



## FACULTY GUIDE 2023-2024





# 2023-2024 FACULTY GUIDE

## About the Faculty Guide

The Faculty Guide is a LIVE guide with **clickable links**. This PDF Guide will be updated throughout the year. Since it is LIVE, you will be able to click on most of the links in this document to be directed to additional resources.


## Where to find the Faculty Guide

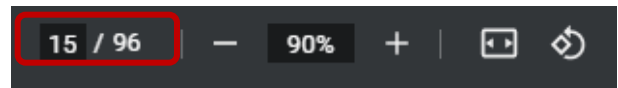
This document is available under **MyWCC>Faculty Services**, on the **Faculty Professional Development Page**, and on the **Teaching and Learning Center webpage**. Download the most updated version of the guide (if you are having trouble accessing a resource).

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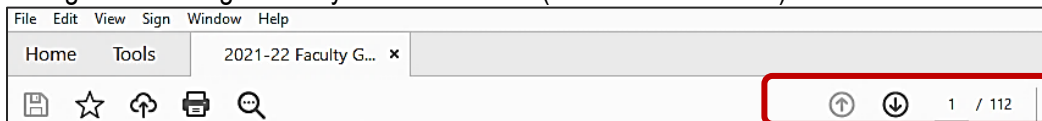
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- Scroll bar on right side of screen
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- Click the Thumbnail images on left side of the screen (click Menu [upper left corner]  to expand)



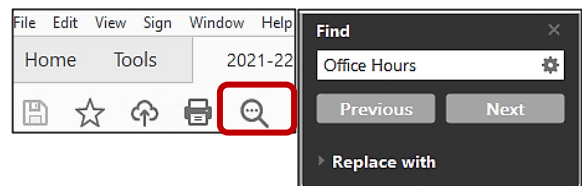
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- Use the Enter Key (to move down the document)
- Clicking on the Navigation Keys on the Toolbar (see below in Adobe)



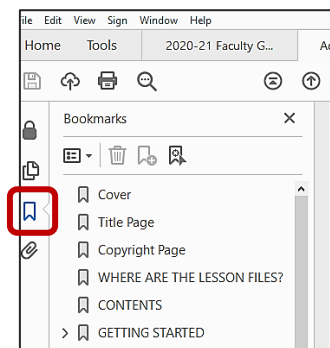
### Using the Search feature:

- Click on the magnifying glass on your Tool bar and type in a word you want to search for, continue to click Next to find the exact location, OR
- Click on Edit, Find, type in a word you want to find, click Next to find the next occurrence of the word



### Using Bookmarks:

- Make sure the Navigating pane is expanded (Click on the black arrow ► on the left side of the screen to open) and click on the Bookmark icon
- Click on the item and it will move to that item



### Using the Table of Contents:

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Dear Colleagues,

As we usher in a new academic year at Washtenaw Community College, let me offer a sincere welcome to each of you – whether you are new or returning to the college this fall.

Fall semester is a time of renewal, excitement and anticipation of all the amazing things our students will accomplish this year with your support, expertise and guidance.

The theme of this year's in-service is "The Power of One." To me, this means we have both the individual and collective power to positively influence and inspire our students to achieve their dreams.

As educators, we understand the impact each one of us have on our students. And, when we learn about their successes, it reinforces the true difference we make in their lives.

I thought of the power we each possess as educators while attending WCC's 2023 commencement ceremony when I was surprised by a former high school student of mine.

Early in my career I was a vocational education teacher and taught culinary arts for high school students. I look back at this experience with fond memories. A former student, whose son now attends WCC, shared that her experience in this class inspired her to become a chef and professional baker.

She conveyed how much the class meant to her and how it influenced her career choice. Today, she is an entrepreneur, renowned metro-Detroit baker, chef and cooking instructor.

Each one of you could share a story like this and probably felt as I did in that moment. It reminds us of why we are here. We may not be aware in our everyday work of the legacy we leave that can change lives—and that's the power of each one of us.

I am so glad that you are here and excited to see everything we will accomplish together this year.

Warmly,

A handwritten signature in black ink that reads "Rose".

Rose B. Bellanca, EdD  
President





Colleagues,

Welcome back to a new academic year!

At up to 60,000 members strong, a healthy colony of honey bees is one of the most fascinating demonstrations of the **Power of One** in the natural world. Each member of the colony has a specific task to perform, but in order for the colony to survive and thrive, it takes the combined efforts of the entire colony. Much like our honey bee counterparts, we each have our own power to create impactful change; but our true power is realized when we come together as **one**.

As individuals, we possess unique power in the opportunities that we encounter every day. A kind conversation with a student; offering to assist a colleague; going the unexpected extra mile. We may not ever know or see the results of **one** moment, **one** conversation, **one** smile, **one** thank you, **one** interaction – but it could mean more than we ever know.

Together, our power is even greater. Emulating the honey bees, when we put our individual talents, dreams, and knowledge together as **one**, we are able to create a collaborative, resilient, and transformative college community that changes the lives of all who we serve.

WCC is bursting with valuable and meaningful relationships, and one of the most important is the one each of you have with our students. Each **one** of you have the key that will open the door to student success and excellence!

The Teaching and Learning Center staff, has spent countless hours developing this guide to serve as a tool to promote high quality teaching practices, resources for faculty and staff alike, plus an overview of student resources on campus.

From all of us at the Teaching and Learning Center, Theresa, Gaby, Debbie, and myself, welcome back!

Victor M. Vega, PhD  
Vice President for Instruction

*If there is any way to make this guide more helpful for you, please feel free to contact the Teaching and Learning Center directly at [tlc.staff@wccnet.edu](mailto:tlc.staff@wccnet.edu).*

*While many of you will print this guide for easy access, navigating the Guide online via MyWCC (under Faculty Services) will allow you to click to information from the live links.*

# 2023-2024 FACULTY GUIDE

## WCC'S GUIDING PRINCIPLES

### Mission

Our college strives to make a positive difference in people's lives through accessible and excellent educational programs and services.

- We provide a caring, open-door teaching and learning environment.
- We provide excellent teaching, counseling, and support services.
- We reach out to people who have limited income or other barriers to success.
- We enable people to progress in their academic and career pursuits.
- We work in partnership with the communities we serve.

### Values

**Teaching and Learning:** We embrace teaching and learning as our central purpose.

**Support:** We make every effort to help learners achieve success.

**Diversity:** We respect differences in people and in ideas.

**Partnerships:** We plan and work together with respect, trust, and honesty within the College and with the communities we serve.

**Innovation:** We seek the best possible ways to conduct our work.

### Vision

WCC is a learner-centered, open-door college dedicated to student, community, and staff success. We offer a wide spectrum of community college services with an emphasis on premier technical and career educational programs. The College staff continuously learns to improve learning.

**Student Success:** Our students come first. We are committed to their learning, success, and satisfaction. We strive to serve every student in an effective, caring, and supportive way. In order to enhance student learning outcomes, we engage in continuous improvement of teaching, programs, processes, and structures. We increase our accessibility by reaching learners where, when, and how they need instruction through the use of learning technologies, workplace learning experiences, and flexible scheduling of classes.

**Community Success:** We are committed to community learning, success, and satisfaction. WCC's primary contribution to community success is the development of a highly skilled workforce. A strong partnership with area employers emphasizes customized employee training and rapid adaptation of WCC programs to changing job training needs. Through strategic alliances with business, government, labor, and other educational institutions, WCC increases its emphasis on applied technology education, joint technical education programs with the public schools, and basic job-training services to underserved and at-risk groups.

**Staff Success:** We are committed to staff learning, success, and satisfaction. As a staff, we emphasize teamwork within College units and between the units. We support our colleagues and help them to be successful. We learn to improve learning; that is, we continuously increase our capacity to meet the educational requirements of the students, employers, and communities we serve. Through staff learning, we continuously improve services at each stage of the flow of students through WCC. All staff members align their work to contribute to improved teaching and increased student and community learning.

## Washtenaw Community College Faculty Pledge to Students

We, the faculty of Washtenaw Community College, believe that every student deserves to learn. We believe that teaching and learning happens in relationships of respect and care. We believe that teaching and learning are supported by content expertise and commitment to excellence in pedagogy.

- **We believe that learners succeed and communities thrive:**
  - when teachers design organized, objective-based learning experiences;
  - when learners engage in active learning;
  - when everyone is equally welcomed and included;
  - when teachers create productive communication loops with learners;
  - when teachers use assessment to shape their design and revision of courses, classes, and programs.





# SECTION ONE: INFORMATION FOR TEACHING FACULTY

## PREPARING FOR THE SEMESTER

### Syllabus Naming

To provide a process for collecting and cataloging class syllabi, please use the file name format to save your syllabus to Blackboard:

**SUBJ\_CRSE\_SEQ\_syllabus.pdf**

SUBJ = 3-character subject code

CRSE = 3–4 alphanumeric course number

SEQ = 1–3 alphanumeric section code

**For example: RAD\_265\_01\_syllabus.pdf**

### Creating your First Day Handout/ Course Syllabus

An official Master Syllabus exists for every approved WCC course. This syllabus contains outcomes and objectives for the course. Faculty are required to follow the "Master Course Syllabus." Faculty can select teaching methods and assignments that best fit their teaching styles in meeting the course objectives as listed in the official syllabus. Departments provide samples of course handouts for all courses. To view a Master Syllabus, visit the Curriculum & Assessment webpage <https://www.wccnet.edu/mywcc/faculty-staff/curriculum/course-program-data/syllabi/> or contact your Department Chair/Course Lead/Division Dean.

A complete course handout should contain the following information:

- Course Learning Outcomes (from Master Syllabus)
- Course name and number
- Instructor name and contact information
- Instructor office hours and office location
- Course description
- Required texts and course packs
- Criteria for evaluation (all courses should include at least five grades – distributed throughout the semester – for tests, exams, projects, papers, and other evaluation work used to calculate the final course grade)
- Student attendance or other requirements
- Schedule of class meeting dates with topics and assignments
- LSS statement requesting accommodations due to a disability. Recommended statement below:  
WCC provides students with disabilities reasonable accommodations to participate in educational programs, activities or services.  
Students with disabilities requiring

accommodations to participate in class activities or meet course requirements should register for services through [Learning Support Services](#), Crane Liberal Art & Sciences, LA 115, 734-973-3342.

### Blackboard (current LMS)

Blackboard (Bb) is the college's learning management system. All course sections will have a Blackboard site. Student Opinion Questionnaires (SOQs) are delivered online via Blackboard. You must use Blackboard for Distance Learning and Virtual Classes.

To access Blackboard, go to the WCC Homepage > WCC Gateway (login) > Faculty/Staff Dashboard > [Blackboard](#).

If you have any questions, please contact the Faculty Blackboard Support Desk at [faculty.help@wccnet.edu](mailto:faculty.help@wccnet.edu), call 734-477-8713, or [Faculty Bb Training Request](#).

### Requesting an Blackboard Site

To request a Blackboard site, go to the WCC Homepage > Gateway Login > Faculty/Staff Dashboard > MyWCC > Faculty Services > [Blackboard Course Request](#).

### WCC Resources Navigation in Bb

WCC Resources Navigation will be included in every **Blackboard** course site. Please introduce the information to your students.

**Success Team** – advising & coaching support information

**Safety & Support** – general information about student services & support

**Academic Dates & Information** – add/drop & withdrawal dates

**Ask a Librarian** – students can submit questions to a librarian

**LC Study Help** – information to reach the Learning Commons for tutoring & study help

**Student Tech Help** – provide information for tech support & resources

**After Hours Study Help** – information about study help after hours

\* Supplemental information from the Dean of Students is added in the Safety & Support/Academic Dates section. You do not need to add this to your syllabus.

WCC - Resources
Success Team
Safety & Support
Academic Dates & Information
Ask A Librarian
LC Study Help
Student Tech Help
Afterhours Study Help



# SECTION ONE: INFORMATION FOR TEACHING FACULTY

## Classroom Technology

Media Services provides support for audio/visual (AV) technology in the classroom. One-on-one sessions in the classroom are available.

Other services:

- Assist with setting up a Zoom account and provide training materials.
- Provide document cameras for remote teaching, and instructions on setting up at home.
- Assist with setting up hardware for a Zoom session in the classroom.
- Provide microphone and speaker for voice amplification in the classroom.

For Media Services questions and assistance, via email at [mediahelp@wccnet.edu](mailto:mediahelp@wccnet.edu).

For classroom technology emergencies call: 734-677-5180, for other inquiries call 734-973-3382.

## Computer and Phone in the Classroom

Information Technology Services serves students, faculty and staff needs in the area of IT support, training, phone services and information security.

Please contact the Helpdesk at 734-973-3456 or email us at [help-desk@wccnet.edu](mailto:help-desk@wccnet.edu) to schedule an appointment with a technician.

## Checking your WCC Email

It is important to check your WCC email frequently, a prompt response is encouraged (24 to 48 hrs). This is a key tool for student communication and many important communications come through this channel. All College communications must be through your WCC email.

## Clerical Support

Contact your divisional/office support professional for assistance with clerical needs via email or phone.

## Copying your Course Materials

To make copies on faculty office copiers, you will need your WCC ID/PROX card. Send large copy jobs to the Campus Copy Center: Copy requests can be submitted via email [Copycenter@wccnet.edu](mailto:Copycenter@wccnet.edu) or in person at GM 214. For more information call 734-973-3556.

All course materials should be posted on Blackboard for students to review.

## Faculty Office Hours

**Full-time faculty:** A minimum of five (5) office hours per week, in no less than 30-minute increments, and held on more than one (1) day during the period Sunday–Friday, shall be scheduled and posted for each semester. One (1) hour of such office hours shall be held virtually. Up to two (2) additional hours may be held virtually at the discretion of the professional instructor. Professional instructors shall be available for five (5) hours per week for meetings related to College business, such as departmental, divisional, faculty, cross-departmental, governance, and community. If the professional instructor wishes to schedule additional student consultation time, this shall be in addition to office hours, meeting hours and contact teaching hours. Professional Instructors shall not be assigned during these additional hours duties not normally performed by Professional Instructors or other requirements not related to the professional instructor's duties. (from the WCC EA 2022-2025 Contract 0112.4)

**Adjunct faculty:** Notwithstanding Section 5 of the master contract's Appendix E, adjunct faculty teaching 150 contact hours in a semester will post (3) office hours per instructional week and will be compensated for those hours at 68% of the contractual instructional rate during that semester. This action constitutes the entire agreement between the parties and shall not be considered precedent setting in any way.

**Part-time faculty** may meet with students in the Part-Time Faculty Commons, in any other location on campus, via Zoom, or by using immediate response via your WCC email.

**Office hours should be included on your syllabus and in Blackboard.**

## Duo Authentication Login

As an added step to keep WCC data secure and protected, the college has added multi-factor authentication (MFA) to protect our services, data and users. Faculty and staff will use multi-factor authentication to access the single sign-on WCC Gateway (a Duo login is valid for 20 hours when using the same computer and the same web browser).

If you forget your phone, we can give you a bypass for a day. If you need this or have questions, please contact the ITS Help Desk at 734-973-3456 or [help-desk@wccnet.edu](mailto:help-desk@wccnet.edu).

For more information and setup instructions, <https://www.wccnet.edu/mywcc/faculty-staff/its/duo.php>

# SECTION ONE: INFORMATION FOR TEACHING FACULTY

## Classroom and Office Supplies

General office supplies are available in your office area. Please see your office support professional for directions on how to access/order supplies. You may need to contact your Department Chair or Division Dean for specialty items.

## Accessing your Class Roster

Class rosters include the names, emails and phone numbers of all students registered for your class(es). You may also get a class roster that includes student pictures. Please check rosters carefully to make sure that students attending your class are officially registered.

**Note:** If a student's name does not appear on your class roster, it will not appear on the final grade sheet. Speak with student(s) who are not on your class list. Inform them that they **must** be officially registered in order to receive credit for the class. Also, inform student(s) who have an "AU" that they will not receive credit for the class.

There are two types of class rosters:

1. **To access roster of registered and waitlisted students:** WCC Homepage > Gateway Login > Faculty/Staff Dashboard > MyWCC > Faculty Services > Class Roster & Guide > Class Roster:
  - Students registered in your class with a PREREQUISITE OVERRIDE have '+' by their name.

- Waitlist information – before the session starts, the roster displays your current waitlist information. After session starts, the archived waitlist displays students on the waitlist as of the end of registration.

**Note:** Students cannot add themselves to the waitlist after the end of registration. Instructor will need to grant an online Course Approval. The archived waitlist does NOT display every student that was ever on your waitlist during registration. Before your session begins, WCC removes students from waitlists if they are dropped for non-payment from other classes.

2. **To access roster with photo IDs or transcripts:** WCC Homepage > Gateway Login > MyWCC > Faculty Services > Class Roster & Guide > Class Roster Photos.

To access the student's transcript, use the link on the right side of the display.

**Note:** If you cannot access your online class roster, inform your Department Chair (part-time faculty) or Division Dean (full-time faculty) – this may mean that your name is not listed as the class instructor. This is especially important to part-time instructors who are paid by contracts that are generated by your name designated on the class in the computer system.

## Faculty/Student Resources in Blackboard



In addition to Faculty Resources available under MyWCC > Faculty Reports, additional resources are available in Blackboard. You can also review and direct students to the Student Resources tab in Blackboard for support information.

# SECTION ONE: INFORMATION FOR TEACHING FACULTY

## INSTRUCTOR GUIDE TO IMPORTANT DATES FOR FALL 2023

Part of Term	Session Number	Session Description	Session Start	Session End	Drop Deadline (100% refund)	Faculty Drop Deadline Distance Learning	Faculty Drop Deadline Face to Face & Virtual	Student Add Deadline	Withdraw Deadline	Mid Term Grade Sheets Available Through	Final Grade Sheets Available	Grades Due at Noon	Grade Changes Available*
1	number	15 Weeks	28-Aug-23	17-Dec-23	11-Sep-23	1 <sup>st</sup> day only	Faculty Drop process is available on the day following the 2nd meeting only	14-Sep-23	21-Oct-23	9-Dec-23	10-Dec-23	19-Dec-23	20-Dec-23
3	F, G	1st 10 weeks	28-Aug-23	07-Nov-23	8-Sep-23	1 <sup>st</sup> day only		11-Sep-23	5-Oct-23	31-Oct-23	1-Nov-23	9-Nov-23	10-Nov-23
9	W	1st 12 weeks	28-Aug-23	21-Nov-23	11-Sep-23	1 <sup>st</sup> day only		14-Sep-23	10-Oct-23	13-Nov-23	14-Nov-23	23-Nov-23	24-Nov-23
6	Q	1st 5 weeks	28-Aug-23	03-Oct-23	1-Sep-23	6 <sup>th</sup> day only		6-Sep-23	16-Sep-23	25-Sep-23	26-Sep-23	5-Oct-23	6-Oct-23
2	A, B, E	1st 7 1/2 weeks	28-Aug-23	19-Oct-23	6-Sep-23	6 <sup>th</sup> day only		9-Sep-23	26-Sep-23	11-Oct-23	12-Oct-23	21-Oct-23	22-Oct-23
10	Y	2nd 12 weeks	20-Sep-23	17-Dec-23	2-Oct-23	1 <sup>st</sup> day only		5-Oct-23	10-Oct-23	9-Dec-23	10-Dec-23	19-Dec-23	20-Dec-23
5	N, P	2nd 10 weeks	04-Oct-23	17-Dec-23	13-Oct-23	1 <sup>st</sup> day only		16-Oct-23	7-Nov-23	9-Dec-23	10-Dec-23	19-Dec-23	20-Dec-23
7	S	2nd 5 weeks	04-Oct-23	07-Nov-23	9-Oct-23	6 <sup>th</sup> day only		12-Oct-23	21-Oct-23	30-Oct-23	31-Oct-23	9-Nov-23	10-Nov-23
4	H, L	2nd 7 1/2 weeks	20-Oct-23	17-Dec-23	27-Oct-23	6 <sup>th</sup> day only		30-Oct-23	16-Nov-23	9-Dec-23	10-Dec-23	19-Dec-23	20-Dec-23
8	U	3rd 5 weeks	08-Nov-23	17-Dec-23	13-Nov-23	6 <sup>th</sup> day only		16-Nov-23	30-Nov-23	9-Dec-23	10-Dec-23	19-Dec-23	20-Dec-23

## INSTRUCTOR GUIDE TO IMPORTANT DATES FOR WINTER 2024

Part of Term	Session Number	Session Description	Session Start	Session End	Drop Deadline (100% refund)	Faculty Drop Deadline Distance Learning	Faculty Drop Deadline Face to Face & Virtual	Student Add Deadline	Withdraw Deadline	Mid Term Grade Sheets Available Through	Final Grade Sheets Available	Grades Due at Noon	Grade Changes Available*
1	number	15 Weeks	8-Jan-24	29-Apr-24	20-Jan-24	1 <sup>st</sup> day only	Faculty Drop process is available on the day following the 2nd meeting only	23-Jan-24	1-Mar-24	21-Apr-24	22-Apr-24	1-May-24	2-May-24
3	F, G	1st 10 weeks	8-Jan-24	25-Mar-24	18-Jan-24	1 <sup>st</sup> day only		22-Jan-24	13-Feb-24	17-Mar-24	18-Mar-24	27-Mar-24	28-Mar-24
9	W	1st 12 weeks	8-Jan-24	8-Apr-24	20-Jan-24	1 <sup>st</sup> day only		23-Jan-24	19-Feb-24	31-Mar-24	1-Apr-24	10-Apr-24	11-Apr-24
6	Q	1st 5 weeks	8-Jan-24	12-Feb-24	12-Jan-24	6 <sup>th</sup> day only		16-Jan-24	26-Jan-24	4-Feb-24	5-Feb-24	14-Feb-24	15-Feb-24
16	J	1st 6 weeks	8-Jan-24	19-Feb-24	13-Jan-24	6 <sup>th</sup> day only		17-Jan-24	29-Jan-24	11-Feb-24	12-Feb-24	21-Feb-24	22-Feb-24
2	A, B, E	1st 7 1/2 weeks	8-Jan-24	28-Feb-24	16-Jan-24	6 <sup>th</sup> day only		19-Jan-24	3-Feb-24	20-Feb-24	21-Feb-24	1-Mar-24	2-Mar-24
10	Y	2nd 12 weeks	30-Jan-24	29-Apr-24	10-Feb-24	1 <sup>st</sup> day only		13-Mar-24	19-Mar-24	21-Apr-24	22-Apr-24	1-May-24	2-May-24
5	N, P	2nd 10 weeks	13-Feb-24	29-Apr-24	22-Feb-24	1 <sup>st</sup> day only		26-Feb-24	25-Mar-24	21-Apr-24	22-Apr-24	1-May-24	2-May-24
7	S	2nd 5 weeks	13-Feb-24	25-Mar-24	17-Feb-24	6 <sup>th</sup> day only		20-Feb-24	1-Mar-24	17-Mar-24	18-Mar-24	27-Mar-24	28-Mar-24
17	K	2nd 6 weeks	20-Feb-24	8-Apr-24	26-Feb-24	6 <sup>th</sup> day only		29-Feb-24	18-Mar-24	31-Mar-24	1-Apr-24	10-Apr-24	11-Apr-24
4	H, L	2nd 7 1/2 weeks	29-Feb-24	29-Apr-24	13-Mar-24	6 <sup>th</sup> day only		16-Mar-24	2-Apr-24	21-Apr-24	22-Apr-24	1-May-24	2-May-24
8	U	3rd 5 weeks	26-Mar-24	29-Apr-24	30-Mar-24	6 <sup>th</sup> day only		3-Apr-24	12-Apr-24	21-Apr-24	22-Apr-24	1-May-24	2-May-24

## INSTRUCTOR GUIDE TO IMPORTANT DATES FOR SPRING/ SUMMER 2024

Part of Term	Session Number	Session Description	Session Start	Session End	Drop Deadline (100% refund)	Faculty Drop Deadline Distance Learning	Faculty Drop Deadline Face to Face & Virtual	Student Add Deadline	Withdraw Deadline	Mid Term Grade Sheets Available Through	Final Grade Sheets Available	Grades Due at Noon	Grade Changes Available*
3	F, G	1st 10 weeks	6-May-24	18-Jul-24	15-May-24	1 <sup>st</sup> day only	Faculty Drop process is available on the day following the 2nd meeting only	18-May-24	11-Jun-24	10-Jul-24	11-Jul-24	20-Jul-24	21-Jul-24
9	W	1st 12 weeks	6-May-24	1-Aug-24	17-May-24	1 <sup>st</sup> day only		20-May-24	18-Jun-24	24-Jul-24	25-Jul-24	3-Aug-24	4-Aug-24
16	J	1st 6 weeks	6-May-24	18-Jun-24	11-May-24	6 <sup>th</sup> day only		14-May-24	29-May-24	10-Jun-24	11-Jun-24	20-Jun-24	21-Jun-24
2	A, B, E	1st 7 1/2 weeks	6-May-24	28-Jun-23	13-May-24	6 <sup>th</sup> day only		16-May-24	3-Jun-24	20-Jun-24	21-Jun-24	30-Jun-24	1-Jul-24
5	N, P	2nd 10 weeks	20-May-24	1-Aug-24	31-May-24	1 <sup>st</sup> day only		3-Jun-24	25-Jun-24	24-Jul-24	25-Jul-24	3-Aug-24	4-Aug-24
17	K	2nd 6 weeks	19-Jun-24	1-Aug-24	24-Jun-24	6 <sup>th</sup> day only		27-Jun-24	11-Jul-24	24-Jul-24	25-Jul-24	3-Aug-24	4-Aug-24

\* You can correct a final grade online through MyWCC for 30 days after the end of the session. MyWCC\Faculty Services\Grading\Grade Audit



# SECTION ONE: INFORMATION FOR TEACHING FACULTY

## Add Deadline Without Instructor Permission

### F2F/Mixed Mode/Virtual Classes

Students can register for classes up until 8pm the night before the first class meeting.

