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.

August 2015

Dear Colleagues:

Welcome to Macomb Community College. You have been selected as a full-time 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, 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 full range of services we provide all faculty and students. 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 full-time faculty. I extend my best wishes for a rewarding and successful career at Macomb.

Sincerely,

James O. Sawyer IV, Ed.D.
Provost and Senior Vice President for the Learning Unit
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History, Vision and Mission 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-mil 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 $120 million, three campuses encompassing 40 buildings with over 1.5 million square feet, situated on over 400 acres and providing learning experiences to more than 59,000 students annually, Macomb Community College is the largest grantor of associate’s degrees in the State of Michigan and consistently ranks in the top 2% nationally. Fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools 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 Core Values, Organizational Philosophy, and Planning Strategies 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.

Approved by the Board of Trustees, December 20, 2005

Vision

Macomb will continue to be a leading edge community college and the community’s preferred choice for lifelong learning, cultural enrichment, and community development opportunities.

Mission

As a publicly funded and community-based institution of higher education, Macomb Community College provides a comprehensive program of high-quality educational, enrichment, and economic development experiences designed to promote individual growth and social improvement.
Macomb strives to achieve the following with regard to the three strands of its mission statement:

**Education**
Continue to provide a learning environment that promotes program completion, graduation and success after graduation, whether in employment or further higher education.

**Enrichment**
Provide exposure to the arts through the expansion of artistic and cultural programs at both the South and Center campuses.

**Economic Development**
Increase training capacity in critical occupations and growth sectors in the southeast Michigan region to promote workforce and economic development.

**Common Degree Outcomes**
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, and globalization and diversity.

The graduate can demonstrate how to think competently.
- The student will be able to identify problems, approach them systematically, and explore viable solutions.
- The student will be able to evaluate the reasoning and arguments and evidence offered by others.

The graduate can demonstrate how to employ mathematical knowledge.
- The student can apply the concepts of math.
- The student can use quantitative data in everyday life.
- The student can evaluate quantitative information.

The graduate can demonstrate how to communicate competently.
- The student's written and oral work is organized, and the development is appropriate to the task and to the arguments presented by the student.
- The student can clearly distinguish between his ideas and those of others in both written and oral communication.
- The student's written work follows the conventions of standard written English in punctuation, grammar, and spelling.

The graduate is sensitive to issues relating to a diverse, global society.
- The student will have an understanding and appreciation of multicultural factors and their personal, professional and societal significance.
- The student will grasp technological, scientific, and economic advances in the context of their broader societal and international impact.
- The student will have an understanding and appreciation of diverse geographical, historical, sociological, and psychological viewpoints.

*Approved by the Curriculum Committee, May 2005*
<table>
<thead>
<tr>
<th>ARTS &amp; SCIENCES</th>
<th>COMMUNICATIONS &amp; HUMANITIES</th>
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</thead>
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Adm Asst: Sherry Eschenburg—CC, 586.286.2145  
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Adm Asst: Cheryl Farrell—SC, 586.445.7138  
**ARAB**—Arabic Language & Culture  
**ARTT**—Art and Art History  
**CHIN**—Chinese Language and Culture  
**CSSK**—College Success Skills  
**EAPP**—English for Academic Purposes  
**ENGL**—English  
**FREN**—French Language  
**GRMN**—German Language  
**HUMN**—Humanities  
**INTL**—International Studies  
**ITAL**—Italian Language  
**JOUR**—Journalism  
**MUSC**—Music  
**PHIL**—Philosophy  
**READ**—Reading  
**SIGN**—Sign Language  
**SPAN**—Spanish Language  
**SPCH**—Speech  
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Adm Asst: Sherry Eschenburg—Physical Education, 586.286.2145  
**ANTH**—Anthropology  
**ECON**—Economics  
**GEOG**—Geography  
**HIST**—History  
**INTL**—International Studies  
**LIFE**—Career Development  
**PHED**—Physical & Health Education  
**POLS**—Political Science  
**PSYC**—Psychology  
**SOCY**—Sociology  
**SOSC**—Social Science |
## Academic Departments Directory

### CAREER PREPARATION/OCCUPATIONAL PROGRAMS

#### BUSINESS & INFORMATION TECHNOLOGY

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<tr>
<th>Name</th>
<th>Title</th>
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<td>Adm Asst: Sylvia Polowniak</td>
<td></td>
<td>Adm Asst: Patricia Robinson, 586.286.2059</td>
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<tr>
<td></td>
<td>CULH—Macomb Culinary Institute</td>
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#### INFORMATION TECHNOLOGY

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<thead>
<tr>
<th>Name</th>
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<tbody>
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<td>Adm Asst: Mary Solecki</td>
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<td>Adm Asst: Cynthia Davis, 586.445.7305</td>
</tr>
<tr>
<td>ITBS—Business Information Systems</td>
<td>ITCS—Computer Information Systems</td>
<td>ITML—Microcomputer Literacy</td>
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<tr>
<td>ITAP—Applications Professional</td>
<td>ITIA—Information Assurance</td>
<td>ITNC—Networking, Cisco</td>
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<td>ITNT—Networking</td>
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<td>ITOS—Operating Systems</td>
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<tr>
<td>ITWP—Web Programming</td>
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<tr>
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<td>Coordinator, Business and Information Technology</td>
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#### BUSINESS ADMINISTRATION

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<tbody>
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</tr>
<tr>
<td>Adm Asst: Sylvia Polowniak</td>
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<td>Adm Asst: Patricia Robinson, 586.286.2059</td>
</tr>
<tr>
<td>ACCT—Accounting</td>
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<td>BUSN—General Business</td>
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<tr>
<td>BCOM—Business Communications</td>
<td>BLAW—Business Law</td>
<td>FINC—Finance</td>
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<tr>
<td>HTMT—Hospitality Management</td>
<td>LEGA—Legal Assistant</td>
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#### WCE BUSINESS & IT

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Elise Johnson, Director</td>
<td>WCE Business &amp; IT</td>
<td>SD 215, 586.445.4119 Fax: 586.445.7316</td>
</tr>
<tr>
<td>Adm Asst: Karen Woolman</td>
<td></td>
<td>Adm Asst: Karen Woolman, 586.498.4156</td>
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<td>Lisa Spagnuolo</td>
<td>Program Coordinator</td>
<td>CH227, 586.498.4012 Fax: 586.498.4012</td>
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<td>Renee Waraksa</td>
<td>Project Coordinator</td>
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<tr>
<td>Autumn Szawronski</td>
<td>Program Coordinator</td>
<td>MTCB 126, 586.498.4118, Fax: 586.498.4101</td>
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#### ENGINEERING & ADVANCED TECHNOLOGY

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<th>Name</th>
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<tr>
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<td>Staff Coordinator, Engineering &amp; Advanced Technology</td>
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#### APPLIED TECHNOLOGY, AUTOMOTIVE & TECHNICAL EDUCATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Department Main Line: 586.445.7438</th>
<th>Contact Information</th>
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<tbody>
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<td>Adm Asst: Deborah Champine</td>
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<tr>
<td>Adm Asst: Terri Fecteau</td>
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<td>Adm Asst: Karly Gregory, 586.445.7414</td>
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<tr>
<td>Adm Asst: Sandy Webster</td>
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<tr>
<td>ATAM—Applied Mathematics</td>
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<td>ATAP—Advanced Processes</td>
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<td>ATBC—Building Construction &amp; Maintenance</td>
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<td>ATSS—Stationary Steam</td>
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<td>CIVL—Civil Technology</td>
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<td>CLCT—Climate Control Technology</td>
<td>DRCG—Drafting &amp; Computer Graphics</td>
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<tr>
<td>DRAD—Drafting, Architectural</td>
<td>SURV—Land Surveying Technology</td>
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#### ENGINEERING TECHNOLOGY

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<tr>
<td>Adm Asst: Gerri Adams</td>
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<td>CORE—Mechanical Technology</td>
<td>DRCG—Drafting &amp; Computer Graphics</td>
<td>ELEC—Electronic Technology</td>
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<tr>
<td>MACA—Media &amp; Communication Arts</td>
<td>MECT—Automated Systems, Mechatronics</td>
<td></td>
</tr>
<tr>
<td>MECT—Automated Systems, Mechatronics</td>
<td>PRDE—Product Development</td>
<td></td>
</tr>
<tr>
<td>NNEW—Renewable Energy</td>
<td>ROBO—Robotics</td>
<td></td>
</tr>
<tr>
<td>TMTH—Technical Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Academic Departments Directory

