs.
  - Collaborating with the Dean and/or Vice President of Instruction & Student Services regarding Advisory Committee functions, feedback, and recommendations.
  - Leading the selection and procurement of textbooks, supplies, equipment, and institutional materials in coordination with other program instructors, ensuring the resources meet program needs.
  - Managing the departmental budget, ensuring resources are allocated efficiently and within budgetary constraints.
  - Taking a leadership role in the management and upkeep of shops, equipment, software, laboratories and classrooms, ensuring these resources are functional and conducive to learning.
  - Taking an active role in the recruitment and selection of new faculty; making appropriate personnel recommendations for approval by the Dean or Vice President of Instruction & Student Services.
  - Assisting with the onboarding process for new faculty, ensuring they are equipped with the tools, resources, and support needed for success.
  - Evaluating and supporting all direct reports, including adjunct faculty, ensuring their adherence to program goals and institutional standards.
  - Conducting classroom observations and completing formal evaluations for instructional staff to assess teaching quality and performance, providing constructive feedback, and supporting professional development.

- Making recommendations on program teaching schedules.
- Accurately develop and coordinate faculty schedules and class schedules, ensuring optimal resource allocation, adherence to institutional guidelines, and alignment with program needs. Utilize scheduling tools and best practices to create efficient, conflict-free timetables that support both faculty and student success.
- Working collaboratively with other departments and faculty to ensure that course offerings meet student needs and support program success.
- Representing the division at on-campus and off-campus recruitment events to promote academic offerings and engage with potential students.
- Collaborating with Student Services staff and other departments to organize and participate in recruiting events, orientation sessions, advising meetings, registration, and other outreach activities aimed at student retention and success.
- Serving as academic advisor for students under the Quality Enhancement Plan (QEP) model, providing guidance and support to students in the program.
- Mediating and addressing student and faculty concerns, such as grade appeals and student complaints, following College policies and procedures.
- Ensuring the accurate documentation of syllabi, faculty schedules, class schedules, and other necessary records.
- Making recommendations to the Dean concerning the development, expansion, and potential revisions of courses and programs to align with evolving industry standards and educational goals.
- Maintaining assigned teaching responsibilities within the department, demonstrating a commitment to academic excellence and contributing to the department's overall success.

#### Instructional Duties:

- Overseeing requests for equipment and supplies from direct reports, ensuring timely procurement and effective use of resources in the department.
- Attending graduation functions and ceremonies, representing the department and the college in a professional manner.
- Fulfilling all contract provisions, including participation in required meetings and completing all work assignments and responsibilities during the contract period.
- Maintaining a high level of professionalism as a representative of the college both on and off-campus.
- Assisting the Dean with the ongoing updating and enhancement of the curriculum to ensure its relevance and alignment with institutional goals.
- Maintaining current course syllabi and ensuring that syllabi for all direct reports, including adjunct faculty, are up-to-date and meet academic standards.

- Ensuring that course content and materials align with the course descriptions set forth in the common course library.
- Creating an effective and engaging learning environment that supports student success, using varied instructional strategies to meet the diverse needs of all learners.
- Implementing student-centered instructional strategies designed to help all learners meet course objectives.
- Staying familiar with academic and student support services available at the college, encouraging students to utilize these resources when needed.
- Taking responsibility for the course content for all courses assigned, including face-to-face, online, hybrid, hyflex, and blended modalities.
- Following the guidelines and expectations outlined in the course descriptions, while adapting content delivery to best meet the needs of the students and modality of instruction.
- Posting and maintaining required office hours, being available for student consultations, academic advising, and support.
- Actively participating in retention efforts, providing support to students who may be struggling academically and connecting them with appropriate resources.
- Maintaining accurate records such as:
  - Daily attendance
  - Grades
  - Veterans' and financial aid attendance reports
  - Other assigned instructional records
- Completing all required documentation related to accreditation elements, including program learning outcomes, student learning outcomes, and general education outcomes.
- Assisting in recruitment activities when assigned, promoting the department's programs and engaging with prospective students.
- Playing a key role in the selection of textbooks, equipment, and supplies for courses, ensuring that instructional materials meet the needs of students and align with the curriculum goals.
- Ensuring proper inventory management and maintenance of equipment and supplies for the department, ensuring resources are in good working condition and readily available for instructional use.

#### Professional Development

- Continuously updating knowledge and skills in the respective teaching fields to remain current with industry trends, best practices, and emerging technologies. This includes attending relevant workshops, conferences, and pursuing ongoing educational opportunities.

- Assisting in the recruitment, orientation, registration, retention, academic advising, placement, and follow-up of students, ensuring that students receive the support they need to succeed academically and professionally.
- Continuously working to enhance personal teaching skills, incorporating the latest educational technologies and pedagogical strategies to improve student engagement, learning outcomes, and overall instructional effectiveness.
- Taking full responsibility for developing and implementing an effective professional development plan, ensuring that the plan aligns with both personal growth and departmental goals.

Other Duties:

- Attending all mandatory meetings, including those related to professional development, and participating in key campus events such as graduation, employee meetings, etc., demonstrating a commitment to the college community.
- Serving on college committees and attending meeting as assigned and/or requested, contributing to the governance and strategic initiatives of the college.
- Supporting, following, and enforcing all College policies and procedures, ensuring compliance within the department and promoting a culture of accountability.
- Performing other duties as assigned by the Dean or Vice President of Instruction & Student Services, assisting with tasks and projects that contribute to the success and goals of the department and college.

Supplemental Information:

Montgomery Community College provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and harassment of any type without regard to race, color, religion, age, sex (including pregnancy), national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.



Montgomery Community College

Faculty

**GEN\_FACULTY REVISION DATE      February 04, 2025**

Instructional Duties:

- Initiating requests for necessary equipment and supplies, ensuring that resources are available and aligned with course needs.
- Attending graduation functions and ceremonies, representing the department and the college in a professional capacity.
- Fulfilling all contract provisions, including participating in required meetings and completing work assignments and responsibilities within the contract period.
- Maintaining a high level of professionalism at all times, serving as a representative of the college both on and off-campus.
- Assisting the Department Chair/Director with updating and refining the curriculum to ensure its relevance and alignment with academic and industry standards.
- Maintaining current course syllabi, ensuring that course content is accurately described and that learning outcomes and objectives are clearly communicated.
- Creating an effective and engaging learning environment that encourages student success, fosters engagement, and supports diverse learning styles.
- Being responsible for the content and delivery of all assigned courses, which may include face-to-face, online, hybrid, hyflex, and blended modalities.
- Following the course description set forth in the common course library to ensure consistency and alignment with program expectations.
- Implementing student-centered instructional strategies that are designed to assist all learners in meeting the course objectives, with a focus on promoting active learning and student success.
- Being familiar with academic support services and other student resources available at the college, and encourage students to utilize these resources to enhance their academic performance.
- Posting and maintaining required office hours, ensuring availability for student consultations, academic advising, and addressing student concerns.
- Participating in recruitment activities as assigned, helping to promote the department's programs and engage prospective students.
- Maintaining accurate and up-to-date records such as:
  - Daily attendance
  - Grades
  - Veterans and financial aid attendance reports
  - Other assigned instructional records

- Assisting in selection of textbooks, equipment, and supplies for each course, ensuring that these resources are aligned with course content and institutional goals.
- Taking responsibility for the inventory and maintenance of departmental equipment and supplies, ensuring that these resources are aligned with course content and institutional goals.
- Being knowledgeable about accreditation standards and providing data and evidence necessary for accreditation processes and program evaluations such as program learning outcomes, student learning outcomes, and general education outcomes.

#### Professional Development

- Continuously updating knowledge and skills in the respective teaching fields to remain current with industry trends, best practices, and emerging technologies. This includes attending relevant workshops, conferences, and pursuing ongoing educational opportunities.
- Assisting in the recruitment, orientation, registration, retention, academic advising, placement, and follow-up of students, ensuring that students receive the support they need to succeed academically and professionally.
- Continuously working to enhance personal teaching skills, incorporating the latest educational technologies and pedagogical strategies to improve student engagement, learning outcomes, and overall instructional effectiveness.
- Taking full responsibility for developing and implementing an effective professional development plan, ensuring that the plan aligns with both personal growth and departmental goals.

#### Other Duties:

- Attending all mandatory meetings, including those related to professional development, and participating in key campus events such as graduation, employee meetings, etc., demonstrating a commitment to the college community.
- Serving on college committees and attending meetings as assigned and/or requested, contributing to the governance and strategic initiatives of the college.
- Supporting, following, and enforcing all College policies and procedures, ensuring compliance within the department and promoting a culture of accountability.
- Performing other duties as assigned by the Department Chair/Director, Dean, or Vice President of Instruction & Student Services, assisting with tasks and projects that contribute to the success and goals of the department and college.

#### Supplemental Information:

Montgomery Community College provides equal employment opportunities to all employees and applicants for employment and prohibits discrimination and

harassment of any type without regard to race, color, religion, age, sex (including pregnancy), national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.

## **Employment**

Pursuant to Board Policy 3.1.1, the College provides equal employment opportunities to all employees and applicants for employment without regard to race, religion, color, national origin sex, gender, gender identity, sexual orientation, age, disability, genetic information, political affiliation or status as a covered veteran in accordance with all applicable federal, state and local laws. Upon request, the College will make reasonable accommodations for qualified individuals with disabilities so that they may be able to perform the essential functions of their jobs unless doing so would result in an undue burden for the College.

Policy 3.1.1 applies to all terms and conditions of employment including, but not limited to: hiring, placement, promotion, termination and compensation.

Pursuant to Board Policy 3.1.2, the Board authorizes the President to hire all full-time, part-time and temporary employees. The President shall inform the Board at the next regularly scheduled Board meeting of any new full-time hires made since the last Board meeting.

## **Employee Orientation**

Pursuant to Board Policy Procedure 3.1.2.2, all new full-time employees will receive an employee orientation. The orientation process should familiarize each new employee with the College's policies and operating procedures, the functions of each division and how they interact, his/her division, and his/her specific duties and responsibilities. The new employee should be made aware of the College's physical layout.

All full-time employees will participate in a mandatory program conducted by the College's Human Resources Department.

The following employment procedures can be reviewed in entirety at MCC Board Policy Manual [direct link: <https://montgomerycommunitycollege.diligent.community/Portal/Policy.aspx>], Section 3 – Human Resources.

Employment – Policy 3.1.2

Hiring Procedures - Procedure 3.1.2.1

Fair Hiring Process – Procedure 3.1.2.1

Criminal Background Checks – Procedure 3.1.2.1

Promotion/Transfer – Procedure 3.1.2.1

New Employee Orientation – Procedure 3.1.2.2

## **Employee Classifications**

Full-Time Employee – any individual who occupies a college-designated full-time position working a minimum of forty (40) hours per week.

Part-Time Employee – any individual who is employed for less than thirty (30) hours per week.

Full-Time, Temporary Employee – any individual who is employed in a full-time position (i.e. 40hrs or more per week) but the job is temporary (i.e. generally less than six months in duration except in extraordinary situations).

Independent Contractors – any individual who is contracted by the College pursuant to a written contract and provides specified services for the College. Independent contractors are not considered College employees.

Board Policy 3.1.3 can be reviewed in its entirety MCC Board Policy Manual [direct link: <https://montgomerycommunitycollege.diligent.community/Portal/Policy.aspx>], Section 3 – Human Resources.

### **Workloads**

The President is hereby authorized to develop administrative procedures to establish workloads consistent with Policy 3.1.3.

The normal on-campus work week for full-time curriculum employees is forty (40) hours, including instructional time and office hours. It is expected that in addition to the forty (40) hour minimum, full-time curriculum employees shall regularly spend additional hours involved in class-related activities, such as preparation and grading.

Full-time curriculum employees, with approval from the division Dean, may adjust their on-campus work schedule to a minimum of 30 on-campus hours per week. It is understood that, regardless of schedule adjustments, class and student needs take precedence. Employees should ensure that their adjusted schedule allows for effective teaching, student support, and participation in departmental or institutional activities. The possibility of adjusting to a minimum of 30-hours on campus time may be limited and may not be granted automatically. Decisions on schedule adjustments will depend on the needs of the classes and students, the operational requirements of the department, and the effective management of class-related activities.

All adjustments to the work schedule and workload expectations are to be in alignment with Policy 3.1.3. Employees are expected to fulfill their duties to the institution, and any schedule modifications must reflect the requirements of this policy. The President, in consultation with relevant divisions and departments, will regularly review these procedures to ensure they continue to meet the needs of the institution and its employees. This procedure aims to provide clarity on the expectations for on-campus work, while maintaining flexibility where possible to support both the needs of employees and the institution.

1. The teaching load for fall and spring semesters shall average sixteen (16) to eighteen (18) credit hours or twenty (20) to twenty- eight (28) instructor classroom contact hours.
2. The teaching load for summer session will be proportional to the College's full-time teaching load for fall and spring semesters.
3. Teaching Overload: An overload will be considered anything above the maximum contact hours listed above in one semester and/or any situation where an instructor received supplemental pay. In determining overload factors, credit hours will be counted for courses which include a seminar component.

\*Factors that may impact compensation of teaching overloads include total classroom credit/contact hours during fall and spring semesters as well as overall class size/class capacity of the instructor's full course load.

Instructors who fall below the average credit/contact hours for the semester may be assigned additional duties to compensate for the shortfall. These duties may include, but are not limited to:

- Special projects
- Student advising
- Instructional assignments in other areas of the college

These assignments are intended to ensure that instructors remain engaged in meaningful work while meeting the overall expectations of their role.

### **Maximum Overload Allowance**

Curriculum Faculty may teach up to a maximum of 2 courses or 6 credit hours over their current maximum teaching range, per semester. This maximum includes courses taught in Curriculum, Continuing Education and College and Career Readiness. Prior approval from the Vice President of Instruction & Student Services is required prior to any overload contract. Approval of overloads must comply with the College's Equal Employment Opportunity Policy. Please note that regular on-campus time should not be used for any overload-related work.

Exceptions to the maximum overload policy are discouraged but may be approved by the President of the College through the submission of a "Request to Exceed Maximum Number of Overload Courses" form. Completed forms should be submitted through Etrieve. Approval must comply with the College's Equal Employment Opportunity Policy.

### **Continuing Education (CE) Directors and Coordinators: Teaching Guidelines**

Continuing Education Directors and Coordinators are considered staff positions. Occasionally, a Continuing Education (CE) Director may need to teach a class. In such cases, the Director must follow the same overload procedures as outlined for curriculum faculty.

- Teaching Limits for CE Staff:
  - CE staff may not teach more than 96 instructional hours per semester during the fall and spring semesters.
  - CE staff may not teach more than 48 hours during the summer semester.
  - Contracts for teaching must reflect payment only for hours worked outside of the standard 40-hour workweek.

Occasionally, teaching assignments may occur during normal business hours. When this happens, CE Directors should make every effort to locate part-time or adjunct instructors to fulfill teaching needs.

- CE Coordinators should not teach classes within their own program areas unless prior approval is obtained from:
  - The Dean of Continuing Education, and
  - The Vice President of Instruction & Student Services.
- Part-time employees are limited to a maximum of twenty-nine (29) hours per week.

### **Full-Time Curriculum Employees**

Full-time curriculum employees may be issued a 9-month, 10-month, 11-month, or 12-month contract for each academic year. Contract months are determined based on program need with input from the divisional Dean and employees are notified at the time of their hire.

Employee calendars are generated and distributed and indicate start and end dates for 9-month, 10-month faculty, and 12-month faculty.

In general, full-time curriculum employees are expected to be on campus whenever students are on campus. However, there are days when full-time curriculum employees are required to be on campus even though students may not be required to be on campus. These days include all workdays (and workshop days), registration days, exam days and meeting days. These are days when students and/or staff may need to consult with individual instructors and/or groups of instructors. On such days, if hours are not announced, such as on workshop days, full-time curriculum employees are expected to put in 4 hours.

### **Blackout Dates for Faculty include:**

- Quality Trails (including dates with on-campus sessions and dates with virtual sessions)
- Divisional Workdays (determined by the division Dean)
- Late Registration
- Academic Awards Ceremony

- Graduation
- Advisory Board Meeting (determined by Department/Division)

Other days when full-time curriculum employees are required to be present beyond normal working hours are days when faculty meetings, committee meetings, or employee meetings are planned. Meetings are usually scheduled for mid-afternoon so that the largest number of faculty may be free to attend.

### **Part-Time Curriculum Employees**

Part-time curriculum employees (i.e., adjunct faculty members) shall be limited to twenty-nine (29) hours per week inclusive of prep time, meetings and other College duties. For purposes of preparation time, the employee's immediate supervisor and the appropriate Vice President shall set the number of hours for preparation time for each class taught by a part-time curriculum employee. The twenty-nine (29) hours per week includes courses taught in Curriculum, Continuing Education and College and Career Readiness.

### **New Hire Request Form – Part-Time Employees**

All new hires, including part-time curriculum employees, are required to complete the full MCC application and submit all college transcripts from institutions where degrees were earned. Employment offers are contingent upon the successful completion of a criminal background check.

External applicants seeking teaching positions in Continuing Education or Curriculum must complete the entire application process before being permitted to teach.

The Department Chair, Director, or division Dean must complete the New Hire Request Form – PT Employees, available on the MCC Intranet. The completed application, background check, and new hire form must be approved before a contract can be issued and the instructor can begin teaching classes.

It is essential that the Department Chair or division Dean communicate any time-sensitive needs to Human Resources. Please note that the completion of the process and receipt of the background check may take several days to a week.

## **Leave**

### **Sick Leave**

Pursuant to Board Policy 3.2.4 – Sick Leave, all full-time employees shall earn sick leave hours per month. Unused sick leave may be used for credit towards retirement under the policies and regulations of the North Carolina Teacher's and State Employees' Retirement System.

The College may require a statement from a medical provider or other acceptable proof that the employee was unable to work for one of the accepted uses.

Sick leave may only be used for the following reasons:

- Illness or injury of the employee or the employee's immediate family. For purposes of this Policy, "immediate family" means the employee's spouse, parent, child, sibling, grandparent, or grandchild. This also includes all step, half, and in-law relationships;
- Bereavement Leave;
- Medical appointments for an employee or the employee's immediate family;
- Quarantine due to a contagious disease in the employee's immediate family living in the same house;
- The actual period of temporary disability due to childbearing and/or recovery therefrom or for the care of the mother or newborn during the mother's temporary disability.

### **Personal Leave/Other Leave Requests**

Curriculum employees are expected to be available and on campus during scheduled class times and contract dates. However, special occasions and events may occur that necessitate time away from campus. In such cases, employees should follow the process outlined below for leave requests. This procedure outlines the process for requesting leave that falls outside the scope of Board Policy 3.2.4-Sick Leave, including personal leave and other special leave requests.

All full-time employees are granted eight (8) hours of personal leave per calendar year (January – December). This leave can be used for any reason to include religious observances, personal events, family activities, etc. Leave requests that fall outside of the scope of Sick Leave, such as attending personal events (e.g. getting married, attending a child's field trip), must be approved in advance. Employees should discuss any leave requests that falls outside of Sick Leave with their division Dean in advance of the requested leave date. The division Dean will review the leave request and discuss it with the Vice President of Instruction & Student Services. Both the division Dean and the Vice President will jointly determine whether the leave request can be approved. In some instances, additional leave accommodations may be granted for special circumstances with advance notice. Such accommodations require approval from both the division Dean and the Vice President. Employees should provide sufficient time for review and approval of these requests.

Employees taking leave outside of Sick Leave or the eight (8) hours of personal leave, must make up the time. The make-up time will be arranged through the division Dean if the leave request is approved. Employees should coordinate with the division Dean to ensure that the time is appropriately compensated.

Employees requesting leave are responsible for arranging class coverage and instruction during their leave dates. Employees should coordinate with other faculty to ensure that classes are adequately covered and that students continue to receive the necessary instruction in their

absence. The division Dean may assist in identifying appropriate coverage options but remains dependent on the employee's initiative to ensure that the instructional needs are met.

Leave requests should not overlap with any scheduled blackout dates (as outlined in institutional policies or other scheduling communications). Employees should confirm the dates they plan to request leave and ensure they do not conflict with the blackout periods. Employees are responsible for submitting leave requests in a timely manner and ensuring proper documentation is maintained. The division Dean will keep a record of leave requests, approvals, and any accommodations provided. This procedure is designed to ensure leave requests are handled fairly, with due consideration to the needs of the employee and the institution.

### **Code of Employee Conduct**

All College employees shall adhere to the Code of Conduct as outlined in Board Policy 3.3.3 – Code of Employee Conduct. Failure to adhere to the Code of Conduct may subject the employee to disciplinary action, suspension or dismissal as outlined in Policy 3.3.4 – Employee Disciplinary Action, Suspension and Dismissal or, for cases of unlawful discrimination or harassment, Policy 3.3.7 – Discrimination and Harassment. Employees may be disciplined for conduct that occurs outside of work if such conduct brings disrepute to the employee or College or negatively affects the employee's ability to perform his or her job.

### **Employee and Student Relationships**

Pursuant to Board Policy 3.3.3 – Code of Employee Conduct, section IV Employee and Student Relationships, romantic or sexual relationships between College employees and students are prohibited if a) the employee and the student have an academic relationship; b) if the student is still enrolled in high school; or c) the student is under the age of eighteen. Academic relationships include any activities in which the employee is a direct or indirect supervisor or instructor for the student, as in a classroom or lab, or is a sponsor for any College activity involving the student, including work study or organizational/club/sport activities. This prohibition shall continue until the student or the employee is no longer affiliated with the College. Employees engaging in inappropriate relationships will be subject to disciplinary action up to and including termination of employment.

Romantic or sexual relationships between College employees and students that do not violate the above provision but that otherwise impair the College employee's effectiveness, disrupts the workplace/learning environment, and/or impairs the public confidence in the College will be subject to disciplinary action up to and including termination of employment or expulsion from the College.

### **Disciplinary Action, Suspension and Dismissal**

Pursuant to Board Policy 3.3.4, all disciplinary action is intended to be progressive in nature. However, the type of disciplinary action will be based on the factual situation as well as the nature, severity and type of offense. If warranted by the facts and situation, even for first time offenses, administrators/supervisors may recommend dismissal.

Board Policy 3.3.3, 3.3.4, 3.3.7 and the corresponding Procedures can be reviewed in its entirety at MCC Board Policy Manual [direct link: <https://montgomerycommunitycollege.diligent.community/Portal/Policy.aspx>], Section 3 – Human Resources.

### **Non-renewal Process**

At least twenty (10) business days prior to the end of the contract period, the President or designee will notify, via hand-delivery, certified mail and/or campus email, any employee who will not be offered a new employment contract. The College may non-renew the employee's contract for any reason that is not based on Impermissible Grounds. The failure of the College to provide notice of non-renewal prior to the expiration of any contract does not entitle the employee to a new contract.

Board Policy 3.3.5 can be reviewed in its entirety MCC Board Policy Manual [direct link: <https://montgomerycommunitycollege.diligent.community/Portal/Policy.aspx>], Section 3 – Human Resources.