### Distance Learning Classes

Students can register for a distance learning class after the start of the class. The number of days after the start of the semester a student can register varies by session (see chart to the right).

Class Length	For Distance Learning Classes Add Deadline for Students to Register Without Instructor Permission
15-week class	3 days from start of session
12-week class	3 days from start of session
10-week class	3 days from start of session
7.5-week class	2 days from start of session
6-week class	2 days from start of session
5-week class	2 days from start of session
4-week class	1 day from start of session
3-week class	1 day from start of session

Types of Instruction			
Banner Coding	Class Type	Class Description	Valid When . . .
<b>Online or Online Blended - CITL Approval Required</b>			
Schedule Type: Y * Session: M (COD)	Mixed Mode In Person	Blended: Online and Face to Face (F2F)	100% Lecture Hours No Labs
Schedule Type: MV * Session: V (COD)	Mixed Mode Virtual	Virtual and Online	100% Lecture Hours No Labs
Schedule Type: D * Session: D (COD)	Distance Learning	Entirely online (no designated meeting times).	100% Online
Schedule Type: MO * Session: M (COD)	Mixed Mode F2F & Online w/ Labs	Blended: F2F and Online (Lectures w/ Labs)	Linked or Combined. Cannot use MO for both lecture and lab if linked.*
<b>Virtual or Blended Virtual (plus MV above)</b>			
Schedule Type: MR Session: M (COD)	Mixed Mode F2F & Virtual w/Labs	Blended: F2F and Virtual (Lectures w/ Labs)	Linked or Combined. Cannot use MR for both lecture and lab if linked.*
Schedule Type: VL Session: V (COD)	Virtual (Lecture)	100% Virtual (with designated meeting times)	100% Virtual Lecture Hours only OR combined Lec/Lab CRN (virtual version of Sch Type E)
Schedule Type: VB Session: V (COD)	Virtual Lab	Virtual (with designated meeting times)	100% Lab Hours (standalone lab or linked to a different CRN)
<b>100% Face to Face (*except some parts G)</b>			
Schedule Type: L Session Type: T (TRAD)	Lecture	Face to Face	May also be linked to a lab (B)
Schedule Type: B Session: T (TRAD)	Lab	Standalone gradable lab course or F2F linked lab to a lecture (same course number).	May also be linked to a Lecture (L, MR, MO)
Schedule Type: E Session: T (TRAD)	Lecture/Lab	F2F where lecture and lab are offered as one CRN	100% in person, has both lecture and lab hours
Schedule Type: C Session: T (TRAD)	Clinical	Clinical classes are generally conducted off campus at a health facility.	C1 and C2 may be used for two sections in same PoT.
Schedule Type: I Session: T (TRAD)	Independent Study	Independent Study	
Schedule Type: P Session: T (TRAD)	Practicum	Designed to give students supervised practical application of previously studied theory.	
Schedule Type: G Session: T (TRAD)	Lec/Lab/Clinical	Combined Lecture/Lab/Clinical Hours in one CRN	*Some portion should be F2F

Other schedule types include A (Activity), N (Internship), and T (Studio)

\*When a lecture and lab are offered in different modes with linked CRNs, use the mixed mode designation for one but not both. They must have different schedule types if they have the same subject/course number.

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# SECTION ONE: INFORMATION FOR TEACHING FACULTY

The screenshot shows a web browser window with the URL [https://devsec.wccnet.edu/jsp/entry/entrypage\\_g\\_mcc\\_fa\\_form](https://devsec.wccnet.edu/jsp/entry/entrypage_g_mcc_fa_form). The page title is "Faculty Approvals". The navigation menu includes: Main Menu, Student Services, Financial Aid, Faculty Services (active), Employee, Oraweb Reports, Personal Information, and WebTutor Admin. The page content includes a "Student Name" field, "Academic Levels" (Math 1, Reading n/a, Writing 6), and a section for selecting an approval type. The approval types are: "Give permission to register above class capacity", "Give permission to register after start of session", "Give permission to register and waive all registration restrictions", and "Add 48 hour limit on registration". Below this is a "Course" dropdown menu. At the bottom, there are buttons for "Submit", "Check Prerequisites", and "Select Another Student". The page also includes a "RETURN TO MENU" link and a "HELP" link. The date and time are displayed as "Fall 2012 Aug 20, 2012 11:06 am". The release version is "RELEASE: 8.2".

## Adding Late Student – Course Approval

A Course Approval allows a student permission to register for your class **after** the Registration period has closed, but **before** the "Add" deadline. Your action only gives electronic approval on the student's record for the student to register. The student must register online for the class **before** the "Add" deadline to be enrolled in your class. Once you grant the approval an email is generated notifying the student they can now register for the class. However, there is a limited time for students to enroll and pay for the class, so encourage the student to check their WCC email regularly.

**To access the Faculty Approvals:** WCC Homepage > Gateway Login > Faculty/Staff Dashboard > MyWCC > Faculty Services > Course Approval > Course Approvals > Faculty Approvals > Select the Term & Course > Enter student's ID > Select the appropriate approval type.

**Note:** After the "Add" deadline, review your class roster(s) to verify that all students attending are registered.

## Class Capacity Overrides

The class capacity for lecture sections is generally set at 30 students; lab classes, large lecture sections and clinical courses will have other maximum capacities. Once this capacity is met, students will need the instructor to grant them permission online. Instructors are not required to oversubscribe their classes, but may do so at their own discretion. Instructors should work

closely with their Department Chair or Division Dean to manage overrides.

## Waitlist Overrides

Students on your class roster who have a WL or LX near their name are not actually registered for your class; they're on the waitlist in the order in which they attempted to register. If you decide to allow additional students into your class, the student at the top of the waitlist should be admitted first when possible.

After you give online approval, students must still register themselves for the class by the "Add" deadline. Your approval automatically triggers an email to the student(s) advising them approval was granted and registration is required.

## Prerequisites

**Level 1** prerequisite are preparatory courses or placement tests that must be successfully completed before students are allowed to enroll in a course. These requirements ARE enforced by the registration system; students attempting to register for a class will not be allowed to register if they are missing these prerequisites. If specified in the course description, students may take the prerequisite concurrently.

College Level reading and writing scores are prerequisites for 100 and 200 level courses, unless stated otherwise on the course description.

**Level 2** prerequisites need to be checked by the instructor on the first day of class to ensure student is prepared for success.

# SECTION ONE: INFORMATION FOR TEACHING FACULTY

## IN THE CLASSROOM

Now that you've gotten everything ready, it's time for class! Below are items that will help you maneuver through the semester.

### Attendance Recording

Department of Education and Veterans Administration require that students attend class at least once before their financial aid is released.

Verification of attendance only needs to be completed once for each student. Attendance verification is available through the WCC Homepage > Gateway Login > MyWCC > Faculty Services menu.

#### F2F/Mixed Mode/Virtual Classes:

- Attendance can be verified starting with the first class meeting. A student must be physically present in the classroom.
- Confirmation of non-attendance cannot be completed before the 2nd class meeting. Please make sure attendance verification has been done on all students by midnight the day after the 2nd class meeting.

**Note that a lab or clinical meeting on the same day as the lecture does NOT count as a second meeting.**

#### Distance Learning Classes:

- Attendance can be verified as soon as the student participates in class. A student must complete an assignment or participate in a chat session. Phone calls or emails from the student do not count as attendance.
- Confirmation of non-attendance cannot be completed until after the Attendance Report Window has expired (see chart below). Please make sure attendance verification has been done on all students by midnight on that day.

Class Length	Attendance Reporting Window	Faculty Reporting Day for Non-Attendance
15-week class	10 days	11 <sup>th</sup> day
12-week class	10 days	11 <sup>th</sup> day
10-week class	10 days	11 <sup>th</sup> day
7.5-week class	5 days	6 <sup>th</sup> day
6-week class	5 days	6 <sup>th</sup> day
5-week class	5 days	6 <sup>th</sup> day
4-week class	3 days	4 <sup>th</sup> day
3-week class	3 days	4 <sup>th</sup> day

#### • Please Note:

- **Late Adds:** After class has begun, remember to verify attendance for anyone to whom you grant permission to add. Students will not show up on the Attendance Report until they register for the course.
- If you wish to allow a dropped student back into your class, give the student an override to register and then verify attendance.

#### • **Student's financial aid cannot be posted until attendance is verified.**

**Note:** Once attendance has been verified, you cannot change the student back to non-attended. Email [kcurrie@wccnet.edu](mailto:kcurrie@wccnet.edu) if you have any questions or have made a reporting error.

### Faculty Drop for Non-Attendance

Guidelines for submitting a faculty drop for non-attendance (based on Attendance Recording criteria).

**F2F/Mixed Mode/Virtual** – You can faculty drop a student on the day following the 2<sup>nd</sup> meeting only.

**Distance Learning** – You can faculty drop a student if the student does not attend at least one class during the attendance window (see chart below).

Class Length	Attendance Window for Students to Participate	Faculty Drop Deadline
15-week class	10 days	11 <sup>th</sup> day only
12-week class	10 days	11 <sup>th</sup> day only
10-week class	10 days	11 <sup>th</sup> day only
7.5-week class	5 days	6 <sup>th</sup> day only
6-week class	5 days	6 <sup>th</sup> day only
5-week class	5 days	6 <sup>th</sup> day only
4-week class	3 days	4 <sup>th</sup> day only
3-week class	3 days	4 <sup>th</sup> day only

**If you submit a Faculty Drop** – The student will NOT display on your roster. The student receives a refund of tuition. This process is not required, but is available for you to use to make room for students who may be on a waitlist. Submitting a Faculty Drop, WCC Homepage > Gateway Login > MyWCC > Faculty Services > Faculty Drop Entry Form.

# SECTION ONE: INFORMATION FOR TEACHING FACULTY

ACADEMIC ENGAGEMENT (New definition of “academic engagement” in 34 CFR 600.2)	
Current regulations (Under 34 CRP 668.22)	New regulations effective July 1, 2021 (early implementation permitted)
“Academic attendance” and “attendance at an academically-related activity” were previously defined only as part of the R2T4 regulations under 34 CFR 688.22.	<p><i>Academic engagement:</i> <b>Active participation by a student in an instructional activity related to the student’s course of study that—</b></p> <p><b>(1) to defined by the institution in accordance with any applicable requirements of its State or accrediting agency:</b></p> <p><b>(2) Includes, but is not limited to—</b></p> <ul style="list-style-type: none"> <li>(i) <b>Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;</b></li> <li>(ii) Submitting an academic assignment;</li> <li>(iii) <b>Taking an assessment</b> or an exam;</li> <li>(iv) <b>Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;</b></li> <li>(v) Participating in a study group, <b>group project, or an online discussion that is assigned by the institution;</b> or</li> <li>(vi) <b>Interacting with an instructor about academic matters;</b> and</li> </ul> <p><b>(3) Does <u>not</u> include, for example—</b></p> <ul style="list-style-type: none"> <li>(i) Living in institutional housing;</li> <li>(ii) Participating in the institution’s meal plan;</li> <li>(iii) Logging into an online class <b>or tutorial without any further participation;</b> or</li> <li>(iv) Participating in academic counseling or advisement.</li> </ul>

Federal StudentAid

## Processing a Student Section Change Request

How to process a student request for a *Section Change* (for the **same Part of Term**), where a student wants to switch into another section of the same course.

1. The instructor (for the section that the student wants to change into) needs to grant an Override through MyWCC. Login to MyWCC > Faculty Services > Course Approval > Course Approvals > Faculty Approvals > follow the prompts > enter student information, and then
2. Student works with the Student Welcome Center (either by phone: 734-973-3543 or in person: Student Center Building 2<sup>nd</sup> Floor) to complete the change.

**Note:** Please make the student aware that there could be a fee associated with a Section Change.

## Teaching Virtual Classes at WCC

- Every Virtual class must have an active Blackboard with a syllabus, course schedule posted, Grade Center setup, and to manage and house work.
- Classes should meet the entire (100%) time listed on the schedule.
- Assignments must be submitted through Bb.
- Zoom should be used for class meetings.
- WCC Email must be used for all student communication.

Mixed-mode lab courses have a variety of formats based on labs and protocol requirements. The schedule for lab attendance must be clearly defined in the course syllabus (first-day handout) and/or course schedule.

*Students must clearly understand what days and times they must be in the lab and those days/times must fall into the times/days listed on the schedule.*

## Emergency Message Alerts

Remind students to sign up for “WCC Alerts,” an emergency notification service, which enables the College to send emergency notices regarding inclement weather, utility outages, school closings, etc. to current students and college employees via voice, text, email or TTY/TDD receiving devices for the hearing impaired. Please encourage your students to sign up.

Current WCC students and employees, can go to the WCC Homepage > Gateway Login > MyWCC > General > WCC Alert – Emergency Notification Service.

## Early Alert (Student Letters) Process

**Increasing student success and improving retention is a priority that is shared across the WCC community.**

Faculty are encouraged to use Early Alert Letters to communicate with students to encourage their progress, and to nudge students who are not doing well. Early Alert Letters are accessed and viewed in WCC Homepage > Gateway Login > MyWCC > Faculty Services > **Student Letters – Early Warning.**



# SECTION ONE: INFORMATION FOR TEACHING FACULTY

## FERPA – Release of Student Information

WCC is committed to allowing students access to their educational records and to protect their rights to privacy by limiting the transfer of their records without their consent, according to the Family Educational Rights and Privacy Act (FERPA). The college will also follow the FERPA guidelines that allow students to petition for corrections to inaccuracies in their records.

### Policy Criteria

- The College may provide directory information to third parties in accordance with the act.
- Students may request that their directory information be withheld.
- Students who wish to review their records may submit a written request to the Registrar listing the item(s) of interest. The College will respond to the request within 30 days of the receipt.
- Educational records are defined as those College records that are accessible to staff but these records do not include ancillary notes in the sole possession of the maker and which are not revealed to any person except a substitute.

## FERPA Relating to WTCM Students

Normally student records are under the control of the student's parents/guardians until the student reaches age 18. A clause in the Family Educational Rights and Privacy Act (FERPA) passes this control to the student if they are taking post-secondary classes. All WTCM students will be taking postsecondary classes. In order for the school to receive grades and other materials from WCC, we must have permission under FERPA from the student authorizing WCC to release the information. This permission also allows WTCM instructors and administrators to communicate information regarding the student to school personnel.

## Preferred Names and Pronouns

Washtenaw Community College strives to maintain a safe and welcoming learning environment. As part of the effort to do so, the College offers a Preferred Name option to students and employees. Many members of the WCC community use a name other than their legal name to identify themselves.

The use of a Preferred Name is in accordance with Board of Trustee Policy 5081 – Policy Prohibiting Discriminatory Harassment. An excerpt from the policy – “The College also prohibits discriminatory harassment

based on sexual orientation, gender identity or gender expression.

Although the College uses an individual's legal name for certain records or procedures, **when an individual identifies a preferred name, it is the expectation of the College that employees will address individuals by their preferred name.**

How do you know if a person has a preferred name?

- The preferred name is listed on the class roster.
- The preferred name is displayed on the WCC ID.
- The preferred name is listed on the directory.
- The individual tells you.

Many individuals that utilize a preferred name also have a preference on the pronoun associated with them. The following guide is a starting point for using pronouns respectfully.

### What is a pronoun?

A pronoun is any word that can replace a noun or noun phrase (I, you, them).

### What is a gender pronoun?

Gender pronouns refer specifically to people that are being talked about (he, she, him, his, her, they, them). Some people don't feel that traditional gender pronouns (she/her, he/him) fit their gender identities. Asking someone is the best way to know which pronouns to use. Some people prefer not to use pronouns, and would like their names to be used instead. Calling people by their name is a great way to make all students feel comfortable.

### How do you know what pronoun to use?

Simply ask. Here are some ways you can ask:

- “What pronouns do you use?”
- “How would you like me to refer to you?”
- “How would you like to be addressed?”
- “My name is \_\_\_\_\_ and my pronouns are \_\_\_\_\_. What about you?”

Remember that people may change their pronouns without changing their name, appearance, or gender identity. Make pronouns an optional part of introductions or check-ins at meetings or in class.

### What if I make a mistake?

Most people appreciate a quick apology and correction at the time of the mistake. Try – “I'm sorry I used the wrong pronoun earlier. I'll be more careful next time.”

If additional information is needed, please contact [deanofstudents@wccnet.edu](mailto:deanofstudents@wccnet.edu).

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### Student-Initiated Withdraw

A student may withdraw from a course without an instructor's permission before the Student Initiated Withdrawal deadline. However, the faculty member is encouraged to help the student explore their options before a withdrawal is initiated.

### Student Discipline

As a faculty member you have the right to expect that students: 1) will not disrupt the educational process in your class, 2) will not engage in academic dishonesty, 3) will not infringe on the rights of others, and 4) will not commit unlawful acts or violations of college rules. The first step in remedying situations is to speak with the offending student. For a detailed description on disciplinary procedures, review "Student Rights and Responsibilities" on the WCC website <http://www.wccnet.edu/trustees/policies/4095/>. Seek Department Chair or Division Dean for help.

### Student Opinion Questionnaires (SOQs)

The SOQ dates can be viewed on Blackboard [Faculty SOQs Online tile]. All SOQs are administered online via Blackboard. All faculty are required to have an active Blackboard site. If you do not request a Blackboard site, one will automatically be created for you. For SOQ process questions, email [surveys.feedback@wccnet.edu](mailto:surveys.feedback@wccnet.edu).

For Blackboard assistance, contact the Faculty Blackboard Support Desk by email [faculty.help@wccnet.edu](mailto:faculty.help@wccnet.edu) or call 734-477-8713.

## What You Need To Know About SOQs

(Student Opinion Questionnaires)

### When are my students being asked for their feedback?

The SOQ schedule is available on the Student SOQs Online tab in Blackboard as well as the Faculty SOQs Online tab. There is a summary image displayed on these Blackboard tabs, with a link directly below that image to the pdf with the full semester's schedule.

### Where do my students access the online SOQ survey?

There are four access points for the surveys.

- **Personalized emails** with a survey link are sent to students to invite participation and remind students of the deadline.
- **The Student SOQs Online** tab in Blackboard is the best access point for the SOQ links and the schedule.
- **Blackboard's My Institution tab** has a module with the link for each active survey and the response deadline.
- **Your Blackboard course site** has a main navigation **SOQs Online** link with direct access to the survey.

**Student SOQs Online**

Faculty SOQs Online

### What is the faculty role in SOQs?

- **Encourage** – your students are more likely to understand the significance of this feedback if you support the effort with reminders and in-class mention of the timeline and value.
- **Response Rates, SOQ Schedule**, and a guide with **The Student Experience with WCC's Online SOQs** are available within the **Faculty SOQs Online** tab in Blackboard.
- **Most** courses and sections will have SOQs in the final two to three weeks prior to the specific section's end date.
- **SOQ Availability** – SOQs will be available to your students **ONLY** as specified by the published schedule.
- **Results from SOQs** will be available a few hours after final grades have been submitted at the end of the semester. You'll find your reports on the same tab in Bb, as well as on your Employee tab in MyWCC.

Student SOQs Online

**Faculty SOQs Online**

**Questions?** Please email [surveys.feedback@wccnet.edu](mailto:surveys.feedback@wccnet.edu)

# SECTION ONE: INFORMATION FOR TEACHING FACULTY

## GRADING, EXAM SCHEDULE, AND GRADE RECORDING

### Testing Center

The Testing Center provides services for faculty, students, and guests. The Center proctors exams, and maintains a quiet, comfortable and efficient testing environment. Check the link for updated services hours and protocols. For instructor guidelines, please click on "[Policies and Guidelines](#)" on Testing Center page.

The Testing Center will be limiting services to meet protocols and capacity limitations. Only fully, on-campus classes or online classes with an on-campus component, can have tests proctored. For complete information on how to utilize the Testing Center, visit <http://www.wccnet.edu/services/testing-center/>

Call: 734-477-8550 /Email: [Testingcenter@wccnet.edu](mailto:Testingcenter@wccnet.edu)

### Exam Schedule

WCC does not have an official timeframe for administering midterms or final exams. Instructors should schedule exams at appropriate times and include this information in each Course Handout/ Syllabus. Faculty are required to hold class(es) up to and including the designated end date of the class, regardless if a final exam is administered.

**Faculty are expected to use Blackboard Grade Center for managing course grades so students always know their course standing.**

### Submitting Midterm Grades (Blackboard & Intelligent Learning Platform [ILP] Integration)

Feedback is an important part of the learning process. Although midterm grades are not part of the student record, they can serve an important role for those students seeing an advisor. While you may notify a student of their academic status in several ways, it is recommended that you submit Midterm Grades through Blackboard using the ILP integration that interacts with Banner. (Refer to the "Instructor Guide to Important Dates" for exact dates (see pages 4-5).)

**To submit Midterm Grading:** Login to Blackboard > in the Grade Center, select the column with Midterm Grades > Choose column menu, select > Set as External Grade.