## CAREER PREPARATION/ OCCUPATIONAL PROGRAMS

<table>
<thead>
<tr>
<th>WORKFORCE &amp; CONTINUING EDUCATION DIRECTOR FOR EAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holger Ekanger, Director</td>
</tr>
<tr>
<td>MTCB 104, 586.498.4108, Fax: 586.498.4101</td>
</tr>
<tr>
<td><a href="mailto:ekangerh@macomb.edu">ekangerh@macomb.edu</a></td>
</tr>
<tr>
<td>Adm Asst: Pamela Osborne, 586.445.7266</td>
</tr>
<tr>
<td><strong>Debb Ross, Administrator for WCE</strong></td>
</tr>
<tr>
<td>MTCB 104, 586.498.4110, Fax: 586.498.4101</td>
</tr>
<tr>
<td><a href="mailto:brunell-rossd@macomb.edu">brunell-rossd@macomb.edu</a></td>
</tr>
</tbody>
</table>

## HEALTH & PUBLIC SERVICES

<table>
<thead>
<tr>
<th>Charlene McPeak, Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 219, 586.286.2097, Fax: 586.286.2098</td>
</tr>
<tr>
<td><a href="mailto:mcpeakc@macomb.edu">mcpeakc@macomb.edu</a></td>
</tr>
<tr>
<td>Adm Asst: Phyllis Garback, 586.286.2136</td>
</tr>
<tr>
<td><strong>Kim Szajna, Manager, Health &amp; Public Services</strong></td>
</tr>
<tr>
<td>CE 219-3, 586.286.2072, Fax: 586.286.2098</td>
</tr>
<tr>
<td><a href="mailto:szajnak@macomb.edu">szajnak@macomb.edu</a></td>
</tr>
</tbody>
</table>

## HEALTH SCIENCE TECHNOLOGY

<table>
<thead>
<tr>
<th>Diane Roose, Associate Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR 163-2, 586.226.4789, Fax: 586.226-4779</td>
</tr>
<tr>
<td>Adm Asst: Jennifer Ross, 586.226.4770</td>
</tr>
<tr>
<td>Adm Asst: Barbara Ressegue, 586.226.4760</td>
</tr>
<tr>
<td>ECHS—Early Childhood Studies</td>
</tr>
<tr>
<td>HITT—Health Information Technology</td>
</tr>
<tr>
<td>MAST—Medical Assistant</td>
</tr>
<tr>
<td>OTAS—Occupational Therapy Assistant</td>
</tr>
<tr>
<td>Radiologic Technology</td>
</tr>
<tr>
<td>VETT—Veterinary Technician</td>
</tr>
</tbody>
</table>

## ALLIED HEALTH

<table>
<thead>
<tr>
<th>Bernadette Pieczynski, Associate Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 219, 586.286.2097, Fax: 586.286.2098</td>
</tr>
<tr>
<td><a href="mailto:pieczynskib@macomb.edu">pieczynskib@macomb.edu</a></td>
</tr>
<tr>
<td>Adm Asst: Teri Hupfel, 586.286.2074</td>
</tr>
<tr>
<td>Adm Asst: Alecia Gibson-Pack, 586.286.2073</td>
</tr>
<tr>
<td>NURS—Nursing</td>
</tr>
<tr>
<td>PTAS—Physical Therapy Assistant</td>
</tr>
<tr>
<td>RSPT—Respiratory Therapy</td>
</tr>
<tr>
<td>SURG—Surgical Technology</td>
</tr>
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</table>

## PUBLIC SERVICE INSTITUTE

<table>
<thead>
<tr>
<th>Carl Seitz, Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 127, 586.498.4066, Fax: 586.286.2038</td>
</tr>
<tr>
<td><a href="mailto:seitzc@macomb.edu">seitzc@macomb.edu</a></td>
</tr>
<tr>
<td>Adm Asst: Sandra Evans, 586.286.2189</td>
</tr>
<tr>
<td>EMSA—Emergency Medical Services</td>
</tr>
<tr>
<td>FIRE—Fire Science</td>
</tr>
<tr>
<td>HLND—Homeland Security</td>
</tr>
<tr>
<td>LAWE—Law Enforcement</td>
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## LEARNING UNIT DEPARTMENTS

<table>
<thead>
<tr>
<th>CENTER FOR HEALTH CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Valin, Director</td>
</tr>
<tr>
<td>SC 125, 586.498.4006, <a href="mailto:valinn@macomb.edu">valinn@macomb.edu</a></td>
</tr>
<tr>
<td>Lori Riggs, Staff &amp; Operations Coordinator</td>
</tr>
<tr>
<td>SC 125, 586.498.4034, <a href="mailto:riggsl@macomb.edu">riggsl@macomb.edu</a></td>
</tr>
<tr>
<td>Adm Asst: Kim Wojcik, 586.226.4807</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>LEARNING RESOURCES &amp; LIBRARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Balsamo, Dean</td>
</tr>
<tr>
<td>SJ 205-2, 586.445.7141, Fax: 586.445.7157</td>
</tr>
<tr>
<td><a href="mailto:balsamom@macomb.edu">balsamom@macomb.edu</a></td>
</tr>
<tr>
<td>Adm Asst: Nancy Zundel, 586.498-4043</td>
</tr>
<tr>
<td><strong>Lois Grogan, Manager, Library Technical Services</strong></td>
</tr>
<tr>
<td>SJ 222, 586.445.7510, Fax: 586.445.7157</td>
</tr>
<tr>
<td><a href="mailto:groganl@macomb.edu">groganl@macomb.edu</a></td>
</tr>
<tr>
<td><strong>Laura Taylor, Coordinator, Library Public Services</strong></td>
</tr>
<tr>
<td>CC 151, 586.286.2105, Fax: 586.286.2002</td>
</tr>
<tr>
<td><a href="mailto:taylorla@macomb.edu">taylorla@macomb.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING CENTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Bogoff, Manager SC</td>
</tr>
<tr>
<td>586.498.4183</td>
</tr>
<tr>
<td><a href="mailto:bogoffj@macomb.edu">bogoffj@macomb.edu</a></td>
</tr>
<tr>
<td><strong>Ann Chirco, Manager CC</strong></td>
</tr>
<tr>
<td>586.286.2201</td>
</tr>
<tr>
<td><a href="mailto:chircoa@macomb.edu">chircoa@macomb.edu</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>READING AND WRITING STUDIO SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brett Griffiths, Director, Reading and Writing Studios</td>
</tr>
<tr>
<td>SJ 306-4, 586.445.7604, <a href="mailto:griffithsb09@macomb.edu">griffithsb09@macomb.edu</a></td>
</tr>
<tr>
<td><strong>Leah Bublitz, Coordinator, South Campus</strong></td>
</tr>
<tr>
<td>SJ 305, 586.447.8663, <a href="mailto:bublitz57@macomb.edu">bublitz57@macomb.edu</a></td>
</tr>
<tr>
<td><strong>Kathryn Lutes, Coordinator, Center Campus</strong></td>
</tr>
<tr>
<td>CC 105, 586.416.5217, <a href="mailto:lutesK01@macomb.edu">lutesK01@macomb.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CENTER FOR TEACHING &amp; LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Weckerle, Director, Instructional Technology &amp; Online Learning</td>
</tr>
<tr>
<td>SJ 209, 586.498.4158, Fax: 586.445.7157</td>
</tr>
<tr>
<td><a href="mailto:weckerlecc@macomb.edu">weckerlecc@macomb.edu</a></td>
</tr>
<tr>
<td>Adm Asst: Eva Hensbergen, 586.226.4774</td>
</tr>
<tr>
<td><strong>Mary Lou Kata, Director, Academic Development</strong></td>
</tr>
<tr>
<td>SJ 205, 586.226.4802, Fax: 586.445.7157</td>
</tr>
<tr>
<td><a href="mailto:kalam@macomb.edu">kalam@macomb.edu</a></td>
</tr>
<tr>
<td><strong>Deborah Armstrong, Associate Director, Academic Development</strong></td>
</tr>
<tr>
<td>SJ 206, 586.226.4755, Fax: 586.445.7157</td>
</tr>
<tr>
<td><a href="mailto:armstrongde@macomb.edu">armstrongde@macomb.edu</a></td>
</tr>
<tr>
<td><strong>Karen Wolanchuk, Coordinator</strong></td>
</tr>
<tr>
<td>Academic Services and Staff Development</td>
</tr>
<tr>
<td>SJ 207, 586.445.7588, <a href="mailto:wolanchukk@macomb.edu">wolanchukk@macomb.edu</a></td>
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<table>
<thead>
<tr>
<th>UNIVERSITY RELATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Petras, Dean</td>
</tr>
<tr>
<td>UC 1201, 586.263.6266, Fax: 586.263.6008</td>
</tr>
<tr>
<td><a href="mailto:petrasd@macomb.edu">petrasd@macomb.edu</a></td>
</tr>
<tr>
<td>Adm Asst: Judy Provenzano, 586.263.6033</td>
</tr>
</tbody>
</table>
### Student Demographics