### **Secondary Employment**

Pursuant to Board Policy 3.4.7, full-time employees' primary obligation is to the College. Full-time employees who engage in secondary employment have the responsibility to ensure that any such employment does not interfere with their work at the College as outlined in the employee's position description and the College's policies and procedures. The employee shall not utilize College time, facilities, supplies or equipment in relation to any secondary employment.

Annually, each full-time employee will be required to fill out a secondary employment form providing a written notice of intent for secondary employment to the President or President's designee. The form should also be updated prior to the employee beginning any secondary employment not previously disclosed.

Criteria to be approved for secondary employment include, but are not limited to;

- Secondary employment may not interfere with an employee's performance of his/her job duties at MCC
- No work for an employee's secondary employment position may be conducted during working hours, on campus, or using college resources

- An employee's secondary employment may not create/increase competition between MCC and other institutions of higher education (Example: An employee may not act as a recruiter for a rival institution)

### **Disclosure Requirements for Secondary Employment**

Employees must disclose all outside employment, including:

- Additional contracts with MCC beyond their full-time position
- Any other employment outside of MCC (includes self-employment, summer work, etc.)

### **Form Completion – Required Details**

In the comments section of the Secondary Employment Form, employees should include the following:

- Name of other employer
- Job duties to be performed
- Dates/times involved (if applicable)
- Any other pertinent information

All requests will be reviewed and approved or denied by the President or a Vice President designee.

Board Policy 3.4.7 can be reviewed in its entirety at MCC Board Policy Manual [direct link: <https://montgomerycommunitycollege.diligent.community/Portal/Policy.aspx>], Section 3 – Human Resources.

### **Evaluations**

All College employees must be evaluated annually. All instructors (full or part-time) teaching seated classes shall be observed by the Vice President of Instruction or designee each academic year. All part-time curriculum instructors will be observed at least one (1) time during the semester by the appropriate supervisor and/or Vice President of Instruction & Student Services.

For fully online instruction, where in-person classroom observations cannot be conducted, a selection of online classes from each division will be chosen for peer review. The instructor and anonymous peer reviewers will conduct the review of the course using MCC's Online Course Review rubric (see Page 109 of the Faculty Handbook).

All instructors will be evaluated by the students they teach at the end of each semester (summer excluded). The evaluations are reviewed by the appropriate supervisors and shared with the Department Chair/Director, division Dean, and Vice President of Instruction & Student Services. Evaluation copies are stored for five years. Evaluations of all instructors are also reviewed by the President.

Observations and evaluations of full-time instructors will be included in an annual performance evaluation conducted in March by the appropriate supervisor. Student evaluations of part-time curriculum instructors will be reviewed with the instructor by the appropriate supervisor. A copy of each instructor's annual performance evaluation will be placed in the employee's personnel file in the Business Office.

All Continuing Education full-time and permanent part-time instructors will be observed in the classroom setting annually by the Dean of Continuing Education or appropriate program supervisor. Class visits will be made on a regular basis pursuant to Procedure 4.1.2.1 – Continuing Education Accountability Plan, which may include instructor evaluation.

New part-time instructors in Adult Basic Skills and Occupational Extension classes will be observed at least once during the contract period. Observations and evaluations for full-time instructors will be included in an annual performance review conducted by the Dean of Continuing Education or immediate supervisor. Proper documentation of instructor evaluations will be maintained and filed by the Dean of Continuing Education. A copy of each evaluation will be placed in the employee's personnel file in the Business Office.

### **College Committees**

Pursuant to Board Policy 2.3.11, Committee membership is an opportunity and shared governance to ensure that all committee activities are keeping with the College's goals and planning objectives. Appointments will be established on a rotating basis by the President's office and will be reviewed annually to include a review of minutes and member participation. It is expected that committee members will attend all meetings and in the event a member must be absent, a proxy will be sent in his/her absence. Should there be three or more unexcused absences without a proxy, the chairman of that committee will advise the College President for review.

All committees are required to meet at least once per semester to discuss ongoing projects, initiatives, and other relevant matters. Minutes of each committee meeting must be recorded. The minutes should accurately reflect the discussions, decisions, and action items from the meeting. After each meeting, the recorded minutes should be uploaded to the MCC Intranet under the Committee Meeting Minutes link in the appropriate committee section.

It is the responsibility of the committee chair or designated member to ensure that the minutes are uploaded in a timely manner after the meeting, providing access for all members and relevant stakeholders. The minutes should be clearly labeled with the committee name, date of the meeting, and any other relevant identifiers to ensure easy reference.

All committees are expected to comply with this procedure to maintain transparency and accountability in committee operations. This procedure ensures that committee activities are documented, accessible, and meet institutional expectations for communication and recordkeeping.

## **Faculty Senate**

The Faculty Senate at Montgomery Community College is comprised of all faculty members. The Senate is tasked with meeting at least monthly to represent faculty on matters of concern, make recommendations to the President's Administrative Cabinet, and serve as a forum for discussing issues that affect the instructional program. It also provides a platform for disseminating important information among faculty.

Each academic year, a representative from each division will be chosen by the division Dean to participate in the Faculty Senate. These representatives are required to attend all scheduled faculty meetings, represent their division by discussing relevant matters, and share updates from the Senate with their respective divisions.

The Faculty Senate Chair is responsible for meeting with the Vice President of Instruction & Student Services after each Faculty Senate meeting to provide an overview of discussions, ensuring that the information is communicated to the President's Administrative Cabinet.

Representatives will be selected from the following areas:

- Arts and Sciences
- Career and Technical Education
- Gunsmithing
- Health and Human Services
- At-large Member (rotating among divisions)
- The Foundation Board representative

## **Rights and Responsibilities**

### **Academic Freedom**

Pursuant to Board Policy 3.4.6, the College recognizes the necessity for freedom in legitimate academic decisions that foster an environment where faculty and students can freely inquire, study and evaluate in order to gain greater understanding. To that end, the College endeavors to give faculty members the freedom to conduct individual academic affairs in accordance with each person's best judgement.

Board Policy 3.4.6 can be reviewed in its entirety at MCC Board Policy Manual [direct link: <https://montgomerycommunitycollege.diligent.community/Portal/Policy.aspx>], Section 3 – Human Resources.

This Policy is not intended to limit the rights of faculty or students in discussing any matter outside of the academic setting. However, no College employee or student shall purport to speak on behalf of the College unless specifically authorized to do so by an authorized College official.

## **Ethics and Professionalism**

Faculty must, at all times, exhibit the highest standards of ethics and professionalism. Such standards include concern for student needs, respect for fellow employees, and service to the community. Faculty members may not use their position for personal gain nor engage in any activity (personal or political) that might lead to a conflict of interest.

College employees must perform in a manner that reflects positively on their personal integrity and that of the College.

Employees at Montgomery Community College are expected to:

- Comply with all relevant laws, regulations, and Board policies.
- Address complaints professionally by directing them to the appropriate supervisors or filing grievances, rather than undermining others.
- Avoid confrontations with colleagues or students that could disrupt the work environment.
- Follow administrative directives in a timely and professional manner.
- Complete all assigned duties, including extracurricular and non-instructional tasks, promptly and professionally.
- Participate in required professional development activities.
- Attend and actively participate in all required meetings.
- Submit reports and documentation on time.
- Dress appropriately and in accordance with College policy and supervisor instructions.
- Arrive on time for work and maintain a courteous, professional attitude.
- Care for and maintain College property.
- Avoid conflicts of interest in professional matters.

## **Internet and Network Acceptable Use**

The College strives to provide information technology access in an environment in which access is shared equitably among users. This access is intended to be used in support of the College's research, educational and administrative purposes. College owned or operated resources are for the use of College employees, students and other authorized individuals for purposes related to instruction, learning, research and campus operations. No employee should use college equipment, properties, or services for conducting personal business.

Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, internet browsing, and FTP, are the property of Montgomery Community College. These systems are to be used for business purposes in serving the interests of the College, and of the students, staff and faculty in the course of normal operations.

Users are expected to exercise responsible, ethical behavior when using all College computer resources.

Board Policy 7.1.2 – Internet & Network Acceptable Use can be reviewed in its entirety at MCC Board Policy Manual [direct link: <https://montgomerycommunitycollege.diligent.community/Portal/Policy.aspx>], Section 7 – Information Technology.

### **Use of Private Office Space**

Full-time employees of Montgomery Community College are provided private office space, technology, and resources necessary to perform their job duties as required by the College. Office space will be allocated as available to meet the specific needs of the division or program. However, office space may be reallocated as required to meet the evolving needs of the College.

Office space may only be used to perform duties related to the individual’s job requirements at MCC. It may not be used for private ventures or excessive personal activities.

Employees are entitled to a reasonable expectation of privacy regarding their office space, technology, and college accounts. While the College reserves the right to inspect any office space, accounts, or other college resources, employees will generally be notified if their space or services are accessed. Exceptions to this expectation may occur when necessary to protect the College, such as in cases involving illegal activity, unethical behavior, violations of college policies and procedures, or safety concerns. Any such exceptions will only be made after consultation with senior administration and with the approval of the President, Vice President, and/or Director of Human Resources.

### **Research Activities**

Montgomery Community College is not a research institution and does not currently participate in any externally funded grants or contracts. A faculty member’s obligation is to provide activities and services related only to instruction.

### **Personnel Files**

Pursuant to Board Policy 3.3.1, the Director of Human Resources, or designee, shall maintain all employees’ personnel files. The College shall maintain, in individual personnel files, only those records which are required or necessary and relevant to accomplish legitimate personnel administrative needs.

Board Policy 3.3.1– Personnel Files can be reviewed in its entirety at MCC Board Policy Manual [direct link: <https://montgomerycommunitycollege.diligent.community/Portal/Policy.aspx>], Section 3 – Human Resources.

## **Artificial Intelligence**

Faculty members are expected to:

- **Disclosure of AI Use:**  
Any use of artificial intelligence (AI) to complete or produce work for college purposes must be disclosed. This includes, but is not limited to, any AI tools used for research, teaching, grading, or administrative tasks.
- **Compliance with Rights:**  
The use of AI by faculty must be in full accordance with student and employee rights. This ensures that AI is utilized ethically and does not infringe on the rights or privacy of students or other employees.

Faculty are encouraged to integrate AI in ways that enhance learning and efficiency while maintaining transparency and adherence to ethical standards.

## **Personal Cell Phone Communications**

Employees are discouraged from using their personal cell phones to communicate with students for non-emergency purposes. College-provided communication channels (e.g., MCC email, college-issued phones, or online platforms such as Watermark) should be utilized whenever possible.

If an employee needs to use their personal cell phone to communicate with a student (e.g., for urgent matters or after hours), the employee should inform the student that the communication is through their personal phone and ensure all communications remain professional and appropriate. In case of emergencies, employees may use their personal cell phones to communicate with students when appropriate. However, these communications should be brief, clear, and focused on the immediate issue. Emergency communications should be documented via official college communication channels as soon as feasible.

It is the responsibility of the employee to ensure that no sensitive or confidential information related to students (e.g., grades, personal information) is shared through personal cell phone communication. Employees should ensure that no personal information about students is stored on personal devices unless absolutely necessary, and that proper security measures (e.g., password protection, secure applications) are in place to safeguard student data. Employees should always maintain the privacy and confidentiality of student information while communicating via personal cell phones. Students' personal information, academic performance, and other private matters should not be discussed or disclosed through informal communication methods.

Communication with students through personal cell phones is not considered part of official college records unless documented and transferred to an official platform. However, employees may still be held liable for any communication that violates college policies, student rights, or legal standards (e.g., FERPA violations or harassment).

Employees must be aware that personal cell phone communications could be subpoenaed or requested in the event of a legal dispute, and it is their responsibility to ensure that sensitive or confidential information is not disclosed through personal communication channels.

### **Social Media**

The College recognizes the value of social media as a tool for communication with College constituencies and promoting transparency. All College-operated social media accounts must adhere to established procedures and be registered with the College's Public Relations Department. Employees must exercise professional judgment when using official College social media accounts to ensure communications are appropriate, professional, secure, and compliant with local, state, and federal laws, as well as the College's technology security protocols. Content posted on College-operated social media sites should align with the College's mission.

When creating or posting content on any webpage or external Internet site outside of the College's website or approved ancillary sites (e.g., social media sites), employees should be mindful that the content is public and could be viewed by anyone, including community members, students, and parents. Employees are prohibited from using the College's name, logos, or any other intellectual property in an official capacity or on any external website or social media platform without proper authorization.

Employees must maintain appropriate professional relationships with students and the public at all times. Public personal websites or online social media profiles, as well as private ones that allow access, are considered direct forms of communication with students and the public. Employees found to have posted content that negatively impacts their job performance, disrupts their ability to work with students and the community, or interferes with the College's efficient and effective operations may face disciplinary action, including potential dismissal.

# Operations

## **Basics**

### **Contracts**

Part-time/Adjunct Instructors and Full-time Curriculum Instructors who teach courses outside of their regular workload will be issued a contract prior to the start of the semester in which the course is offered. This contract ensures that instructors are officially assigned and compensated for the additional course(s).

If a course does not make due to low enrollment, the instructor will be notified by the designated Department Chair or division Dean. It should be noted that decisions regarding course cancellations may be made at the start of the semester and could be communicated with short notice.

For Curriculum Instructors teaching Continuing Education courses that result in compensation above their regular contract salary, the additional teaching hours must be added to the instructor's regular 30 on-campus hours for which they are compensated in their regular salary.

All instructors (adjunct, part-time, and full-time) must have an MCC application on file along with official transcripts before a contract can be issued. Additionally, all instructors must meet the minimum qualifications to teach within their designated discipline/assignment. The division Dean is responsible for ensuring each faculty member's credentials are in order and for completing a Faculty Roster for compliance.

Instructors must ensure they comply with the necessary documentation and approval processes for teaching outside of their regular workload. This ensures that all additional assignments are properly documented and compensated in line with institutional policies.

### **Graduation**

Full-time and permanent part-time faculty members are expected to attend graduation functions and ceremonies. In addition, faculty members must wear academic regalia during the graduation ceremony.

Faculty are responsible for purchasing or providing their own gowns, mortarboards, and hoods for the ceremony. For those needing assistance with ordering regalia, Student Services can provide information on how to place an order.

### **Advisory Committees**

Every academic program at MCC should work with an advisory committee. The role of the Advisory Committee is purely advisory in nature. The committee's functions are to advise and assist in program planning, rather than to establish policy.

Each advisory committee should advise on the development, operations and evaluation of the program by assisting in determining:

- occupations in greatest demand;
- jobs within an occupation for which training is needed;
- need for up-grade training for persons already employed;
- new areas in which training should be developed;
- programs to be established, discontinued, expanded or revised;
- relevant program and course content;
- employability skills needed (human relations skills);
- provisions for handicapped students;
- proper use and safety of tools and facilities;
- notification to lead instructor and/or college placement office of job openings;
- employment for graduates;
- development of community awareness of the program facilities and equipment;
- marketing and recruiting activities (current and potential);
- co-sponsorship of open house or career events;
- program equipment compared to that currently used by industry;
- schedules for replacement of equipment;
- reviews of faculty regarding quantity of experience, educational requirements, professional licenses, etc.;
- potential instructors; and
- diversity plan

Each advisory committee must meet and annually review the following list. Further, written minutes of the annual advisory meeting must be taken and provided to the Dean and Vice President of Instruction & Student Services.

- college mission and goals;
- annual program evaluation;

- student evaluation;
- evaluation of the quality of instruction and program objectives; and
- the diversity plan

The Advisory Board Handbook can be found on the MCC Intranet.

### **Community Contacts**

Full-time and permanent part-time faculty members are required to maintain contacts with business and industry, the public schools, and to be involved in community organizations, recruiting, evening classes, college committees, and student advisement.

### **Professional Development**

All instructors are required to engage in no less than 15 hours of formal educational and professional development activities. If instructors teach online classes, then 5 of the 15 hours must be related to distance learning. Throughout the year, College sponsored professional development events will be made available in the areas of general administrative skills, job specific skills, leadership development and personal enhancement. Each full-time faculty member is expected to develop a professional development plan as part of their yearly annual review.

Full-time faculty members are required to keep track of any professional development events that they participate in throughout the year and report these to their supervisor in their annual performance evaluation.

For any trainings or professional developments that take place off campus and/or require a registration fee, prior approval must be requested. The Travel Authorization and the Purchase Requisition forms can both be found on Etrieve. The Travel Authorization must be submitted at least 5 days in advance. The Business Office will provide information regarding payment. For help completing these forms, either the Department Chair, division Dean, or the Business Office can assist.

### **Professional Growth**

It is the responsibility of each faculty member to devote part of their time to staying current in their field of expertise and to develop and maintain basic administrative skills necessary for successful job performance. The College is committed to the professional development of the faculty and staff. All full-time and part-time faculty are encouraged to participate in professional development activities each year. The College offers many opportunities for professional growth that are provided through workshops, seminars, conferences, training sessions, and other appropriate professional development activities. Visitation to other

institutions, development of new techniques and diagnostic teaching materials, membership and participation in appropriate professional organizations is also highly encouraged.

### **Early Class Dismissal**

Instructors are expected to have their classes planned so as to fill all the scheduled class time. Classes should not be dismissed consistently earlier than the scheduled time.

### **Instructor Absences**

Instructors at Montgomery Community College are expected to meet all their scheduled classes and office hours unless unusual circumstances prevent them from doing so. In the event that an instructor is unable to attend a class, they must inform the appropriate supervisor immediately so that arrangements can be made for a substitute or other appropriate action.

Each instructor is responsible for fulfilling all instructional components outlined in the course syllabus. If a class is missed, the instructor must make up the missed work in the most appropriate manner, ensuring that students' learning is not disrupted.

Inclement weather, natural disasters, or other emergencies may result in missed classes. When classes are missed for any reason, they must be rescheduled or made up through alternative methods such as:

- Online assignments/instruction
- Extra class sessions
- Extended class session
- Individual conferences
- Other alternatives approved by the Vice President of Instruction & Student Services.

The instructor will need to complete a *Make-up of Work Inclement Weather* form. The form can be obtained from the Assistant to the Vice President of Instruction & Student Services. See the Forms section below to review the *Make-up of Work Inclement Weather* Form.

If illness or a personal emergency forces an instructor to miss class without advance notice, they must notify their designated Department Chair and/or division Dean immediately and provide appropriate instructions for the class operation. In these cases, it may be necessary for the instructor to upload assignments and instructions to Blackboard and send a class announcement. It is recommended that instructors identify a "buddy" within their division who can cover the class in case of an unexpected absence. If necessary, the Department Chair or division Dean may assist in finding coverage.

Instructors who miss class because of educational leave or college business must make arrangements for class instruction with their designated Department Chair and/or division

Dean. The instructor should ensure advanced preparation, including posting class assignments and instructions to Blackboard to ensure continuity of instruction.

### **School Closings and Make-Up Procedures**

In the event that the College is closed for more than four (4) days/evenings due to inclement weather, natural disasters, or other emergencies, the appropriate Dean or Vice President of Instruction & Student Services will schedule make-up days to compensate for lost instructional time.

Instructors are responsible for making up instruction for the first four (4) days using an approved alternative method, such as online assignments, extended class sessions, or other alternative forms of instruction. Any instruction made up due to inclement weather, natural disasters, other emergencies, illness, personal emergency leave, or educational leave assignments must be approved by the appropriate division Dean or Vice President and documented on the instructor's Class Attendance Report. This report is to be submitted to the Registrar's office by the end of the semester.

Instructors should schedule make-up sessions at times that are convenient for the majority of students. No punitive action may be taken against students who are unable to attend make-up sessions for legitimate reasons (e.g., illness, prior commitments). Instructors must be understanding and work with students to ensure that missed content is made up.

Inclement weather can occur from time to time. When this happens, instructors shall provide a make-up assignment for students to count at attendance. The make-up assignment shall be equitable to what the students would do during the scheduled class. It shall count for attendance purposes only, unless a graded assignment was due the day of inclement weather. Students shall submit the makeup assignment or attend the makeup class to count as attendance. The instructor will need to provide a *Make-up of Work Inclement Weather Form* indicating how the class was made up. See the Forms section below to review the *Make-up of Work Inclement Weather Form*.

### **Adverse Weather Policy (MCC Closing)**

Extreme weather conditions or other natural disasters or emergencies may require the College to cancel or delay classes in consideration of the safety of both student and employees. Weather conditions must be extreme before classes will be cancelled.

The College will make every attempt to announce a decision to close or operate on a delayed schedule by no later than 7:00 a.m. (usually earlier), and by 2:00 p.m. for evening classes. If no announcement is made, classes will operate on a regular schedule. If the College is closed or delayed, the faculty and staff workday is also cancelled or delayed.

- The President will notify the Vice-Presidents and other appropriate College personnel of his/her decision and these staff in turn will notify the appropriate media of the decision.

- The announcement will be published on the following television stations and their websites: myfox8.com, wfmynews2.com, wral.com and wsoctv.com.
- Any decision to delay or cancel will be available on the automated message of the main campus phone number (910-898-9600) and on the College's website.
- A decision to close early will be implemented so that everyone gets the message as close to the same time as possible. No classes are to dismiss before receiving an official message. A decision to close means that faculty and staff may also leave after reasonably assuring all students in their charge have been released. Any exception to the early release of faculty and staff will be announced.
- There could be a distinction made between day and evening classes.

In the event of severe weather presenting an immediate threat to individuals on campus, all individuals in campus buildings should immediately move to a designated safe space. Safe spaces include, but are not limited to, interior offices, classrooms, bathrooms, and other areas away from windows and exterior walls.

Verbal directions regarding the safe areas and any necessary actions will be distributed by Montgomery Community College personnel.

It is important for all individuals to remain in the designated safe spaces until the threat has passed or further instructions are provided.

### **Syllabus**

The syllabus is an essential document. It is also used for auditing purposes and for review by SACSCOC (Southern Association of Colleges and Schools). It is the responsibility of each instructor to provide a copy of each course syllabus to their Department Chair, division Dean, and Assistant to the Vice President of Instruction & Student Services. All syllabi are kept on file in the Instructional Division. Instructors are required to maintain and provide each student with a current syllabus, which is distributed to students on the first day of class. A copy of the course syllabus should also be uploaded in the course Blackboard shell for easy reference.

Each Fall semester, a standard design template for the course syllabus will be updated to reflect any necessary changes. Full-time and part-time instructors are required to use the most current version of the syllabus template. For reference, an example of the full syllabus template can be found on page 100 of the faculty handbook.

### **Course Schedules**

Department Chair/Director are responsible for preparing each semester's course schedule. The courses included on the schedule must follow the sequences as they are published in the catalog. The Vice President of Instruction & Student Services or designee establishes the due dates of the semester schedules and will review and approve them before they are put into the

computer or distributed to the public. Summer and Fall schedules are typically due January 31 and Spring schedules are typically due by September 15.

All schedules, changes, additions, and/or deletions must be made with using the *Changes in Course Schedule Request* form found on Etrieve. No changes, additions, or deletions will be made in the schedule until a Request for Changes in Course Schedule form has been completed and approved by the division Dean and Vice President of Instruction & Student Services.