On the Blackboard left navigation menu > Select Course Tools > ILP Integration > Midterm Grades > Select the column to populate (pulldown – your chosen column) > Submit Grades.

### Submitting Final Grades (Blackboard & Intelligent Learning Platform [ILP] Integration)

**To submit Final Grading:** Login to Blackboard > in the Grade Center, select the column with Final Grades > Choose column menu, Select > Set as External Grade. On the Blackboard left navigation menu > Select Course Tools > ILP Integration > Final Grades > Select the column to populate (pulldown – your chosen column) > Submit Grades Fill in any Last Date of Attendance information when highlighted with a failing grade or incomplete extension date.

The College uses a plus/minus grade system (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F).

A grade that does not have credit (AU, DF, F, I, N, NP, U, or W), must include the last date of academic contact with the student (mm/dd/yyyy).

**All grades are due 1½ days after the session ends.**

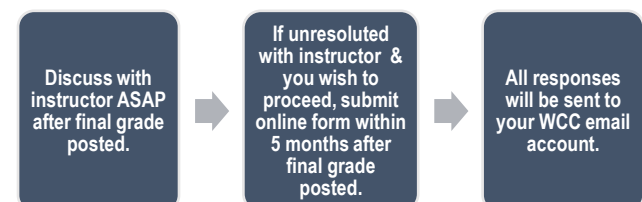
**Note:** Grades are available to students via MyWCC within 24 hours after grades are due.

### Final Grade Audit

You can correct a final grade online through MyWCC for 30 days after the end of the session. Refer to the "Instructor Guide to Important Dates" for exact dates (see pages 4-5). MyWCC > Faculty Services > Grading > Grade Audit.

### Grade Appeal and Course Concerns Process for Students

A student may appeal any letter grade for any course. All parties are to be notified of any action taken during the entire process. Students should follow this process:



<https://www.wccnet.edu/learn/grades/appeals-concerns.php>

## SECTION ONE: INFORMATION FOR TEACHING FACULTY

### Submitting an Incomplete "I" Grade

Faculty will login to MyWCC > Grading > Grades Final & Midterm. As you are entering student grades, select the "I" then you will need to complete an Incomplete Grade Contract.

Login to MyWCC > Faculty Services > Grading > Incomplete Grades – Contracts & Grade Changes > Submit or Change Incomplete Grade Contract > follow the prompts > enter required information for the student receiving an "I" and submit.

### Changing an Incomplete Grade to a Letter Grade

Faculty will need to go through MyWCC to change an Incomplete "I" grade to a Letter grade. Do **not** submit a paper grade change form. Login to MyWCC > Faculty Services > Grading > Incomplete Grades – Contracts & Grade Changes > Complete Incomplete Grade Change > follow the prompts > enter the letter grade and submit.

### Explanation of Grades

**Satisfactory 'S' or Unsatisfactory 'U':** 'S' and 'U' grades are generally given for courses numbered below 100. Credits for courses with 'S' or 'U' grades are not figured into credits attempted in determining a student's GPA and do not count toward graduation.

**Incomplete Grade 'I' Credit Withheld:** If the instructor determines that the student has nearly completed the requirements of a course but is missing a small but essential part of the course due to unforeseen or extenuating circumstances, the instructor may issue an 'I' grade. The 'I' grade will remain on the student's transcript until the requirements of the course are met and a letter grade given or an instructor-determined

deadline has passed with a maximum of one year. The final grade will depend on the quality of the completed work and its significance to the course. After the deadline, the grade that has been preset by the instructor will be posted on the transcript if the work is not completed. The 'I' grade could become a letter grade such as B, C, D, or S and credit granted or a U, F, or IX (permanent 'I') in which case a student would need to register in the course again to receive credit. Neither the 'I' or the 'IX' grade will be figured into credits attempted or honor points earned.

**Withdrawal 'W':** A 'W' grade is posted to the student's permanent academic record for any course the student withdraws from after the 100% refund deadline. The 'W' grade is not figured into credits attempted in determining a student's GPA.

**Audit 'AU' No Credit:** A student may enroll in a credit course on a non-credit (audit) basis. The number of credits the course normally carries is not included as part of the total credit load; however, tuition is assessed by the number of credits for the course. Students may change from credit to audit status or vice versa early in the semester without the instructor's permission. Refer to the Academic Class Schedule of courses for specific dates each semester. Credit is not earned in courses taken on an audit basis.

**Pass 'P'/No Pass 'NP':** Pass/No Pass grades are given only in specifically-designated courses numbered 100 and above. The Pass/No Pass grades must be part of the approved course syllabus and will apply to all students in all sections of the course. Students and faculty cannot elect this grading option for other courses. The 'P' grade equates to 'C' or better work and will not be included in a student's GPA. No more than 25 percent of credits applied toward an associate degree or certificate can have a 'P' grade.



## SECTION ONE: INFORMATION FOR TEACHING FACULTY

### WTMC AND DUAL ENROLLMENT AT WCC

#### *Washtenaw Technical Middle College (WTMC) Students in Your Class*

Washtenaw Technical Middle College (WTMC) is a public-school high school located on campus. WTMC is an early middle college that accepts students 9<sup>th</sup> and 10<sup>th</sup> graders. Early middle college students have the opportunity to continue enrollment in a 13<sup>th</sup> year and are required to complete a college certificate and/or associate degree to graduate. WTMC students meet all pre-requisites and complete a rigorous soft-skills curriculum prior to enrolling in any WCC courses. Eighty-five percent of WTMC graduates complete an associate degree in high school.

WTMC offers academic courses across campus and WTMC teachers also serve as base advisors for their students. WTMC offices are located on the 2<sup>nd</sup> floor of the TI building.

As part of the admission process, WTMC students and their parents sign a release allowing WTMC staff to contact WCC staff for follow-up and support on behalf of the student. All faculty are expected to respond to these inquiries and to use Early Alerts and/or Success Team referrals whenever a student is doing poorly in class. For any questions regarding WTMC students, contact the WTMC office in TI 214, call 734-973-3410 or visit <https://www.wccnet.edu/wtmc>.

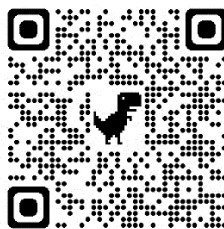
#### *Dual Enrollment and Middle College Partnerships*

Dual enrollment refers to high school students enrolled in college classes while still in high school. Early Middle College is a state-supported program where students may be enrolled for a 13<sup>th</sup> year in high school and are required to complete a college certificate and/or associate degree to meet high school graduation requirements. Early middle college students are a subset of all dual enrolled students. While WCC hosts Washtenaw Technical Middle College (WTMC) on campus they represent only 40% of the dual-enrolled students taking WCC courses.

**Please note high school juniors who are dual enrolled in the Winter semester may need to miss class for mandatory state testing in April.**

In Fall 2022, 1,157 students dual-enrolled at WCC – 11% of all students enrolled for the semester. Dual-enrolled students came from over 70 different high schools across the state. Over the last several years the number of early middle colleges has expanded to nearly 200 across the state. Besides WTMC, WCC supports Dexter Middle College, Livingston Early Middle College, Ypsilanti STEMM, and Kensington Woods.

To view a contact list of WTMC and our middle college partner staff, scan the QR code below:



Joleen Hargis ([johargis@wccnet.edu](mailto:johargis@wccnet.edu)) is the WCC Coordinator for Dual-Enrollment and Middle College Partnerships and can assist with questions you may have about these programs. She may be reached at 734-973-3682.

## SECTION ONE: INFORMATION FOR TEACHING FACULTY

# PARTNER WITH THE CAREER CENTER



### In-Class & Virtual Presentations

Career staff can visit your class! Choose any career-related topic! Here are a few ideas:

- Center for Career Success Introduction of Services and Resources
- Job Search Techniques
- Internships, Co-ops, Apprenticeships
- Interview Strategies
- Resume Writing



### Career-Connected Assignments

Interested in adding a career-related assignment to one of your classes? Help students make the connection between classwork and future career goals.



### Job Shadowing & Company Tours

Let's take it on the road! Take a group of students on a company tour, assign students to complete an informational meeting/interview, or a job shadow experience. Meet company reps in a low-stress, but meaningful activity.

## Handshake

[Handshake \(wcc.joinhandshake.com\)](https://wcc.joinhandshake.com) is WCC's job search and employer networking platform. All students and faculty already have an account, just use single-sign-on to login. You (and your students) can:

- Customize your profile and connect with local and nationwide companies
- Apply directly and easily to jobs and internships
- Find and register for workshops, events and fairs
- Attend virtual appointments, events and career fairs

Contact us at [careers@wccnet.edu](mailto:careers@wccnet.edu) to partner!



CENTER FOR CAREER SUCCESS



HAVE ANOTHER IDEA? WE'D LOVE TO TRY IT!!

Washtenaw Community College does not discriminate on the basis of religion, race, color, national origin, age, sex, height, weight, marital status, disability, veteran status, or any other protected status as provided for and to the extent required by federal and state statutes, nor does the college discriminate on the basis of sexual orientation, gender identity or gender expression. WCC is committed to compliance in all of its activities and services with the requirements of the Title IX of the Educational Amendments of 1972, Public Act 453, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 as amended, Public Act 220, and the Americans with Disabilities Act of 1990. Employment compliance inquiries should be directed to the AVP of Human Resources, Room 120 in the Business Education building, 734-973-3497. Facility access inquiries should be directed to the AVP of Facilities Development and Operations, Room P0112, Plant Operations Building, 734-677-5322. Title IX or ADA/504 inquiries related to programs and services should be directed to the EVP for Student and Academic Services, Room SC 247, Student Center Building, 734-973-3536.



[wccnet.edu/careers](https://wccnet.edu/careers)



734-677-5155



[careers@wccnet.edu](mailto:careers@wccnet.edu)

# Faculty Help Pathways

### CALL HELPDESK IF...



- Your computer isn't turning on
- You're having trouble with your keyboard, mouse, or other items related to your computer

**(734) 973-3456**

**[help-desk@wccnet.edu](mailto:help-desk@wccnet.edu)**

### CONTACT FACULTY HELP IF...



- Blackboard isn't showing all of your content
- You have Grade Center or other Blackboard program questions

**(734) 477-8713**

**[faculty.help@wccnet.edu](mailto:faculty.help@wccnet.edu)**

### CONTACT MEDIA SERVICES IF...



- You need help setting up a Zoom account
- You are in need of classroom technologies, such as cameras, microphones, etc.

**(734) 677-5180**

**[mediahelp@wccnet.edu](mailto:mediahelp@wccnet.edu)**

### EMAIL THE TEACHING & LEARNING CENTER IF...



- You are having issues with a TLC session - like a broken link or no access code
- You are having trouble with KALPA in any way

**(734) 677-5009**

**[tlc.staff@wccnet.edu](mailto:tlc.staff@wccnet.edu)**



# SECTION ONE: INFORMATION FOR TEACHING FACULTY

## Overview of Instructional Software Products Supported for Online/Virtual Learning

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### Productivity Suites



#### Microsoft 365

- Get your home copy download here <https://www.microsoft.com/en-us/education/products/office>
- Includes: Word, Excel, PowerPoint, Outlook and OneDrive



#### Google Apps

- Access your GoogleApps at <https://myaccount.google.com> – Login with your netID/PW
- Includes: Docs, Sheets, Slides, Calendar, Photos, YouTube, Drive and more

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### Communication & Collaboration



#### Zoom

- Activate and access your license <https://wccnet-edu.zoom.us>



#### Microsoft Teams

- Download your copy and login with WCC netID/PW.  
<https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/group-chat-software>



#### Google Voice

- For more information and to sign up: <https://voice.google.com/u/0/about>
- Note: There is not a college license; you must use personal email account to setup. But, effective tool for calling and texting students without using your own number.

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### Screen Recording



#### ScreenPal (previously known as Screencast-o-Matic)

- Get your license and download at <https://screenpal.com/WCC-CiTL>



#### Snagit

- PT Faculty / Personal Computer: Go to Blackboard > Faculty Resources > Welcome to CiTL
- FT Faculty / WCC Computer: Email [help-desk@wccnet.edu](mailto:help-desk@wccnet.edu) and ask for Snagit.

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### Video Hosting and Sharing



#### YuJa (video streaming service)

- Click on the YuJa tool link in your LMS courses (currently Bb) to record, upload, and share videos.
- For more information, visit the instructor guide at <https://support.yuja.com/hc/en-us/sections/360009227133-Quick-Start-for-Instructors-and-Content-Owners>.
- Refer questions to [citl@wccnet.edu](mailto:citl@wccnet.edu).



#### YouTube

- Still accessible with WCC netID and PW, but YuJa is preferred as it has no ads and you have more control over your content.



#### Blackboard: Not designed for hosting videos

- Please **do not** upload your videos directly to Blackboard – Media storage is limited.

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### Other Tools and Software



#### SafeAssign – Plagiarism checker

- Native to Blackboard
- For more information <https://help.Blackboard.com/Learn/Instructor/Assignments/SafeAssign>



#### ReadSpeaker – Accessibility Blackboard Text-to-Speech

- For more information <https://www.readspeaker.com/>
- Automatically built into Blackboard

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For Questions or Support, email or call your Faculty Support team: [faculty.help@wccnet.edu](mailto:faculty.help@wccnet.edu) / 734-973-3456.

# SECTION ONE: INFORMATION FOR TEACHING FACULTY

## ACTIVE LEARNING MODALITY

We know you are looking for some way to make your teaching engaging. The chart below outlines some common active learning strategies and corresponding approaches appropriate for online teaching in both synchronous and asynchronous approaches.

Goal	F2F Active Learning Activity	Online equivalent - Synchronous	Online-Asynchronous
Encourage active engagement	Think-pair-share	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions.	Pose an equivalent question to the asynchronous students, either in video or text, and ask the students to respond in a small group discussion forum. The group reports can be shared to the larger class discussion forum.
Encourage active engagement	Small group Discussions	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions. Students may also use collaborative document tools (e.g., Google docs) to record thoughts. Give group assignments and workshop formats for small teams to hold online brainstorm meetings and create things together using collaboration tools between live sessions	Pose an equivalent question to the asynchronous students, either in video or text, and ask the students to respond in a small group discussion forum. The group reports can be shared to the larger class discussion forum. Ask students to use digital pin boards to share content and have discussions
Encourage active engagement	Turn and Talk	Use the chat feature. Ask a question and let the students reply with a brief response. Read them out loud to the whole class. Could also use meeting rooms with a reporter to share.	Assign partners and pose a question, asking them to share their ideas, in a Moodle discussion forum for the pair, email or other tools like Flipgrid or marco polo.
Engage/ Check understanding	Polling	Use the <a href="#">polling feature in Zoom</a> or another online poll to ask questions and show responses in real-time.	Use the polling feature in Moodle and share out the results in a class announcement, email, or within the module.
Engage students	Partial Outlines/PPTs provided for lecture	Create a set of class notes with blanks for important information and share on the LMS. Encourage students to fill in the blanks during the class session.	Create a set of class notes with blanks for important information and share on the LMS. Encourage students to fill in the blanks during the class session. When viewing the course materials, students complete and annotate the notes.
Engage	Pausing in lecture	Break up your synchronous presentation by stopping for a quick activity, such as responding to a question in chat, completing a sentence, or completing another task like polling, etc.	In your recorded videos, insert points for students to pause and reflect on what was just said, complete an activity such as answer some quick questions using a quiz function. Edpuzzle can be used for this.
Engage	senPosters & gallery walk	Use shared spaces for small groups to record ideas using collaborative tools such as Padlet and Google docs/ slides/ draw/ <a href="#">Jamboard</a> , and then view those with the whole class. Some tools could be Padlet, Google, etc.	Use shared spaces for small groups to record ideas using collaborative tools such as Padlet and Google docs/ slides/ draw/ <a href="#">Jamboard</a> , and ask students to review these ideas as part of the module's activities.
Engage	Fishbowl	Students can take turns role playing/miming a solution and others can watch and respond in chat or live discussion. Encourage students to turn off webcams so focus can be on the student miming. You could also run a "pictionary" version online at <a href="https://skribbl.io/">https://skribbl.io/</a> Skribbl allows users to join private rooms, and even to create a specific word bank (i.e., containing terms from class).	Students can record themselves with role play/miming a solution and others can respond in a discussion forum.

## SECTION ONE: INFORMATION FOR TEACHING FACULTY

Goal	F2F Active Learning Activity	Online equivalent - Synchronous	Online-Asynchronous
Monitor/ assess understanding	Quickwrite	Pose a question or two in a discussion forum and have students respond. Instructors may ask for some students to share a selection of responses or summary of their responses with the whole class.	Pose a question or two in a discussion forum and have students respond. Instructors may follow up by sharing a selection of responses or summary of their responses with the whole class.
Monitor/assess understanding	Muddiest point	Encourage students to identify any unclear or “muddy points”. Muddiest points can be added in the chat or on a shared screen.	Pose a question in a discussion forum or other shared space or submit a video chat (one tool that could work is Flipgrid).
Reflect on learning	Four corners	Students have 4 colored cards. These are held up to the webcam when asked a question to display their answer. A Zoom poll could also be used.	Have students make a choice using the poll feature in Moodle.
Reflect on learning OR have the students build the “What’s missing?” for each other.	What’s missing?	On Zoom use slides, present a list of ideas, terms, equation or rationale. Students can respond with what is missing using chat, poll or live discussion.	Using slides, present a list of ideas, terms, equation or rationale. Students must respond in the discussion forum with what is missing. Can also be done using a lesson or quiz.
Reflect on learning	Aha wall	In real time ask students to post an “aha” in the chat and use these to guide discussion or future instruction.	Ask students to post an “aha” in the discussion forum and use these to guide discussion or future instruction.
Strengthen understanding	Pro/con list	Together create a pro/con list using a collaborative google document in real time or on a shared screen	Together create a pro/con list using a collaborative google document
Strengthen understanding	Concept map	Use an online tool (such as <a href="#">Mindmeister</a> ) to have students work collaboratively in real-time to add to the concept map. Google Draw may be a tool that would be useful.	Use an online tool (such as <a href="#">c</a> ), to have students work collaboratively to add to the concept map over the course of a module. Google Draw may be a tool that would be useful.
Strengthen understanding	Visual prompt	Offer a visual prompt and ask students to respond. This can be done using tools like Voicethread and A.nnotate Flipgrid is another great resource. Students can record a short video responding to a teacher video.	Offer a visual prompt and ask students to respond. This can be done using tools like Voicethread and A.nnotate
Strengthen understanding	Entry/Exit Tickets	At the beginning or end of a class/ module, ask students to respond to a question in the chat or discussion forum or use a polling program to ask questions (in zoom or add-on).	At the beginning or end of a class/ module, ask students to respond to a question in the chat, poll or discussion forum.
Active engagement/ planning for future learning/ connections	Brainstorming challenge	Use the chat feature or collaborative writing spaces such as Google docs to brainstorm ideas and review in class	Use collaborative writing spaces such as Moodle Workshop to brainstorm ideas and review in follow-up video/ post or activity
Active Engagement	1-Minute Quiz	Students complete a 3-question quiz worth 3 points in the first 5 minutes of class. Questions for the quiz are given in the last 5 minutes of the previous class. Answers can be emailed or posted on an adaptive release discussion board post.	Offer a short, alternate activity that allows students to earn the same number of points.

## SECTION ONE: INFORMATION FOR TEACHING FACULTY

Goal	F2F Active Learning Activity	Online equivalent - Synchronous	Online-Asynchronous
Providing/ getting feedback on work in progress	Peer review	Have students share drafts prior to class and then break into groups for discussion/feedback. Have select students share with the class in real time and provide a way for students to give feedback (e.g., answer three questions, etc.)	Students post drafts in LMS, or read it aloud via Flipgrid. Guided by course rubric/specific prompts for feedback, partner(s) read/view and respond. Consider small-group peer review. (See "Small Group Discussions" above.) Peer reviewers also score writers draft preparedness, and writers score reviewers for helpfulness of feedback.
Providing/ getting feedback on work in progress	<a href="#">Progress Chart for Whole Class</a>		Chart steps in larger project (essay writing, research project, etc.) in Google doc, and each student fills out row as progresses. Prof gives feedback via marginal comments.

### References and Resources:

This document, Active Learning while Physical Distancing, was inspired by some materials offered by Texas A&M Faculty Teaching Resources:

<https://cte.tamu.edu/getattachment/Faculty-Teaching-Resource/2020-04-22-Active-Learning-for-Online-Teaching.pdf.aspx?lang=en-US>

<https://cte.tamu.edu/getattachment/Faculty-Teaching-Resource/Teaching/2019-08-09-getting-started-w-active-learning-guide-update.pdf.aspx?lang=en-US>

[Check out this article for some tools: Can Active Learning Co-Exist With Physically Distanced Classrooms?](#)

Corrigan, Paul T. (14 Apr 2020) [Three Strategies for Teaching Writing Remotely During the Pandemic](#)

Hello all, this is a guideline for remote learning from the SUNY University at Buffalo School of Social Work. It describes pedagogical approaches and logistics for seated, online, and remote learning. The contribution I appreciate is that it distinguishes between online and remote learning, in other words, how to adapt seated course expectations and processes to the remote learning environment.

<http://socialwork.buffalo.edu/resources/delivering-remote-education-in-place-of-seated-education-what-how.html> Suggested citation: Sage, M.

Krause, D.J., Smyth, N.J., Kendall, K.M., & Sturman, S. (2020, July 8). Delivering remote education in place of seated education: What and how.

<https://docs.google.com/document/u/0/d/e/2PACX-1vQrvgrfGMukNFKTD8N32VJYBQuNfN2KWaRv51mApptCzG21N0li8PKJ2LeQkNBuT6-MmcTJmdjZU7I/pub> University at Buffalo School of Social Work, Buffalo, N.Y.

This document was Initiated by Dr. Jennifer Baumgartner, Associate Professor at Louisiana State University, with collaborative input from various groups, including members of the [LSU LTC](#) and the [POD Network](#). *Active Learning while Physical Distancing* by [Louisiana State University \(LSU\)](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### How To's

#### How to Add a Late Student

A Course Approval allows a student permission to register for your class **after** the Registration period has closed, but **before** the "Add" deadline. Your action only gives electronic approval on the student's record for the student to register. The student must register online for the class **before** the "Add" deadline to be enrolled in your class.

1. From the WCC Homepage, Click on WCC Gateway Login/Logout, Click on Faculty/Staff Dashboard
2. Click on MyWCC
3. Click on Faculty Services > Course Approval > Course Approvals > Faculty Approvals
4. Select the Term & Course > Enter student's ID – Submit > Select the appropriate approval type

**Note:** After the "Add" deadline, review your class roster(s) to verify that all students attending are registered.

#### How to Give a Capacity Override

The class capacity for lecture sections is generally set at 30 students; lab classes, large lecture sections and clinical courses will have other maximum capacities. Once this capacity is met, students will need the instructor to grant them permission online. Instructors are not required to oversubscribe their classes, but may do so at their own discretion. Instructors should work closely with their Department Chair or Division Dean to manage overrides.

1. From the WCC Homepage, Click on WCC Gateway Login/Logout, Click on Faculty/Staff Dashboard
2. Click on MyWCC
3. Click on Faculty Services > Course Approval > Course Approvals > Faculty Approvals
4. Select the Term & Course > Enter student's ID – Submit > Select the appropriate approval type

#### How to Give a Waitlist Override

Students on your class roster who have a WL or LX near their name are not actually registered for your class; they're on the waitlist in the order in which they attempted to register. If you decide to allow additional students into your class, the student at the top of the waitlist should be admitted first when possible.

