



IGNITE

FACULTY GUIDE 2025-2026

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Office of the President

Dear Colleagues,

It is with great pleasure that I extend a warm welcome to each of you as we begin a new academic year at Washtenaw Community College. The start of the Fall semester always brings a sense of energy and renewal—a chance to reconnect, refocus, and reaffirm our shared commitment to student success. I hope this message finds you ready to embrace the year ahead with enthusiasm and inspiration.

Your dedication to helping students achieve their goals, and your expertise and passion for teaching within your fields, remain central to WCC's excellence as an educational institution. I am deeply grateful for your commitment and the impact you make every day.

The theme for the 2025-26 academic year is "IGNITE." This theme reflects the spark that each of you brings to our college community—igniting curiosity in the classroom, sparking new ideas through collaboration, and lighting the way for students to discover their passions and pursue their dreams. Whether through dynamic teaching strategies, meaningful mentorship, or innovative programs, your efforts are the fuel that empowers our students to thrive.

As we prepare to welcome new and returning students, let us strive to ignite not only knowledge but also a deep sense of belonging, purpose, and possibility. Together, we are a vibrant community of educators and leaders committed to creating a campus culture where every student feels seen, heard, and supported.

WCC's mission is to make a positive difference in the lives of those we serve by delivering accessible, high-quality educational programs and services. Thank you for the many ways you bring this mission to life. I know that, together, we will make this a year filled with meaningful connections, bold ideas, and transformative learning experiences.

With warm regards,

A handwritten signature in black ink, appearing to read "Rose", written in a cursive style.

Rose B. Bellanca, Ed.D.
President



Dear Faculty Colleagues:

As we prepare to begin a new academic year, we are once again reminded of the incredible impact we have as educators, mentors, and leaders in our students' lives. This year, our theme—**IGNITE**—serves as both a challenge and an invitation: to spark ideas, elevate engagement, and inspire progress in all that we do.

To ignite is to initiate something transformative. It's that moment when a student connects with a concept, sees a path they hadn't imagined before, or finds the confidence to keep going. It happens in our classrooms, labs, studios, and conversations—in small ways that create lasting change. Each of us holds the potential to light the way forward for our students, and in doing so, we continue to shape the future of our community.

As a college, we are privileged to serve a diverse and dynamic student population. Many of our students come to us balancing responsibilities outside of the classroom—jobs, families, and personal challenges. And yet, they show up with determination and hope, trusting that this institution will be the launchpad for their next chapter. That belief is fueled by the work **you do every single day**.

IGNITE also calls us to reflect on how we inspire one another. When we collaborate across departments, when we share ideas and innovations, when we support each other's growth—we're creating a professional culture rooted in excellence and mutual respect. This year, let's recommit to that spirit of connection and creativity. Let's be bold in our teaching, thoughtful in our outreach, and intentional in our efforts to foster student success.

Your work—*both in and outside the classroom*—and your unwavering dedication to teaching are the heartbeat of our institution. It is your collective expertise, creativity, and passion that make Washtenaw Community College a place where students don't just learn—they thrive.

Thank you for your continued commitment to our mission and to each other. I'm looking forward to all we will accomplish together.

Let's **IGNITE** the best year yet—together!

Very Truly Yours,

Brandon Roderick Tucker, Ph.D.
Executive 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.

You can also find the electronic copy of the Guide online via WCC Homepage > Gateway Login > Faculty/Staff Gateway > MyWCC > Faculty Services > Faculty Services Dashboard.

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 your course Learning Management System:

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 / phone 734-973-3342.

- Recommendation: Add withdrawal language to your syllabus (or send an announcement to your students) with the proposed language:
*Withdrawing: When students withdraw from a course, a "W" is placed on the transcript instead of a grade. Students do not earn academic credit, and their GPA is unaffected. Withdrawing affects course completion rates and can affect financial aid eligibility; therefore, students should check with their academic advisor prior to withdrawing. Students can withdraw from a class **up until 80%** of the course has been completed. The final day to withdraw from this class is insert date.*
- Student must withdraw prior to the withdraw deadline to receive a grade of 'W'.
Please see the [Instructor Guide to Important Dates](#) section in the Faculty Guide for new withdraw deadlines.

Learning Management System – Canvas

All course sections are required to have a Canvas LMS site. Your Course Syllabus, an accurate Gradebook, course communications, and Student Opinion Questionnaires (SOQs) are delivered via Canvas. Virtual, Blended, and Online classes are required to use Canvas for course content and assignments (this is optional for In-Person classes).

To access Canvas, go to the WCC Homepage > WCC Gateway (login) > Faculty/Staff Gateway > Canvas. If you have any questions, please contact the Faculty Support Desk at faculty.help@wccnet.edu, call 734-477-8713, or [Faculty Training Request](#).

Requesting a LMS – Canvas Site

To request an LMS site, from the WCC Homepage > Gateway Login > Faculty/Staff Gateway > MyWCC > Faculty Services > [LMS Course Request](#).

Zoom Usage for WCC-Related Activity

A WCC Zoom account should **always** be used when hosting a virtual class, office hours, or meetings. Faculty using Zoom for any WCC-related activity must use a WCC Zoom account and **not** a personal Zoom account. You can access Zoom on the main screen of the WCC Homepage > Gateway Login > Faculty/Staff Gateway.

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.

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 faculty, staff and student needs in the area of IT support, training, phone services and information security.

Please contact the IT Helpdesk at 734-973-3456 or email 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 or through your Canvas LMS course site.

Clerical Support

The divisional/office support professional assigned to your office area is there to help you help your students by being the first-point of contact when a student enters the office area. Additional services include:

- Document preparation of instructional materials (Microsoft suite)
- Coordinates duplication of instructional materials (Copy Center, etc.)
- Orders and maintains office/instructional supplies
- Assists with delivery/pickup of exams to/from the Testing Center

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. If possible send large copy jobs to the Campus Copy Center: Copy requests can be submitted via email by completing a [Copy Center Request form](#), then attaching the form and a PDF of copy job to Copycenter@wccnet.edu or in person to GM 214. For more information call 734-973-3556 or visit [Copy Center webpage](#).

All course materials should be posted on your Canvas course site for convenient access of students.

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 2025-2028 Contract 0112.5)

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 your Canvas LMS course site.

SECTION ONE: INFORMATION FOR TEACHING FACULTY

Microsoft Authenticator App (MFA)

To help keep WCC's data secure and protected, the College uses Microsoft as our primary multi-factor authentication (MFA) tool. Microsoft MFA works seamlessly with our existing Microsoft applications, providing a more integrated and user-friendly experience.

Follow the link for instructions to walk you through setting up Microsoft Authenticator. [How to Register for Microsoft Authenticator](#).

If you require more information, contact the ITS HelpDesk at 734-973-3456 or help-desk@wccnet.edu.

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:

To access roster of registered and waitlisted students: WCC Homepage > Gateway Login > Faculty/Staff Gateway > MyWCC > Faculty Services > *Faculty Services Dashboard* > Class Roster.

1. Waitlist information – before the session starts, the roster displays your current waitlist information.
2. Class roster via Canvas: Log into Canvas and select People.

Note: Students cannot add themselves to the waitlist after the end of registration. Instructor will need to grant an online Course Approval.

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.

Add Deadline Without Instructor Permission

F2F/Blended/Virtual Classes

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

Online Classes

Students can register for an online 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 Online 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

SECTION ONE: INFORMATION FOR TEACHING FACULTY

INSTRUCTOR GUIDE TO IMPORTANT DATES FOR FALL 2025

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	Add Deadline	Withdraw Deadline	Final Grade Sheets Available	Grades Due at Noon	Grade Changes Available*
1	number	15 weeks	25-Aug-25	14-Dec-25	8-Sep-25	11 th day only	Faculty Drop process is available on the day following the 2nd meeting only	11-Sep-25	18-Nov-25	7-Dec-25	16-Dec-25	17-Dec-25
2	A, E	1st 7 1/2 weeks	25-Aug-25	17-Oct-25	3-Sep-25	6 th day only		6-Sep-25	7-Oct-25	10-Oct-25	19-Oct-25	20-Oct-25
3	F, G	1st 10 weeks	25-Aug-25	04-Nov-25	5-Sep-25	11 th day only		8-Sep-25	21-Oct-25	28-Oct-25	6-Nov-25	7-Nov-25
6	Q	1st 5 weeks	25-Aug-25	30-Sep-25	29-Aug-25	6 th day only		3-Sep-25	23-Sep-25	23-Sep-25	2-Oct-25	3-Oct-25
9	W	1st 12 weeks	25-Aug-25	18-Nov-25	8-Sep-25	11 th day only		11-Sep-25	1-Nov-25	6-Nov-25	20-Nov-25	21-Nov-25
10	Y	2nd 12 weeks	17-Sep-25	14-Dec-25	29-Sep-25	11 th day only		2-Oct-25	23-Nov-25	7-Dec-25	16-Dec-25	17-Dec-25
5	N, P	2nd 10 weeks	01-Oct-25	14-Dec-25	10-Oct-25	11 th day only		13-Oct-25	25-Nov-25	7-Dec-25	16-Dec-25	17-Dec-25
7	S	2nd 5 weeks	01-Oct-25	04-Nov-25	6-Oct-25	6 th day only		9-Oct-25	28-Oct-25	23-Oct-25	6-Nov-25	7-Nov-25
4	H, L	2nd 7 1/2 weeks	18-Oct-25	14-Dec-25	25-Oct-25	6 th day only		28-Oct-25	4-Dec-25	7-Dec-25	16-Dec-25	17-Dec-25
8	U	3rd 5 weeks	05-Nov-25	14-Dec-25	10-Nov-25	6 th day only		13-Nov-25	8-Dec-25	7-Dec-25	16-Dec-25	17-Dec-25

INSTRUCTOR GUIDE TO IMPORTANT DATES FOR WINTER 2026

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	Add Deadline	Withdraw Deadline	Final Grade Sheets Available	Grades Due at Noon	Grade Changes Available*
1	number	15 Weeks	12-Jan-26	4-May-26	26-Jan-26	11 th day only	Faculty Drop process is available on the day following the 2nd meeting only	29-Jan-26	13-Apr-26	27-Apr-26	6-May-26	7-May-26
2	A, E	1st 7 1/2 weeks	12-Jan-26	11-Mar-26	20-Jan-26	6 th day only		23-Jan-26	23-Feb-26	4-Mar-26	13-Mar-26	14-Mar-26
3	F, G	1st 10 weeks	12-Jan-26	30-Mar-26	22-Jan-26	11 th day only		25-Jan-26	16-Mar-26	23-Mar-26	1-Apr-26	2-Apr-26
6	Q	1st 5 weeks	12-Jan-26	16-Feb-26	16-Jan-26	6 th day only		19-Jan-26	9-Feb-26	9-Feb-26	18-Feb-26	19-Feb-26
9	W	1st 12 weeks	12-Jan-26	13-Apr-26	26-Jan-26	11 th day only		29-Jan-26	26-Mar-26	6-Apr-26	15-Apr-26	16-Apr-26
10	Y	2nd 12 weeks	3-Feb-26	4-May-26	16-Feb-26	11 th day only		19-Feb-26	17-Apr-26	27-Apr-26	6-May-26	7-May-26
5	N, P	2nd 10 weeks	17-Feb-26	4-May-26	26-Feb-26	11 th day only		1-Mar-26	20-Apr-26	27-Apr-26	6-May-26	7-May-26
7	S	2nd 5 weeks	17-Feb-26	30-Mar-26	23-Feb-26	6 th day only		26-Feb-26	23-Mar-26	23-Mar-26	1-Apr-26	2-Apr-26
4	H, L	2nd 7 1/2 weeks	12-Mar-26	4-May-26	19-Mar-26	6 th day only		22-Mar-26	23-Apr-26	27-Apr-26	6-May-26	7-May-26
8	U	3rd 5 weeks	31-Mar-26	4-May-26	6-Apr-26	6 th day only		9-Apr-26	27-Apr-26	27-Apr-26	6-May-26	7-May-26

