Macomb Community College

2022–2023
Faculty Handbook

Twelfth Edition

The Center for
Teaching and Learning
Discover. Connect. *Advance.*℠
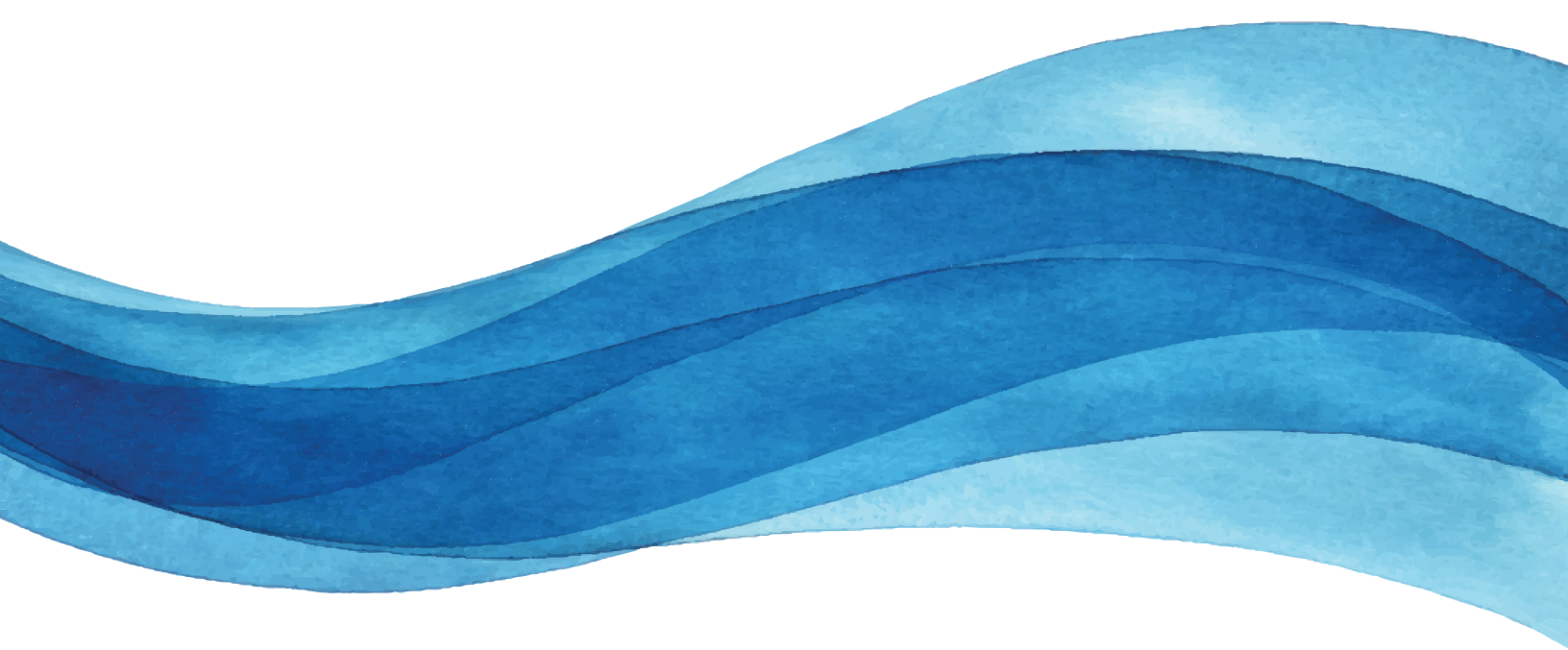
Dear Colleagues:

Welcome to Macomb Community College. You have been selected as a faculty member by the college based on your academic credentials, experience and commitment to teaching and learning. I am pleased to present you with this handbook of ideas, procedures and resources, which I hope you will find useful.

You will find teaching today's community college students very rewarding, but undoubtedly you will find challenges as well. Our students come from a variety of cultural backgrounds and socioeconomic conditions, and with varying levels of academic preparedness. Most of them are going to college while working either part-time or full-time jobs, in addition to balancing a family life. Our students range in age from dually enrolled high school students to recent high school graduates to those who are recently retired, and all ages in between. The challenge for faculty lies in finding ways to help this wide variety of students learn and be successful. The rewards come from seeing your students grow, mature and become increasingly capable of mastering the knowledge, skills and competencies of your discipline.

As a member of our professional teaching staff, you are entitled to the college's full range of services and resources. Please examine the materials in this handbook, meet and talk with the other faculty and administrators in your area, and take advantage of the extensive resources we have in our Center for Teaching and Learning.

We are pleased to have you as a member of our faculty. I extend my best wishes for a rewarding and successful career at Macomb.

Sincerely,

James O. Sawyer IV, Ed.D.
President
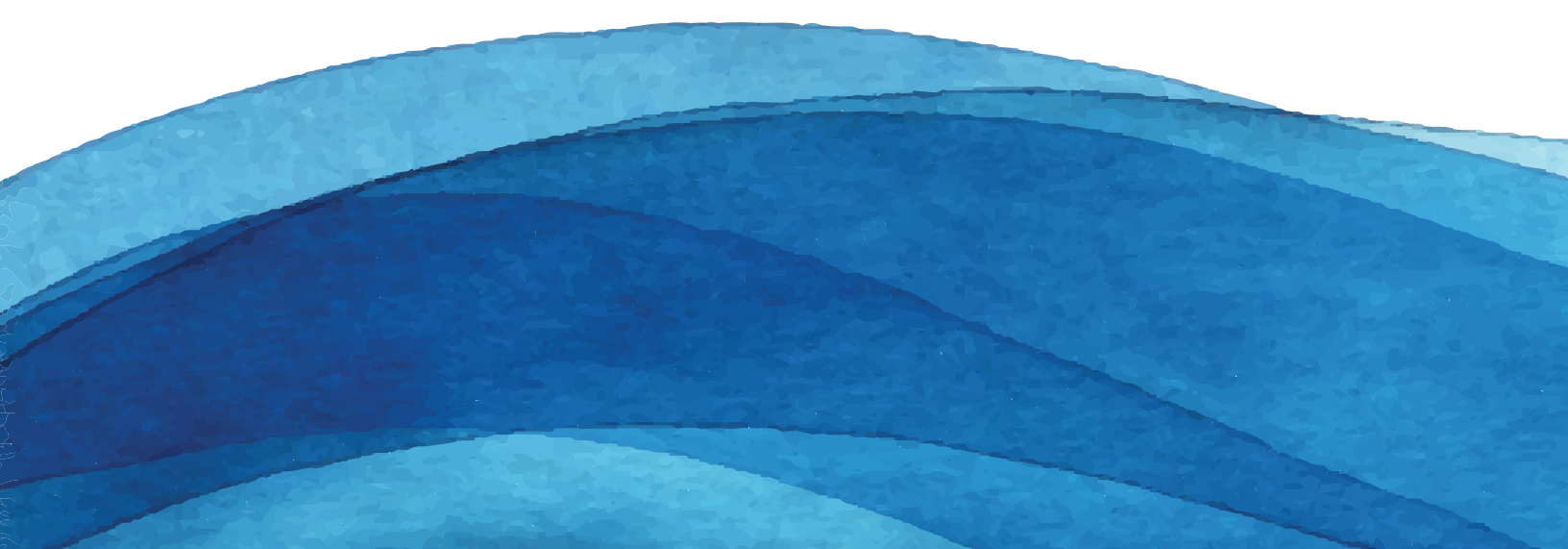
Seven Principles of Good Practice in Undergraduate Education

For decades, these principles have been used by higher education faculty in this country and abroad, and are widely recognized as a foundation for effective and engaging education. The principles "work" across all disciplines because they put the focus of education on the student.

Good Practice Encourages Student-Faculty Contact

Frequent student-faculty contact in and out of class is the most important factor in student motivation and involvement. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Good Practice Encourages Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated.

Good Practice Encourages Active Learning

Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives.

Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In classes, students need frequent opportunities to perform and receive suggestions for improvement.

Good Practice Emphasizes Time on Task

Time plus energy equals learning, and learning to use one's time well is critical for students and professionals alike. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

Good Practice Communicates High Expectations

Expect more and you will get it. Expecting students to perform well becomes a self-fulfilling prophecy when faculty and institutions hold high expectations of themselves and make extra efforts.

Good Practice Respects Diverse Talents and Ways of Learning

People bring different talents and styles of learning to college. Brilliant students in the classroom may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them.

Chickering, A. & Gamson, Z. (1987). Seven Principles of Good Practice in Undergraduate Education. AAHE Bulletin, 39, 3-7
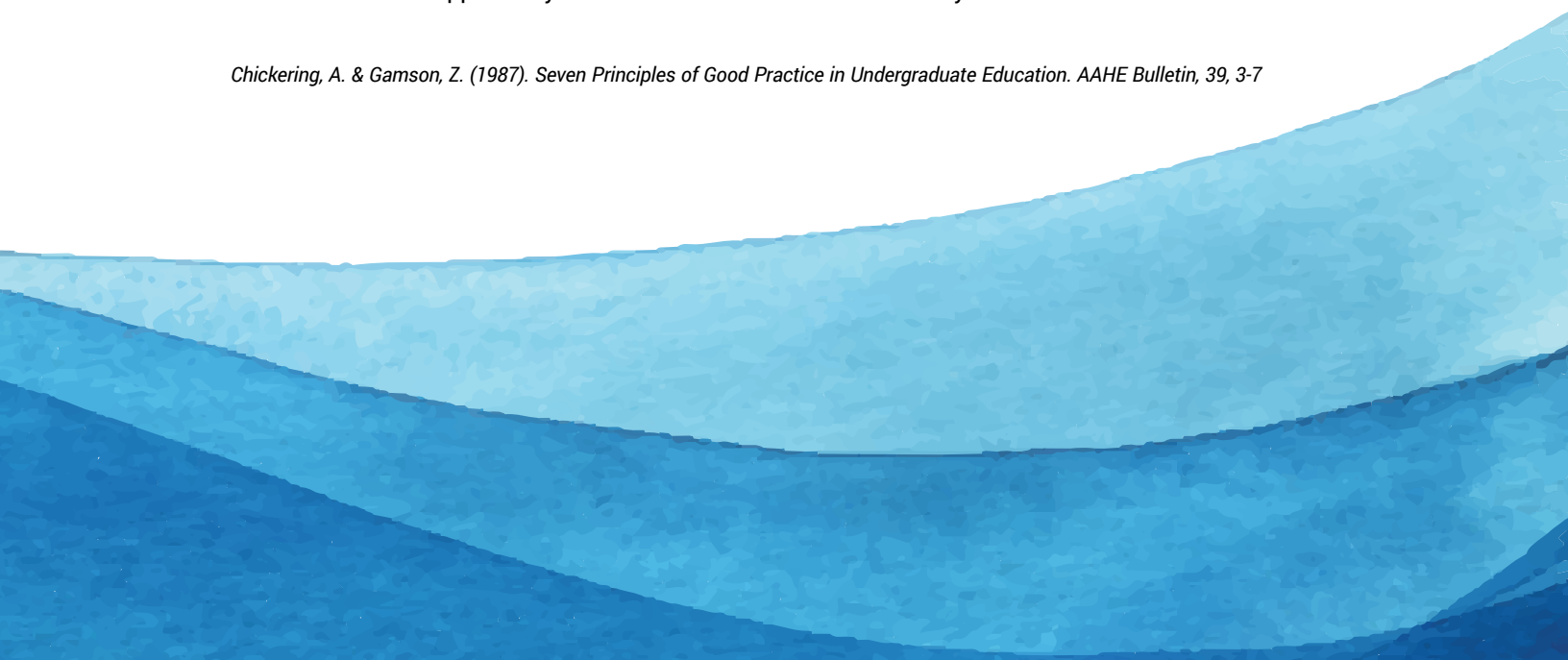
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History of Macomb Community College

The Michigan Superintendent of Public Instruction approved the establishment of South Macomb Community College as an extension of the traditional K–12 system in the Van Dyke Public School District on May 22, 1953. Through assistance from faculty and administrators at the University of Michigan, Michigan State University and Wayne State University, curriculum and a catalog were developed.

Classes officially began at South Macomb Community College on September 16, 1954, with 84 students in Lincoln High School. On August 7, 1962, Macomb County voters approved the creation of the Community College District of the County of Macomb and authorized a one-mill property tax to support its operation. Commonly known as Macomb County Community College (MCCC), the institution took form and began offering classes under the governance of its own elected Board of Trustees. Land was subsequently purchased in Warren and Clinton Township for two campus sites.

Macomb Community College has developed into a nationally prominent institution. With a staff of more than 1,800, an operating budget over $140 million, three campuses encompassing 42 buildings with over 1.5 million square feet, situated on over 400 acres, and learning experiences provided to nearly 32,000 students annually, Macomb Community College nationally ranks in the top two percent in the number of associate degrees awarded by community colleges and is one of the largest grantors of associate degrees in Michigan. Accredited by the Higher Learning Commission since 1970 with locations throughout the county, Macomb Community College meets the needs of the community it serves by adhering to the vision and mission approved by the Board of Trustees.

The Board of Trustees, as the elected voice of the community, is committed to achieving the Vision and Mission of Macomb Community College. The Institutional Strategies, Values and Student Experience Statement found here provide evidence of the Board of Trustees' desire to govern the college in the best interests of its students and the community it serves. The Board affirms its commitment to these guiding principles and supports the actions necessary for the college to continue to enhance both individual growth and social improvement.

Macomb Community College

Mission
Transform lives and communities through the power of education, enrichment and economic development.

Vision
Macomb Community College will be a leader in higher education, improving society through innovative learning experiences that create pathways for personal advancement and drive economic vitality.

Institutional Strategies

Success and Equity
Promote success and equitable outcomes for all students through innovative academic experiences, relevant programs and strategic partnerships.

Student Experience
Provide an inclusive and supportive student experience through accessible technology and personalized service.

Organizational Effectiveness
Strengthen organizational effectiveness, efficiency and agility by improving college-wide communication, collaboration and processes.

Employee Engagement
Cultivate employee engagement, fulfillment and retention through meaningful recruitment, onboarding and professional development opportunities.

Awareness and Value
Enhance community awareness of Macomb's value as a source of education, enrichment and economic development.

Inclusion, Diversity, Equity and Access
Create an inclusive and equitable environment that embraces diverse identities, accessibility, and fosters a sense of belonging among all students and employees.

Values

Accountability
We take personal and collective responsibility for our actions in order to provide excellent services and experiences.

Collaboration
We rely on partnerships with students, employees and the community to achieve our common goals.

Inclusion
We embrace diversity and individuals' experiences to create a sense of belonging and empowerment for all students and employees.

Innovation
We foster creativity and agility to succeed in a constantly changing environment.

Integrity
We demonstrate high levels of professionalism, honesty and ethical behavior throughout the institution.

Respect
We value all people and treat everyone with dignity.

Student Experience Statement

Macomb Community College strives to provide a relevant and valuable education characterized by an empowering student experience that will include:

- quality academic and career programs with real-world applications that foster lifelong learning and prepare students for the future;
- personalized and helpful services that are easy to navigate and accessible in person and online;
- meaningful connections with knowledgeable and engaged faculty and staff; and
- clear pathways to completion, transfer and employment.

Macomb Community College faculty, staff, and administration will promote this experience with:

- academic programs, class schedules and service hours designed to meet students' varying needs and goals;
- a new student orientation that helps students navigate college processes, identify available resources and select an educational program;
- reliable and welcoming service providing timely support for students;
- an inclusive environment that embraces diverse identities and perspectives, fostering a sense of belonging among all students and employees

Approved by the Board of Trustees, November 20, 2019

Institutional Outcomes

Common Degree Outcomes (CDOs) are the knowledge, skills and abilities students acquire as they progress through an individualized program of study. CDOs are linked to General Education Group requirements in addition to course and program outcomes. The Assessment Committee leads assessment initiatives and is responsible for the assessment of these institutional-level outcomes.