#### Fall 2014 Enrollment Report

(Prepared by the Office of Institutional Research)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unduplicated Head Count</td>
<td>23,725</td>
<td>23,370</td>
<td>1.50%</td>
</tr>
<tr>
<td>Center only</td>
<td>8,580</td>
<td>8,388</td>
<td></td>
</tr>
<tr>
<td>East only</td>
<td>84</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>MTC only</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Off-campus only</td>
<td>75</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>South only</td>
<td>7,344</td>
<td>7,052</td>
<td></td>
</tr>
<tr>
<td>Center &amp; South</td>
<td>1,859</td>
<td>1,756</td>
<td></td>
</tr>
<tr>
<td>Center &amp; Off-campus</td>
<td>488</td>
<td>479</td>
<td></td>
</tr>
<tr>
<td>Hybrid only</td>
<td>82</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Virtual only</td>
<td>1,849</td>
<td>2,093</td>
<td></td>
</tr>
<tr>
<td>Center &amp; Virtual</td>
<td>1,407</td>
<td>1,418</td>
<td></td>
</tr>
<tr>
<td>South &amp; Virtual</td>
<td>1,040</td>
<td>1,076</td>
<td></td>
</tr>
<tr>
<td>Center, South, &amp; Virtual</td>
<td>257</td>
<td>278</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>660</td>
<td>671</td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>212,136</td>
<td>209,225</td>
<td>-1.4%</td>
</tr>
<tr>
<td>Center</td>
<td>100,236</td>
<td>99,352</td>
<td></td>
</tr>
<tr>
<td>South</td>
<td>79,783</td>
<td>76,229</td>
<td></td>
</tr>
<tr>
<td>MTEC</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>East (Fire Training Center)</td>
<td>1,698</td>
<td>1,530</td>
<td></td>
</tr>
<tr>
<td>Hybrid</td>
<td>1,865</td>
<td>2,030</td>
<td></td>
</tr>
<tr>
<td>Virtual</td>
<td>25,772</td>
<td>27,898</td>
<td></td>
</tr>
<tr>
<td>Off-Campus</td>
<td>2,646</td>
<td>2,186</td>
<td></td>
</tr>
</tbody>
</table>

| HEAD COUNT BY PHYSICAL LOCATION TOTAL COLLEGE FALL 2014 DEGREE CREDIT STUDENTS |
|-----------------------------------------------|----------------|----------------|
| PHYSICAL LOCATION                            | HOME CENTER | CAMPUS SOUTH |
| Center                                        | 29,638       | 107           |
| East                                          | 317          | 317           |
| Off-campus                                    | 899          | 59            |
| South                                         | 53           | 22,533        |
| MTEC                                          | 0            | 0             |
| Hybrid                                        | 323          | 196           |
| Virtual                                       | 4,029        | 4,304         |
| Total College                                 | 35,259       | 27,199        |

Note: HEAD COUNT IS DUPLICATED. Students are counted once for each section in which they are enrolled.
### HEAD COUNT BY CREDIT HOURS ELECTED
#### TOTAL COLLEGE
#### FALL 2014 DEGREE CREDIT STUDENTS

<table>
<thead>
<tr>
<th>Mean Hours</th>
<th>Median Hours</th>
<th>Modal Hours</th>
<th>Highest Number</th>
</tr>
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<tbody>
<tr>
<td>9.0</td>
<td>9</td>
<td>12</td>
<td>30</td>
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<table>
<thead>
<tr>
<th>Range</th>
<th>HEAD COUNT</th>
<th>% OF TOTAL HEAD COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 — 5.5 credit hours</td>
<td>5,040</td>
<td>21.6%</td>
</tr>
<tr>
<td>6.0—11.5 credit hours</td>
<td>10,818</td>
<td>46.3%</td>
</tr>
<tr>
<td>12.0—20.0 credit hours</td>
<td>7,493</td>
<td>32.1%</td>
</tr>
<tr>
<td>20.5—42.0 credit hours</td>
<td>19</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total College*</td>
<td>23,370</td>
<td>100.0%</td>
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</table>

*Unduplicated

### HEAD COUNT BY AGE
#### TOTAL COLLEGE
#### FALL 2014 DEGREE CREDIT STUDENTS

<table>
<thead>
<tr>
<th>Age Group</th>
<th>HEAD COUNT</th>
<th>% OF TOTAL HEAD COUNT</th>
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</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>1,550</td>
<td>6.6%</td>
</tr>
<tr>
<td>18–19</td>
<td>6,114</td>
<td>26.2%</td>
</tr>
<tr>
<td>20–21</td>
<td>4,649</td>
<td>19.9%</td>
</tr>
<tr>
<td>22–24</td>
<td>3,954</td>
<td>16.9%</td>
</tr>
<tr>
<td>25–29</td>
<td>2,818</td>
<td>12.1%</td>
</tr>
<tr>
<td>30–34</td>
<td>1,373</td>
<td>5.9%</td>
</tr>
<tr>
<td>35–39</td>
<td>960</td>
<td>4.1%</td>
</tr>
<tr>
<td>40–44</td>
<td>812</td>
<td>3.5%</td>
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<tr>
<td>45–49</td>
<td>551</td>
<td>2.4%</td>
</tr>
<tr>
<td>50–64</td>
<td>559</td>
<td>2.4%</td>
</tr>
<tr>
<td>65 and older</td>
<td>28</td>
<td>0.1%</td>
</tr>
<tr>
<td>Age unknown</td>
<td>2</td>
<td>0.0%</td>
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<tr>
<td>Total Age Over 24</td>
<td>7,101</td>
<td>30.4%</td>
</tr>
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</table>

### HEAD COUNT BY GENDER, RESIDENCY, AND ETHNIC BACKGROUND
#### TOTAL COLLEGE
#### FALL 2014 DEGREE CREDIT STUDENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>HEAD COUNT</th>
<th>% OF TOTAL HEAD COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10,372</td>
<td>44.4%</td>
</tr>
<tr>
<td>Female</td>
<td>11,718</td>
<td>50.1%</td>
</tr>
<tr>
<td>Unidentified</td>
<td>1,280</td>
<td>5.5%</td>
</tr>
<tr>
<td>Resident</td>
<td>20,031</td>
<td>85.7%</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>3,339</td>
<td>14.3%</td>
</tr>
<tr>
<td>American Indian/Native/Pl</td>
<td>171</td>
<td>0.7%</td>
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<tr>
<td>Asian</td>
<td>898</td>
<td>3.8%</td>
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<tr>
<td>Black, Non-Hispanic</td>
<td>2,921</td>
<td>12.5%</td>
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<tr>
<td>Hispanic</td>
<td>546</td>
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<tr>
<td>White, Non-Hispanic</td>
<td>16,279</td>
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<tr>
<td>Two or More Races</td>
<td>382</td>
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</tr>
<tr>
<td>Other/Unknown/Unidentified</td>
<td>2,173</td>
<td>9.3%</td>
</tr>
<tr>
<td>Total Head Count</td>
<td>23,370</td>
<td>100.0%</td>
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</table>
The Center for Teaching & Learning and Learning Resources

Center for Teaching & 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, and 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. There are two classrooms and faculty labs available at South and Center campuses that are staffed with Teaching and Learning Specialists to assist faculty with their First Day Handouts, Instructional Technologies, the Learning Management System, Curriculum, Assessments, and general training and support.