INSTRUCTOR GUIDE TO IMPORTANT DATES FOR SPRING/SUMMER 2026

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	Add Deadline	Withdraw Deadline	Final Grade Sheets Available	Grades Due at Noon	Grade Changes Available*
2	A, E	1st 7 1/2 weeks	11-May-26	1-Jul-26	18-May-26	6 th day only	Faculty Drop process is available on the day following the 2nd meeting only	21-May-26	21-Jun-26	24-Jun-25	3-Jul-26	4-Jul-26
3	F, G	1st 10 weeks	11-May-26	20-Jul-26	20-May-26	11 th day only		23-May-26	6-Jul-26	13-Jul-25	22-Jul-26	23-Jul-26
9	W	1st 12 weeks	11-May-26	3-Aug-26	22-May-26	11 th day only		25-May-26	18-Jul-26	27-Jul-25	5-Aug-26	6-Aug-26
16	J	1st 6 weeks	11-May-26	22-Jun-26	18-May-26	6 th day only		21-May-26	14-Jun-26	15-Jun-25	24-Jun-26	25-Jun-26
5	N, P	2nd 10 weeks	26-May-26	3-Aug-26	4-Jun-26	11 th day only		7-Jun-26	22-Jul-26	27-Jul-25	5-Aug-26	6-Aug-26
17	K	2nd 6 weeks	23-Jun-26	3-Aug-26	29-Jun-26	6 th day only		2-Jul-26	27-Jul-26	27-Jul-25	5-Aug-26	6-Aug-26

* You can correct a final grade online through MyWCC for 30 days after the end of the session. WCC Homepage > Gateway Login > Faculty/Staff Gateway > MyWCC > Faculty Services > Faculty Services Dashboard > Grade Audit

SECTION ONE: INFORMATION FOR TEACHING FACULTY

The screenshot shows the 'Registration Overrides' page in the Washtenaw Community College Faculty Self-Service portal. The 'Override' dropdown menu is open, showing options: 'Fac-Late Add-48 Hour', 'None', 'Fac-Course Approval', 'Fac-Course Approval-48 Hour', 'Fac-Late Add-48 Hour' (which is highlighted), and 'Advising-Prereq Override'. The 'Course' field is set to '93151-PSY 100 KC'. Below this, the 'Current Student Schedule' section displays information for the course 'Introduction to Psychology - PSY - 100 - KC'. It includes details such as 'Associated Term: Fall 2025', 'CRN: 93151', 'Status: Campus Registered on 07/22/2025', 'Credits: 3', 'Course Level: Credit', 'Campus: Main', 'Grade Mode: Standard Letter', and 'Instructor(s): Currie, Kathy; WCC-Test, Faculty'.

Course Approval Process

A **Course Approval** allows a student to register for your class. Your action provides **electronic approval only**—it does **not** enroll the student. The student must register online **before the Add deadline** to avoid a late registration fee.

If the student **misses the Add deadline**, they must contact the **Welcome Center** to register, and a **late registration fee** will apply.

Once Course Approval is granted, the student receives an automatic email notification that they are eligible to register. Since there is a limited window to enroll and pay, **encourage students to check their WCC email regularly**. After the Add deadline, please review your **class roster(s)** to ensure all attending students are officially registered.

Submitting Course Approval – BEFORE the Start of Class:

1. Visit: **WCC Homepage > Gateway Login > Faculty/Staff Gateway > MyWCC**
2. Navigate to: **Faculty Services > Faculty Services Dashboard**
3. Under **Students and Sections**, select: **Course Approvals**
4. Select the **Term** and **Course**
5. Enter the **student's ID**
6. Choose the appropriate **approval type** (must start with **Fac-**)

Available Override Codes:

- **Fac-Course Approval**
Use this code to allow a student to register for a class that is at capacity. Faculty are not required to oversubscribe courses but may do so at their discretion. Please consult with your Department Chair or Division Dean as needed.
- **Fac-Course Approval-48 Hour**
Use this code to allow a student to register for a class that is at capacity with a time limit. This ensures the student registers promptly and avoids open access well after the class has begun.

Consideration: If you choose to allow additional students, give priority to students on the waitlist, when possible. Remember, Course Approval only provides permission; the student must still register themselves.

Submitting Course Approval – AFTER the Start of Class:

- **Follow the same steps as above to submit a Course Approval after the course has started, with one important note:**

Important: Select the **Fac-Late Add-48 Hour** override code when approving a student **after registration has closed**.

SECTION ONE: INFORMATION FOR TEACHING FACULTY

Waitlist Overrides

Students on your Class Roster Waitlist Tab 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 > Gateway Login > Faculty/Staff Gateway >
2. Click on MyWCC
3. Click on Faculty Services > Faculty Services Dashboard > Course Approvals > Faculty Approvals
4. Select the Term & Course > Enter student's ID – Submit > Select the appropriate approval type

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 Reporting

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 > Faculty/Staff Gateway > MyWCC > Faculty Services > *Faculty Services Dashboard*.

F2F/Blended/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.

Online Classes:

- Attendance can be verified as soon as the student participates in class. A student must complete an

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

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 th day
12-week class	10 days	11 th day
10-week class	10 days	11 th day
7.5-week class	5 days	6 th day
6-week class	5 days	6 th day
5-week class	5 days	6 th day
4-week class	3 days	4 th day
3-week class	3 days	4 th 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 if you have any questions or have made a reporting error.

Faculty Drop Roster for Non-Attendance Process

Guidelines for Submitting a Faculty Drop for Non-Attendance:

- You may submit a Faculty Drop between **the 2nd and 10 days of the class**.
- The student must have **not attended class**.

Important to Know:

- Once you submit a Faculty Drop, the student **will no longer appear** on your roster.
- The student will receive a **tuition refund**.
- This process is **optional**, but can help free space for students on a waitlist.

How to Submit a Faculty Drop:

1. Visit: **WCC Homepage > Gateway Login > Faculty/Staff Gateway > MyWCC**
2. Navigate to: **Faculty Services > Faculty Services Dashboard**
3. Navigate to **Faculty Drop**

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)	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 668.22.	<p><i>Academic engagement:</i> Active participation by a student in an instructional activity related to the student’s course of study that—</p> <p>(1) to defined by the institution in accordance with any applicable requirements of its State or accrediting agency:</p> <p>(2) Includes, but is not limited to—</p> <ul style="list-style-type: none"> (i) 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; (ii) Submitting an academic assignment; (iii) Taking an assessment or an exam; (iv) Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction; (v) Participating in a study group, group project, or an online discussion that is assigned by the institution; or (vi) Interacting with an instructor about academic matters; and <p>(3) <i>Does not include, for example—</i></p> <ul style="list-style-type: none"> (i) Living in institutional housing; (ii) Participating in the institution’s meal plan; (iii) Logging into an online class or tutorial without any further participation; or (iv) Participating in academic counseling or advisement. <p style="text-align: right;">Federal StudentAid</p>

SUBSTANTIVE AND REGULAR INTERACTION INFORMATION FOR ONLINE CLASSES
<p>The U.S. Department of Education issued Final Rules on Distance Education and Innovation in September 2020, with the rules going into effect on July 1, 2021. The U.S. Department of Education requires that all online courses for which students may use Title IV funds (federal financial aid) include regular and substantive interaction between students and instructors. Their definitions are below:</p> <ol style="list-style-type: none"> Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following— <ul style="list-style-type: none"> Providing direct instruction; Assessing or providing feedback on a student’s coursework; Providing information or responding to questions about the content of a course or competency; Facilitating a group discussion regarding the content of a course or competency; or, Other instructional activities approved by the institution’s or program’s accrediting agency. An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student’s completion of a course or competency— <ul style="list-style-type: none"> Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.

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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 WCC Homepage > Gateway Login > Faculty/Staff Gateway > MyWCC > Faculty Services > Faculty Services Dashboard > Course 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 Bldg 2nd 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 Canvas site with a syllabus, course schedule, Gradebook, and fully set up with weekly Modules with course content and assignments.
- Classes should meet the entire (100%) time listed on the schedule.
- Assignments must be submitted through Canvas.
- WCC Zoom should be used for class meetings and office hours.
- Canvas must be used for all student communication.

Blended, sometimes referred to as 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, which are made available through Canvas. *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.*

Early Alert Letters Process

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

Faculty are encouraged to use **Early Alert Letters** to:

- **Encourage** students who are making good progress (Kudos)
- **Nudge** students who may be struggling (Alerts)

To Access Early Alert Letters:

WCC Homepage > Gateway Login > Faculty/Staff Gateway > MyWCC > Faculty Services > Faculty Services Dashboard > Early Alert (under the Advising & Retention menu).

Steps to Create an Alert or Kudo:

1. Log in to your roster and select the course.
2. Find the student for whom you want to create an alert or kudo.
3. Click the + icon to create the record.
4. Select the appropriate **category/type** (alert or kudo).
5. Add comments.
6. **Save** the record.

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.

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.

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FERPA Related 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 and parent 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.

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.**

<https://www.wccnet.edu/about/policies/5081.php>

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. Faculty and students can update add their preferred pronoun in Canvas by logging into Canvas, select Account > Settings > the Edit Settings. This pronoun will then appear after the name.

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.

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.

Withdrawal Deadline Extension: The deadline for students to withdraw from classes has been extended from the previous 50% mark of the semester to the 80% mark. This extension provides more flexibility in managing your academic commitments. Faculty can no longer submit a "W" as a Final Grade.

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 Policy" on the WCC website <http://www.wccnet.edu/trustees/policies/4095/>. Seek Department Chair or Division Dean for help.

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Student Opinion Questionnaires (SOQs)

SOQs are end-of-course evaluations completed by students to provide feedback on the course and instruction. They are available before each course ends and are administered every semester for all faculty. Results are shared with faculty, Department Chairs, and Deans after final grades are submitted.

The SOQ dates and FAQs can be viewed on Canvas [on the CiTL Faculty Resources Hub in Canvas [SOQ Common Questions & Guide](#)]. Since all SOQs are administered online, all faculty are required to have an active LMS site. For SOQ process questions, email surveys@wccnet.edu.

For Canvas assistance, contact Faculty Help by email faculty.help@wccnet.edu or call 734-477-8713.

To Access SOQ Dashboard and Reports

1. Log in to: <https://my-wccnet.bluera.com/> [Links to an external site]
2. Enter your WCC credentials
3. Select the "Staff" user group when prompted
4. Scroll to the Reports section on the homepage
5. Use "Sort by" > "Status" to view "Met threshold" reports
6. Use "Category" to filter by desired semester(s)

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 use the Testing Center for class testing. 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

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 the course LMS Grade Center for managing course grades so students always know their course standing.

Submitting Midterm Grades through Canvas

Canvas and ILP Integration

Note: Midterm grades are not part of the student's permanent record, but they are a valuable tool for academic advising. (Refer to the "Instructor Guide to Important Dates" for exact dates (see page 4).

Steps in Canvas:

- Log in to Canvas.
- Open the Gradebook & ensure the Total column is accurate.
- From the Canvas left navigation menu, select Submit Grades to Banner.
- Choose Midterm tab.
- Confirm the Midterm column has populated & make any necessary edits.
 - For students receiving a failing grade, fill in the Last Date of Attendance (if prompted).
- Click Submit.

Submitting Final Grades through Canvas

Canvas and ILP Integration

- Steps in Canvas:
- Log in to Canvas.
- Open the Gradebook & ensure the Total column is accurate.
- From the Canvas left navigation menu, select Submit Grades to Banner.
- Choose Final tab.
- Confirm the Final column has populated & make any necessary edits.
- For students receiving a failing grade or an incomplete, provide the Last Date of Attendance or incomplete Extension Date as prompted.
- Click Submit. The College uses a plus/minus grade system (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F).

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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).

Note: Faculty **cannot** issue a 'W' (Withdrawal) or an 'AU' (Audit) grades at the end of the semester. **Student** must withdraw prior to the withdraw deadline to receive a grade of 'W'.

All grades are due 1½ days after the session ends.

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 page 4). WCC Homepage > Gateway Login > Faculty/Staff Gateway > MyWCC > Faculty Services > Faculty Services Dashboard > 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>

Submitting an Incomplete 'I' Grade

Issue the Incomplete Grade:

1. Log in to MyWCC > Faculty Services (redirects to *Faculty Services Dashboard*) > Grades Final & Midterm.
2. When entering the Incomplete grade:
 - Enter the Last Attend Date.
 - Select the appropriate 'I' grade with default (IA-, IB+, IB, IB-, ID-, IF, etc.). **Note:** *This is the grade the student will receive if they do not complete the required work by the extension date.*
 - The Extension Date will automatically default to the last day of the subsequent semester. You may change it to an earlier date if needed.
 - Enter the work to be completed in the Grade Narrative box.