### **Contact Hours**

Each course at Montgomery Community College is assigned a specific number of meeting hours per week by the North Carolina Community College System (NCCCS). The NCCCS Combined Course Library provides details on the course requirements, including the number of class hours, lab hours, clinical hours, work hours, and credit hours for each course.

When developing the course schedule, the Department Chair or division Dean should ensure that the number of hours per week aligns with the requirements based on an average 16-week semester. If the semester length deviates from the standard 16-week format, the schedule must be adjusted accordingly to meet the required hours.

The class hours, lab hours, and clinical hours should be clearly separated and identified in the schedule to ensure accuracy in determining census dates and for auditing purposes.

Additionally, courses that are scheduled to meet in continuous sessions for more than 75 minutes are entitled to breaks. It is generally accepted that a 10-minute break be provided for every 50 minutes of class time, in accordance with the NC Administrative Code 23NCAC 02D.0323 (b)(3).

### **Room Assignments**

When possible, classroom assignment requests should be included in the course schedule submission to the Assistant to the Vice President of Instruction & Student Services.

If an instructor finds that their assigned classroom does not meet the needs of the course or students, they must complete the *Changes in Course Schedule Request* form, available in Etrieve, to request an alternative room. No instructor is allowed to change classrooms without following this approval process.

Once the request is processed and approved, the Assistant to the Vice President of Instruction & Student Services will update Colleague and the Facility Schedule to reflect the new room assignment.

For any room changes after classes have started, instructors must post a notice on the door of the previously assigned classroom, informing students and visitors of the new room location. This sign must remain posted for the duration of the semester.

## **Room Reservations**

When submitting your semester schedule, make sure that all required rooms, times, and days are clearly listed. This is crucial to prevent scheduling conflicts. Providing accurate and complete information about your room requirements ensures that the scheduling team can allocate space appropriately.

If a classroom is not already scheduled and another individual or group requests it for the same date and time, priority will be given to the individual or group with a confirmed reservation on the facility schedule. This rule ensures that rooms are not double-booked and that the person or group who has officially booked the room has the right to use it.

When reviewing the semester schedules on the college's website, be sure to check for any discrepancies or missing classrooms. If you find that a classroom is missing or that additional classrooms are needed for your course schedule, you should notify the Assistant to the VP of Instruction and Student Services. This step is important to ensure that the proper classrooms are available and that the schedule reflects accurate availability.

If a classroom is not rescheduled in Ad Astra (or another scheduling platform) prior to the start of the course, and another individual or group reserves it for the same day and time, the room will be given to the person with the confirmed booking. To avoid this issue, it's critical to ensure that all scheduling is completed ahead of time, either through proper rescheduling or a confirmed reservation.

To ensure proper coordination and avoid conflicts, all classes and their locations must be reserved on the facility schedule. This applies to all Continuing Education and Curriculum classes, including short-term classes.

Every class, whether part of Continuing Education or Curriculum, must have a confirmed reservation on the facility schedule. This includes short-term classes that may not follow the regular semester schedule but still require space. The reservation requirement extends to all locations on campus, not just traditional classrooms. Specific spaces that require reservation include:

- Firing range
- Multi-Purpose Room
- Blair Auditorium
- Conference rooms, and any other specialized spaces.

For scheduling the Multi-Purpose Room, the request needs to be made at least one month in advance of the event

## **Success Navigators and Advisors**

Upon enrollment, each student at Montgomery Community College is assigned a Success Navigator who will assist the student with orientation, onboarding, advising, and registration for the first 24 credit hours of their program.

Once the student has successfully completed these first 24 credit hours, they will be assigned a Faculty Advisor to continue guiding their advising needs.

Throughout a student's time at MCC, Success Navigators will work closely with Faculty Advisors to ensure comprehensive support. Faculty members should be knowledgeable about the advising process and work collaboratively with both the Success Navigator and students to help determine the best class choices and course loads that meet the students' academic and personal needs.

### **Textbooks**

Textbooks and course materials are available through the college's virtual bookstore. In an effort to manage costs for students, instructors are encouraged to seek free, low-cost, or open educational resources (OER) for their courses whenever possible.

For courses that require specific textbooks or other supplies, this information should be provided to the Dean of Learning Resources prior to the start of open registration. Instructors are responsible for keeping current textbook listings and collaborating with their Department Chair and division Dean to update required resources, being mindful of the financial impact on students.

If textbooks become outdated, the Dean of Learning Resources may request additional affordable options for students. Furthermore, the Department Chair should monitor enrollment numbers and ensure that there are sufficient copies of textbooks available for students.

The Department Chair and division Dean are also responsible for overseeing the departmental budget and determining the most efficient use of resources when textbooks need to be updated or replaced.

### **Key Requests**

Full-time and permanent part-time instructors may need to request keys for access to their assigned classrooms for the semester. To request a key, instructors should complete the Key Authorization Form available on Etrieve, providing the purpose for the key request. Department Chairs or division Deans may also complete this request on behalf of the instructor.

Once the key is issued, the instructor will be contacted by the Business Office and must sign out the key. If the instructor no longer needs access to the classroom, they should return the key to the Business Office and sign the key back in. All keys must be returned if the instructor resigns or is dismissed.

Part-time instructors are typically not issued keys. Most facilities are unlocked by Maintenance in the mornings. However, part-time instructors can request keys from the Information Desk to

unlock their assigned classroom. These keys must be returned immediately after the classroom door is unlocked.

### **Instructional Supplies**

Instructors may use any available printer within their department by utilizing their assigned department code. For dispensable supplies such as pencils, pens, highlighters, legal pads, markers, etc., instructors can obtain these items by signing them out through the Purchasing Department.

Evening instructors who cannot be on campus between 8 am and 5 pm can leave a list of required supplies with the division Dean, who will obtain them for you.

For supplies that are not available through the Purchasing Department, instructors must submit a Purchase Requisition form through Etrieve. The requisition must be processed and approved by the Vice President of Instruction & Student Services before a purchase is made. Purchasing items without prior approval may not qualify for reimbursement.

### **Tobacco Free Campus**

Montgomery Community College is a tobacco product-free campus. The use of tobacco products, including but not limited to cigarettes, vapor cigarettes, e-cigarettes, chewing tobacco, and other tobacco-related products, is prohibited in all College buildings, facilities, vehicles, and properties owned, leased, or operated by the College, including all outdoor areas. This policy applies to all College employees, students, vendors, contractors, and visitors to the campus.

Tobacco use is permitted only inside personal vehicles, provided the vehicle is located in an area designated for parking.

### **Travel Procedures**

All college-related travel must be approved in advance by completing a *Travel Authorization* form, available on Etrieve. This form must be submitted for travel related to conferences, meetings, trainings or any off-campus travel. The requester must complete the form with the following information:

- Destination and purpose of the trip
- Method of travel
- Department to be charged
- Estimated cost of the trip.

If more than one employee is traveling, each individual must submit a separate *Travel Authorization* form.

Montgomery Community college has two school vehicles available for checkout. If you would like to use a school vehicle, check the appropriate option on the *Travel Authorization* form, and the Business Office will coordinate the vehicle use. If the school vehicle is unavailable and the employee has to use their personal vehicle, reimbursement will be made at the state rate. If the employee prefers to drive their personal vehicle instead of using the school vehicle, reimbursement will be made at the lower rate.

If any payment needs to be made in advance (such as for registration fees, lodging, gas, airline tickets, etc.), a *Purchase Requisition* form (also available in Etrieve) must be completed and submitted along with the *Travel Authorization* form.

Travel authorizations should be approved at least 7 days prior to the trip and signed by the instructor's immediate supervisor and the Vice President of Instruction & Student Services before being forwarded to the Business Office. Requests for overnight travel will also be forwarded to the President for approval.

Upon returning from a trip, the employee should complete a Request for Reimbursement for Travel Form within thirty (30) days for expenses incurred. Reimbursement requests must be approved and signed by the instructor's immediate supervisor and the Vice President of Instruction & Student Services before being forwarded to the Business Office. Receipts for pre-paid expenses (registration fees, lodging, etc.) must be attached to the reimbursement form and documented in the appropriate space on the form. Expenses the instructor is requesting reimbursement for (subsistence, parking fees, registration fees not paid in advance, etc.) must be documented in the appropriate space on the form and actual receipts attached. Receipts for meals do not need to be submitted.

Note: Excess lodging rates must have prior Presidential approval.

### **Field Trips**

Field trips must be planned in advance, and should align with the course content and demonstrate relevant practices related to the subject being taught. The instructor is responsible for making all necessary arrangements for the field trip, including transportation. Students are expected to cover the cost of the transportation unless the College arranges it in advance.

If the field trip causes students to miss other classes, prior approval from the involved instructors is required. Instructors may adjust class schedules to make up for the missed hours with approval.

An approved Field Trip form must be submitted at least five (5) days in advance, and it must be approved by the division Dean or designee and the Vice President of Instruction & Student

Services. Field trips that include minors require additional documentation and approval to ensure proper safety and compliance measures are in place.

All students attending the field trip must have a signed student waiver on file. Student waivers should be provided to the Assistant to the Vice President of Instruction & Student Services prior to the field trip and the instructor should keep a copy for his/her records.

When planning a field trip, the following Etrieve forms must be completed and processed in advance:

- Travel Authorization Form – Required to obtain travel approval for the field trip.
- Purchase Requisition Form – To request any purchases related to the trip, such as materials or supplies.
- Field Trip Request Form – Submit this form to obtain approval for the field trip.
- Student Waiver – Required for students riding in college vehicles or participating in field trips.

Student Waiver Details:

- A waiver is required for students who will be riding in a school vehicle for a field trip.
- For trips where students drive themselves, a release waiver must be filled out.
- If there are multiple field trips, a single waiver can be completed for all trips by listing the dates for each one.

If requesting the use of the Forestry van or CTE van, the Dean of CTE must be notified. All requests for using school vehicles should be submitted through the Dean of CTE, not an individual instructor, to ensure all policies and procedures are followed.

Mileage and travel logs will be required for any use of the school vehicles including the Forestry van, CTE van, or school vehicles.

\*The Student Waiver (Release form) is available on the Faculty Handbook page 137.

### **Fundraising for Student Clubs & Organizations**

College buildings or campus spaces may not be used to raise funds for individuals or organizations except for officially recognized college projects or organizations that have obtained prior approval from the President or their designee. Classes, clubs, or other college groups planning to solicit contributions or to sell goods or services must submit a written request to the SGA Advisor/Success Navigator and the Dean of Student Services who will present the activity to the President's Cabinet for approval (See Fundraising Request Procedures for more information).

Funds may be raised for programs through student club-sponsored events. Funds should not be solicited as donations from private or public sources without prior approval from the Vice President of Instruction & Student Services. Any projects that create profits must first be

approved in writing, by the Vice President of Instruction & Student Services and the records of receipts from such activities must be handled through the Business Office. All funds collected must be submitted to the Business Office on the day it was received. Checks, debit/credit cards, and cash are acceptable payment methods.

Once the fundraiser is approved, the Club Advisor should notify the Business Office to ensure proper handling of collected funds.

### **Fundraising Request Procedures**

Clubs wishing to organize a fundraising project must submit a request for approval to the division Dean and SGA Advisor/Success Navigator. The request should include:

- Date and Location of the activity/event.
- Detailed Description of the club's plans for participation (including roles, responsibilities, and objectives for the event/project).
- Meeting minutes discussing the clubs proposal and agreement from its members to move forward.

The SGA Advisor/Success Navigator will share the request with the Dean of Student Services and Vice President of Instruction & Student Services for review. The Dean of Student Services or Vice President of Instruction & Student Services will provide notice to the President's Cabinet for official approval. The Cabinet's decision on whether the request is approved will be communicated to the SGA Advisor/Success Navigator. The SGA Advisor/Success Navigator will then share the Cabinet's decision with the Club Advisor.

The SGA Advisor/Success Navigator will collaborate with the Club Advisor to ensure that the marketing of the approved activity/event is done appropriately and in alignment with college guidelines and expectations.

Pursuant of Policy 5.4.6 – Student Clubs & Organizations:

- A. Raffles – The North Carolina General Statutes consider raffles as a form of gambling and are generally unlawful in the state of North Carolina. However, there is an exception that allows two (2) raffles per year for each tax exempt non-profit organization. The total cash prizes offered or paid by any exempt non-profit organization may not exceed ten thousand dollars (\$10,000) in any calendar year. Student clubs and organizations are encouraged to use alternative methods of fundraising aside from raffles.
- B. Food – Unless clubs and organizations have prior, written permission from the President or designee, clubs and organizations may only sell pre-packaged food

items, professionally prepared food items prepared by a permitted entity, pre-wrapped items and beverages in sealed containers and must comply with all local Health Department regulations. Examples of these items include bottled/canned soft drinks, pre-wrapped sub sandwiches, wrapped/packageed desserts, etc. Muffins or cookies must be pre-packaged. The sale of food prepared or assembled at point of sale, such items as tacos, hot dogs, chili, sandwiches, etc. is prohibited unless prior authorization by the President or designee. The sale of potentially hazardous foods as described in 15A NCAC 18A .2635(9) shall not be allowed.

Pursuant to N.C.G.S. § 130A-250(7), the College, as a tax-exempt entity, is exempted from temporary food establishment permitting requirements for preparing or serving food or drink, for pay, no more frequently than once a month for a period not to Pursuant to N.C.G.S. § 130A-250(7), the College, as a tax-exempt entity, is exempted from temporary food establishment permitting requirements for preparing or serving food or drink, for pay, no more frequently than once a month for a period not to exceed two consecutive days.

### **Lost and Found**

Unclaimed items of value found anywhere on campus should be turned in at the Information Desk (Switchboard). Reports of lost items should also be reported to the person on duty at the Information Desk. All unclaimed items will be held at the Information Desk until the end of the current term.

### **Accidents on Campus**

While it is the goal of the college to provide a safe learning environment for students and staff, accidents sometimes occur. Safety is the responsibility of everyone on campus. In an effort to prevent accidents, proper safety instructions must be provided for students and staff, particularly when dealing with potentially hazardous activities. Appropriate Personal Protective Equipment (PPE) should be provided to students and staff as needed based on the activity or potential hazards. Basic first aid kits should be easily accessible in areas where accidents are most likely to occur.

Any known or discovered hazard should be immediately marked or corrected. If a hazard cannot be easily or immediately corrected, or if the correction is beyond the ability of the employee, the appropriate supervisor should be immediately notified. If the supervisor cannot correct the problem, the appropriate division Dean and the Director of Facilities should be notified.

If an accident requiring medical attention should occur, please render assistance consistent with your level of training and comfort. For accidents requiring medical attention, please call 911 or coordinate with other college personnel to obtain appropriate care for the accident victim. For serious accidents requiring medical attention, the MCC information desk should be notified as well as the immediate Supervisor and Dean in the area where the accident occurred.

If the accident victim is seeking medical attention, a college insurance form kept at the information desk should be given to the victim to take to the doctor or emergency room with them unless prevented by the urgency of the situation. It should be noted that serious injuries require immediate action. The well-being of the injured party is the priority. The need for rapid action may temporarily supersede the immediate notification of supervisors or completion of the necessary forms. These steps should be taken as soon as possible afterwards. Accidents more serious than minor injuries (e.g., requiring more than a band-aid) must be reported using the *Student Accident Report* available on the MCC Intranet under the Employees Link tab, within Faculty Links.

Accidents involving a college employee should be reported using a separate form, the *Employee Incident Report*, located on the MCC Intranet under the Human Resources tab. The immediate supervisor and appropriate division Dean should be notified as soon as possible, and these individuals should also inform the Vice President of Instruction & Student Services.

For more serious accidents, witness statements may be required. Instructors must submit a detailed written report of the accident within 24 hours of the incident.

### **Housekeeping and Maintenance**

For minor housekeeping issues, please notify the person on duty at the Information Desk to call maintenance. For more time-consuming housekeeping needs, please complete the *Staff Maintenance Work Order* form located on Etrieve to facilitate scheduling.

### **Planning Events**

All program events for the academic year must be scheduled by September each year and submitted to the office of the Vice President of Instruction & Student Services for inclusion on the Faculty/Staff calendar. Campus wide events such as induction and awards ceremonies, graduation ceremonies and pinnings, and career events, etc. are also included on the Board of Trustees Calendar for the academic year.

Before planning, advertising, or marketing an event, ensure that the event date is confirmed with a room reservation. Access the *Room Reservation* via the MCC Intranet, Employee Links page (click on Room Reservation). Complete all required sections (Contact Information, Event Information, Add Meeting, Request Rooms, and Event Description). Once the form is complete,

click Submit. After the room reservation request is approved, proceed with completing the necessary forms on Etrieve for Maintenance work orders and IT support/setup.

Once the room reservation is confirmed by the Assistant to the Vice President of Instruction & Student Services, proceed with completing the *Event Form* on Etrieve. In the form, include the event setup description, setup needs (e.g., seating, equipment, etc.), and other relevant information (e.g., special requests or instructions). If Maintenance and/or IT services are needed, mark the appropriate section on the form to notify these departments for their support.

Any monetary needs/purchases for the event should be submitted on a *Purchase Requisition* form (located in Etrieve).

\*All room scheduling must be coordinated with the Assistant to the VP of Instruction & Student Services with advance notice to ensure proper planning.

### **Distance Education**

MCC provides distance education opportunities for students that are fully online, hybrid/blended, HyFlex, and web supported. The learning management system currently used at MCC is Blackboard.

1. Internet Courses (W): Online/Internet courses have 100 percent of the course content and assessment through online instruction. Internet courses are accessed through the blackboard learning management system.
2. Hybrid (H): Hybrid courses have greater than 50 percent of instruction online with a requirement that students also meet in traditional face-to-face sessions as determined appropriate by the college.
3. Blended (X): Blended courses have 50 percent or less of instruction online with a requirements that students also meet in traditional face-to-face sessions as determined appropriate by the college.
4. HyFlex (HF): Integrates online synchronous video sessions, in-class instruction, or asynchronous course content delivery.

All courses must have, at minimum, a Blackboard Shell. This will be used for supplemental instruction, class how-tos, course syllabus, and instructor contact information and other relevant details.

Prior to the start of the term, faculty must submit a *Blackboard Course Request* form. The form can be found on the MCC Intranet, under the Employee Links, and in the Faculty Links section. A separate request form should be submitted for each class section being taught.

## **Mandatory First Assignment and Attendance**

Each course includes a Mandatory First Assignment (MFA) posted on the Blackboard shell that is loaded by the Blackboard Administrator. The MFA must be completed by students during the first week of the semester (prior to the 10% census of the course), to remain enrolled in the course. For fully online courses, students must complete the MFA found in Blackboard for each online course they are enrolled in. Hybrid, blended, and seated courses may also require that the MFA be completed.

Students cannot be officially enrolled in a class prior to the official first in-session meeting for fully seated classes. Students should be instructed to complete the MFA only after the class's scheduled first in-person meeting. This ensures that the timestamp for the MFA completion aligns with the actual first class meeting date. Instructors should verify that the MFA completion date matches the official class meeting date in Self-Service.

The course 10% census date can be found under the "Deadline Dates" section or on the "Census" tab in Self-Service. Instructors must ensure that the MFA completion date aligns with the census date listed on Self-Service. If the dates do not match, the instructor should immediately contact the Registrar's office, preferably before the start of classes.

Instructors must enter attendance for each class meeting via Self-Service. Students who do not attend class (seated, hybrid, blended) and do not complete the MFA by the 10% census date, should be marked as "Never Attended" in Self-Service. These students should not be allowed to continue attending class without prior notification to the Registrar's Office and approval from the Vice President of Instruction & Student Services.

\*A student must be officially registered and must have attended the in-person class or submitted an assignment on or before the 10% census date in order to remain in the course.

For courses requiring completion of the MFA, instructors must submit a screenshot of the MFA completion page to the Registrar's Office at [registrar@montgomery.edu](mailto:registrar@montgomery.edu). The screenshot should include the course name and section number.

To take a screenshot of the MFA, go to the "Full Grade Center" menu in Blackboard on the left-hand side of the course. Click the drop-down menu under the "Mandatory First Assignment" column and select "View all attempts". Use the "snipping tool" or the Print Screen (PrtSc) key to capture the screenshot. Save the screenshot, then email it to [registrar@montgomery.edu](mailto:registrar@montgomery.edu), attaching the file and including the course name and section number in the email.

## **Census Certification**

To ensure compliance with institutional policies and external audit requirements, instructors are responsible for timely census certification and accurate grading practices. Special procedures apply for assigning Incomplete (I) grades and for documenting exceptions.

Instructors must certify course census within 24 hours after the course census date to remain in compliance with state and auditing policies. Failure to meet this requirement may result in audit findings and delays in course processing.

### **Incomplete (I) Grade Policy**

A grade of Incomplete (I) may be assigned when a student, due to justifiable extenuating circumstances, is unable to complete the course requirements by the scheduled end date. This grade is a temporary designation and must be accompanied by a clear plan for completion.

- Requesting an Incomplete Grade: Instructors must complete the Incomplete Grade Request form, located in Etrieve, prior to submitting a final grade of "I."
- Deadline for Completion: Any grade of Incomplete must be resolved by the end of the succeeding term. If the student fails to complete the required coursework within this timeframe, the grade will automatically convert to a grade of F, unless additional time is granted by the instructor.
- Impact on Credit Hours: Incomplete grades are not counted as credit hours attempted until the grade is officially changed. Once updated, the new grade will be reflected in the student's academic record.
- Student Notification: Instructors must inform students of grading procedures and expectations, including the possibility and conditions for receiving an Incomplete, during the first week of class.

### **Special Circumstances – Special Credit Students**

- Grade of W for Special Credit Students: Special Credit (non-degree seeking) students may receive a grade of W (Withdrawal) without formally withdrawing from the college. This exception should be applied only when appropriate and in accordance with college policy.

### **Continuing Education (CE) Instructor Procedures**

CE instructors are expected to manage their courses professionally, ensuring all attendance and registration records are accurate, complete, and submitted in a timely manner. Adherence to the responsibilities and documentation requirements below is essential for course compliance and timely processing of instructor pay.

Failure to follow these procedures may result in a delay in compensation and/or course processing.

### **CE Instructor Responsibilities**

CE Instructors are responsible for the following prior to, during, and at the conclusion of each course:

- Course Packet Pickup: Instructors must pick up their course packet(s) from the Registrar's Office or their assigned Program Director/Coordinator before the course begins.
- Course Packet Submission: Completed course packet(s) must be returned to the assigned Program Director/Coordinator promptly at the end of the course.
- Course/Schedule Changes: All course or schedule changes (including missed classes) must be reported immediately to the Program Director/Coordinator. If a class is missed, a makeup day must be scheduled in coordination with the Director.
- Fee Waiver Verification (Health & Public Safety): For applicable courses, instructors must verify that each Health and Public Safety fee-waived student completes the 'Agency Affiliation and Job Title' section on their registration form.
- Fee Waiver Verification (HRD): For applicable HRD courses, instructors must verify that each HRD fee-waived student completes the HRD Fee Waiver section on the registration form.
- Daily Attendance: Instructors must complete attendance records each day of class.
- Sign In/Out Sheets: For contact hour courses, instructors must also complete sign in/out sheets daily.
- Documentation Corrections: Do not use whiteout or blackout on course documentation. Instead, make corrections by striking through the error and initialing (e.g., ~~Mistake~~ KW).