Academic Development
The Academic Development office is located in the CTL at 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, maintenance of Curriculum Warehouse on the Intranet, oversight and assistance in the production of the credit schedule of classes and credit catalogues, and R25 classroom scheduling.

Academic Development Support
AcademicDevelopment@macomb.edu
586.445.7568
Instructional Technology
The Instructional Technology department provides leadership, guidance, training and support on the development and management of online, hybrid and web-enhanced courses, web conferencing, classroom capture, student response systems and other instructional technologies. The goal is to leverage technology in support of teaching and learning.

Instructional Technology supports faculty through professional development in the following areas:
- Engage Students
- Extend & Enrich Learning
- Enhance Presentations

For a schedule of the semester’s workshops view our Professional Development Brochure or contact the CTL.

**CTL Support Contact**
c CTLsupport@macomb.edu
586.226.4774

**CTL Lab Hours:**
Monday–Thursday 9:00am–6:00pm (and by appointment)
Friday 9:00am–4:00pm
Summer hours may differ.

Online Learning
The Online Learning Department, comprised of Macomb Online Support and the Center for Teaching & Learning, administers and supports the Learning Management System (LMS). As distance education continues to increase in popularity, providing students an option to attend college, Macomb College is dedicated to holding the quality of all courses, regardless of delivery method, to the highest standards. Recently, Macomb College chose to switch from ANGEL to Canvas LMS and is currently transitioning from ANGEL to Canvas. The transition will be complete by the end of the Winter 2016 semester after which all web-enhanced, hybrid and online courses will be delivered in Canvas. In the interim, both systems will be in use. See the section on Canvas Learning Management System for additional details.

**LMS Usage (Fall 2014):**

<table>
<thead>
<tr>
<th></th>
<th>Total Duplicated Students</th>
<th>Total # of Sections</th>
<th>Total # of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB-ENHANCED (ON-GROUND)</td>
<td>28,996</td>
<td>1,330</td>
<td>604</td>
</tr>
</tbody>
</table>

**Macomb Online Support Contact**
onlinesupport@macomb.edu
877.362.2662 (877.eMacomb)

**Online Support Hours:**
Monday–Friday 8:00am–8:00pm
Saturday 9:00am–6:00pm
Summer hours may differ.

Canvas Learning Management System
Web-Enhanced, Hybrid, and Online Courses

Over 400 online and hybrid course sections are available each semester and supported by the Learning Management Software (ANGEL or Canvas). In Fall 2014 over 7,800 students enrolled in an online or hybrid course and nearly 21,200 students enrolled in an on-ground course that was web-enhanced.

Online learning at Macomb takes place in three different types of courses: Online, Hybrid and Web-Enhanced. Below highlights some of the differences between these three formats below.

Canvas Training
Faculty are encouraged to contact their department or the CTL about using the LMS to begin “web-enhancing” their on-ground classes. This will enable faculty to place their First Day Handout, Gradebook and supplemental materials online for 24/7 student access.

Workshops are offered each semester. For a current schedule of workshops view our Professional Development Brochure or contact the CTL.

<table>
<thead>
<tr>
<th>WEB-ENHANCED (ON-GROUND)</th>
<th>HYBRID</th>
<th>ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it?</td>
<td>A web-enhanced course is an on-ground class that uses ANGEL or Canvas or and other web tools and content to enhance course activities.</td>
<td>In a hybrid course, teaching and learning takes place in a combination of online and on-ground locations. A significant amount of the course is delivered online through ANGEL or Canvas in addition to a predetermined number of on-ground classroom sessions.</td>
</tr>
<tr>
<td>Is registration different?</td>
<td>No designator is used to indicate a web-enhanced course.</td>
<td>Hybrid courses are identified with an “H” in the course section (e.g., MKTG-2010-H0802).</td>
</tr>
<tr>
<td>Student time investment example*</td>
<td>16-week, on-ground, 4 credit course = 12 hours/week (mostly on-ground).</td>
<td>8-week, hybrid, 4 credit course = 24 hours/week (combination of online and on-ground).</td>
</tr>
</tbody>
</table>

*Based on the calculations used by Academic Advising, students are to work two hours outside of the classroom in an on-ground class. A 3-credit hour, 16-week course, equates to 9 hours invested each week multiplied by 16 weeks for a total of 144 hours. Use this requirement as a guide for all courses (on-ground, hybrid, online or over 16 weeks, 12 weeks, or 8 weeks).
Getting Started with Canvas in a Web-enhanced Class

This workshop is intended for faculty members who are interested in integrating the Canvas LMS into their on-ground classroom. This workshop is offered both on-ground and online. Completion of this workshop is required before faculty can use Canvas in the classroom and is a prerequisite to completing MOITC.

Macomb Online Instructor Training Certification (MOITC)

Macomb Online Instructor Training Certification (MOITC) is an 8-week, facilitated, online course that is designed to provide the requisite training for faculty seeking to facilitate hybrid and/or online courses at Macomb College. This course is intended for faculty members who wish to pursue teaching online and have an estimated 15 to 20 hours per week available to complete the work required in this course. There is no registration for MOITC. If interested in teaching online, please seek approval from your Associate Dean.

Converting On-ground Courses to an Online Format

Email CTL Support at ctlsupport@macomb.edu for current policies and procedures for converting on-ground courses for online or hybrid delivery.

Quality Matters

Macomb Community College subscribes to Quality Matters (QM). QM is a faculty-led, voluntary approach to quality assurance in online education. QM is a national leader in online education, using a research-based rubric towards continuous improvement. Both MOITC and the Online course conversion process align with QM.

Additional Resources

Related information can be found online at:

ctl.emacomb.com

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 term, 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 half-way through your courses, either in the fall or winter semester. For on-ground courses, faculty will receive an evaluation packet with directions for administering 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 8:30am–3:00pm.

The dates for the 2015/2016 Faculty Academy program are:

- August 17, 2015
- August 18, 2015
- September 25, 2015
- October 23, 2015
- November 20, 2015
- January 22, 2016
- February 26, 2016
- April 22, 2016

For more information on the Faculty Academy program, contact:

Mary Lou Kata, Director
586.226.4802
katam@macomb.edu

Karen Wolanchuk, Coordinator
586.445.7588
wolanchukk@macomb.edu
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 using the learning management system. Email notification is sent to online faculty prior to the online evaluation being activated.

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**

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.

For more information, contact:

Janet Calabrese, Evaluation Coordinator  
586.498.4136  
calabresej@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 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.

**Curriculum Terms**

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, Curriculum Committee, 12/9/05)

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’s 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, Curriculum Committee, 10/28/05)

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/co-requisite/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.

| 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. |
| 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 (Heron 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 at Center Campus  C Building  586.286.2104
Library at South Campus  J Building  586.445.7401
Web page: http://www.macomb.edu/future-students/student-resources/library/index.html

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 150,000 books, 300 print periodical titles, 40,000+ online periodical titles, and 15,000+ videos in both online-streamed and DVD format.

Each location has over 47 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 e-mail. Printing and copying is 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, Ebsco, ProQuest, and JSTOR. The business curriculum and economic development are supported by several resources, including Business Insights: Global, Business Source Premier, IBISWorld, Demographics Now!, BusinessDecision, and Morningstar Library Edition. 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 Macomb ID number.
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 e-mail, and provide short online tutorials for searching specific databases.

Please contact either 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.

Follow the For Faculty link on the main library page in order to contact the librarian liaison at your campus to discuss resources you are interested in acquiring in order to complement the classroom learning experience http://www.macomb.edu/future-students/student-resources/library/index.html

Library Enrichment Programming

The library hosts many events each year as part of their Enrichment Series. Several events qualify for non-academic credit towards the MMII Cultural Competency Certificates. Faculty interested in bringing their classes to already scheduled events, or in requesting an event for his or her class, may contact the Coordinator of Library Programming. Events are typically scheduled a semester in advance and funds for speaker stipends are limited.

Learning Center Services

Tutoring

The Learning Centers offer group tutoring for many classes. If you feel group tutoring would be helpful to support your area and is not currently offered, contact us to see if this can be arranged. We will try to balance budgetary restraints with all requests received. Schedules of all tutoring are available in the Learning Centers and on the Learning Center web page. Search “Tutoring” from the home page of the College website. Schedules change throughout the semester so students should check for the most current schedule.