Communication

The graduate can communicate effectively for the intended purpose and audience.

Definition:
Clear communication imparts messages to others, constructs knowledge, fosters understanding and/or influences opinion. The ability to communicate can be demonstrated in many ways, including through essays, reports, poems, narratives, dialogues, presentations, formal and informal speaking, and a variety of other methods.

Performance Indicators:
1. Content Development: Develop a clear central message or purpose

2. Organization: Use a logical sequence to organize ideas and supporting materials

3. Grammar and Mechanics: Create a message in which errors do not interfere with the meaning

4. Delivery: Use appropriate format or medium to convey central message or purpose

5. Technology: Digitally create documents, charts, graphs, schematics, images, video, audio, etc., that correctly represents data or expresses an idea or message

Critical Thinking

The graduate can make informed decisions after analyzing information or evidence related to the issue.

Definition:

Critical thinking is a habit of mind characterized by the comprehensive exploration and reflection of issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.

Performance Indicators:

1. Analysis: Analyze key elements of the problem, task, question or issue

2. Exploration: Examine multiple perspectives or bias related to the problem, task, question or issue

3. Evidence: Include relevant information to support decision making

4. Application: Apply a method or approach relevant to the task or problem

5. Conclusion: Develop a logical conclusion or solution to the problem, task, question or issue

Global Literacy

The graduate can analyze human behavior or experiences through cultural, social, political or economic perspectives.

Definition:

Global literacy provides opportunities to learn about human expression and experiences of other cultures. Global Literacy is the ability to analyze and evaluate local and global issues, building an awareness of diverse values, belief systems and behaviors.

Performance Indicators:

1. Cultural Knowledge: Examine systems, events or artifacts from a cultural, social, political or economic perspective

2. Environmental Influences: Identify how the physical environment shapes culture and subculture

3. Self-Awareness: Explain the impact of personal culture and experience on one's worldview and behavior, including stereotypes, assumptions, biases and prejudices

4. Global Awareness: Analyze the impact of current or historical events, perspectives or cultures on world societies, human interaction and expression, and the natural environment

5. Cultural Expression: Generate an idea or artifact that expresses the human condition and one's relationship with the world

Information Literacy

The graduate can responsibly use information gathered from a variety of formats in order to complete a task.

Definition:

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Performance Indicators:
1. Topic: Articulate topic or focus of task

2. Sources: Incorporate information resources

3. Information: Use information effectively to accomplish a specific purpose

4. Ethics: Produce a work without plagiarism or falsification of information by citing sources and using citation, quotation, summary or paraphrase to give credit for the ideas of others

5. Technology: Digitally create documents, charts, graphs, schematics, images, video, audio, etc., that correctly represent data or express an idea or message

Quantitative Reasoning

The graduate can apply quantitative methods or evidence to solve problems or make judgment.

Definition:

Quantitative Reasoning is the ability to interpret numerical, mathematical or statistical information. Individuals possess the ability to apply the appropriate methods to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They can draw inferences and make judgments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Performance Indicators:
1. Calculation: Perform mathematical calculations to solve a problem, complete a task or make judgments

2. Representation: Present data in mathematical forms (e.g., equations, graphs, diagrams, tables)

3. Interpretation: Explain data presented in mathematical forms (e.g., equations, graphs, diagrams, tables)

4. Application: Provide an appropriate solution, model or hypothesis to solve a problem or complete a task

5. Analysis: Make judgments or draw appropriate conclusions based on quantitative analysis

Scientific Literacy

The graduate can produce or interpret scientific information presented in a variety of formats.

Definition:

Scientific literacy implies that a person can analyze evidence and formulate conclusions that are scientifically and technologically informed. Scientific literacy provides individuals with fundamental principles, concepts and knowledge of the sciences, and allows them to practice methods of scientific inquiry.

Performance Indicators:

1. Scientific Knowledge: Explain scientific concepts or conclusions

2. Process: Collect information related to scientific questions, observations or phenomena

3. Interpretation: Formulate conclusions or solve problems based on experiment results or data collection

4. Analysis: Explain scientific discoveries including conclusions, bias or ethical implications

5. Technology: Utilize technology to support scientific inquiry, processes, procedures, or techniques

Program Outcomes

Outcomes at the program level concentrate on the totality of the curriculum (i.e. learning outcomes across the curriculum), rather than a focus on a single course. A strong program outcome identifies an essential high-level skill graduates of a program can be expected to have gained as a result of the experiences they encountered in program coursework.

Currently at Macomb, there are approximately 70 academic programs that lead to degrees (in addition to many transfer plans, certificate options and areas of study). Faculty, as discipline experts, are the leaders and responsible for developing and assessing program learning outcomes.

Course Outcomes

Outcomes at the course level focus on specific skills and evidence of student learning in individual courses. Course-learning outcomes build the foundation for sound assessment practices and allow for the continuous examination and improvement of the relationship between the course outcomes and course strategies such as assignments and examinations.

Macomb Community College has over 1,000 active courses. This is a fluctuating number as courses are added, deleted and/or updated regularly to meet the need of students, transfer partners and industry standards. Curriculum design and updates are faculty led and supported through the Office of Academic Development. Numerous curriculum updates occur; approximately 250 curriculum actions are approved through the Curriculum Committee each year.

Course outcomes are identical for all sections of a course and are listed on the corresponding First Day Handout which is distributed to the students in class.

Approved by the Curriculum Committee, January 2020

Academic Departments Directory

ARTS AND SCIENCES

Marie Pritchett, Dean
SD 302, 586.445.7315
pritchettm@macomb.edu

<vacant>, Coordinator, Arts and Sciences, South Campus
SE 214-1, 586.286.6298

<vacant>, Coordinator, Arts and Sciences, Center Campus
CN 114-2, 586.445.7116

Receptionist: <vacant>, 586.286.2282
AandS.Center@macomb.edu
Receptionist: Ann Blasius, 586.445.7354
AandS.South@macomb.edu

MATHEMATICS

Lisa McMillen, Associate Dean
CN 114, 586.286.2066
mcmillenl979@macomb.edu
Admin Asst: Paul Ventura—CC & SC Math 586.445.7105

MATH—Mathematics

SCIENCES

Randy Young, Associate Dean
SE 219, 586.445.7017
youngr@macomb.edu
Admin Asst: Janice Lein—CC & SC Science 586.445.7251

ASTR—Astronomy
BIOL—Biology
CHEM—Chemistry
ENVS—Environmental Science
ESCI—Earth Science
GEOL—Geology
PHSA—Physical Science
PHYS—Physics

ENGLISH COMMUNICATIONS

Annette Ternullo, Associate Dean, CC
CB 110 and CN 114, 586.226.4998
ternulloa289@macomb.edu
Admin Asst: Cheryl Farrell—CC & SC, 586.445.7138

CSSK—College Success Skills
EAPP—English for Academic Purposes
ENGL—English
JOUR—Journalism
READ—Reading

HUMANITIES

Catherine Parker, Associate Dean
CN 120, 586.286.2140
Admin Asst: Darlene Williams—CC & SC, 586.286.2144

ARAB—Arabic Language & Culture
ARTT—Art and Art History
CHIN—Chinese Language and Culture
FREN—French Language
GRMN—German Language
HUMN—Humanities
INTL—International Studies
ITAL—Italian Language
MUSC—Music
PHIL—Philosophy

SOCIAL SCIENCES

Angie Williams-Chehmani, Associate Dean
SE 219, 586.498.4040
williams-chehmania@macomb.edu
Admin Asst: Arlene Smith—CC & SC 586.445.7286

ANTH—Anthropology
ECON—Economics
GEOG—Geography
HIST—History
LIFE—Career Development
POLS—Political Science
PSYC—Psychology
SOCY—Sociology

Academic Departments Directory

CAREER PREPARATION / OCCUPATIONAL PROGRAMS

BUSINESS, INFORMATION TECHNOLOGY AND CULINARY ARTS

Michael Balsamo, Dean
CA 201, 586.445.7141
balsamom@macomb.edu
Admin Asst: Amy Bruzzi, 586.226.4793

Elise Johnson, Associate Dean
SC 200, 586.498.4119
johnsonem@macomb.edu
Adm Asst: Paula Cameron, 586.445.7350
Adm Asst: Cynthia Davis, 586.445.7305

Renee Waraksa, Program Coordinator
SC 200, 586.498.4112
waraksar@macomb.edu

ACCT—Accounting
BCOM—Business Communications
BLAW—Business Law
BUSN—General Business
FINC—Finance
HTMT—Hospitality Management
LEGA—Legal Assistant
MGMT—Business Management
MKTG—Marketing

Patrick Evans-Mach, Associate Dean
CA 211, 586.416.5214, Fax: 586.226.4713
machp@macomb.edu
Adm Asst: Amy Bruzzi, 586.226.4793
Adm Asst: Patricia Robinson, 586.286.2059

CULH—Macomb Culinary Institute/Culinary Arts
ITCS—Computer Information Systems
ITAP—Applications Professional
ITIA—Information Assurance
ITNC—Networking, Cisco
ITNT—Networking
ITOS—Operating Systems
ITWP—Web Programming

WCE—BUSINESS AND INFORMATION TECHNOLOGY CENTER FOR INNOVATION & ENTREPRENEURSHIP

Ellen Lux, Director
CA 211, 586.286.2160
luxe@macomb.edu
Admin Asst: Karen Woolman, 586.498.4156

Renee Waraksa, Program Coordinator
SC 200, 586.498.4112
waraksar@macomb.edu

Dorine Vanderzyppe, Program Coordinator
CH 227, 586.498.4121
vanderzypped@macomb.edu

Elizabeth Bosilkovski, Program Coordinator
CH 227, 586.226.4722
bosilkovskie@macomb.edu

Jackie Diamond, Workforce Assessment Center Coordinator
MTCB 126, 586.498.4118
diamondj945@macomb.edu

ENGINEERING AND ADVANCED TECHNOLOGY

Donald Hutchison, Dean
SR 122-3, 586.445.7515, Fax: 586.445.7130
hutchisond@macomb.edu

Ben Bostic, Facilities Manager, EAT
SS 145, 586.445.7292

Nicole Emery, Manager, Career and Technical Education
SS 145, 586.445.7378
emeryn@macomb.edu
Admin Asst: Lisa Haworth, 586.445.7152

Ashley Schloss, Operations Manager, EAT
SR 122, 586.445.7117 Fax: 586.445.7130
schlossa@macomb.edu
Admin Asst: Gerri Adams, 586.445.7130
Admin Asst: Alyssa Henning, 586.445.7414
Admin Asst: Sandy Webster, 586.445.7774

Academic Departments Directory

ADVANCED TECHNOLOGY AND AUTOMOTIVE

Department Main Number: 586.445.7438

Mark Jewett, Associate Dean
SR 124-4, 586.445.7007, Fax: 586.445.7130
jewettm79@macomb.edu
Admin Asst: Kenneth Kuklock, 586.445.7513
Admin Asst: Terri Fecteau, 586.498.4022

ATAM—Applied Mathematics
ATAP—Advanced Processes
ATBC—Building Construction & Maintenance
ATDD—Drafting & Design
ATEM—Electro Mechanical
ATMT—Metal Craft Theory
ATPP—Plumbing & Pipefitting
ATQT—Applied Technology Quality
ATSS—Stationary Steam
ATTR—Applied Technology Related
ATWD—Welding
AUTO—Automotive Technology
CIVL—Civil Technology
CLCT—Climate Control Technology
CNST—Construction Technology
DRAD—Drafting, Architectural
DRCG—Drafting & Computer Graphics
RNEW—Renewable Energy
SURV—Land Surveying Technology

ENGINEERING TECHNOLOGY

Department Main Number: 586.445.7435

Laura Thero, Associate Dean
SR 122-5, 586.445.7638, Fax: 586.445.7130
therol86@macomb.edu
Admin Asst: Robbie Layow, 586.445.7639

CORE—Mechanical Technology
ELEC—Electronic Technology
MACA—Media & Communication Arts
MECT—Automated Systems, Mechatronics
PRDE—Product Development
ROBO—Robotics
TMTH—Technical Math

WCE—ENGINEERING AND ADVANCED TECHNOLOGY

Department email: workforcedev@macomb.edu

Patrick L. Rouse, Director
MTC 104, 586.498.4108, Fax: 586.498.4101
rousep933@macomb.edu
Admin Asst: Gail Terhune, 586.445.7266

Susan D. Corey, Administrator
MTC 104, 586.498.4110, Fax: 586.498.4101
coreys576@macomb.edu

HEALTH AND PUBLIC SERVICES

Narine Mirijanian, Dean
CE 219-5, 586.286.2097, Fax: 586.286.2098
mirijaniann225@macomb.edu
Admin Asst: Wendy Rossi , 586.286.2136

Kim Szajna, Manager, Health and Human Services
CE 219-1, 586.286.2072, Fax: 586.286.2098
szajnak@macomb.edu

HEALTH SCIENCE TECHNOLOGY

Paula Primeau, Associate Dean
CR 163-2, 586.226.4789, Fax: 586.226.4779
primeaup504@macomb.edu
Admin Asst: Jennifer Ross, 586.226.4770
Admin Asst: Barbara Resseguie, 586.226.4760

ECHS—Early Childhood Studies
HITT—Health Information Technology
MAST—Medical Assistant
OTAS—Occupational Therapy Assistant
PTAS—Physical Therapy Assistant
Radiologic Technology
Diagnostic Medical Sonography

HEALTH AND HUMAN SERVICES

Andrea Shaw, Associate Dean
CE 219-4, 586.286.2085, Fax: 586.286.2098
shawa511@macomb.edu
Admin Asst: Teri Hupfel, 586.286.2074
Admin Asst: Geniene Kreger, 586.286.2073

NURS—Nursing
RSPT—Respiratory Therapy
SURG—Surgical Technology
VETT—Veterinary Technician

Academic Departments Directory

DENTAL SCIENCES

Barbara Ellis, Associate Dean of Dental Sciences
SN 129, 586.445.7063, Fax: 586.286.2098
ellisb450@macomb.edu
Admin Asst: Sue Pellow, 586.445.7161

Olivia VanElslander, Manager
SN 129, 586.445.7157, Fax: 586.286.2098
vanelslander291@macomb.edu

DNHY—Dental Hygiene

PUBLIC SERVICE INSTITUTE

Michael Lopez, Director
CA 117, 586.498.4066, Fax: 586.263.6305
lopezm263@macomb.edu

Bianca Mylan, Manager, Public Service
CA 118, 586.226.4969, Fax: 586.263.6305
Admin Asst: Laura Wisner-Broyles, 586.286.2189

POLICE ACADEMY

Michael Ciaramitaro, Training Director
East 163-8, 598.498.4051,
Admin Asst: Stephanie Rolder, 586.498.4060

EMSA—Emergency Medical Services
FIRE—Fire Science
HLND—Homeland Security
LAWE—Law Enforcement
SECR—Security
Police Academy
Fire Academy

WCE—HEALTH AND PUBLIC SERVICES

Michelle Valin, Director
SC 125-2, 586.498.4006, Fax: 586.445.7147
valinm@macomb.edu

Admin Asst: Kim Wojcik, 586.226.4807

Lori Riggs, Manager
SC 146-1, 586.498.4034, Fax: 586.445.7147
riggsl@macomb.edu

LEARNING RESOURCES AND LIBRARIES

Louisa Marine, Interim Dean
CC 118, 586.447.8652, Fax: 586.445.7157
marinel375@macomb.edu
Admin Asst: Nancy Zundel, 586.498.4043