### **CE Attendance Procedure**

CE Instructors must follow this attendance documentation procedure throughout the duration of the course:

- Daily Sign-In: All students must sign the attendance sheet at the start of each class session.
- First Day of Class:
  - Mark students who are present with an 'E' (Entered).
  - Mark absent students with an 'A' (Absent).
- Second Day and Beyond:
  - Mark present students with a check mark (✓).
  - Mark absent students with an 'A' (Absent).
- Hours Class Met: Complete the 'HRS CLASS MET' field on the attendance sheet each day of class.
- Final Day of Class:
  - Assign each student a grade based on the grade scheme printed at the bottom of the attendance sheet.
  - Instructor must sign the attendance sheet on the final day.

### **CE Instructor Compensation**

CE Instructor pay will not be processed until all required contractual obligations and documentation are submitted accurately and completely. These include, but are not limited to:

- Completed attendance sheets
- Correct and verified registration forms
- Course packet returned to the Program Director/Coordinator

- Documentation submitted within designated deadlines

If CE instructors have questions regarding their course, required forms, or attendance procedures, they should contact their assigned Program Director or Coordinator immediately for guidance.

### **The Quality Enhancement Plan**

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires the identification, development, and implementation of a Quality Enhancement Plan (QEP) as part of MCC's 10-year reaffirmation of accreditation. But, this is much more than a mandate. It is an unparalleled opportunity to focus on a topic that will positively affect the learning and success of our students.

The QEP is a five-year action plan that aims to improve student learning and/or student success deriving from MCC's continuous comprehensive planning, institutional assessments, and college community input that supports the college's mission. According to SACSCOC, the QEP:

- a. Has a topic identified through its ongoing, comprehensive planning and evaluation processes;
- b. Has broad-based support of institutional constituencies;
- c. Focuses on improving specific student learning outcomes and/or student success;
- d. Commits resources to initiate, implement and complete the QEP;
- e. Includes a plan to assess achievement.

The overall QEP process includes three phases which are QEP Topic Selection, QEP Topic Development, and QEP Implementation. Each phase is led by the QEP Director and committees who serve for each of the phases and are charged with the following:

1. QEP Topic Selection Committee - The QEP Topic Selection Committee will work to identify possible QEP themes by examining topic feedback, assessment data, and the Strategic Plan that will lead to the recommendation of the final QEP topic including objectives and the feasibility of the topic. This committee is a "Think Tank" that leads to the selection process and examines the feasibility of the QEP topic.
2. QEP Development Committee - The QEP Development Committee will then work to develop the plan and detailed timeline for the QEP and submit the QEP document to be included with the Focus Report for review by SACSCOC On-Site Review Committee.

3. QEP Implementation Committee - Once the QEP is approved by SACSCOC, the full implementation will begin. The QEP Implementation Committee will track, assess, and implement the QEP in accordance with the established timeline and broaden the marketing of the QEP to the MCC community.

As a part of the college's 2023 SACSCOC reaffirmation of accreditation, Montgomery Community College (MCC) developed a Quality Enhancement Plan (QEP) which was approved by SACSCOC to enhance student success by providing a positive, student-centered onboarding experience to the college. The "Get Onboard and Be a LEGEND" QEP will bring a redesigned student onboarding experience to the college. It will target more effective ways to create a positive start for students allowing students to gain knowledge, guidance, and support to help them achieve momentum that will lead to persistence, retention, and ultimately, completion. MCC is currently in the implementation stage of the QEP.

### **Bookstore**

Each semester, faculty members who wish to adopt a textbook for their course must:

- Obtain prior approval from the appropriate Department Head and Dean.
- Provide additional information to the Dean of Learning Resources.

Montgomery Community College contracts with Barnes and Noble College (BNC) to provide textbooks and course materials through a virtual platform. To access the virtual bookstore, use the link under TechTrail available on Montgomery Community College's website home page or use this link: <https://bncvirtual.com/Montgomerycc> [Direct link: <https://bncvirtual.com/Montgomerycc>]. Help is available with ordering books from BNC in the Library.

The bookstore also provides services such as assisting student with returning rental textbooks or buying back used textbooks, as well as offering the MCC Gear shop for official Montgomery Community College merchandise.

### **Library Services**

The library is open with staff on duty to assist faculty and students during regular hours of operations:

- Monday through Thursday: 8:00 AM - 5:30 PM
- Friday, 8:00 AM - 3:00 PM.

After hours, users can get library-related assistance by clicking on the "Ask a Librarian" icon on the library section of the MCC website [Direct link: <https://www.montgomery.edu/library/>].

Instructors are encouraged to schedule library orientation tours early in the semester to help students become familiar with library resources and services. Library staff will provide “how to use our library” tours and instructions for small groups or entire classes. To schedule a tour or instruction, instructors should pre-arrange a time with library staff that fits the class schedule and assignment needs using the Library Instruction Request form [Direct link: <https://www.montgomery.edu/library/>]. Library staff also offer one-on-one instruction and assistance to faculty or students as needed.

Faculty members are encouraged to help keep library materials in their subject areas current. All faculty members will participate in the collection evaluation process. Faculty should recommend specific book titles appropriate to their subject area using the Recommend a Book form [Direct link: <https://www.montgomery.edu/library/>]. Faculty should be familiar with library materials in their disciplines when designing assignments to prevent student frustration and improve the learning experience. If unsure about the library’s holdings, faculty can browse the collection or contact library staff for assistance.

Instructors may place materials on reserve for student use in the library or for limited checkout. Faculty can borrow books and materials to keep in their offices or classrooms for a semester. At the end of the semester, instructors should return materials or arrange for an extended check-out period. Faculty can also request books from other community colleges through the Interlibrary Loan Request program [Direct link: <https://www.montgomery.edu/library/>].

The library provides 16 computer stations for use by students, staff, and faculty. There are also two study rooms, a success studio, and an I.D.E.A. Room available for use. For more information about library spaces, visit the About MCC's Library page [Direct link: <https://www.montgomery.edu/library/>].

All students, staff, and faculty must obtain a library card in order to check out library books and materials.

### **Procedure for New Program and/or Program Concentration Application**

Recommendations for new curriculum programs and/or program concentrations may be made at any time during the academic year by MCC faculty, staff, or administration.

Recommendations are taken to the MCC Instructional and Student Services (I/SS) Committee for discussion, and new programs considered to be viable are then recommended to the MCC Planning Council, the President’s Cabinet and Board of Trustees.

New program and program concentrations must follow the application process outlined by the North Carolina Community College System. Once the college has identified a new program or program concentration to be pursued, the new program application process is coordinated by the Vice President of Instruction & Student Services in conjunction with the appropriate Dean and/or Department Chair/Director. The Dean of Institutional Effectiveness & Advancement is

involved in new program or program concentration development because SACSCOC also has Substantive Change Policies related to such which may need to be administered.

Preparation should occur between October and March and submitted to the NCCCS in March or April for action by the State Board of Community Colleges and for program implementation, if approved, the following fall semester. New programming that is substantially different from existing programs may also require SACSCOC pre-approval. If so, SACSCOC requires submission of a Prospectus 9 months ahead of the planned implementation.

### **Procedure for Curriculum Program Changes**

A Department Chair/Director may request changes to his/her program through the Dean and Vice President of Instruction & Student Services. After review, the Vice President of Instruction & Student Services will present changes to the Instructional and Student Services (I/SS) Committee and college President. Changes must be recommended after program review or action by the North Carolina Community College System and have advisory committee input.

Once a decision has been made to change the program of study, requested changes must be submitted through the NCCCS Programs of Study Maintenance computer program for approval by the NCCCS. The dates for submission of program changes are by the following dates: by June 15 to be effective fall semester; by November 15 to be effective spring semester; and by March 20 to be effective summer session.

### **Program Review**

The strength of the college is based on program viability, quality, and growth. The College monitor's the quality and viability of all its programs and services. The Vice President of Instruction & Student Services, division Dean, and Department Chair/Director, with the assistance of the Dean of Institutional Effectiveness & Advancement, is responsible for conducting an evaluation of each curriculum program, each program area within continuing education, including Basic Skills, occupational extension, and community services, and each service area. This will occur on a five-year cycle to include all programs and services.

Academic Program Review is a summary of divisional program activities, objectives, and performance standards measuring the strength of a curriculum program. Major considerations include enrollment, program cost, FTE, goal achievements (program and student), job placement, program quality, and other institutional effectiveness criteria. Other considerations include community, business and industry needs, and requirements. From these, a program profile can be outlined for program improvements, objectives and activities. The Academic Program Review for each program is due to the Vice President of Instruction & Student Services in November.

Program Viability Review occurs when circumstances and/or conditions identified by the Program Review Report, or another data review separate from the Program Review cycle shows a threat to the viability of a program. When this occurs, a special process will be initiated by the Vice President of Instruction & Student Services with assistance from the appropriate division Dean and Dean of Institutional Effectiveness & Advancement. A Program Viability Review Action Plan will be implemented. The Department Chair/Director will be responsible for implementing the action plan.

At the conclusion of the process, a recommendation concerning the program's status will be made. Decisions could include revitalization, suspension, or conversion to Continuing Education.

### **Weekend Warrior**

The Weekend Warrior is a college-wide personnel member (typically a Director, Dean, or Administrator) assigned to be on campus each Saturday and is on call for Sunday events. The Weekend Warrior is required to be on campus 30 minutes prior to the start time of classes or events and stay until the last class or event is over.

The Weekend Warrior is responsible for unlocking and locking doors for classes and events. They must also monitor the campus to ensure everything is running smoothly during their shift.

Weekend Warrior assignments can be viewed on the Intranet under the Employee Links page, in the Weekend Warrior Calendar section.

For any needs during the weekend, call the main number 910-898-9600. The call will be directed to the assigned Weekend Warrior for assistance.

### **Work-Base Learning Documentation Procedure**

According to North Carolina Community College System (NCCCS) guidelines for Work-Based Learning (WBL), all participating students must have required documentation completed, signed, and filed within designated timelines to ensure compliance with state policy and institutional requirements. The documentation process serves both as an accountability measure and an educational framework to guide student progress throughout the semester.

WBL documentation is intended to support student development in real-world environments through structured, faculty-supported learning experiences with approved employer partners. All documentation shall be maintained in the WBL student folder, with a **Checklist for WBL** placed at the front of each folder.

## Documentation Requirements for WBL Courses

All WBL-related documents must be completed, signed, and dated according to the criteria listed below. Each item is required for successful course completion and for program audit compliance.

<b>#</b>	<b><u>Required Document</u></b>	<b><u>Completion Deadline</u></b>	<b><u>Signatures Required</u></b>
1	WBL Application	Prior to the start of the course	Student, Faculty Coordinator
2	Initial Site Visit Form	Prior to the beginning of the semester	Faculty Coordinator
3	Creditable Employee Verification	Within two (2) weeks of the semester start	Employer, Faculty Coordinator
4	Learning Agreement	On or before the WBL course begins	Student, Employer, Faculty Coordinator
5	Placed Student Information Sheet	Prior to the start of the course	Student
6	Release Agreement	Prior to the start of the course	Student, Faculty Coordinator
7	Orientation Confirmation	Prior to the start of the course	Student, Faculty Coordinator
8	Measurable Learning Objectives (MLOs)	Within the first two (2) weeks of the course (all parties sign on same date)	Student, Employer, Faculty Coordinator
9	Signed Time Records	Submitted monthly; signed at the end of each month	Student, Employer
10	Mid-Term Evaluation	Midway through the semester	Employer, Faculty Coordinator
11	On-Site Evaluation	On or before the last working day of the semester	Employer, Faculty Coordinator
12	Student Self-Evaluation	On or before the last day of the semester	Student
13	Employer Evaluation	On or before the last day of the semester	Employer
14	Grade Report	On the last day of the term	Faculty Coordinator, Student

Once all documentation has been completed and all required signatures obtained, including student, employer, and faculty coordinator, folders must be submitted to the Vice President of Instruction & Student Services for final review.

- The VP's signature is required on relevant forms and must reflect the same date as indicated on each form by the initial signatories.
- No documentation is considered complete or official until all signatures are secured and verified.

The Faculty Coordinator is responsible for ensuring that all required documentation is collected and submitted in compliance with the timelines listed above. Student folders should be reviewed periodically for completeness and accuracy. All documentation must be stored in accordance with institutional records retention policies and NCCCS audit requirements.

WBL placements shall be made with employers and supervisors who meet institutional and program-specific criteria for providing educationally sound, supervised learning experiences. Preference shall be given to partners with established agreements and who can support measurable learning objectives related to students' academic and career goals.

### **Clinical Practice Procedure**

Clinical practice is a structured, staff-directed learning experience designed to build job skill proficiency in approved health occupation courses. To remain in compliance with state policy and institutional requirements, all clinical activity must be documented, supervised, and reported according to the guidelines outlined below.

### **Definition and Approval**

- **Clinical Practice Definition:** A supervised, structured learning experience in a health occupation-related course intended to develop practical job skills.
- **Course Approval:** Clinical practice is only permitted in health occupation-related courses listed in the Combined Course Library that explicitly include a clinical component in the course description as approved by the State Board of Community Colleges.

### **Supervision and Instruction of Clinical Practice**

- **Qualified Supervision:** Clinical instruction must be supervised by a qualified faculty member, clinical instructor, or preceptor, as defined by the relevant program accrediting or approving body.
- **Compliance with Regulatory Limits:** Clinical hours per course section must not exceed the maximums set by licensing agencies or accrediting bodies associated with the program.

### **Budget and Reporting of Clinical Hours**

- **Budget FTE:** Clinical experience earns budget Full-Time Equivalent (FTE) at the 100% rate for valid student membership hours.
- **Reporting Standards:** All clinical hours must be reported in accordance with 1G SBCCC 200.94, ensuring consistency with North Carolina Community College System standards.

### **Documentation and Compliance of Clinical Hours**

To ensure Montgomery Community College remains in compliance with all clinical documentation requirements:

- Clinical Time Sheet Required: Each student enrolled in a course with a clinical component must complete a Clinical Time Sheet for the duration of the course.
- Instructor Review and Submission (Instructor's responsibility):
  - Review each student's time sheet for accuracy.
  - Ensure all sections are completed in full.
  - Sign the time sheet upon final review.
  - Submit completed and signed time sheets to the Registrar's Office at the end of each semester.
- Retention of Records: College personnel must ensure clinical documentation is retained and readily available for compliance, audit, or accrediting body review.

See the Forms section below to review the *Montgomery Community College Clinical Time Sheet Form*.

### **Live Projects**

According to State Board Policy 4.2.2 -Live Client Projects, live client projects are defined as: (1) educational programs in which students, as part of their educational experiences and as part of the instructions course requirements, repair or remodel non-college owned personal or real property; or (2) educational programs that construct structures that are sold, produce goods that are sold, or provide services for a fee, such as structures, goods or services being the normal and necessary product of learning activities of students.

Live client projects are intended to be used exclusively as an educational and learning activity for students and shall not be used as a revenue-generating activity to compete with commercial businesses.

Live client projects that are owned by private individuals are subject to the guidelines set forth in the Live Client Project Procedures.

### **Approval for Live Projects**

A. Program Based Live Client Projects: For College programs that have a clinical/lab component which are open to the public a routine part of the curriculum and program, the Dean or designee responsible for the program shall make an annual report at the end of each semester to the Vice President of Instruction & Student Services regarding live client projects. The Vice President is authorized to approve the continued use of live client projects for these programs.

B. Specific Live Client Projects: If an instructor desires to implement a specific or new live client project, the instructor shall provide a completed Request for Live Project form to the program's Dean for approval. This approval may be by Live Project Request Form (external clients) or

through Etrieve Internal Forms (internal MCC employees). A Live Client Project shall not begin without obtaining the Request for Live Project form.

The utilization of live projects for a curriculum program shall be based on the following criteria:

- Projects that are appropriate to the current subject material being taught. Projects that facilitate meeting current course objectives.
- Projects that can be reasonably accomplished given the time constraints of the course.
- Projects that do not align with current learning course subject material shall not be accepted.

Preference shall be given to current students, employees and Trustees of MCC in selecting clients for live projects. When, however, it becomes necessary to solicit outside clients in order to provide students with enough experience to carry out the desired live project, the instructor responsible for the live project shall adopt specific, written criteria for selecting outside clients. The criteria must be approved by the Dean of the division and the Vice President of Instruction & Student Services and shall not be inconsistent with the State Board Code.

The course instructor has discretion on whether or not to undertake a project on the basis of whether or not it fits in with the course curriculum. In all project selections, the project shall align with the current course content. The instructor will notify the client whether or not the project is accepted, the estimated start and completion date as well as any parts or materials required for the project.

### **In-House Projects**

All work projects dealing with College equipment or buildings must be approved by the appropriate instructor, division Dean, Vice President of Administrative Services, Vice President of Instruction & Student Services and President.

### **Emergency Live Projects**

Live projects which are determined to be emergencies revolve around incidents in which functions or components of a home or vehicle become inoperable or nonfunctional and commercial help is not available for such a time as to create a severe hardship on the party affected. Emergency Live Project Requests will be approved by the appropriate instructor, division Dean, Vice President of Instruction & Student Services and President.

### **Charges and Payments for Live Projects**

Under State Board Code, the College is authorized to charge clients for goods and services produced through live projects. For live projects involving repair or remodeling non-College owned personal and/or real property, the owner of the property shall supply or pay for all parts required. For live projects involving the construction of structures that are sold, produced goods that are sold, or services that are provided, the College shall charge the client for the

value of the structures, goods and/or services. Project receipts shall be deposited into an unrestricted institutional account.

It is preferred that the Parts/Supplies for each project be provided by the individual requesting.

The instructor may, at his/her sole discretion, order necessary supplies directly from the supplier as long as those costs involved are repaid prior to release of the project. The purchase must be made through the Business Office by utilizing the College's Etrieve system, with the applicable institutional account noted on the request. Clients must pay costs directly to the Business Office before the project can be released. The Business Office will issue a receipt after payment, which must be presented to the appropriate instructor as a basis for releasing the project. At no time shall the instructor accept any payment directly.

Travel expenses to and from an off-campus live project site may also be charged to the client at the current mileage rate for private vehicles. Instructors will complete the standard Travel Authorization and Reimbursement form in Etrieve. Student travel expense to an off-site live project will be handled on an individual basis between the instructor and the student then approved by the program's Dean. If travel to and from a requested live project site is deemed excessive the project may be denied.

Curriculum supplies used solely as teaching aids will not be subject to billing provided they remain the property of the College or are expendable.

No instructor or other employee of the College is to receive personal monetary gain from live projects. Per the College's Purchasing Manual, the intent and appearance of unethical or compromising practices in relationships, actions and communications must be avoided. College employees must refrain from any private business or professional activity that would create a conflict between personal interests and the interests of the institution. Therefore, live project supplies shall not be purchased from an employee's personal business, nor will the employee sell any live projects through his/her business.

No instructor or employee from the college is to bring projects from the individuals owned business for students to complete work that will be returned to the business for sale.

All costs that otherwise would not have been incurred absent the live client project shall be supported by funds from the College's account that receives the live client project receipts and shall not be supported from State funds. These costs include, but are not limited to: supplies and materials used in producing the good or service; additional personnel required to serve clients; specialized equipment; liability insurance; and other costs directly related to the live client project as distinguished from an instructional program that does not produce income. In the context of construction live client projects, these costs include, but are not limited to: all building materials; land; land improvements; amounts paid to subcontractors for work not performed by college students or employees; any actual interest paid on construction loans or financing arrangements provided for by a partnering third-party entity; and any legal fees and

closing costs that may be required. Live client project receipts may also be used to supplement instructional costs of those programs engaging in live client projects. The instructor responsible for the live project shall maintain detailed records so that the College may prepare annual financial statements and a complete audit of the account may be made after the close of the fiscal year.

Where federal programs are involved, federal regulations do not permit goods to be sold. In such programs, goods produced may be used for the benefit of the College or donated to another nonprofit charitable organization, educational agency or institution.

For live projects that involve the repair of equipment purchased with State funds or Federal surplus property, the repair of this equipment and its sale as surplus shall follow the State Division of Purchase and Contract regulations. The proceeds of such sales shall be deposited with the State Board of Community Colleges and credited to the College's equipment budget.

The College may use a combination of State funds and live client project receipts to support costs associated with providing services to patrons, such as dental hygiene services.

If the college decides to discontinue a live client project activity, any unexpended funds in the live client project institutional account shall be used for other live client projects or used consistent with the provisions of 1E SBCCC 700.7.

### **Construction Live Projects**

The College shall not engage in live client construction projects that repair or remodel property for companies or individuals that are in the construction business, unless the property undergoing repair or remodeling is used in the usual course of the business and is not being resold.

For construction live client projects where a permanent building is constructed on the College's campus or on property owned by the College, the College shall follow all requirements of the General Statutes in acquiring the building materials and any subcontracted work, as well as in disposing of the building and property. College employees on the College's permanent payroll are permitted to perform construction or repair work as long as project costs do not exceed the maximum thresholds established in G.S. 143-135. A project cannot be subdivided to evade the provisions of G.S. 143-135.

### **Liability**

Prior to entering into any live client projects, the instructor for the live project must initiate the process to obtain all the appropriate signatures on the Request for Live Project form. The participating clients must sign the form, acknowledging the waiving of all liability for work, projects and services provided by the College. The participating clients shall assume any and all risk, as well as all future liability, for the live client project when the College declares the students/instructor(s) involvement terminated and the live client project finished. No item held

by the college shall be deemed a live project or the responsibility of college officials until the appropriate form has been submitted and approved.

When a live project has been completed, the property owner will be notified. As applicable, the property owner will have six months to retain their property. If the owner fails to retain the live project property within the six-month timeframe the item will become property of the college and disposed of as the college sees fit.

It is not the intent of the programs at Montgomery Community College to be of a production nature, but in that some projects require costly supplies and materials, it is simply sound economic policy to dispose of these products in such a way as to replenish supplies and materials when possible. Monetary gain is not the objective in the disposal of goods and services.

# Student Services

## **Student Services Overview**

Student Services functions and services, as described below, implement the comprehensive goal of student services as an educational and learning process designed to ensure academic success and personal development of all students. The Student Services Division shares the critical task of facilitating or directly bringing the resources of the college to bear on the educationally related needs of the students.

Student Services provides or assists in providing the following functions and services in the context of a campus-wide, shared commitment to the success of students. It is through a philosophy of partnerships and collaboration that Montgomery Community College can facilitate the achievement of its students' aspirations and goals.