Special Services Support

Students who have declared a special service need, and meet ADA requirements, can receive tutoring and other support services as appropriate. Determination of services are specified by Special Services Counselors and coordinated with faculty and the Learning Centers. Services could include such things as 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 Needs Counselor to initiate arrangements. Accommodations cannot be given without a referral from Special Services Counseling.

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.

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The Learning Centers offer group tutoring for many classes. If you feel group tutoring would be helpful to support your area and is not currently offered, contact us to see if this can be arranged. We will try to balance budgetary restraints with all requests received. Schedules of all tutoring are available in the Learning Centers and on the Learning Center web page. Search “Tutoring” from the home page of the College website. Schedules change throughout the semester so students should check for the most current schedule.

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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. Once completed, the test will remain in a secure area of the Learning Center for pick-up by faculty or department staff. If department staff, please indicate who will pick-up the Examination on the test Examination Cover Sheet. If there is a testing irregularity, a form will be completed and enclosed with the test to be returned to the faculty.
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)
- HESI [Health Education Systems, Inc.] (Center Campus)
- ACT [American College Testing]
- LSAT [Law School Admissions Test]
- Medical Terminology Placement

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. Please do not request that we proctor tests for your whole class as we do not have resources to offer that service.

The procedures are:

1. Bring 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. There is a writable PDF on the Intranet under Forms/Learning Center/Examination Cover Sheet.

We will need the following:

- Your name
- Office telephone number
- Student’s name
- Student ID number
- 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 that will do so.
- 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.

5. We will not process or administer faxed or emailed exams.

You can direct test related inquiries to: testing@macomb.edu

Please 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 calling the Learning Center at your campus. 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
- Make up testing procedures
- Other resources

Learning Center tours are also welcome. Our staff will show students where resources are located that they may access directly, and will highlight the services of the Learning Center. Tours take approximately 20 minutes. We will need to know: instructor and class name, date and time requested, number of students attending and contact information.

Any questions, please contact:

Julie Bogoff, Manager, South Campus
586.498.4183
Ann Chirco, Manager, Center Campus
586.286.2201

Student Success Seminars

Student Success Seminars are informal seminars that present research based study skills considered critical for student success. The format is a 55-minute session which students attend on a drop-in basis. The sessions provide an active, hands-on learning environment of these skills. Attendance is taken and will be recorded in the student record system under non-credit courses. If you wish to give extra credit for attendance, ask your student to give you a copy of their unofficial transcript. Students can access this information at any time from WebAdvisor. Currently, over 2000 students attend these seminars each year. We offer several sessions a week at each campus per topic. If you would like flyers about the seminars to give to your students, please call Lois McGinley, Director at 586.286.2270. The
schedules are also available on the Learning Center Web Site.

Other Resources Available
The Learning Center has a variety of other resources:

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.

Dragon Naturally Speaking
This software is designed to convert voice to text. Its application is intended to assist students with limited mobility with document preparation.

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 call to coordinate.

Student Success Calendars
Time management is one of the major reasons freshman students do not return for their second semester. 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 our Student Success Seminars Time Management seminar at the beginning of each semester and have been incorporated into our CSSK (College Survival Skills) course.

Test Bank
Some professors find it helpful to leave old 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.

Videos
Some departments have videos or DVDs on reserve at the Learning Center. Viewers are available in the Learning Center. There is a good collection of study skill and student success videos at both the Learning Center and the Library.

Books
Topics include such things as 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.

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. There are approximately 20 computers at each Academic Assistance/Learning Center. MSOffice 2007 (soon to be upgraded to MSOffice 2010) is available on all computers.

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.

PLATO Learning System
PLATO is an online, self-paced tutorial program which can help build skills in the areas of reading, writing, math, social studies, and science as well as others. Student registration is required to obtain a user name and password. Instructors have the opportunity to create practice assignments for their students, assign practice for extra credit, or wrap PLATO usage into their course work. Instructors and students can stop by one of our Learning Centers to get more information or register.

Portfolio Credit for Prior Learning
Macomb Community College grants credit for experiential learning when students can document that their previous learning, gained through life and work experiences, matches the outcomes of active courses. Each student is responsible for determining which current Macomb courses match the student’s personal and professional experiences. Students may receive up to 17 credit hours by this method. Please direct students to the Learning Center for more information.

Reading and Writing Studio Services

Literacy Consultants
Literacy Consultants in the Reading and Writing Studio are certified through the College Reading and Learning Association and complete ongoing professional development each year to serve the specific needs of Macomb students. Consultants use dialogic teaching strategies to help students respond to all levels of a writing assignment. Students may schedule one-on-one or group appointments onsite or online. Consultants will work with students on a wide range of activities related to reading and writing in college:

- Identifying key assignment criteria
- Brainstorming and developing main ideas
- Organizing content and structuring the paper’s format
- Documenting sources according to disciplinary expectations
- Reading and comprehending complex, college-level texts
- Developing critical thinking through engaged reading and questioning
- Improving clarity and coherence at the paragraph and sentence level
- Identifying and performing the situated expectations for standard grammar and mechanics

**Student Workshops**

The Reading and Writing Studios will offer regular workshops for students intended to assist in the understanding and performance of academic and professional writing expectations:

- Meeting writing expectations across the disciplines
- Developing ideas
- Understanding and adhering to the principles for academic integrity in western cultures
- Selecting and utilizing appropriate citation management software when appropriate
- Create organized and clear writing for a range of assignments
- Creating multi-modal assignments, revising a paper into a presentation, etc.

**Faculty Workshops**

We will offer regular workshops that build on and augment faculty members’ existing content and pedagogical expertise through workshops devoted specifically to writing instruction. These workshops will respond to needs identified and will evolve based on those needs:

- Writing effective assignments
- Improving student writing
- Using existing technologies in innovative ways to support reading and writing
- Supporting faculty’s own writing goals, such as the writing of conference proposals, theses, and other works

**Referrals, Credit and Follow-up**

We are pleased to work with faculty regarding individual and course referrals. Please arrange with the Writing Studio Director to ensure adequate understanding and resources of your needs and for documentation of RWC use by referred students.
SECTION 3

Department Information

♦ Academic Calendar—Dates to Remember

♦ Campus Mailbox, Voicemail and Email

♦ Department Office Assistance

♦ Faculty Absences

♦ Textbook Selection

Academic Calendar—Dates to Remember

First Day of Fall 2015 Classes:

August start (16-week classes) August 24

First Day of Winter 2016 Classes:

January start (16-week classes) January 11

No Classes held on:

Monday, September 7 (Labor Day)
Tuesday, November 24 (Organizational Day)
Wednesday, November 25 thru Saturday, November 28 (Thanksgiving Holiday)
Monday, January 18 (Martin Luther King Day)
Monday, March 7 thru Saturday, March 12 (Spring Break)
Tuesday, March 22 (Institutional Development Day)
Wednesday, March 23 thru Saturday, March 26 (Good Friday/Easter Recess)
Monday, May 30 (Memorial Day Holiday)
Monday, July 4 (Fourth of July Holiday)

Campus Mailbox 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 e-mail 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 security information in Section 6.

To access your Macomb email account from an external site, go to:

owa.macomb.edu

Email is the preferred method of communication between faculty and staff. It is important that faculty check their email messages at least once a day. You may also be asked to provide an alternate email address, such as your home or work address.
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.

Requirements for photocopying vary by department and the equipment used. Usually, small jobs can be copied in your department office. An exam or other multi-page documents must be sent to the Copy Center. Faculty may email their documents directly to the Copy Center.

- Center Campus, B 131 copycenter@macomb.edu
- South Campus, E 104 printshop@macomb.edu
- South Campus, R 122 copytech@macomb.edu

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 his 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 insure 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 cancelled 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 your Associate Dean for specific information relative to your courses.
Official Course Syllabus

Each course that you teach has an Official Course Syllabus that has been approved by the Curriculum Committee and the Provost. These syllabi are filed in the Curriculum Warehouse, which is accessed through the college’s employee Intranet, under the My Macomb link.

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 material (assignments, grading, your classroom policies, etc.) that are 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 from the Intranet following the instructions below.