Changing an Incomplete 'I' 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. Log in to MyWCC > Faculty Services (redirects to *Faculty Services Dashboard*) > Incomplete Grades – Contracts & Grade Changes > Submit or Change Incomplete Grade Contract.

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.

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.

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.

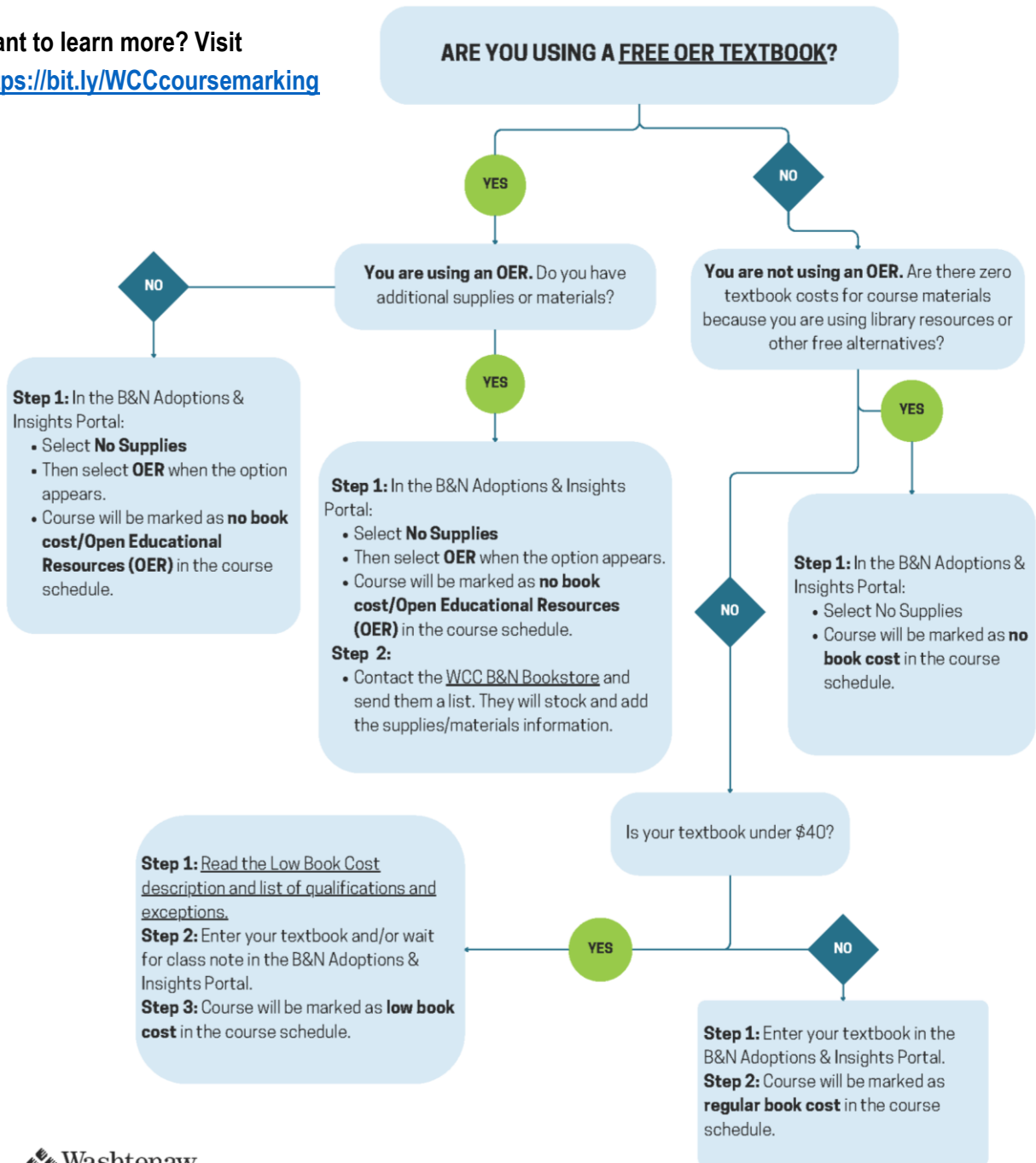
Withdrawal 'W': If you see a 'W' grade on your class roster, this means this student has initiated a withdrawn from your class. **Note:** An instructor **cannot** withdraw a student from class or give a 'W' as a grade.

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. Credit is not earned in courses taken on an audit basis.

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COMMUNICATING TEXTBOOK COSTS TO WCC STUDENTS

Want to learn more? Visit
<https://bit.ly/WCCcoursemarking>



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 9th and 10th graders. Early middle college students have the opportunity to continue enrollment in a 13th 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 2nd 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 courses while still enrolled in high school. Early Middle College (EMC) is a state-supported program in which students may remain enrolled in high school for a 13th year and are required to complete a college certificate and/or associate degree as part of their high school graduation requirements. EMC students are a subset of dual-enrolled students.

While WCC is home to Washtenaw Technical Middle College (WTMC), WTMC students make up only 30% of all dual-enrolled students taking classes at WCC.

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

In **Fall 2024**, 1,489 students were dual-enrolled at WCC—representing **13% of the total student population**. The number of EMC programs across Michigan has grown significantly in recent years, with over 200 schools now participating. In addition to WTMC, WCC partners with EMCs from the following schools and districts:

- Belleville High School
- Dexter High School
- Kensington Woods Schools
- Livingston Educational Service Agency (LESA)
- Plymouth-Canton Community Schools (PCCS)
- Ypsilanti STEMM Middle College

As part of the admission process, all dual-enrolled students and their parents sign a release that allows WCC to share academic and financial records with their high school. These students are also assigned a WCC Success Coach, and their high school counselors are actively involved in their academic progress. Many dual-enrolled students use WCC courses to fulfill high school graduation requirements.

Please submit an early alert or faculty referral as soon as a student begins to struggle academically or shows signs of attendance issues. The student's WCC Success Coach will follow up and coordinate with the high school counselor to ensure the student receives support.

To view contact information for our EMC partner schools, including WTMC, scan the QR code.

For questions about these programs, contact emcdualenrollment@wccnet.edu or call 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 \(wcc.joinhandshake.com\)](http://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 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



734-677-5155



careers@wccnet.edu

FALL 2025 CITL OFFICE HOURS

The CiTL Faculty Resource Hub (on your Canvas dashboard): Your central resource for all things Canvas, including how-to guides, past training recordings, and answers to frequently asked questions.
Visit the **CiTL Faculty Resource Hub**

Canvas Assistance: Faculty Help is your go-to support for any Canvas-related questions or issues, including technical assistance, copying courses or content, and integrating third-party tools.

Faculty Help Hours: Monday–Friday, 9 a.m. – 4 p.m.
Email: faculty.help@wccnet.edu
Phone: (734) 477-8713
On-Campus: **GM 230A**

After-Hours Canvas Support: Contact ITS for Canvas or technical assistance outside of regular CiTL hours.
Email: help-desk@wccnet.edu
Phone: (734) 973-3456

Weekly Office Hours – Canvas Course Setup Support:

Need help setting up your Canvas course? Schedule a personalized, one-on-one session for support with course layout, navigation, and using key Canvas features. These brief training sessions are perfect for faculty who want guided help getting their courses ready.

Available Tuesdays and Thursdays from 2–5 pm:
Appointments required – Scan the QR code to schedule your session.

<https://outlook.office.com/bookwithme/user/44eacd13846e4957b8114aa135f3491f%40wccnet.edu>



Scan here to schedule a meeting.



Faculty Help Pathways



CALL IT 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



CONTACT FACULTY HELP IF...

- Your Canvas site isn't showing all of your content
- You have Gradebook or other Canvas program questions

(734) 477-8713

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



EMAIL THE TEACHING & LEARNING CENTER IF...

- You have questions regarding the In-Service schedule, your Professional Development plan, etc.
- You are having trouble with KALPA in any way

(734) 677-5009

tlc.staff@wccnet.edu

SECTION ONE: INFORMATION FOR TEACHING FACULTY

Instructional Software (Overview of Products Supported for Online/Virtual Learning)

Productivity Suites



Microsoft 365

- The best way now is to go to www.microsoft365.com/, sign in with your netID and password, and then click on “Install and more” in the upper right corner. then choose “Install Microsoft 365 apps.”
 - Includes: Word, Excel, PowerPoint, Outlook, Teams and OneDrive.
-

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>.
-

Video Recording, Host, and Sharing



YuJa – Unlimited Ad-Free Video Recording, Hosting, Sharing

- Click on the YuJa link in your Canvas courses menu or go to <https://wccnet.yuja.com/> to record, upload, and share videos.
 - For more information, visit the CiTL Faculty Resource Hub in Canvas at <https://wccnet.instructure.com/courses/11534/>.
-

Other Tools and Software



CopyLeaks – Plagiarism checker

- Checks Canvas assignments for plagiarism, can also manually upload content to get a plagiarism report
- For more information, visit the CiTL Faculty Resource Hub in Canvas at <https://wccnet.instructure.com/courses/11534/>.



ReadSpeaker – Accessibility, Canvas Text-to-Speech

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



Honorlock – Online Exam Proctoring Service

- To enable it in your online course: go to Settings in your course > Navigation > find Honorlock 1.3 > drag it up to the course navigation items > Save.
 - More information: <https://honorlock.kb.help/>.
 - For technical assistance, contact: Daniel Conboy at dconboy@honorlock.com.
-

For Questions or Support, email or call your Faculty Support team: faculty.help@wccnet.edu / 734-477-8713.

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 polling feature in Zoom 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	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 https://skribbl.io/ 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.
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.

SECTION ONE: INFORMATION FOR TEACHING FACULTY

Goal	F2F Active Learning Activity	Online equivalent - Synchronous	Online-Asynchronous
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 Mindmeister) 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 c), 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.
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.

SECTION ONE: INFORMATION FOR TEACHING FACULTY

Goal	F2F Active Learning Activity	Online equivalent - Synchronous	Online-Asynchronous
Providing/ getting feedback on work in progress	Research Essay Progress Chart for Whole Class		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:

[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-1vQrvqvfGMukNFKTD8N32VJYBQuNfN2KWaRv51mApptCzG21N0li8PKJ2LeQkNBuT6-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 Navigate, Create and Send Early Alerts to Students

Faculty can select individual or multiple students to create an alert or kudo and enter comments about their performance or progress. Alerts and kudos will trigger an email notification to the student with preformatted text and details about the alert or kudo. Additionally, students can request access to the alert or kudo records and any comments per FERPA.

Faculty Early Alerts Reference Sheet

Navigating to Early Alert System

There are two ways to access the Early Alert System:

- MyWCC > Faculty Services > Faculty Services Dashboard > Under the Advising & Retention Menu > Select Early Alert > Click the Log in with WCC Staff Login button and follow the login prompts

Log In Using

Log in with WCC Staff Login

- Faculty will receive **email notifications** prompting them to submit **alerts** or **kudos** for students in their current courses at key points during the semester. **The email will include the button below, which if clicked will take you directly to TargetX.**

Submit Alerts & Kudos

Faculty Email Templates

To ensure faculty stay engaged in the **Faculty Early Alerts process**, automated reminder emails are sent at key points throughout the semester. These emails prompt faculty to submit alerts or kudos for students in their courses and are essential for maintaining consistent communication and support.

The reminder emails are triggered based on the timing within the course schedule, such as the **first day of class**, the **eighth day of class**, the **midterm**, or the **end of semester**.