Student Services helps provide for five (5) basic institutional functions:

1. Preparation for academic success
2. Academic support services for enrolled students
3. Enrollment management
4. Administrative services
5. Transition to work and further education

The following services listed under each function are focused on the development of students as individuals and as group members.

### **1. Function: Preparation for Academic Success**

#### *Services*

- Admissions, career planning, educational, and personal counseling
- Financial aid
- Orientation
- Services to students with special needs
- Transitional services to high school students
- Veteran services

### **2. Function: Academic Support Services for Enrolled Students**

#### *Services*

- Health services information
- Housing information
- Monitoring academic progress
- Promoting good academic skills (study skills, test-taking skills, time management, etc.)
- Tutoring programs

### **3. Function: Enrollment Management**

#### *Services*

- Recruitment
- Registration
- Retention

### **4. Function: Administrative Services**

#### *Services*

- General college policies
- Graduation services
- Institutional & community committees
- Institutional, state, federal, & SACS reports
- Managing human & physical resources
- Planning and evaluation
- Staff development
- Student discipline & grievance
- Student records

### **5. Function: Transition to Work and Further Education**

#### *Services*

- Educational institutions
- Employment skills workshops
- Job development & placement
- On-campus visits from four-year institutions
- Recommendations & transcripts
- Transfer articulation & counseling to employers & other agencies

### **Admission of Students into Class**

Class rosters are available through Self-Service at the start of the term. For a printed copy of the class roster, email [registrar@montgomery.edu](mailto:registrar@montgomery.edu), and the Registrar's Office will provide a printed version.

Students listed on the roster are officially registered for the course. If a student's name does not appear on the Self-Service roster, they are not officially registered and must visit Students Services (The Legend Center, Building 100) to complete their registration.

Please be aware that roster changes may occur prior to the 10% census date due to late registration and the drop/add period during the first few days of the term. Always refer to Self-Service for the most up-to-date list of students enrolled.

If a student is listed on the roster but does not attend class within the first one to two days, reach out to the student. Emphasize the importance of attending class and remind the student of the college's attendance policy as stated in the course syllabus. If the student no longer wishes to attend, direct the to the Registrar's Office (Building 100, Room 130) to withdraw from the course.

For CCP (Career and College Promise) and Early College student, if they wish to withdraw, they must obtain permission from their local high school. Direct these students to Keri Myrick or Lynn Epps for assistance. These students may also need help accessing Blackboard, MCC email, finding their classroom locations, or dealing with other high school obligations. Early communication with Success Navigators/Advisors is key for timely interventions and informed decisions about dropping or adding courses.

If a student shows up after the 10% census date, notify the Registrar's Office immediately. The Registrar will evaluate the situation and determine possible options. Approval from the Vice President of Instruction & Student Services is required for students entering the class after the census date.

Maintaining accurate attendance and registration records is critical. Many students at MCC receive veteran benefits or other types of financial aid. Inaccurate attendance or registration could result in overpayments of funds, for which the instructor may be liable.

For questions or concerns regarding class rosters, registration, or attendance, please contact the Registrar's Office for further assistance. For questions on financial aid services, please contact the Financial Aid office.

### **Attendance of Students in Class**

Ensure that all students understand and receive a copy of the attendance policy included in the course syllabus. The attendance policy is published in the College Catalog and Student Handbook, both of which are available on the MCC website.

Students are expected to attend all scheduled classes for which they are registered. Although special circumstances may cause a student to be absent, regular attendance is essential to satisfy regular course objectives. Students who anticipate an absence should contact the instructor before the class meets. Should prior notice to the instructor be impossible, the student should expect to explain the absence upon returning to class.

All work missed during absences must be made up. Failure to make up work which is missed will adversely affect the student's final grade for the course.

To receive credit for most courses, a student must attend 80% of class and 80% of lab hours. When absences total more than 20% of the total contact hours for the course, the student will be unofficially dropped from the class. If extenuating circumstances exist, the student may submit an appeal and request readmission to the class. The Vice President of Instruction &

Student Services, upon consultation with the instructor and/or division Dean/Program Head, will review the appeal and make the final determination concerning readmission. Reinstatement will only be considered with the absence was due to unforeseeable and uncontrollable circumstances.

When students are absent from class excessively, the instructor should initiate follow-up procedures by (1) contacting the student and (2) notifying the Counselor/Success Navigator prior to the student missing 20% of the class. (Some programs may have more specific policies due to clinical and lab hour requirements.)

Additionally, instructors must notify Student Services in writing (Unofficial Drop Form) when dropping a student from their class. The *Unofficial Withdrawal Notice by Instructor* form is available in Etrieve; instructors may contact the Registrar's office for more information.

Some programs/courses have stricter attendance requirements than the general 80% policy. Details about attendance requirements for a specific course or program should be included on each course syllabus. Instructors, Department Chairs, and the division Dean can provide further guidance on attendance policies for their respective programs.

It is crucial that instructors notify both the Registrar's Office and the Financial Aid office if a student is no longer attending class. This notification helps prevent financial aid overpayments and reduces the likelihood of instructors being held liable for a such overpayments due to failure to report attendance issues. The Veterans Administration and other sponsoring financial aid agencies require notification of non-attendance within a limited time frame, mostly within 30 days of the student's last date of attendance.

Students may add or drop courses within the first two to three days of the term. After the 10% census date, students may no longer be added to a course without special approval. Special requests to add students after the census date must be approved by the Vice President of Instruction & Student Services.

Financial Aid requires students to register for all courses by the beginning of the term for the courses they intend to complete, even if those courses begin later in the term. Failure to adhere to these registration timelines may impact financial aid eligibility and could result in an overpayment.

### **Unofficial Withdrawal by Instructor**

Instructors are required to regularly track student attendance throughout the semester. If a student exceeds the 20% absence limit set by the attendance policy, the instructor must take action to drop the student from the course.

Once a student's absences exceed 20% of the course contact hours, complete and submit the Unofficial Withdrawal by Instructor form through Etrieve. This form will officially remove the student from the course, and they will be assigned an "FA" grade (Failure to Attend).

It is the student's responsibility to request that the "FA" grade be changed to a "W" (Withdrawal) by the term deadline. Refer to the Academic Calendar for the deadline date for such requests.

If the student is a CCP (Career and College Promise) or Early College student, any attendance concerns or action must be directed to:

- (Early College) Lynn Epps at [eppl3627@montgomery.edu](mailto:eppl3627@montgomery.edu)
- (CCP) Keri Myrick at [myrickk2650@montgomery.edu](mailto:myrickk2650@montgomery.edu)

If the student requests to appeal the decision of being dropped due to excessive absences, they must contact the Vice President of Instruction & Student Services to initiate the appeal process. The student should reach out to the Assistant to the Vice President of Instruction & Student Services at [burra5727@montgomery.edu](mailto:burra5727@montgomery.edu).

### **Official Withdrawal**

A student may voluntarily withdraw from his/her courses at any time prior to the 75% point of the term. Students who withdraw before the 75% mark will receive a grade of "W", which will not impact their GPA but will appear on their official transcript. Withdrawal requests must be processed through the proper channels, and students are advised to consult with their instructor, Success Navigator, MCC Counselor, or advisor before requesting to withdraw. For Financial Aid recipients, they should also consult with the Financial Aid office prior to withdrawing to discuss possible financial aid impacts. It is crucial that the student understands the potential impact on their academic progress and future financial aid eligibility.

Students who stop attending classes without completing an official withdrawal will be administratively withdrawn by the instructor and receive a grade of "FA" (Failure to Attend), which is treated as an "F" for GPA calculation purposes. To avoid this, students must officially withdraw to avoid receiving an "FA" or "U" grade.

Students wishing to withdraw after the 75% mark of the term must request an exception for extenuating circumstances such as medical issues, family problems, or relocation. The instructor must recommend the withdrawal and provide the reason for the exception on the withdrawal form or on an attached note, signed or approved by the instructor. The Vice President of Instruction & Student Services will review the request and determine if a grade of "W" will be granted after the 75% date.

Special credit students, including those in certain programs, will automatically receive a "W" grade if they drop or stop attending any class during the term, regardless of the withdrawal date.

**Important Note:** Instructors must decide on the appropriate grade (withdrawal or failure) based on the circumstances and clearly indicate the reason on the withdrawal form if the student is being given a non-punitive grade (W).

### **MCC Attendance & Census Procedures**

MCC's curriculum budget relies on the Full-Time Equivalent (FTE) students enrolled by the 10% census period each term. Timely and accurate attendance is critical for proper reporting to the North Carolina Community College System Office.

Instructors will use Self-Service to track attendance and mark the entry date (E) for each student listed on the roster. If a student does not attend by the 10% date, instructors should mark them as "No Show" in the designated space in Self-Service. After the 10% census date, instructors must electronically sign and certify the roster to confirm attendance. This helps report accurate FTEs to the North Carolina Community College System Office.

Instructors are required to continue using Self Service for ongoing attendance tracking throughout the term. Instructors should access and update rosters regularly (preferably daily, but at least once or twice per week). This ensures that attendance is correctly recorded in all relevant systems, such as Watermark.

At the end of the term, instructors must finalize the roster and ensure that the Last Date of Attendance (LDA) is recorded for any students who have been withdrawn or dropped during the term.

Final grades must be submitted through Self Service and are due within 24 hours after the final class meeting.

### **Key Points to Remember:**

- The 10% census date is vital for MCC's budget and FTE reporting, so timely and accurate attendance tracking is essential.
- Always check the "No Show" box for students who never attend before certifying the roster after the 10% census date.
- At the end of the term, finalize attendance records and make sure to accurately record Last Date of Attendance (LDA) for withdrawn or dropped students.
- Submit final grades within 24 hours of the last class meeting to ensure timely processing.

### **Counseling Services**

MCC offers confidential academic and personal counseling to students. Instructors who have concerns about a student's health, safety, academic status, or other issues should contact the MCC Counselor.

Counseling staff help students:

- Understand curriculum programs and career options.
- Discuss educational planning and personal/life skills.
- Support students with documented disabilities.
- Offer academic assistance, including tutorial services.
- Provide referrals to community resources and agencies when needed.

Students can access counseling services on a walk-in basis or schedule an appointment. The counseling offices are located in Blair Hall (Building 100), Room 129.

### **Disability Services**

If a student requests accommodations or discloses a disability, instructors should refer the student to Counseling Services for proper support and processing. The referral process can be done in two ways:

1. Using the Watermark system: Instructors can refer students electronically through the system.
2. In-person referral: Instructors can personally walk the student to Counseling Services to make an introduction.

The instructor should direct the student to the Counseling Office where Counseling staff will explain the process for obtaining accommodations. Counseling staff will assist students in obtaining the necessary documentation for their disability. Once reasonable accommodations are approved by Counseling Services, an accommodation letter will be provided to the student and their instructors.

The disability diagnosis and related information will not be shared outside of Counseling Services without the student's explicit consent. Instructors should not provide accommodations without first consulting with Counseling Services and obtaining official approval.

Instructors should reach out to Counseling staff with any questions or if they need clarification regarding accommodations for a student.

### **Title IX**

Title IX of the Education Amendments of 1972 is a federal law that prohibits discrimination based on sex in education programs and activities. This includes, but is not limited to, sexual harassment, sexual violence (such as sexual assault, coercion, or non-consensual sexual acts), and gender-based harassment, which may involve verbal, nonverbal, or physical aggression or hostility based on sex or sex-stereotyping.

Montgomery Community College (MCC) is committed to maintaining an environment free from all forms of unlawful discrimination and harassment. The College does not tolerate discrimination on the basis of race, color, religion, gender, national origin, age, disability, sexual

orientation, gender identity or expression, pregnancy, genetic information, political affiliation, or veteran status in any of its programs, activities, or employment practices.

Any student or employee who believes they have experienced gender-based discrimination or harassment is encouraged to report the matter to a Title IX Coordinator or a trusted College employee. The College will respond promptly to reports, ensure individual safety, and take steps to prevent recurrence.

For Title IX matters, contact:

Hollie Ritter  
**Title IX Coordinator for Students**  
[ritterh0865@montgomery.edu](mailto:ritterh0865@montgomery.edu)  
910-898-9619

Amy Goodwin  
**Title IX Coordinator for Employees**  
[goodwina5352@montgomery.edu](mailto:goodwina5352@montgomery.edu)  
910-898-9634

Relevant policies include Policy 3.3.7 and 5.3.4 and associated procedures addressing both sexual harassment and other forms of unlawful discrimination.

### **Tutoring Services**

Montgomery Community College offers tutoring services to assist students in achieving academic success. These services include both online tutoring through the Academic Counseling Exchange (ACE) and in-person tutoring available on campus.

ACE tutoring is a free online platform available daily from 10:00 am until 4:00 am, 7 days a week. ACE tutors assist with Math, Science, Writing, and Business.

Students can also participate in free in-person tutoring sessions, available during scheduled days and times on campus. More information on specific times and availability can be obtained through Counseling Services.

### **Watermark**

The use of the Watermark Retention and Engagement platform is an essential part of the institution's retention efforts. By actively engaging with this platform, faculty can help track student progress, initiate early interventions, and collaborate with campus support services. This collaborative approach plays a critical role in improving student success and retention. Faculty members are expected to utilize Watermark to foster a supportive environment conducive to student achievement.

Watermark Retention and Engagement platform is a web-based and mobile app system designed to support early alert initiatives and student success. The platform allows students and MCC employees to track student performance including attendance, grades, and other information that influence student retention. Students, instructors and/or Success Navigators may receive messages either by email or text from Faculty or Staff regarding performance, potential issues, or meeting requests.

Faculty can access Watermark through the following methods:

1. Via Techtrail on the MCC Homepage:
  - Go to the MCC homepage at [www.montgomery.edu](http://www.montgomery.edu).
  - Click on Techtrail on the homepage.
  - From the drop-down menu, select Watermark to log in to the system.
2. Via the MCC Intranet:
  - Go to the MCC homepage at [www.montgomery.edu](http://www.montgomery.edu).
  - Click on Info For and choose Faculty & Staff from the drop down menu.
  - Log in using your MCC credentials.
  - On the Intranet homepage, locate and click on the Employee Links section.
  - Click on the Watermark link.

### **Course Repeat Policy**

Curriculum courses with earned grades of “D” or “F” may be repeated. Courses with earned grades of “C” or higher may be repeated as long as repetition of the course does not conflict with other established policies. When courses are repeated, the highest earned grade and hours will be computed in the cumulative grade point average. The first course (grade and hours) will be shown on the transcript and will not be included in the cumulative grade point calculations.

### **Course Substitutions**

When it is determined to be in the best interest of the student’s declared educational objective, appropriate courses may be substituted for other courses for graduation purposes. Necessary course substitutions within the major field (courses reflecting the prefix of the student’s major curriculum) require the approval of the Vice President of Instruction & Student Services. Course substitutions from curriculums outside the student’s major area, which have been made for the purpose of addressing the general education or related course requirements, must be approved by the division Dean or Program Head. To request a course substitution, the instructor or Department Chair should complete the Course Substitution Request Form located in Etrieve.

### **Credit-By-Examination**

Advanced placement is offered to students, who, because of their demonstrated abilities, are qualified to accelerate their studies. To earn advanced placement, a student may take a proficiency examination in most subject areas which demonstrates a mastery of theory and practical application.

Students must register for the course for which they desire to attempt the credit-by-examination. The course must appear on the class schedule for that term. Only extenuating circumstances concerning graduation requirements may allow the examination to be given at other times. Special certification showing graduation need must be obtained by the College Registrar.

The credit-by-examination may only be attempted once for each course. A student who has previously received a grade of “D,” “F,” “FA,” or “I” for the course is not eligible to attempt a credit-by- examination for that course. Students may not complete more than 25% of the course work required for their curriculum through credit-by-examination.

The credit-by-examination should be completed by the 10% period of the term of application for credit to be awarded. A passing grade of 78% is required for credit to be awarded. The recorded grade is “CE” and carries no grade points. Credit hours are not used in computing financial aid or veteran assistance awards. The instructor will report the grade to the Registrar’s Office within 24 hours after giving the examination. Upon successful completion of the examination, it is the student’s responsibility to complete a drop/add form. Tuition refunds will not be given for credit hours earned through credit-by- examination.

### **Grading Procedures**

An explanation of the grading system is found in the College Catalog and Student Handbook.

### **Grade Appeal Procedures**

Pursuant Board Policy 5.2.5 – Grade Appeal, all students enrolled in classes at Montgomery Community College have the right to contest grades assigned to them. The following procedures should be followed:

1. Students should schedule an appointment to discuss the matter with the instructor who has assigned the grade and request that the instructor review the basis for the grade. If the disagreement about the grade is resolved in this discussion, grade change action, where needed, should originate through the instructor.
2. If not resolved here, the student may present his/her case in writing to the appropriate Dean.
3. A final review may be made by the Vice President of Instruction & Student Services in consultation with all individuals involved. If the grade is declared invalid and set aside, the student may be given a comprehensive examination by the department involved to establish a grade.

The right to contest a grade expires at the end of the term following the one in which the grade was assigned. The time limit will be waived only in unusual circumstances. When a student contests a grade assigned by an instructor no longer employed by the college, Step One above does not apply. The Grade Contesting Policy should be followed to prevent future academic probation or suspension action. This is the first step in the appeals process for academic probation and suspension policies.

\*The right to contest expires at the end of term following the one in which the grade was assigned. The time limit will only be waived in unusual circumstances.

## **Faculty Work Schedule & Office Procedures**

To ensure clear communication and maintain organizational efficiency, faculty members should follow the guidelines outlined for their work schedules and office procedures:

Faculty should have their work schedule clearly posted outside their office door. This schedule should be updated every semester and include:

- Campus arrival and end time
- Class designations (days, times, and locations)
- Office hours
- Lunch breaks
- Any consistent meetings or scheduled commitments

Faculty should email their work schedule to the Assistant to the Vice President of Instruction & Student Services and also share it with the division Dean to keep an updated record.

If faculty attend a meeting, leave for an extended period, or depart earlier than scheduled, they should post a note on their office door indicating their return date and time. In the case of unexpected absences (e.g., illness), faculty should notify their Department Chair or division Dean. The Department Chair or division Dean will post a note on the office door to inform others about the absence and may include a return date/time if known. It is also helpful for faculty to contact the Information Desk in Student Services so that staff can direct students and visitors appropriately.

It's encouraged that faculty identify a hall "buddy" who can assist with class coverage in case of unexpected absences. In case of an unexpected absence, the instructor should arrange with the "buddy" for class coverage and inform their supervisor about the situation. Faculty should also complete the *Leave Request* form through Time Clock Plus to formally request time off.

## **Student Code of Conduct/Student Discipline**

All students and staff have the right to a safe, peaceful, and honest educational environment. Therefore, when in the judgment of college officials, a student's conduct disrupts or threatens to disrupt the college community, appropriate disciplinary action will be taken to restore and protect the safety, peace, and integrity of the community.

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and conduct. The purpose of the Student Code is not to restrict student freedoms but to protect the rights of individuals in their academic pursuits. The Student Code is published in the College Catalog & Student Handbook which is available on the college's website.

### **Behavioral Intervention**

The College has an obligation to provide a safe place for its students to learn and a safe place for its employees to work. When any College employees or students have a concern about a student's potential to have a negative consequence on the safety of College employees, other students or themselves, they are encouraged to report the matter to the Vice President of Instruction & Student Services.

College employees or students who are concerned about a student displaying elevated levels of distress, disturbance, or dysregulation (e.g. suicidal thoughts or impulses, violent and aggressive impulses, depression, disruptive behavior, physical or sexual abuse) or displaying behavior that poses a direct threat to the health, welfare and safety of the College community are encouraged to contact the Vice President of Instruction & Student Services or the College Counselor.

### **Anti-Hazing**

Montgomery Community College strictly prohibits hazing in any form, recognizing its potential to cause physical, emotional, and psychological harm. Hazing is defined as any intentional or reckless act that endangers the health or safety of a student in connection with joining, affiliating with, or maintaining membership in a student organization. This includes, but is not limited to, forced consumption of substances, physical abuse, humiliation, sleep deprivation, and actions that interfere with a student's academic pursuits. All students, employees, and affiliated organizations are expected to uphold a safe, respectful, and inclusive campus environment. Hazing incidents must be reported to the appropriate College official, and reports will be thoroughly investigated. Students or employees found responsible may face serious disciplinary action, including suspension, expulsion, or termination. The College also provides annual education, training, and prevention programs to raise awareness and promote positive group development. More information, including the full procedure, is available on the College's website and in the College Catalog & Student Handbook.

## **Student Government Association/Clubs**

### **Student Government Association**

The Student Government Association (SGA) represents the official voice of the student body. It coordinates and regulates student activities on campus, serving as a primary avenue for student input and involvement. The President of the SGA holds a non-voting position on the College's Board of Trustees, providing a direct link between students and the administration.

Officers are elected annually and consist of a President, a Secretary/Treasurer, a Day Vice-President, and an Evening Vice-President. Various student activities and publications are supervised and approved by the SGA, SGA Advisor, Dean of Student Services, and Vice President of Instruction & Student Services. The SGA Constitution is included in the Student Handbook.

The SGA meets regularly throughout the semester. The SGA Secretary takes minutes during the meetings, which are then provided to the SGA Advisor/Success Navigator for record-keeping. The minutes document the discussions, agreements on activities, and the budget for each planned event. The SGA is responsible for planning campus-wide activities and events, such as festivals, student morale boosters, and other student-focused initiatives. The SGA must use student fees to fund the planning of these activities and must adhere to sound fiscal management practices to ensure that funds are allocated appropriately.

After determining the activities for the semester, the SGA Advisor/Success Navigator prepares a proposal that includes:

- The activities/events planned.
- The allowable budget for each event.

This proposal is submitted to the Dean of Student Services and the Vice President of Instruction & Student Services for review and approval. The Dean of Student Services or Vice President of Instruction & Student Services will then present the proposal to the President's Cabinet for official approval. The Cabinet's decision on whether to approve the proposal will be communicated to the SGA Advisor/Success Navigator.

Once the SGA Advisor/Success Navigator receives the Cabinet's decision, they will inform the SGA of the approval or any changes. The SGA Advisor/Success Navigator will work with the SGA to move forward with planning, marketing, and organizing the events, ensuring compliance with the college's policies and procedures.

### **Student Clubs**

Student organizations are encouraged at Montgomery Community College. Montgomery Community College supports student involvement in extracurricular activities, believing that these activities complement the academic experience. Students are encouraged to participate in various campus activities, provided they align with sound educational practices.

Clubs wishing to organize or participate in any community service projects, campus activities, events, or fundraising projects must submit a request for approval to the division Dean and SGA Advisor/Success Navigator. The request should include:

- Date and Location of the activity/event.
- Detailed Description of the club's plans for participation (including roles, responsibilities, and objectives for the event/project).
- Meeting minutes discussing the clubs proposal and agreement from its members to move forward.

The SGA Advisor/Success Navigator will share the request with the Dean of Student Services and Vice President of Instruction & Student Services for review. The Dean of Student Services or Vice President of Instruction & Student Services will provide notice to the President's Cabinet

for official approval. The Cabinet's decision on whether the request is approved will be communicated to the SGA Advisor/Success Navigator. The SGA Advisor/Success Navigator will then share the Cabinet's decision with the Club Advisor.