Here are the steps to view and print an official course syllabus on the New Curriculum Warehouse:

1. Go to www.macomb.edu
2. Click on My Macomb
3. Click on Curriculum Warehouse
4. Click on Credit Syllabi by Subject–View and Print
5. Under Choose a Subject, click the small down-arrow to open the Subject drop-down box
6. Select your subject area from the drop-down list
7. Click the Select arrow beside the syllabus to display the syllabus
8. Click on Print Syllabi

Syllabus Review

Faculty members who teach a particular course shall 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. Subsequently, all course syllabi must be reviewed every other academic year, and if necessary, revised by the faculty members in the area who teach the course.

Any modifications to department course syllabi will need to be placed on the Intranet in the Curriculum Warehouse.
**First Day Handouts & Checklist**

The First Day Handout is a written 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. The following First Day Handout “checklist” is provided to help you make certain that all necessary information concerning your course is provided to your students in your First Day Handout.

Sample first day handouts for both an online and on-ground course are included in the Appendix of this handbook.

**First Day Handout Checklist**

This first day handout checklist was recommended by the Standards Committee in May 2004.

<table>
<thead>
<tr>
<th>MACOMB COMMUNITY COLLEGE</th>
<th>(NAME OF DIVISION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE:</td>
<td>Course Title and Number/Section Letters</td>
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<td>Time, Day(s)</td>
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<td>Location/Meeting Place</td>
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<td>Instructor Name</td>
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<td>Where Available to Purchase</td>
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<td>Other Materials Needed</td>
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<tr>
<td>COURSE OUTCOMES:</td>
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</tr>
<tr>
<td>METHODS OF INSTRUCTION TO BE USED:</td>
<td>Discussion/Lectures</td>
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<tr>
<td>Case Study</td>
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<tr>
<td>Films/Video Tape</td>
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<tr>
<td>Laboratory/Field Trips</td>
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</tr>
<tr>
<td>Combination/Other</td>
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</tr>
<tr>
<td>GRADING:</td>
<td>Grading Policy (weight per assignment)</td>
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<td>Evaluation Methods</td>
<td></td>
</tr>
<tr>
<td>Format for Papers</td>
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<tr>
<td>Policy on Late Assignments and Make-up Exams</td>
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</tr>
<tr>
<td>Other Policies/Procedures (Attendance, Plagiarism, Cheating)</td>
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</tr>
<tr>
<td>Official Withdrawal Date/Mobility Moves</td>
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<tr>
<td>CLASSROOM CONDUCT/EXPECTED BEHAVIOR:</td>
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<td>CALENDAR OF CLASS ASSIGNMENTS WITH DUE DATES:</td>
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<tr>
<td>DATES FOR:</td>
<td>Major Assignments</td>
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<tr>
<td>Quizzes/Exams/Finals</td>
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<tr>
<td>Projects/Field Trips</td>
<td></td>
</tr>
<tr>
<td>Holidays/Vacations</td>
<td></td>
</tr>
</tbody>
</table>

**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, their guide, mentor 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 adult’s; most of them working and going 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.

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 Campus 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 campus police have recently 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 actually 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.

You can find the Quick Reference Guide for Instructors/Student Classroom Misconduct in the Appendix of this Handbook.

The Handbook on Rights and Responsibilities 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. It 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 need to take precedent at all times. When in doubt, call campus police. If the matter can wait, consult with your Associate Dean.

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### 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 stay 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
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 test message, email, voice message or any combination of the three. Participation is completely voluntary.

To activate your personal EMAS, visit:
https://asp.schoolmessenger.com/macomb/subscriber

Emergency Telephones/“Blue Light Phones”
Emergency “blue light” outdoor telephones are located on the grounds of both campuses.

**South Campus:**
- Staff Lot #1 near C building
- Emergency Intercom at C-Main Entrance
- 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

**Center Campus:**
- Parking Lot #4, East of University Center
- South of C building
- West side of I building, College Police
- Between Lot #1 and F building
- East of G building Entrance
- North side of K building
- Southwest of J building, near Lot #6

**East Campus:**
- Southwest corner of the building

M-TEC™:
- 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 particular area.
WebAdvisor Overview

Class rosters and other student information are available through My Macomb and WebAdvisor, which is accessible through Macomb’s website (see instructions below). WebAdvisor 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.

WebAdvisor maintains your log in session for 15 minutes. If there is no activity in WebAdvisor using your account for a period longer than 15 minutes, your session will automatically timeout. 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.

Log In Procedures

Each time you access WebAdvisor, you will need to log in. When using WebAdvisor, it is recommended that you use one of the following Internet browsers tested by Macomb Community College to work with WebAdvisor:

- Internet Explorer 9.x
- Mozilla Firefox 5.x
- Mozilla Firefox 6.x

We do not recommend using other browsers at this time (i.e., Chrome, Silverlight, etc.) as only some transactions will function properly. All mobile devices and their browsers are NOT recommended for use with WebAdvisor at this time.

For your convenience WebAdvisor is available daily from 6:00 a.m.–3:00 a.m. However, due to required system maintenance, the system is unavailable on Sunday from 3:00 a.m. 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
2. Click on My Macomb
3. Log in with your Username and Password
4. From the WebAdvisor menu, select WebAdvisor for Faculty
5. From the Faculty Information pull down menu, select Class Rosters
6. Select the class to view and/or print the student roster or email your students

To go back to the class list to select another class, use the convenient “Select a different course section” link (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.
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 eligibility, or to transfer credits to another institution.

To post student grades:

**Returning Faculty:**

1. Go to www.macomb.edu
2. Click on My Macomb (located at the top right of the homepage).
3. Click on WebAdvisor for Faculty.
4. Under Faculty Information click on Grading.
5. Select the appropriate term from the drop down menu and click Submit.
6. Select one class by checking the box (Choose One) and click the Submit button.
7. Enter the grades in the Grade boxes. Use the TAB key to move through the list (DO NOT use the Enter key).
8. Click Submit when you are finished grading a class. If all grades are accepted, WebAdvisor will give you a grade confirmation screen indicating that your grades were submitted successfully.
9. If there is an incorrect grade entry, the first error will display at the top of the screen. Correct the error and click Submit. Only one error will display at a time; if another error exists, it will appear at the top of the screen. You need to correct all errors before the grades can be accepted. Once all grades have been accepted, you will be given a grade confirmation screen indicating that your grades were submitted successfully. Click OK and you will be returned to the Faculty Menu.
10. To grade another roster, click on the Faculty Menu tab and repeat the process above. DO NOT use the browser's BACK button.
11. When you are done using Grading, always remember to click “Log Out”. It is also recommended that you close out of your browser.

**New Faculty:**

1. Go to www.macomb.edu
2. Click on My Macomb (located at the top of the homepage).
3. Click on Activate My Macomb Account.
4. Enter your User ID, Last Name, the first 5 digits of your Social Security number and click Activate.
5. Create a new password following the format requirements and click Change Password.
6. Type in the answers to four security questions and click Save Responses.
7. Click on Continue and you will be taken back to the login screen.
8. If you have any questions, please contact the Service Desk at 586-445-7156 or send an e-mail to servicedesk@macomb.edu (not available on weekends).

If there is an incorrect grade entry, the first error will display at the top of the screen. Correct the error and click Submit. Only one error will display at a time, if another error exists, it will appear at the top of the screen. You will need to correct all errors before grades can be accepted.

Once all grades have been accepted you will receive a Grade Confirmation notice. Print a copy of this notice for your records and click OK to return to the Faculty menu.

When you are done using WebAdvisor, always remember to click the “Log Out” link. DO NOT close your browser without first logging out of WebAdvisor.

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 pre-designated 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., 091509 for September 15, 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 pre-designated 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 term. 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.)

Non-Attending Students
Students who do not attend class on-ground or online 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 in an online class must include some meaningful interaction in the class beyond just signing in or sending email to the instructor outside of the online class.

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

DO NOT enter a last day of attendance for students who are assigned an NS grade.

Student Withdrawals
Students who have officially withdrawn will not appear on your grading 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 WebAdvisor, please call during regular business hours, one of the following persons:

Jessica Hurst 586.286.2206
Beth Osikowicz 586-286-2207
Christine Laubach 586-445-7399
Melissa Zilka 586.445.7187
**Accessing the Employee Intranet**

The Intranet is an internal web page that contains useful information for employees of Macomb Community College. Access to the Intranet is restricted to faculty and staff. Here you will find information and resources such as employee contracts, organizational charts, academic calendars, curriculum warehouse, various college forms, and Board of Trustee and Learning Unit academic policies and guidelines.