The table below outlines the timing and purpose of each reminder email sent to faculty:

Faculty Early Alert TargetX - Faculty Email Templates	
Trigger Timing	Email Description
First day of class	A reminder email sent to faculty to submit alerts or kudos for their students on the first day of class.
8 days into class	A reminder email sent to faculty to submit alerts or kudos for their students on the eighth day of class.
Midterm	A reminder email sent to faculty to submit alerts or kudos for their students at the midpoint of the class.
End of Semester	A reminder email sent to faculty to submit kudos for their students before the last day of class.
Upon Alert Closing	An email that notifies faculty when an alert has been closed by an advisor

Creating & Sending Faculty Early Alerts

Creating an Alert or Kudo

Faculty can select individual or multiple students to create an **alert** or **kudo** and enter **comments** about their performance or progress. *These comments will be included in the emails sent to students when the alert or kudo is created, so faculty should be mindful of their wording, ensuring comments are constructive and professional, as students will see them directly.*

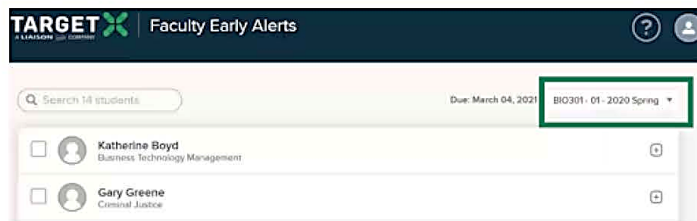
While faculty are encouraged to submit alerts or kudos when they receive reminders, they can also create them at **any other point during the course**, as long as the **course end date** has not yet passed.



Important: Once a term has ended, students will no longer appear on the roster for a course of that term, and alerts and kudos cannot be created for those students. Ensure that alerts and kudos are submitted before the end of the term.

Step by Step Instructions

- Select the appropriate **course** from the dropdown menu on the Faculty Early Alerts page.



- To create an alert or kudo for a single student:
 - Click the plus icon to the right of the student's name.
 - Select either the **Kudos** or **Alert** option.
 - Select the **Category and Type** in the Select all that Apply section (the category is the text before the dash, and the type is the text following the dash).
 - Add any **comments** in the Comment section.
 - *Note that these comments will be included in an automated email sent to the student upon submission of the alert or kudo. These comments will also be saved to the Advising record that is created and will be visible to the advisor.*
 - Click the **Submit** button to create the alert or kudo.
- To create multiple alerts or kudos of the same type for multiple students:
 - Click the **checkbox** to the left of each student's name, which should receive an alert or kudo.
 - Click the **Bulk Submit** button that appears at the top of the page.
 - Select either the **Kudos** or **Alert** option.
 - Select the **Category and Type** in the Select all that Apply section (the category is the text before the dash, and the type is the text following the dash).
 - Add any **comments** in the Comment section.
 - *Note that these comments will be included in an automated email sent to the student upon submission of the alert or kudo. These comments will also be saved to the Advising record that is created and will be visible to the advisor. Additionally, all students selected will receive the same comment.*
 - Click the **Submit** button to create the alert or kudo.



Note: Alerts and kudos will trigger an email notification to the student with preformatted text and details about the alert or kudo. Additionally, students can request access to the alert or kudo records and any comments per FERPA.

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

Student Email Templates

Each **Alert** and **Kudo** type triggers an automated email notification to students. These emails include:

- Faculty comments entered when submitting the alert or kudo.
- Key details about the alert/kudo, such as its **Category** and **Type**.
- The faculty's email signature, which is pulled directly from their personal settings in Salesforce. See more detailed instructions on how to set up a signature in the WCC Faculty Early Alerts Guide.

The table below maps each **Alert/Kudo Type** to its corresponding **Student Email Template**, providing clarity on the exact communication students will receive:

Faculty Early Alert TargetX - Student Email Templates		
Template Name	Template Description	Corresponding Alert/Kudo
Faculty Alert to Student - Having Difficulty/Needs Support	Student Notification for Faculty Alerts with the Academic Capacity category and the Having Difficulty/Needs Support type.	Academic Capacity - Having Difficulty/Needs Support
Faculty Alert to Student - Lack of Attendance	Student Notification for Faculty Alerts with the Academic Engagement category and the Lack of Attendance type.	Academic Engagement - Lack of Attendance
Faculty Alert to Student - Lack of Participation	Student Notification for Faculty Alerts with the Academic Engagement category and the Lack of Participation type.	Academic Engagement - Lack of Participation
Faculty Alert to Student - Early Not Doing Well	Student Notification for Faculty Alerts with the Academic Engagement category and the Early Not Doing Well type.	Academic Engagement - Early Not Doing Well
Faculty Alert to Student - Midterm Not Doing Well	Student Notification for Faculty Alerts with the Academic Engagement category and the Midterm Not Doing Well type.	Academic Engagement - Midterm Not Doing Well
Faculty Alert to Student - Withdraw Awareness	Student Notification for Faculty Alerts with the ADD Withdraw Communication category and the Withdraw Awareness type.	ADD Withdraw Communication - Withdraw Awareness
Faculty Alert to Student - Non-Academic Concern	Student Notification for Faculty Alerts with the Non-Academic Resources category and the Non-Academic Concern type.	Non-Academic Resources - Non-Academic Concern
Faculty Alert to Student - Generic	Student Notification for Faculty Alerts with the Academic Capacity category and the Generic type.	Academic Capacity - Generic
Faculty Alert to Student - Generic	Student Notification for Faculty Alerts with the Academic Engagement category and the Generic type.	Academic Engagement - Generic
Faculty Alert to Student - Generic	Student Notification for Faculty Alerts with the Non-Academic Resources category and the Generic type.	Non-Academic Resources - Generic
Faculty Alert to Student - Lack of Attendance	Student Notification for Faculty Alerts with the Academic Other category and the Lack of Attendance type.	Academic Other - Lack of Attendance
Faculty Alert to Student - No Student Notification	No Student Notification for Faculty Alerts with the Academic Capacity category and the No Student Notification type.	Academic Capacity - No Student Notification
Faculty Alert to Student - No Student Notification	No Student Notification for Faculty Alerts with the Academic Engagement category and the No Student Notification type.	Academic Engagement - No Student Notification
Faculty Kudos to Student - Doing Well Online	Student Notification for Faculty Kudos with the Academic Engagement category and the Doing Well Online type.	Academic Engagement - Doing Well Online
Faculty Kudos to Student - Doing Well F2F	Student Notification for Faculty Kudos with the Academic Engagement category and the Doing Well F2F type.	Academic Engagement - Doing Well F2F
Faculty Kudos to Student - Generic	Student Notification for Faculty Kudos with the Academic Engagement category and the Generic type.	Academic Engagement - Generic

You can view all email options in their entirety here: <https://intranet.wccnet.edu/targetx/> under the **Documentation for Staff** heading select **Faculty Early Alerts, Email Packet - Faculty Early Alerts**.

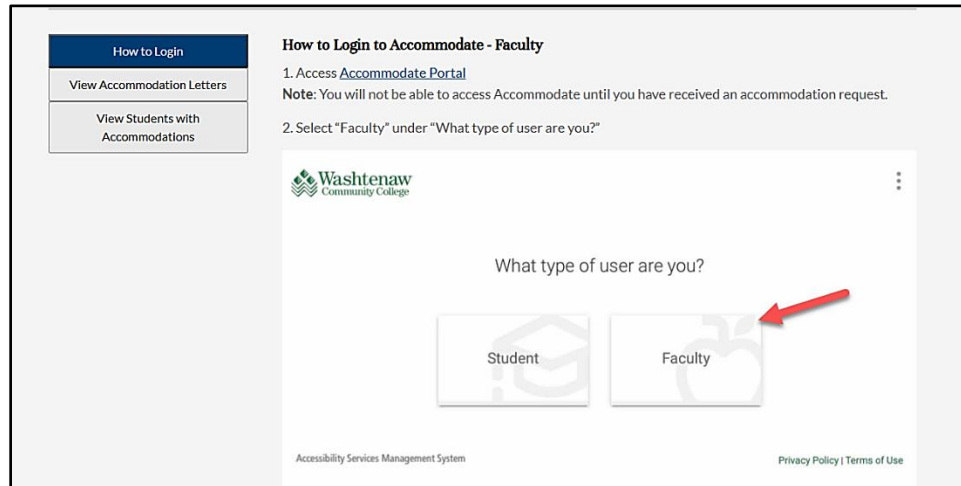
SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

Test Instructions and Upload Exams in Accommodate

Beginning in Fall 2025 faculty will now submit test instructions and exams to LSS via your Accommodate portal. Formstack will no longer be supported. The following screenshots will guide you through the process. The Test Instructions Form link on the LSS webpage will also lead you to Accommodate. You may still deliver paper/pencil tests to LA 115. **However, the Test Instructions form should be completed in Accommodate.**

Please direct questions to LSS via email lssproctors@wccnet.edu or phone 734-477-8781.

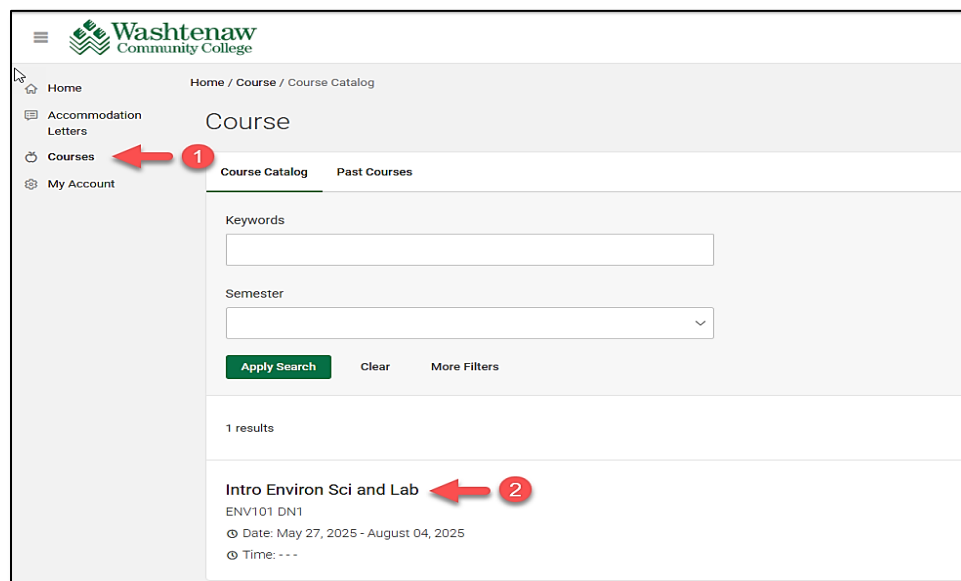
- Log into Accommodate using this link: <https://www.wccnet.edu/succeed/disability/faculty-login.php>
- Select **"Faculty"** button to launch Accommodate and use your credentials to log into your Accommodate Portal.



In your Accommodate portal – Follow the steps listed below to complete the Test Instructions form and upload a test.

Step 1: Select Courses

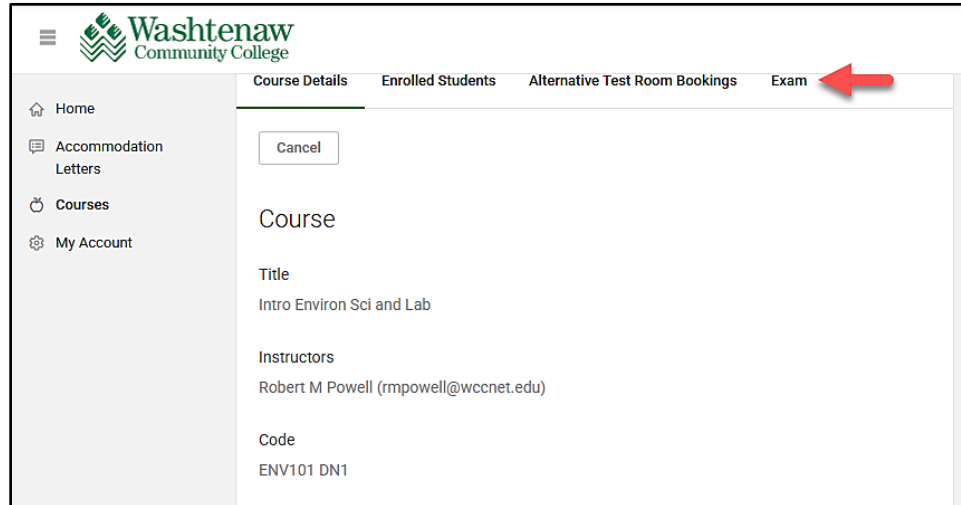
- Select **Courses** – New window will open
- Select **Courses for Test** – New window will open with course information



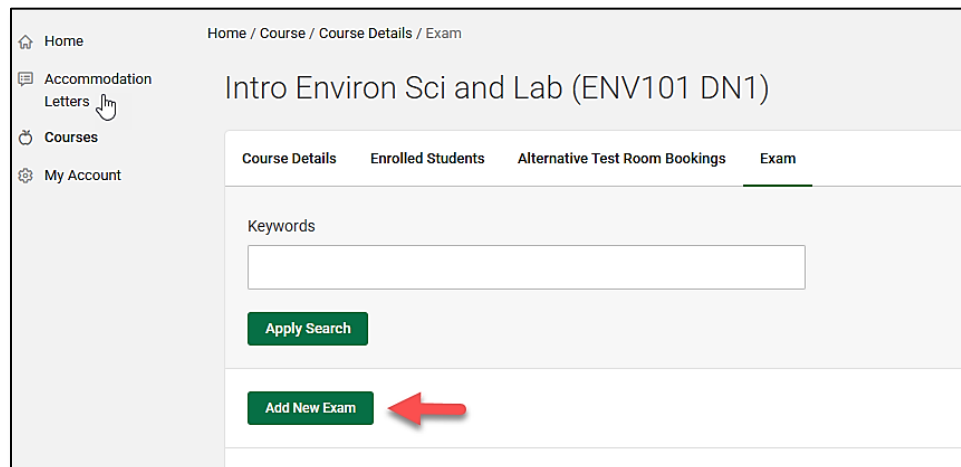
SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

Step 2: Select

- Select – **Exam** – New window will show course information
- Select – **Add New Exam** – new window will show course information
 - New window will open



This screenshot shows the 'Course Details' page for 'Intro Environ Sci and Lab' (ENV101 DN1). The 'Exam' tab is selected, indicated by a red arrow. The page includes a 'Cancel' button and displays the course title, instructors (Robert M Powell), and code (ENV101 DN1).