Heidi Koskela, Manager, Library SC
SJ 222, 586.445.7880, Fax: 586.445.7157
koskekh@macomb.edu

Jacqueline Blonigen, Manager, Library CC
CC 168, 586.286.2105, Fax: 586.286.2002
blonigenj699@macomb.ed

LEARNING CENTERS
READING AND WRITING STUDIOS

Daniel Brengel, Director
SJ306-4, 586.445.7604
brengeld365@macomb.edu

Karen Clerk, Manager SC
SJ 305-7, 586.498.4183
clerkk831@macomb.edu

Leah Bublitz, Manager CC
CC 111, 586.286.2201
bublitzl57@macomb.edu

Kate Lutes, Coordinator, Special Projects & Outreach SC
SJ 305, 586.416.5217
lutesk01@macomb.edu

CENTER FOR TEACHING AND LEARNING

Louisa Marine, Interim Dean
CC 118, 586.447.8652, Fax: 586.445.7157
marinel375@macomb.edu
Admin Asst: Nancy Zundel, 586.498.4043

Instructional Technology and Online Learning
Louisa Marine, Director, Instructional Technology and Online Learning
CC 118, 586.447.8652, Fax: 586.445.7157
marinel375@macomb.edu
Admin Asst: Gina Satow, 586.445.7212 or 586.226.4774

Department contact: ctlsupport@macomb.edu
Department contact: onlinesupport@macomb.edu

Academic Development
Mary Lou Kata, Director, Academic Development
SJ 205, 586.226.4802, Fax: 586.445.7157
katam@macomb.edu

Deborah Armstrong, Associate Director, Academic Development
SJ 206, 586.226.4755, Fax: 586.445.7157
armstrongde@macomb.edu

Department contact: academicdevelopment@macomb.edu

Academic Departments Directory

STUDENT SUCCESS SERVICES

Sue Boyd, Dean
CH 114-4, 586.445.7408, Fax: 586.445.7160
boyds@macomb.edu

Daniel Thurman, Associate Dean of Student Success
SG 314, 586.445.7573
thurmand87@macomb.edu
Admin Asst: Linda Plank, 586.445.7215

Dorothy Schley, Manager, Student Success CC
CH 114-5, 586.445.7407
Admin Asst: Patsy Tannahill, 586.286.2034

Christine Printz-Kavka, Manager, Student Success CC
CH 114, 586.498.4177

COUNSELING, ACADEMIC ADVISING AND SPECIAL SERVICES

Michelle Koss, Associate Dean, Counseling & Academic Advising
SG 366, 586.286.2172, Fax: 586.498.4003
kossm@macomb.edu

Rachel Duff, Assistant Director, Special Services
CH 105-2, 586.286.2270
duff-andersonr374@macomb.edu

Don Horne, Manager SC
SG 368, 586.445.7578
horned@macomb.edu

Michelle Demski, Manager CC
CH 105-3, 586.226.4993
demskim@macomb.edu

Megan Vinyard, Manager, Student Options for Success SC
SG 337, 586.226-4782
vinyardm03@macomb.edu

Jessica Allen, Coordinator, Student Options for Success CC
CH 103, 586.445.7003
allenj319@macomb.edu

Jana Alex, Staff Coordinator, Special Services and Programs CC
CH 103, 586.226-4825
johnj840@macomb.edu

CAREER SERVICES

Robert Penkala, Director
SG 309-2, 586.445.7636
penkalar@macomb.edu

Marion Benoit, Career Coordinator
SG 309, 586.445.7986
benoitm44@macomb.edu

Kimberly Goss, Employer Development Coordinator
CH 109-4, 586.286.2068
gossk71@macomb.edu

Justine Gregory, Career Services Supervisor CC
CH 109-2, 586.445.7132
gregoryj19@macomb.edu
Admin Asst: Gary Szpotek, 586.286.2239

Neelam Shelat, Career Services Supervisor SC
SG 307, 586.286.2239
bhattn87@macomb.edu
Admin Asst: Kathleen Herroscheck, 586.445.7433

UNIVERSITY RELATIONS

Michelle McGill, Director
UC1-201, 586.263.6033, Fax: 586.263.6008
mcgillm@macomb.edu
Admin Asst: Cynthia Ranger, 586.263.6033

Student Demographics

FINAL ENROLLMENT FALL 2021 DEGREE CREDIT STUDENTS	
	Fall 2021
Unduplicated Head Count	**16,651**
Center Only	595
South Only	553
East Only	61
ATC Only	140
Off-Campus Only	37
Center & South	90
Remote Only	2,662
Virtual Only	5,109
Center & Virtual	1,884
Credit Hours	**144,919**
Center	15,247
South	9,387
ATC	1,674
M-TEC	–
East (Fire Training Center)	1,195
Virtual	67,760
Off-Campus	1,784
Other	–

HEAD COUNT BY PHYSICAL LOCATION FALL 2021 DEGREE CREDIT STUDENTS		
Physical Location	Home Campus	
	Center	South
Center	5,393	4
East	169	–
Off-Campus	739	44
South	-	2,931
ATC		560
M-TEC	–	–
Virtual	11,581	8,382
Remote	6,324	6,762
Other	–	–
Total College*	**24,206**	**18,683**

*Duplicated head count. Students are counted once for each section in which they are enrolled.

HEAD COUNT BY CREDIT HOURS ELECTED FALL 2021 DEGREE CREDIT STUDENTS	
Mean Hours	8.7
Median Hours	8
Modal Hours	7
Highest Number	27

HEAD COUNT BY DELIVERY METHOD FALL 2021 DEGREE CREDIT STUDENTS		
Delivery Method	Campus	
	Center	South
Online	17,905	15,144
Hybrid	1,550	1,588
On-Ground	4,751	1,951
Total College*	**24,206**	**18,683**
* Duplicated		

Student Demographics

HEAD COUNT BY GENDER, RESIDENCY, AND ETHNIC BACKGROUND FALL 2021 DEGREE CREDIT STUDENTS		
	Head Count	% of Total Head Count
Male	6,808	40.9%
Female	9,758	58.6%
Unidentified	85	0.5%
Resident	14,553	87.4%
Non-Resident	2,098	12.6%
American Indian/Native/PI	76	0.5%
Asian	1,030	6.2%
Black, Non-Hispanic	2,134	12.8%
Hispanic	638	3.8%
White, Non-Hispanic	11,444	68.7%
Two or More Races	507	3.0%
Other/Unknown/Unidentified	822	4.9%
Total Head Count*	**16,651**	**100.0%**
Unduplicated		

HEAD COUNT BY AGE FALL 2021 DEGREE CREDIT STUDENTS		
Mean Age		25
Median Age		21
Modal Age		18
Youngest		13
Oldest		78
Age Group	Head Count	% of Total Head Count
Under 18	1,496	9.0%
18−19	4,078	24.5%
20−21	3,010	18.1%
22−24	2,356	14.1%
25−29	2,142	12.9%
30−34	1,326	8.0%
35−39	789	4.7%
40−44	566	3.4%
45−49	407	2.4%
50−64	460	2.8%
65 and older	20	0.1%
Over Age 24	5,710	34.3%
Total Head Count*	**16,651**	**100.0%**
Unduplicated		

The Center for Teaching and Learning and Learning Resources

- **Center for Teaching and Learning Overview**
  - **Academic Development**
  - **Instructional Technology**
  - **Online Learning**
- **Canvas Learning Management System**
- **Academic Development Services**
- **Library Services**
- **Learning Center Services**
- **Reading and Writing Studio Services**

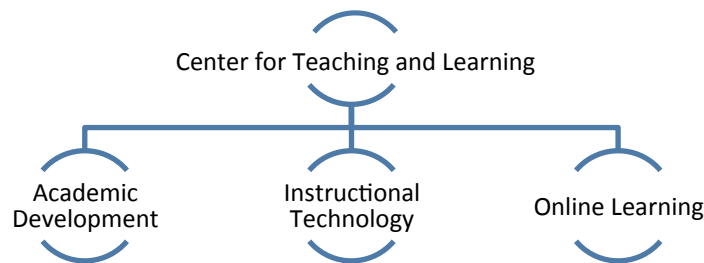## Center for Teaching and Learning Overview

Excellence in teaching and learning is a key component of the college's Guiding Principles. Learning opportunities—courses, programs and related activities—incorporate specific outcomes designed to prepare students for real-world experiences and employment challenges. Embedded in all courses are educational experiences that reinforce a student's understanding of technology, critical thinking, mathematics, communications, globalization and diversity. The Center for Teaching and Learning plays a central role in fulfilling this vision.

The mission of the Center for Teaching and Learning (CTL) is to create and provide a supportive environment for faculty to experiment, explore, develop, implement and share ideas and experiences for the advancement of student-centered learning. The CTL partners with and provides leadership to faculty, instructional administrators and staff in creating effective learning processes that engage students and evaluate their learning.

The CTL consists of three departments: Academic Development, Instructional Technology and Online Learning.   Instructional support is provided to faculty in the following areas:

- First Day Handout content and design
- Syllabus review; identifying course outcomes and assessments
- Curriculum development
- New course design
- Teaching with various technologies
- Lecture capture (Camtasia)
- Digital accessibility
- Canvas Learning Management System (online class set-up and design)

In addition, the CTL's Academic Development department schedules workshops each semester for faculty. These workshops are delivered on-ground, online (virtually), or by appointment.

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                    Center for Teaching and Learning


        Academic              Instructional
        Development           Technology            Online Learning
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Academic Development

The Academic Development office is located in the South Campus Library and serves faculty and staff at all campuses. Services provided include assessment and curriculum support, professional development workshops and training, teaching and learning resources, Faculty Academy programming, new adjunct faculty orientations, student evaluation of faculty, course syllabi and assessment information, oversight and assistance in the production of the Credit and Workforce & Continuing Education schedule of classes and catalogues, and classroom scheduling.

Academic Development Support
AcademicDevelopment@macomb.edu
586.445.7568

Instructional Technology

The mission of the Instructional Technology department is to support and advance the integration of changing technologies with innovative education. Our philosophy is that instructional technologies exist to support learning and teaching effectiveness and efficiencies, where student learning is the focus, not the technology.

Instructional Technology supports faculty through professional development in the following areas:

- Engaging Students
- Extending and Enriching Learning
- Enhancing Presentations

Online Learning

The Online Learning Department, comprised of Macomb Online Support and the Center for Teaching and Learning, administers and supports the Learning Management System (LMS). Online education continues to increase in popularity and provides students with flexible scheduling and the option to access resources and classes online and on-campus. Macomb is dedicated to holding the quality of all courses to the highest standards. Macomb uses Canvas as its LMS for online, hybrid and remote courses. See the section on Canvas Learning Management System for additional details.

Canvas Learning Management System

Intro to Canvas

All faculty that will use Canvas in their courses should complete this training. This workshop is offered in two formats, online or as a one-on-one session. The online workshop provides flexibility to work at your own pace. The one-on-one session is by appointment, under the guidance of an instructional designer. Intro to Canvas is a prerequisite for Macomb Online Facilitation Training (MOFT). and Macomb Remote Facilitation Training (MRFT).

Macomb Online Facilitation Training (MOFT)

MOFT is a work-at-your-own-pace online course designed for faculty teaching an online or hybrid course that has already been developed. Successful completion of this course provides the certification to teach V code and H code courses. Faculty completing this training can expect coursework to take approximately 15 hours. If you are interested in teaching online, please seek approval from your Associate Dean.

Macomb Remote Facilitation Training (MRFT)

MRFT is a work-at-your-own pace online course designed for faculty teaching remote courses. Successful completion of this course will certify you to teach R code courses. Faculty completing this training can expect the coursework to take 15 hours or less.

Repurposing On-ground Courses to an Online Format

If you are interested in repurposing an on-ground course to an online format, please contact your Associate Dean for current policies and procedures.

Additional Canvas Workshops

Additional workshops are offered each semester. For a current schedule of Canvas workshops, view our Faculty and Staff Professional Development Brochure or contact the CTL at CTLSupport@macomb.edu.

Online learning at Macomb takes place online remote (synchronous)
and online (asynchronous).

Additional Resources

Please visit the Faculty Center for additional resources at: www.macomb.edu/courses/719.

For more information on the use of Canvas or teaching online, contact:

Gina Satow, Administrative Assistant
586.226.4774
satowg@macomb.edu

Academic Development Services

Faculty Academy

The Faculty Academy is a two-year program requirement of all new, full-time probationary faculty members. All new, full-time faculty must attend eight (8) full-day sessions each year during the first year of their probationary period. In the second year, faculty will work to complete their Individual Learning Plan that is developed in consultation with their Associate Dean or Director, and their probationary committee.

The sessions of the Faculty Academy will be based on the goals of the Learning Unit and other areas of concentration, which may include but are not limited to the following: community college mission, curriculum development, integration of technology into the curriculum, course assessment, learning theory and practice, pedagogical tools, student retention strategies, teaching strategies for the academically at-risk student, and diversity.

The office of Academic Development coordinates the sessions and topics. The sessions usually run from 9am–2pm.

The dates for the 2022/2023 Faculty Academy are:

Monday, August 15, 2022	Friday, January 27, 2023
Friday, September 16, 2022	Friday, February 17, 2023
Friday, October 21, 2022	Friday, March 17, 2023
Friday, November 18, 2022	Friday, April 21, 2023

Professional Development for Faculty

Each semester, the Center for Teaching and Learning (CTL) offers a robust selection of workshop topics for faculty to assist them in their teaching and learning at Macomb. All of these workshops are free of charge to Macomb faculty, and continuing education credits are given for attendance. This is a wonderful way for faculty to connect with their teaching colleagues and share ideas and best practices. Offerings each semester include pedagogical and critical-thinking strategies, best practices, instructional technology and web-enhancing classes. Topics are usually presented by faculty colleagues and instructional technicians in the CTL.

For more information on the Faculty Academy program or faculty professional development, contact:

Mary Lou Kata, Director
586.226.4802
katam@macomb.edu

Deborah Armstrong, Associate Director
586.226.4755
armstrongde@macomb.edu

Karen Wolanchuk, Coordinator
586.445.7588
wolanchukk@macomb.edu

Macomb Collection of Teaching Resources

All Macomb Community College faculty are automatically enrolled into the **Macomb Collection of Teaching Resources (M-CTR)**. The M-CTR is a Canvas group filled with information about the college, professional development opportunities for faculty, ideas and articles focused on teaching and learning, and much more. It's easy to find the M-CTR: It will be on your individual Canvas dashboard.

Faculty may also access it to get to it by clicking the **Macomb Collection of Teaching Resources** link in the MCC Staff Bookmarks section on the My Macomb homepage.

Full-Time Faculty Evaluation Process

The purpose of evaluations for permanent faculty is to ascertain the teacher's effectiveness in the performance of his/her profession as well as to provide a basis for continuous professional improvement.

Four evaluation instruments are utilized: self, peer, student and administrative. Each faculty member must select the student evaluation and one of the other three instruments above. New full-time faculty will be evaluated every semester during their probationary period. Temporary full-time faculty are also included in the evaluation process.

Peer, Self and Administrative Evaluations

The peer, self or administrative process shall be completed once a year during the fall semester, although faculty have the option of selecting both fall and winter terms to be evaluated. The selection process occurs in mid-September. Faculty will receive an email notification from the Academic Development office at that time.

Student Evaluation of Faculty

Student evaluation of full-time faculty occurs approximately halfway through your courses in either the fall or winter semester. For on-ground courses, faculty will receive an evaluation packet with directions for administering the evaluations. The student evaluation forms will be distributed and completed during class time. Students will be allowed to complete and submit the forms anonymously. The completed forms will be submitted to the appropriate administrative office. Online courses are evaluated electronically with a link to the evaluation sent to the student's email address that is on file with the college.