After you give online approval, students must still register themselves for the class by the "Add" deadline. Your approval automatically triggers an email to the student(s) advising them approval was granted and registration is required.

1. From the WCC Homepage, click on the WCC Gateway Login/Logout, click on Faculty/Staff Dashboard
2. Click on MyWCC
3. Click on Faculty Services > Course Approval > Course Approvals > Faculty Approvals
4. Select the Term & Course > Enter student's ID – Submit > Select the appropriate approval type



## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### How to Give a Prerequisite Override *WITHOUT* using the Master Override

These steps will allow the faculty member to grant prerequisite override requests for students at the course level WITHOUT using the Master Override. This is especially important for the Lab Science classes. If a master override is granted, the system will not require the student to enroll in the corresponding lab section.

#### Steps:

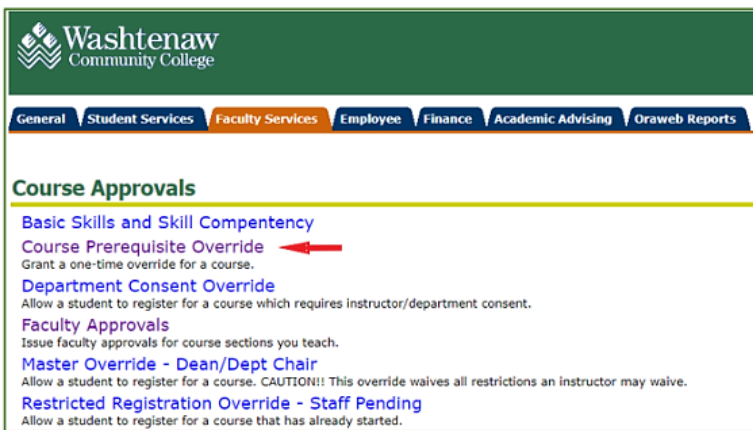
1. Go to Faculty Services  
(To access: WCC Homepage > Gateway Login > Faculty/Staff Dashboard > MyWCC)



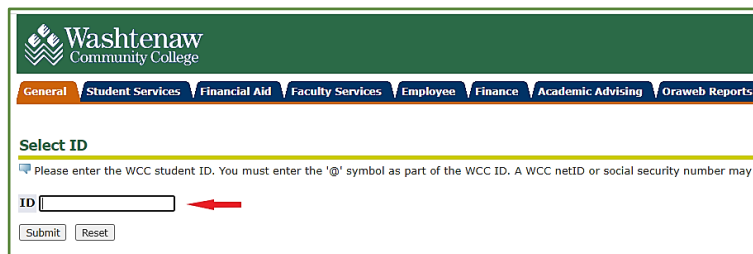
2. Course Approval



4. Course Prerequisite Override



5. Enter student ID and Submit  
(example @12345678)



## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

6. Select course  
(from the drop-down menu  
select the course you are  
granting an override for)
7. Put a comment in the comment  
box (if needed)
8. Click Submit

Washtenaw Community College

Course Equivalency

Student Name \_\_\_\_\_ ID \_\_\_\_\_

Details on file for this individual are:

Code Subject/Course Number	Date	Source
Y671 MTH 192	08/23/2021	Alexandra E. McCracken
Y752 PHY 211	03/17/2022	Suzanne M. Albach

Comments-Details on file for this individual

The above student has the necessary prerequisite experience to enroll in the following course/level:

**DATA ENTRY AREA**  
Course Prerequisite Override

Select course: ABR 111 Intro. to Auto Body Repair

Comment [Red Arrow]

Selecting and approving a course will allow the student to enroll in the course. All level 1 prerequisite basic skill requirements will be waived.

Submit Reset

[Prerequisite Advising Management](#)

### How to Complete Attendance Reporting

Verification of attendance only needs to be completed once for each student. Below is an explanation of the criteria for each type of instruction which needs to be followed to verify student attendance/non-attendance:

#### F2F/Mixed Mode/Virtual Classes:

- Attendance can be verified starting with the first class meeting. A student must be physically present in the classroom.
- Confirmation of non-attendance cannot be completed before the 2nd class meeting. Please make sure attendance verification has been done on all students by midnight the day after the 2nd class meeting.
- **Note that a lab or clinical meeting on the same day as the lecture does NOT count as a second meeting.**

#### Distance Learning Classes:

- Attendance can be verified any time during the first week of class. A student must complete an assignment or participate in a chat session. Phone calls or emails from the student do not count as attendance.
- Confirmation of non-attendance cannot be completed until after the Attendance Report Window has expired (see chart below). Please make sure attendance verification has been done on all students by midnight on that day.

Class Length	Attendance Reporting Window	Faculty Reporting Day for Non-Attendance
15-week class	10 days	11 <sup>th</sup> day
12-week class	10 days	11 <sup>th</sup> day
10-week class	10 days	11 <sup>th</sup> day
7.5-week class	5 days	6 <sup>th</sup> day
6-week class	5 days	6 <sup>th</sup> day
5-week class	5 days	6 <sup>th</sup> day
4-week class	3 days	4 <sup>th</sup> day
3-week class	3 days	4 <sup>th</sup> day

## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

- **Please Note:**

- **Late Adds:** After class has begun, remember to verify attendance for anyone to whom you grant permission to add. Students will not show up on the Attendance Report until they register for the course.
- If you wish to allow a dropped student back into your class, give the student an override to register and then verify attendance.

- **Student's financial aid cannot be posted until attendance is verified.**

**Note:** Once attendance has been verified, you cannot change the student back to non-attended. Email [kcurrie@wccnet.edu](mailto:kcurrie@wccnet.edu) if you have any questions or have made a reporting error.

### **Steps to Submit Attendance Reporting:**

1. From the WCC Homepage, Click on Gateway Login/Logout
2. Click on MyWCC > Faculty Services > Attendance Reporting > and follow the instructions

### **How to Perform a Faculty Drop for Non-Attendance**

A Faculty Drop for non-attendance can only be done if a student has been reported for non-attendance (based on the Attendance Reporting criteria) and during the timeframe shown below based on type of instruction.

**F2F/Mixed Mode/Virtual** – You can faculty drop a student on the day following the 2<sup>nd</sup> meeting only.

**Distance Learning** – You can faculty drop a student if the student does not attend at least one class during the attendance window (see chart below).

Class Length	Attendance Window for Students to Participate	Faculty Drop Deadline
15-week class	10 days	11 <sup>th</sup> day only
12-week class	10 days	11 <sup>th</sup> day only
10-week class	10 days	11 <sup>th</sup> day only
7.5-week class	5 days	6 <sup>th</sup> day only
6-week class	5 days	6 <sup>th</sup> day only
5-week class	5 days	6 <sup>th</sup> day only
4-week class	3 days	4 <sup>th</sup> day only
3-week class	3 days	4 <sup>th</sup> day only

### **Steps to Submit a Faculty Drop:**

1. From the WCC Homepage, Click on Gateway Login/Logout
2. Click on MyWCC > Faculty Services > Faculty Drop Entry Form > Select Course & Submit > and follow the instructions

**Note: If you submit a Faculty Drop** – The student will NOT display on your roster. The student receives a refund of tuition. This process is not required, but is available for you to use to make room for students who may be on a waitlist.

## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### How to Use the Classroom Door Toggle (provided by the Public Safety department)

The new access control system requires a '**double-card read**' to activate and deactivate the **door lock toggle mode**.

#### Required steps:

1. Present a card/fob to the card reader. (The door will unlock and the light will cycle red and green.)
2. Pull card/fob away from reader.
3. Present card/fob a second time and the door will remain unlocked in toggle mode. (The light will cycle between red and green at a slower rate to indicate toggle mode.)

Repeat the 'double-card read' to deactivate the toggle program and the door will lock. The light should remain red when the door is closed and locked.

### How to Get an Electronic Access Card (Public Safety)

During your onboarding to WCC, your supervisor (dean or department chair) should submit a [Key & Electronic Access Request Form](#) for you, this begins the process of getting your Electronic Access Card/Photo ID. This Card will be used as Identification, Copy Card, Door Access and Timecard. It is **your** responsibility to have your picture taken (at the Public Safety office, 2<sup>nd</sup> floor of the parking structure). If the form has not reached Public Safety yet, they will take your picture and save it until they receive the form. Once the Electronic Access Card is ready, you will receive an email from the Public Safety office. Note: Identification will be required to pick up your Access Card.

Your supervisor should have granted you access to your assigned classroom(s) or other locations they deem necessary. However, if you need to add other rooms, you will need to fill out the [Key & Electronic Access Request Form](#) and submit it to the appropriate Division Dean.

### How to Replace Broken or Non-Working an Electronic Access Card (Public Safety)

If you need to replace a Broken or Non-Working Electronic Access card, take your Access card to the Public Safety office (located on the north side of the Parking structure 2<sup>nd</sup> floor). At that time, they will verify the card's condition and issue you a replacement card.

### How to Replace a Lost or Stolen Electronic Access Card (Public Safety)

The process for replacing a Lost or Stolen Electronic Access card is as follows:

1. From the WCC Homepage, scroll to the bottom of the page, click on Public Safety,
2. Under **Important Resources** (on the right), click the button labeled [Access Replacement Request Form](#), complete the form and submit it to the appropriate Academic Dean. Please note there may be a fee.

## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### How to Make an Outgoing Call from a WCC Phone

To place an outgoing call from any phone on campus, lift the handset – **dial 7** plus the 10-digit phone number (Example: 7-XXX-555-5555).

### How to Reset or Log-In a WCC Phone

#### Reset Avaya phone

1. Flip phone over and locate the cords on the bottom of the phone.
2. Unplug both cords for 5 seconds and plug them back into the same ports.
3. Wait approximately 45 seconds and the phone will boot up at this point it should work.

#### Avaya 9608 Log-in Instructions

1. Press the button just underneath the Login text on the screen.
2. Enter the 4-digit extension that you would like to be logged into.
3. Press the button just underneath the Enter text on the screen.
4. If you are prompted for a passcode enter 922922 (wccwcc).
5. If you did not logout of the previous phone you had your extension logged into you will be prompted to take over the extension for this phone. Press the button underneath the Continue text on the screen.
6. You have successfully logged into an Avaya 9608.

#### Avaya J129 Log-in Instructions

1. Press button just underneath the login text on the screen.
2. Enter the 4-digit extension that you would like to be logged into.
3. Press the button enter underneath the text on the screen.
4. If you are prompted for a passcode enter 922922 (wccwcc).

#### Additional Phone and Voicemail Information

For more [Phone & Voicemail Instructions](#) information.

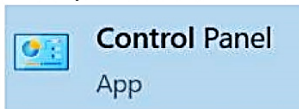
If your phone is still not working and you need assistance, contact the IT Help Desk at 973-3456, send an email to [help-desk@wccnet.edu](mailto:help-desk@wccnet.edu), or submit a [Help-Desk Self-Serve Ticket](#).

## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

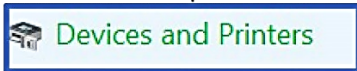
### How to Add a WCC Network Printer to Your PC

- These directions work with any network printer on WCC campus.
- If you don't know the name of the printer you need to add (*example: LA310 on Echo or SC on Slice*), ask a colleague in your department.
- Devices located on **\\Slice** are copiers. These copiers also offer secure print by requiring you to swipe your WCC employee badge at any Canon Copier in your building (*example SC on Slice*) to retrieve your print job and/or to use the copy function.
- Devices located on **\\Echo** are printers. These printers do not require WCC badge to retrieve your print job.

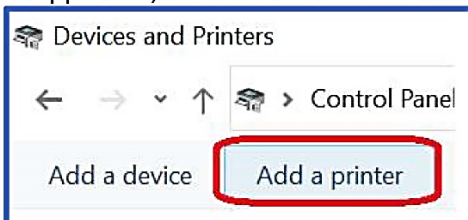
1. Click on the **START MENU**.
2. Start typing **CONTROL PANEL**.
3. Select/click **CONTROL PANEL** with your mouse.



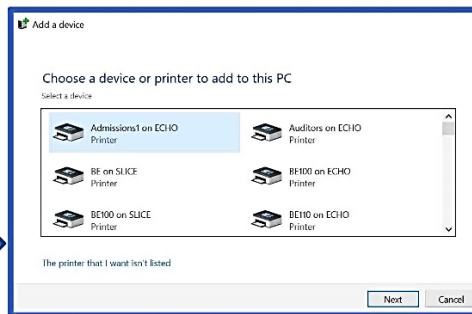
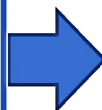
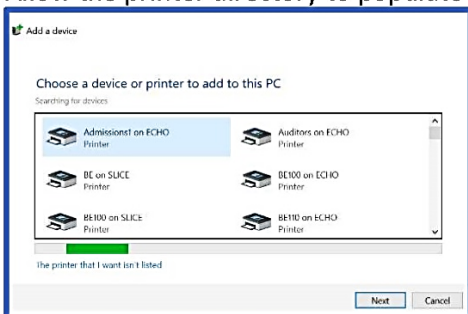
4. If there are only 8 large icons/topics, click the **VIEW BY** drop-down menu in the upper right corner and change from **CATEGORY** to **SMALL ICONS**.
5. Locate & click open **DEVICES AND PRINTERS** (listed alphabetically).



6. In upper left, click **ADD A PRINTER**.

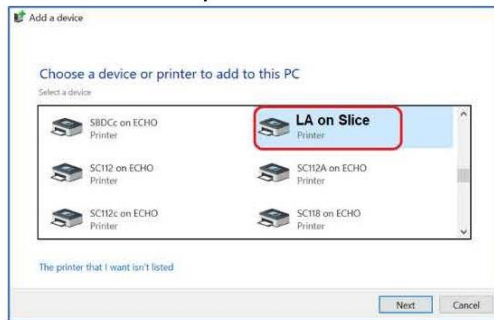


7. Allow the printer directory to populate

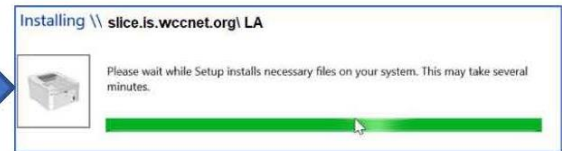


## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

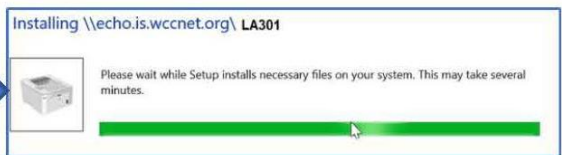
8. Locate & select/click the name of the printer and click **NEXT**.



**SAMPLE PRINTER NAME 1**



**SAMPLE PRINTER NAME 1**



9. Click **PRINT A TEST PAGE** (optional). Then click **FINISH**.



10. **DONE.**

If you need additional assistance, contact the IT Help Desk at 973-3456, send an email to [help-desk@wccnet.edu](mailto:help-desk@wccnet.edu), or submit a [Help-Desk Self-Serve Ticket](#).



## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### Training Information and Opportunities

#### Training for Online Teaching (CiTL)

##### Introduction to Teaching Online (ITO)

Introduction to Teaching Online (ITO) is a self-paced course that is required for all new online instructors.

**How to Enroll:** Self-enroll in "Introduction to Teaching Online" by logging into Blackboard, selecting the Self Enroll bottom on the Faculty Resources > Welcome to CiTL subtab.

Once enrolled, you will find this course within the Course List module in Blackboard. Any questions, just email [clhaas@wccnet.edu](mailto:clhaas@wccnet.edu) or [citl@wccnet.edu](mailto:citl@wccnet.edu).

##### Advanced Teaching Online (ATO)

Advanced Teaching Online (ATO) is offered each semester as a self-paced opportunity that can be completed within a 1 1/2 to 4-hour time frame. Experienced online faculty must take this recertification course each year. Register for ATO by emailing [citl@wccnet.edu](mailto:citl@wccnet.edu).

During this year, you will be presented with three additional areas of focus:

- **Retention Center**

The Retention Center in Blackboard makes it easy to pinpoint the time when your students need a nudge. It is already in your courses and does not require set up.

- **Message Center**

Blackboard offers an option to keep communications with your students directly in your course shell in the form of the Course Messages tool. It is a private and secure form of communication.

- **Success Team**

Instructors and students both have access to the Success Team. Instructor, or the student, are able to fill out the Contact form. Students are encouraged to reach out to the Success Team before, or if, they feel they need assistance. As an instructor, you can also submit a form when you have concerns about your student's success. There are multiple teams ready to help them from the Welcome Team, Academic Advisors, Success Coaches, as well as Faculty Mentors. Find out how to use the Success Team for instructors and students.



Introduction to Teaching Online (ITO) is a self-paced course that is required for all new online instructors.

Until June 30, 2022, ITO will be moderated by Carl Seaver, [cseaver@wccnet.edu](mailto:cseaver@wccnet.edu). Afterward, it will be moderated by Christine Douglass, [clhaas@wccnet.edu](mailto:clhaas@wccnet.edu). The estimated time investment for this course is 8 to 12 hours.

**Self Enroll**

Self-enroll in Introduction to Teaching Online by selecting this button. Once enrolled, you will find this course under the **Courses** tab in Blackboard. Any questions, just email us [citl@wccnet.edu](mailto:citl@wccnet.edu)



# Tips & Tricks: Teachers Educating on Zoom

### Starting a Class

- If it's your first time using Zoom, visit the [Educating Guide: Getting Started on Zoom](#) and complete the steps in advance of your class to get you set up.
- Schedule your class in the Zoom application for your desired date/time and copy the invitation details to send to your students.
  - \*Please note that students will not need to register for an account to join.
- Join your class a couple minutes early to ensure a proper connection then follow the below tips for a quality online learning experience.



### Tips and Trick for Virtual Lessons

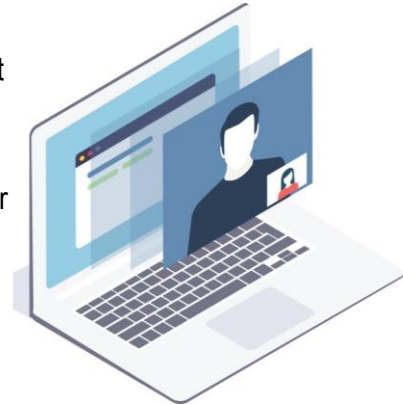
- For your first class, set aside some time to introduce your students to Zoom and ensure that they're able to connect their audio and video.
- Give an agenda or plan for each class by Screen Sharing a document or slide at the beginning of class. This gives students a clear idea of how the class will progress, what will be covered, and the activities they'll engage in.
- Discuss online etiquette and expectations of the students in your first virtual class and periodically revisit the topics.
- Utilize the Whiteboard or Annotate a shared document and let your students engage as well. When sharing a whiteboard, document, screen, or image, try whiteboarding math problems or have a student use annotation to highlight items such as grammar mistakes in a paper you're sharing.
- Take time to promote questions, comments, and reactions from your class. Give a minute to allow your students to utilize reactions, write their questions in chat, or be unmuted to ask their questions live.
- Divide into smaller groups for a discussion on a certain topic. You can use Zoom's Breakout Room feature to either pre-assign or auto-assign students into groups for a short period of time so they may discuss things together.
- Have students be the presenter and share projects with the class. This allows your students to show what they're working on while practicing their presentation skills. It also allows students to hear from one another.



## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### Teaching Over Video – Delivery Tips and Tricks

- Pre-set your meeting to mute participant's microphones upon entry. This helps to avoid background noise and allow your students to focus on your lesson.
- Look at the camera to create eye contact with your students. This helps to create a more personal connection while teaching over video.
- Take a second to check chat or your student's video (if on camera) to check-in with your students and get feedback.
- Speak as if you're face-to-face with the class while ensuring you're at the appropriate distance from the microphone for the best audio experience.
- When delivering a presentation, sharing images, files or video, give your students a moment to open or take in what you've shared.
- Embrace the pause. Take a moment after the end of your comments and allow for students to engage before continuing on.



### Great Tools Built into Zoom for Engagement

- Polling: <https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings>
- Breakout Rooms: <https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms>
- Non-verbal Feedback: <https://support.zoom.us/hc/en-us/articles/115001286183-Nonverbal-Feedback-During-Meetings>
- Virtual Backgrounds: <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>
- Sharing a Screen: <https://support.zoom.us/hc/en-us/articles/201362153-How-Do-I-Share-My-Screen>
- Whiteboard: <https://support.zoom.us/hc/en-us/articles/205677665-Sharing-a-whiteboard>
- Annotation: <https://support.zoom.us/hc/en-us/articles/115005706806-Using-annotation-tools-on-a-shared-screen-or-whiteboard>
- Transcription of meetings: <https://support.zoom.us/hc/en-us/articles/115004794983-Automatically-Transcribe-Cloud-Recordings>
- Chat: <https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat>

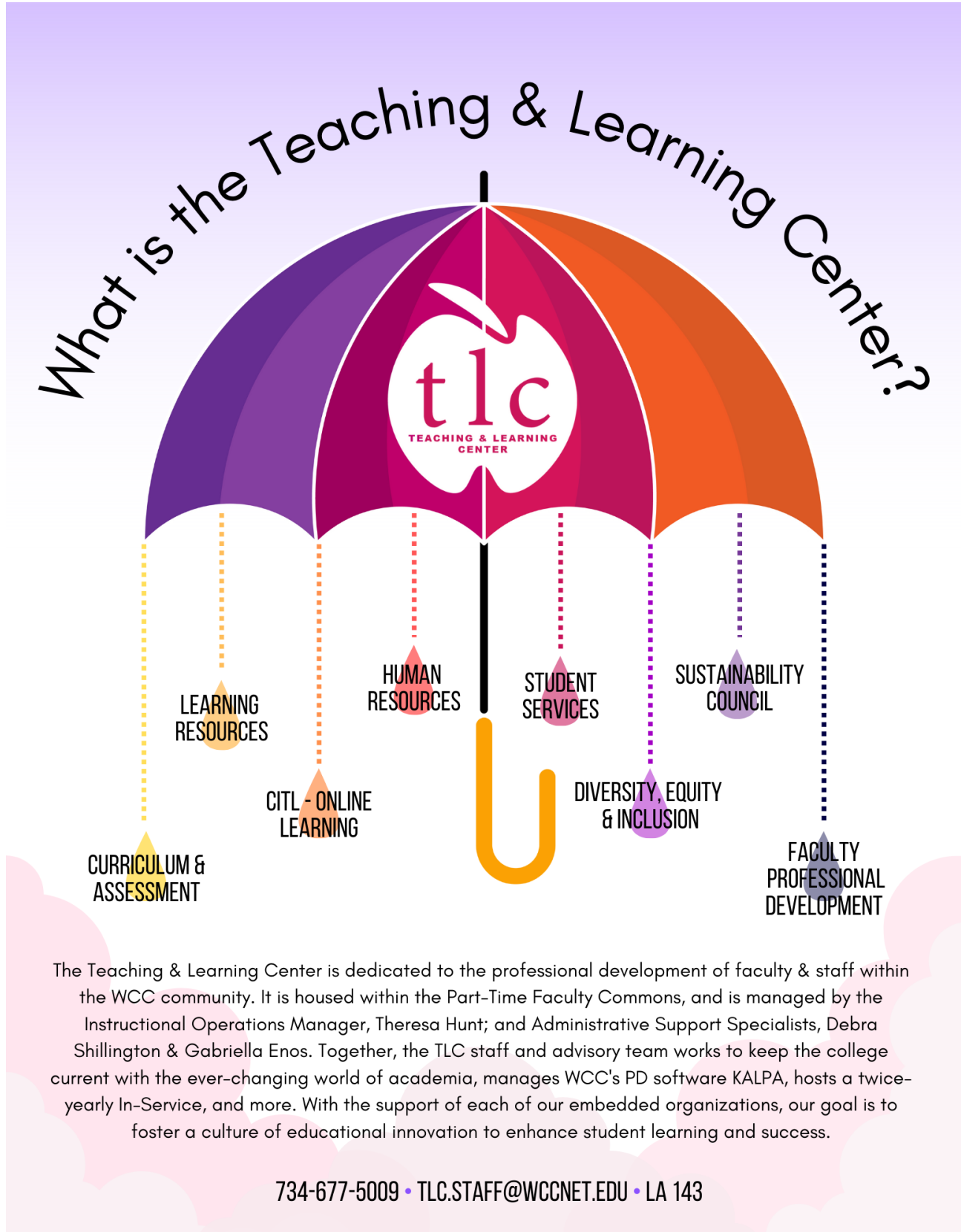
Zoom Help Center Information and Tutorials: <https://support.zoom.us/hc/en-us>



Tips and Tricks for Teachers Educating on Zoom

## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### The Teaching and Learning Center (Faculty & Staff Professional Development)



## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### Professional Development Requirements for Full-Time Teaching Faculty (2023-2024)

All Full-Time Professional Instructors are required to complete 16 hours of professional development on an annual basis (July 1st – June 30th). The annual professional development requirements will involve four areas of focus: (1) Teaching; (2) Leadership; (3) Workplace Effectiveness; and (4) Diversity, Equity & Inclusion (at least 2 hours). The professional development offerings will be provided through the Teaching and Learning Center (TLC).