This screenshot shows the 'Course Details' page for 'Intro Environ Sci and Lab (ENV101 DN1)'. The 'Exam' tab is selected, indicated by a red arrow. The page includes a 'Keywords' search bar, an 'Apply Search' button, and an 'Add New Exam' button, which is highlighted with a red arrow.

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

Step 3: Complete Accommodation Form

- Complete all required areas marked with (*)
- Upload test
- Submit

Washtenaw Community College

Home / Course / Course Details / Exam

[new record]

Course Details Enrolled Students Alternative Test Room Bookings Exam

Submit Save Cancel Delete

* indicates a required field

Learning Support Services (LSS) Test Instructions Form
If you have questions please contact both Testing Specialists:
lssproctors@wccnet.edu

Course *
Intro Environ Sci and Lab (ENV101 DN1)

Title *
Ex: Exam 2, Midterm, etc.

Test Start Date *

Test End Date *

Amount of time class gets for test *

Are tests available in the Testing Center? *
☐ Yes ☐ No

Please list all materials a student may use *
If no materials are allowed, please list that here.

If notes are allowed, do they need to be returned with the test?
☐ Yes ☐ No

Test Pickup *
☐ Instructor will pick up on campus
☐ Deliver to instructor's mailbox
☐ Upload to Accommodate
☐ Online test- No delivery needed

Preferred Method of Contact *
Please list your email or phone number below

Is this an online test? *
☐ Yes ☐ No

Attachments
You may upload the exam here.

Drop files here to upload
Each file should be less than 1GB

1 → **Upload File**

Apply to all records? *
Please select yes if this exam can be used for all students in this course.
☐ Yes ☐ No

2 → **Submit Save Cancel Delete**

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

How to Add Extended Test Time for One Student with Approved Accommodations

The instructor may add extended test time for one student in Canvas tests. Below is the link to the Canvas Guides page on Canvas Quiz accommodations, followed by a look at the most crucial step for reference.

- Full detail in Canvas Guides: [How do I add accommodations for a student in New Quizzes?](#)

To add time to a Canvas quiz:

- Open the Quiz > click Build > then click Moderate.
- Click the student's name to add accommodations for all quizzes in that course.

Moderate Speedgrader

Search by name or exact ID Show All

Student	Attempts	Score	Time	Log	Accommodations
Student 1	---	---	---	---	None
Student 2	---	---	---	---	None
Mason WCC-TEST	Attempt 1/1	137.5%	00:29	View Log	Time: multiplied by 1.5

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. For your safety, please do not prop the door open with a trash can or other item. If there is an emergency, Public Safety will activate an emergency lock-down, if you have something propping your door open, the door will not be able to go into lock-down mode.

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, 2nd 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 2nd 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 or Key (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 [Key & Electronic Access Request Form](#).
 - On the top right side of the form, **check the box in front of Replacement/lost**, complete the rest of 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.

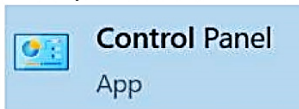
If your phone is still not working and you need assistance, contact the IT Help Desk at 973-3456, send an email to help-desk@wccnet.edu, or submit a [Help-Desk Self-Serve Ticket](#).

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

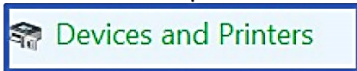
How to Add a WCC Network Printer to Your PC

- 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.

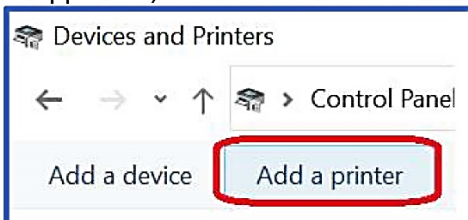
1. Click on the **START MENU**.
2. Start typing **CONTROL PANEL**.
3. Select/click **CONTROL PANEL** with your mouse.



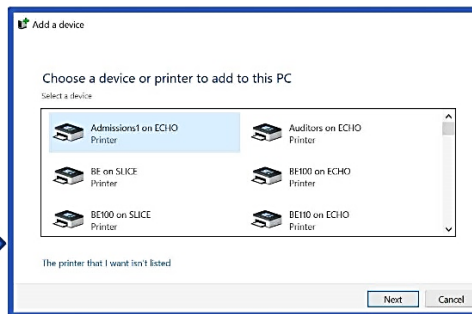
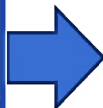
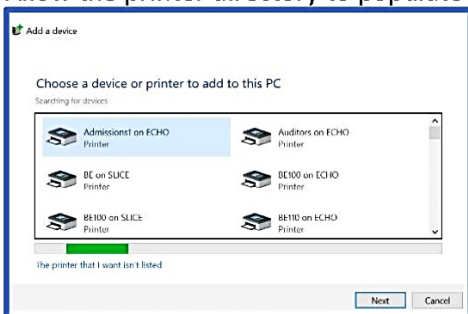
4. If there are only 8 large icons/topics, click the **VIEW BY** drop-down menu in the upper right corner and change from **CATEGORY** to **SMALL ICONS**.
5. Locate & click open **DEVICES AND PRINTERS** (listed alphabetically).



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

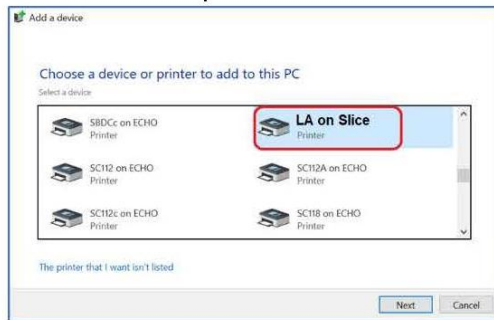


7. Allow the printer directory to populate

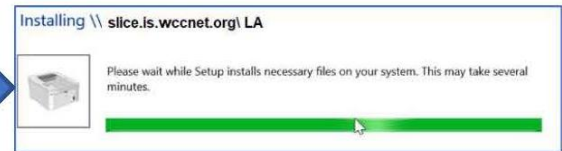


SECTION TWO: HOW TO'S, TRAININGS AND FAQ'S

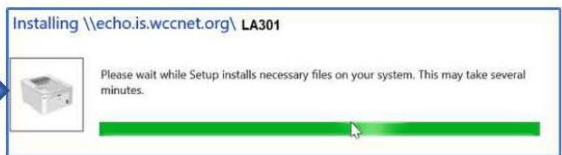
8. Locate & select/click the name of the printer and click **NEXT**.



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, or submit a [Help-Desk Self-Serve Ticket](#).

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

Training Information

Training for Online Teaching (CITL)

Introduction to Teaching Online (ITO)

The Introduction to Teaching Online (ITO) course is the foundational training required for all new online and mixed-mode instructors at WCC. It introduces core best practices in digital pedagogy, course design, and student engagement, with an emphasis on how to teach effectively in any modality.

How to Access: ITO is hosted in Canvas and is self-paced. To enroll, email Jerry Jones at jeajones@wccnet.edu. Enrollment is handled individually to ensure proper onboarding and support throughout the course.

Advanced Teaching Online (ATO)

Advanced Teaching Online (ATO) is WCC's required annual training for returning online instructors. This 1-2 hour, self-paced course explores the evolving landscape of digital teaching. Topics this year include:

- Developments in generative AI
- A deep dive into the new Canvas Analytics
- Video grading and building effective feedback loops

Completion is based on two brief quizzes that reinforce key takeaways. ATO is designed to sharpen your skills, update your knowledge, and give you practical tools you can apply immediately.

How to Access: Faculty who have taught Online in recent semesters are automatically enrolled in ATO each Spring. If you weren't enrolled but believe you should have been—or if you're a WCC employee interested in enrolling—email Jerry Jones at jeajones@wccnet.edu to be added to ATO.



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

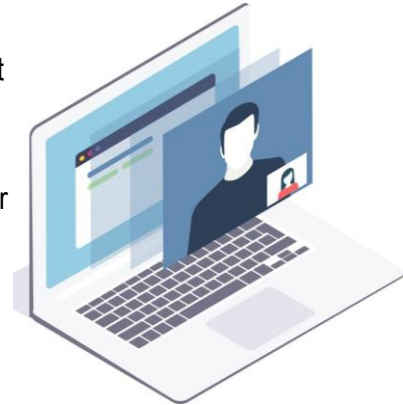
- For your first class, set aside some time to introduce your students to Zoom and ensure that they're able to connect their audio and video.
- Give an agenda or plan for each class by Screen Sharing a document or slide at the beginning of class. This gives students a clear idea of how the class will 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>

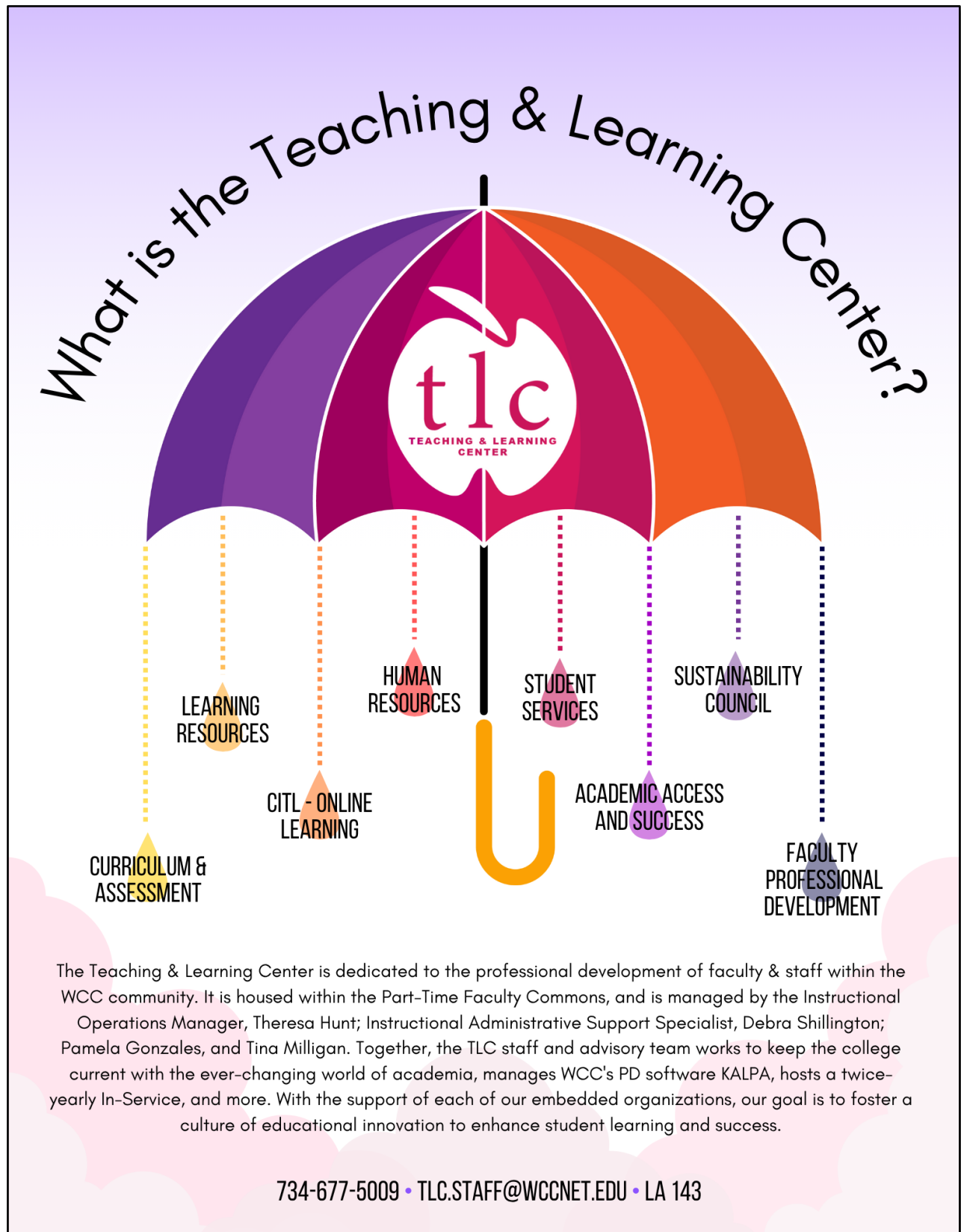
Zoom Help Center Information and Tutorials: <https://support.zoom.us/hc/en-us>