The college strives to assure that faculty will receive the summary reports from the student evaluation forms about two weeks after the semester ends and after final grades have been submitted. These summary reports are sent in an electronic format to the faculty member.

Student Evaluation of Counselors, Academic Advisors and Librarians (full-time and adjunct faculty)

Student evaluation of counselors and academic advisors will be conducted after every scheduled appointment or walk-in consultation. The evaluation form will provide the student with information regarding realistic expectations of the services sought. Students will be encouraged to complete and submit the form before leaving the department. If the student is unable to do so, he/she will be given directions for submitting the form by mail or electronically.

Adjunct Faculty Evaluation Process

Administrative Evaluation

The immediate supervisor may authorize a full-time faculty member in the area or department to observe the classroom performance of the adjunct faculty member from time to time or, the immediate supervisor may formally evaluate the adjunct faculty member from time to time and may elect to have a full-time faculty member in the area or department participate in the evaluation. The immediate supervisor and the adjunct faculty member shall mutually schedule the dates and times of classroom visitations for the purpose of evaluation. The full-time faculty member shall notify the adjunct faculty member of his or her intent to visit the classroom at least 24 hours in advance. Both procedures require the use of the "Adjunct Faculty Evaluation Form." The evaluation shall be reviewed with the adjunct faculty member. All evaluative reviews shall be conducted in private and remain confidential.

Student Evaluation of Faculty

Student evaluation of adjunct faculty occurs approximately two-thirds of the way through your courses in both the fall and winter semesters. For on-ground courses, faculty will receive an evaluation packet with directions for administering the evaluations. The student evaluation forms will be distributed and completed during class time. Students will be allowed to complete and submit the forms anonymously. The completed forms will be submitted to the appropriate administrative office. Online courses are evaluated electronically with a link to the evaluation sent to the student's email address that is on file with the college.

For more information on the evaluation process, contact:

Sean Asselin, Coordinator
South Campus, J212-1
586.498.4136 • asselins@macomb.edu

Curriculum and Assessment Support

Curriculum Committee—Philosophy of Assessment

Macomb Community College is committed to equal opportunity and open access to higher education through the delivery of comprehensive programs and services. The college values teaching and learning while supporting the right of inquiry and respect.

Assessment is a process for fostering student achievement and for monitoring and enhancing the mission of the college.

Assessment promotes respect for students, faculty, staff and administration, and it commits the institution to excellence through continuous improvement of programs, services, teaching and learning. The college supports diversity in assessment by encouraging the use of multiple measures of outcomes and objectives.

Macomb's contract with the Macomb Community College Faculty Organization requires biannual review of course syllabi. In the process, faculty reviews the assessment processes and course outcomes and objectives, and updates as necessary. In addition, as the results of assessments are analyzed, courses and programs are changed as necessary. Therefore, assessment is a changing process as faculty clarify and revise courses and programs.

Consequently, information is used to improve instruction, to certify academic excellence for Macomb's varied constituencies and to improve our implementation of the college mission.

Alyssa Boike, Coordinator
South Campus, J204-1
586.226.4762 • boikea630@macomb.edu

To facilitate the curriculum process for faculty and administration, the following terms and definitions are offered:

Assessment
A measurement process involving the entire organization or unit of an organization in a process dedicated to continuously improve the quality of education.

Assessment, Course
A faculty-driven measurement process meant to improve the quality of teaching and learning. It is usually concrete and measures the changes in the affective and/or behavioral and/or cognitive domains of all of the students enrolled in a course.

The measurement process must be connected to course outcomes.

Assessment, Program
A faculty-driven measurement process meant to improve the quality of teaching and learning. It is usually concrete and measures changes in the affective and/or behavioral and/or cognitive domains of a representative sampling of students enrolled in a program.

The measurement process must be connected to the program outcomes.

Assessment Measure
An assessment measure identifies the strategies and the standard aggregate levels at which students are expected to demonstrate their academic achievement to meet stated course, program or degree outcomes. Measures selected will be appropriate for the various domains of learning (affective and/or behavioral and/or cognitive) needed to meet stated outcomes.

Affective Domain
What attitudes the student will have at the end of the unit/course/program.

Behavioral Domain
What skills the student will perform at the end of the unit/course/program.

Cognitive Domain
What knowledge the student will possess at the end of the unit/course/program.

Concentration Definition
A concentration is composed of specific transfer courses leading to a major at a four-year school. Course choices should be governed by articulation agreements with the school to which the student will transfer.

Approved by the Curriculum Committee, December 9, 2015

Class
One section of a course.

Course
An organization of subject matter and interrelated learning experiences with unique identifying information attached. It is passed by the Curriculum Committee and approved by the Provost.

Competency
The level of knowledge, skills and attitudes learned/taught in a unit/course/program.

Evaluation
A measurement process, usually concrete, of student change in the affective and/or behavioral and/or cognitive domains as a result of a learning experience. The measurement is taken to give the student feedback while providing student performance and accomplishment information to the teacher. The measurement may occur in grouping, but the individual's data are private between the student and the teacher.

The measurement process must be connected to the class assignments and tasks.

First Day Handout
The First Day Handout is a written document distributed to students the first day of class. It is the individual instructor's specific class policies that will govern only that section of a course.

Goal(s)
Philosophical statement(s) which define the unique purpose of the division, the department and/or the course in general terms.

Measurable Format
Written with strong verbs that allow for qualitative or quantitative measurements.

Outcome(s)
Identifies what knowledge, skills and attitudes the student will possess upon completion of the course or program of study.

Objective(s)
Student-oriented, behavioral (measurable) statements, which are related to specific tasks or units of study within a course. They identify the condition or resources required, the competency the learner will possess (outcomes) at the completion of the unit, and the criteria to measure student academic achievement.

Program of Study
A program is composed of specific career courses and the Arts and Sciences Group Requirements leading to an Associate Degree. A program may have one or more specialty concentrations (with variations in the career/professional courses to suit). A program may have certificate options as well, composed of career or professional courses, usually designed to be completed in one or two full-time semesters.

Approved by the Curriculum Committee, October 28, 2005

Student Academic Achievement
The assessment of student learning.

Syllabus
The Syllabus contains the official college description of a course and its contents that have been approved by all full-time faculty members responsible for the course, passed by the Curriculum Committee, and approved by the Provost. Elements include: department/discipline name, course title, course description (same as catalog description in IIS), prerequisite/corequisite/equivalent course(s), course number, credit hours, contact hours, effective term, course outcomes, course objectives, course assessments and course content outline. Much of the course information that appears in the course syllabus may also appear in the First Day Handout.

Assessment Levels
The following is an overview of assessment levels, including definitions and suggested resources that may be applied at different levels of the teaching and learning process.

CLASSROOM ASSESSMENT

Definition:	Strategies that aid instructors in determining how much and how well students are learning (Angelo and Cross).
Purpose:	To monitor and improve the quality of teaching/learning from one class lecture and/or lab session to the next.
Responsibility:	Classroom instructor.
Minimum Needs:	Identification of lesson/assignment outcomes/goals, class syllabus, and performance objectives.
Suggested Resources:	*Classroom Assessment Techniques* (Angelo and Cross) *Assessment Clear and Simple* (Walvoord) *Preparing Instructional Objectives* (Mager)
Examples:	One-minute paper, muddiest point, rating sheet, outlines, concept maps, learning logs, journals

COURSE ASSESSMENT

Definition:	A faculty-driven measurement process meant to improve the quality of teaching and learning. It is usually concrete and measures the changes in the affective and/or behavioral and/or cognitive domains of all of the students enrolled in a course. The measurement process must be connected to the course outcomes. (Curriculum Committee 2005)
Purpose:	To monitor and improve the quality of teaching and learning for a cohort of students in all sections of a course.
Responsibility:	Instructors of course, department administration, academic development office.
Minimum Needs:	Course Syllabus (course outcomes, objectives, course content outline)
Suggested Resources:	*Assessment Clear and Simple* (Walvoord) *Learner-Centered Assessment on College Campuses* (Huba and Freed) *Assessment of Learning* (Maki)
Examples:	Review of assessment data collected for one or more terms Pre-test/Post-test (selected questions related to course outcomes) Analysis of sample of student projects (rubric or checklist) Analysis of comprehensive project (rubric or checklist)

PROGRAM ASSESSMENT

Definition:	A faculty-driven measurement process meant to improve the quality of teaching and learning. It is usually concrete and measures changes in the affective and/or behavioral and/or cognitive domains of a representative sampling of students enrolled in a program or discipline. The measurement process must be connected to the program outcomes. (Curriculum Committee 2005)	
Purpose:	To monitor and improve the quality of program outcomes, which will facilitate program/discipline currency and effectiveness while enhancing student learning.	
Responsibility:	Teachers/instructors in a program, department administration, academic development office, institutional research office.	
Minimum Needs:	Identification of program outcomes/goals, course syllabi, and performance objectives.	
Suggested Resources:	*Assessing for Learning* (Maki) *Outcomes Assessment in Higher Education* (Hernon and Dugan)	
Examples:	Review of assessment data collected for one or more years Advisory Committee minutes Grade/Attrition Rate Report (pass/fail/withdrawal) Job Placement Reports Licensure Exam Reports	Perkins (Carl) Report Program Review (PROE, PREP, PACT) SET Transfer Student Follow-up Surveys

Library Services

Library Mission Statement

Macomb Community College Libraries support the educational, enrichment and economic development experiences provided by the college. Macomb library services are offered to students, faculty, staff, and community users. The libraries are intellectual hubs where ideas and creativity are encouraged through information access and library programming events.

Description

The Macomb Libraries are located at South and Center campuses. The libraries contain approximately 180,000 books, 300 print periodical titles, 50,000+ online periodical titles and 70,000+ videos in both online-streamed and DVD format.

Each location has over 40 computers available for accessing the library's online catalog and full-text articles. Students may use these computers for course-related research, using Microsoft Office programs, accessing their online course pages or email. Printing and copying are available for a nominal fee.

Electronic Information Resources

Through the library's direct subscriptions and Michigan eLibrary (MeL), online resources relevant to all areas of the curriculum are available to any library user. These include databases from Gale Cengage, ProQuest, Ebsco, and JSTOR. Resources are changed periodically. Please check with a reference librarian in order to determine the availability of a particular resource.

Current academic credit Macomb students, faculty and staff can access the library's online resources from off-campus by using their My Macomb username and password.

Borrowing from Other Libraries

- DALNET Get It Now!—Academic libraries from Detroit Area Library Network (DALNET), to which Macomb belongs, have agreed to lend books from their libraries to users from other DALNET academic libraries. Materials take about one week to arrive and can be picked up at the front desk of either campus library.
- MeLCat—Michigan eLibrary's catalog is a statewide resource-sharing initiative. Macomb users may request books from any other MeLCat participating library in Michigan and the materials will be sent to the campus location of their choice. Allow 1-2 weeks for materials to arrive.
- Interlibrary Loan (ILL)—For books or periodical articles not available from Macomb, DALNET or MeLCat, current academic credit students, faculty, and staff can request an interlibrary loan from a reference librarian. Library staff will request the article or book from another library in the United States. ILL materials typically take 1–2 weeks to arrive.

Library Instruction Sessions

Library faculty members trained in information literacy instruction are available to meet with your classes, either in the library's instruction room or in your mediated classroom. Librarians can provide an overview of library services and resources, give information helpful for citing resources, and provide strategies to assist students in finding, selecting, and critically analyzing potential research resources.

Library Subject Guides

An online library subject guide or LibGuide can be created for classes with library research requirements. LibGuides can highlight assignment-specific resources, connect students to online reference help through chat and email, and provide short online tutorials for searching specific databases.

Please contact either the South or Center Campus Reference Desk to speak with a librarian about scheduling library instruction sessions or creating a LibGuide for your class *http://www.macomb.edu/future-students/student-resources/library/contact-us.html.*

Collection Development Services

The library collections at Macomb reflect the curriculum taught at the college and the collaborative efforts of instructional and library faculty to acquire and maintain quality academic resources. Your suggestions about books, periodicals, videos, databases, and other media are appreciated and seriously considered.

Open Educational Resources

Are you looking for open educational resources (OER) and/or library e-resources as a replacement for, or supplement to, traditional course materials? Librarians can assist you in searching for possible options in OER and/or our subscribed/owned e-resources.

Learning Center Services

Subject Area Tutoring

The Learning Centers offers free, synchronous, group tutoring both on campus and online in a variety of subjects, including Accounting, Biology, Math, Chemistry, and Physics.

The Learning Centers employ both student and professional tutors. Student tutors must have received at least a B in the courses they wish to tutor. Professional tutors include Macomb instructors, professionals in their field, and past students who excelled in their courses and enjoy helping students. All tutors must apply through the Macomb applicant portal when a job is posted and attend training and professional development through our CRLA (College Reading and Learning Association) certification program

If you do not see tutoring for your area, contact the Learning Center at LearningCenters@macomb.edu and we will do our best to arrange support for your students.

Monarch English Café

In addition to subject area support, the Learning Centers also offer reading, writing, and conversational support for Macomb students whose first language is not English. These services are available for students taking any course, and are intended to help students develop their skills in English as they study their coursework.

Other Supports Available to Multilingual Students

• In-person conversational English groups (when possible and safe)

• Online conversational groups

• 1:1 conversational English practice

How to Connect with a Tutor

Schedules for all tutoring are available in the Learning Centers and at *https://macomb.mywconline.net*. Appointments are recommended for both online and on-campus tutoring sessions. Schedules change throughout the semester, so students should check for the most current one.

Special Services Support

Students who have declared a special service need and meet ADA requirements may be eligible to receive individual tutoring or other support services as appropriate. Determination of services is specified by Special Services counselors and coordinated with faculty and the Learning Centers. Services may include extended time, a test reader, scribe, adaptive equipment, individualized tutoring or any another reasonable and appropriate accommodation. Lead time varies with the services needed. It often takes a week or more to put in place accommodations depending on the individual situation. Each semester, Special Needs students must see a Special Services Counselor to initiate arrangements. Accommodations cannot be given without a referral from Special Services.

Note: Once determination of accommodations for students with disabilities has been completed, all departments must comply with providing those accommodations to be in compliance with ADA.

Student Testing

Students must bring a Macomb or official picture I.D., or have their picture in Datatel, in order to take a test. Lockers will be provided for all electronic and personal property, which is not allowed in the testing room. The directions of the faculty provided on the Examination Cover Sheet will be followed completely. Cell phones and most other electronic devices are prohibited in the testing room.

In addition to make-up tests, the Learning Centers, in cooperation with the departments, offer the following testing:

- Chemistry 1060 and 1170 Placement
- Foreign Language Placement
- PHYS 2220 Placement
- Nelson-Denny [Vocabulary and Comprehension]
- Departmental Credit by Exam
- Proctored exams and Contracted Testing (on a demand basis) for a fee (South Campus)
- CLEP [College Level Examination Program] (South Campus)
- DSST (Dantes Standardized Subject Test)

Note: The Learning Centers subscribe to the standards of the National College Testing Association.

Learning Center Testing Procedures for Faculty

Sometimes a student will miss a classroom test. In order to facilitate student success, the Learning Centers will proctor the occasional make-up test for faculty.

The procedures are:

1. Provide a copy of the test to the Learning Center.

2. Fill out the Examination Cover Sheet with explicit directions for Learning Center staff to follow. The electronic form (with optional exam upload) is accessible using this link:
   bit.ly/examcoversheet

   We will need the following:
   - Your name
   - Student's name
   - Student ID number
   - Student's email address

- Specific time allotted for the test
  (special needs accommodations must be clearly indicated)
- Test expiration date
- Allowable materials such as books, notes, calculators, dictionary, etc.
- Any special instructions the student needs to know
- Any special instructions for the Learning Center staff
- Instructor contact information
- If you are not picking up the test, please designate the person from your department who will do so.