#### HOW IT WORKS

- In KALPA, browse and register for available sessions/courses, marked for faculty.
- Attend a WCC In-person or WCC Zoom session/course. Your attendance is verified by either the In-person attendance sign-in sheet or Zoom attendance report. Your completed PD hours will be updated in KALPA.
- LinkedIn Learning validation. After a course has been 100% completed, the course will be validated in KALPA the following month (100% completed in May, validated in June).
- Currently there are over 100 hours of sessions/courses available for you to take to earn your 16 hours, and sessions are continually being added throughout the academic year.
- **Tell TLC what sessions/courses you'd like to see added, they'll gladly help you add meaningful sessions.**

#### WHAT COUNTS (AS DETAILED IN 0102.1 OF MASTER AGREEMENT)

- Any TLC session listed in KALPA as a **Faculty Requirement with any of the following Tags**:
  - Teaching
  - Leadership
  - Workplace Effectiveness
  - Diversity, Equity & Inclusion (at least two hours of the required 16 must be completed in this category).
    - ❖ *Extra Diversity, Equity & Inclusion hours will count towards the total required hours.*
- LinkedIn Learning courses (from the [TLC Blackboard site](#) under **FACULTY Collection**).
- PD credit will be calculated by scheduled hours per session:
  - 1-hour scheduled session = 1 hour of PD credit

#### WHAT DOESN'T COUNT

- HR Essential Training
- Meetings: General Faculty, Department, Division, or Committee

#### SPECIAL REQUEST

- A special request can be submitted for off-campus professional development (conferences, speakers, etc.).
- Special requests must be entered into KALPA by selecting the "Special Request" button on your KALPA PD Plan.
- All requests must provide a conference agenda that details what session were attended and the learning outcomes.
- All "Special Requests" PD hours will be at the final approval of the Vice President of Instruction.

For KALPA and Professional Development questions, please email, call or stop by:  
The Teaching and Learning Center ([TLC website](#))  
[TLC.staff@wccnet.edu](mailto:TLC.staff@wccnet.edu)  
734-677-5009 / LA 143



## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### Professional Development Opportunities for Adjunct and Part-Time Credit Teaching Faculty (2023-2024)

Adjunct and Part-Time Teaching Faculty (credit courses) are eligible to receive \$25 stipends for attending professional development sessions/courses offered by the Teaching and Learning Center listed in KALPA.

#### HOW IT WORKS

- In KALPA, browse and register for available sessions/courses, marked for faculty.
- Attend a WCC In-person or WCC Zoom session/course. Your attendance is verified by either the In-person attendance sign-in sheet or Zoom attendance report. Your completed PD hours will be updated in KALPA.
- LinkedIn Learning validation. After a course has been 100% completed, the course will be validated in KALPA the following month (100% completed in May, validated in June).
- Currently there are over 100 hours of sessions/courses available for you to take to earn your 16 hours, and sessions are continually being added throughout the academic year.

#### WHAT COUNTS

- Any TLC session listed in KALPA as a **Faculty Requirement with any of the following Tags:**
  - Teaching
  - Leadership
  - Workplace Effectiveness
  - Diversity, Equity & Inclusion
- LinkedIn Learning courses (from the [TLC Blackboard site](#) under **FACULTY Collection**).

#### WHAT DOESN'T COUNT

- HR Essential Training
- Off-campus professional development (conferences, speakers, etc.)
- Meetings: General Faculty, Department, Division, or Committee

#### GUIDELINES FOR STIPENDS

- Faculty are required to register in KALPA, in advance for the session.
- Faculty must attend the FULL session.
- Faculty must be actively teaching credit class(es) to earn stipends.
- Stipend payment will be limited to four sessions (\$100 maximum) per month.
- Stipend payment will be paid monthly, typically by the last check of the following month.
- Stipend payment will not be issued to those that have a full-time position at WCC and teach part-time.
- Stipend payment will not be issued for the months of May, June, July and August (stipends resume Fall In-Service).

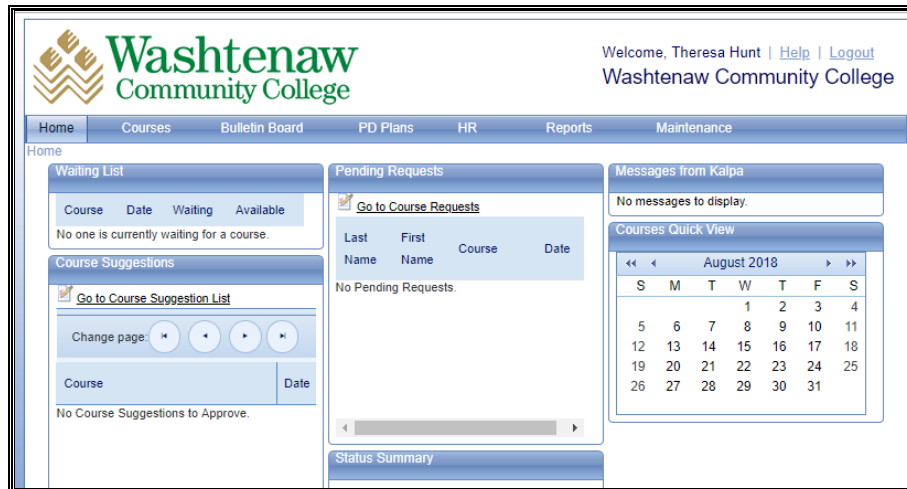
For KALPA and Professional Development questions, please email, call or stop by:  
The Teaching and Learning Center ([TLC website](#))  
[TLC.staff@wccnet.edu](mailto:TLC.staff@wccnet.edu)  
734-677-5009 / LA 143





## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### Professional Development Management Tracking System (KALPA)



You will need three pieces of information to login:

- Website: <https://www.kalpapdms.com/wcc-login>
- Login Name: WCC NetID
- Password: WCC Password

---

### With the WCC TLC KALPA software you can:

- View the In-Service schedule
- Register for In-Service sessions
- View the TLC Offerings for the current academic year
- Register in advance for Professional Development sessions
- Build your own Professional Development (PD) plan with reminders
- Complete the post-workshop survey
- View your Professional Development progress

If any assistance is needed with the login process please reach out to [TLC.staff@wccnet.edu](mailto:TLC.staff@wccnet.edu)

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**\*Please be aware, KALPA performs updates the first week of July, during this period KAPLA will be unavailable.**



TEACHING AND LEARNING CENTER

## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

# DEI Film Screenings

## 2023 - 2024 Professional Development



Washtenaw  
Community College

OFFICE OF DIVERSITY  
& INCLUSION

**Check out the Office of Diversity & Inclusion  
upcoming 23-24 DEI Film Screenings.**

**Professional Development Credit is Provided, please register on KALPA.**

**September  
21**

**Latinx Heritage  
Month Screening**

**October  
12**

**Queer History Month  
Screening**

**November  
9**

**Native American Heritage  
Month Screening**

**January  
18**

**Martin Luther King,  
Jr. Screening**

**February  
15**

**Black History Month  
Screening**

**March  
21**

**Women's History  
Month Screening**

**April  
11**

**APIDA Heritage Month  
Screening**

**Visit the ODI webpage for more details, updates and  
other professional development opportunities,  
[wccnet.edu/diversity](http://wccnet.edu/diversity)**



## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### FREQUENTLY ASKED QUESTIONS

If...	Contact	Phone/Ext.	Location
<b>someone is having a medical emergency?</b>	<b>Public Safety</b>	<b>973-3411</b>	<b>CS 205</b>
someone has a lost and found item?	Public Safety	973-3411	CS 205
my classroom computer isn't working?	IT HelpDesk	973-3456	SC 314
I forgot my phone and need to do my DUO login?	IT HelpDesk	973-3456	SC 314
I need help with classroom technology (projector/document camera/DVD player/etc.)?	Media Services	677-5180	GM 223
my classroom does not have the technology I need?	Media Services	677-5180	GM 223
my classroom is too hot/cold, something is spilled or gets broken?	Facilities (Building/Custodial Emergencies ONLY)	477-8777	DF
I want to change my classroom?	Your Division Dean's Administrative Support Professional		
I need to schedule a computer lab or a room?	Conference Services	677-5034	ML 104
I want to make sure the bookstore has the right book(s) for my class/section?	Bookstore	973-3594	SC 1 <sup>st</sup> Flr
I need information about the library?	Learning Resources Center (Bailey Library)	973-3429	GM 1 <sup>st</sup> Flr
I have a test I would like proctored?	Testing Center, email to <a href="mailto:testingcenter@wccnet.edu">testingcenter@wccnet.edu</a>	477-8550	SC 300
my class ends after the Testing Center closes and I need to put a test in?	Contact the Testing Center to create a Register Blast Account, then you can enter a test from home or office. Call or email <a href="mailto:testingcenter@wccnet.edu">testingcenter@wccnet.edu</a>	477-8550	SC 300
I need to print large or complex jobs?	<a href="#">Campus Copy Center</a> ( <a href="mailto:copycenter@wccnet.edu">copycenter@wccnet.edu</a> ) – check with Dept. Chair/Division Dean for copy budget	973-3556	GM 214
my class ends after the Copy Center closes, and I need to submit a job?	Contact your Office Professional <b>OR</b> email as a PDF file, including all copy request instructions to <a href="mailto:copycenter@wccnet.edu">copycenter@wccnet.edu</a>		
I have a question about SOQ's?	<a href="mailto:surveys.feedback@wccnet.edu">surveys.feedback@wccnet.edu</a>		
I'm having trouble with the scantron reader in my office after hours?	Leave a note for the Office Professional. other Reader locations: BE 200, GM 300, LA 143, OE 102, TI 122.		
I'm having trouble with the copier or printer in my office after hours?	Contact the Information Technology Help Desk, email to <a href="mailto:help-desk@wccnet.edu">help-desk@wccnet.edu</a>	973-3456	SC 314
a student needs academic advising or success coaching?	Advising & Success Coaching	677-5102	SC 206
a student needs physical or emotional counseling or support?	Personal Counseling	677-5223	SC 206
a student seems to have a learning problem?	Learning Support Services	973-3342	LA 115
a student is in need of tutoring?	Learning Commons	973-3420	GM 201
a student needs help with English or writing a paper?	Writing Center	973-3647	LA 327
a student is disruptive in your class and/or you feel unsafe?	Public Safety - Report the incident in writing to your Division Dean	973-3411	CS 205
I have an issue submitting student grades?	Student Welcome Center - alternatively, contact IT Help Desk	973-3543 973-3456	SC 203 SC 314
<ul style="list-style-type: none"> <li>a student complains of sexual harassment?</li> <li>there is a student concern that needs to be investigated or resolved?</li> </ul>	WCC Dean of Students - Send copy of notification to your Division Dean	973-3328	SC 275
I have a question about my pay?	Payroll	973-3509	SC 200
I need to update my personal information?	MyWCC or contact HR	973-3497	BE 120

When calling on a Campus phone, use only the **last four numbers extension (bolded)**, our area code is 734-.

## SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

### **See your Department Chair (PT Faculty) or Division Dean (FT Faculty), if you have questions**

- A student in your class is cheating.
- You are going to be absent (also inform your Division Dean and your Office Support Professional/office).
- You are planning to be absent.
- You want feedback on class or student issues that might arise during the term.
- You want to discuss your teaching assignment.
- You have questions about specific course requirements and/or outcomes.
- You are unsure of departmental copying policies and procedures.
- You are unsure of grading policies and procedures.
- You are unsure of office hour policies and procedures.
- You are unsure of office location and/or clerical support.
- You need special supplies for your class.
- You need a desk copy or textbook.

### **See your Office Support Professional, if you have questions**

- Absentee Report forms
- Electronic Access Card/PROX/Key Requests forms
- Substitution forms
- General classroom/course preparation supplies (e.g. pens, gradebooks, markers, etc.)

### **Submit the following forms/information to your Division Dean's Office Administrative Professional:**

- Absentee Report forms
- Electronic Access Card/PROX/Key Requests forms
- Substitution forms
- Office hours (day/time & location) required for Full-Time and Adjunct Faculty only

### **Faculty Forms (Accessible Online)**

We are in the process of making all forms available on the WCC Intranet. Below is a list of forms currently available:

Professional Development Funds Request (outside of WCC)	<a href="#">Intranet &gt; Financial &amp; Purchasing</a>
Alternative Assignment PDF	<a href="https://portal.wccnet.edu/staff/employee-docs/title/Faculty%20Information/">https://portal.wccnet.edu/staff/employee-docs/title/Faculty%20Information/</a>
WCC Letterhead	<a href="https://portal.wccnet.edu/staff/employee-docs/title/Instructional+Operations%5Eforms/">https://portal.wccnet.edu/staff/employee-docs/title/Instructional+Operations%5Eforms/</a>
Key Request	<a href="https://www.wccnet.edu/public-safety/_documents/key-and-electronic-access-request-form-2023-fillable.pdf">https://www.wccnet.edu/public-safety/_documents/key-and-electronic-access-request-form-2023-fillable.pdf</a>
Budgeting Forms – Conference Travel, Budget Adjustments & P-card Requests	<a href="#">Intranet &gt; Financial &amp; Purchasing</a>
Financial Services – Employee Reimbursement & Expense Transfer	<a href="#">Intranet &gt; Financial &amp; Purchasing</a>
Faculty Absentee Forms (FT, PT Adj, PT)	<a href="#">Intranet &gt; Human Resources &gt; HR/Payroll Forms</a>
Faculty Substitution Time Sheet	<a href="#">Intranet &gt; Human Resources &gt; HR/Payroll Forms</a>
PT Faculty WCC Tuition Reimbursement	<a href="#">Intranet &gt; Human Resources &gt; HR/Payroll Forms</a>

## SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

### CURRICULUM AND ASSESSMENT INFORMATION

#### Curriculum, Class Schedule and Book Due Dates (Winter 2024 – Fall 2024)

CATALOG TASKS	Winter 2024	Summer 2024	Fall 2024
New Programs and Associated New Courses	Contact C&A	N/A	Nov 1, 2023
Program Inactivation	N/A	N/A	Dec 1, 2023
Program Changes	N/A	N/A	Jan 11, 2024
Course Changes	Jul 28, 2023	Dec 20, 2023	Jan 11, 2023
Course Inactivation	N/A	N/A	Mar 8, 2024
New Programs Ready for the Board of Trustee Approval	N/A	N/A	Dec 1, 2023
Board of Trustee Review	N/A	N/A	Dec 2023 & Jan 2024 meetings
Schedule Available on Web	Sep 27, 2023	Feb 14, 2024	Feb 14, 2024
Registration Begins	Oct 24, 2023	Mar 12, 2024	Mar 12, 2024
REGISTRATION TASKS	Winter 2024	Summer 2024	Fall 2024
Rollover of previous year's classes available <u>to all</u> on Oraweb	Jun 30, 2023	Oct 3, 2023	Oct 17, 2023
<u>Deans</u> reviews schedule; admins begin inputting schedule and classrooms	Jun 30, 2023	Oct 3, 2023	Oct 17, 2023
<u>Deans</u> submit schedule to VPI for review, changes as needed	Jul 20, 2023	Oct 24, 2023	Nov 9, 2023
<u>Department Chairs</u> are notified schedule is available for review	Aug 1, 2023	Nov 9, 2023	Dec 6, 2023
<u>All FT &amp; PT Faculty</u> textbook orders input into WCC book database	Aug 21 – Sep 18, 2023	Jan 15 – Feb 5, 2024	Jan 15 – Feb 5, 2024
<u>Department Chairs</u> submit recommendations to VPI, including staffing	Sep 1, 2023	Jan 18, 2024	Jan 18, 2024
<u>Deans/Administrators</u> finish inputting instructor assignments and other schedule adjustments	Sep 19, 2023	Jan 31, 2024	Jan 31, 2024
<u>Department Chairs</u> finalize textbook and supply orders by the day before schedules available	Sep 19, 2023	Feb 6, 2024	Feb 6, 2024
Schedule available on Web for the general public	Sep 27, 2023	Feb 14, 2024	Feb 14, 2024
Registration begins	Oct 24, 2023	Mar 12, 2024	Mar 14, 2024
Semester begins	Jan 8, 2024	May 6, 2024	Aug 26, 2024

Version 5/1/2023

If you have any questions, contact the Curriculum & Assessment office at [curriculum.assessment@wccnet.edu](mailto:curriculum.assessment@wccnet.edu).



## SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

### Glossary of Assessment Terms

<b>Academic Achievement</b>	Student performance on course, program or general education outcomes. Measured by various assessment methods pertaining to the stated outcomes.
<b>Accreditation</b>	The designation that an institution earns indicating that it functions appropriately with respect to its resources, programs and services. The accrediting association, often comprised of peers, is recognized as the external monitor. Maintaining fully accredited status ensures that the university remains in compliance with federal expectations and continues to receive federal funding.
<b>Alignment</b>	Usually refers to the relationship of scope, sequence, continuity and balance in curriculum. Also refers to the relationship between the course description, student learning outcomes and course objectives. Curriculum mapping is an example of the alignment process because it shows the specific course activities tied to the expected program results for the students.
<b>Assessment</b>	An ongoing process aligned with the mission of the college, aimed at understanding and improving student learning. The purpose of assessment is to gather data on student achievement, analyze the data, and use the data to report and improve student learning.
<b>Assessment for Accountability</b>	Assessment of some unit (such as a course, program or entire institution) to satisfy stakeholders external to the unit itself. Results are often compared across units. Always summative. Example: to retain state approval, the achievement of a certain percent pass rate or better on the NCLEX exam for nursing students.
<b>Assessment for Improvement</b>	Assessment that feeds directly, and often immediately, back into revising the course, program or institution to improve student-learning results. Can be formative or summative.
<b>Assessment Method</b>	Refers to the opportunities instructors provide for students to learn and then demonstrate the knowledge and skills specified in the outcomes. Evidence may be provided by exams, student presentations, individual or group projects, portfolio development, juried evaluation, writing samples, pre-post-testing, laboratory practical, journals, outcomes on standardized tests (i.e. national or state licensure, certifications, and/or professional exams), or panel evaluation of capstone projects.
<b>Assessment Plan</b>	A document that outlines and describes student assessment activities that includes identifying learning outcome(s), assessment tool(s), next assessment term and year, assessment cycle, population(s) to be assessed, "number" of students to be assessed, scoring method(s) and identifying who will score and analyze the data.
<b>Assessment of Programs</b>	Uses the program as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added and used for improvement or for accountability. Ideally, program outcomes would serve as a basis for the assessment. Example: One of the learning outcomes for the CTPA Police Academy is the success rate for graduates passing the Michigan Commission on Law Enforcement Standards (MCOLES) exam.
<b>Attendance</b>	Attendance is not an appropriate assessment tool. Student participation might be used but is often difficult to quantify.
<b>Authentic Assessment</b>	Measures students' performance and/or learning in a real-life context rather than a testing situation. Authentic assessment tools allow students to demonstrate or share their learning with others, e.g., multi-media presentation that is evaluated to determine if the desired learning has been achieved.
<b>Backward Design</b>	A series of steps defining a process for thinking through what the curriculum should be and then creating and implementing it with a mechanism for continuous refinement and revision.
<b>Benchmark</b>	A description of the expected level of student performance on a specific learning outcome. Also referred to as "standard of success" or "performance indicator".
<b>Best Practices</b>	A procedure that has been shown by research and/or experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption.

## SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

<b>Bloom's Taxonomy</b>	<p>A classification of levels of thinking or learning that range from a basic level of thinking to a more sophisticated level of thinking (remembering, understanding, applying, analyzing, evaluating and creating). Bloom identified three domains of learning: cognitive, or knowledge; affective, or attitude; and psychomotor, or skills. The cognitive domain involves levels of learning and intellectual outcomes. Within this domain are categories that are arranged in order of increasing complexity from the foundational level of thinking to the highest level of creating new ideas. These include:</p> <ul style="list-style-type: none"> <li>• Remembering: Retrieve relevant knowledge from long-term memory.</li> <li>• Understanding: Construct meaning from instructional messages, including oral, written and graphic communication.</li> <li>• Applying: Carry out or use a procedure in a given situation.</li> <li>• Analyzing: Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.</li> <li>• Evaluating: Make judgments based on criteria and standards.</li> <li>• Creating: Put elements together to form a coherent whole; reorganize into a new pattern or structure. <a href="http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy">http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy</a>.</li> </ul>
<b>Capstone Courses/ Projects</b>	Students' mastery of the entire body of knowledge required for graduation in a program is assessed in a final required course. Possible methods of assessment are virtually unlimited (tests of achievement, papers, demonstrations, focus groups, etc.) Assessment is comparable between sections and from year to year.
<b>Checklist</b>	A list of traits or skills that should be presented in student work. Checklists may include just the task or include a rating scale. Items that are either right or wrong can be checked. Items that require an evaluation of frequency or quality may use a rating scale.
<b>Class-Level Assessment</b>	Class-level assessment is intended for individual faculty who wish to improve his or her teaching and student learning of a specific section. Individual faculty gather data on student achievement of course learning outcomes within their class, analyze the data, and make appropriate changes.
<b>Closing the Loop</b>	The last step of the assessment cycle. Information learned as a result of the assessment process is incorporated into the course or program as a means of improving student performance.
<b>Cohort</b>	A group of students that begin a program together.
<b>Common Exam or Final</b>	Common final exams, or question subsets, test the level of student achievement of agreed upon course objectives and provide consistency across course sections.
<b>Competency</b>	The knowledge, skills, abilities, and behaviors critical to student achievement; identifies what we want the students to learn.
<b>Course-embedded Assessment</b>	Questions intended to assess student outcomes are incorporated into final exams, research papers, or other course assignments.
<b>Course-Level Assessment</b>	This level of assessment refers to the systematic evaluation of the achievement of course learning outcomes as specified in each course's master syllabus. Faculty teaching the course will gather and aggregate data on student achievement across all or a random sample of sections of a course, analyze the data, and make appropriate changes to improve student learning.
<b>Culture of Assessment</b>	An institutional characteristic that shows evidence for valuing and engaging in student assessment for ongoing improvement.
<b>Curriculum</b>	What is taught to students; both intended and unintended information, skills and attitudes.
<b>Direct Assessment of Learning</b>	Gathers evidence, based on student performance, which demonstrates the learning itself. Examples: most classroom testing for grades is direct assessment (in this instance within the confines of a course), as is the evaluation of a research paper in terms of the discriminating use of sources. The latter example could assess learning accomplished within a single course or, if part of a senior requirement, could also assess cumulative learning.
<b>Embedded Assessment</b>	A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative.

## SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

<b>End of Course Assessment</b>	Common final exams, or question subsets, that test the level of student achievement of agreed upon course outcomes and provide consistency across course sections.
<b>External Graders</b>	Experts in the discipline are brought in to do assessments of programs, courses, student work, etc. as a check on validity and reliability of internal assessment practices.
<b>External Surveys</b>	Surveys of external groups providing feedback for assessing institutional effectiveness. Employers, departmental advisory committees, and possibly the community in general are examples.
<b>Formal Assessment</b>	Structured assessment procedures with specific guidelines for administration, scoring, and interpretation of results.
<b>Formative Assessment</b>	The gathering of information about student learning-during the progression of a course or program and providing ongoing feedback to students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.
<b>Grades</b>	While assessment tools may be used in the grading process, assigning grades is not synonymous with assessment. Grading practices and criteria, such as including attendance or class participation, reducing grades for late assignments and variations from teacher to teacher, all make grades (particularly final grades) inappropriate for assessment.
<b>General Education Assessment</b>	The process by which the college assesses whether all students (sometimes graduates) have achieved the students learning outcomes associated with each general education strand.
<b>Graduate Exit Interviews</b>	Interviews conducted with each graduate in a specific academic department aimed at determining if the program objectives and student expectations were fulfilled.
<b>Group Projects</b>	While group projects are a common teaching, learning and grading strategy, they are sometimes difficult to use for assessment. Generally, assessment seeks to confirm that some percent of “all students” have achieved student learning. Unless specifically and carefully designed, group projects do not lend themselves to assuring that “all students” are assessed.
<b>HLC Assessment Academy</b>	The Academy for Assessment of Student Learning offers HLC member institutions a four-year sequence of events and interactions that are focused on student learning, targeted at accelerating and advancing efforts to assess and improve student learning, and designed to build institution-wide commitment to assessment of student learning. WCC joined the Assessment Academy in June, 2016 and will complete our membership in June 2020. <a href="https://www.hlcommission.org/Programs-Events/academies.html">https://www.hlcommission.org/Programs-Events/academies.html</a>
<b>Indirect Assessment of Learning</b>	These reveal characteristics associated with student learning, but only imply that learning occurred. Evidence may be provided by student perceptions of learning, completion rates, graduation rates, satisfaction surveys, essays, interviews, and/or focus groups.
<b>Internships/ Field-work/ Clinical Experiences</b>	Internships, fieldwork or clinical experiences should only be used for assessment when they are required of all students. Voluntary activities result in inappropriate sampling.
<b>Item Analysis</b>	An analysis of student responses to exam questions used to identify questions that may need review or areas requiring improvement in order to achieve course outcomes.
<b>Learning Outcome</b>	Competencies stated in an observable or measurable way; identifies what the students actually learned in a measurable way. Statements representative of what learners are expected to be able to do with curriculum content following their interaction with teaching agents.
<b>Likert Scale</b>	A method used in questionnaires and surveys to prompt a respondent to express a view on a statement being presented, thereby signaling his or her level of agreement or disagreement with the statement presented.
<b>LMS – Learning Management System</b>	The online web-based interface that facilitates online classes and the web-enhanced components of hybrid (mixed mode) classes. Content is presented, forms are used for asynchronous communication and assignments and quizzes or tests are collected and completed.
<b>Mapping (of Curriculum)</b>	Refers to the process of equating course level outcomes to program level outcomes to ensure that course student learning outcomes are aligned with and support program level student learning outcomes.
<b>Meaningful Assessment</b>	Assess what you value and value what you assess. Meaningful assessment provides evidence that allows the instructor to make data-informed decisions about ways to improve teaching, learning and student success.

## SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

<b>Mission Statement</b>	A statement that defines the purpose of an institution.
<b>Objectives</b>	Objectives are the specific skills, values, and attitudes students should exhibit that reflect the broader student learning outcomes. Objectives are generally viewed as a piece of the student learning outcome that leads to the larger goal of student learning. All outcomes must have objectives (usually 3 – 5). However, all objectives do not have to relate to an outcome.
<b>Objective Measure</b>	Data that avoid bias from observers' feelings, interpretations or other extraneous factors. Examples include using stopwatches or electronic timers, measuring tape for distance, etc.
<b>Pedagogy</b>	The art and science of how something is taught and how students learn it. Pedagogy refers to the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process.
<b>Performance Indicators</b>	Marker or a piece of evidence that means something has been attained. See also "standard of success" or "benchmark"
<b>Performance-based Assessment</b>	Actual demonstration of tasks, skills, or procedures are observed and evaluated according to pre-specified criteria.
<b>Portfolio Assessment</b>	A portfolio is a representative collection of a student's work. The work is produced under conditions other than a classroom test and does not rely on a one-time observation.
<b>Pre-test vs. Post-test/Value Added</b>	Progress or value added can be measured through change from pre-test to post-test. Depending on the range of test scores, pre-test and post-test standards of success should also include a benchmark or minimum score.
<b>Program-Level Assessment</b>	Program-level assessment is a systematic way of monitoring whether students have actually acquired the skills, knowledge, and competencies intended by their program of study. The main purpose of the program assessment process is to evaluate how well intended program-level student-learning outcomes were achieved and develop strategies for improvement
<b>Qualitative Assessment</b>	Collects data that does not lend itself to quantitative methods but rather to interpretive criteria (see the first example under "standards"). Qualitative data is non-numeric information.
<b>Quantitative Assessment</b>	Collects data that can be analyzed using quantitative methods (see "assessment for accountability" for an example).
<b>Rubrics</b>	A scoring guide describing the criteria used to score or grade a learning outcome. It is one way to provide measurable data. A set of guidelines that from how something is to be done. Rubrics are used to make qualitative judgments about performance. Used in areas which are complex, subjective and vague. The components of a rubric are: a) measurement of stated object; b) a range to rate performance; and c) performance characteristics arranged in levels indicating the degree to which a standard has been met. The rubric typically resembles a matrix or grid with specific objectives or criteria to be assessed falling on the left-hand margin and levels of achievement or performance and performance characteristics running across the top margin.
<b>Sample</b>	<p>Selecting a subset of the population based on defined criteria. Samples must be representative of the student population. Different types of samples are:</p> <ul style="list-style-type: none"> <li>• <b>All students</b> are assessed. Selecting the entire population is best if it is feasible.</li> <li>• <b>Random Sample</b> – uses a "tool" to identify random numbers that are used to select student assessment data.</li> <li>• <b>Systematic Sample</b> – a sample done according to a rule (for example, every 4<sup>th</sup> test).</li> <li>• <b>Stratified Sample</b> – sorts students into groups and selects a random sample from those groups (for example, one section taught DL, one section taught MM and one section taught face-to-face). Helps assure that the variable does not interfere with assessment.</li> </ul>
<b>Skills</b>	Refers to procedural and psychomotor learning.
<b>Standard of Success</b>	A description of the expected level of student performance on a specific learning outcome. Also referred to as "benchmark".
<b>Standardized Testing</b>	Off-the-shelf assessment tests available from testing companies and some professional organizations can be used to measure competencies in specific subject areas as well as general education.

## SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

<b>Standards</b>	Sets a level of accomplishment all students are expected to meet or exceed. Standards should imply high quality learning. They do not imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways. Examples: carrying on a conversation about daily activities in a foreign language using correct grammar and comprehensible pronunciation; achieving a certain score on a standardized test.
<b>Student Artifacts</b>	Student produced work for general education, program or course assessment.
<b>Student Surveys (Departmental/ Discipline Level)</b>	Students are questioned regarding quality of the educational experience and progress toward educational, career, and personal goals. Satisfaction rates, job placement rates, job advancement, transfer rates, degree achievement, comfort level in various academic areas are some outcome measures gathered.
<b>Subjective Measures</b>	Rely upon the observation and judgment of one or more persons. The use of a rubric may help an observation and judgment be less subjective (more objective) as it may reduce the variation of interpretations.
<b>Summative Assessment:</b>	The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, it impacts the next cohort of students taking the course or program. Examples: reviewing student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing senior projects for the ability to integrate across disciplines.
<b>Taxonomy</b>	Classify learning outcomes into levels of complexity within learning domains.
<b>Technical Certification Exams/ Tests</b>	Given by national organizations (Microsoft, Oracle, Sun, Novell, Cisco, etc.), predominantly in the technical skills areas (computers), to measure a student's base of knowledge.
<b>Value Added</b>	The increase in learning that occurs during a course, program, or undergraduate education. Either can focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison.



## SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

### CURRICULUM BY DIVISION & DEPARTMENT FOR 2023 – 2024

#### ADVANCED TECHNOLOGIES & PUBLIC SERVICE CAREERS DIVISION (ATP)

Dean – Jimmie Baber (OE 102 G) 973-3569 / [jbaberiii@wccnet.edu](mailto:jbaberiii@wccnet.edu)

Office Professional – Toni Ellicott (OE 102 G) 973-3569 / [tellicott@wccnet.edu](mailto:tellicott@wccnet.edu)

Instructional Support Coordinator – Sharon Morgan (OE 102 B) 973-3550 / [slmorgan@wccnet.edu](mailto:slmorgan@wccnet.edu)

Department	Disciplines	Dept. Chair / Office / Phone / Email
<b>Advanced Manufacturing Technologies (AMTD)</b>	Electricity/Electronics (ELE) Machine Tool Technology (MTT) Mechatronics (MEC) Numerical Control (NCT) Robotics (ROB)	Allan Coleman (OE 102 FF) 973-3447 <a href="mailto:acoleman10@wccnet.edu">acoleman10@wccnet.edu</a>
<b>Apprenticeships</b>	Apprenticeships	Kandi Jurek (GL 200) 973-3685 <a href="mailto:kjurek@wccnet.edu">kjurek@wccnet.edu</a>
<b>Heating, Ventilation &amp; Air Conditioning (HVAD)</b>	Heating, Ventilation, Air Conditioning & Refrigeration (HVA) Construction Management (CMG) Facility Management (FMA) Residential Construction Technology (CON)	Brian Martindale (OE 102) 973-3503 <a href="mailto:bmartindale@wccnet.edu">bmartindale@wccnet.edu</a>
<b>Public Services Careers (PSCD) (Co-Chairs)</b>	Criminal Justice (CJT) Corrections (COR) Early Childhood Development (ECD) Education (EDU)	Beth Marshall (OE 102 X) 677-5031 <a href="mailto:beamarshall@wccnet.edu">beamarshall@wccnet.edu</a> Kevin Lindsey (GM 300 AA) 973-3671 <a href="mailto:kelindsey@wccnet.edu">kelindsey@wccnet.edu</a>
<b>Transportation Technologies (TRPD) (Co-Chairs)</b>	Auto Body Repair (ABR) Automotive Services (ASV) Automotive Test Technician (ATT) Custom Cars & Concepts (CCC) Engineering Technology (EGT) Motorcycle Service Technology (MST)	Michael Duff (OE 160 N) 477-8730 <a href="mailto:mduff1@wccnet.edu">mduff1@wccnet.edu</a> Rocky Roberts (OE 160 H) 973-3735 <a href="mailto:rojroberts@wccnet.edu">rojroberts@wccnet.edu</a>
<b>Welding &amp; Fabrication (WAFD) (Co-Chairs)</b>	Welding & Fabrication (WAF)	Brad Clink (OE 102 CC) 973-3434 <a href="mailto:bclink@wccnet.edu">bclink@wccnet.edu</a> Amanda Scheffler (OE 102 O) 973-3627 <a href="mailto:ascheffl@wccnet.edu">ascheffl@wccnet.edu</a>

## SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

### BUSINESS AND COMPUTER TECHNOLOGIES DIVISION (BCT)

Dean – Eva Samulski (BE 100) 973-3724 / [esamulski@wccnet.edu](mailto:esamulski@wccnet.edu)

Office Professional – Anette Preston (BE 100) 973-3724 / [ampreston@wccnet.edu](mailto:ampreston@wccnet.edu)

Instructional Support Coordinator – Nicolle Smid (BE 230) 477-8555 / [nsmid@wccnet.edu](mailto:nsmid@wccnet.edu)

Department	Disciplines	Dept. Chair / Office / Phone / Email
<b>Business (BUSD)</b>	Accounting (ACC) Business Management (BMG) Business Office Systems (BOS) Tax (TAX)	Doug Waters (BE 236) 677-5213 <a href="mailto:dowaters@wccnet.edu">dowaters@wccnet.edu</a> Joyce Jenkins (BE 216) 477-8982 <a href="mailto:jjenkins@wccnet.edu">jjenkins@wccnet.edu</a>
<b>Computer Science and Information Technology (CISD)</b>	Computer Information Systems (CIS) Computer Networking Technology (CNT) Computer Science (CPS) Computer Systems Security (CSS) Computer Systems Technology (CST)	Scott Shaper (BE 224) 973-3613 <a href="mailto:sshaper@wccnet.edu">sshaper@wccnet.edu</a>
<b>Digital Media Arts (DMAD) (Co-Chairs)</b>	Animation (ANI) Audio (AUD) Graphic Design Technology (GDT) Photography (PHO) Video Production (VID) Web Design & Development (WEB)	Jason Withrow (GM 300 G) 477-8570 <a href="mailto:jwithrow@wccnet.edu">jwithrow@wccnet.edu</a> Kevin Bindshadler (GM 300 EE) 973-3471 <a href="mailto:kbindshadler@wccnet.edu">kbindshadler@wccnet.edu</a>

### HEALTH SCIENCES DIVISION (HLT)

Dean – Shari Lambert (TI 234) 973-3474 / [shlambert@wccnet.edu](mailto:shlambert@wccnet.edu)

Office Professional – Deanna Benyo (TI 234) 973-3474 / [dbenyo@wccnet.edu](mailto:dbenyo@wccnet.edu)

Instructional Support Coordinator – Kathryn Wagner (TI 201 B) 677-5008 / [kawanger@wccnet.edu](mailto:kawanger@wccnet.edu)

Department	Disciplines	Dept. Chair / Office / Phone / Email
<b>Allied Health (ALHD)</b>	Dental Assisting (DEN) Magnetic Resonance Imaging (MRI) Medical Assisting (MED) Physical Therapist Assistant (PTA) Radiography (RAD) Surgical Technology (SUR)	Kristina Sprague (OE 102 NN) 973-3337 <a href="mailto:ksprague@wccnet.edu">ksprague@wccnet.edu</a>  Program Directors: DEN: Kristina Sprague (OE 102 NN) 973-3337 MED: Rhonda Johns (TI 122 AA) 677-5142 PTA: Ashley Bernstein (TI 122 Z) 477-8775 RAD: William Nelson (OE 102 OO) 677-5119 SUR: Kathryn Hernandez (TI 122 S) 973-3743
<b>Health Science (HLTS)</b>	Health Sciences (HSC) Medical Billing & Coding (MBC) Physical Education Activities (PEA) Yoga (YOG)	Rene Stark (TI 122 L) 973-3473 <a href="mailto:rsstark@wccnet.edu">rsstark@wccnet.edu</a>
<b>Nursing (NHSD)</b>	Nursing (NUR)	Theresa Bucy (TI 122 K) 677-5015 <a href="mailto:tbucy@wccnet.edu">tbucy@wccnet.edu</a>

## SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

### HUMANITIES, SOCIAL & BEHAVIORAL SCIENCES DIVISION (HLA & HSS)

Dean – \_\_\_\_\_ (LA 113) 973-3356 / [@wccnet.edu](mailto:_____@wccnet.edu)

Office Professional – Aimee Smith (LA 113) 973-3356 / [asmith@wccnet.edu](mailto:asmith@wccnet.edu)

Instructional Support Coordinator – \_\_\_\_\_

Department	Disciplines	Dept. Chair / Office / Phone / Email
<b>Behavioral Sciences (BEHD)</b>	Human Services Worker (HSC) Psychology (PSY) Sociology (SOC)	Starr Burke (LA 353 G) 677-5217 <a href="mailto:sburke@wccnet.edu">sburke@wccnet.edu</a>
<b>Communications, Media &amp; Theatre Arts (CMTD)</b>	Communications (COM) Drama (DRA) Film (FLM)	Allison Fournier (LA 353 N) 973-3433 <a href="mailto:aefournier@wccnet.edu">aefournier@wccnet.edu</a>
<b>English &amp; College Readiness (ENGD)</b>	Academic & Career Skills (ACS) English (ENG) English as a Second Language (ESL) Journalism (JRN)	Carrie Krantz (LA 315 R) 677-5104 <a href="mailto:ckrantz@wccnet.edu">ckrantz@wccnet.edu</a>
<b>Humanities, Languages &amp; the Arts (HLAD)</b>	Art (ART) American Sign Language (ASL) Arabic (ARB) Chinese (CHN) French (FRN) German (GRM) Japanese (JPN) Spanish (SPN) Dance (DAN) Humanities (HUM) Music (MUS) Philosophy (PHL)	Elisabeth Thoburn (LA 153 N) 973-3371 <a href="mailto:ezt@wccnet.edu">ezt@wccnet.edu</a>
<b>Social Science (SSCD)</b>	Anthropology (ANT) Economics (ECO) Geography (GEO) History (HST) Political Science (PLS)	Christopher Barrett (GM 300 K) 249-5941 <a href="mailto:ckbarrett@wccnet.edu">ckbarrett@wccnet.edu</a>

### MATH, SCIENCE & ENGINEERING TECHNOLOGY DIVISION (MSE)

Interim Dean – Tracy Schwab (LA 157) 973-3722 / [tschwab@wccnet.edu](mailto:tschwab@wccnet.edu)

Office Professional – Kwami Williams (LA 157) 973-3722 / [kthomas@wccnet.edu](mailto:kthomas@wccnet.edu)

Instructional Support Coordinator – Amy Carpenter (LA 215 T) 973-3455 / [atheis@wccnet.edu](mailto:atheis@wccnet.edu)

Department	Disciplines	Dept. Chair / Office / Phone / Email
<b>Chemistry (CEMD)</b>	Chemistry (CEM)	Breege Concannon (LA 253 G) 973-3395 <a href="mailto:breegec@wccnet.edu">breegec@wccnet.edu</a>
<b>Life Sciences (LIFD)</b>	Biology (BIO)	Susan Dentel (LA 315 N) 973-3409 <a href="mailto:sdentel@wccnet.edu">sdentel@wccnet.edu</a>
<b>Math, Science &amp; Engineering Studies (MTHD)</b>	Mathematics (MTH)	Nicole Klemmer (LA 215 P) 973-3579 <a href="mailto:nklemmer@wccnet.edu">nklemmer@wccnet.edu</a>
<b>Physical Sciences (PHYD)</b>	Astronomy (AST) Environmental Science (ENV) Geology (GLG) Physics (PHY) Sciences (SCI)	Suzanne Albach (LA 253 O) 973-3563 <a href="mailto:salbach@wccnet.edu">salbach@wccnet.edu</a>

## SECTION FOUR: SUPPORTING STUDENT SUCCESS

### Technology for Students

- The bookstore offers reasonably priced laptops and printers.
- Students enrolled in 3+ credit hours for the current semester can checkout laptops from the Learning Commons Lab (GM 201) while supplies last. For more information, visit [LC Semester Loan Laptops Check-Out](#).

The Learning Commons Lab can provide students with tech support and assistance with software as well as Blackboard.  
[LClab@wccnet.edu](mailto:LClab@wccnet.edu) or 734-973-3420.

### Bookstore

The WCC Bookstore is available to assist students with textbook purchases and rentals, WCC apparel, supplies and electronics. For more information, visit <https://washtenaw.bncollege.com/>, call 734-973-3594 or email [bkswashtenaw@bncollege.com](mailto:bkswashtenaw@bncollege.com).

### Advising and Success Coaching

Students can make an online advising appointment via the MyWCC Gateway > Student Dashboard > Academic Advising > Schedule an Appointment to use the online advising tool or call 734-677-5102.

**Academic Advising:** Students can meet with an advisor for class selection, the college transfer process and career assessments/exploration.  
<https://www.wccnet.edu/succeed/advising/>

**International Student Support:** Has a dedicated student advisor for International students to begin their educational process in a new country. This includes direction with English as a Second Language classes and/or assistance with different majors and acclimating to the U.S. education system. More information  
<https://www.wccnet.edu/succeed/international/>

### Counseling

Personal counseling is available to all currently enrolled students. Call 734-677-5223.

**Personal Support:** Students struggling with a personal issue can meet with a licensed professional counselor who will provide a brief, short-term, solution focused model of therapy support and direction. <https://www.wccnet.edu/succeed/personal/>

### Student Resource Center (SRC)

Offers one-on-one assistance to students through a case management model. The SRC offers assistance with tuition, books, childcare, transportation, a food cupboard and connections to community resources. Contact the SRC through our online form [Student Resource Center](#) or email, [src@wccnet.edu](mailto:src@wccnet.edu).

See SRC website for more information on grants and scholarships: <https://www.wccnet.edu/succeed/personal/student-resource-center/>.

Cheryl Finley, Case Manager, 734-973-3397

Leslie Neal, Case Manager, 734-973-3653

### Student Success Teams

[Success Teams](#) are our new student support model to provide outreach, intervention and a relational approach to students in an effort to improve academic success.

As new students are onboarded, they are assigned and introduced to their Success Team. Each team is composed of enrollment services staff who welcome and help them through the admission and registration process, coaches who provide holistic and personalized support, advisors who provide program and career advising, and faculty mentors who provide mentorship and academic support. If you have questions, email [successteam@wccnet.edu](mailto:successteam@wccnet.edu)

### 24-Hour Emergency Resources

- After Hours Emergency Resource  
833-WCC-4-YOU toll free and available 24/7
- INTERACTIVE SELF-HELP  
Download the **WellTrack app** and register your WCC email address
- Crisis Hotlines (24/7):
  - U-M 24-Hour Crisis Hotline: 734-996-4747
  - The National Suicide and Crisis Lifeline:  
Type in **988**
  - Ozone House 24-hour support and resources for youth, and those who care about youth:  
734-662-2222
- Domestic Violence Hotlines:
  - Safe House Crisis Hotline: 734-995-5444
  - The Washtenaw County Community Mental Health Crisis Team, 734-544-3050
- Veterans Hotline: 1-800-273-8255, **press 1**
- Crisis Text Line:  
Text **HOME** to **741741**  
Serves anyone, in any type of crisis. A live, trained crisis counselor will respond quickly.