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 (2025-2026)

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) Access and Success (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
 - Access & Success (at least two hours of the required 16 must be completed in this category.
 - ❖ *Extra Access & Success hours will count towards the total required hours.*
- LinkedIn Learning courses (from any of the four [TLC: Instructional Faculty PD Collections](#)).
- 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
- Initial Teaching Online (ITO) or Advanced Teaching Online (ATO) offered through CiTL
- Meetings: General Faculty, Department, Division, or Committee

COURSE REQUEST

- A course request can be submitted for off-campus professional development (conferences, speakers, etc.).
- Course requests must be entered into KALPA by selecting the "Course 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 "Course Requests" PD hours will be reviewed and approved by the Executive Vice President for Instruction.

For KALPA and Professional Development questions, please email, call or stop by:
The Teaching and Learning Center ([TLC website](#))
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 (2025-2026)

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 (example: 100% completed in March, validated in April).

WHAT COUNTS

- Any TLC session listed in KALPA as a **Faculty Requirement with any of the following Tags:**
 - Teaching
 - Leadership
 - Workplace Effectiveness
 - Access & Success
- LinkedIn Learning courses (from any of the four [TLC: Instructional Faculty PD Collections](#)).

WHAT DOESN'T COUNT

- HR Essential Training
- Off-campus professional development (conferences, speakers, etc.)
- Initial Teaching Online (ITO) or Advanced Teaching Online (ATO) offered through CiTL
- 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. We strongly encourage you to keep track of what professional development you attend and verify your attendance/validation in KALPA.
- 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

734-677-5009 / LA 143



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

Professional Development Management Tracking System (KALPA)



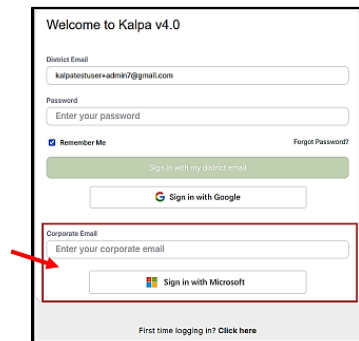
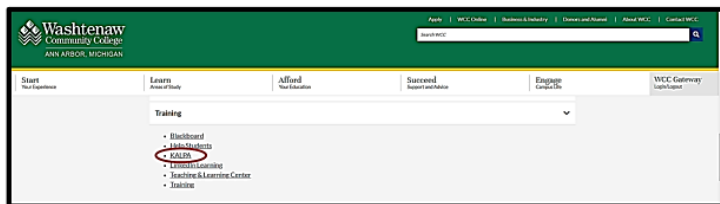
Please be aware that in June 2025, KALPA went through a software update, here is the new [KALPA User Guide](#) to help support with the changes. The functionality will remain the same, however, the above home page may look slightly different.

Logging in to KALPA, you will need three pieces of information to login:

- **Website:** <http://app.kalpasolutions.com/>
- **Corporate Email:** WCC Email Address (Enter your WCC Email address under "Corporate Email" and select "Sign in with Microsoft")
- **Password:** WCC Password

Once you have clicked to sign into KALPA, this is the screen that you will be presented:

From here, you can either click the direct link to KALPA:



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, if requested
- View your Professional Development progress

If you need assistance with the login process, please reach out to TLC.staff@wccnet.edu or stop by LA 143.

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

FREQUENTLY ASKED QUESTIONS

If...	Contact	Phone/Ext.	Location
someone is having a medical emergency?	Public Safety	973-3411	CS 205
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 st Flr
I need information about the library?	Learning Resources Center (Bailey Library)	973-3429	GM 1 st Flr
I have a test I would like proctored?	Testing Center, email to testingcenter@wccnet.edu	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 RegisterBlast Account, then you can enter a test from home or office. Call or email testingcenter@wccnet.edu	477-8550	SC 300
I need to print large or complex jobs?	Campus Copy Center (copycenter@wccnet.edu) – 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 OR email as a PDF file, including all copy request instructions to copycenter@wccnet.edu		
I have a question about SOQ's?	surveys@wccnet.edu or SOQ Common Questions & Guide		
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 help-desk@wccnet.edu	973-3456	SC 314
a student needs academic advising or success coaching?	Advising & Success Coaching	677-5102	SC 206
a student needs physical counseling or support?	Submit a Care Team form	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?	Academic Success Center	973-3420	GM 2 nd Flr
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
a student complains of sexual harassment?	Title IX Coordinator titleix@wccnet.edu	677-5477	SC 251
there is a student concern that needs to be investigated or resolved?	Submit a Report a Concern form – 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)

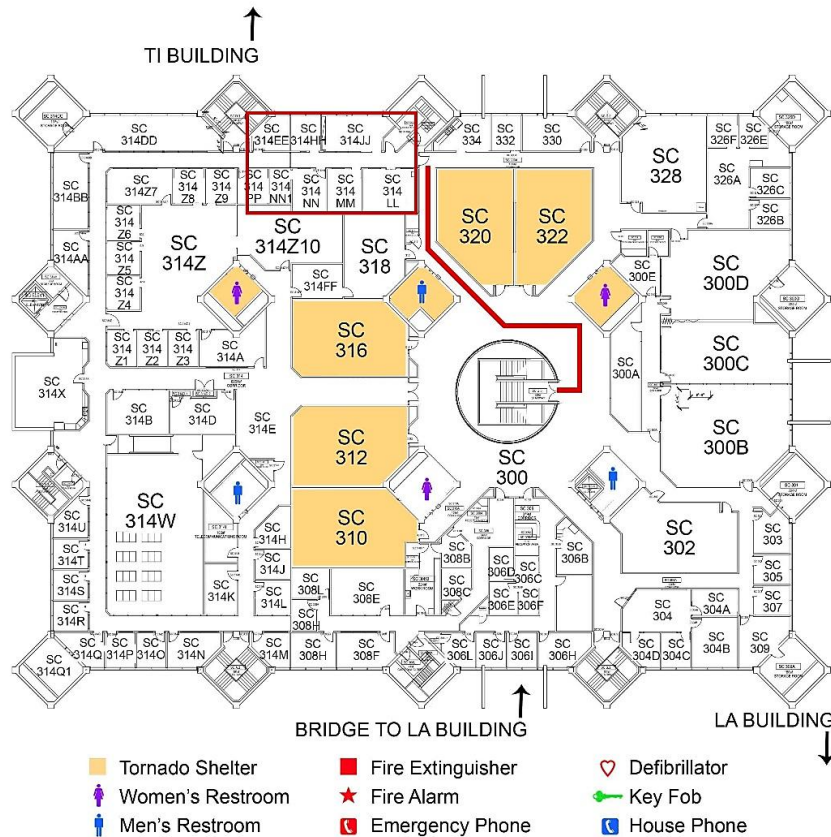
We are in the process of making all forms available on the WCC Intranet. Below is a list of forms currently available:

Professional Development Funds Request (outside of WCC)	Intranet > Financial & Purchasing
Alternative Assignment PDF	https://drive.google.com/file/d/1mRJpV4RB28HVVWkJfGDCuSTdPPoISve9v/view
WCC Letterhead	https://portal.wccnet.edu/staff/employee-docs/title/Instructional+Operations%5Eforms/
Key Request	https://www.wccnet.edu/public-safety/_documents/key-and-electronic-access-request-form-2023-fillable.pdf
Budgeting Forms – Conference Travel, Budget Adjustments & P-card Requests	Intranet > Financial & Purchasing
Financial Services – Employee Reimbursement & Expense Transfer	Intranet > Financial & Purchasing
Faculty Absentee Forms (FT, PT Adj, PT)	Intranet > Human Resources > HR/Payroll Forms
Faculty Substitution Time Sheet	Intranet > Human Resources > HR/Payroll Forms
PT Faculty WCC Tuition Reimbursement	Intranet > Human Resources > HR/Payroll Forms

SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

CURRICULUM AND ASSESSMENT INFORMATION

The Curriculum & Assessment Department is located on the third floor of the Student Center: SC 314. Be sure to contact the C&A team ahead of time so we can meet you.



Staff

Ben Linford
Curriculum & Assessment Director
734-973-3374
bjlinford@wccnet.edu

Kelley Holcomb
Transfer & Articulation Coordinator
734-477-8791
kgwu@wccnet.edu

Sera Bird
Curriculum & Assessment Coordinator
734-973-3706
sabird@wccnet.edu

Amber Booker
Curriculum & Assessment Assistant
734-677-5361
aabooker@wccnet.edu

Carol Evans
Curriculum Systems Coordinator
734-477-8518
cacevans@wccnet.edu

SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

Curriculum, Class Schedule and Book Due Dates (Winter 2025 – Fall 2025)

CURRICULUM & CATALOG TASKS	Winter 2026	Summer 2026	Fall 2026
New Programs and Associated New Courses	N/A*	N/A*	Nov 1, 2026
Program Inactivation	N/A*	N/A*	Dec 1, 2026
Program Changes	N/A*	N/A*	Jan 9, 2026
Course Changes	Jul 25, 2025	Dec 19, 2025	Jan 9, 2026
Course Inactivation	N/A*	N/A*	Mar 7, 2026
New Programs to EVPI in preparation for the Board of Trustee Approval	N/A*	N/A*	Feb 1, 2026
Board of Trustee Review	N/A*	N/A*	Feb 2026 & Mar 2026 meetings
(From Registrar's Office) Schedule Available on Web	Sep 24, 2025	Feb 11, 2026	Feb 11, 2026**
(From Registrar's Office) Registration Begins	Oct 21, 2025	Mar 10, 2026	Mar 10, 2026**
Semester begins	Jan 12, 2026	May 11, 2026	Aug 31, 2026

* New programs and program changes are processed for each new catalog. Consequently, **new programs and program changes are accepted exclusively for the Fall semester of each year**. Certain course adjustments (such as changes to prerequisites) may constitute a program change and thus need to be implemented in the subsequent Fall semester.

** Subject to change

If you have any questions, contact the Curriculum & Assessment office at curriculum.assessment@wccnet.edu.

SECTION THREE: CURRICULUM INFO & DEPARTMENT CONTACTS

Glossary of Assessment Terms

Academic Achievement	Student performance on course, program or general education outcomes. Measured by various assessment methods pertaining to the stated outcomes.
Accreditation	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.
Alignment	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.
Assessment	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.
Assessment for Accountability	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.
Assessment for Improvement	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.
Assessment Method	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.
Assessment Plan	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.
Assessment of Programs	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.
Attendance	Attendance is not an appropriate assessment tool. Student participation might be used but is often difficult to quantify.
Authentic Assessment	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.
Backward Design	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.
Benchmark	A description of the expected level of student performance on a specific learning outcome. Also referred to as "standard of success" or "performance indicator".
Best Practices	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.