3. Students must bring a picture I.D. each time they take an exam.

4. Learning Center staff will monitor students and note any irregularities. If students are caught cheating, we will notify the instructor via an incident report that will be included with the returned test. A Maxient report will be generated to document the academic integrity violation. You can direct test-related inquiries to: **testing@macomb.edu**

Note: The Learning Centers do not administer exams for entire classes, as we do not have the facilities to seat classes or to appropriately proctor them.

Classroom Visits and Tours

Classroom visits are available upon request. Arrangements for a classroom visit can be made by filling out the online form. Please give staff a few days' notice for a classroom visit so we can schedule someone to meet your class. Learning Center staff typically cover:

- Hours
- Tutoring and other academic services
- Makeup testing procedures
- Other resources

Learning Center tours are also welcome. Our staff will show the resources available to students, and will highlight the services of the Learning Center. Tours take approximately 15-20 minutes.

To schedule a Learning Center tour or visit, please complete our Class Visit form at: *https://bit.ly/lcrwsoutreach*

Other Resources Available

The Learning Center has a variety of other resources:

Maps, Models and Charts
Various anatomy and plant models, rocks, microscopes, slides and charts are available for student use. If your department wishes to place items in the Learning Center, please contact us to coordinate.

Books
Topics include basic math, grammar, study skills, style manuals, biology, geography and other books to support specific programs. If a faculty member has a resource they would like to have housed in the Learning Center, please call to make arrangements.

Student Success Calendars

Student Success Services has developed a calendar to help students manage their class, student and personal obligations. These calendars are available to download from our website and a limited number of copies are also available for free in the Learning Centers. This valuable tool is discussed during the Student Success Services' Time Management seminar at the beginning of each semester and has been incorporated into our CSSK (College Success Skills) course.

Test Bank

Some professors find it helpful to leave practice tests as a "practice bank" for students. If that would be of help for your classes, we would be glad to assist you with setting up this service.

Kurzweil

Kurzweil is software designed to convert text to voice. Its applications are intended to assist students with reading fluency and comprehension, vocabulary building and study skills. This is a valuable tool for special needs test accommodations.

Online Resources

The Learning Centers Canvas site features tutor-curated resources for students and faculty, printable tutoring schedules, and links to our online scheduling system.

Students and faculty can access our Canvas page at: *https://bit.ly/LCMacomb*

Learning Center Computer Labs

Each Learning Center has a computer lab that students can use for homework and study. These computers are intended for walk-in students to use to write papers, do homework, brush up on basic skills or use specific software to support classroom instruction. These computers can also be used to attend remote class sessions, as all are equipped with an integrated web cam. Students attending remote class are asked to provide their own headphones or earbuds. There are approximately 40 computers at each Learning Center.

Software varies at each campus, but specific curriculum software can be requested by contacting your Associate Dean. All software installation is coordinated with Computer Services and does require sufficient lead time for changes.

Reading and Writing Studio Services

Reading and Writing Consultations

The Reading and Writing Studios are a free resource for anyone at Macomb – students, staff, or faculty – who wishes to work with a certified Literacy Consultant on any reading or writing project, in class or out of class.

The Reading and Writing Studios employ both student and professional Literacy Consultants. Our professional Literacy Consultants all have at least a bachelor's degree and include Macomb instructors and professionals in their field. All Consultants must apply through the Macomb applicant portal when a job is posted and all go through training and professional development in our CRLA (College Reading and Learning Association) certification program.

How to Connect with a Consultant

Students, staff, or faculty may schedule their appointments on-site or online by visiting *https://mywco.com/macomb.*

Common Modes of Consultation

- Live 1:1 or group consultations online (video, synchronous)
- Live 1:1 on-ground consultations
- Written feedback (asynchronous)*

Due to the constraints of the Coronavirus, we have expanded our modes of tutoring to include asynchronous, written feedback, as well as our live, online and on-ground tutoring options. Our written feedback, like our live oral feedback, is framed in terms of students' writing goals, the kind of assignment (genre), and the effects of rhetorical choices. We do not proofread or edit students' papers because a hallmark of effective student support lies in helping students to make purposeful changes in their academic processes, rather than making those choices for them.

To Make an Appointment:
Students and Faculty can schedule an appointment at: *http://mywco.com/macomb*

Common Session Themes for Writing

- Understanding teacher expectations: identifying the assignment criteria
- Getting Started: Brainstorming and developing main ideas
- Organizing content and structuring the paper's format
- Documenting sources according to disciplinary expectations
- Improving clarity and coherence at the paragraph and sentence level
- Identifying and performing the situated expectations for standard grammar and mechanics

Common Session Themes for Reading

- Reading and comprehending complex, college-level texts
- Developing critical thinking through engaged reading and questioning
- Identifying textual patters writers use to signal readers to make connections

Online Resources

The Reading and Writing Studios Canvas site features resources for students and faculty, tips and strategies for reading more effectively and efficiently, strategies and software for collecting, annotating and organizing research for writing; tools to help writers incorporate sources using MLA, APA, and Chicago format styles; steps for responding effectively to written homework prompts; tools for organizing and developing essays, and modeled approaches for reading and responding to texts and/or online discussions.

Students and staff can visit our Canvas page at: *https://bit.ly/rwscanvas*

Student Workshops

The Reading and Writing Studios collaborate with Career Services (Student Success Seminars), college departments, and individual instructors to develop and deliver live and video workshops that respond to identified needs. Please contact the director to request a workshop or to discuss co-developing a unique workshop to help scaffold the disciplinary and professional literacy needs of students in your course.

Faculty Workshops

The Reading and Writing Studios collaborate with the CTL to develop and deliver workshops by request. Please reach out if you want to co-develop something unique for the professional development needs of faculty in your department.

Special Referrals and Academic Integrity Issues

We are pleased to work thoughtfully with students on academic integrity violations in ways that respond to the unique circumstances of their violation. Please work with the Dean of Students for all violations. The Dean's office will reach out to the Reading and Writing Studios, when appropriate, for responsive restitutions.

For more information, contact:

Daniel Brengel, Director
Learning Center and Reading and Writing Studios
brengeld365@macomb.edu
586.445.7604

Leah Bublitz, Manager, Center Campus
bublitzl57@macomb.edu
586.447.8663

Karen Clerk, Manager, South Campus
clerkk@macomb.edu
586.498.4183

Kate Lutes, Coordinator, Special Projects & Outreach
lutesk01@macomb.edu
586.416.5217

Department Information

- **Academic Calendar—Dates to Remember**
- **Campus Mailbox, Voicemail and Email**
- **Department Office Assistance / Requisition of Supplies**
- **Faculty Absences**
- **Textbook Selection**

Academic Calendar—Dates to Remember

First Day of Fall 2022 Classes:
August start (16-week classes) August 22

First Day of Winter 2023 Classes:
January start (16-week classes) January 9

No Classes held on:
Monday, September 5 (Labor Day)

Tuesday, November 22 (Organizational Day)

Wednesday, November 23 through Saturday, November 26 (Thanksgiving Holiday)

Monday, January 16 (MLK Holiday)

Monday, March 6 through Saturday, March 11 (Spring Break Week)

Friday, April 7 and Saturday, April 9 (Easter Holiday)

Tuesday, May 9 (Institutional Development Day)

Monday, May 29 (Memorial Day Holiday)

Tuesday, July 4 (Independence Day Holiday)

Campus Mailbox, Voicemail and Email

Mailbox

Campus mailboxes are assigned to all adjunct faculty. Per the college's Acceptable Use of Information Technology Policy, faculty and staff **must use their college-issued email account** for all college-related correspondence. Special bulletins, messages and other materials are placed in your campus mailbox. Please check your mailbox daily for all messages from students and staff. Your department office will assign the location of your campus mailbox.

Voicemail and Email

Faculty assigned to an office will have voicemail established through the Telecommunications Department. Your department's administrative assistant will also have you complete a System User I.D. and Network Security Request Form to establish a macomb.edu email account. Please see additional IT security information in Section 6.

To access your Macomb email account, log in to My Macomb and select Office 365 from the Get To Campus menu.

Email is the preferred method of communication between faculty and staff.

Department Office Assistance

Clerical Assistance

Clerical assistance is available to full-time faculty (typing of exams, handouts, course outlines, etc.). When you need assistance, request it from your department's administrative assistant. To ensure that your documents are ready on time and prepared to your specifications, please follow the suggested department timelines. Some offices may need more time and may require the filling out of request forms. Always follow the procedure for your department.

Photocopies for exams, classroom handouts or other multi-page documents, must be ordered online using My Macomb Orders—Quick Copy. First time users need to register using their network login and password. Instructions on how to place a copy order are available on the My Macomb Orders home page, which is found on My Macomb under Campus Applications. Most copy orders will be processed and available for pickup within two business days. For questions, please contact South Campus Copy Center at 586.445.7451 or Center Campus Copy Center at 586.286.2112. In special cases, copies less than 30 pages may be made using the copier in your department office.

The department administrative assistants are prepared to help you with college business and can advise you on departmental procedures.

Requisition of Supplies

All textbooks and special-order supplies should be requested through your departmental administrative assistant. Requests should be clear and complete in detail. Some requisitions may need the approval/signature of your Associate Dean.

Faculty Absences

It shall be the responsibility of the faculty member to report any absence to their immediate supervisor or Associate Dean. If possible, a substitute instructor might be arranged to cover the class. It shall be incumbent upon the faculty member to ensure that appropriate forms and notification are completed in reporting of the absence. There shall be no charge to leave banks for days in which the college is canceled because of inclement weather, acts of God or civil disaster.

Please check with your Associate Dean for the proper department procedures for reporting of absences. More information on absences and leave time is provided in your faculty contract.

Textbook Selection

Textbook selection for the upcoming academic year occurs usually during the summer months in conjunction with Follett bookstore. Course textbooks are usually selected for the year, although minimal changes are sometimes made. Please check your department Area Plan and with your Associate Dean for specific information relative to your courses.

The Classroom

- **Official Course Syllabus**
- **Syllabus Review**
- **First Day Handouts**
- **Classroom Management**
- **College Emergency Procedures**

Official Course Syllabus

Each course that you teach has an Official Course Syllabus that has been reviewed and approved by the Curriculum Committee and the Provost. These syllabi are filed in the college catalog as part of the course description, which is accessed through Macomb's homepage. On the home page, click on **Find a Program**. The link to the college catalog is in the second paragraph or from your search browser: *www.ecatalog.macomb.edu*

Here are the steps to view and print an official course syllabus from the catalog home page:

1. At the **College Catalog** homepage, click **Course Descriptions/Official Course Syllabi** on the left side navigation pane.

2. At the **Course Descriptions/Official Course Syllabi** page, select the course prefix from the prefix drop-down menu and click **Filter**. Your list of courses will appear below.

3. At the list of courses, click the course number and course title to display your Official Course Syllabus.

4. Once the syllabus displays, **click the Printer icon** at the top right. When the PDF document displays you can copy and paste syllabus sections into your First Day Handout.

Note that at Macomb, the Course Syllabus is different from the First Day Handout. The Course Syllabus includes the information that applies to all sections of the course being taught. The First Day Handout includes information (assignments, grading, your classroom policies, etc.) that is specific to your section of the course. (See the next section for information on the First Day Handout.)

Your department will be able to provide you with a copy of your Course Syllabus. You can also access your Course Syllabus via the My Macomb Staff portal.

Syllabus Review

Full-time faculty members who teach a particular course could have the responsibility to specify, in writing, a collective statement of course content, course goals and prerequisite skill levels for sequence courses. This collective statement for each college course must be filed in syllabus form with the instructional supervisor or Associate Dean. Subsequently, all course syllabi must be reviewed every other academic year, and if necessary, revised by the lead faculty member(s) in the area who teach the course. Information on Syllabus Review will be communicated by the Office of Academic Development.

First Day Handouts

The First Day Handout is a printed or printable document distributed to students on the first day of class. It is the individual instructor's specific class policies that will govern only that section of a course. Copies of your First Day Handouts should be given to your

Associate Dean or Director during the first week of class. First Day Handout templates are provided to help you make certain that all necessary information concerning your course is provided to your students. First Day Handout templates for both an online and on-ground course are located on the CTL web page at: My Macomb> Staff Bookmarks> Center for Teaching and Learning> Forms.

Classroom Management

The Respectful Learning Environment

The college classroom can be one of the most positive and fulfilling places one can be at. It is our privilege to engage the growing minds of our students and share our knowledge and experience. But, with this privilege comes responsibilities, usually welcoming, but sometimes challenging. Below are a few tips on how to approach your classroom and make this time positive and engaging for your students.

1. Respect your students and they will respect you. You are their teacher, guide, mentor and/or coach. Take a moment to concentrate on your students as unique individuals with their strengths and weaknesses. A few minutes of this will pay off quickly. Students respond to your interest and respect with respect for you.

2. It should go without saying, but refrain from making any remarks in regards to race, gender, religion, etc. Never ridicule a student or draw undue attention to them.

3. You set the tone for your classroom. Make sure it is a healthy and respectful environment that focuses on learning and growth. Students should feel good when they walk into your classroom and feel comfortable that they are there to participate in a learning environment. You should feel comfortable there, too.

4. Always be organized and prepared for class. Students will immediately know if you are not prepared. It will cost you in the long run.

5. Make sure your expectations are clearly stated in your First Day Handout.

6. Make sure your expectations are reasonable. Dictatorial classrooms just don't work. Macomb students are adults; most of them work and go to school. A reasonable approach goes much farther than an ultimatum. Only make expectations you will also follow.

7. Be fair and equitable to all.

8. From time to time, you may encounter a behavior issue in your classroom. First, mentally assess the situation. For most minor disruptions all you need to do is stop talking for a minute. This will get the disruptive students' attention, and behavior normally changes. If not, simply say, "OK, let's all quiet down now" or some similar statement and then proceed. Sometimes moving closer to the students who are creating a disturbance will also help restore order.
   If inappropriate behavior is a regular occurrence, does not stop, or you have one instance of significantly inappropriate behavior, take the student aside and privately explain to him/her that their behavior is not appropriate for your classroom and it will need to be stopped.
   In the unlikely event that the behavior continues, or you encounter a behavior that is so egregious you cannot continue to teach, stop and ask the student to leave. If the student refuses to leave, go to the telephone in your classroom and dial 911. This call rings at the College Police Station, showing your classroom number. Ask the police to come and escort the student out. Immediately following class, report the incident to your Associate Dean, who will follow up appropriately.

Tip: The College Police have enacted a procedure you can use to alert them to an emergency when you do not want people around you to know that you are calling in an emergency.

Go to the phone, dial 911, and use the word NORA in your conversation. i.e. 'Please tell NORA that I need her to look at the video equipment.' NORA stands for 'Need Officer Right Away.' The person who answers the phone will immediately dispatch an officer to your classroom.

Please note that permanent removal from the classroom requires a student conduct hearing with the Associate Dean of Student Success or designee. If you feel this is important, be sure to let your Associate Dean know for follow up AND file a Maxient report, which can be found on My Macomb under Campus Applications.

Quick link to form:
https://cm.maxient.com/reportingform.php?MacombCC&layout_id=0

You can find the **Quick Reference Guide for Instructors on Student Classroom Misconduct** in the Appendix of this Handbook. This is a detailed reference guide for specific issues you may encounter in your classroom.

The **College Rules and Regulations** defines appropriate and inappropriate behavior for students and staff. Article V, Student Conduct, will frequently cover most behavior issues that we encounter at the college. Article V states:

A student's behavior at Macomb Community College must comport with educational processes and should not disrupt teaching, learning or the orderly conduct of business. Any misconduct that interferes with the educational mission of the college is a serious offense for which the student will be subject to disciplinary action by his/her teacher and/or other college personnel.