The SGA Advisor/Success Navigator will collaborate with the Club Advisor to ensure that the marketing of the approved activity/event is done appropriately and in alignment with college guidelines and expectations.

All clubs follow the same procedures and regulations for fiscal accountability and governance responsibilities as other administrative areas at the College. All clubs are responsible for undergoing appropriate audit accountability as with any other area in the College.

Student clubs and organizations may engage in fundraising activities, subject to guidelines and regulations set by the College President and relevant departments.

In compliance with North Carolina General Statutes, raffles are generally prohibited. However, non-profit student clubs may hold up to two raffles per year, with total cash prizes not exceeding \$10,000 annually.

Clubs are encouraged to explore alternative fundraising methods beyond raffles.

Clubs may sell pre-packaged food items or items professionally prepared by a permitted entity (e.g., bottled soft drinks, wrapped sandwiches, pre-packaged desserts). Clubs must have prior written permission from the College President or designee to sell any food not pre-packaged (e.g., tacos, hot dogs, sandwiches). The sale of potentially hazardous foods is prohibited without specific authorization from the President or designee, and all sales must comply with local Health Department regulations. Food sales by clubs must occur no more frequently than once per month and should not exceed two consecutive days.

\*All club meeting minutes should be submitted to the SGA Advisor/Success Navigator following club meetings.

Any student group desiring to form a club must submit a petition to the SGA Board. The petition must include the name of a Montgomery Community College faculty or staff member who has agreed to serve as the advisor for the club, the names of the club's organizers, a constitution, and by-laws. The Vice President of Instruction & Student Services must approve the petition before it is forwarded to the SGA and will present it to the President's Administrative Cabinet for final approval. Additional information may be found in the College Catalog & Student Handbook.

### **Student Ambassadors**

The MCC Student Ambassadors are an honorary group of students selected to represent the College in public relations efforts and to act as liaisons between the College, its students, and

the local community. Ambassadors play a key role in promoting the College's mission, values, and events, while also fostering positive relationships within the community.

Students who wish to become Student Ambassadors must meet certain eligibility criteria set by the College. During the Spring term, eligible students will receive a letter from Student Services inviting them to apply for a position. Interviews and selections will be conducted prior to the end of the Spring term. The chosen Student Ambassadors will begin their service at the Spring Graduation ceremony, marking the start of their term.

Student Ambassadors will serve for the following academic year. They will undergo leadership training and orientation to MCC programs and participate in scheduled activities and functions throughout the summer, fall, and spring terms.

Staff and faculty who wish to utilize the services provided by the Student Ambassadors (e.g., representing the College at events or assisting with various functions) should contact the Dean of Student Services and the Success Navigator for assistance in coordinating these services.

# Academic Advising

## **Success Navigators/Advising**

Success Navigators play a crucial role in supporting students from the admissions process all the way through their academic journey. Located in the Legend Center, Success Navigators are dedicated to helping students with retention, progress, and success throughout their studies at MCC. They work closely with students to ensure that they receive the guidance and support needed to excel academically and meet their career goals.

### **Responsibilities and Services Provided by Success Navigators:**

- 1. General Information:**  
Success Navigators provide students with information on MCC's policies, procedures, services, and programs, ensuring students understand what resources are available to them.
- 2. Goal and Course Selection:**  
Success Navigators assist students in selecting academic goals, courses, and opportunities that match their interests and abilities. They offer guidance in making decisions that will set students up for success in their programs.
- 3. Program/major Information:**  
Success Navigators provide specific information about various programs and majors, helping students understand the details of each field of study.
- 4. Exploring Outcomes:**  
They help students explore the outcomes of their academic choices and potential career paths, offering valuable insights into future prospects based on their chosen program.
- 5. Support and Recommendations:**  
Success Navigators offer ongoing recommendations and support, ensuring students receive guidance throughout their academic careers.
- 6. Addressing Concerns:**  
They answer any questions and address concerns related to academic or career goals, providing the necessary support to keep students on track.
- 7. Schedule Planning and Registration:**  
Success Navigators help students plan their class schedules and assist with registration for courses, ensuring that students' academic paths align with their goals.
- 8. Monitoring Academic Progress:**  
They monitor students' academic progress, using tools like Watermark Student Success & Retention Software to communicate with students and faculty and to track attendance and grades.

In addition to academic advising, Success Navigators can help coordinate tutoring services for courses and connect students with additional support services both on and off campus to enhance their academic success.

Students can reach out to their Success Navigators via Watermark or by email or phone for assistance and support. Success Navigators work closely with students to ensure they are making progress and feel supported throughout their academic journey.

When students declare a program of study, they will be assigned a Success Navigator or Faculty Advisor based on their chosen program. The advisor's role is to guide the student through their academic journey by providing:

- General information about MCC's policies, programs, and services
- Guidance in selecting courses that align with the student's interests and goals
- Specific insights into the chosen program or major
- Support in exploring career outcomes related to their academic choices
- Recommendations and answers to questions regarding academic and career goals
- Help in planning class schedules and registering for classes
- Assistance in developing a complete academic plan
- Ongoing monitoring of academic progress to ensure success

Faculty Advisors and Success Navigators are available during office hours throughout the Fall and Spring semesters, and students are encouraged to reach out or schedule an appointment for personalized support.

Success Navigators are located in the LEGEND Center and play a pivotal role in guiding students through the initial phase of their academic journey. They work with students during their first 24 credit hours in their chosen program to ensure they have the necessary support and resources for success. They continue to assist students throughout their academic journey, providing guidance, answering questions, and monitoring progress until graduation.

Success Navigators focus on students in their early stages, ensuring they receive academic and personal support to help them thrive in their chosen program. Once students successfully complete 24 credit hours and demonstrate academic success, they transition from the Success Navigator to their Faculty Advisor for continued academic advising. The Success Navigator will continue serving as the student's success coach and primary point of contact for any other academic and college-related needs.

After students have completed 24 credit hours, they will be assigned to a Faculty Advisor, typically the Department Chair or division Dean for their specific program. The Faculty Advisor is responsible for offering continued support in areas such as program-specific guidance, career exploration, advanced academic planning, and ensuring the student's progress within the program. They help students make decisions regarding course selection, and academic goals, and ensure alignment with program expectations.

The transition from Success Navigators to Faculty Advisors helps provide students with specialized support as they progress in their academic careers, ensuring they receive the right level of guidance at each stage of their journey.

The Faculty Advisor also plays a crucial role in guiding students throughout their academic and extracurricular activities as they complete their program of study. Advisors are usually Department Chair/Director/program faculty members. Below are key aspects of the advisor's responsibilities:

1. The advisor must be familiar with:
  - College policies and procedures
  - Degree, diploma, and certificate requirements
  - Class schedules, Board Policies, and the College Catalog & Student Handbook
  - Administrative, faculty, and staff resources available to support students.
2. The advisor helps students select courses to meet graduation requirements, assists with registration, and makes recommendations based on the student's goals and academic performance.
3. Advisors have the right to recommend or refuse course selections based on the student's past performance, work load, and academic goals.
4. Advisors are expected to meet with each advisee periodically during the semester. They should maintain office hours for students to discuss any academic concerns.
5. If a student experiences personal issues that may affect their academic performance, the advisor should refer the student to Counseling Services for support.
6. Advisors are kept informed about discipline matters affecting their advisees. They assist students in appealing decisions related to probation, suspension, or expulsion.
7. Advisors are expected to maintain confidentiality in their advisor/advisee relationships.
8. Advisors assist students with registration and, if necessary, make special arrangements for students with scheduling conflicts or other academic needs.

Academic advisors should not handle personal counseling issues. These should be referred to Counseling Services. Advisors should always refer students to Student Services for assistance with non-academic matters or if they are unsure about a policy or issue. Referrals can be made using the Watermark platform.

# Forms

**Work Schedule Template**

<b>Semester Year</b>					
Instructor Name					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00 AM					
8:30 AM					
9:00 AM					
9:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
1:00 PM					
1:30 PM					
2:00 PM					
2:30 PM					
3:00 PM					
3:30 PM					
4:00 PM					

**Any other Instructions for Personnel/Students to be Aware of**


**Make-Up Work Inclement Weather**

To: Curriculum Faculty and Continuing Education Instructors

From: Dr. Natalie Winfree, Vice President of Instruction

Re: Make-Up of Work: Inclement Weather

Date:

Montgomery Community College was closed on the following day(s)/time(s) due to inclement weather:

All classes that are canceled due to inclement weather are required by the State Administrative Code to have documentation on file as to how missed content will be covered. The allowable options are listed below.

Please complete a form for each class missed and return to me by \_\_\_\_\_. This documentation is vital for auditing purposes. I sincerely appreciate your assistance in getting this information. If you have questions, please contact me at **ext. 660**.

<i>Instructor Name</i>	
<i>Course</i>	
<i>Time(s)</i>	
<i>Date(s) Missed</i>	

**Work was made up by:**

<i>Additional assignment (specify type: paper, reading, report, etc.)</i>

<i>This was added to another class meeting (specify date time was added)</i>

Instructor Signature: \_\_\_\_\_

## Syllabus Template



1011 Page Street ▪ Troy, NC 27371 ▪ Phone: 910-898-9600 ▪ Website: [www.montgomery.edu](http://www.montgomery.edu)

## Semester Year (e.g., Fall 2025) Course Syllabus

### COURSE INFORMATION

ABC 101: Course Title

Class Hours:

Lab Hours:

Work Exp./Clinical Hours:

Credit Hours:

Prerequisite(s):

Corequisite(s):

### COURSE DESCRIPTION

Double click the footer at the bottom of this page to edit the last revised date. Use prerequisites and corequisites from the MCC Catalog. Enter course description here. Copy it from the [NCCCS Combined Course Library](#). Click on "Curriculum Courses by Subject" and find the course. Copy its description. Paste as unformatted text (bottom part of Paste button, Keep Text Only) as shown below. You should paste all items into this syllabus as Keep Text Only so that fonts will remain consistent throughout. Click the graphic below. Press Delete key on keyboard.



List the sections, days, times and places of class meetings here.

### INSTRUCTOR INFORMATION

Instructor's Name:

Phone Number:

Office Location:

Instructor Web Page: Remove this line if not needed.

Email Address:

Office Hours:

## REQUIRED TEXTBOOK(S) AND OTHER MATERIALS

Please list anything in this section that is required for the course (required textbooks, optional textbooks, required materials, tools, supplies, etc.). Always include the title, author, publisher (if known), and ISBN of the book(s) or bundle to ensure that students purchase the correct materials if buying somewhere other than the bookstore. It would also be helpful to include a small picture of the cover of the textbook and/or other items. Remember to add alternate text to the picture(s) if you do this.

Textbooks are available in the virtual [MCC Bookstore \(opens in a new window\)](https://www.montgomery.edu/bookstore/) [Direct Link: <https://www.montgomery.edu/bookstore/>]. Read the [bookstore instructions \(opens in a new window\)](https://www.montgomery.edu/wp-content/uploads/bookstore-how-to.pdf) if you need assistance placing your order [Direct Link: <https://www.montgomery.edu/wp-content/uploads/bookstore-how-to.pdf>].

### **Accessibility Compliance SafeAssign:**

<https://www.help.blackboard.com/SafeAssign/Instructor/Accessibility> [Direct Link: <https://www.help.blackboard.com/SafeAssign/Instructor/Accessibility>]

### **Other Technologies:**

Internet access (personal, public such as the MCC Library, Public Library, or available local wifi hotspots).

It is recommended to complete coursework using a desktop or laptop computer rather than a mobile device for full access to all items and functions within the course. A modern, reliable computer should contain the following minimum requirements:

- Internet connection via DSL, cable, or better
- 4GB RAM or more
- Windows 10/11
- Note: A PC is recommended as some classes are not compatible with MAC and Android operating systems.

Microsoft Office 365 Education is available to all MCC students for free. It contains helpful applications for creating reports and presentations. Use your MCC student email address and these instructions from the MCC website [Free Office 365 \(opens in new window\)](https://www.montgomery.edu/free-office-365). [Direct link: <https://www.montgomery.edu/free-office-365>]. You can install it on up to five devices using your MCC student email address. Please see minimum system requirements below.

Minimum system requirements:

**iOS:** iOS 13

**Windows:** Windows 10 build 14393

**Android:** Android OS 7.0

**Web:** Latest version of Safari, Chrome, Edge, or Firefox

**Mac:** MacOS 10.14

Note: If you are trying to install on a tablet, iPad or Chromebook, you will have to download as an app through Google Play, the AppStore or similar. You will be asked to login with your Office 365 credentials to use the apps.

Video Instructions for downloading and installing Office 365 can be found at

<https://www.youtube.com/watch?v=r6BoSbJlL4> [Direct Link:

<https://www.youtube.com/watch?v=r6BoSbJlL4>].

## **ACCESSIBILITY STATEMENT**

If you have a special need that may affect your academic performance and are seeking accommodations, it is your responsibility to inform Disability Services of your request as soon as possible. Disability Services is located in Blair Hall (formerly Building 100), Room 130 or you may contact Disability Services at 910-898-9619. It is important to request accommodations in a timely manner (preferably at least one month prior to registration) so that the request may be considered and approved by Disability Services.

## **TITLE IX: CONFIDENTIALITY AND RESPONSIBLE EMPLOYEE STATEMENT**

Montgomery Community College faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. The College strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Coordinator, Hollie Ritter at 910-898-9619, or email [counseling@montgomery.edu](mailto:counseling@montgomery.edu).

Please be aware that under Title IX of the Education Amendments of 1972, I may be required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services for a counseling referral at 910-898-9619. For more information about reporting options and resources at Montgomery Community College and the community, please visit the Title IX section on the [MCC website \(opens in new window\)](http://www.montgomery.edu/about-mcc/title-ix/). [Direct Link: <https://www.montgomery.edu/about-mcc/title-ix/>].

## **SUCCESS NAVIGATORS**

As an integral component of MCC's Quality Enhancement Plan, each student will be assigned a Success Navigator. This Navigator is provided as a primary point of contact for students and can

assist students with accessing vital college services. This includes advising, registration, financial aid, and access to counseling services. To be connected to your Success Navigator, please call 910-898-9600 or stop in The LEGEND Center located in Student Services.

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**COURSE COMPETENCIES**

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The competencies should be approved by the Department Chair and should be consistent for all sections of the course. Competencies should be observable and measurable and should correlate with the course description.

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**COURSE OUTLINE OF TOPICS**

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This outline must contain topics approved by the Department Chair and should correlate with the course description.

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**FINAL GRADE COMPUTATION**

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The final grade computation must contain the kernel from the Department Chair but may contain more specific information as an instructor deems important. It should be observable and measurable behavior and should correlate with the course competencies. It may be helpful to base the grade on several categories, not just tests. The final grade computation must be clear to enable students to understand grading/weighting elements. If any items in a category are not weighted evenly, please provide individual percentages for items in that category so that a student can estimate his/her grade manually if desired. If you use Blackboard, please ensure that the percentages in the Bb gradebook match what is in the syllabus.

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**GRADING SCALE**

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Montgomery Community College uses a 10-point grading system to determine each student's academic standing. This standing is determined by the Grade-Point Average (GPA). To determine the GPA, numerical values called "grade points" or "quality points" are assigned to each grade. Grade points are assigned for each letter. A letter grade is used to indicate the quality of a student's work in a course. The grading system is listed below.

<b>Grade</b>	<b>Explanation</b>	<b>Quality Points Per Credit Hour</b>
A (90-100)	Outstanding	4
B (80-89)	Above Average	3
C (70-79)	Average	2
D (60-69)	Passing	1
F (Below 60)	Failure	0

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**STUDENT ACCOUNTS**

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MCC students have access to several accounts as described below.

**Self-Service:** Self-service is the student information database. All students are required to access Self-service to keep track of courses completed, grades, GPA, financial aid, etc.

**Student Email (Outlook):** **MCC instructors will only use the MCC student email account when communicating with students via email. They will not use students' personal emails.** All students are required to check student email at least weekly. Students in online and hybrid courses are required to check it multiple times weekly, preferably daily.

It is recommended that you set up MCC email on your smartphone if you have one. If you do not know how to add an email account to your phone, try a Google search to locate instructions.

Here is an example for Apple and one for Android:

[Apple \(opens in new window\)](#) [Direct link: <https://support.apple.com/en-us/HT201320>].

[Android \(opens in new window\)](#) [Direct link: <https://support.google.com/android/answer/7664951?hl=en>].

If you are unsuccessful, contact the instructor or someone in the library for assistance.

**Blackboard:** Blackboard is the course management system used at MCC. Online and hybrid students are required to access Blackboard many times weekly. Some traditional students must also access Blackboard for supplemental course information (e.g., viewing documents, submitting assignments).

**Watermark Student Success & Engagement/Aviso Student App:** The Watermark/Aviso Student App is an application that allows students to see their account including current and final grades, push notifications, messages, financial aid status, course schedules, and grading records. To download this app please visit your app store on your mobile device or the Techtrail menu at the top of the [MCC website \(opens in a new window\)](#). [Direct Link: <https://www.montgomery.edu/>]. The app is compatible with ios and android. For questions or more information, please contact the Counseling Center.

Links and instructions for accessing all of these accounts, including how to reset the password, are available on the MCC TechTrail menu at the top of the [MCC website \(opens in a new window\)](#). [Direct Link: <https://www.montgomery.edu/>]. **Students should never give access to any student account to another person. Sharing access with others is academically dishonest.**

## COURSE POLICIES

If your policies significantly vary in the traditional version of the course compared to the online version of the course, consider creating a separate syllabus for each type of course. This will prevent student confusion because they won't have to read through policies and "decide" what applies to their version of the course.

**Attendance Policy:** Students are expected to attend all scheduled classes for which they are registered. Although special circumstances may cause a student to be absent, regular attendance is essential to satisfy regular course objectives. Students who anticipate an absence should contact the instructor before the class meets. Should prior notice to the instructor be impossible, the student should expect to explain the absence upon return to class. All work missed during absences must be made up. Failure to make up work which is missed will adversely affect the student's final grade for the course. To receive credit for a course, a student must attend 80% of class and 80% of lab hours. When absences total more than 20% of the total contact hours for the course, a student will be dropped from a class. If extenuating circumstances exist, the student may submit an appeal and request readmission to the class. The Vice President of Instruction will review the appeal and make the final determination concerning readmission.

Additional attendance policy information may be necessary. For example, some instructors require online students to submit assignments to earn attendance credit. Please provide specific information about this.

**Tardy Policy:** Enter information here.

**Late Work Policy:** Enter information here.

**Academic Dishonesty Policy:** At MCC, it is our desire to maintain the highest degree of academic integrity. To that end, academic dishonesty in any form, including the use of generative artificial intelligence (AI) will be considered as a violation of the Student Code. Please reference the [Board Policy 5.3.2 for further information \(opens in new window\)](https://www.montgomery.edu/policies-procedures/5-03-02-policy-student-services-student-code-of-conduct/). [Direct Link: <https://www.montgomery.edu/policies-procedures/5-03-02-policy-student-services-student-code-of-conduct/>]. Integrating AI tools into course assignments, tests, exams, activities, etc. is at the discretion of the instructor.

**Liability Policy:** MCC and their contractual externship facilities assume no liability financially or otherwise for illnesses and/or injuries incurred by students while performing required learning-centered, clinical/co-op externship activities.

**Consumer Information:** Montgomery Community College is committed to disclose certain information to enrolled students including the Annual FERPA notice, Cost of

Attendance, Financial Aid information, Accreditation, and more. For more consumer information, please visit the [Consumer Information \(opens in new window\)](https://www.montgomery.edu/about-mcc/consumer-information/). [Direct link: <https://www.montgomery.edu/about-mcc/consumer-information/>]. Specific information regarding the Annual FERPA notice can be found at [FERPA notice \(opens in new window\)](https://sftp.montgomery.edu/pdf/ferpa-annual-notice.pdf). [Direct link: <https://sftp.montgomery.edu/pdf/ferpa-annual-notice.pdf>]. If you would like to provide permission for the release of information to someone other than yourself, please see Student Services staff to complete a [FERPA Consent and Disclosure form \(opens in new window\)](https://www.montgomery.edu/wp-content/uploads/ferpa-fa.pdf). [Direct link: <https://www.montgomery.edu/wp-content/uploads/ferpa-fa.pdf>].

**Other Policy Name:** Enter information here. Delete this if you don't have additional policies to include.

### **OTHER HELPFUL INFORMATION**

This can be customized by individual departments or instructors. Please list and define anything here that you are going to hold students accountable for that may not already be covered elsewhere in this syllabus. Delete anything you're not going to use. At a minimum, consider adding a statement about extra credit. Also, would your students benefit from including any of the following?

1. Clear guidelines detailing how students are to prepare for and behave during a session or lab (e.g., read the assignments on time, participate in class discussions)
2. Description of special rules or procedures for the course
3. Description of emergency procedures, permission forms needed, liability issues
4. Advice on how to read materials or study for tests
5. Specific criteria for each graded assignment
6. Statement on incomplete coursework
7. Statement telling students how to dispute a grade for an assignment
8. Statement regarding extra credit
9. Statement regarding resubmitting work or retaking exams
10. Information on special services or resources which might be helpful in this course
11. Other information which would help students succeed in this class
12. Statement describing what students can/cannot expect from you

**Item Name:** Enter information here.

**Item Name:** Enter information here.

**Item Name:** Enter information here.

### **COURSE CALENDAR / TIMELINE OF PROJECTS / SCHEDULE OF ASSIGNMENTS**

Enter course calendar here. Or, add a note indicating that it's available in a certain area of Blackboard.

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**DISCLAIMER STATEMENT**

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Deviations from this syllabus are at the discretion of the instructor. Whenever possible, prior notice of any deviations will be provided.

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**AFFIDAVIT**

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Instructors can customize this statement for their courses. Some examples are provided below. My signature below indicates that I have read and understand this syllabus and am bound by its contents.

--OR--

Completion of the Mandatory First Assignment in Blackboard indicates that I have read and understand this syllabus and am bound by its contents.



## Online Self Review & Peer Review Form

# MCC Online Course Expectations/Self & Peer Review

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_  
 Reviewer(s): \_\_\_\_\_ Date Review Completed: \_\_\_\_\_

**Note to Instructor for Self-Review:** If you mark **items 9, 12, 17, 19, 20, 21, and 23 as MET**, your review should include how you MET each item. Additionally, you should list the location in the course where the reviewer can confirm (e.g., Assignments > Module 1 > Reflection Writing Assignment). If you feel that a reviewer may mark an item as unmet (but you feel that it is met), please explain to give the reviewer a better understanding.