## SECTION FOUR: SUPPORTING STUDENT SUCCESS

### Learning Support Services (LSS)

***Accommodations (including classroom) are required by law to provide equal access for students with disabilities.***

Students should be referred to Learning Support Services (LSS) to arrange accommodations. Instructors should not make accommodation arrangements directly with students without going through LSS.

- After verification, an accommodation letter is provided of approved accommodations.
- Accommodations are not retroactive, so please encourage your students who may need accommodations to contact LSS. Recommended statement to add to your syllabus is on page 1.

Students should register for accommodations through Accommodate on the [LLS webpage](#).  
Crane Liberal Art & Sciences, LA 115,  
Phone: 734-973-3342.

Contact email: [learningsupport@wccnet.edu](mailto:learningsupport@wccnet.edu)

Faculty will access Accommodate Letters (approved accommodations) in the Accommodate Faculty portal by signing in from the [LLS webpage](#).

### Bailey Library and Learning Commons (Learning Resources Center)

Immerse your students in a Library Instruction program, collaborate on one of the monthly discussions, or take advantage of the expert guidance from librarians and lab associates.

Information literate students succeed – let us help make your students' success a reality! The Bailey Library and Learning Commons is the place for your students to engage with ideas and spark curiosity as they embark on their educational journey!

For more information, visit:

<https://www.wccnet.edu/library/>

Faculty Services:

<http://libguides.wccnet.edu/facultyservices>

Librarian Liaison:

<https://www.wccnet.edu/library/help/forfaculty-liaisons.php>

### Learning Commons

#### Student Tech Help

- In-person and virtual support.
- Help with Zoom, Blackboard, Word, Excel, or PowerPoint and more.
- Laptops (for eligible students).
- Space to study and collaborate.
- Mac and PC's with software aligned to curriculum.

#### Study Help and Tutoring

- In-person assistance (drop-in and appointment):
  - 24/7 online tutoring
- Create study plans and check-in with tutors to stay on track.
- Develop study skills including: note-taking, test taking strategies, reading skills, project planning and more.
- Supplemental Instruction in select courses.
- Embedded Tutoring available throughout campus.
- All the study skills students need to excel in your classes and discipline-specific support.

#### Utilize the LC as Faculty

- Syllabus and Blackboard cut and paste statements about LC resources.
- Embed study skills workshops in your courses.
- Form a study group for your class.
- Become a Learning Commons Faculty Fellow.
- Get Tech Ready on-demand workshops.
- 10-minute class visits to share resources specific to your class.

Call: (734) 973-3420, Email: [lclab@wccnet.edu](mailto:lclab@wccnet.edu),  
Chat: [www.wccnet.edu/lc](http://www.wccnet.edu/lc) or visit: [wccnet.edu/LC](http://wccnet.edu/LC)

### Veterans Center

The Wadham's Veterans Center at WCC was created to serve all former and current active-duty military personnel, spouses and dependents of veterans, and students in the National Guard or Reserves. The Center seeks to integrate veterans into the college community by helping with their transition and offering any assistance veterans may need.

For more information, visit:

<https://www.wccnet.edu/succeed/vetcenter/> or contact via email [veterans@wccnet.edu](mailto:veterans@wccnet.edu) or call 734-477-8560.



## SECTION FOUR: SUPPORTING STUDENT SUCCESS

### Dental Clinic

Dental treatment provided in the dental clinic is limited in scope. University of Michigan dental students perform the work, and are supervised by licensed dentists. Treatment not available at WCC is referred to other dental professionals. Patients must be registered WCC students for the current semester or staff and faculty at WCC. For more information, visit <https://www.wccnet.edu/engage/know-campus/dental-clinic.php>.

### Center for Career Success

The Center is designed to meet the employment needs of WCC students and alumni. The Center consists of career advisors and an experiential learning coordinator. Our staff can assist students with:

- Resume and cover letter creation
- Mock interviewing
- Effective job search techniques
- Job placement

The experiential learning coordinator can assist with:

- Internship/co-op opportunities
- Job shadowing and volunteer experiences

The advisors are available to visit your class and present on career related topics and our services. We also offer a job board, "Career Connection," which provides students with full-time, part-time, and internship/co-op opportunities.

Students are encouraged to schedule an appointment to meet with our Career Success staff.

Office Information:

Phone: 734-677-5155 or Email: [careers@wccnet.edu](mailto:careers@wccnet.edu)

To schedule an appointment or to get more information, visit: [wccnet.edu/careers](http://wccnet.edu/careers)

<https://www.wccnet.edu/succeed/advising/careers/>

### Writing Center

The Virtual Writing Center @ WCC is here to help you with any writing you're working on, for any situation. We help with writing projects for all WCC classes, resumes and letters of application, transfer essays and applications, memos and other workplace writing, creative writing--if you write it, we can help you with it!

To schedule a 15-minute session or for more information visit

<https://www.wccnet.edu/learn/departments/engd/writing-center/>

Call: 734-973-3552 or Email: [writingcenter@wccnet.edu](mailto:writingcenter@wccnet.edu)

### Financial Aid

Direct students to financial aid to speak with an advisor. Financial aid can assist students with adjustments to their application if financial situations have changed. Financial aid also implements WCC Cares Act funding to support students with technology and other financial resources they need to finish their courses.

Phone: 734-973-3523 or Email: [finaid@wccnet.edu](mailto:finaid@wccnet.edu)

### Foundation Office

The Foundation provides support to WCC students through scholarships and other philanthropic support.

**Student Emergency Fund** is administered by the WCC Foundation to help students meet unanticipated expenses, especially those that jeopardize their ability to stay in school.

The Foundation provides one-time assistance to the students by directly paying vendors for car repairs, utilities, rent, and childcare. Food assistance is typically provided through Kroger or Meijer gift cards. The maximum award is \$500.

**WCC Foundation Scholarship** gives over \$600,000 in scholarships to over 1,000 WCC students per year.

Scholarship deadlines are:

- June 10 for Fall Semester
- October 10 for the Winter Semester
- February 10 for the Summer Semester

Contact for students:

Shana Barker, Scholarship and Alumni Coordinator

Phone: 734-973-3705 or Email: [shunte17@wccnet.edu](mailto:shunte17@wccnet.edu)

For more information visit:

<https://www.wccnet.edu/afford/financial-aid/scholarships/foundation.php>

### Office of Diversity and Inclusion (ODI)

The ODI is responsible for leading student-centered initiatives that enhance sense of belonging and student success. These initiatives include the MLK Celebration, First Generation College Student Day, HBCU Pathway, CTE Awareness, Student Success Conference, and much more. The ODI also provides professional development resources to help staff and faculty foster a more inclusive environment, these tools can be found on KALPA. For diversity and inclusion related concerns, visit <https://www.wccnet.edu/engage/diversity/faculty-and-staff-resources.php>. For questions, email [diversity@wccnet.edu](mailto:diversity@wccnet.edu)

## SECTION FOUR: SUPPORTING STUDENT SUCCESS

### Entrepreneurship Center (EC)

The EC offers the following services found online at <http://ec.wccnet.edu>, by email at [entrepreneurship@wccnet.edu](mailto:entrepreneurship@wccnet.edu), or call 734-249-5880. Students, faculty, staff and community members can:

- Book one-on-one consultations with business resource coordinators.
- Subscribe to the EC's frequent newsletter.
- Get Startup Business Research Help remotely through librarians at the Bailey Library for assistance with market research.
- Meet for free individualized coaching with an Entrepreneur-In-Residence. Consultations on topics such as: Marketing, Idea Validation, Networking, Customer Discovery, Pre-Business Plan Writing, and Coaching for Creatives.

#### Utilize the EC as Faculty, to:

- Bring your class for a remote tour of the EC! Learn about the services the EC offers.
- Collaborate to plan a workshop or webinar on your field or industry.
- Build a Business Boot Camp. The EC's Boot Camps are designed with WCC faculty to support entrepreneurs, freelancers and small business owners in specific industries.
- Get referrals for business professionals to speak in your class.
- Create an Entrepreneurial Classroom. The [Entrepreneurial Classroom Series book](#) includes classroom activities created by WCC faculty.

### Lactation Room

In support of our students and employees who are nursing mothers, three lactation rooms are available for use. The rooms offer a secure and private place for the mother to express milk for their nursing children.

To arrange to use one of the lactation rooms or for more information, visit:

<https://www.wccnet.edu/succeed/student-parents/lactation-room.php>

### DEAN OF STUDENTS OFFICE

Services are offered by the Dean of Students office to all students in order to better inform them on College procedures or to assist in resolving a concern. For more information, visit:

<https://www.wccnet.edu/succeed/dean-of-students/>.

### Grade Appeal and Course Concerns

A student may appeal any letter grade for any course. All parties are to be notified of any action taken during the entire process. For more information visit: [Grade Appeal](#).

### Pregnant Students

Pregnant students should contact the Dean of Students office by completing the [Pregnant Student Information form](#) as soon as possible if they encounter medical situations that are affecting their ability to attend classes.

### CARE Team/Report a Concern

For non-emergency reports of any campus concern, use the [Report a Concern](#) online form available from the WCC homepage at the bottom. If you make a report, monitor your WCC email in case the College needs additional information.

- *Students making remarks of Self-Harm or who pose a threat of harm to self or others*

During times of limited campus services

Call Public Safety (3411 or 734-973-3411 **AND** complete a [CARE Team form](#). For more information, visit:

<https://www.wccnet.edu/succeed/wcc-care-team/>

- *You can also submit a CARE Team form for students who express financial issues, housing and/or food insecurity issues.*

### Refund Exceptions

In the event the student encounters an extraordinary situation that interrupts their semester, the College offers the Refund Exception process. Typically, medical situations where the student becomes incapacitated from completing the semester are the most numerous requests for relief.

Have the student contact [deanofstudents@wccnet.edu](mailto:deanofstudents@wccnet.edu) for information or view the Refund Exception information page. From the search box on the home page, enter Refund Exception.

To contact the Dean of Students office, email to [deanofstudents@wccnet.edu](mailto:deanofstudents@wccnet.edu) or call 734-973-3328. Office is located in SC 275.

## SECTION FOUR: SUPPORTING STUDENT SUCCESS

### Reporting Responsibilities of Faculty

Reminder to Faculty – be mindful of your assignments and suggested topics. Consider whether the topic is requesting/ suggesting student disclosures on reportable situations. A sample awareness statement to provide to students is shown below:

*Dear Student;*

*While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have reporting requirements that are part of my job responsibilities at Washtenaw Community College.*

*For example, if you inform me of an issue of sexual assault, sexual misconduct, or gender discrimination – I am required to bring it to the attention of the institution's Title IX Coordinator or Deputy Coordinator. If you would like to talk to either of those individuals directly, they can be reached at:*

*Clarence Jennings*

*VP of Student Services & WCC Title IX Coordinator*  
[cjennings2@wccnet.edu](mailto:cjennings2@wccnet.edu)

*Tracci Johnson*

*Dean of Students & WCC Deputy Title IX Coordinator*  
[deanofstudents@wccnet.edu](mailto:deanofstudents@wccnet.edu)

Information on all reporting options for issues of sexual assault, sexual misconduct, or gender discrimination (including confidential reporting options) is available at <https://www.wccnet.edu/succeed/personal/sexual-misconduct/>

### Sexual Misconduct/ Title IX

WCC seeks to provide an environment free of sexual misconduct. Contact the Dean of Students office for information on sexual misconduct prevention, awareness, reporting methods, and victim resources.

**Note:** The staff of the Dean of Students office are required to report any situations of sexual misconduct.

### Student Conduct

The Board of Trustee Policy 4095 provides information on overall Student Rights, Responsibilities, and Conduct Code including Academic Dishonesty:

Academic Dishonesty: All forms of academic dishonesty including but not limited to collusion, fabrication, cheating, and plagiarism will call for discipline:

- Collusion is defined as the unauthorized collaboration with any other person in preparing work offered for individual credit.
- Fabrication is defined as intentionally falsifying or inventing any information or citation on any academic exercise.
- Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Plagiarism is defined as the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit.

The full policy is available at

<http://www.wccnet.edu/trustees/policies/4095/>

### Student Misconduct

Effective classroom management is an important component of your class. In the event of student misconduct in your classroom, immediate management of the situation is needed and some events necessitate additional reporting. The green folder (included in this guide) provides tips on how to address situations you may encounter. In addition, below are some basic tips as to other areas to report the incident to:

**Academic Dishonesty** – Within the parameters of the Board of Trustee policy, faculty set the guidelines for academic standards in their class. If a student violates the standard, the instructor informs the student, allows for a response from the student, and then determines the sanction (some examples: event is a learning experience, warning, zero on assignment, failure in class). If student wishes to appeal, refer matter to the Division Dean. It is recommended you notify the academic dean for any case of academic dishonesty you encounter.  
[deanofstudents@wccnet.edu](mailto:deanofstudents@wccnet.edu)

**Minor Disruptions** – Not following classroom rules, talking over other students, minor disagreements. Discuss with the offending student. Notify Division Dean.

**Major Disruptions** – Threats, sexual misconduct, inappropriate behavior, major disagreements or pose a threat of harm to self or others. Manage the immediate disruption. Call Public Safety (3411 or 734-973-3411) if needed. Report to Dean of Students with CC to Divisional Dean.

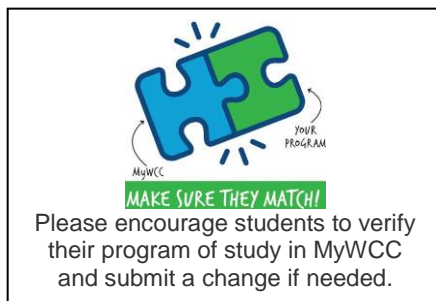
## SECTION FOUR: SUPPORTING STUDENT SUCCESS

### WCC Care Team

The WCC Care Team is a multi-departmental team that responds to reports of students displaying emotional/behavioral/distressed behaviors. The Care Team also acts as a centralized collection point to connect the dots when red flag behaviors are known by staff in different areas of the College. The Care Team helps in outreach, collaborating for effective response, and to coordinate follow-up with resources and support. The best method to report a situation to the Care Team is to use the [Care Team Contact form](#). For more information visit, <https://www.wccnet.edu/succeed/wcc-care-team/>

### DegreeWorks

*DegreeWorks* will assist faculty and advisors with their goal to provide students with the most up-to-date and accurate information.



#### How to access *DegreeWorks*:

- WCC Homepage
- Click on WCC Gateway Login
- Click on Student Dashboard
- Click on the Degree Works tile
- Sign in using your WCC netID and password
- Make sure you are in the right degree or certificate program

#### How *DegreeWorks* can help students reach their goals.

*DegreeWorks* is a web-based tool for students to monitor their academic progress toward degree completion. *DegreeWorks* lists the classes students have finished, the classes they're currently taking, and the classes they need to take in the future to finish their program. Students can:

- Review their academic progress and GPA
- View a clear outline of what requirements they still need in order to choose the best courses
- Use the "what-if" scenario to explore different program options
- Work with an advisor to create an Academic Plan to help stay on track for graduation

*DegreeWorks* can help you have valuable conversations with students about classes in your program and how students can successfully progress to completion. Always encourage students to see advisors in addition to using the *DegreeWorks* Tool.

Share *DegreeWorks* with students in your classes when it is time to register. There are short tutorials online that will be helpful:

<https://www.wccnet.edu/succeed/advising/degree-works.php>



## SECTION FOUR: SUPPORTING STUDENT SUCCESS

# Student Success COACHING

As success coaches, we strive to build **positive, growth-focused relationships** with our students as they embark on their academic journey. We help **guide** students in developing the **skills** and **networks** they need to define, achieve, and maintain their **goals**.



### Proactive Outreach

Students don't always ask for help, or even know what help to ask for! Success Coaches proactively reach out to students through email, text, and phone. Students are often referred to Success Coaching from faculty and staff, and we also use student data (like faculty early alerts, mid-term grades, course drops/withdraws) to identify students who might need extra support.

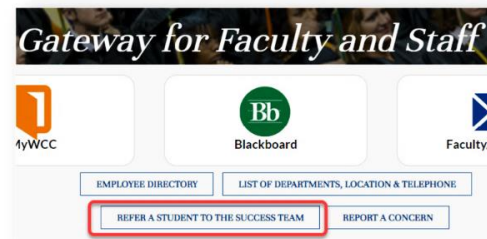
### 1-1 Coaching

In our 1-1 coaching sessions, Success Coaches work with students to define goals, identify strengths, and prepare for obstacles and challenges to success. Common concerns are time management, getting organized, and following through on priorities. We also support students who have significant barriers - like finances, food insecurity, work/life/family balance - and connect them to resources.



## Connect with Success Coaching

Have a student who needs some extra support? Submit a Success Team Referral or email us at [SuccessCoaching@wccnet.edu](mailto:SuccessCoaching@wccnet.edu)





# Student Help Pathways

## CALL HELPDESK IF...



- Your computer isn't turning on
- You're having trouble with your keyboard, mouse, or other items related to your computer

**(734) 973-3456**

**[help-desk@wccnet.edu](mailto:help-desk@wccnet.edu)**

## CONTACT BLACKBOARD HELP IF...



- You have technical Blackboard-related questions or concerns

**(734) 973-3456**

**[help-desk@wccnet.edu](mailto:help-desk@wccnet.edu)**

## EMAIL THE LEARNING COMMONS IF...



- You're in need of tech resources
- You need to borrow tech
- You're looking for assistance with programs such as Microsoft Suite and Blackboard

**(734) 973-3420**

**[LCLab@wccnet.edu](mailto:LCLab@wccnet.edu)**

# beyond the classroom

HELPING STUDENTS SUCCEED AT WCC

## Mental Health

Tele-Mental Health Services

**734-677-5223**

24 Hour Emergency Assistance

**1-833-WCC4YOU (833-922-4968)**

WellTrack

**Download the App**

## Safety

Public Safety

**734-973-3411**

Sexual Assault Reporting

**734-973-3536** or the **Report  
a Concern** Form

## Finances

Personal Finances

**734-677-5105**

Student Emergency Fund

**734-973-3523**

**finaid@wccnet.edu**

Student Resource Center

**734-677-5105**

**src@wccnet.edu**

## Addiction

Collegiate Recovery  
Program

**therzog@wccnet.edu**

## Food

Emergency Food Cupboard

**734-677-5105**

**src@wccnet.edu**

You can submit a CARE Team form for all the resources listed above at:

<https://www.wccnet.edu/succeed/personal/wcc-care-team/>

## SECTION FOUR: SUPPORTING STUDENT SUCCESS

COLLEGIATE RECOVERY PROGRAM AT WCC

CONNECTING EDUCATION

TO YOUR RECOVERY



ONGOING MEETINGS EVERY WEDNESDAY 12:00PM–1:00PM LA 252



WCC's Collegiate Recovery Program is dedicated to recovery services for your academic success and completion. We are focused on helping students transition into the college community and succeed in the college environment while maintaining sobriety. We provide opportunities for fellowship, encouragement, resources, support groups, programs and events as well as access to college student support services.

### What Students are Saying about CRP

*"WCC's Collegiate Recovery Program has helped me connect with other students during a time when connection has been challenging to find. I have found support and encouragement not only for my recovery but also for my school experience. I am so grateful that CRP exists at WCC."*  
**Chynna, CRP Co-President**

*"CRP has been a nice way for me to make connections with peers and faculty at WCC. And it has been an amazing way to integrate recovery into school, so I don't let my focus of it lax while I work on these new academic challenges."* **Jasmine, CRP Officer**

For more information, contact Counseling & Career Planning at 734-677-5102.



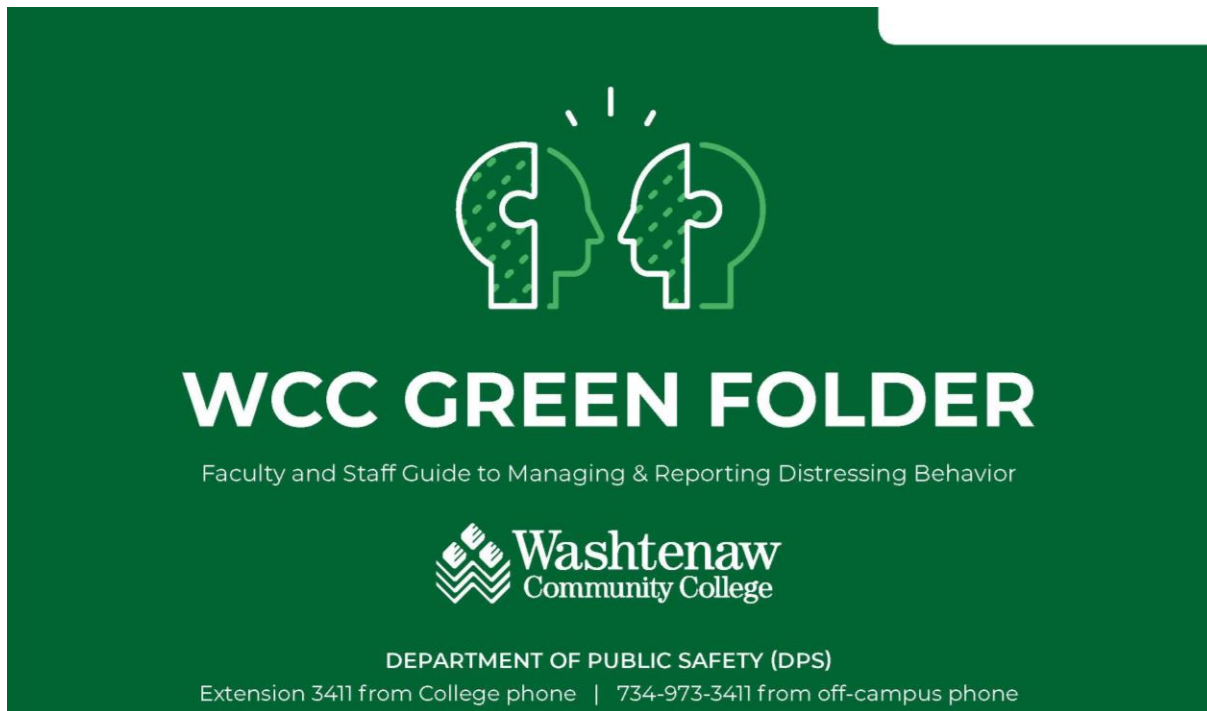
**Washtenaw**  
Community College

If you are a student in recovery, our WCC Collegiate Recovery Program (CRP) is here for you. Join us! Our students meet weekly to share recovery support, academic success resources, service opportunities, social connection, and sober fun!

For meeting links and locations, please contact Teresa Herzog, WCC Collegiate Recovery Program Coordinator at [therzog@wccnet.edu](mailto:therzog@wccnet.edu) or Call/Text: 734-318-0785.



## SECTION FOUR: SUPPORTING STUDENT SUCCESS



When confronted by academic and other life challenges, students may feel alone, isolated, and sometimes hopeless. These feelings can disrupt academic performance and pose challenges for coping skills.

Faculty and Staff may be the first person to identify these distressing behaviors in a student and it is important that we act with compassion. A Sample of Distress Indicators

### **Academic**

- Sudden decline in quality of work and grades.
- Repeated absences.
- Disorganized performance.
- Multiple requests for extensions.
- Overly demanding of faculty or staff time.
- Bizarre content in writing/assignments.