Section A: No student shall conduct himself/herself in such a way as to deprive others of an orderly atmosphere for study.

Section B: Each student is expected to comply with the classroom regulations of an individual teacher as established by the teacher in writing at the beginning of the term.

Tip: Common sense and the safety of students, faculty and staff always needs to take precedent. When in doubt, call College Police. If the matter can wait, consult with your Associate Dean.

College Emergency Procedures

College Police—Dialing 911

If you or a student is injured on campus, or if you have a confrontation with any individuals on campus, dial 911 on a college phone. College phones are located in all classrooms. Your call will come into the College Police dispatcher. Dialing 911 on all college phones at the satellite campuses (M-TEC℠, Emergency Service Training Center) will also connect to College Police.

IMPORTANT: If you dial 911 on your cell phone, your call will go to the Warren or Clinton Township Police Department, depending on which campus you are calling from. Upon receiving any 911 calls from the college, the police department will forward the request to College Police. (Warren and Clinton Township will not respond to 911 calls unless requested by College Police.)

During an emergency, it is not unusual for 911 lines to become overloaded with callers. Use good judgment when calling 911.

Call only to report emergency situations. Be prepared to give the 911 dispatcher concise, relevant information, and stay on the phone with the dispatcher.

NORA

Should an employee have problems in the classroom or office, the procedure is to either remove the receiver from its cradle, or press "speaker," and dial 911. It is not necessary to say anything as the call will be routed to the emergency phone in the College Police office and an officer(s) will be dispatched to the scene as the phone displays the building, room and extension numbers.

If possible, talk with the dispatcher using the code word "NORA" in a sentence such as "tell NORA to cancel my appointment." This alerts the dispatcher that you "Need Officer Right Away."

Emergency Notification System

The college has two alarm systems. The first alarm system is the fire alarm. In case of a fire alarm, you must evacuate the building immediately. Persons who do not evacuate during a fire alarm could be prosecuted. Faculty should be prepared to account for their students and keep them together as a group. When evacuating, remember to turn off the lights and lock your office or classroom behind you. Remain calm and walk—do not run. Once outside the building, keep at least 100 feet from the building and any emergency vehicles. Move toward the outer edge of campus. Stay outside the building until police or fire personnel have given an "All Clear" announcement.

The second system is the Emergency Notification System.

This system operates in conjunction with the telephones that are located in the classrooms, hallways and offices. When this system is activated, the telephone will go off with a very unusual sound. In the window of the phone it will detail what emergency exists. This system can be used for a variety of emergencies, but for the most part, it will be used for inclement weather warnings. Should the inclement weather (tornadoes, heavy rain, etc.) warning be activated, then all buildings in the South Campus quad area (buildings B, C, D, E, F, G, J and K) should evacuate to the interior of the building away from windows/glass, or the public restrooms, or the tunnels. All other buildings at the college, including those at East Campus, M-TEC[SM], College Park Annex, and Center Campus, will evacuate to the interior of the building away from the windows.

Emergency Alarms

Emergency fire pulls, for use in case of fire, are located on the corridor walls and usually near exits in each building. If you activate one of these fire pulls, it will sound an audible local alarm for that building and notify the College Police. In addition to the fire pulls, Emergency Guidelines information posters are located in each classroom by the telephone. These posters give additional instructions for a variety of emergencies. In general, get outside and away from danger (unless there is a tornado warning). Severe Weather Shelter signs are posted at designated safe shelter areas.

Emergency Closing of the College

The Vice President for Business is responsible for advising leadership regarding closing any of the four campuses or extension centers in an emergency (e.g., inclement weather). College officials will inform the local media. In addition, the information regarding college closures will be posted on the college website and on the student and staff hotline, 586.445.7800.

For the most current and accurate information, please check the college's website first at: *www.macomb.edu.*

Emergency Messaging Alert System

Macomb Community College offers an emergency messaging alert system as part of its comprehensive emergency preparedness plan to quickly notify students, faculty and staff of campus emergencies or campus closures via SMS text message, email, voice message or any combination of the three.

To activate or update your account, visit: *www.my.macomb.edu* and click on **Emergency Messaging Alerts.**

Emergency Telephones "Blue Light Phones"

Emergency "blue light" outdoor telephones are located on the grounds of all four campuses.

South Campus:

- Staff Lot #1 near C building sidewalk
- East entrance of K building
- Sidewalk, East of Lots #2 and #3
- South side of S building
- East side of M building
- East side of J building at Lot #4
- North side of K building, top of ramp
- Southwest side of P building
- Quad between D and E building
- N Building parking lot

Center Campus

- A building Lot #2
- D building Lot #3
- E building east side
- G building east side
- I building north side
- J building south side
- K building North
- K building South
- N building Lot #10 west side
- N building south east side
- P building North
- P building South
- R building Lot #11
- S building east side

University Center

- UC-1 Staff Lot #5A
- UC1-2 north near tunnel
- UC-2 Lot #5B
- UC-3 Northwest side
- UC-3 Southeast side
- UC-4 West side

East Campus

- North Parking Lot
- Fire Tower

M-TEC^{SM}

- West side of building

Spilling of Blood or Other Body Fluids

If an accident or illness occurs that involves the spilling of blood or other body fluids, the College Police should be called immediately. They will notify Plant Operations.

If the injury is serious, outside emergency services will be summoned by College Police. Until help arrives, avoid contact with the contaminated area. Maintenance personnel will clean up the area and disinfect.

If possible, for minor injuries, it is advisable to let the injured party treat his or her own wound. If assisting the victim, protective gloves should be worn.

Hazardous Materials

The Michigan Right-To-Know Law requires posting of M.S.D.S. (Material Safety Data Sheets on Chemicals) signs in work areas using chemicals that could be hazardous. These signs are black and white. If a chemical spill should occur, dial 911 on a college phone for assistance and follow safety precautions in the procedures for that area.

My Macomb

- **My Macomb Staff Portal**
- **Self-Service for Faculty**
- **Login Procedures**
- **Accessing Your Class Roster**
- **Academic Alert / Commendation (Macomb Success Link)**
- **Grading**
- **Adjunct Availability for Class Selection**

My Macomb Staff Portal

The My Macomb Staff Portal is an internal web page that contains useful information for faculty and staff of Macomb Community College. Access is restricted to faculty and staff. Here you will find information and resources such as employee contracts, organizational charts, academic calendars, links to the college catalog and official course syllabi catalog, various college forms, and Board of Trustees and Learning Unit academic policies and guidelines.

To access **My Macomb Staff Portal:**

- From *www.macomb.edu*, click on **My Macomb**
- Log in with your Username and Password, if prompted
- From the **Get To** menu, select the application desired, such as Self Service or Canvas

Self-Service for Faculty

Class rosters and other student information are available through My Macomb Self-Service for Faculty, which is accessible on the MyMacomb Staff portal. Self-Service provides faculty members with real-time information about their class schedules, student rosters, advisees, grading, personal information and more. It allows faculty members to view their class rosters, enter grades, search for open classes, view their scheduled classes and view their students' college-related information.

Help screens are available for many of the screens. Click on the "Help" link close to the top corner of the screen for screen information and instructions.

Login Procedures

Each time you access My Macomb, you will need to log in. Mobile devices, tablets and iPads can be used with My Macomb.

For your convenience, the Self-Service Menu for Faculty is available daily except for scheduled maintenance from 12 midnight to 1:30am. The system is unavailable on Sundays from 6am to 12 noon.

Accessing Your Class Roster

It is vital that faculty take attendance at every class session. A student whose name does not appear on your class roster must be referred to the Office of Records & Registration. To access your current class roster, follow these steps:

1. Go to *www.macomb.edu*. Click on **My Macomb**
2. Log in with your Username and Password

3. Select **Self-Service**

4. From the Self-Service Welcome Window select **Faculty**

5. Click on your **Section** title to view your course roster

To go back to the class list to select another class, click on Go Back (do not use the browser back arrow at the top of your screen).

> **NOTE:** Rosters can also be accessed through Macomb's Learning Management System, once you have received training through the Center for Teaching and Learning.

If you have difficulties logging in to My Macomb or have forgotten your password and you are off-campus, please contact the Service Desk at 586.445.7156 or email *servicedesk@ macomb.edu*. If you are on-campus, you can call or stop by the Center for Teaching & Learning (CTL) for assistance.

> **Email: ctlsupport@macomb.edu**
> **CTL Locations:**
> **South Campus, J120**
> **Center Campus, C127**

Academic Alert/Commendation (Macomb Success Link)

At any time during the semester, faculty may send their students an email indicating an academic alert or commendation. The system offers three alert levels:

- **Commendations:** to encourage students excelling or showing improvement in class
- **Medium-level alerts:** to flag concerns that might result in serious consequences if left unresolved
- **High-level alerts:** to indicate an immediate danger of failure or other serious consequences

In addition, this system allows service areas to close the communication loop by informing instructors when someone from a service area (academic advising, counseling, reading and writing studios, special services, SOS, student services labs, student success coaches, tutoring, etc.) follows up with student.

To issue an academic alert or commendation:

1. Go to *www.macomb.edu*

2. Click on **MyMacomb**

3. Log in with your Username and Password

4. Scroll down to **Campus Applications**

5. Click on **Macomb Success Link**

6. Click **Login** with **Macomb Single Sign On**

7. The **Course Alerts** page will display

8. Select the **Class**

9. Select a **Student**

10. Select **New Alert**

11. Select an alert level (commendation/medium/high)

12. Select the specific concern(s) for the student

13. Select the actions the student should take

14. Select actions (if any) support staff assigned to resolve alerts should take to assist student
*If no follow-up needed by support staff, please check "no action needed." Support staff will resolve <u>without</u> further follow-up.

15. Enter special notes of relevance for the support staff assigned to resolve the alert

16. Scroll down to the bottom of the page

17. Select **Preview Student Email** to review before sending the email

18. Click **Send** to send the email

Repeat steps for each student on your roster

Sample academic alert/commendation letters are located in the Appendix.

Grading

Before you log in to Self-Service for Faculty to post your grades, it is a good idea to have your students' grades in alphabetic order with the grades calculated, including last dates of attendance and/or expiration date, ready to input. Grades are due three business days after the class officially ends. The failure to submit grades in a timely fashion may adversely affect a student's financial aid status, graduation status, probationary status, veteran and military benefits, or ability to transfer credits to another institution.

To post student grades:

Please view the tutorial video on grading: *https://macomb.techsmithrelay.com/DyKa*

1. Go to *www.macomb.edu*

2. Click on **My Macomb** (located on the homepage)

3. From the **Self-Service** menu, choose **Faculty**

4. In **Faculty Overview** choose the course you would like to grade

5. Click on the **Grading tab** underneath the course information

6. Select the **Final Grade tab** to enter final grades

7. You can select the grades from the drop-down menu, or you can click into the field and enter the letter grade

8. Grades are saved automatically once entered

9. To grade another roster, click on the **Back to Courses** link at the top of the page under Section Details

10. When you are done using Grading, always remember to click **Log Out**. It is also recommended you close out of your browser

If you have any questions, please contact the Service Desk at 586.445.7156 or send an email to servicedesk@macomb.edu (not available on weekends).

Additional Grading Notes

Grading Scale
The following grades are used at Macomb: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E, I (incomplete) and NS (no show). The grades of "P" and "F" may only be used for courses that are predesignated as Pass/Fail.

Failing Grades

"E" grades and "F" (pass/fail only) grades require that you enter a last date of attendance in the following format "mmddyy" (i.e., 092109 for September 21, 2009). WebAdvisor will not accept a grade of "E" or "F" without a last date of attendance. Please do not assign the "F" grade unless the class is predesignated as Pass/Fail.

Incomplete Grades

The Incomplete Grade Policy states an "I" (incomplete) grade is reserved for situations when a student needs to complete, at most, one-fourth of the work for the semester. If the student is unable to complete the term, an "I" (incomplete) grade may be recorded. The student and instructor will complete a faculty/student contract form outlining the necessary requirements needed to complete the class.

Once the student completes the necessary requirements for the class, a Change of Grade form and a copy of the faculty/student contract must be submitted for the student to receive a grade greater than an "E." For those "I" (incomplete) grades that are not changed by the expiration date, the "I" (incomplete) grade will default to an "E." Contact your department for the Incomplete Grade Contract Form.

Incomplete "I" grades require you to enter a last date of attendance and an expiration date in the following format "mmddyy" (i.e., 091509 for September 15, 2009). WebAdvisor will not accept an "I" grade without a last date of attendance and an expiration date. Please use 0515 as the expiration date for fall classes and 1215 for winter and spring/summer classes along with the appropriate year (2-digit 09, 10, etc.)

Failure to Attend Class (NS Grade)

Students who do not attend an on-ground or online class by the end of the third week of class (for sections running four (4) weeks or more) or by the end of the third day of class (for sections running three (3) weeks or less) are considered a "no show" and will receive a grade of "NS"— No Show. For students enrolled in an online class, attendance must include meaningful interaction in the class beyond just signing in or sending an email to the instructor.

Examples of meaningful interactions include, but are not limited to:
- Responding to a discussion question
- Taking a quiz
- Completing an assignment
- Participating in group work
- A response to an activity within the online class

Receiving an NS Grade will impact students receiving the following funds/benefits:

Financial Aid and NS Grade

Students receiving an NS symbol will be required to repay the portion of financial aid applicable to the class(es) not attended. The student will receive an invoice for repayment. Failure to repay any state/institutional debt will result in referral of the student's debt to the college's collection agency.

Federal Veteran's Benefits and NS Grade

Students receiving an NS symbol will be reported to the Veteran's Administration (VA) Office. The VA Office will contact the student regarding possible repayment of funds for which the student was not entitled.

F1 International Status and NS Grade

Students receiving an NS symbol will be reported to the U.S. Department of Homeland Security for violation of immigration policies. The student may be contacted by this office regarding possible sanctions for non-attendance.

Student Withdrawals

The "W" grade may only be given to students who officially withdraw from class and properly complete a Class Withdrawal Form. Students who officially withdraw during the first three-quarters (3/4) of a class/semester shall receive a "W" symbol for that semester. Students may not officially withdraw during the last quarter (1/4) of a class/semester, and must be given an A, B, C, D, E, or I grade.

Students who have officially withdrawn from a class will not appear on your grade roster; therefore, a faculty member should never assign a "W" grade.

Grading Roster

If a student's name does not appear on your grading roster, the student was not registered for the class and is not entitled to a grade. A student whose name does not appear on your class roster must be referred to the Office of Records & Registration. In the future, this situation can be avoided by periodically running a class roster for accuracy.

If you have any questions or need additional information regarding submitting your grades through Faculty Self-Service, please call during regular business hours, one of the following persons:

> **Lauren Ford, Manager, Records & Registration, 586.286.2206**
> **Jessica Hurst, Manager, Records & Registration, 586.286.2206**
> **Melissa Zilka, Coordinator of Registration, 586.445.7187**

Adjunct Availability for Class Selection

During the current semester, adjunct faculty will receive a notice from their Associate Dean about their availability for a possible class assignment for the following semester.

To submit your availability, follow these steps:

1. From My Macomb, select **Self-Service**

   After being directed to the Self-Service home page:

2. Select the hamburger menu button in the top left of the home page
3. Select **Daily Work**, then **Faculty**, then **My Availability**

Note: Submitting your availability does not guarantee you will receive a class, but it lets your Associate Dean know that you are interested in teaching again next semester.