### COURSE SETUP

Item	Yes	No	Instructor Self-Review Comments	Yes	No	Reviewer's Comments
1 Uses MCC common course layout (Announcements, Start Here, Assignments, Grades) above first divider line						
2 Includes no more than four custom menu items ( <i>excluding</i> ACE Online Tutoring & Student Resources) above second divider line						
3 Has syllabus and instructor info in Start Here area						
4 Has no other changes to course menu besides the four (or less) custom items between divider lines						

### ANNOUNCEMENTS

Item	Yes	No	Instructor Self-Review Comments	Yes	No	Reviewer's Comments
5 Contains welcome announcement (must include info about how to get started in course)						
6 Has at least bi-weekly announcements throughout semester (may want to check "Send a copy of this announcement" box to ensure that it also goes to their MCC email)						

### START HERE

Item	Yes	No	Instructor Self-Review Comments	Yes	No	Reviewer's Comments
7 Has note at top of this area reminding students						

	to read the Welcome announcement
8	Uses MCC approved syllabus template (must have instructor contact info, required materials, course outcomes, accommodation statement, policies)
<b>9</b>	<b>Has information about how to get started (may include calendar or assignment guide)</b>
10	Has instructor self-introduction (includes photo or video)
11	Notes preferred contact method for course questions (may be email, phone, forum in Discussion Board, etc.)
<b>12</b>	<b>Provides course-specific troubleshooting information for LMS supplements such as MindTap, MyLab, Lrn, etc., including tech support contact information (e.g., phone number and email) for supplement provider</b>
13	Provides explanation of ACE Online Tutoring and Student Resources buttons/links
14	Explains academic integrity and consequences for violations

<b>ASSIGNMENTS</b>						
<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Instructor Self-Review Comments</b>	<b>Yes</b>	<b>No</b>	<b>Reviewer's Comments</b>
15						
16						
<b>17</b>						

	<b>expectations in corresponding assignments</b>
18	Contains manageable segments that are easily navigated in a logical, consistent, and efficient manner
19	<b>Includes a variety of current media [e.g., text, visual, audio] and sources that promote active learning for all learning styles</b>
20	<b>Attempts to create an interactive learning community using either group projects, chats, videoconferencing, discussion boards or other activities</b>
21	<b>Actively facilitates or participates in the (above) interactive learning community activities (e.g., has presence in course discussions possibly offering recaps and/or other thought-provoking questions)</b>

**GRADES**

Item	Yes	No	Instructor Self-Review Comments	Yes	No	Reviewer's Comments
22			Has accurate calculations established in Bb gradebook (matches syllabus)			
23			<b>Has feedback for assessments in the Grade Center through feedback comments, attached grade sheets, rubrics, or inline grading</b>			
24			Shows evidence of timely feedback (posts announcement if it will take more than two weeks to return feedback and grades on certain assignments)			

**OVERALL COURSE DESIGN**

Item	Yes	No	Instructor Self-Review Comments	Yes	No	Reviewer's Comments
25			Uses consistent design (e.g., fonts and font			

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	sizes) including contrasting color when necessary to enhance the content
26	Hides or deletes unused buttons, links, and tools
27	Has Ally accessibility scores of 80% or higher on all files (e.g., graphics, Word, PowerPoint, PDF, etc.; will need to show improvement in successive reviews until all scores are 90% or higher)
28	Utilizes videos that contain closed captions or scripts

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**OTHER**

Enter any other comments or suggestions here.

# Emergency Action Plan Quick Reference Guide



## EMERGENCY ACTION QUICK REFERENCE GUIDE

<p><b>GENERAL EMERGENCY PRINCIPLES</b> In any emergency situation, Montgomery Community College's overriding goals are to:</p> <ol style="list-style-type: none"> <li>1. Protect life safety</li> <li>2. Secure critical infrastructure and facilities</li> <li>3. Resume normal operations</li> </ol> <p><b>EMERGENCY COMMUNICATIONS</b> During an EMERGENCY (fire, medical, accident, hazardous spill) always CALL 911.</p> <p>To reach CAMPUS SECURITY in a non-emergency, call 910-898-9600 to reach the switchboard.</p> <p><b>MCC's ALERT SYSTEM</b> ReGroup is the college's mass notification system, which uses a variety of methods to contact students, faculty and staff in the event of an emergency/school closing. To check the accuracy of your contact information in our system, or to add additional contact methods, login to the Emergency Notifications portal through MCC TechTrail on our website (<a href="http://www.Montgomery.edu">www.Montgomery.edu</a>).</p> <p><b>MEDICAL EMERGENCY</b> If trained, begin First Aid. CALL 911 and have another person meet police/rescue at a designated area to escort responders to the victim.</p> <p><b>FIRE ALARM/ACTUAL FIRE</b> Fire in building- evacuate area/activate fire alarm if not sounding already. CALL 911 from assembly point.</p> <p><b>NOTE:</b> Individuals needing assistance during an evacuation are encouraged to develop personal action plans.</p> <p><b>DO NOT</b> return to building until "ALL CLEAR" is given by first responders.</p> <p><b>NATURAL DISASTER/INCLEMENT WEATHER</b> <b>WEATHER WARNING:</b> Severe weather has been reported. Seek shelter in designated Safe Areas. Stay away from windows and avoid large rooms.</p> <p><b>WEATHER WATCH:</b> Conditions are favorable for the development of severe weather. Make a plan to deal with potential severe weather should it arrive.</p>	<p><b>VIOLENT INCIDENT LOCKDOWN/SHELTER IN PLACE</b></p> <p>During a violent incident (or potentially violent incident) by an angry person or persons threatening with a gun or deadly weapon, a Lockdown Response is used when it may be more dangerous to evacuate the building than to stay inside.</p> <p>When an Active Shooter/Aggressor is in Your Area:</p> <ol style="list-style-type: none"> <li><b>1. RUN:</b> Have an escape plan Leave your belongings behind Keep your hands visible</li> <li><b>2. HIDE:</b> Hide in an area out of the shooter's view Block entry to your hiding place and lock doors Silence your cell phone</li> <li><b>3. FIGHT WHEN YOUR LIFE IS IN IMMINENT DANGER:</b> Attempt to incapacitate the active shooter Act with physical aggression and throw items at him/her</li> <li><b>4. CALL 911 when it is safe to do so</b></li> </ol> <p><b>BEHAVIOR OF CONCERN</b> IF YOU SEE SOMETHING SAY SOMETHING! If you notice behavior of concern in students, staff, faculty or visitors, please notify your supervisor, the Counseling Center (student) or Human Resources (employee) depending on the situation.</p> <p><b>CONTACT INFORMATION</b></p> <p><b>EMERGENCY 911</b></p> <table border="0"> <tr> <td>SWITCHBOARD (CAMPUS SECURITY).....</td> <td>898-9600</td> </tr> <tr> <td>COUNSELING CENTER .....</td> <td>898-9618</td> </tr> <tr> <td>DEAN OF STUDENT SERVICES .....</td> <td>898-9610</td> </tr> <tr> <td>VP OF INSTRUCTION &amp; STUDENT SERVICES .....</td> <td>898-9660</td> </tr> <tr> <td>VP OF ADMINISTRATIVE SERVICES .....</td> <td>898-9630</td> </tr> <tr> <td>DIRECTOR OF FACILITIES .....</td> <td>898-9637</td> </tr> <tr> <td>HUMAN RESOURCES.....</td> <td>898-9634</td> </tr> <tr> <td>EARLY COLLEGE PRINCIPAL .....</td> <td>898-9692</td> </tr> <tr> <td>MCC PRESIDENT .....</td> <td>898-9601</td> </tr> <tr> <td>SRO.....</td> <td>898-9645</td> </tr> <tr> <td>EVENING CONTACT .....</td> <td>898-9635</td> </tr> </table>	SWITCHBOARD (CAMPUS SECURITY).....	898-9600	COUNSELING CENTER .....	898-9618	DEAN OF STUDENT SERVICES .....	898-9610	VP OF INSTRUCTION & STUDENT SERVICES .....	898-9660	VP OF ADMINISTRATIVE SERVICES .....	898-9630	DIRECTOR OF FACILITIES .....	898-9637	HUMAN RESOURCES.....	898-9634	EARLY COLLEGE PRINCIPAL .....	898-9692	MCC PRESIDENT .....	898-9601	SRO.....	898-9645	EVENING CONTACT .....	898-9635
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Student Accident Report Sample Form

Montgomery Community College  
Student Accident Report

Student Name:
Program of Study:
Class:
Instructor:
Date of Accident: _____ Time: _____
<input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus. If off campus, location.
How did accident occur?
Witness:
Was sufficient safety equipment in use at time of accident?
Is the student seeking emergency medical treatment (ER, Urgent Care, etc.)?
If yes, has the student been provided with the student insurance forms (forms accessible at the Information Desk in Student Services)?
List the Policy # located on the HSR student insurance form.

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Instructor Date

- cc Student  
 Instructor  
 Division Dean  
 Dean of Student Services  
 Sr Vice President of Administrative Services  
 VP of Instruction and Student Services

# Employee Incident Report Sample Form



## NORTH CAROLINA EMPLOYEE INCIDENT REPORT

<b>Instructions:</b> Employee must complete report. If more room is needed, continue in a Word document and attach it to this submission.			
Employees are required to complete this form for all incidents and near hits. This form should be completed in its entirety and should be an accurate and truthful account of the accident/incident. Providing false and/or misleading information may result in disciplinary action up to and including dismissal and/or additional criminal and/or civil liability. This form should be completed by the employee only.			
<b>Supervisor Review:</b> If an employee is unable to complete this form, the Supervisor must list reason(s) for assisting or completing this report.			
My signature below certifies that the information I have provided is true and accurate. I further understand that this information may be used to determine whether the claim will be paid or denied and that I should not complete this form unless there are exceptional circumstances present preventing the employee from completing this form. Check <input type="checkbox"/> Not applicable (employee completed form) or sign below if you assisted with the completion of this form.			
Supervisor Name:		Signature:	
<b>Employee Information</b>		<b>Date/Location Information</b>	
Name (Full):		Date of Incident: / /	Time of Day:
Employee ID #:		Date Reported to Supervisor: / /	Time of Day:
Job Title:	<input type="checkbox"/> Male	Work Address:	
Telephone #:	<input type="checkbox"/> Female		
Department:	Incident Location (address, Building name, office, cross streets, fire name, woods, facility, room #, etc.):		
Agency/University:			
Supervisor:			
Date Hired:	Time in Current Job:	County:	
<b>Witness Information</b>			
Were there any witnesses to the incident? <input type="checkbox"/> Yes <input type="checkbox"/> No      Number of Witnesses (if applicable): _____			
If yes, list all known witnesses/phone #'s below, please include additional names on attachment if needed.			
Name:		Phone #:	
Name:		Phone #:	
<b>Medical Information</b>			
Part(s) of the body injured:			
Prior to this accident/incident, have you ever been hurt, suffered injury, or received treatment for the body part(s) listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, please provide the date of prior injury, type of injury, names of treating physician or practice group.			
<b>Description of Accident/Incident</b>			
What was the root cause of the incident? Ask why, and then ask why again. (e.g. Why? I slipped on scrap metal. Why? The work area was not cleaned up. Why? I was rushing to get project done and did not take time to clean up the work area.)			
<b>Suggested Corrective Actions</b>			
I hereby certify that the information I have provided is true and accurate. Any inaccurate or false statements may result in a delay in process of this claim. I further understand that this information may be used to determine whether the claim will be paid or denied.			
Employee Name		Signature	Date / /

January 2015

### **MCC Title IX Sexual Harassment Procedures – 3.3.71/5.3.4.1**

The College strives to make its campuses inclusive and a safe and welcoming learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its education programs and activities based on sex.

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Under Title IX, discrimination on the basis of sex includes *quid pro quo* harassment; sexual harassment; and sexual assault, stalking, dating or domestic violence (collectively referred to as "sexual harassment"). The College's Title IX Coordinator has oversight responsibility for handling sexual harassment complaints and for identifying and addressing any patterns and/or systemic problems involving sexual discrimination or harassment.

All allegations involving sexual harassment should be directed to the College's Title IX Coordinator and addressed under these procedures. For other complaints of discrimination and harassment not related to sexual harassment, refer to Discrimination and Harassment Procedure 3.3.7.2/5.3.4.2.

#### **I. DEFINITIONS**

The following definitions shall apply to this procedure. The definitions are not intended to operate as speech codes, promote content and viewpoint discrimination or suppress minority viewpoints in the academic setting. Indeed, just because a person's speech or expression is deemed offensive by others does not mean it constitutes discrimination or harassment.

- A. Actual Knowledge** – notice of sexual harassment or allegations of sexual harassment by the Title IX Coordinator or any College official who has authority to institute corrective measures on behalf of the College. Actual knowledge is not met when the only College official with actual knowledge is a Respondent.
- B. Complainant** – an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- C. Consent** – explicit approval to engage in sexual activity demonstrated by clear actions or words. This decision must be made freely and actively by all participants. Non-verbal communication, silence, passivity or lack of active resistance does not imply consent. In addition, previous participation in sexual activity does not indicate current consent to participate and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Consent has not been obtained in situations where the individual: i) is forced, pressured, manipulated or has reasonable fear that they will be injured if they do not submit to the act; ii) is incapable of giving consent or is prevented from resisting due to

physical or mental incapacity (including being under the influence of drugs or alcohol); or iii) has a mental or physical disability which inhibits his/her ability to give consent to sexual activity.

- D. Dating Violence** – crimes of violence against a person with whom the person has or had a social relationship or a romantic or intimate relationship.
- E. Domestic Violence** – crimes of violence against a current or former spouse or intimate partner; a person with whom the individual shares a child in common; a person with whom the individual cohabitates or has cohabitated as a spouse or intimate partner; a person similarly situated to the individual as a spouse under local domestic laws; or any other person who is protected under local domestic laws of the jurisdiction.
- F. Education Program or Activity** – for purposes of these Procedures, this means any locations, events, or circumstances over which the College exercised substantial control over both the Respondent(s) and the context in which the alleged sexual harassment occurs. It also means any building owned or controlled by a student organization that is officially recognized by the College.
- G. Formal Complaint** – a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting the College investigate the allegation(s). A Formal Complaint initiates a formal grievance process in which parties are entitled to due process protections.
- H. Informal Resolution** – a resolution reached regarding an allegation of sexual harassment without going through the entire formal grievance process. Informal Resolution may include mediation, facilitated dialogue, conflict coaching, restorative justice, or other models of alternative dispute resolution. Informal Resolution cannot be used for a student’s allegation of sexual harassment against a College employee.
- I. Report** – a report of sex discrimination or sexual harassment means any communication to the Title IX Coordinator (or any official with authority to take corrective action) that informs them of conduct that reasonably may constitute sex discrimination under Title IX. A report may be made by any person, including the Complainant or a third party, and may be made in person, by mail, telephone, or email, using the contact information listed for the Title IX Coordinator. A report does not trigger the formal grievance process but obligates the Title IX Coordinator to promptly contact the Complainant to discuss the availability of supportive measures and the option to file a formal complaint.
- J. Respondent** – an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

- K. Retaliation** – to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these Procedures.
- L. Sexual Assault** – an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI’s Uniform Crime Reporting system.
- M. Sexual Harassment** – *quid pro quo* harassment; unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College’s education program or activity, including conduct based on sex stereotyping; or any instance of sexual assault, dating violence, domestic violence, or stalking.
- Quid pro quo harassment is a person having power or authority over another and conditioning an educational or employment benefit or service or access to receiving the educational or employment benefit or service upon a person’s participation in unwelcome sexual conduct.
- N. Stalking** – engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others or suffer substantial emotional distress.
- O. Standard of Evidence** – the College uses the preponderance of the evidence as the standard of proof of whether a violation of policy has occurred. Preponderance of the evidence requires demonstrating that the proposition or allegation is more likely true than not true, i.e., more than 50%. After considering the totality of all available evidence from all relevant sources, the College shall find the Respondent either "responsible" or "not responsible" for violating policy.
- P. Supportive Measures** – individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party that are designed to ensure equal educational access, protect safety, or deter sexual harassment. Examples of support measures are counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absences, increased security and monitoring of certain areas of the College, and other similar measures.
- Q. Title IX Coordinator** – for purposes of these Procedures, the Title IX Coordinator refers to the MCC Counselor. Serving as Interim Counselor/Title IX Coordinator is

Dr. Trinnette Nichols (Dean of Student Services). The Title IX Coordinator's office is in Blair Hall (Building 100) Room 130. The phone number is 910-898-9610 and the email is nicholst1116@montgomery.edu.

## **II. SCOPE AND APPLICABILITY**

### **A. These Procedures apply to the conduct of and protect:**

1. College students and applicants for admission into the College
2. College employees and applicants for employment
3. College student organizations
4. Third parties participating in a College education program or activity

### **B. These Procedures apply to conduct that occurs in a College Education Program or Activity located within the United States and of which the College has actual knowledge.**

## **III. REPORTING**

### **A. Reporting to Local Law Enforcement**

Individuals may report sexual harassment directly to local law enforcement agencies by dialing 911. Individuals who make a criminal allegation may also choose to pursue the College's grievance procedure simultaneously. A criminal investigation into the matter does not release the College from its obligation to conduct its own investigation (nor is a criminal investigation determinative of whether sexual harassment has occurred). However, the College's investigation may be delayed temporarily while the criminal investigators are gathering evidence. In the event of such a delay, the College must make available supportive measures when necessary to protect the alleged Complainant and/or the College community.

Individuals may choose not to report alleged sexual harassment to law enforcement authorities. The College respects and supports individuals' decisions regarding reporting; nevertheless, the College may notify appropriate law enforcement authorities if legally required or warranted by the nature of the allegations.

### **B. Reporting to College Officials**

The College's Title IX Coordinator oversees compliance with these Procedures and Title IX regulations. Questions about these Procedures should be directed to the Title IX Coordinator. Anyone wishing to make a report relating to sexual harassment may do so by reporting the concern to the College's Title IX Coordinator in person, by mail, by telephone, by email, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report of alleged sexual harassment.

**C. Notification Requirements**

All employees of elementary and secondary school recipients, with the exception of confidential employees, are required to notify the Title IX Coordinator when they possess information that reasonably may constitute sex discrimination under Title IX or its implementing regulations.

Employees who are not confidential employees and who meet any of the following criteria must notify the Title IX Coordinator upon obtaining information that reasonably may constitute sex discrimination under Title IX or its implementing regulations:

1. Have authority to institute corrective measure on behalf of the recipient; or
2. Have responsibility for administrative leadership, teaching, or advising within the recipient's education program or activity.

All other employees who are not confidential employees and who do not have the authority to institute corrective measures or hold administrative, teaching, or advising roles within the recipient's education program or activity are required to either:

1. Notify the Title IX Coordinator when they receive information that reasonably may constitute sex discrimination under Title IX or its implementing regulations; or
2. Provide the Title IX Coordinator's contact information and guidance on how to file a complaint of sex discrimination to any individual who discloses such information.

**D. Confidential Employee Notification and Responsibilities**

**1. Notification of Confidential Employee Contact Information** – A recipient must notify all participants in its education program or activity of how to contact any designated confidential employees, if applicable. This requirement excludes any employee whose status as a confidential employee exists solely in connection with their role in conducting an Institutional Review Board-approved human-subjects research study intended to gather information about sex discrimination, as defined in § 106.2.

**2. Responsibilities of Confidential Employees** – A recipient must require each confidential employee to provide the following information to any individual who

discloses conduct that reasonably may constitute sex discrimination under Title IX or its implementing regulations:

- a. An explanation of the employee's status as a confidential employee for purposes of Title IX, including a clear description of the circumstances under which the employee is not obligated to notify the Title IX Coordinator of the disclosed conduct;
- b. Information on how to contact the recipient's Title IX Coordinator and instructions for filing a complaint of sex discrimination; and
- c. A statement that the Title IX Coordinator may be able to provide and coordinate supportive measures, and may initiate an informal resolution process or a formal investigation under the recipient's grievance procedures.

#### **IV. GRIEVANCE PROCEDURES**

##### **A. Scope**

1. Use of these grievance procedures applies to reports alleging sexual harassment carried out by employees, students, or third parties.
2. All reports of sexual harassment are taken seriously. At the same time, those accused of sexual harassment are presumed "not responsible" throughout this grievance procedure.

##### **B. Initial College Response and Assessment**

1. After receiving a report of sexual harassment, the Title IX Coordinator takes immediate and appropriate steps to:
  - a. Communicate with the individual who reported the alleged conduct;
  - b. Implement supportive measures to eliminate and prevent the recurrence of sex harassment, deter retaliation, remedy the effects of sex harassment, and provide due process rights during a College investigation;
  - c. Provide the individual with a copy of this Policy and Procedure; and
  - d. Determine whether the alleged conduct, as described by the reporting party, falls within the scope of this policy and if so, initiate the investigation and resolution procedures outlined below.
  - e. The Title IX Coordinator may delegate the authority to take some or all of these steps to a Deputy Title IX Coordinator.

2. The Title IX Coordinator must administratively close a report or complaint of sexual harassment if after an initial assessment:
  - a. The allegations as stated do not constitute a violation of this Policy and Procedure, even if proven; or
  - b. The alleged sexual harassment did not occur in the College's Education Program or Activity or did not occur in the United States.
  - c. The Title IX Coordinator will notify the parties if a report or complaint of sexual harassment is closed under this section, including the reason(s) for closure, and direct the parties to the appropriate College office or department to resolve the report or complaint. All parties may appeal the Title IX Coordinator's dismissal of a Formal Complaint under this section by using the appeal procedures in Section VI, below.
  
3. The Title IX Coordinator may administratively close a report or complaint of sexual harassment if:
  - a. The Complainant, at any time, requests withdrawal of the report or complaint;
  - b. The Respondent is no longer enrolled or employed by the College; or
  - c. The College is prevented from gathering evidence sufficient to reach a determination of responsibility.
  - d. The Title IX Coordinator will notify the parties if a report or complaint of sexual harassment is closed under this section, including the reason(s) for closure, and direct the parties to the appropriate College office or department to resolve the report or complaint. All parties may appeal the Title IX Coordinator's dismissal of a Formal Complaint under this section by using the appeal procedures in Section VI, below.
  
4. The Title IX Coordinator may open an investigation on their own if the complainant chooses not to do so. To make this fact-specific determination, the Title IX Coordinator must, at a minimum, consider the following factors:
  - a. The Complainant's request not to proceed with the initiation of a formal complaint;
  - b. The Complainant's reasonable safety concerns regarding the initiation of a complaint;
  - c. The risk of further acts of sex discrimination occurring if a complaint is not initiated;

- d. The severity of the alleged sex discrimination, including whether the allegations, if substantiated, would warrant removal of the Respondent from campus or the imposition of other disciplinary measures;
- e. The age and relationship of the involved parties, including whether the Respondent is an employee of the College;
- f. The scope of the alleged conduct, including any indication of a pattern or ongoing sex discrimination, or conduct that may have impacted multiple individuals;
- g. The availability of evidence that could support a decisionmaker in determining whether sex discrimination occurred; and
- h. Whether the College can effectively end the alleged sex discrimination and prevent its recurrence without the need to initiate grievance procedures.