To access the Intranet from off campus:

- From www.macomb.edu, click on **My Macomb**.
- Log in with your Username and Password.
- Under the **WebAdvisor** tab, select Intranet, from the applications tab.
Information Technology Support Services and IT Security

♦ IT Support Services
♦ IT Security

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 email servicedesk@macomb.edu

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**Hours of Operation:**

**Fall and Winter Semesters**

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<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday–Thursday</td>
<td>7:30 am–10:00 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 am–5:30 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>8:00 am–Noon</td>
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</table>

**Summer Semester**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday–Thursday</td>
<td>7:30 am–8:30 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30 am–5:30 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>Closed</td>
</tr>
</tbody>
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Client Computing & Media Systems

Client Computing & Media Systems consists of four major technical support strands: Audio Visual Resources, Electronics, Academic Support, and User Services (Administrative Support). All four groups are under the direction of Patrick Evans-Mach, Director of Information Technology, Client Computing and Media Systems.

Audio Visual Resources

Providing equipment for faculty, staff and students, the AV Departments are located at both Center and South Campus, with South Campus providing support to M-TEC and the Center Campus providing support to the East Campus and the Macomb Administrative Center. AV services support faculty using mediation in the classrooms and handles reservations and delivery of equipment, such as projection units, overhead projectors and other instructional equipment for classroom use. Reservations are requested a minimum of 48 hours in advance. To reserve audio visual resources, please contact the Service Desk at 586.445.7156 (or *1 from a campus phone) or email servicedesk@macomb.edu

Academic Systems

The Academic Systems 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 Academic Systems where assistance with specifying and ordering new equipment and/or software is provided. For assistance, please contact the Service Desk at 586.445.7156 (*1 from a campus phone) or email servicedesk@macomb.edu
Electronics
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. For assistance, please contact the Service Desk at 586.445.7156 (or *1 from a campus phone) or email servicedesk@macomb.edu

User Services
The User Services department 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 the employee Intranet under Departments-Communications and Information Technology-Computing Services Help and FAQ Area. 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 email servicedesk@macomb.edu

Hours of operation:
Monday–Friday 7:30 am–4:30 pm

Information Technology Security
College policies governing the use of information technology resources are available on the Intranet under:

My Macomb > Intranet > Policies > Administrative > Communications and Information Technology

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. The College’s Acceptable Use of Technology Policy prohibits the sharing of login credentials.
2. Use only your own ID when logging into any College system.
3. Configure mobile phones and tablets to automatically lock after 5 minutes with password or swipe pattern.
4. Don’t fall victim to a “Phish” (where a cyber-criminal tricks you into providing your login credentials).

- Never use all or part of your college login ID, e-mail address or password for an online account elsewhere.
- 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. Macomb correspondence will never ask you to do this!
- Verify ‘where you are at’ before entering login credentials. Never trust the ‘look’ of a website alone. Check the address bar in the browser to make sure you are really where you wanted to be!
- Report suspicious e-mails to the Service Desk (dial *1 from a college phone or email servicedesk@macomb.edu

Remember! Errant disclosure of your login credentials can expose information for fraudulent use, such as:

1. Student records that you are able to access
2. Your e-mail, its contents and information others have entrusted to you
3. The College’s global address book and use of your e-mail address to send fraudulent, malicious, SPAM or Phishing e-mails
4. Your personal information on W-2’s, pay advices and health forms

For more information, contact: servicedesk@macomb.edu or dial *1 from any College phone.
Counseling & Academic Advising

Counseling

A counselor is a faculty member who is a Licensed Professional Counselor and is uniquely trained to work with students individually or in groups. Counselors can assist students with decisions that facilitate academic, career and personal growth. They also help students establish priorities, adjust to college life, and learn skills that will optimize their academic and personal effectiveness. Most counseling services are provided on an appointment basis, with some walk-in assistance available.

Assistance provided by counselors includes:

- Making decisions about educational and career goals
- Planning realistic steps to achieve stated goals
- Assisting with priorities to help balance the roles of student, parent, spouse, and/or employee
- Interpreting inventories and interest tests results
- Managing stress and anxiety
- Developing strategies for solving problems interfering with academic success and/or college persistence
- Coping with, and adjustment to, college life
- Learning skills that optimize academic success
- Course selection for the first semester of all students new to Macomb
- Course selection for students who have not yet made an educational decision
- Course selection for students intending to transfer but who have not yet made a university choice

In a non-emergency situation, you may refer a student to the Counseling or Special Services office by completing a referral form and directing them to the appropriate office. You may also consider calling the office to determine counselor availability and, if appropriate, escort the student to the office. In an emergency situation, please contact Campus Police by calling 911 from a campus phone.

Academic Advising

Academic advisors are available to assist new, prospective, and current students who are decided about their Macomb program or major, and school of transfer. Academic advisors are available on a walk-in basis, no appointment is necessary.

Academic Advisors help students:

- General information about admission, placement testing, courses of study available at Macomb, and registration procedures
- Information on Macomb's graduation requirements
- Interpretation of placement testing scores
- Transfer information for those students decided upon their major and transfer institution
- Explaining and interpreting Macomb's catalog and schedule of classes
- Macomb's program information for those students decided on their certificate or associate's degree program
Interpreting college policies, procedures, and student rights and responsibilities

Referrals to appropriate college resources (Academic Assistance/Learning Center, Financial Aid, Library, etc.) for assistance

The Counseling and Academic Advising department is located at:

Center Campus, H 103 • 586.286.2228
South Campus, H 316 • 586.445.7211

Hours of Operation:
Monday & Tuesday 8:00 am–6:00 pm
Wednesday, Thursday & Friday 8:00 am–4:30 pm

Special Services

The Special Services Counselors work with students who need special assistance to succeed in college due to a physical disability, learning disability, insufficient learning skills, or language barrier.

This unit works with each person as an individual, to provide resources, services and accommodations that can assist that individual in achieving success at the post-secondary level. Special Services also works with students to make them aware of career options and to develop a personalized education plan. 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.

Services offered include:
- Evaluation of student interest and abilities
- Career awareness and exploration
- New Student Orientation/Course Planning Sessions
- Networking within college and agencies
- Referrals for tutoring to the Academic Assistance/Learning Center
- Coordination of services to persons with documented disabilities
- Supporting students whose first language is not English

How this program helps students:
- Provides an opportunity to meet frequently with a counselor
- Assists students with understanding themselves and clarifying their goals
- Promotes student-teacher communication
- Intervenes in times of crisis
- Accommodates the disabled student

Student Eligibility
Students may be eligible for the Special Services program if they:
- Are referred by faculty or outside agencies
- Have any documented disability that may present obstacles to success in the college classroom
- Have a below-average grade point average
- Have limited English proficiency

The Special Services department is located at:

Center Campus, H103 • 586.286.2237
South Campus, H316 • 586.445.7420

Hours of Operation:
Monday & Tuesday 8:00 am–6:00 pm
Wednesday, Thursday & Friday 8:00 am–4:30 pm

Special Populations

The Special Populations Program is a network of support established at Macomb Community College to help members of eligible population groups find direction in their lives and obtain the job skills necessary to provided financial support and develop independence for themselves.

Students who are a single parent, a displaced homemaker, or enrolled in a program that has been determined nontraditional for their gender, may be eligible for assistance with:
- Navigating transitions (Choices, Focus, Direction)
- Improving self-confidence
- Exploring personal interests, abilities, and college readiness
- Building employment competencies
- Individual and group counseling
- Planning their career
- Advocacy to college offices and community support agencies
- Financial assistance with college expenses

The Special Populations department is located at:

South Campus, H 316 • 586.445.7003

Hours of Operation:
Monday & Tuesday 8:00 am–6:00 pm
Wednesday, Thursday & Friday 8:00 am–4:30 pm

Career Services

Macomb Community College Career Services offers current and former students, 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

Career Services contact information:

Email: careerservices@macomb.edu
Phone: 586.445.7321
Center Campus, H 109 • Fax: 586.416.5204
South Campus, S 147 • Fax: 586.445.7219
Let Us Visit Your Classroom
Let one of our Career Services Specialists visit your class or student organization to present to your classes! We provide support to you by addressing the services that the office provides to students as well as a host of career-related topics, such as resume writing, job-search strategies, and interviewing skills. You may also choose to schedule a tour of Career Services in order to allow 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.

myinterfase.com/macomb/student
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.