### **Physical**

- Marked changes in physical appearance (e.g. grooming, hygiene, weight loss or gain)
- Excessive fatigue or sleep disturbance.
- Intoxication, hangovers, smell of alcohol or weed.
- Disoriented.
- Slurred speech, disconnected remarks.
- Behavior is out of context for situation.
- Delusions and paranoia.

### **Psychological**

- Self-disclosure of personal distress (family or financial problems, grief, suicidal thoughts.)
- Unusual or disproportionate emotional response to events.
- Excessive tearfulness or panic response to an event.
- Irritability or unusual apathy.
- Verbal abuse (badgering, intimidation, taunting.)
- Concern from peers

### **Safety Risk**

- Unprovoked anger or hostility.
- Physical violence (shoving, grabbing, throwing, assault, mention or possession of weapons).
- Implying or making threat to self.
- Implying or making threat to others.
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideation, violent behavior ideation.
- Stalking or harassing behavior.

### **Does the Student need Immediate Assistance?**

**Yes:** The student's conduct clearly is restless, disorderly, dangerous or threatening. Poses an immediate risk to self or others.

Call Public Safety at 734-973-3411 or ext. **3411**.

## SECTION FOUR: SUPPORTING STUDENT SUCCESS

**No:** I do not feel concern for the student's immediate safety but they are having significant academic and/or personal issues and could use support. Use the [WCC CARE Team Contact form](#).

**Unsure:** Distress is observed but severity not clear. The interaction with the student has left you uneasy. Use the [WCC CARE Team Contact form](#).

### Responding to Difficult Behaviors

Providing support and then addressing the behavior is an important step in the process of helping someone in a difficult situation

- **Safety First** – the welfare of the campus community is our top priority. When an individual displays threatening or potentially violent behavior, do not hesitate to call for help.
- **Find a private, not secluded, place to talk.** If safety concerns are present, do not meet alone with the individual.
- **Set aside adequate time** for the discussion.
- **Listen** and use a non-confrontational approach.
- **Share observations, not judgment.** Set clear expectations and boundaries.
- **Express care and concern.** Although the situation may not seem like a crisis to you, it may feel like one to that person.
- **Be direct.** Ask the individual if they are under the influence, feeling confused, or experiencing thoughts on self-harm.

### Responding to a Student in Crisis

A student in crisis can take many forms.

- **Self-harm** – the College's Counseling Team should be alerted as soon as possible if the student verbalizes or writes any statement on self-harm or suicide ideation. The Counseling Team can be contacted at 734-677-5223 from 8am-7pm (Mo-Th) and 8am-5pm (Fr). Outside of these hours, contact Public Safety at 734-973-3411.

- **Food** – Hunger and lack of adequate food resources is a problem for many WCC students. Students can access the WCC Food Cupboard by calling the Student Resource Center (SRC) at 734-677-5105.
- **Counseling** – Professional Counseling is available both in-person and by telephone:
  - In-person, call 734-677-5223 or visit the Counseling Counter, 2<sup>nd</sup> Floor of the Student Center building.
  - After Hours Emergency Resource (24/7) 833-WCC-4-YOU (833-922-4968).
  - **INTERACTIVE SELF-HELP**  
Download the **WellTrack app** and register your WCC email address.
- **CARE Team Report** – any member of the campus community can use the online form to submit a [CARE Team Report](#). (Available from the footer of any WCC web page.)

### Your Report Responsibilities Under Title IX

If someone discloses an incident of sexual misconduct to you including sexual assault, stalking, domestic or dating violence, or sexual harassment – take the following steps.

- Confirm the person's safety. If they are not safe, create a plan to get to a safe place. Call 911 if needed.
- Provide non-judgmental support.
- Respond with compassion and sensitivity.
- Review reporting options with the person (both the right to file a complaint with law enforcement and the right way to file a complaint with WCC).
- Inform the person of on-campus confidential resources in our Counseling office.
- Share the list of off-campus resources from the WCC web site.

### Report

- Explain your obligation to report the information.
- Contact the Title IX Coordinator by using the [Title IX \(Sexual Misconduct\) Reporting Form](#).

### WCC Contacts at a Glance

Counseling, Personal.....	734-677-5223
Dean of Students.....	734-973-3328
Department of Public Safety.....	734-973-3411
Food Cupboard (SRC).....	734-677-5105
Human Resources.....	734-973-3497
Learning Support Services.....	734-973-3342
Student Emergency Fund.....	Online Application

Student Resource Center.....	973-677-5105
Student Systems Architect/Registrar.....	734-677-5143
Veteran Services.....	734-477-8560
Provost & Chief Operating Officer.....	734-973-3536
VP, Student Services.....	734-677-5477
VP, Instruction.....	734-973-3488



## SECTION FOUR: SUPPORTING STUDENT SUCCESS

### Behavior Management Guide (Green Folder)

CATEGORY OF BEHAVIOR	ANNOYING	DISRUPTIVE	CONCERNING	THREATENING	OTHER
Action	Manage	Manage (Report if Needed)	Manage & Report	Report Immediately & Then Manage	Report & Connect to Resources
Samples of Behavior Requiring Intervention	Loud talking, rude, over-talking others, asking a lot of questions	Yelling and dominating conversations	Confrontational remarks	Threatening remarks, physical violence, threat of physical violence	Any student reporting sexual assault, stalking, domestic/ dating violence, same sex violence, sexual harassment
	Minor interruptions	Classroom policy violation	Disruptive behavior, non-compliance with directives, or repeated classroom policy violations	Confrontations	Connect student to Public Safety. Advise student of resources available at Counseling. Follow up with filing a Report a Concern form
	Inability to see another side of a discussion	Disagreements	Verbal altercations	Physical altercations or physical violence, outbursts of rage	Food insecurity – contact Student Resource Center
	Infrequent tardiness or absence	Regular tardiness, leaving early, or absence	Reliable student gone missing	Report of a student in harm's way	Student in crisis, unexplained hysteria or crying, distortion of reality, incoherent speech
		Unauthorized use of phone, electronic equipment, or prohibited recording	Academic dishonesty (report to divisional dean)	Unresponsive student, student presumed under the influence due to motor skills impairment or slurred speech	Connect student to Counseling
			Continued unauthorized use of phone, electronic equipment, or prohibited recording after warning	Possession of any weapon	
			Smell of weed, smell of alcohol, smoking, vaping	Expression of suicidal thought – contact Counseling or if after hours, DPS	
			Preoccupation with weapons		
			Dark comments – connect student to Counseling		
	Samples of Recommended Actions	Discussion with student, next steps if behavior continues, send follow-up email to student.	Discussion with student, next steps if behavior continues, send follow-up email to student.	If needed, request individual to leave classroom, contact Public Safety if assistance needed	Immediately seek assistance from Public Safety at x3411 or 734-973-3411
Refer student to language in your first day handout or Student Code of Conduct		Refer student to language in your first day handout or Student Code of Conduct	If needed, request student meet with divisional dean prior to return to class	Call 911 if situation dictates	
		Inform the divisional dean	Provide details to divisional dean	Dismiss class if needed	
			Submit a <a href="#">CARE Team Contact form</a>	Submit a Report a Concern form and/or complete report with DPS	

## SECTION FOUR: SUPPORTING STUDENT SUCCESS



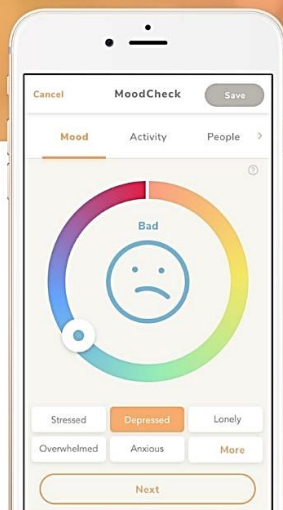
# WellTrack

Interactive Self-Help Therapy

Follow us



A free online platform that provides you with tools and resources to help you deal with stress, anxiety and depression



Deal with anxiety, depression and stress



Monitor your mood



Assess your mental health



Connect with campus resources

Download the WellTrack app and register with your [wccnet.edu](mailto:wccnet.edu) email address



## SECTION FOUR: SUPPORTING STUDENT SUCCESS

In addition to In-Person Services, we provide TeleMental Health Services to students.



### TeleMental Health Services



**TeleMental Health**, also known as online therapy, is simply receiving therapy through electronic means whereby the client and personal counselor are in two different locations.

#### **What does this mean for WCC students?**

- WCC's Licensed Professional Counselors (LPC's) have received TeleMental Health Training Certifications (THTC) to better serve students virtually
- TeleMental Health services began Fall 2020
- Both TeleMental Health and in-person counseling services are available to currently enrolled students
- TeleMental Health services will begin with an intake assessment, in which the personal counselor will make recommendations for the student based upon the student's needs and WCC's Scope of Practice

**Students can make an appointment by calling the  
Counseling Department at 734-677-5223**

For instructions on accessing Personal Counseling, please visit:  
<https://www.wccnet.edu/succeed/personal/counseling/>

***If you have concerns about a student's mental health, please contact the  
CARE Team at: <https://www.wccnet.edu/succeed/wcc-care-team/>***



## SECTION FIVE: PUBLIC SAFETY INFORMATION

### Public Safety Information

The [Public Safety](#) department is proud to serve the Washtenaw Community College population. If you need to report a medical emergency, a crime, or accident, please call 734-973-3411 from personal phone, **3411** from college house phone, or by using one of the emergency phones. **If you believe the situation is or could be life threatening, call 9-1-1.**

### Public Safety Services

The College will report criminal activity to the law enforcement agency in whose venue the act occurs. The College will annually request from each law enforcement agency data indicating criminal activity for each particular site in accordance with the "Student Right to Know and Campus Security Act." Many other services are provided:

- **Security Escort:** Staff, students and guests may request a security escort from any location on campus to any other location on campus by contacting Public Safety at 734-973-3411 from their personal phone or **3411** from any campus house phone.
- **Lost & Found:** Found items may be turned into the Public Safety office (Parking Structure 2nd level) where they will be maintained for a period of one month. Persons may retrieve found and lost items at the same location.
- **Motorist Assists:** Security staff will provide vehicle jump-start assistance to those who leave their lights on, vehicle unlocked, etc. Public Safety will assist motorists in contacting local assistance for further service needs.
- **Key Issuance:** Faculty and staff may pick up requested keys and PROX cards from the Public Safety office located on the Parking Structure, 2<sup>nd</sup> level. Identification will be required. Keys may be requested by completing a [Key Request Form \(PDF\)](#) and access cards/FOBS may be requested by completing the Electronic Access FOB Request Form (DOCX), and then submitting it to the appropriate Division Dean or Supervisor.
- **Access Replacement:** Requests for replacement of a lost Access Card/Fob may be made by completing an [Access Replacement Form \(PDF\)](#).

### Emergency Telephone Numbers

Emergency and house phones are available to contact the Public Safety department in cases of emergency. More precise indoor house phone locations can be found by using the Room Locator, they are denoted by the blue telephone symbol (house phone). Note: You must **dial 7** to get outside line access if dialing from a WCC campus telephone.

- **Public Safety:** 734-973-3411 or **3411** from a college phone or by using one of the red emergency phones
- **Emergency:** 9-1-1

### Download WCC Safe App

- Emergency Contacts
- Friend Walk
- Campus Maps
- Room Locator
- Emergency Plan
- And much more...



**Consider programming  
the Public Safety  
number into  
your cell phone:  
734-973-3411.**

## SECTION FIVE: PUBLIC SAFETY INFORMATION

### Active Shooter Information

An active shooter is a person(s) who appear to be actively engaged in killing or attempting to kill people in populated areas. [Active shooter situations](#) are dynamic and evolve rapidly, demanding immediate response by the community and immediate deployment of law enforcement resources to stop the shooting and prevent harm to the community. In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter. If you find yourself involved in an active shooter situation, try to remain calm and **call 9-1-1, as soon as possible**.

#### **Run, Hide, Fight – In the event of an active shooter:**

Try to remain calm and warn other faculty, staff, students and visitors of the situation. How to respond when an active shooter is in your vicinity:

##### **1. Run**

- Have an escape route and plan in mind.
- Leave your belongings behind.
- Keep your hands visible.

##### **2. Hide**

- Turn off lights.
- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone.

##### **3. Fight**

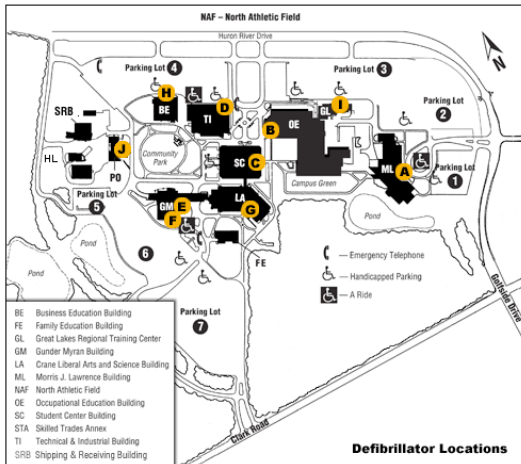
- As a last resort and only when your life is in imminent danger:
  - Attempt to incapacitate the shooter.
  - Act with physical aggression and throw items at the active shooter.
- How to respond when law enforcement arrives:
  - Remain calm and follow instructions.
  - Put down any items in your hands (e.g., bags, jackets).
  - Raise hands and spread fingers.
  - Keep hands visible at all times.
  - Avoid pointing, screaming or yelling.
  - Do not stop to ask officers for help or direction when evacuating.
- Information you should provide to law enforcement or 911 operator:
  - Location of the active shooter.
  - Number of shooter(s).
  - Physical description of shooter(s).
  - Number and type of weapons held by shooter(s).
  - Number of potential victims at the location.



## SECTION FIVE: PUBLIC SAFETY INFORMATION

### Automatic External Defibrillator (AED) Locations

An [Automatic External Defibrillator](#) is used for heart attacks/heart monitoring. In addition to the locations below, the Public Safety department has an AED unit available in a Public Safety vehicle. Defibrillator (AED) locations:



- A. ML front lobby desk
- B. OE 102 hallway
- C. SC 2<sup>nd</sup> floor medical room hallway
- D. TI 122 front reception area near fire panel
- E. GM 1<sup>st</sup> floor circulation counter
- F. GM 2<sup>nd</sup> floor computer commons counter
- G. LA 2<sup>nd</sup> floor hallway across from 215
- H. BE 182 reception area
- I. GL 2<sup>nd</sup> floor across from offices
- J. DF 126 entrance

This information is also on the **WCC Safe App** under Room Locator.

### Chemical Release/Hazardous Materials

There are a variety of chemicals and potentially hazardous materials used in many of the buildings on the WCC campus. In the event of a chemical release or hazardous materials emergency, or if you encounter a noxious odor or feel a burning sensation on your skin or in your eyes, you should:

- Evacuate the room and secure the door. Call **9-1-1**.
- Call Public Safety at 734-973-3411 from personal phone, **3411** from campus house phone, or by using one of the emergency phones. Give them the location of the incident and tell them what happened.

### Earthquake

Although earthquakes of any significant magnitude are extremely rare occurrences in this area of the country, the possibility of one happening does exist. If you feel severe tremors and believe an earthquake is occurring:

- Duck or drop down on the floor.
- Get under a sturdy table, desk or other piece of furniture.
- Avoid dangerous spots such as windows, hanging objects, mirrors, or tall items like book cases and file cabinets.
- **Hold** on to sturdy furniture and be prepared to move with it.
- After the tremors stop, evacuate the building.
- Assist others in evacuation.

### Emergency Assembly Areas Building Locations

- |   |                        |
|---|------------------------|
| • Business Education (BE)                 | Parking Lot 4          |
| • Crane Liberal Arts and Science (LA)     | Parking Lot 6          |
| • Family Education (FEB)                  | Parking Lot 6          |
| • Great Lakes Training Center (GL)        | Parking Lot 3          |
| • Gunder Myran (GM)                       | Parking Lot 6          |
| • Henry Landau (HL)                       | Parking Lot 4          |
| • Larry L. Whitworth Occupational Ed (OE) | Bus Turnaround & Lot 3 |
| • Morris J. Lawrence (ML)                 | Parking Lots 1 & 3     |
| • Student Center (SC)                     | Bus Turnaround         |
| • Technical and Industrial (TI)           | Bus Turnaround & Lot 4 |

This information is also on the **WCC Safe App**.

## SECTION FIVE: PUBLIC SAFETY INFORMATION

### Evacuation

In the event that you need to evacuate from your building as a result of an audible/visual alarm or at the direction of commands from the campus enunciation system you should:

- Remain calm. Do not rush or panic.
- Walk to the nearest safe exit and/or stairwell to leave from the first floor.
- Do not use elevators.
- Individuals with disabilities may need assistance. If unable to assist, notify authorities of their location immediately.
- Evacuate to your building's designated Emergency Assembly Area (see Assembly Areas on previous page).
- Do NOT re-enter the building until further instruction by Public Safety staff or other emergency personnel.
- In the event that you are unable to locate the emergency assembly area, stay a minimum of 150 feet away from the building. **(Also available on the WCC Safe App.)**

### Fire Safety – In case of fire:

- Learn the location of emergency exits.
- Activate the fire alarm if you detect fire in a building.
- Always exit the building in the event of a fire alarm.
- Exit by the nearest stairway. Do NOT use elevators.
- Call **9-1-1** to notify emergency personnel.
- If close by, press the red button on one of the emergency phones to be directly connected to Public Safety.
- Smoke is toxic. If the only way out is through smoke, stay low, below the smoke.
- If trapped, call **9-1-1** and tell them where you are. Seal doors with rags or clothing and try to signal from a window.
- Do not attempt to re-enter the building until instructed to do so by Public Safety or the Fire Department.
- Using a fire extinguisher: If you have been trained and it's safe to do so, you may fight small fires with a fire extinguisher.
  - Pull safety pin from handle.
  - Aim at base of fire.
  - Squeeze the trigger handle.
  - Sweep from side to side to side at base.

**Note:** All employees are encouraged to attend fire extinguisher training.

### Gas Leak – If you smell natural gas:

- Leave the area immediately.
- Evacuate to your assembly area.
- Call **9-1-1** to notify emergency personnel.

### Medical Emergencies Guidelines

In the event of a life-threatening medical emergency or injury, immediately call **9-1-1**, then call Public Safety 734-973-3411 from personal phone, **3411** from campus phone, or by using one of the emergency phones.

In the event of a non-life-threatening emergency or injury, call Public Safety directly. After responding and evaluating the situation, Public Safety will make the determination to call **9-1-1** as needed:

- Stay with the person.
- Do NOT move the person unless absolutely necessary.
- If he or she has stopped breathing, do not attempt CPR unless you have been trained to use it. Look for jewelry with an inscription indicating a medical condition.
- Never give anything to drink to an unconscious or semi-conscious person.
- Try to avoid getting blood or other bodily fluids on you, but if you do, make Public Safety aware of it.

## SECTION FIVE: PUBLIC SAFETY INFORMATION

### Personal Safety – General Safety Guidelines

- Stay alert and be aware of your surroundings.
- Avoid isolated areas.
- Try to avoid walking alone at night. Walk with friends when possible.
- Call Public Safety 734-973-3411 from personal phone or **3411** from campus house phone for an escort if needed.
- Download the **WCC Safe App** from your mobile device.
- Notify Public Safety immediately of suspicious or criminal activity.
- If an emergency arises – a serious health issue, a crime, or any situation in which you feel endangered, contact Public Safety. There are phones located in all buildings across campus, as well as in several key areas outside.
- If Walking Alone:
  - Keep your mind on your surroundings, who's in front of you and who's behind you. Don't get distracted.
  - Walk purposefully, stand tall, and make eye contact with people around you.
  - TRUST YOUR INSTINCTS. If you feel uncomfortable in a situation, leave.

### Property Safety – Property Safety Guidelines

- **Vehicles:**
  - Never leave your vehicle running while it is unattended.
  - Roll up your windows completely and lock your doors.
  - Take your keys and never leave a spare in or on the vehicle.
  - Keep all valuables and packages that may tempt a thief out of sight.
  - When available, use auto theft deterrents such as car alarms and steering column devices.
- **Electronics:**
  - Do not leave laptops, smart phones, or tablets unattended.
  - Record serial numbers of electronic devices.
  - Use anchor security devices to lock personal computers.
- **Parking:**
  - For your safety and security, as well as a courtesy to your fellow students, faculty and staff, please park in designated parking spaces only.

### Reporting Emergencies

Emergency situations often arise unexpectedly. When an emergency situation occurs, call **9-1-1**, then call Public Safety 734-973-3411 from personal phone, **3411** from campus phone, or by using one of the emergency phones. Public Safety staff is available 24 hours a day to respond to emergency calls.

When notifying 9-1-1 or the Public Safety department of a potential emergency, or suspected criminal activity, be prepared to provide the following information:

1. Type of incident or activity, location of incident, description of persons involved (if criminal in nature)
2. Suspected injury or condition (if medical emergency)
3. Your name, location, and number calling from

This information will aid Public Safety staff in their response and subsequent handling of the incident. You should remain available to assist Public Safety staff with any required additional information once they arrive. Public Safety staff will notify additional medical and/or law enforcement support as needed.

## SECTION FIVE: PUBLIC SAFETY INFORMATION

### See Something, Say Something

Suspicious activity is any observed behavior that could indicate terrorism or terrorism-related crime. This includes, but is not limited to:

- **Unusual items or situations.** This includes: a vehicle parked in an odd location, a package/luggage left unattended, a window/door that is usually closed is open, or other out-of-the-ordinary situations.
- **Observation/surveillance:** Someone pays unusual attention to facilities or buildings beyond a casual or professional interest. This includes extended loitering without explanation (particularly in concealed locations); unusual, repeated and/or prolonged observation of a building (e.g., with binoculars or video camera); taking notes or measurements; counting paces; sketching floor plans, etc.
- **Eliciting information:** A person questions individuals at a level beyond curiosity about a building's purpose, operations, security procedures and/or personnel, shift changes, etc.

Some of these activities could be innocent—it's up to law enforcement to determine whether the behavior warrants investigation. The activities above are not all inclusive, but have been compiled based on studies of pre-operational aspects of both successful and thwarted terrorist events over several years. Call Public Safety 734-973-3411 from personal phone, **3411** from campus house phone, or by using one of the emergency phones.

**When in doubt, call Public Safety. It's always better to err on the side of caution than not say anything.**

### Tornado

The threat of severe weather exists on campus year-round. In recent years, Washtenaw County has experienced tornado activity.

- **Tornado Watch** – means that atmospheric conditions are favorable for the development of a tornado; although, it is not an immediate threat in most instances.
- **Tornado Warning** – means that a tornado has either been sighted in the area, is approaching the area, or is imminent within the next 1/2 hour to hour. A tornado warning will be issued by Washtenaw County Emergency Management.
- **If you are notified of severe weather or a tornado:**
  - Stay away from doors and windows.
  - Take a flashlight with you if one is available.
  - Proceed to one of the designated tornado shelter rooms/areas.
  - Do NOT go outside until the all clear is given.

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Everyone's reason for coming to WCC is different. And yet, the results are so similar. The reason may be to start a new career path, or strengthen an existing one. To establish a foundation for further academic study at a four-year college. To fulfill a dream, or follow a passion to a very rewarding outcome. Whatever the reason, the result is always a new and interesting chapter in a life story. We all have our something "next," and WCC is a means to achieve it. We teach, we encourage, we guide, we support, we inspire. Life has many chapters. We're here to help you start your next one.