If, after evaluating the above and any other relevant factors, the Title IX Coordinator determines that the reported conduct presents an imminent and serious threat to the health or safety of the Complainant or others, or if the conduct prevents the College from ensuring equal access to its education program or activity on the basis of sex, the Title IX Coordinator may initiate a formal complaint.

- 5. Regardless of when alleged sexual harassment is reported, a Complainant must be participating in or attempting to participate in the College's education program or activity for a Formal Complaint to be filed.

### **C. Informal Resolution**

- 1. Any party may request the College facilitate an informal resolution to a sexual harassment complaint at any time after the filing of a Formal Complaint. The Title IX Coordinator may offer the parties the opportunity for informal resolution, too.
  - a. Upon a request for informal resolution, the Title IX Coordinator determines whether informal resolution is appropriate based on the facts and circumstances of the case. The Title IX Coordinator ensures that any proposed informal resolution is consistent with the College's obligations to prevent and redress sexual harassment.
  - b. A student's allegations of sexual harassment against a College employee are not eligible for informal resolution.
  - c. The Title IX Coordinator provides the parties with written notice of proceeding with an informal resolution, including the allegations of sexual harassment, the requirements of the informal resolution

process, and potential outcomes resulting from participating in the informal resolution process.

- d. The Title IX Coordinator also designates an independent, neutral person to facilitate the informal resolution.
2. Informal resolution is voluntary.
    - a. The Complainant and Respondent must provide written consent for informal resolution to take place.
    - b. Any party has a right to end the informal resolution process at any time prior to agreeing to a resolution and begin or continue the formal investigation and grievance process.
  3. Informal resolution concludes the matter only when all parties have signed a written agreement that confirms resolution of the allegations.
    - a. The resolution agreement must include a waiver of the parties' right to have a formal hearing on the allegations that have been informally resolved.
    - b. Parties are prohibited from revoking or appealing a resolution agreement. Should the Respondent violate the terms of an informal resolution agreement, such violation will subject the Respondent to an investigation and the formal grievance process contained in this procedure.
  4. If a resolution agreement is not reached, the College will continue with a formal investigation.

#### **D. Investigations**

1. The goal of a formal investigation is to reach a determination as to whether a Respondent has violated one or more College policies prohibiting sexual harassment and if so, remedy the effects of a violation.
  - a. The Title IX Coordinator may include possible violations of other College policies that contributed to, arose from, or are otherwise related to alleged violations of this Policy and Procedure in the scope of an investigation.
  - b. The Title IX Coordinator gives written notice to the Complainant and Respondent of the investigation, providing sufficient details to allow

the parties to respond and prepare for initial interviews, including the identity of the parties involved (if known), the conduct alleged to be sexual harassment, the date and location of alleged incidents (if known), a statement that the Respondent is presumed not responsible and a determination of responsibility is made at the conclusion of the process, information regarding the parties' right to an advisor and the right to review evidence, and notice that the College prohibits knowingly making false statements or submitting false information during the grievance process.

- c. The Title IX Coordinator designates an investigator to investigate the allegations of sexual harassment.
2. Parties to an investigation can expect a prompt, thorough, and equitable investigation of complaints, including the opportunity for parties to ask questions, present witnesses and provide information regarding the allegations.
  3. Parties and witnesses should cooperate in the investigation process to the extent required by law and this policy.
  4. The standard of proof used in investigations is preponderance of evidence. It is the College's responsibility to establish the standard of proof and gather evidence during investigations.
  5. The College aims to bring all investigations to a resolution within thirty (30) business days from the date the Title IX Coordinator determines an investigation will commence.
    - a. Extensions of timeframe for good cause are allowed, so long as written notice and the reason for the delay is provided to the parties. Good cause includes:
      - i. The complexity and/or number of the allegations;
      - ii. The severity and extent of the alleged misconduct;
      - iii. The number of parties, witnesses, and other types of evidence involved;
      - iv. The availability of the parties, witnesses, and evidence;
      - v. A request by a party to delay an investigation;
      - vi. The effect of a concurrent criminal investigation or proceeding;
      - vii. Intervening holidays, College breaks, or other closures;
      - viii. Good faith efforts to reach a resolution; or
      - ix. Other unforeseen circumstances.

- b. Investigations typically include interviews with the Complainant, the Respondent, and any witnesses, and the objective evaluation of any physical, documentary, or other evidence as appropriate and available. The College will give the Complainant and the Respondent written notice of any interview, meeting, or hearing at which a party is invited or expected to participate.
  - c. The Title IX Coordinator will inform the Complainant and Respondent at regular intervals of the status of its investigation.
  - d. The College may remove a student, pending the completion of an investigation and resolution, when the College performs an individualized safety and risk analysis and determines the person poses an immediate threat to the physical health or safety of any member(s) of the College community.
    - i. A threat assessment team must recommend to the appropriate College official to implement or stay an emergency removal of a student and the conditions and duration of such emergency removal.
    - ii. In all cases in which an emergency removal is imposed, the student shall be given notice and an opportunity to challenge the removal decision immediately following the removal by submitting a written appeal to the President.
    - iii. Violation of an emergency removal under this Procedure is grounds for expulsion or termination.
  - e. The College may place an employee on paid administrative leave pending the completion of an investigation and resolution. An employee does not have a right to appeal a determination to place the employee on paid administrative leave pending the conclusion of the Title IX grievance procedure.
6. Interviews conducted as part of an investigation under this Procedure may be recorded by the College. Recordings not authorized by the College are prohibited.
7. The Complainant and Respondent have the right to be accompanied by an advisor of their choosing during all stages of an investigation.
- a. A party may elect to change advisors during the process.
  - b. All advisors are subject to the same rules:

- i. During the investigation, the advisor’s role is limited to providing advice, guidance, and support to the Complainant or Respondent. An advisor is not permitted to act as a participant or advocate during the investigative process.
    - ii. Advisors are expected to maintain the privacy of the records shared with them.
    - iii. Advisors are expected to refrain from interfering with investigations.
    - iv. Any advisor who oversteps their role or interferes during an investigation process will be warned once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave. The Title IX Coordinator determines whether the advisor may return or should be replaced by a different advisor.
8. Prior to finalizing a report, the investigator provides all parties an equal opportunity to review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including evidence upon which the College does not intend to rely.
  - a. The Complainant and Respondent may submit a written response to the evidence within ten days after receipt of the evidence.
    - i. Responses must be submitted to the investigator via email, mail, or hand delivery by 5:00 p.m. eastern standard time on the date responses are due.
    - ii. Responses may not exceed 10 double-spaced pages on 8.5x11 paper with one-inch margins and 12-point font.
  - b. The investigator considers any responses received from the parties and conducts any further investigation necessary or appropriate.
9. Following an investigation and at least 10 days prior to a grievance hearing, the investigator submits an investigative report to the parties that fairly summarizes relevant evidence. The report includes a summary of the allegations; a summary of the response; a summary of the investigative steps taken to verify the allegations and response; and a summary of the evidence relevant to a determination of responsibility.

## **V. GRIEVANCE HEARINGS**

At least 10 days after the issuance of an investigation report, the College must hold a live hearing in front of a decision-maker to determine responsibility of a Respondent. The

decision-maker may not be the Title IX Coordinator or the investigator(s). A "live hearing" means either in person or virtually. The following hearing rules apply:

- A. All parties must be able to see and hear the questioning of parties and witnesses.
- B. Any party may request a virtual hearing. If requested, the College will provide a virtual hearing. A virtual hearing will use electronic means for the hearing, i.e., through a virtual meeting application, while not being physically present in the same room. The virtual hearing application will enable the decision-maker(s) and parties to simultaneously see and hear the party or witness.
- C. All parties have an equal opportunity to present witnesses, including fact and expert witnesses.
- D. The decision maker controls the hearing process and will guide the parties through the hearing to maintain order and civility. The decision maker will first receive evidence from the claimant and any witness he/she produces. After each witness finishes their testimony, the respondent, through his/her advisor, shall have the opportunity to cross-examine the witness, subject to limitations listed below. After all evidence from the claimant has been received, the respondent shall be afforded the same opportunity to present evidence. The procedure will be the same as above for cross-examination of the respondent and his/her witnesses. At the conclusion of all the evidence the decision maker will reach a determination as described in subsection E of this section.
- E. The parties' advisors are permitted to cross-examine the parties and any witnesses.
  - 1. The parties are prohibited from directly conducting cross-examination. Cross-examination must be conducted by a party's advisor.
  - 2. The decision-maker determines whether questions asked during cross-examination are relevant to the determination of responsibility. If the decision-maker disallows a question, they will explain the basis for their decision at the hearing. Parties and advisors may not challenge a decision-maker's relevancy determinations during the hearing.
  - 3. Evidence or questions that inquire about the Complainant's sexual predisposition or prior sexual history are prohibited (i.e. rape-shield protections) unless such questions and evidence are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

4. To the extent permitted by law, the decision-maker may consider statements of persons not present at a hearing and/or not subject to cross-examination unless the statements are subject to exclusion under another provision in this Procedure. "Statements" include but are not limited to opinions and statements in police reports, medical records, court records, investigation notes, emails, written statements, text messages, social media postings, and the like.
  5. Records with a legally recognized privilege, such as medical treatment records, may not be used unless the individual or entity who holds the privilege waives the privilege. Any waiver must be written and made in advance of a hearing.
  6. If a party does not have an advisor, the College will provide an advisor at no cost to the party. The advisor may, or may not, be an attorney.
  7. Other standard Rules of Evidence do not apply in grievance hearings under these Procedures.
- F. The College will provide either an audio recording, audiovisual recording, or transcript of the hearing to all parties.
- G. The decision-maker evaluates all relevant evidence and reaches a determination regarding responsibility. The decision-maker issues their final written determination to all parties within ten (10) days of the hearing. The final written determination includes a summary of the allegations; a description of the procedural steps taken by the College to investigate and reach a determination of responsibility; findings of fact supporting the determination; conclusions regarding the application of College policies to the facts; a statement of and rationale for the result as to each allegation, including a determination of responsibility; any disciplinary sanctions the College recommends or imposes; whether remedies designed to restore or preserve equal access to an education program or activity will be provided to the Complainant; and the College's appeal procedures.
- H. The following sanctions may be imposed for those who have violated these Procedures:
1. Students
    - a. Verbal or Written Warning
    - b. Probation
    - c. Administrative withdrawal from a course without refund

- d. Required Counseling
- e. No Contact Directive
- f. Suspension
- g. Recommendation of Expulsion
- h. Other consequences deemed appropriate

2. Employees

- a. Verbal or Written Warning
- b. Performance Improvement Plan
- c. Required Counseling
- d. Required Training or Education
- e. Recommendation of Demotion
- f. Recommendation to Suspend with or without Pay
- g. Recommendation of Dismissal
- h. Other consequences deemed appropriate to the specific violation

If the decision-maker is required to make a recommendation for student expulsion or employee suspension, demotion or dismissal, such recommendation will be made to the appropriate College official after the time for appeal has expired. If the decision-maker recommends the Respondent be expelled, suspended, demoted, or dismissed, during the time in which either party has to appeal, the Respondent shall remain in their current status (allowed on campus, on emergency removal, or on paid administrative leave) unless otherwise determined by the decision-maker.

**VI. APPEALS**

After the decision-maker submits their determination of responsibility to the Complainant and Respondent, all parties are given an equal opportunity to appeal the determination. Appeals may be based only on these grounds:

- A. Procedural irregularity that affected the outcome;
- B. New evidence that was not reasonably available at the time of the hearing that could affect the outcome; and/or
- C. The Title IX Coordinator, investigator, or decision-maker had a bias or conflict of interest that affected the outcome.

An appeal may be offered to the parties on additional bases, so long as the procedures and additional bases for appeal are equally available to all parties.

When a report, complaint, or any specific allegation within a complaint is administratively dismissed under the Procedure, the following requirements apply:

- The Complainant must be notified in writing of the dismissal and provided the reason(s) for the dismissal, along with the right to appeal the decision.
- If the Respondent has been notified of the allegations prior to dismissal, they must also be informed of the dismissal and their right to appeal.

Appeals must be submitted in writing within the timeframe and process outlines in this procedure. The College will notify both parties in writing of the outcome of any appeal and the rationale for the decision.

Parties must submit any appeal to the President of the College by 5:00 p.m. eastern standard time via email or mail, within ten (10) days of receiving the decision-maker's written determination of responsibility. Appeals may not exceed ten (10) double-spaced pages on 8.5x11 paper with one-inch margins and 12-point font.

The College notifies all parties when an appeal is filed and provides all parties a copy of the appeal and a chance to submit a written statement supporting or challenging the outcome. Parties must submit written statements supporting or challenging the outcome to the President of the College by 5:00 p.m. eastern standard time via email or mail, within two (2) days of receiving a copy of an appeal.

The President shall conduct a review of the record, including the appeal(s) received, any written statements supporting or challenging the outcome, the investigation report, the decision-maker's written determination of responsibility, and any accompanying evidence prior to issuing a written decision to the Complainant and Respondent that describes the result of the appeal and the rationale for the result.

The President's written decision is final.

## **VII. PROTECTION AGAINST RETALIATION**

The College will not in any way retaliate against an individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these Procedures.

Retaliation is a violation of College policy regardless of whether the underlying allegations are ultimately found to have merit. Reports of retaliation are treated separately from reports or complaints of sexual harassment.

## **VIII. PROVIDING FALSE INFORMATION**

Any individual who knowingly files a false report or complaint, who knowingly provides false information to College officials or who knowingly misleads College officials involved

in the investigation or resolution of a complaint may be subject to disciplinary action, including but not limited to expulsion or employment termination. The College recognizes a determination regarding responsibility alone is not sufficient to conclude a false report or complaint was made.

#### **IX. LIMITED IMMUNITY**

The College community encourages the reporting of misconduct and crimes. Sometimes, complainants or witnesses are hesitant to report to College officials or participate in resolution processes because they fear they themselves may be accused of various policy violations. It is in the best interest of this College that as many complainants as possible choose to report to College officials and that witnesses come forward to share what they know. To encourage reporting, the College offers sexual harassment complainants and witnesses amnesty from minor policy violations.

#### **X. FERPA (Family Educational Rights and Privacy Act)**

A student's personally identifiable information found in a student's education records will be shared only with 1) College employees who need to know to assist with the College's response to sexual harassment and 2) parties involved in the Title IX grievance process who are legally entitled to evidence obtained during a Title IX investigation.

A student's personally identifiable information found in a student's education records will not be disclosed to third parties unaffiliated with the College unless:

- A. The student gives consent;
- B. The College must respond to a lawfully issued subpoena or court order; or
- C. The College is otherwise required by law to disclose.

#### **XI. SUSPENDING PROCEDURES**

In cases of emergency or serious misconduct, the College reserves the right to suspend this process and may enact appropriate action for the welfare and safety of the College community.

#### **XII. STUDENT AND EMPLOYEE EDUCATION AND ANNUAL TRAINING**

The Title IX Coordinator, investigators, decision-makers, and those involved in any informal resolution process shall receive annual trainings on topics including:

- A. The definition of sexual harassment for Title IX purposes;
- B. The scope of the College's education programs and activities under Title IX;

- C. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes;
- D. How to serve impartially, including avoiding prejudgment of facts at issue, conflicts of interest, and bias;
- E. Technology to be used at live hearings;
- F. Issues of relevance of questions and evidence, including rape-shield limitations; and
- G. Issues of relevance to create an investigative report that fairly summarizes relevant evidence.

All training materials are posted on the College's website.

All new students and all employees shall be required to participate in a primary prevention and awareness program that promotes awareness of sexual harassment. This program will be held annually at the beginning of each fall semester.

At this annual training, students and employees must receive training in the following areas:

- A. Information about safe and positive options for bystander intervention skills;
- B. What "consent" means with reference to sexual activities;
- C. Risk reduction programs so students recognize and can avoid abusive behaviors or potential attacks;
- D. How and to whom to report an incident regarding discrimination, harassment and sex-based violence;
- E. The importance of preserving physical evidence in a sex-based violent crime; and
- F. Options about the involvement of law enforcement and campus authorities, including the alleged victim's option to: i) notify law enforcement; ii) be assisted by campus authorities in notifying law enforcement; iii) decline to notify law enforcement; and iv) obtain "no-contact" or restraining orders.

Each year, all students and employees will receive an electronic copy of these Procedures sent to their College email address of record. These Procedures will be maintained online in the College's website and a hard copy will be kept on file (in English and Spanish) in the Title IX Coordinator's office. Other translations will be made available upon request.

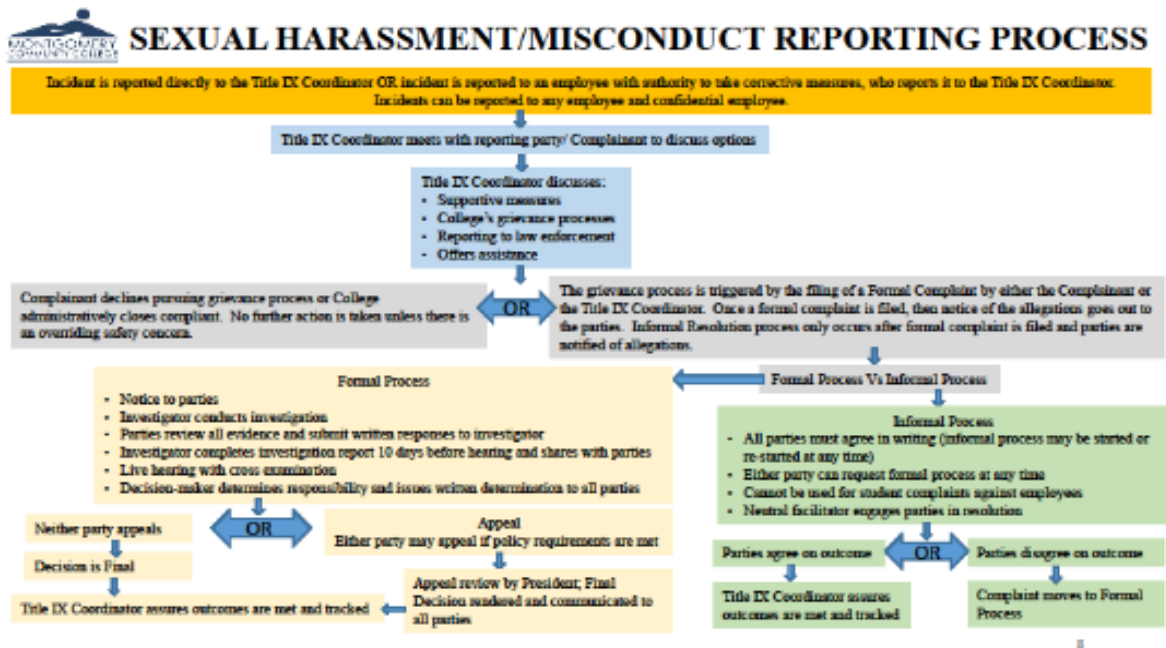
### **XIII. RECORDKEEPING**

The College maintains all records of Title IX proceedings and all materials used to train Title IX personnel for seven years.

Adopted:

Legal Reference: Title IX of the Education Amendments Act of 1972, as amended, 20 U.S.C. 1681 *et seq.* and its implementing regulations; [Office for Civil Rights, Q&A on Campus Sexual Misconduct \(September 2017\)](#); [Office for Civil Rights, Dear Colleague Letter on Sexual Harassment \(Jan. 25, 2006\)](#); [Office for Civil Right Office for Civil Rights, Revised Sexual Harassment Guidance \(66 Fed. Reg. 5512, Jan. 19, 2001\)](#)

## Title IX Reporting Process Flowchart



## WHERE CAN STUDENTS/EMPLOYEES FIND THIS INFORMATION?

- College Policy
- College website and all student and employee handbooks:
  - <https://www.montgomery.edu/about-mcc/title-ix/>
  - A statement of the College's policy of nondiscrimination on the basis of sex
  - Title IX Coordinator's contact information
  - A statement that Title IX Inquiries may be referred to the Title IX Coordinator or to the Assistant Secretary for Civil Rights



Montgomery Community College  
**Title IX Coordinator for Students**



**Dr. Trinnette Nichols**  
Dean of Student Services and  
Interim Title IX Coordinator

**Email:** nicholst1116@montgomery.edu

**Phone:** (910) 898-9610

**Office:** 130A, Blair Building

**Student Waiver Form for Field Trips**

**IMPORTANT: PLEASE READ**

Your signature on this document releases Montgomery Community College from legal responsibility should an accident occur on or during a college-related or-sponsored field trip or activity. The student assumes full responsibility for himself/herself and his/her actions and agrees to abide by all Articles of the Student Code of Conduct as approved in the Student Handbook. Students under 18 years of age must have parent's signature.

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Age

**RELEASE**

KNOW ALL MEN BY THESE PRESENTS:

I, the undersigned student or parent if student is under 18 years of age, hereby release and forever discharge Montgomery Community College and all of the members of said organization, and all agents, representatives and employees of said organization and their successors from all claims and demands whatsoever which I, my heirs, executors and administrators, have or may have against the said organization or its successors or against said members, agents, representatives or employees, by reason of any injuries arising out of my student activities, field trips, road trips, or any other activities directly or indirectly involving the said organization and my consequences resulting directly or indirectly there from.

This the \_\_\_\_\_ day of \_\_\_\_\_ 20 \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Student Print Name

\_\_\_\_\_  
Parent's Signature

**Waiver From for Live Project Request**

**MONTGOMERY COMMUNITY COLLEGE  
1011 PAGE STREET -- TROY, NORTH CAROLINA 27371  
REQUEST FOR LIVE PROJECT FORM**

Description of Work Requested:

**WAIVER OF RESPONSIBILITY AND LIABILITY**

I, the undersigned, hereby release Montgomery Community College, its agents and its students, of all responsibility and liability however incurred for work done in my behalf and at my request. I understand that students will do the work requested under the supervision of an instructor employed by Montgomery Community College.

I also waive any responsibility to the College for my property while it is situated on the premises of Montgomery Community College, including satellite locations, for any damage or loss incurred by fire, accident, theft, vandalism, or pilferage. I further understand that it may be impossible to keep my property locked inside of the buildings of Montgomery Community College overnight.

I further accept the responsibility for paying for all parts and materials necessary to accomplish the work requested by me and understand that no warranty will be applied or expressed on projects left for repair.

**Signature Print Name**

Date \_ Phone No.

St. Address PO Box \_\_\_City \_\_\_\_\_Zip Code

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**To be Completed by the College**

**Check one:** Student \_\_\_\_\_ College Employee \_\_\_\_\_ Board  
Member \_\_\_\_\_

Foundation Board Member \_\_\_\_\_ Community \_\_\_\_\_ Other \_\_\_\_\_

**Check one** Parts/supplies to be provided by person requesting job.  
Estimated costs of parts/supplies provided by the College

Estimated Starting Date \_\_\_\_\_ Requested Completion Date \_\_\_\_\_

\_\_\_\_\_  
Instructor's Signature \_Date\_\_\_\_\_

**Approvals:**

Dean Date

Vice President of Instruction & Student Services Date

Vice President of Administrative Services Date

President \_\_\_\_\_Date