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 major or discipline. 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, our office hosts a Spring 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.

Records & Registration (FERPA)
FERPA (Family Educational Rights and Privacy Act) is a federal law passed by Congress in 1974 which 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 & 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
586.445.7183

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 students 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 offered by 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 below.

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.

Termination of Financial Aid
Termination means that the student has failed to meet the College’s satisfactory academic progress standards by not adhering to the student’s academic plan for the specified period of time. A student is not eligible for financial aid for any future semesters at Macomb Community College.

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:

586.445.7228
finaid@macomb.edu
www.macomb.edu/financialaid
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.

**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 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 Macomb Center**

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 Road and Garfield 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 which 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 with only 1,271 seats, and 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, Bill Cosby, 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 and Debbie Reynolds, Mandy Patinkin, Jeff Daniels, Kathy Griffin, AirSupply 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 College students.
The University Center (UC) is offered in partnership with four-year colleges and universities providing Macomb County residents increased access to advanced education by providing 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 College
- University of Detroit Mercy
- Walsh College
- Wayne State University
- Western Michigan 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:

Donna Petras, Dean  
586.263.6018 or 586.263.6033

Hours: Monday–Thursday 8:00 am–10:00 pm  
Friday 8:00 am–4:30 pm
## Quick Reference Guide on Student Classroom Misconduct/Student Complaints

<table>
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<tr>
<th>SITUATION</th>
<th>YOUR ACTION</th>
<th>THINGS TO KNOW—HELPFUL STRATEGIES</th>
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<tbody>
<tr>
<td>Student misconduct is distracting and inappropriate for a positive classroom environment</td>
<td>Take the student aside and explain that his/her behavior is inappropriate for the classroom and tell him/her it must stop if he/she is to continue, uninterrupted, in the class. Ask the student to leave the class. If he/she 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.</td>
<td>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 on a temporary basis. Permanent removal must be done in conjunction with your Associate Dean and Dean of Student Success. Document all activity that led up to your request for removal.</td>
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<tr>
<td>Student misconduct continues after warning</td>
<td></td>
<td></td>
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<tr>
<td>Student misconduct warrants immediate and/or permanent removal from your class</td>
<td>Remove the student from the classroom as above. Contact your Associate Dean immediately to review situation. Together with Associate Dean, inform Dean of Student Success of situation; request removal or acceptable solution for returning student to your class. Understand removal is not automatic.</td>
<td>A hearing will be required for permanent removal; Dean of Student Success will notify student of charges (related to College Rules and Regulations), gather evidence, and make decision which either the student or teacher may appeal to the College Disciplinary Panel. In a threatening or volatile situation, one incident alone may warrant permanent removal.</td>
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<tr>
<td>Student cheats/plagiarizes</td>
<td>Document incident(s) thoroughly. Administer grade sanctions in proportion to the severity of the incident. Have Associate Dean document in SARS.</td>
<td>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.</td>
</tr>
<tr>
<td>Student cheating/plagiarizing has pervasive impact warranting permanent removal</td>
<td>Document thoroughly Contact Associate Dean AND together consult with Dean of Student Success</td>
<td>Permanent removal will require disciplinary procedure including a hearing with student.</td>
</tr>
<tr>
<td>Student complaint—grades</td>
<td>Macomb’s process requires teacher to meet with student as first step in complaint process</td>
<td>If the student’s complaint is not resolved with the teacher, the student’s next step is to meet with the Associate Dean of the area. If the student’s complaint is not resolved with the A.D., the student must initiate the grade review process, that is file the petition (and attach all necessary paperwork) with the Associate Dean 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 A.D. or on the Web. The form must also be returned directly to the A.D. for further comment, if appropriate. This is the only process allowed for student grade complaints.</td>
</tr>
<tr>
<td>Student complaint against teachers</td>
<td>Knowledge of procedure</td>
<td>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.</td>
</tr>
<tr>
<td>Student complaint—harassment</td>
<td>Knowledge of procedure</td>
<td>Unlawful harassment by students and employees of Macomb is prohibited Matter is brought to the attention of the Affirmative Action Officer or the Provost for investigation.</td>
</tr>
<tr>
<td>Part</td>
<td>Details</td>
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</table>
| **Date** | John Q Public  
12345 Street BLVD  
Metropolis, MI 12345 |
| **Dear John** | Macomb Community College is interested in your success as a student and your instructors keep me informed of your academic progress. This letter is designed to let you know what your instructors have reported. |

**Part B (NA)**

To date you have never attended the following course for which you registered:  
**MGMT-1000-S1601 Instructor—Dr. Wise Final Withdraw Date: ____________**  
If you do not attend this class by the end of the third week of class, you are considered a ‘No Show’ and will receive a NS grade symbol for this course. You cannot start attending this class after you receive a NS grade. Courses assigned a NS grade symbol are part of your permanent record and will appear on your official transcript from Macomb.  
Please note for students enrolled in an online class, attendance in an online class must include some meaningful interaction in the class beyond just signing in or sending an email to the instructor outside of the online class. 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 a NS grade will impact your financial aid, Veteran’s Benefits, and/or your F1 International Status. Contact enrollment services (see 2 below) or financial aid (see 5 below) immediately if you receive these services.

**Part C (AC)**

The following instructor has reported that your progress is unsatisfactory and would like to assist you. Often, your instructor can help you develop specific strategies to improve your academic performance. I urge you to take the first step to improving your progress by contacting your instructor. You can find contact information in your instructor’s first-day handouts or by contacting the appropriate academic department (see 4 below).  
**MATH-0000-S0000 Instructor—Dr. Algebra**  
**PSYC-0000-C0000 Instructor—Dr. Sane**

**Part D (AT)**

The following instructor is concerned about your attendance because it seems to be affecting your academic performance. Excessive tardiness, leaving class early, and missing class regularly are attendance issues that can lead to concerns. Please contact your instructor immediately to discuss your absences. Not attending regularly may result in failure of the class.  
**ITCS-1010-C1601 Instructor—Dr. Byte**

**Part E (AW)**

You are in danger of receiving a failing final grade in the following course. Please contact the instructor as you may need to drop.  
**MACA-1070-C1601 Instructor—Dr. Drawing Final Withdraw Date ____________**  
You are responsible for dropping classes prior to the last date to withdraw. If you simply stop attending, but do not withdraw, you will be assigned the grade that you have earned. You may withdraw online using WebAdvisor (www.macomb.edu/WebAdvisor) or in person by contacting the Enrollment Services Office.  
To ensure that your withdrawal does not affect your insurance status or other factors in your personal situation, we strongly recommend that you meet with a counselor prior to your withdrawal. If you are a financial aid recipient, please contact the Financial Aid Office before you withdraw from any classes. A withdrawal or dropped class can impact your financial aid, which means you may owe money back to the financial aid program that awarded it to you. Contact information is listed below.

**Part F with (AC and AT)**

The professional counselors at Macomb Community College can assist you with making important decisions about college. If you need help with setting educational or career goals, or with any other situation that may be impeding your success, call for an appointment (see 1 below).  
Our Academic Assistance/Academic Assistance/Learning Centers can also support your learning through tutoring, study skills seminars, and other resources. Ask for assistance now (see 3 below).
Part G (AP)

Congratulations! The following instructor wishes to recognize your contribution to the class indicated below. You have demonstrated your eagerness to learn and your willingness to work diligently to meet the expectations of the class. The instructor congratulates you on your progress and encourages you to continue your noteworthy performance.

You may wish to let your instructor know that you appreciate the consideration shown by sending this letter. It may also benefit you to keep this letter as part of your portfolio as some students have supported their financial aid and/or job applications with this letter.

SECT-1234-S1601 Instructor: Smith, Robert

Part H

Please consider the information in this letter as support for your academic goals. As you move forward with your education, keep these three things in mind: 1) student success services are free to enrolled students; 2) some courses are prerequisite to other courses and must be completed with a grade C or better to satisfy a prerequisite requirement; and 3) a minimum 2.0 cumulative GPA is required to earn a degree or certificate from Macomb. In the meantime, I extend my best wishes as you continue your education at Macomb Community College.

Sincerely,

Susan R. Boyd
Dean of Student Success