Client Technologies and IT Security

- **Client Technologies**
- **Service Desk**
- **AV Technologies**
- **Computer Services**
  - **Academic**
  - **Administrative**
- **IT Security**

Client Technologies

Client Technologies consists of three major technical support strands: Service Desk, AV Technologies and Computer Services. All three groups are under the direction of Chris Brockett, Director of IT, Client Technologies.

Service Desk

The Service Desk is the single point of contact for all information technology issues and support. Call 586.445.7156 (or *1 from any campus phone) or visit our portal at *service.macomb.edu*

Hours of Operation
Full Support
Monday–Friday 7:30am–5:00pm
Saturday & Sunday Closed

Service Desk Hours
Monday–Thursday 7:30am–7:00pm
Friday 7:30am–5:30pm
Saturday & Sunday Closed

Limited Support
Monday–Thursday 7:00pm–12:00am
Friday 5:30pm–12am
Saturday & Sunday 8am–8pm

AV Technologies

Providing equipment for faculty, staff and students, the AV Departments are located at both Center and South Campus. South Campus provides support to M-TEC[SM], and Center Campus provides support to East Campus. AV technologies support faculty using mediation in the classrooms and handles reservations and delivery of instructional equipment for classroom use. Reservations are requested a minimum of 96 hours in advance.

To reserve audio visual resources, please contact the Service Desk at 586.445.7156 (or *1 from a campus phone) or visit our portal at *service.macomb.edu*. Coordination of all electronic repairs for classrooms, offices and support staff is the main work component of the Electronics department. The staff supplies support for complex technology requirements for college events.

Client Technologies—Academic

The Client Technologies staff supports all classrooms and labs with computer equipment at all college locations. The staff provides support for computer hardware and software installations in classrooms. New software installations are developed in advance of the semester and should be coordinated with Client Technologies where assistance with specifying and ordering new equipment and/or software is provided.

Client Technologies—Administrative

The Computer Services staff supports all hardware and software located in offices and administrative areas at all college locations. Information on hardware and software standards can be found on *service.macomb.edu* in the 'Hardware FAQ' knowledge base.

Assistance with specifying and ordering standard or non-standard equipment and/or software is provided.

For assistance, please contact the Service Desk at 586.445.7156 (or *1 from a campus phone) or visit our portal at *service.macomb.edu*

Information Technology Security

College policies governing the use of information technology resources are available on the My Macomb homepage under:

My Macomb>Staff>Business Office>Communications & IT

These policies are designed to guide students, faculty and staff in the acceptable use of computer systems, networks and other information technology resources at Macomb.

The following are some tips to protect your personal information and that of others:

1. Never use all or part of your college login ID, email address or password for an online account elsewhere

2. Never follow a link ("click here" or similar) in what appears to be a legitimate e-mail to "confirm" your account, "upgrade" your account, etc. and never enter your credentials at the destination page. Always open a new browser window, key in the URL of the page you wish to visit and enter your credentials.

3. Report suspicious emails to the Service Desk, do not forward

4. Use VPN when using your college laptop off campus

5. Always install software updates as soon as they are available.

Student Support Services

- **Counseling and Academic Advising**
- **Special Services**
- **Student Options for Success**
- **Title IX Information for Faculty**
- **Career Services**
- **Student Success Seminars**
- **Records & Registration (FERPA)**
- **Financial Aid**

Counseling and Academic Advising

…A Student's Ladder to Academic Achievement and Personal Success

Our Counseling and Academic Advising staff is dedicated to helping students achieve academic and personal success through informed planning and decision making. Taking full advantage of their experience at Macomb Community College will bring them closer to attaining their educational goals.

General services that are provided include:

- Assistance in getting started at Macomb Community College
- Exploring our Certificate and Degree programs
- Discussing career paths in business, health, public service, technology and liberal arts
- Learning about taking courses at Macomb and transferring into a bachelor's degree
- Programs offered at the University Center

Academic Advising

If a student has decided what program they're interested in, our academic advisors are available by appointment and on a walk-in basis to help with their Macomb program or major and school of transfer.

Academic Advisors help students:

- Understand and explain the getting started process
- Get the most out of New Student Orientation
- Obtain information about placement testing, programs at Macomb and the registration process
- Select classes for associate degree and certificate programs
- Understand Macomb's graduation requirements
- Identify appropriate Macomb coursework to be completed before transferring to a four-year institution
- Understand Macomb's catalog and schedule of classes
- Become familiar with college policies and procedures, and student rights and responsibilities
- Seek the appropriate college resources

Counseling

Many students are undecided about a career or major. Most, in fact, have some uncertainty at first about where to focus their efforts and talents. Fortunately, Macomb is a great college for exploring the possibilities, and our counselors are dedicated to helping students get started. Whether they have a general idea of what they want to do or no idea at all, our counseling staff can help them create a unique path toward a rewarding college experience and the career that fits their unique interests.

Counselors help students:

- Identify interests, aptitudes and skills
- Explore an area of interest
- Decide upon a major
- Choose a college/university for transfer (if applicable)
- Plan courses
- Graduate!

To find out more about the Counseling and Academic Advising office, please call or visit us at:

> **Center Campus, H103 • 586.445.7999**
> **South Campus, G370 • 586.445.7999**
> **askanadvisor@macomb.edu**
> **counseling@macomb.edu**

> **Hours of Operation**
> **Monday & Tuesday 8:00 am–5:30 pm**
> **Wednesday, Thursday & Friday 8:00 am–4:30 pm**

Special Services

Special Services counselors work with students who need assistance to succeed in college due to a physical disability, learning disability, insufficient academic skills or language barrier. We work with students to help identify career options and develop a personalized education plan.

Our staff helps with all of the services available through Counseling and Academic Advising, along with the following:

- Specialized counseling
- Evaluation of student interest and abilities
- Career awareness and exploration
- Networking within the college and agencies
- Referrals for tutoring to the Learning Center
- Alternative testing arrangements
- Coordination of services such as:
  - Captionists
  - FM equipment
  - Interpreters
  - Note takers
- Alternate format textbooks (may take a month or more to obtain)
- Public Communication Service
  (Macomb uses a Sorenson VRS Unit)

Campus Accessibility

In compliance with Section 504 of the Rehabilitation Act of 1973 and the American Disability Act of 1991, academic accommodations will be provided to students who have a documented disability.

Our buildings are equipped with special runways, elevators, handrails and specially constructed facilities to make student movement and use easier.

Elevator keys are available through the College Police Department at both campuses.

For access to Special Parking, please contact your local Secretary of State for a special parking sticker.

For more information about Special Services areas, please call or visit us at:

> **Center Campus, H103 • 586.286.2237**
> **South Campus, G370 • 586.445.7420**
> **specialservices@macomb.edu**

> **Hours of Operation**
> **Monday & Tuesday 8:00 am–5:30 pm**
> **Wednesday, Thursday & Friday 8:00 am–4:30 pm**

Student Options for Success (SOS)

Student Options for Success (SOS) works with students to address non-academic barriers that can get in the way of students achieving their academic goals. Students are connected to college resources, local agencies and statewide programs that can assist with housing, childcare, food, healthcare, utility assistance, and other basic needs. Any student can contact SOS to find out the supports that may be available for them. The office also acts as a liaison for Michigan Works! clients.

For more information on SOS, please call or visit:

> **South Campus, G370**
> **Center Campus, H103**
> **586.447.8609 or sos@macomb.edu**

Title IX Information for Faculty

Title IX of the education amendments of 1972 states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Macomb Community College is committed to maintaining a campus environment that is free from sexual misconduct, including harassment and retaliation. Sexual misconduct is unwelcome conduct, based on sex or on gender stereotypes, that is sufficiently serious to limit or deny a student's ability to participate in or benefit from the college's educational programs.

If you believe you have been sexually harassed or discriminated against, you should report that behavior as soon as possible, so that the college may conduct a thorough investigation. To report a Title IX complaint, complete a Title IX Complaint form located on the My Macomb webpage, or contact:

> **Jill M. Thomas-Little**
> **Title IX Coordinator**
> **South, D310 • 586.445.7242**
> **titleix@macomb.edu**

To report non-Title IX complaints involving students, contact the Dean of Student Success office at 586.445.7408 or deanofstudents@macomb.edu.

Career Services

Macomb Community College Career Services offers current and former students, recent alumni and employers' valuable resources all in an accessible and customer-friendly environment. Resources available include career and college information, informational workshops, job-seeker preparation and career exploration events.

For more information, contact:

careerservices@macomb.edu
586.445.7321
Center Campus, H109 • South Campus, G309

Let us Visit Your Classroom

Let one of our Career Services career specialists visit your class! We provide support to you by introducing students to our services as well as hosting seminars on career-related topics, such as resume writing, job-search strategies and interviewing skills. You may also choose to schedule a tour of Career Services allowing your class to visit the office and learn about our resources and services.

We Help Students Find Jobs

If your students are looking for employment, Career Services is here to help! Career Services provides a variety of job-seeker services including one-on-one resume critiquing, interview preparation, and professional networking guidance.

MacombCareerLink offers a wide variety of opportunities available to your students seeking internships and employment. This online, 24/7 access to employers and jobs provides the best connections for your students.

www.macomb.edu/mcl-student

By referring your students to our office, you can trust that we will assist at any step along their educational pathway.

We Pride Ourselves on Employer Development

Employers would like to develop mutually beneficial relationships with faculty, and we can provide many forms of support in facilitating that connection. We are happy to work directly with employers who are targeting students in a particular program of study. We also have resources to help faculty with their role in assisting students in their job search.

We Offer Interactive Career Events

Career Services offers free informational workshops, job-seeker preparation and career exploration events. These events are tailored and executed to meet the job-search needs of your students. Additionally, each spring, our office hosts a Job Fair, which provides excellent opportunities for your students to meet representatives from the companies in their industries of choice and establish a network of contacts. We will help your students research the employers beforehand and provide tips so they are prepared to effectively engage recruiters.

Student Success Seminars

Student Success Seminars provide educational opportunities for students to gain knowledge and skills that will help them succeed in college. Sessions are categorized by academic, career and personal areas and are offered multiple times during the week at both campuses and online, in an hour to hour-and-a-half time slots. A wide variety of topics are offered such as Textbook Reading Strategies, Note-Taking, Stress Management, Resume Success and Exploring Career Pathways. The sessions provide an active, hands-on learning environment of these skills.

Students attend by registering for these sessions with Career Services or may attend on a drop-in basis. They receive Continuing Education Credits (CEU's) on their Non-Academic Credit Transcript if they have attended the full seminar. Students can access their transcripts through My Macomb Self-Service. If faculty wishes to award extra credit for attending the seminars, please ask the students to provide a copy of their Non-Academic Credit Transcript. Over 2,000 students attend these seminars over the course of the academic year (fall, winter & summer).

For informational fliers about the seminars to give to your students, please contact careerservices@macomb.edu or call 586.445.7321. The schedules are also available on the Career Services webpage and the college calendar.

Records & Registration (FERPA)

FERPA (Family Educational Rights and Privacy Act) is a federal law passed by Congress in 1974 that grants four specific rights to the adult student as follows:

- The right to inspect and review the student's educational record
- The right to request the amendment of the student's educational record
- The right to consent to disclosure of the student's educational record
- The right to file a complaint concerning alleged failures by Macomb Community College to comply with the requirements of FERPA to the United States Department of Education in Washington

FERPA applies to the educational records of persons who are or have been in attendance at postsecondary institutions. FERPA does not apply to records of applicants for admission who are denied acceptance or, if accepted, do not attend an institution.

What is a Student Educational Record?

A student educational record includes all data, any form (paper, film, electronic, etc.) owned by the college and used to conduct business by school officials. The records are directly related to a student (personally identifiable) and maintained by an education agency or institution or by a party acting for the agency or institution.

Examples include:

- Personal information (race, gender, student ID number, country of citizenship)
- Enrollment records
- Grades
- Student class schedules
- Advising and Counseling records, not sole source

What is Directory Information?

Some information (directory information) is considered public. This information can be released without the student's written permission. However, the student has the option to consider this information confidential.

Macomb's directory information includes:
- Student's name
- Major field of study
- Participation in officially recognized activities in sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- Most recent education, agency or institution attended

Some common questions regarding FERPA regulations:

May information from a student's education record be disclosed to protect health or safety?

Yes. FERPA permits the disclosure of information from student records "to parents or legal guardians in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals."

When may a college or university disclose information from a student's educational record to the student's parent or legal guardian?

Once a student is in attendance at a postsecondary institution, all rights provided by FERPA rest with the student, even if the student is younger than 18 years old. Education record information may therefore be disclosed to the parent of a college or university student only with the student's consent, or in instances in which one of the exceptions to FERPA permits disclosure. In addition to the other exceptions discussed in this section, two such exceptions specifically address communications to parents.

Two exceptions to this include:

First, FERPA permits (but does not require) disclosures of any or all educational record information to a student's parents if the student is their dependent for federal tax purposes. To rely on this exception, the institution must verify the student's dependent status, normally by asking the student for confirmation or by asking the parents for a copy of the relevant portion of their most recent tax return.

Second, an institution may (but again is not required to) provide information to a parent or legal guardian regarding any violation of law or of an institutional rule or policy governing the use or possession of alcohol or a controlled substance, if the institution has determined that the student committed a disciplinary violation with respect to such use or possession and the student is under the age of 21 at the time of both the violation and the disclosure.

Who may have access to student educational information?
- The student and any outside party who has the student's written consent
- School officials who have "legitimate educational interest"
- Parents of a dependent student as defined by the internal revenue code
- A person in response to a lawfully issued subpoena or court order
  (the College must first make a reasonable attempt to notify the student)
- Such other entities as permitted by federal regulations

Important FERPA Tips for Faculty at Macomb

1. An instructor cannot post student grades on an office door if a student's ID number/name is used.

2. Parents cannot request the grades of their child unless a release form is signed by the student in the Office of Records and Registration.

3. It is not good practice and may be a violation of FERPA to leave a computer screen with student information unattended.

4. Instructors are in violation of FERPA if graded tests are left on a desk for students to pick up.

5. Instructional departments cannot provide anyone lists of students enrolled in classes for commercial purposes.

This guide is provided for general informational purposes only. In many instances, the answer to a FERPA question depends upon the specific facts of a particular situation.

If you have additional questions about FERPA, contact:

Dr. Carrie D. Jeffers, Registrar
jeffersc@macomb.edu
586.286.2187

Financial Aid

Financial aid is money to help students pay for college expenses. Financial aid helps bridge the gap between the student's own resources or the student's parents' resources and the amount needed to pay the cost to attend Macomb Community College. Grants, scholarships, college work-study, Federal Direct Stafford loans and alternative loans are the types of financial aid available at Macomb Community College.

A financial aid recipient is required to meet satisfactory academic progress as established by Macomb Community College, based on federal regulations. This policy is separate from the college's general probation policy.

Policy

To maintain satisfactory academic progress, the student must comply with **all three** standards of this policy. Satisfactory academic progress is calculated at the end of each semester in the academic year. There are three standards the student must meet:

1. Maintain a cumulative 2.0 or higher grade point average (GPA)

2. Maintain a cumulative completion rate of 67%

3. Not exceed 150% of the maximum credits required for the student's program

Consequences of Failing to Meet one or More of the Progress Standards

Warning Status

A student who fails to maintain satisfactory academic progress will be placed on warning for the next semester he/she enrolls for classes. This is a warning to the student that he/she must meet the college's satisfactory academic progress standards (2.0 cumulative GPA and a cumulative completion rate of 67%) during the next semester of enrollment. If the student meets the standards, he/she will be off warning the next time the satisfactory academic progress calculations are processed.

Unsatisfactory Status

A student who fails to meet the college's progress standards by the end of the warning period will be placed in an unsatisfactory status and will be denied aid until he/she meets the reinstatement requirements. This means the student must pay for classes at Macomb at his/her own expense until he/she meets the reinstatement requirements. A student with extenuating circumstances should review the appeal procedures above right.