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Bloom's Taxonomy	<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"> • Remembering: Retrieve relevant knowledge from long-term memory. • Understanding: Construct meaning from instructional messages, including oral, written and graphic communication. • Applying: Carry out or use a procedure in a given situation. • Analyzing: Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose. • Evaluating: Make judgments based on criteria and standards. • Creating: Put elements together to form a coherent whole; reorganize into a new pattern or structure. http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy.
Capstone Courses/ Projects	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.
Checklist	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.
Class-Level Assessment	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.
Closing the Loop	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.
Cohort	A group of students that begin a program together.
Common Exam or Final	Common final exams, or question subsets, test the level of student achievement of agreed upon course objectives and provide consistency across course sections.
Competency	The knowledge, skills, abilities, and behaviors critical to student achievement; identifies what we want the students to learn.
Course-embedded Assessment	Questions intended to assess student outcomes are incorporated into final exams, research papers, or other course assignments.
Course-Level Assessment	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.
Culture of Assessment	An institutional characteristic that shows evidence for valuing and engaging in student assessment for ongoing improvement.
Curriculum	What is taught to students; both intended and unintended information, skills and attitudes.
Direct Assessment of Learning	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.
Embedded Assessment	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.

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End of Course Assessment	Common final exams, or question subsets, that test the level of student achievement of agreed upon course outcomes and provide consistency across course sections.
External Graders	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.
External Surveys	Surveys of external groups providing feedback for assessing institutional effectiveness. Employers, departmental advisory committees, and possibly the community in general are examples.
Formal Assessment	Structured assessment procedures with specific guidelines for administration, scoring, and interpretation of results.
Formative Assessment	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.
Grades	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.
General Education Assessment	The process by which the college assesses whether all students (sometimes graduates) have achieved the students learning outcomes associated with each general education strand.
Graduate Exit Interviews	Interviews conducted with each graduate in a specific academic department aimed at determining if the program objectives and student expectations were fulfilled.
Group Projects	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.
HLC Assessment Academy	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. https://www.hlcommission.org/Programs-Events/academies.html
Indirect Assessment of Learning	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.
Internships/ Field-work/ Clinical Experiences	Internships, fieldwork or clinical experiences should only be used for assessment when they are required of all students. Voluntary activities result in inappropriate sampling.
Item Analysis	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.
Learning Outcome	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.
Likert Scale	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.
LMS – Learning Management System	The online web-based interface that facilitates online classes and the web-enhanced components of hybrid (Blended) classes. Content is presented, forms are used for asynchronous communication and assignments and quizzes or tests are collected and completed.
Mapping (of Curriculum)	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.
Meaningful Assessment	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.

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Mission Statement	A statement that defines the purpose of an institution.
Objectives	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.
Objective Measure	Data that avoid bias from observers' feelings, interpretations or other extraneous factors. Examples include using stopwatches or electronic timers, measuring tape for distance, etc.
Pedagogy	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.
Performance Indicators	Marker or a piece of evidence that means something has been attained. See also "standard of success" or "benchmark"
Performance-based Assessment	Actual demonstration of tasks, skills, or procedures are observed and evaluated according to pre-specified criteria.
Portfolio Assessment	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.
Pre-test vs. Post-test/Value Added	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.
Program-Level Assessment	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
Qualitative Assessment	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.
Quantitative Assessment	Collects data that can be analyzed using quantitative methods (see "assessment for accountability" for an example).
Rubrics	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.
Sample	<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"> • All students are assessed. Selecting the entire population is best if it is feasible. • Random Sample – uses a "tool" to identify random numbers that are used to select student assessment data. • Systematic Sample – a sample done according to a rule (for example, every 4th test). • Stratified Sample – 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.
Skills	Refers to procedural and psychomotor learning.
Standard of Success	A description of the expected level of student performance on a specific learning outcome. Also referred to as "benchmark".
Standardized Testing	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.

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Standards	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.
Student Artifacts	Student produced work for general education, program or course assessment.
Student Surveys (Departmental/ Discipline Level)	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.
Subjective Measures	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.
Summative Assessment:	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.
Taxonomy	Classify learning outcomes into levels of complexity within learning domains.
Technical Certification Exams/ Tests	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.
Value Added	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.

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CURRICULUM BY DIVISION & DEPARTMENT FOR 2025 – 2026

ADVANCED TECHNOLOGIES & PUBLIC SERVICE CAREERS DIVISION (ATP)

Dean – Eva Samulski (BE 100) 973-3569 / esamulski@wccnet.edu

Assistant Dean – Krysten Rue (OE 102 G) 973-3569 / krue@wccnet.edu

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

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

Department	Disciplines	Dept. Chair / Office / Phone / Email
Advanced Manufacturing Technologies (AMTD)	Electricity/Electronics (ELE) Mechatronics (MEC) Numerical Control (NCT) Robotics (ROB)	Allan Coleman (OE 102 FF) 973-3447 acoleman10@wccnet.edu
Apprenticeships	Apprenticeships	Barbara Hauswirth (GM 300 R) 677-5115 bhauswirth@wccnet.edu Journeyman Industrial Advisor Kandi Jurek (GL 200) 973-3685 kjurek@wccnet.edu
Heating, Ventilation & Air Conditioning (HVAD)	Heating, Ventilation, Air Conditioning & Refrigeration (HVA) Construction Management (CMG) Facility Management (FMA) Residential Construction Technology (CON)	Brian Martindale (OE 102) 973-3503 bmartindale@wccnet.edu
Public Services Careers (PSCD)	Criminal Justice (CJT) Corrections (COR) Early Childhood Development (ECD) Education (EDU)	Kevin Lindsey (GM 300 AA) 973-3671 kelindsey@wccnet.edu Beth Marshall (GM 300 E) 677-5031 beamarshall@wccnet.edu
Transportation Technologies (TRPD)	Automotive & Transportation Tech (ATT)	Allen Day (OE 102 MM) 973-3419 amday@wccnet.edu Shawn Deron (OE 102 HH) 477-8729 rojroberts@wccnet.edu
Welding & Fabrication (WAFD)	Welding & Fabrication (WAF)	Glenn Kay (OE 102 Q) 477-8940 gkayii@wccnet.edu Alex Pazkowski (OE 102 T) 677-5051 apazkowski@wccnet.edu

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BUSINESS AND COMPUTER TECHNOLOGIES DIVISION (BCT)

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

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

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

Department	Disciplines	Dept. Chair / Office / Phone / Email
Business (BUSD)	Accounting (ACC) Business Management (BMG) Business Office Systems (BOS) Tax (TAX)	Jennifer Maitland (BE 218) 677-5018 jmaitland@wccnet.edu
Computer Science and Information Technology (CISD)	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 sshaper@wccnet.edu Ed Szurek (BE 222) 973-3318 eszurek@wccnet.edu
Digital Media Arts (DMAD)	Animation (ANI) Audio (AUD) Graphic Design Technology (GDT) Photography (PHO) Video Production (VID)	Ingrid Ankerson (GM 300 H) 477-8508 jwithrow@wccnet.edu Kevin Bindshadler (GM 300 EE) 973-3471 kbindshadler@wccnet.edu

HEALTH SCIENCES DIVISION (HLT)

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

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

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

Department	Disciplines	Dept. Chair / Office / Phone / Email
Allied Health (ALHD)	Dental Assisting (DEN) Medical Assisting (MED) Physical Therapist Assistant (PTA) Radiology (RAD) Surgical Technology (SUR)	Kristina Sprague (OE 102 NN) 973-3337 ksprague@wccnet.edu 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
Health Science (HLTS)	Health Sciences (HSC) Medical Billing & Coding (MBC)	Rene Stark (TI 122 L) 973-3473 rsstark@wccnet.edu
Nursing (NHSD)	Nursing (NUR)	Julie Powell (TI 122 B) 477-8704 jupowell@wccnet.edu

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

Dean – Anne Nichols (LA 113) 973-3356 / alnichols@wccnet.edu

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

Instructional Support Coordinator – Gabriella Enos (LA 353S) 477-8952 / gbrowning@wccnet.edu

Department	Disciplines	Dept. Chair / Office / Phone / Email
Behavioral Sciences (BEHD)	Human Services Worker (HSW) Psychology (PSY) Sociology (SOC)	Starr Burke (LA 353 G) 677-5217 sburke@wccnet.edu
Communications, Media & Theatre Arts (CMTD)	Communication (COM) Drama (DRA) Film (FLM)	Dena Blair (LA 353 N) 973-3727 dlblair@wccnet.edu
English & College Readiness (ENGD)	Academic & Career Skills (ACS) English (ENG) English as a Second Language (ESL) Journalism (JRN)	Aaron Anderson (LA 315 C) 677-5391 aaanderson@wccnet.edu
Humanities, Languages & the Arts (HLAD) (Co-Chairs)	Art (ART) Arabic (ARB) French (FRN) German (GRM) Japanese (JPN) Spanish (SPN) Humanities (HUM) Music (MUS) Philosophy (PHL)	Jill Jepsen (LA 315 H) 477-8928 jjepsen@wccnet.edu Charlie Johnson (LA 153 L) 677-5241 cjohnson@wccnet.edu
Social Science (SSCD)	Anthropology (ANT) Economics (ECO) Geography (GEO) History (HST) Political Science (PLS)	Ian Rush (GM 300 L) 973-3611 irush@wccnet.edu

MATH, SCIENCE & ENGINEERING TECHNOLOGY DIVISION (MSE)

Dean – Tracy Schwab (LA 157) 973-3722 / tschwab@wccnet.edu

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

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

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

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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 Academic Success Center (GM 204) while supplies last. For more information, visit [ASC Semester Loan Laptops Check-Out](#).

The Academic Success Center can provide students with tech support and assistance with software as well as the Learning Management System. ASC@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.

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/>

- 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

24-Hour Emergency Resources

- 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
- Community Mental Health: 734-544-3050
- 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.

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.

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
Earle Jackson, 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

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mentorship and academic support. If you have questions, email successteam@wccnet.edu

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 of this guide.

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

Contact email: learningsupport@wccnet.edu

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

Library (Bailey) – 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 Academic Success Center 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>

Library Research Instruction request

<https://wccnet.libwizard.com/f/researchinstructionrequest>

Academic Success Center (ASC)

Student Tech Help

- In-person and virtual support.
- Help with Zoom, Canvas, Word, Excel, 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 and online assistance for students (drop-in and appointment).
- 24/7 online tutoring. Access via ASC website. <https://www.wccnet.edu/succeed/academic-success-center/>
- Student can create study plans and check-in with tutors to stay on track.
- All the study skills students need to excel in your classes.

Utilize the ASC as Faculty

- Syllabus and Canvas cut and paste statements about ASC resources.
- Embed study skills workshops in your courses.
- Form a study group for your class.
- Hold office hours in the Academic Success Center.
- Get Tech Ready on-demand workshops.
- 10-minute class visits to share resources specific to your class.

Call: (734) 973-3420, Email: ASC@wccnet.edu, Visit: <https://www.wccnet.edu/succeed/academic-success-center/>.

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 or call 734-477-8560.

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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 career development and employment needs of WCC students and alumni. The staff are available to visit your class and present on career-related topics and our services. We can modify our visit to suit your needs (virtual, in-person, any amount of time). Our Career Advisors teach topics on:

- Career exploration and assessment
- Resume and cover letter creation
- Mock interviewing
- Effective searching techniques (jobs, internship, apprenticeships, co-op, etc.)
- Job shadowing and volunteer experiences

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

Students are encouraged to schedule an appointment through [Handshake](#) to meet with a career advisor.

Office Information:

Phone: 734-677-**5155** or Email:

careers@wccnet.edu

Website: wccnet.edu/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

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. For more information visit, <https://www.wccnet.edu/afford/financial-aid/>

Phone: 734-973-**3523** or Email: 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.

For more information and Scholarship deadlines, visit:

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

Phone: 734-973-**3665**

Access and Success (AS)

The AS 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. AS also provides professional development resources to help staff and faculty foster a more inclusive environment. For more information, contact us via email at access@wccnet.edu.

Parkridge Community Center:

In 2012, WCC and the City of Ypsilanti partnered to create WCC at Parkridge to enhance our ability to serve the community. Parkridge offers a wide range of virtual and in-person programs and services for community members of all ages. For more information, parkridgecommunity@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, 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

There are three lactation rooms available for use in support of our students and employees who are nursing. 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, call 734-677-5105 or visit:

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

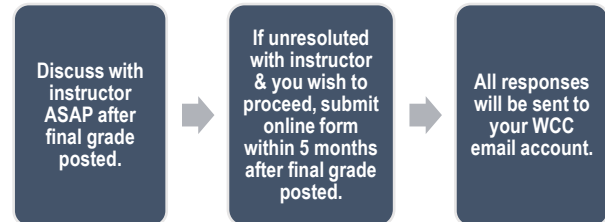
DEAN OF STUDENTS OFFICE

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.

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.

- During times of limited campus services, Call Public Safety (3411 or 734-973-3411) **AND** complete a [Report A Concern](#) form.

Refund Exceptions

In the event the student encounters an extraordinary situation that interrupts their semester, the College offers the Refund Exception process.

Have the student contact 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 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

Deputy Title IX Coordinator titleix@wccnet.edu

Dean of Students & WCC Deputy Title IX Coordinator
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/title-ix/reporting-sexual-misconduct.php>

Sexual Misconduct/ Title IX

WCC seeks to provide an environment free of sexual misconduct. Contact the Title IX team at titleix@wccnet.edu for information on sexual misconduct prevention, awareness, reporting methods, and victim resources.

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. You should notify the academic dean and copy the deanofstudents@wccnet.edu for any case of academic dishonesty you encounter.

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.

The Board of Trustee Policy 4095 provides information on overall Student Rights, Responsibilities, and Conduct Code including Academic Dishonesty. The full policy is available at <http://www.wccnet.edu/trustees/policies/4095/>

WCC CARE Team

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

- 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 Consent form](#).
- You can also submit a CARE Team form for students who express financial issues, housing and/or food insecurity issues.

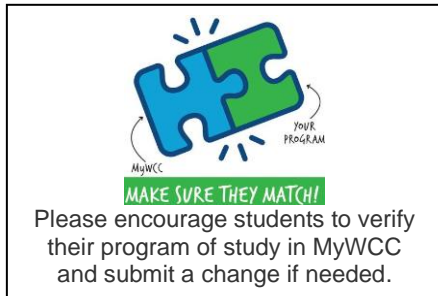
For more information, visit:

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

SECTION FOUR: SUPPORTING STUDENT SUCCESS

DegreeWorks

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



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>

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

SECTION FOUR: SUPPORTING STUDENT SUCCESS



PARKRIDGE COMMUNITY CENTER

A Place of Learning, Empowerment and Belonging

For over **75 years**, Parkridge Community Center has been a cornerstone of Ypsilanti's South side, serving as a vibrant hub for education, empowerment, and social connection.

OUR SERVICES

PARKRIDGE COMMUNITY CENTER offers a wide range of in-person programs tailored for individuals of all ages. Our services are designed to foster growth and engagement, with a particular focus on:

- EDUCATION**
Pathways to success that empower youth by providing opportunities and support.
 - GED and literacy based programs.
 - Senior focused classes around health and fitness.
- YOUTH PROGRAMS**
Safe, positive, and structured activities after school.
- SOCIAL DEVELOPMENT**
Opportunities to connect, collaborate, and grow as a community.
- LEADERSHIP & EMPOWERMENT**
Initiatives that build confidence and develop future leaders.
- HEALTH & WELLNESS**
Programs that promote physical and mental well-being.

 **Washtenaw Community College**

 Scan this code to register

2024 - Washtenaw Community College does not discriminate on the basis of religion, race, color, national origin, age, sex, height, weight, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other protected status in its programs and activities. The following office has been designated to handle inquiries regarding non-discrimination policies: Vice President of Student Services, 5C 251, 734-973-3536. Facility access inquiries: V.P. of Facilities, Development & Operations, PO 112, 734-677-5322. If you have a disability and require accommodation to participate in this event, contact Learning Support Services at 734-973-3342 to request accommodations at least 72 hours in advance.

The Parkridge Community Center is part of WCC's College and Career Readiness.

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.

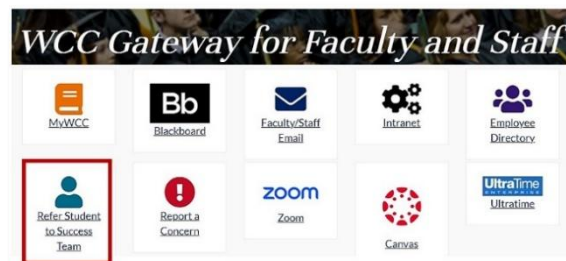
1-1 Coaching

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



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

CONTACT LMS HELP IF...



- You have technical Learning Management Systems-related questions or concerns

(734) 973-3456

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 the current LMS

(734) 973-3420

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-WCC 4 YOU (833-922-4968)

WellTrack app

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

crp@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

SRC: Student Resource Center Removing obstacles for your academic success



**There are many ways
that we can help you!**



We can offer a case management approach to helping you succeed. Our staff will work with you one-on-one in reviewing your goals, planning your program and accessing resources to help you achieve your goals.

We can help with:

- Scholarship funding for off campus child care
- Grants offered through the Carl Perkins Act for students in occupational programs
- Support connections with the community and other college resources
- Assistance navigating the WCC system
- Awareness campaigns/workshops
- Navigating food insecurity

Contact the Student Resource Center to schedule your appointment today!

Contact SRC



734-677-5105

Student Center building

Second floor, SC 206

Counseling & Career Planning



src@wccnet.edu

For more information, visit src.wccnet.edu



Washtenaw Community College does not discriminate on the basis of religion, race, color, national origin, age, sex, height, weight, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other protected status in its programs and activities. The following office has been designated to handle inquiries regarding non-discrimination policies: Executive Vice President of Student & Academic Services, SC 247, 734-673-3535. Facility access inquiries: V.P. of Facilities, Development & Operations, PO 112, 734-677-6322. If you have a disability and require accommodation to participate in this event, contact Learning Support Services at 734-673-3342 to request accommodations at least 72 hours in advance. © 2022 Washtenaw Community College



Collegiate Recovery Program

Support for students who are in recovery from alcohol,
drugs, nicotine, mental health, eating disorders, or
other health issues

Virtual zoom
support meetings

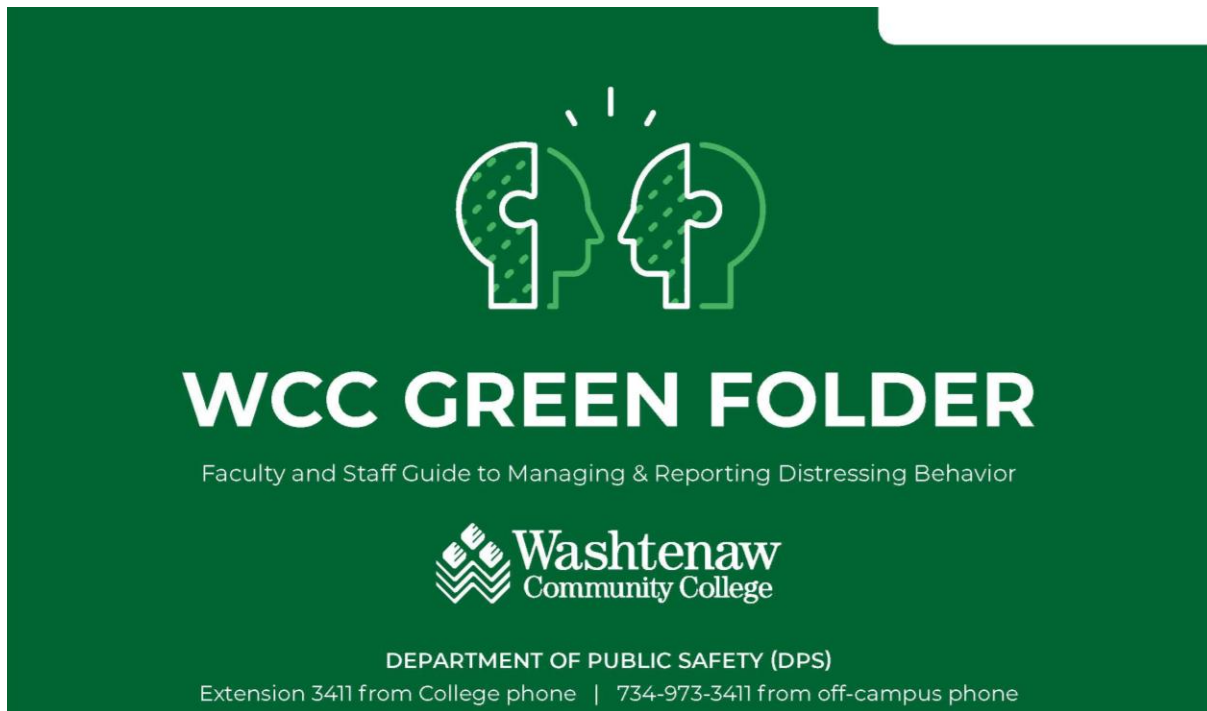
In-person
support
meetings

Naloxone
Trainings

Questions? crp@wccnet.edu



SECTION FOUR: SUPPORTING STUDENT SUCCESS



When confronted by academic and other life challenges, students may feel alone, isolated, and sometimes hopeless. Please report any concerning behavior using the [WCC CARE Team Contact form](#). 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**, AND use the [WCC CARE Team Contact form](#).

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-5pm (Monday-Friday). 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 in-person, virtually and by telephone:
 - In-person, call 734-677-5223 or visit the Counseling Counter, 2nd 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
EVP, 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 CARE Team Contact form	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 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?

- Students can access in-person or telemental health services. This allows students increased flexibility of their schedules.
- Students must be physically in the state of Michigan to receive telemental health services
- Telemental health services began during the fall semester of 2020 in response to COVID-19
- Both telemental health and in-person counseling services are available to students enrolled in the current semester
- Both telemental health and in-person counseling services are short term and solution focused

**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, 2nd level. Identification will be required. Keys (as well as electronic access cards – PROX cards) may be requested by completing a [Key & Electronic Access Request Form \(PDF\)](#), and then submitting it to the appropriate Division Dean or Supervisor.
- **Electronic Access Card Replacement:** Requests for replacement of a lost Access Card may be made by completing an [Key & Electronic Access Replacement Form \(PDF\)](#) and checking the box for Replacement.

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

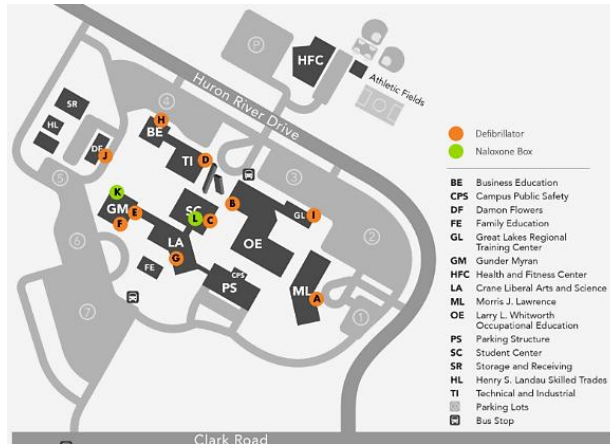
- As a last resort and only when your life is in imminent danger:
 - Attempt to incapacitate the shooter.
 - Act with physical aggression and throw items at the active shooter.
- How to respond when law enforcement arrives:
 - Remain calm and follow instructions.
 - Put down any items in your hands (e.g., 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) and Naloxone 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:

Naloxone is a medicine that rapidly reverses an opioid overdose.



AED Locations ●

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

Naloxone Locations ●

- K. GM 1st floor near entrance of Bailey Library
- L. SC 1st floor outside Student Activities office

This information is also on the **WCC Safe App** under **Campus Maps**.

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** under **Campus Maps**.

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. **(This information is also on the WCC Safe App under Campus Maps.)**

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.