Reinstatement

The student's financial aid eligibility can be reinstated after the student meets the institution's satisfactory academic progress standards (2.0 cumulative GPA and a cumulative completion rate of 67%) or after the student has filed an appeal and that appeal has been approved. The student may not be reinstated more than two times at Macomb Community College. Failure to maintain satisfactory academic progress during the second reinstatement will result in termination of financial aid. Classes taken at institutions other than Macomb Community College do not count towards reinstatement.

Probation

A student will be placed on academic probation status if an appeal has been approved. This status will continue until the student meets the college's satisfactory progress policy or the end of the approval period.

Appeal Process

A student who does not meet the college's satisfactory academic progress due to extenuating or special circumstances may appeal in writing by submitting the Satisfactory Academic Progress Appeal Form.

For more information, contact the Financial Aid office at:

586.445.7999
finaid@macomb.edu
https://my.macomb.edu/financialaid

Macomb Center for the Performing Arts and Lorenzo Cultural Center

Macomb County's place for discovery, the Lorenzo Cultural Center offers something for everyone. Macomb Community College has transformed the landscape of cultural experiences available in our community. The Lorenzo Cultural Center builds on the highly regarded Macomb Center for the Performing Arts and the college's comprehensive enrichment offerings throughout the county.

The Macomb Center for the Performing Arts

The history of the Macomb Center for the Performing Arts started with a barn. The property for Center Campus was purchased in 1967. The circa 1924 barn at the corner of Hall and Garfield roads was put into service by Macomb Community College as Macomb Theatre at-the-Barn in 1969. The unexpected lightning-fast demise of the barn in July of 1977 brought to a head a great number of issues that merited discussion by the college community. The barn's closing brought in a substantial number of letters from patrons. The tone of each of these letters without exception was positive, supportive, and hopeful, with everyone wishing the barn staff success in straightening out the theatre's problems.

The Macomb Center opened in 1982 and was designed by TMP Associates of Bloomfield Hills. It is a small theater by comparison to others with only 1,271 seats, which provides intimacy between performer and patron. Featuring continental seating, customers sit comfortably with plenty of leg room and unobstructed viewing. The stage, with an adjustable acoustic orchestra shell, can accommodate everything from a 100-piece orchestra to the biggest opera assemblage, or a spotlight on a soloist.

Over the years, the list of star entertainment at Macomb Center reads like a Who's Who in the entertainment industry. The stage has hosted Ray Charles, Buddy Rich, Rick Nelson, Glen Campbell, David Copperfield, Pat Boone and Ben Vereen. They were joined in later years by Tony Bennett, Johnny Cash, Carol Channing, Marcel Marceau, Johnny Mathis, Kenny Rogers, Itzhak Perlman, Roger Whittaker, Willie Nelson, Regis Philbin, Howie Mandel, Tom Jones, Wayne Newton, Engelbert Humperdinck, The Beach Boys, Burt Bacharach, Alan King, The Everly Brothers, Anne Murray, Paul Anka, Mitzi Gaynor, Debbie Reynolds, Mandy Patinkin, Jeff Daniels, Kathy Griffin, Air Supply and The Irish Rovers.

The Macomb Center also offers a myriad of community enrichment and educational opportunities for members of all ages in the community, including summer workshops, a senior variety show, and show choirs for middle, high school and Macomb Community College students.

Lorenzo Cultural Center

The Lorenzo Cultural Center, adjacent to the Macomb Center for the Performing Arts, offers an unparalleled venue for exploring the influences and experiences, historical as well as current, that shape our heritage. Featuring multidimensional programs and showcasing themes related to science, history, literature, visual and performing arts and culture, there is a wealth of opportunities to learn, celebrate and be entertained.

Since opening in fall 2006, the Lorenzo Cultural Center has attracted more than 60,000 visitors and has been recognized by awards from the Historical Society of Michigan and the Michigan Museums Association.

The University Center

The University Center (UC) is offered in partnership with four-year colleges and universities, providing Macomb County residents increased access to advanced education through upper-level baccalaureate, master's and doctoral degree programs.

The UC is located at 44575 Garfield Road in Clinton Township on Macomb's Center Campus.

The University Center opened in 1991 to meet the needs of Macomb County residents. Students in your classroom who are interested in transferring should be encouraged to explore the options at the UC. Every degree program offered is designed to provide the fundamentals needed for success. The partnership brings together Macomb Community College and the prestige of Michigan's leading colleges and universities, including:

- Central Michigan University
- Ferris State University
- Madonna University
- Michigan State University
- Northwood University
- Oakland University
- Rochester University
- University of Detroit Mercy
- Walsh
- Wayne State University

In 2009, the Macomb University Center became home to an expansion site of the Michigan State University College of Osteopathic Medicine (MSUCOM).

The MSUCOM at the UC provides the first two years of an osteopathic physician's education.

For more information on the University Center programs, please contact:

Michelle McGill, Director, University Relations
586.263.6033
mcgillm@macomb.edu
Hours: Monday–Thursday 8am–10pm
Friday 8am–4:30pm

QUICK REFERENCE GUIDE ON STUDENT CLASSROOM MISCONDUCT / STUDENT COMPLAINTS		
SITUATION	**YOUR ACTION**	**THINGS TO KNOW—HELPFUL STRATEGIES**
Student misconduct is distracting and inappropriate for a positive classroom environment Student misconduct continues after warning	Take the student aside and explain that they/them/their behavior is inappropriate for the classroom and tell they/them/their it must stop if they/them/their is to continue, uninterrupted, in the class. Report in Maxient: My Macomb>Campus Applications>Conduct Violation Report Ask the student to leave the class. If they/them/their does not immediately do so, call Campus Police on the phone in your classroom and ask them to come to the classroom to escort the student out. Comply with their requests for documentation.	Students are entitled to due process and therefore must be told when behavior is inappropriate. Document when you inform the student of this. Be sure to include language in your first day handout regarding classroom expectations of behavior. You have the right to remove the student for the remainder of the class period. Permanent removal must be done in conjunction with your Associate Dean and Associate Dean of Student Success. Document all activity that led up to your request for removal in the Conduct Violation Report.
Student misconduct warrants immediate and/ or permanent removal from your class	Remove the student from the classroom as above. Contact your Associate Dean immediately to review situation. Together with Associate Dean, inform Associate Dean of Student Success of situation by filing a Conduct Violation Report in Maxient; request removal or acceptable solution for returning student to your class. Understand removal is not automatic.	A hearing will be required for ongoing or permanent removal.
Student cheats/plagiarizes	Document incident(s) thoroughly. Administer grade sanctions in proportion to the severity of the incident. Document incident and resolution/determination in Maxient using the Academic Integrity Report.	Your grade sanctions may be up to and including failure in the class. Notify Enrollment ASAP if you are failing the student. A student has the right to continue attending the class even if your sanction includes class failure. Be sure to include language in your first day handout regarding your expectations.
Student cheating/ plagiarizing has pervasive impact warranting permanent removal	Document thoroughly Contact Associate Dean AND together consult with Associate Dean of Student Success by filing a Conduct Violation Report in Maxient.	Permanent removal will require disciplinary procedure including a hearing with student.
Student complaint—grades	Macomb's process requires teacher to meet with student as first step in complaint process	If the student's complaint is not resolved with the teacher, the student's next step is to meet with the Associate Dean (AD) of the area. If the student's complaint is not resolved with the AD, the student must initiate the grade review process, which is to file the petition (and attach all necessary paperwork) with the AD on or before the following deadlines: • March 1 for the previous Fall semester • July 1 for the previous Winter semester • October 1 for the previous Spring/Summer semesters This form is obtained from the AD or on the Web. The form must also be returned directly to the AD for further comment, if appropriate. This is the only process allowed for student grade complaints.
Student complaint against teachers	Knowledge of procedure	Attempt to resolve student issues on a timely basis if possible If unresolved, students may direct complaints to the Associate Dean for informal resolution OR students may submit complaints in writing to the Dean of area or Provost.
Student complaint— harassment	Knowledge of procedure File Title IX report: My Macomb> MCC Staff Bookmarks>Title IX	Unlawful harassment by students and employees of Macomb is prohibited. Matter is brought to the attention of the Title IX Coordinator for investigation.

ACADEMIC ALERT / COMMENDATION SAMPLE LETTERS

COMMENDATION / PRAISE EMAIL
GIVE A COMMENDATION TO RECOGNIZE EXCEPTIONAL PERFORMANCE.

Subject: You're Doing Great!

Dear [student name],

I just wanted to send a quick note to commend you for your work this semester. Based on your instructor's observations, you are excelling in the following area(s):

- creativity
- class engagement
- grades: (selected from drop-down menu)
- leadership
- quality of work
- using feedback to improve work
- using learning opportunities
- improving performance in class
- supporting classmates
- group work
- other: (add text for praise which are not addressed with above)

I hope you keep up the good work and I commend you on a job well done. I also encourage you keep a copy of this letter for your portfolio. Many students use letters like this to support scholarship and/or job applications.

Message from [advisor or faculty name]

{Optional student-specific message here}

Thank you for being our student,

(Dean of Student Success Closing GIF here)

ACADEMIC ALERT / COMMENDATION SAMPLE LETTERS

MEDIUM LEVEL ALERT EMAIL:
CHOOSE MEDIUM ALERT TO FLAG A CONCERN YOU FEEL MIGHT
RESULT IN SERIOUS CONSEQUENCES IF LEFT UNRESOLVED.

Subject: Checking in

Dear [student name],

Are you finding this point in the semester challenging, or even overwhelming? That's normal, even the best students can struggle with school and life. As the Dean of Student Success, I want you to feel supported on our campus. Your instructor has asked me to encourage you to focus on the following.

- Responding to online discussion boards
- Completing weekly quizzes
- Attending class regularly
- Being on time to class
- Class preparation
- Grades: (selected from drop-down menu)
- Completing & submitting assignments on time
- Completing & submitting lab work and/or lab reports on time
- Improving test scores
- Improving written work
- Participating in class
- Other (add text for concerns which are not addressed with above)

Also, please know that you are not on your own! There are many outstanding resources at Macomb available to support you as you strive to reach your educational goals. Professor **[Faculty Last name]** and I encourage you to:

- Contact the learning center for English language learning supports 586.286.2203 (Center Campus) or 586.445.7400 (South Campus)
- Contact the Learning Center for tutoring assistance 586.286.2203 (Center Campus) or 586.445.7400 (South Campus)
- Contact the Reading & Writing Studios for assistance: 586.445.7999, option 7
- Contact Veteran and Military Services for assistance: 586.445.7999 option 2
- Contact your instructor
- Review first day handout/syllabus
- Other (add text for actions the student should take which re not addressed with above)

Message from [advisor or faculty]

{Optional student-specific message here}

We are committed to your success,

(Dean of Student Success Closing GIF here)

ACADEMIC ALERT / COMMENDATION SAMPLE LETTERS

HIGH LEVEL ALERT EMAIL:
CHOOSE HIGH LEVEL ALERT IF THE STUDENT IS IN IMMEDIATE
DANGER OF FAILURE OR OTHER SERIOUS CONSEQUENCES.

Subject: Your Success Matters! (An Important Message Regarding Your Macomb Courses)

Dear [student name],

The faculty and staff at Macomb Community College care about your success and understanding tackling the challenges of college can be difficult. As the Dean of Student Success, I want to make sure you feel supported on our campus.

Your instructor has informed me of the following concern(s) which need your attention:

- Responding to online discussion boards
- Completing weekly quizzes
- Class participation
- Grades (selected from drop-down menu)
- Class preparation
- Danger of failing class
- Getting to class late
- Low test grades
- Missing assigments
- Missing lab work/lab reports
- Missing too many classes
- Quality of written work
- Other: (add text for concerns which are not addressed with above)

Macomb's staff are eager to help you on your path to achieving your educational goals. Professor [Faculty Last Name] and I encourage you to:

- Contact the learning center for English Language learning supports 586.286.2203 (center campus) or 586.445.7400 (South Campus)
- Attend class regularly
- Be on time to class
- Contact the Learning Center for tutoring assistance 586.286.2203 (Center Campus) or 586.445.7400 (South Campus)
- Contact the Reading & Writing Studios for assistance: 586.445.7999, option 7
- Contact Veteran and Military Services for assistance: 586.445.7999 option 2
- Contact your instructor
- Review first day handout/syllabus
- Other (add text for actions the student should take which re not addressed with above)
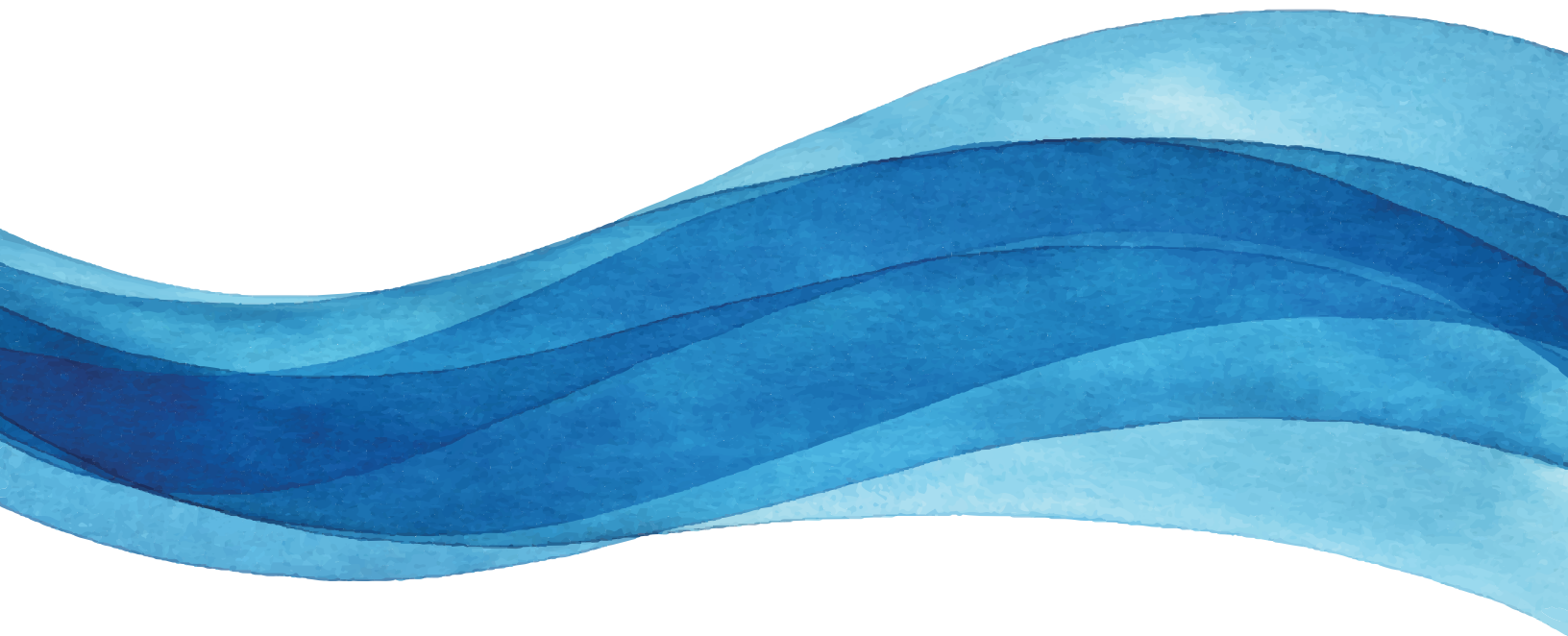
Message from [advisor or faculty]

{Optional student-specific message here}

We are committed to your success,

Sincerely,

(Dean of Student Success Closing GIF here)

Notes: